

English Language and Linguistics (Anglistik III)
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HOW TO WRITE A (LINGUISTIC) TERM PAPER – A SHORT MANUAL

1. STRUCTURE AND CONTENT

What?

- Introduction: central problem, theoretical background, previous research
- Research question (in detail)

How?

- Methodology
- What kind of data have been used and how were they collected (e.g. text corpus, native speaker judgments, random sample, questionnaire, etc.)?
- How did you deal with the data (e.g. qualitative or quantitative analysis, statistics, classification in categories, etc.)?

Results?

- Results
- Presentation of your analysis and results
- Discussion of results
- Critical discussion of the results with respect to the initial research question
- Conclusion
- Concluding remarks

2. LAYOUT AND CONTENT

1. Layout (form)

- cover sheet

- table of contents
- text
- list of references
- appendix

2. Cover sheet

- title and type of paper
- author information (including matriculation number, address, telephone number and email address)
- course of studies, semester (Anzahl der Fachsemester)
- course title
- semester in which you took the course
- instructor's name
- date of submission

3. Table of contents

Ordered by decimals, with the numbered sections and their titles left-aligned, followed by their respective page numbers, right-aligned, e.g.

1.	Introduction	3
2.	Theoretical background	4
2.1.	Basic Concepts	7
2.1.1.	Most basic concepts	9

4. Bibliography

The bibliography should follow the conventions of the Unified Style Sheet for Linguistics. A complete description can be found here:

<http://celxj.org/downloads/USS-NoComments.pdf>

5. Appendix

The appendix serves the documentation of sources, data, questionnaires etc.

6. Citation methods and bibliographical references

Short quotations have to be put in quotation marks; quotations exceeding 3 lines have to be indented, with single spacing. Bibliographical information – author, year, corresponding page number – in brackets has to follow the quotation, e.g. (Bickerton 1981: 24). This helps to identify the quoted work from your list of references. Footnotes are only to be used to illustrate facts or thoughts which might interrupt the line of argumentation in the running text. Different from literary studies, footnotes are not to be used for bibliographical reference.

7. Formatting

For correction marks a left margin of 5 cm and a right margin of 3.5 cm (both in total, i.e. default margin included) are required. The upper and lower margins should measure 2.5 cm each. You should use a 12pt font size and a 1.5 line spacing for normal text. For long quotes use single line spacing. Use a serif font (e.g. Times New Roman).

Examples should be separated from running text and, for ease of identification and reference, numbered consecutively as shown below:

- (1) a. **This a sample sentence is.*
- b. *This is a sample sentence.*

Examples within the text are *italicized*.

On the next page you find an example of citation methods and example formatting, as well as the correct use of footnotes taken from a linguistic paper. You should follow these examples with your own paper. (N.B. These examples use single line spacing, in your paper you have to use 1.5 line spacing.)

suffix (as in *stigma* - *stigmatize*) and even stress may be shifted (as in *cátholic* - *cathólicize*³) or reduced (as in *géntile* - *géntilize*).⁴ The phenomenon with which I will deal here is the truncation of base-final segments if the base word ends in a syllable in which onset and rhyme are identical. The data in (8) illustrate this regular phenomenon.

- | | | |
|-----|--------------|-------------|
| (8) | *femininize | feminize |
| | *minimumize | minimize |
| | *metathesize | metathesize |

In her account of these facts, Raffelsiefen (1996) proposes an output-oriented constraint which prohibits identical onsets in adjacent syllables in the derived word: *O_iRO_i. My term 'OCP (onset)' is only a different name for this constraint, which reflects that it is part of a larger family of related constraints. Raffelsiefen's account works for most of the data she presents, but the picture seems to be more complicated. Thus, in my sample of 284 20th century neologisms I have found 6 words that do not feature haplology, contra to Raffelsiefen's predictions. Consider the forms in (9):

- | | | |
|-----|------------------------|-------------|
| (9) | strychninize | *strychnize |
| | clássicize | *classize |
| | dilletántize | *dilletize |
| | mírrorize | *mirrize |
| | pótentize | *potize |
| | térronize ⁵ | *terrize |

On closer inspection, the contradictory data reveal a striking regularity, namely that all base words of the forms cited by Raffelsiefen in favour of the constraint are polysyllabic (*emphasize* - *emphasis*, *metathesize* - *metathesis*, *feminize* - *feminine*, *maximize* - *maximum*, etc.), whereas all the counterexamples (except one, *dilletante*, to be discussed shortly) are disyllabic. At first sight the constraint appears to be sensitive to the number of syllables. However, the violators and conformers also differ in the stress pattern. Thus, the base words of the haplological forms all have antepenultimate stress with two unstressed syllables following, i.e. they are dactyls, while all violators do not exhibit a stress lapse. That this stress-based description is superior to the simple counting of syllables is corroborated by the behavior of *dilletántize*, whose base word has main stress on the final syllable (which all the other polysyllabic forms cited lack). In sum, the operation of OCP (onset) needs to be restricted to those cases in which a base with two unstressed syllables precedes *-ize*. By way of illustration, a form like **fémininize* exhibits a stress lapse, which would only be tolerable if the last two onsets were not identical. Since they are identical,

³ Following established conventions, I use acute accent to indicate primary stress, grave accent to indicate secondary stress.

⁴ See Plag (1997: chapter 7.2) for a comprehensive account of the stem allomorphy of *-ize* derivatives.

⁵ Raffelsiefen considers *terrorize* a French borrowing. According to the *OED* this is incorrect. Semantically, this word is also completely regular (see Plag 1997, in press for a detailed account of the semantics of *-ize* derivatives).