

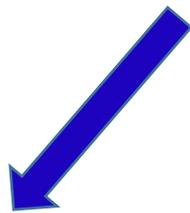
Guideline for Term Papers

(please note: other guidelines apply for linguistics)

“I love deadlines. I love the whooshing noise they make as they go by.”

[Douglas Adams]

This is a guideline – no more, no less. The following instructions are there to help you to write a successful term paper. While some of the rules are really prerequisites for an academic text, there is necessarily so much more to really good writing. This is why we would like to recommend that you talk to your lecturer if problems surface during the writing process, that you take a look at what the Schreiblabor of the Uni Bonn (<https://www.schreiblabor.uni-bonn.de/>) has to offer and that you read up on academic writing yourself (please see the bibliography at the end).



updated: July 2016

In regard to the (referencing) style **not** the layout/format, the guideline is based on the MLA 8th Edition.

For more information please see: “MLA Eighth Edition: What’s New and Different”:
<https://owl.english.purdue.edu/owl/resource/747/22/>

If you have any suggestions/ideas on how to improve the guideline please let us know:
coordination-english@uni-bonn.de

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1. Title Page

Rheinische Friedrich-Wilhelms-Universität Bonn (14pt)
Institut für Anglistik, Amerikanistik und Keltologie (14pt)

Title (bold, 14pt)

Term Paper for/Hausarbeit für (12pt)

Course Title (12pt)

Summer Term/Winter Term//Sommer-/Wintersemester 20** (12pt)

Lecturer (full name with proper titles) (12pt)

Name Surname (12pt)

Student ID Number/Matrikelnummer (12pt)

Street (12pt)

Postal Code and City (12pt)

E-Mail Address (12pt)

Place, Date of Submission (12pt)

2. Declaration of Authenticity

Versicherung (bold, 14pt)

Ich versichere hiermit, dass ich die vorliegende Arbeit selbständig verfasst, ganz oder in Teilen noch nicht als Prüfungsleistung vorgelegt und keine anderen als die angegebenen Hilfsmittel benutzt habe. Sämtliche Stellen der Arbeit, die benutzten Werken im Wortlaut oder dem Sinn nach entnommen sind, habe ich durch Quellenangaben kenntlich gemacht. Dies gilt auch für Zeichnungen, Skizzen, Tabellen, bildliche Darstellungen und dergleichen sowie für Quellen aus dem Internet.

Ich erkläre mich bereit, auf Aufforderung unverzüglich eine elektronische Fassung meiner Arbeit einzureichen.

Bonn, den _____

(Unterschrift)

The Declaration of Authenticity directly follows the **Title Page**.

The declaration can be downloaded here:

https://www.iaak.uni-bonn.de/research-neu/copy_of_resources/versicherung.doc

→ **Please note:** Some lecturers want to have your text only in print, some prefer print plus a .pdf, so please ask them.

3. Format and Structure

3.1. Length

There is only one way to find out how long your term paper has to be and that is to **ask your lecturer**. This is due to the fact that the required length of the term papers correlates with the specific distribution of the workload in the course you attend. Accordingly, the 'Prüfungsordnungen'/examination regulations (2013) state the following range:

BA:

“Sofern studiengangspezifische Bestimmungen nichts anderes vorsehen, beträgt der Umfang jeder Hausarbeit **mindestens 20.000 und höchstens 40.000 Zeichen** inklusive Leerzeichen und Anmerkungen und ist von einem gemäß § 7 Abs. 1 bestellten Prüfer zu bewerten.”

MA:

“Sofern studiengangspezifische Bestimmungen nichts anderes vorsehen, beträgt der Umfang jeder Hausarbeit beträgt **mindestens 30.000 und höchstens 50.000 Zeichen** inklusive Leerzeichen und Anmerkungen und sind von einem gemäß § 7 Abs. 1 bestellten Prüfer zu bewerten.”

Thus the following information is just to provide you with a basic framework of what to expect and please note that characters/Zeichen \neq words:

Bachelor

Issues Courses 3.200-4.400 words
(ca. 8-10 pages/ca. 22.000-27.700 characters);
but often ca. 10-12 pages are required

3rd Year Term Paper 4.800-6.000 words
(ca. 12-14 pages/31.000-38.000 characters)
but often ca. 15-17 pages are required

Master

Term Paper 7.200-8.800 words
(ca. 17-20 pages/46.000-49.500 characters)

→ **Please note:** These word/character counts **do not** include the Title Page, the Declaration of Authenticity, the Table of Contents, the Bibliography and the Appendix.

3.2. Margins

Left	4cm
Right	2cm
Top	2cm
Bottom	2cm

3.3. Font

Font:	Times New Roman, 12pt
Spacing:	1.5 line spacing
General Format:	full justification (Blocksatz)

3.4. Pagination

Page numbering starts with page number 1 on the first page of the introduction, leaving all the preambulatory pages unnumbered.

3.5. Paragraphs

A complete paragraph follows **one** specific idea, which is discussed by following a line of argument. Thus, a paragraph consists of a topic sentence, an academic discussion (discuss and illustrate your idea and, if possible, use primary as well as secondary literature to verify your position), a conclusion and a linking sentence, which logically connects the paragraph to the following/previous one and may begin for example with linking phrases such as “however”, “nevertheless”, “in contrast” etc.

So this is the typical structure of a paragraph:

Topic Sentence → Discussion → Conclusion → Linking Sentence

- This also means that there are no paragraphs (or chapters) consisting of only one sentence.
- Please check whether your paragraphs are relevant and necessary for the topic of your paper and whether they are logical and coherent.
- Please indent the first lines of paragraphs (except the first lines of the first paragraphs at the beginning of a new chapter or after longer quotes).
- If you have an argument that is too short for a paragraph/chapter, either include it in a previous or later paragraph/chapter or mention it in a footnote.
- Please make sure that you do not include empty lines or additional spacing after paragraph markers, i.e. your page is supposed to look ‘full’.

3.6. Structure

1. Title Page
 2. Declaration of Authenticity
 3. Table of Contents
 4. Introduction
 5. Main Part
 6. Conclusion
 7. Bibliography
 8. Appendix (if applicable)
- Your term paper should consist of an introduction (minimum 1 page), a main part with a logical structure, i.e. presenting a clear line of argument, and a conclusion (minimum 1 page).
 - Please try to find precise and meaningful (‘beschreibungsadäquate’) chapter headings.
 - The introduction presents firstly your main thesis, i.e. your research focus. The German term for it is ‘Fragestellung’ and this is a bit misleading; it is not a question that can be answered by ‘yes’ or ‘no’, it is your topic. So your thesis, which correlates with the title of your term paper, is not for example: “Does Romeo really love Juliet?” but “An Analysis of the Forms and Functions of ‘Love’ in Shakespeare’s *Romeo and Juliet*”. Please make sure that you and your lecturer agree on a research focus **before**

you start writing. Secondly, the introduction addresses your approach or your method. Thirdly, the introduction describes and explains the structure of your text.

- The main body of your text may consist of a chapter with a focus on theory/method and your analysis (based on close reading). It focuses on your research question and presents a clear line of argument. **Please note:** whether your text requires an extra chapter on theory, methods or definitions depends on a) the overall length of your text, b) on your lecturer and c) on your topic. So please ask your lecturer.
- The conclusion presents and sums up your results and may include an outlook on what could be done in order to continue your approach, in order to take it further.
- Please make sure that you tell your reader what you are doing in a chapter (at the beginning of each chapter), that you summarize at the end of each chapter, and that you link your chapters.

4. Some General Remarks on Content and Style

- Please reflect on your role as a writer. We are neither literary critics nor professional ethnographers, i.e. our subjective opinions of a text are not part of an analysis and please avoid any general statements on cultures. Whenever you formulate a hypothesis you have to be able to support it or prove it (usually by referring to secondary literature).
- Please make sure that your term paper is up-to-date and based on current research.
- Please make sure that you use enough reliable secondary literature (for definitions, for the theory/method chapters as well as for the interpretations). Definitions of key terms taken from dictionaries are not acceptable, please use, for example, handbooks.
- Quotes from primary literature and secondary literature need to be commented on, i.e. they have to be embedded in your text and 'used' in your line of argument.
- Usually the biography of an author is not a viable part of your term paper (except your research focus is a biographical study).
- In general plot summaries are not necessary. When in doubt, please ask your lecturer.
- It is always a good idea to search for synonyms in order to avoid word repetition. Very useful in this respect is, for example, a thesaurus: <http://www.merriam-webster.com/>
- Please do not use contracted forms ("wasn't", "it's", "isn't", "couldn't", "they're", "hadn't", "wouldn't", etc.), instead please write the complete phrases ("was not", "it is", "is not", "could not", "they are", "had not", "would not", etc.).
- Please decide whether you use 'round' quotation marks/'typographische' Anführungszeichen 'or not' and try to be consistent.
- Please differentiate between a hyphen/'Bindestrich' (-) and a dash (-) 'Gedankenstrich'.
- Please try to use a simple and clear academic style.
- On the use of personal pronouns: You will find that academic texts grow out of certain writing traditions, for example, it is much more likely to find an explicit "I" in an US context than in a text written by a scholar from Germany or the UK. Implicitly it is obvious right from the start that the term paper is written by you, i.e. you need not highlight this fact by referring to yourself. Use personal pronouns with caution and be aware of international standards (sometimes you might prefer a passive construction

or using just ‘one’/‘readers’ instead of ‘I’). Please note that some lecturers do have preferences in this respect so it is a good idea to ask them.

- Please make sure that you list all the works you refer to in the ‘Bibliography’, i.e. all the primary literature, films, other media and secondary literature. This also means that nothing is listed that is not referenced, i.e. ‘blown up’ bibliographies are to be avoided.
- The terms ‘primary literature’ or ‘primary sources’ refer to the media you analyse (e.g. *Romeo and Juliet*); the terms ‘secondary literature’ or ‘secondary sources’ refer to the media that help you doing that (e.g. works on Shakespeare and his works). The terms have nothing to do with ‘quality’ or with how often you consulted the sources.

5. Quotations/In-Text Citations

- For quotations/referencing the MLA style is used. As the MLA can be rather intricate, you will notice that this guideline simplified matters a bit at times. (In your tutorial and the introduction other styles will be mentioned additionally, because for professional writers it is important to know that there is a variety of different styles).
- For in-text citations and the works cited list please use the MLA style, but please adhere to the IAAK guideline for the general layout etc.
- An excellent guideline is here: <https://owl.english.purdue.edu/owl/resource/747/1/>
- Direct quotations are marked by inverted commas (“like this”) and referenced by parenthetical citation, i.e. the necessary info is given in brackets after the quote.
- Metalinguistic usage of a term, e.g. “the so-called ‘culture’”, is marked by single quotation marks.
- Quotations need to be accurate. Any changes of the original text have to be indicated by square brackets within the quotation or commented on in parentheses after the quotation. Omissions within a sentence in a quotation are identified by three periods (often in square brackets).
- **Please make sure that you reference all quotes and indirect sources, paraphrases or adopted ideas in order to avoid plagiarism.** On what is considered to be plagiarism please see:
<https://owl.english.purdue.edu/owl/resource/589/02/>
<https://www.iaak.uni-bonn.de/notes-iaak/taeuschungsversuche-und-plagiate-handreichung-fuer-studierende>
- Direct quotations have to remain in the original language. Please do not translate quotations. If you feel the need to clarify what was said, explain the quotation and its meaning. (Exception: Please ask your lecturer if you think providing an additional translation of a quotation would really be a good idea, for example if you are pretty sure that your lecturer is not fluent in, say, Niuean.)
- If you paraphrase a text passage that is originally in another language, it is a good idea to say so, for example, in a footnote.

Examples:

- 1) John Reed is described as having “dingy and unwholesome skin” (Brontë 12), which implies...

- 2) When asked about her place of origin, Helen replies “‘I come from a place far north; quite on the borders of Scotland.’” (Brontë 66)
 - 3) Erik Gray maintains that “Charlotte Brontë’s *Jane Eyre* (1847) [...] offers a relatively straightforward example of a marriage plot marked by the sharing of metaphors” (Gray 270), as can be seen...
- No matter whether you reference primary or secondary literature, the last name of the author is used; this is why this method is called ‘author-page style’. Footnotes or endnotes are only used to provide further explanatory information.
 - There will always be special problems and no style guide can cover them all, but frequent ‘problems’ – such as how to cite authors with same last names, how to cite multiple works by the same author or how to cite indirect sources – can be solved by looking them up:
 MLA In-Text Citations: The Basics
 (<https://owl.english.purdue.edu/owl/resource/747/02/>)
 - Quotations longer than three lines are not simply included in the text body but indented on the left side by 1.5 cm, written in 10pt and single line spacing, the inverted commas are deleted.

Example:

Rochester’s reaction reflects his relief, which Jane describes as following:

I felt Mr Rochester start and shudder; he hastily flung his arms around me. ‘Thank God!’ he exclaimed, ‘that if anything malignant did come near you last night, it was only the veil that was harmed. Oh, to think what might have happened!’ He drew his breath short, and strained me so close to him, I could scarcely pant. (Brontë 328)

This clearly illustrates ...

(Please note: the first line of the following paragraph is not indented)

- For emphasis, please use italics *and* state that it is your emphasis by adding [my emphasis].

Example:

Erik Gray maintains that “Charlotte Brontë’s *Jane Eyre* (1847) [...] offers a relatively *straightforward* example of a marriage plot marked by the sharing of metaphors [my emphasis]” (Gray 270), as can be seen...

- If the emphasis is in the original, it is useful to say so.

Example:

“‘Take care, then: If you don’t please me, I will shame you by showing how such things *should* be done.’ [Original emphasis or Emphasis in the original]” (Brontë 208)

- Options for ‘indirect’ referencing and ‘repeated referencing of the same source’:

Examples:

Mrs Reed even physically hurts Jane (cf. Brontë 34). (cf. stands for Latin *confer* derived from *conferre* = ‘compare’ and may imply a contrast, ‘see also’ is a rather neutral alternative)

Worsham argues that “many texts are worth reading” (qtd. in Smith 13).

- If the same reference, i.e. same author and same page, is used repeatedly, “*ibid.*” (short for Latin *ibidem* = ‘in the same place’) replaces the reference. If the quote

comes from the same source, but is quoted from a different page, the respective page number supplements the reference, e.g. “(ibid. 290)”.

6. Footnotes

- Please use footnotes instead of endnotes. Footnotes may provide explanatory information or additional bibliographic information. Please see: <https://owl.english.purdue.edu/owl/resource/747/04/>
- Please tend to regard footnotes as whole sentences which begin with a capital letter and end with a full stop. “Cf.” and “ibid.” begin with lower case letters within sentences and with a capital letter at the beginning of a sentence/footnote.

Example:

¹²³ The following quote illustrates the argument made: “Dr. Johnson, [...] pointed out that the act of writing alleviates boredom of the writer and the product of that act combats readers’ potential boredom” (ibid. xi). Cf. Mayer Spacks 239-272.

7. Sources/Primary and Secondary Literature

- Please do your research thoroughly and regard it as a vital part of writing a term paper.
- Please do not use only the Bonner catalogues/‘bonnus’ or JSTOR, use also the MLA database (mainly for journal articles) as well as the KVK/Karlsruher Virtueller Katalog (mainly for books) <https://kvk.bibliothek.kit.edu/>.
- It may very well be that the sources you need are not available in Bonn. Please do not hesitate to order a Fernleihe/interlibrary loan. It is easy, fast and cheap.
- Please refer to at least 6-8 secondary literature texts (webpages may be used, but only reliable sources and not too many). **But please ask your lecturer how many works of secondary literature are required in the specific course you attend because numbers may vary.**
- **Please note:** for BA or MA theses you need to work with a lot more secondary sources.
- **Please note:** some lecturers prefer a division of your bibliography into the following categories:
 - 1) Primary Literature (e.g. *Jane Eyre*)
 - 2) Secondary Literature (e.g. works on/articles about *Jane Eyre*)
 - 3) Online Sources (reliable, academic websites, official websites)
- **Please note:** in American Studies primary and secondary literature are not differentiated in the bibliography.

8. Bibliography¹

- Anything you reference needs to be included in the works cited list/bibliography (in alphabetical order of the surnames of the authors). Please make sure that you include

¹ Most examples of the following subchapters are taken from the *Purdue Online Writing Lab* or the *MLA 8th edition*.

all the relevant information so that another researcher could use your text for her/his own work (this is the reason why bibliographies have to be accurate).

- Please use *italics* for book titles or journal titles, i.e. for anything that was published as a single entity, but please use double quotation marks for anything that was only published as a part of something bigger, i.e. articles or poems in books or journals.
- The first step is always that you figure out what it is you are including in your list. Is it a book, an anthology or a collection of essays, a single essay in a collection...? Once decided, you can find out how to cite it:
<https://owl.english.purdue.edu/owl/resource/747/05/>

8.1. Books and Collections

- **When a source has one author:** Surname, Name. *Title*. Publisher, Year of publication.

Examples:

Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Routledge, 2011.

Surkamp, Carola. *Die Perspektivenstruktur narrativer Texte: Zu ihrer Theorie und Geschichte im englischen Roman zwischen Viktorianismus und Moderne*. WVT, 2003.

- **When a source has two authors:** Surname, Name of First Author, and Name and Surname of Second Author (e.g. Nünning, Ansgar, and Marion Gymnich...)
- **When a source has three or more authors:** Surname, Name of First Author, et al. (e.g. Nünning, Ansgar, et al.). The phrase *et al.* is Latin for ‘and others’; there is no period after *et* because it simply means ‘and’ – it is not an abbreviation.
- **Two or more works by the same author:** The name is not repeated but substituted by three hyphens.

Example:

Palmer, William J. *Dickens and New Historicism*. St. Martin’s, 1997.

---. *The Films of the Eighties: A Social History*. Southern Illinois UP, 1993.

- If you want to cite the entire anthology or collection, list by editor(s) followed by a comma and “editor” or “editors”.

Examples:

Hill, Charles A., and Marguerite Helmers, editors. *Defining Visual Rhetorics*. Lawrence Erlbaum Associates, 2004.

Peterson, Nancy J., editor. *Toni Morrison: Critical and Theoretical Approaches*. Johns Hopkins UP, 1997.

8.2. A Text in an Anthology or Collection

- Surname, Name. “Title of Essay.” *Title of Collection*, edited by Editor’s/Editors’ Name(s). Publisher, Year of Publication, pp. Page range of entry.

Examples:

Harris, Muriel. “Talk to Me: Engaging Reluctant Writers.” *A Tutor’s Guide: Helping Writers One to One*, edited by Ben Rafoth. Heinemann, 2000, pp. 24-34.

Swanson, Gunnar. "Graphic Design Education as a Liberal Art: Design and Knowledge in the University and the 'Real World.'" *The Education of a Graphic Designer*, edited by Steven Heller. Allworth Press, 1998, pp.13-24.

8.3. A Text in a Scholarly Journal

- Surname, Name of the Author. "Title of Article." *Title of Journal*, Volume, Issue, Year, pp. Page range of entry.

Example:

Kincaid, Jamaica. "In History." *Callaloo*, vol. 24, no. 2, Spring 2001, pp. 620-26.

8.4. Electronic Sources (Web Publications)

- Surname, Name of the Author. "Title of Article." Title of Website, Date, URL.

Example:

Hollmichel, Stefanie. "The Reading Brain: Differences between Digital and Print." *So Many Books*, 25 Apr. 2013, somanycbooksblog.com/2013/04/25/the-readingbrain-differences-between-digital-and-print/.

8.5. Recorded Films or Movies and Recorded Television Episodes (e.g. DVD)

Examples:

"Hush." *Buffy the Vampire Slayer*, created by Joss Whedon, performance by Sarah Michelle Gellar, season 4, episode 10, Mutant Enemy, 1999.
Kuzui, Fran Rubel, director. *Buffy the Vampire Slayer*. Twentieth Century Fox, 1992.

9. Further Reading

- The MLA Style gets updated from time to time. If you find that the IAAK guideline contradicts current standards, please let us know.
- Our guideline is based on the *MLA Handbook 8th Edition* and the MLA Style Guide on the *Purdue Online Writing Lab* website:
<https://owl.english.purdue.edu/owl/resource/747/01/>
- The following bibliography provides you with titles you can find in Bonn, it is of course not comprehensive. There are also very useful online sources such as the "Flyer und Faltblätter zum wissenschaftlichen Arbeiten des Schreibzentrums der PH Freiburg"
(<https://www.ph-freiburg.de/hochschule/weitere-einrichtungen/schreibzentrum/beratung/online-selbstlernmaterial.html>)
or info provided by the Schreiblabor of the University of Bielefeld (<http://www.uni-bielefeld.de/Universitaet/Einrichtungen/SLK/schreiblabor/>)

Aczel, Richard. *How to Write an Essay: Optimize your Exam Preparation*. Klett Lerntraining, 2014. (ULB 2014/913)

Bailey, Stephen. *Academic Writing: A Handbook for International Students*. Routledge, 2011. (ULB 2012/4173)

- Björk, Lennart, and Christine Räisänen. *Academic Writing: A University Writing Course*. Studentlitteratur, 1999. (Angl. C R7-3081 +2)
- Broders, Simone. *Wissenschaftliches Arbeiten in Anglistik und Amerikanistik*. utb, 2015. (Angl. Ax 1-35)
- Macgilchrist, Felicitas. *Academic Writing*. Schöningh, 2014. (ULB Allg Ba9 or 2014/8065 and online at the ULB)
- Prexl, Lydia. *Mit digitalen Quellen arbeiten*. utb, 2015. (Angl. Ax 2-25)
- Rumisek, Lisa A., and Dorothy E. Zemach. *Academic Writing from Paragraph to Essay*. Macmillan, 2005. (ULB 4'64/938)
- Swales, John, and Christine B. Feak. *Academic Writing for Graduate Students: Essential Tasks and Skills*. University of Michigan Press, 2012. (ULB 2014/6531)
- Tang, Ramona, ed. *Academic Writing in a Second or Foreign Language: Issues and Challenges Facing ESL/EFL Academic Writers in Higher Education Contexts*. Continuum, 2012. (Angl. C OD7-850)

10. Registering and Handing in Your Term Paper

- Leitfaden zum Modulprüfungsverfahren 'Hausarbeit'
<https://www.philfak.uni-bonn.de/studium/pruefungsbuero/download/handreichung-zur-seminarpruefung>
- If you do not see your lecturer anyway to hand in your term paper, please give it to Ms Nakath,
 Department Office (Geschäftszimmer),
 Room 2009,
 Monday - Thursday 9.00 - 12.00
 But please note that Ms Nakath will not be able to give you a receipt due to the large quantity of term papers coming in. In urgent cases it is possible to ask other staff members to accept term papers for colleagues.
- **Please note:** These are some of the criteria your lecturers will focus on when they read your text: Fragestellung/Thema/main question; Umgang mit Theorie, Methoden und Fachterminologie/theory, method and terminology; Analyse und Interpretation der Primärtexte/analysis and interpretation of primary texts; Bibliographische Recherche und Arbeit mit der Sekundärliteratur/research and the use of secondary literature; Strukturierung und Argumentationslinie der Arbeit/structure and line of argument; Sprache und Form/language, format and style.