

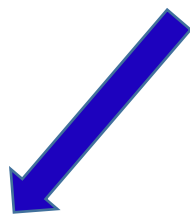
# Guideline for Term Papers

**(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, and that you take a look at what the Schreiblabor of the Uni Bonn (<https://www.schreiblabor.unibonn.de/>) has to offer and that you read up on academic writing yourself (please see the bibliography at the end).



**updated: November 2020**

In regard to the (referencing) style, **not** the layout/format, the guideline is based on the MLA 8<sup>th</sup> 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 guidelines, please let us know:

[coordination-english@uni-bonn.de](mailto: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)

Official E-Mail Address (e.g. s5....@uni-bonn.de) (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/de/research/resources/versicherung-quellen.pdf>

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

### 3. General issues

#### First off, you need to:

- 1) **Discuss your topic ideas with your lecturer** – they will need to confirm the structure and the hypothesis before you start working; they can also tell you whether your topic is feasible and help you make adjustments!
- 2) Register on **Basis** for the respective “Modulabschlussprüfung”
- 3) Download the form “**Prüfungsformular für Hausarbeiten**” and follow the instructions given here: <https://www.philosophie.uni-bonn.de/de/studium/pruefungsformular-fuer-hausarbeitenaufrufen>

#### 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 (2018) (and accordingly the Prüfungsordnung for education from 2017) state the following range:

Module/paper	Approximate number of characters (including spaces)	Approximate number of words	Approximate number of pages*
<i>B.A. term paper</i>	31,000 – 40,000	4,800 – 8,000	10 - 20
<i>Issues paper (2<sup>nd</sup> semester)</i>	22,000 – 27,700	4,000 – 5,000	10 - 12
<i>B.A. thesis</i>	70,000 – 120,000	14,000 – 24,000	35 - 60
<i>B.A. thesis (teaching degree)</i>	70,000 – 100,000	14,000 – 20,000	35 - 50
<i>M.A. term paper</i>	30,000 – 50,000	6,000 – 10,000	15 - 25
<i>M.Ed. term paper</i>	20,000 – 40,000	4,000 – 8,000	10 - 20
<i>M.A. thesis</i>	120,000 – 240,000	24,000 – 48,000	60 - 120
<i>M.Ed. thesis</i>	80,000 – 120,000	16,000 – 24,000	40 - 60

\*what counts is the number of words, NOT the number of pages! This is only meant as a means of orientation.

**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.

## 4. Format and Structure

### 4.1. Margins

<b>Left</b>	4cm
<b>Right</b>	2cm
<b>Top</b>	2cm
<b>Bottom</b>	2cm

### 4.2. Font and spacing

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

### 4.3. Pagination

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

### 4.4. 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. That means 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 or two sentences. A paragraph should have *at least* three or more sentences. A chapter also needs to consist of at least one page.
- 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’. Do not waste space!

## 4.5. Structure

1. Title Page
  2. Declaration of Authenticity
  3. Table of Contents
  4. Introduction
  5. Theory/ Method
  6. Main Part
  7. Conclusion
  8. Bibliography
  9. Appendix (if applicable)
- Your term paper should consist of an **introduction** (minimum one page), a **theory section** explaining the concepts applied to the primary literature, a **main part with a logical structure**, i.e. presenting a **clear line of argument**, and a **conclusion** (minimum one page).
  - Please try to find precise and meaningful chapter headings. Do not name the chapters ‘Theory’ or ‘Main Part’. Examples:
    - ➔ If your topic is the analysis of forms and functions of love in Shakespeare’s *Romeo and Juliet*, then your theory chapter could be called “Exploration of love and its forms and functions” and in this chapter you would then review secondary literature and other works on the theoretical basis you have chosen, in order to present a definition based on theory and a concept of love that can then be applied onto *Romeo and Juliet*. The main part could then be titled “Love in *Romeo and Juliet*”.
  - The introduction presents firstly your **main thesis**, i.e. your research focus. 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.

- ➔ Your job in a term paper is to come up with a specific focus or take on your topic, which you then have to work on theoretically, before applying this to your primary source in addition to secondary sources bolstering your argumentation. Your work with the primary source should be a close reading if it is a text, for example.
- The main body of your text should 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. The theory chapter serves to define important terms and concepts. In some cases, the theoretical aspects can be combined into the main part but that should be made clear.
- The conclusion presents and sums up your results and may include an outlook on what could be done to continue your approach, in order to take it further. Furthermore, the conclusion gives room for further meta-reflection on the topic: is there another way to argue your thesis? Is there something else that should be reflected on?
- 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 to each other.

## 5. 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).

➔ *Example:*

Victorian women are unconventional. **NO, instead:** Jane Eyre in the Victorian novel of the same name is an unconventional woman...

- Please make sure that your term paper is up-to-date and based on current research. If there are 'older' sources all the newer sources base their findings on, check out the 'old' source first. If there is not any 'more recent' research available than the one you found



(which may date back to 1999 or 2002, etc.), state this in a footnote to highlight that you did your research well.

- Be aware of colloquial use of language: for example, “get” is rather colloquial in use so find replacements: "get a job" = "find a job". Also avoid “way too” or strong adjectives like “super”. Keep your writing nuanced and not too crass.
- The terms ‘primary literature’ or ‘primary sources’ refer to the media you are analysing (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.
- Please make sure that you use enough reliable secondary literature (for definitions, for the theory/method chapters as well as for the interpretations). The literature should be on the theoretical aspects as well as on the primary literature. Definitions of key terms taken from dictionaries are not acceptable because usually there will be an academic handbook available, or definitions of concepts are given in other secondary literature. When referring to dictionaries, please make sure it is a trustworthy and known dictionary, e.g. Merriam Webster, Cambridge, Oxford English Dictionary. Use several dictionaries and contrast the definitions. How to cite a dictionary in the bibliography will be explained in chapter 8.f.
  - ➔ E.g. if your paper has 12 pages, you should have consulted at least 12 sources or more! It’s better to have more sources than having not enough.
- **Quotes from primary literature and secondary literature need to be commented on**, i.e. they must be embedded in your text and ‘used’ in your line of argument. It is not acceptable to simply mention these thoughts and not elaborate on them.
- Usually, the biography of an author is not a viable part of your term paper (except your research focus is a biographical study). Please do not include biographical data about the author (or authors of secondary literature) if it is not absolutely relevant for the argument you are making.
- In general plot summaries are not necessary (since your lecturer most often already has read the piece of work you are working with). When in doubt, please ask your lecturer. You of course have to contextualise quotes you use in your argumentation, as it might make a difference if it comes from the beginning of the novel or the end. For example,

it makes sense that you contextualise where in the novel you are if you try to sketch a development, in a Bildungsroman for instance.

- 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](#). Also never copy & paste ideas from your introduction into your main part or conclusion. Rephrase!
- Please do not use contracted forms (“wasn’t”, “it’s”, “isn’t”, “wouldn’t”, etc.), instead please write the complete phrases (“was not”, “it is”, “is not”, “would not”, etc.).
- Please be aware of the difference between „German” and “English” quotation marks! For your term papers, you need to use the English ones.
- Please differentiate between a [hyphen](#) (-) to be used to combine two words, an [en-dash](#) (–) which is used between page numbers/numbers in general or the date; and an [em-dash](#) (—) which is used to insert a thought into a sentence.
- 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’ or ‘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.
- Please note that handouts from lecturers are NOT a good source to use as these are based on original sources in most cases. If you do want to use parts of a handout, ask the lecturer to provide you with the sources.

## 6. Quotations/In-Text Citations

- 1) 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. In linguistics, the APA guidelines are used, and these two are different. Please keep that in mind.
- 2) 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.
- 3) An excellent guideline for the use of the MLA style can be found here, especially when working with non-print sources from the internet:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_in\\_text\\_citations\\_the\\_basics.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html)
- 4) Citing from movies/TV shows/ YouTube Videos/twitter/dictionaries:
  1. When creating in-text citations for media that has a runtime, such as a movie or podcast, include the range of hours, minutes and seconds you plan to reference. For example: (00:02:15 – 00:02:35). For example:
    1. While Boromir is convinced that "[o]ne does not simply walk into Mordor" (Fellowship 01:30:00-01:30:03), that is exactly what Frodo and Sam do in the third movie.
    2. The Fellowship of the Ring ends with Frodo saying to Sam that he is glad to not be alone (cf. / see 02:50:05 – 02:50:12).
  2. When citing a tweet, use the twitter handle:
    1. @tombrokaw. "SC demonstrated why all the debates are the engines of this campaign." Twitter, 22 Jan. 2012, 3:06 a.m., [twitter.com/tombrokaw/status/160996868971704320](https://twitter.com/tombrokaw/status/160996868971704320).  
→ Debates are seen as fuelling for political campaigns (see @tombrokaw 2012).
  3. When citing from a dictionary:
    1. If a dictionary or encyclopaedia entry has no author, the in-text citation should include the first word or words in the title of the entry. The title of the entry should be in quotation marks, with each word starting with a capital letter.
- 5) 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, NOT the reference.

1. If two authors share the same last name OR you are using two works by the same author, give a shortened version of the title of their work when referencing, e.g. (Brontë, *Eyre* 66).
2. If you want to cite from a website, try to find the author's name. In general, include in the text the first item that appears in the Bibliography that corresponds to the citation (e.g. author name, article name, website name, film name). That means, if you cannot find the author's name, you may use the article's name in an abbreviated form or the websites name as well.
3. If you cannot find a piece of work that is cited in other literature that you did read, but you would like to quote what they also quoted, you may do so as follows:  
→ Worsham argues that “many texts are worth reading” (qtd. in Smith 13).

**Please note:**

- 6) 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)”. Make sure it is absolutely clear what you are referencing!
- 7) There will always be special problems and no style guide can cover them all, but frequent ‘problems’ – such as how to cite indirect sources – can be solved by looking them up: [MLA In-Text Citations: The Basics](#).
- 8) **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 (which means that your paper fails) please see:

→ [https://owl.purdue.edu/owl/research\\_and\\_citation/using\\_research/avoiding\\_plagiarism/index.html](https://owl.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/index.html)

## 6.1. Direct quotations

- 9) 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.
- 10) Metalinguistic usage of a term, e.g. “the so-called ‘culture’”, is marked by single quotation marks.

11) 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). This should never change the original meaning of the text!

1. E.g. “The eagle came flying when the Sun was unveiled, and light leaped forth [...] before the Sun had fallen”. → omission

12) 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 Niuean or Japanese.) You may also put it in a footnote. Or paraphrase it if the language is really not well known and would disrupt the flow of the paper.

13) **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) → **Please note** that single quotation marks are used to show that a character is speaking here. This also holds true for indented quotes, where the normal quotation marks are left out!
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...

14) 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 quotation marks 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)

- 15) For emphasis, please use italics *and* state that it is your emphasis by adding ‘my emphasis’ into the brackets:

**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” (Gray 270, my emphasis), as can be seen...

- 16) If the emphasis is in the original, it is useful to say so: [original emphasis]

**Example:**

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

→ **Please note:** only one period is needed, not two: ...should be done” (Brontë 208).

## 6.2. Indirect quotations/ paraphrasing

- Indirect quotations, or paraphrasing, means you are explaining the thoughts of another person in your own words. If you paraphrase, you are asked to add cf., which comes from the Latin word ‘*conferre*’ which means ‘compare to’ but may also mean ‘contrast’; a more neutral option would be ‘see’.
  1. Mrs. Reed even physically hurts Jane (cf. Brontë 34).
  2. Jane is said to be a very nice girl (cf. Brontë 35).
- Furthermore, paraphrasing should be done in a way that makes it clear another person’s thoughts are explained. It may look as follows:
  1. Wordsworth extensively explored the role of emotion in the creative process (cf. 263).
  2. It is argued that Woolf somehow anticipated problems women did not face in her time but are facing at the moment (see Singh 45).

## 6.3. Footnotes

- Please use footnotes instead of endnotes. Footnotes may provide explanatory information or additional bibliographic information. Please see: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_endnotes\\_and\\_footnotes.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_endnotes_and_footnotes.html)

- You can use footnotes to pursue points that might take your primary argumentation too far, but are worthy to be investigated in future papers, for example. You can also offer additional secondary literature on the point which you have excluded from your main argumentation.
- 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:**

<sup>123</sup> 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).

<sup>222</sup> 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)
  - 1) <https://www.ulb.uni-bonn.de/de>
  - 2) <https://kvk.bibliothek.kit.edu/>
  - 3) <https://www.jstor.org>
  - 4) <https://www.base-search.net/about/de/index.php>
- 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 and does not cost too much. It might take a week or two for the books to arrive, though, so that should be considered in your plan of time management.

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

<sup>2</sup> Most examples of the following subchapters are taken from the *Purdue Online Writing Lab* or the *MLA 8<sup>th</sup> edition*.

- Please refer to at least ten to fifteen 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. Bibliography<sup>1</sup>

- 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 all the relevant information so that another researcher could find 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.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

The university also offers a Citavi license and workshops specifically for that purpose. It might be worth checking them out to learn how to use Citavi for easy handling of sources.



## a. 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.

## b. 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.

**c. 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.

**d. Electronic Sources (Web Publications)**

→ Surname, Name of the Author. "Title of Article." Title of Website, Date, URL. date of access **Example:**

Hollmichel, Stefanie. "The Reading Brain: Differences between Digital and Print." *So Many Books*, 25 Apr. 2013, [somanymorebooksblog.com/2013/04/25/the-reading-brain-differences-between-digitaland-print/](http://somanymorebooksblog.com/2013/04/25/the-reading-brain-differences-between-digitaland-print/). Accessed October 10<sup>th</sup>, 2020.

**e. Films, Movies or Episodes (e.g. DVD, Netflix)**

**Examples:**

"Hush." *Buffy the Vampire Slayer*, created by Joss Whedon, performance by Sarah Michelle Gellar, season 4, episode 10, Mutant Enemy, 1999.

"I Am No Bird, and No Net Ensnares Me." *Anne with an E*, created by Moira Walley-Beckett, season 1, episode 2, Netflix, 2017.

Kuzui, Fran Rubel, director. *Buffy the Vampire Slayer*. Twentieth Century Fox, 1992.

Bradbeer, Harry, director. *Enola Holmes*. Netflix, 2020.

**f. Alternative electronic sources (YouTube, Twitter, Dictionaries, etc.)**

***Twitter***

Begin with the user's Twitter handle in place of the author's name. Next, place the tweet in its entirety in quotations, inserting a period after the tweet within the quotations. Include the date and time of posting, using the reader's time zone;

separate the date and time with a comma and end with a period. Include the date accessed if you deem necessary.

**Example:**

@tombrokaw. "SC demonstrated why all the debates are the engines of this campaign." Twitter, 22 Jan. 2012, 3:06 a.m., [twitter.com/tombrokaw/status/160996868971704320](https://twitter.com/tombrokaw/status/160996868971704320).

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_works\\_cited\\_electronic\\_sources.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_electronic_sources.html)

***YouTube***

Video and audio sources need to be documented using the same basic guidelines for citing print sources in MLA style. Include as much descriptive information as necessary to help readers understand the type and nature of the source you are citing. If the author's name is the same as the uploader, only cite the author once. If the author is different from the uploader, cite the author's name before the title.

**Example:**

McGonigal, Jane. "Gaming and Productivity." *YouTube*, uploaded by Big Think, 3 July 2012, [www.youtube.com/watch?v=mkdzy9bWW3E](http://www.youtube.com/watch?v=mkdzy9bWW3E).

***Dictionary***

**Example:**

Dictionary. *Lexico*. <https://www.lexico.com/definition/dictionary>. Accessed October 13<sup>th</sup>, 2020.

## **9. Common mistakes and reasons why papers have failed**

- The formatting is not in line with these guidelines, this includes the page numbering, the margins, etc. Furthermore, the formatting needs to be consistent throughout the whole paper (e.g. use of quotation marks, indents, etc.), and you also need to make sure you stick to either British or American English. Also make sure that paragraphs as well as chapters are not too short.
- The argumentation is not clear and does not provide cohesiveness. Make sure you have a hypothesis and that every argument and point of analysis works towards this hypothesis. This hypothesis needs to be stated properly in the introduction.

- The analysis should not be superficial and merely a summary but should go beyond that and offer (unexpected) observations.
- All sources need to be referenced in the bibliography and these references also need to be in line with MLA standards and should overall be consistent. In addition, it is absolutely crucial that you provide enough sources (at least 10 for a 10 – 12 pages paper, more for papers that are longer!) and these sources need to be relevant to your hypothesis, as well as of high scholarly quality.
- Make sure that your use of language is appropriate: no colloquial terms, no slang, formal and academic style.

## 10. 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 8<sup>th</sup> Edition* and the MLA Style Guide on the *Purdue Online Writing Lab* website:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

*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](#)” or info provided by the [Schreiblabor of the University of Bielefeld](#).

1. <http://www.unibielefeld.de/Universitaet/Einrichtungen/SLK/schreiblabor//>
2. <https://www.ph-freiburg.de/hochschule/weitere-einrichtungen/schreibzentrum/beratung/online-selbstlernmaterial.html>
3. <https://www.schreiblabor.uni-bonn.de>

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)

## 11. Registering and Handing in Your Term Paper

- Leitfaden zum Modulprüfungsverfahren 'Hausarbeit'

<https://www.philfak.uni-bonn.de/studium/pruefungsbuero/download/handreichungzur-seminarpruefung>

- If you do not see your lecturer anyway to hand in your term paper, please give it to

Bettina Nakath

Department Office (Geschäftszimmer),

Room 2009,

Monday – Thursday, 9am – 12pm