

STYLE GUIDE

1. Write in English. Either British or American English spelling and punctuation is acceptable.
2. Quotations should be in “quotation marks”; book titles should be in *italics*. ‘Inverted commas’ are used for quotations within quotations, and also for titles of shorter works such as journal articles, chapters in edited volumes and poems.
3. Quotations from German texts can be left in German (*italicised*) if the supervisor reads and understands German. If not, leave the quote in German but add your own translation in an endnote, indicating that it is your own in brackets [...].
4. Please do not use footnotes. Use endnotes sparingly for additional information of minor relevance to the main text.
5. Font size main text: 12pt Times New Roman. Endnotes (if applicable): 11pt.
6. Line spacing must be 1.5 (see this document).
7. Words in languages other than English are to be written in *italics*.
8. Word count: B.A. 3,000-5,000 words, circa 8-10 pages.
M.Ed. 5,000-6,000 words, circa 12-15 pages.
Mid-term papers: 20% less.
9. Text layout: Margins: use word default ‘Normal’.
Left-justified (this document) or block.
We tend not to separate words (*Silbentrennung*) in English.
10. Your layout should clearly indicate the start of new paragraphs, either by inserting an empty line, or by indenting the first line of a new paragraph (e.g. with tab stop).
11. A term paper must include, in this order:
 - a. Cover Page (see below)
 - b. Table of Contents
 - c. List of Abbreviations (if applicable)
 - d. Introduction (if a very low word count, a concise abstract is preferable)
 - e. Main headings and subsection headings
 - f. Conclusion
 - g. Bibliography of primary literature (if applicable)
 - h. List of References
 - i. Appendix (if applicable)
 - j. Plagiarism Statement.

References

- **Quoting from monographs:**

Lightbown, Patsy & Spada, Nina (2013). *How Languages are Learned* (4th edn). Oxford: Oxford University Press.

- **Quoting from journals:**

Hu, Adelheid & Beirat der DGFF (2008). 'Kompetenzorientierung, Bildungsstandards und fremdsprachliches Lernen – Herausforderungen an die Fremdsprachenforschung.' *Zeitschrift für Fremdsprachenforschung* 19/2, 163-186.

- **When quoting from online journals, include the link and date:**

Cheetham, Dominic (2015). 'Extensive reading of children's literature in first, second, and foreign language vocabulary acquisition.' *Children's Literature in English Language Education Journal*, 3/2, 1-23. Online available on: <http://clelejournal.org>, retrieved January 24, 2016.

- **When quoting from an edited volume:**

Welsch, Wolfgang (1999). 'Transculturality – The puzzling form of cultures today.' In: Featherstone, Mike and Scott Lash (eds). *Spaces of Cultures: City, Nation, World*, London: Sage, 194-213.

- **When quoting from dictionaries and encyclopaedias, list under author:**

Little, David (2004). 'Autonomy and autonomous learners.' In Byram, Michael (ed.). *The Routledge Encyclopedia of Language Teaching and Learning*. London: Routledge, 69-72.

- **Quote from textbooks under title.** When using more than one medium of the same series, summarize in one entry:

English G21 – A3 (2008). Textbook, Teacher's Manual, CD, Transparencies. Berlin: Cornelsen.

- **Quote from electronic media under editors/organisation.** Material from electronic media that are not online-journals, are quoted under the editors/organisation, year of publication if available, the title, as well as the link and date on which you accessed it.

Council of Europe (eds) (2001), *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, Cambridge: Cambridge University Press. Online available on: http://www.coe.int/t/dg4/linguistic/cadre1_en.asp, retrieved January 24, 2016.