

University of Mannheim  
Department of English

## ABCs of Style

### Manual with Formal Conventions in Linguistics and Literary Studies

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Changes to previous edition from June 2022: Section 2.3.4.3, capitalization.

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## 1 General Introduction

This manual describes the formal conventions for writing theses, term papers, handouts, and other papers at the Department of English at the University of Mannheim. Please refer to them and follow them meticulously. Pay particular attention to differentiated sections for papers in linguistics and literary studies, and make sure you consult the appropriate section. If you need more information, consult the following:

- **Linguistics:** The style conventions here are closely aligned with **APA 7<sup>th</sup> Style**, so that for further details, you can refer to it (see: <https://apastyle.apa.org/>)
- **Literary Studies:** The style conventions here are closely aligned with **MLA Style**, so that for further details, you can refer to it (see: <https://style.mla.org/>)
- Resources on our homepage at  
<https://www.phil.uni-mannheim.de/en/department-of-english/teaching/academic-research-and-writing/> (28.02.2022)
- **Referencing software:** <http://www.bib.uni-mannheim.de/en/referencing-software/> (28.02.2022)

## 2 ABCs of Style for Linguistics Based on APA 7<sup>th</sup> Style

### 2.1 Layout of the Paper

#### 2.1.1 Title Page

The title page bears *Universität Mannheim, Anglistisches Seminar, Lehrstuhl* (or in English, check the department website for the official translations), and the course for which you wrote the paper. Moreover, give the name of the course instructor (or supervisor(s)), the semester of the course (of submission), the title of the paper, the author's name, student ID, course of studies, *Fachsemester*, date of submission, postal address, and e-mail address.

#### 2.1.2 Table of Contents

The table of contents provides an outline of your paper and the page numbers of its sections. Use a decimal classification system as in this manual. Make sure that sections are logically related and follow on the appropriate level. For a *Proseminar* paper, it is usually enough to have two hierarchical levels of numbering. If you use Section 2.1, at least Section 2.2 must follow.

#### 2.1.3 Margins

Use A4 format and set margins to 2.0 cm at the top, 2.5 cm on the left, 3.0 cm at the bottom, and 3.5 cm on the right.

#### 2.1.4 Paragraph Layout

In linguistic papers, paragraphs should be separated either by indenting the first line by 5 spaces (app. 0.5 cm) or by skipping a line before each new paragraph, i.e., by adding an empty line or appropriate formatting of the paragraph layout. Paragraphs are logical units, so use them to structure your paper. Avoid paragraphs which consist of only one sentence.

#### 2.1.5 Page Numbers

For page numbering, use Arabic numerals (1, 2, 3, etc.) centered at the top of the page. Page numbers start with the “Introduction”, i.e., the first page that contains text, and end on the last page of the paper. For longer papers (e.g., theses, where the table of contents is longer than one page) use Roman numerals up to the first page that contains text, like in this manual.

**Tip:** To see how to create an automatic table of contents, set margins, format the layout of your document and insert page numbers in **MS Word** please follow the link below:

<https://support.microsoft.com/en-us/office/word-for-windows-training-7bcd85e6-2c3d-4c3ca2a5-5ed8847eae73?ui=en-us&rs=en-us&ad=us> (28.02.2022):

## 2.2 Formal Conventions for the Body of the Text

### 2.2.1 Text

Print your document on white A4 paper. You may use the fonts Times New Roman, Calibri, Arial, or Cambria in font size 12 points, 1.5 line spacing. We recommend block alignment for the text except for references.

### 2.2.2 Typographical Conventions

Use American or British English spelling consistently and accurately. Titles of books, journals, and films are set in italics. Titles of papers, poems, and internet articles are set in “double inverted commas”. All words are written in small letters. The only exceptions are proper names, the first word of a sentence, a word following a colon. Content words in headings may start with capitals. All punctuation is followed by a single space. Avoid CAPITALS, use **boldface** or *italics* rather than underlining for emphasis. Refer to the *Duden* for German text.

### 2.2.3 Capitalization

Within the paper, words of four or more letters used in titles and headings should be capitalized. In compounds, capitalize both words (e.g., Hearing-Impaired Adults). Note that only the first word should be capitalized in titles of books and articles in your bibliography. Capitalize figures, tables and chapters of your own paper to which you refer (e.g., “see Table 1 in Chapter 4”). Furthermore, capitalize the first word which introduces a complete sentence after a colon, exact and complete titles of tests as well as proper nouns and trade names.

### 2.2.4 Abbreviations

Make sure that all non-standard abbreviations are explained, either within the text, below figures, or in a list of abbreviations following the table of contents (normally only in BA or MA theses). Prefer meaningful abbreviations, i.e., telling names, over generic ones. For example, if you have groups of participants, use experimental group ( $G_E$ ) and control group ( $G_C$ ) rather than group 1 ( $G_1$ ) and group 2 ( $G_2$ ), or native speakers ( $L1ers$ ) and second language learners ( $L2ers$ ) rather than  $G_1$  and  $G_2$ . You do not need to explain standard abbreviations and symbols listed in dictionaries such as e.g., %, etc., i.e., €.

### 2.2.5 Examples of Words, Phrases, and Sentences in Linguistic Papers

Examples provided within the text are set in italics, e.g., “the word *cats* consists of two morphemes, namely the lexical morpheme *cat* and the plural morpheme *-s*”. Set off longer examples and lists of examples from the body of text by blank lines and indentation. Number your examples consecutively throughout the whole paper with (1), (2), etc. and with a, b, etc. within an example as shown below in (1). If the example is in another language than your paper, provide glosses with both literal translations and idiomatic translations.

- (1) a. Maria glaubt, dass der Vater den Wagen kauft.  
 Maria thinks, that the<sub>NOM</sub> father the<sub>ACC</sub> car buys  
 Maria thinks the father buys the car.
- b. Maria glaubt, dass den Wagen der Vater kauft.  
 Maria thinks that the car the father buys.  
 Maria thinks the father buys the car.

Provide glosses and translations following the Leipzig Glossing Rules (<https://www.eva.mpg.de/lingua/resources/glossing-rules.php>) when giving linguistic examples of any other language than Modern English or where morpheme-by-morpheme glossing is necessary for your work.

*Examples:*

(1) Middle English (MED, 2001, “for, prep.”)

|           |            |                |                |           |            |               |
|-----------|------------|----------------|----------------|-----------|------------|---------------|
| <i>þe</i> | <i>ich</i> | <i>hald-e,</i> | <i>healant</i> | <i>ba</i> | <i>for</i> | <i>feader</i> |
| 2SG.OBL   | 1SG.NOM    | hold-1.SG.PRS  | savior         | both      | for        | father        |
| &         | <i>for</i> | <i>freond</i>  |                |           |            |               |

and for friend

‘I regard you, Savior, both as a father and as a friend.’

(c1225(?c1200) St.Marg.(1) (Bod 34)18/36)

(2) Old English ((1c) as in Barðdal & Eyþórsson, 2020, 205)

|              |               |           |                |            |           |               |
|--------------|---------------|-----------|----------------|------------|-----------|---------------|
| <i>Ne</i>    | <i>þynceð</i> | <i>me</i> | <i>gerysne</i> | <i>pæt</i> | <i>we</i> | <i>rondas</i> |
| not          | thinks.3SG    | me.DAT    | appropriate    | that       | we        | shields       |
| <i>beren</i> | <i>eft</i>    | <i>to</i> | <i>earde</i>   |            |           |               |

bear back to earth

‘I do not find it appropriate that we bear our shields back home’

(Beowulf 2653)

## 2.2.6 Footnotes

A footnote within the text is super-scribed and follows punctuation, unless it is attached to a specific word.<sup>1</sup> The text in the footnote is placed at the bottom of the page and is single-spaced. Generally, avoid footnotes. If some information is important, put it in the main text, if not, do not mention it.

## 2.2.7 Tables

Use tables to summarize data. Tables do not speak for themselves. Refer to them unambiguously (cite their number) and explain them in your text, e.g., as in the following sentence: Table 1 summarizes relevant issues about content and format of tables to consider when using them in academic papers (adapted from APA, 2020, p. 207). For a detailed example see <https://apastyle.apa.org/style-grammar-guidelines/tables-figures/tables> (28.02.2022). Table 1 and Table 2 provide examples of appropriate table layout.

### Table 1

*Guidelines for Content and Format of Tables*

| Element | Content                             | Format  |
|---------|-------------------------------------|---|
| Table   | Is the table necessary?             | Are all comparable tables in your paper consistent in presentation? |
| Title   | Is the title brief but explanatory? | Is the title in a header placed above the table in italics?         |

<sup>1</sup> This is an example of a footnote.

|           |  |  |
|-----------|--|--|
| Columns   | Does every column have a column head?  | Are all vertical rules eliminated?     |
| Reference | Is the table referred to in text?  | Are all tables numbered consecutively? |
| Text      | Are all abbreviations explained, as well as special use of parentheses, format, and special symbols? | Is the font size 12, 11, or 10 points? |

**Table 2***Background of the Experimental Groups*

| Frame Group          | N   | Expertise |      | Language use |      | Navon speed [s] |      |
|----------------------|-----|-----------|------|--------------|------|-----------------|------|
|                      |     | M         | SD   | M            | SD   | M               | SD   |
| Self, intuitive      | 66  | 0.52      | 0.17 | 3.89         | 1.42 | 1.60            | 0.19 |
| Self, deliberate     | 72  | 0.50      | 0.18 | 4.10         | 1.48 | 1.87            | 0.32 |
| External, intuitive  | 74  | 0.43      | 0.16 | 4.03         | 1.32 | 1.69            | 0.32 |
| External, deliberate | 81  | 0.42      | 0.17 | 4.04         | 1.43 | 2.01            | 0.38 |
| Total                | 293 | 0.46      | 0.18 | 4.02         | 1.41 | 1.80            | 0.35 |

**2.2.8 Figures**

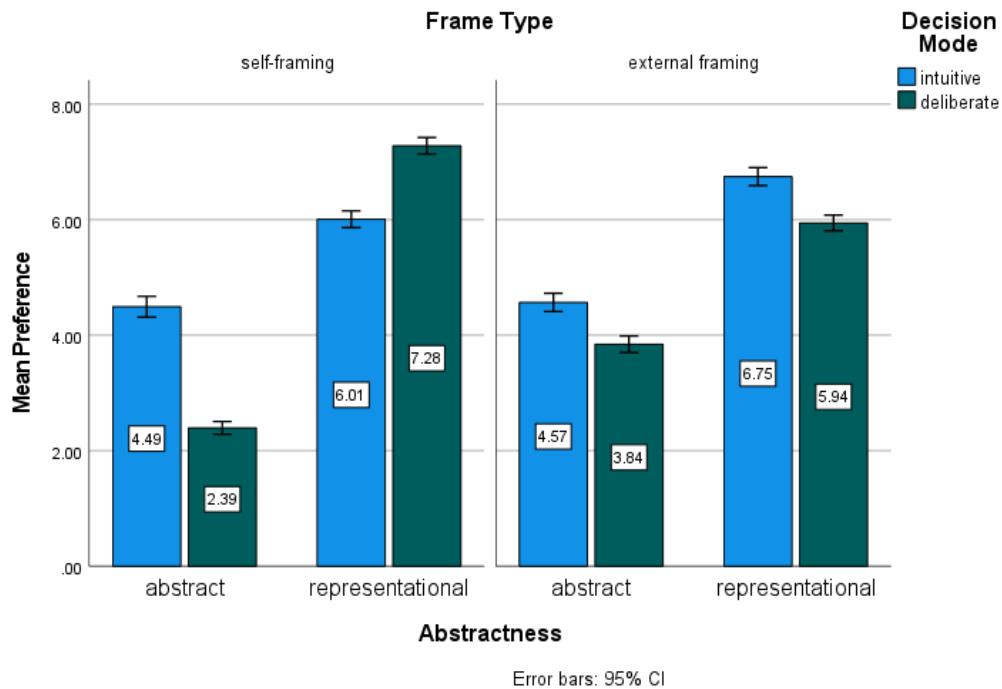
Figures, images, graphs, and charts are useful to categorize information (theories, models, definitions), visualize materials, illustrate processes (flow charts) and to represent statistics. Yet, figures do not speak for themselves. Refer to them and explain them in your text, e.g., “Figure 1 shows the mean preference ratings ...”. Check the points summarized in Table 3 to present figures effectively (adapted from APA, 2020, p. 232). Figure 1 provides an example of how charts should be presented and labeled.

**Table 3***Guideline for Content and Format of Figures*

| Element   | Content   | Format  |
|-----------|---|---|
| Figure    | Is the figure necessary?  | Are figures of equally important concepts prepared according to the same size and scale?  |
| Title     | Is the figure title brief but explanatory?                        | Is the title in a header above the figure, written in italic case and flush left?   |
| Image     | Is the figure image simple, clear, and free of extraneous detail? | Are all elements of the image clearly labeled? Are the magnitude, scale, and direction of grid elements clearly labeled?  |
| Reference | Are all figures called out or referred to in the text?            | Are all figures numbered consecutively with Arabic numerals in the order in which they are first mentioned in the text? Is the figure number bold and flush left? |

**Figure 1**

*Mean Pupil Diameter Change [mm] in Response to Online-Dating Profiles With Low vs. High Arousal Motto Slogans and in the Two Emotion Regulation and Language Conditions.*



### 2.2.9 Reporting Statistics

Report summary statistics in text, in tables, or in figures. Make sure you do not present the identical information at several places. Consider the following points:

- Set letters used as statistical symbols and abbreviations for statistical coefficients in *italics*, e.g., *M* for mean, *SD* for standard deviation, *p* for significance level (probability).
- Put a single space after each symbol including mathematical operators (=, -, >, <, etc.).
- Mind that English uses a dot (.) where there is a comma (,) in German.
- Most statistics should be rounded to two decimal places. Frequent exceptions are very small-scale numbers that vary only after the second decimal place, e.g., *b* = 0.0024, *p*-values and correlations which may have three decimal places, especially in tables.
- For further details, e.g., on when to use numerals or words see <https://apastyle.apa.org/instructional-aids/numbers-statistics-guide.pdf> (28.02.2022)

The following points illustrate how to report the most frequent statistics:

- *N* refers to the whole **sample size**, *n* to the size of a subsample in a study.
- Present **mean** and **standard deviation** in parentheses. You can also put them in between commas if they are at the end of a sentence or in between clauses:
  - The group of beginning learners (*M* = 19.22, *SD* = 3.45) had studied...
  - Participants were 180 (113 women) university students, *M<sub>age</sub>* = 23.81; *SD* = 3.12, who volunteered and were paid for participation.
  - The average age of students was 19.22 years (*SD* = 3.45).

- Display **percentages** in parentheses without decimal places:
  - Nearly half (49%) of the sample had studied abroad.
- Report **chi-square** statistics with degrees of freedom and sample size in parentheses, the Pearson chi-square and the significance level:
  - Adult participants did not use the dialectal variant more often than the children,  $\chi^2(1, N = 90) = 0.89, p = .35$ .
- For **t-tests** report the *t* statistic followed by degrees of freedom (*df*) in parentheses and the significance level:
  - Native speakers scored significantly higher on the vocabulary test than L2ers,  $t(83) = 4.53, p < .001$
- Report **ANOVAs** (both one-way and two-way) like the *t* test, but with two *df*. First report the between-groups *df*, then report the within-groups *df* and separate them by a comma. After that report the *F* statistic and the significance level:
  - There was a significant main effect of treatment,  $F(1, 145) = 5.43, p = .02$ , and a significant interaction,  $F(2, 145) = 3.24, p = .04$ .
- Display **correlations** with *df* (which is *N*-2) in parentheses and the significance level:
  - The two variables were strongly correlated,  $r(55) = .68, p < .01$ .

## 2.3 References

### 2.3.1 Direct Citations and Quotations

Ensure that direct citations are accurate and do not deviate from the original in any way. For further advice see the manual “How to avoid plagiarism” on our website.

Provide references including **page number(s) for all direct citations and for indirect citations** (paraphrases) that refer to definitions, facts, statements, findings, etc. [Note that this regulation deviates from APA 7<sup>th</sup> Style].

Introduce and close direct quotations **shorter than 40 words** by double quotation marks (“.”.). Put quotations within quotations in single quotation marks (“... ‘...’ ...”). If you **insert additional text** into a quotation, place it within square brackets. If you **omit text** from the original, use three spaced ellipsis points (...) within a sentence or four at the end of a sentence. For example (32 words):

One of the main arguments for this assumption has been that “they [tolerance values] represent the extent to which a predictor variable is simply a linear combination of the other predictor variables...” (Balota & Chumbley, 1984, p. 324).

Put quotations **longer than 40 words** in an indented (~ 1.25 cm) freestanding text block. Omit quotation marks, use single-space and a 10-point font. For example (52 words):

O’Sullivan adopts Douglas’ (2000) approach to LSP test theory by placing language tests on a continuum of test specificity with “unspecified purpose” tests at one end and “highly specified purpose” tests at the other:

This continuum is multi-componential and includes the twin aspects of authenticity – situational and interactional. A specific purpose test will be distinguishable from other tests (both specific and general purpose) in terms of the domain represented by the demands of its tasks and texts, and in terms of the cognitive processing it elicits. (O'Sullivan, 2006, p. 193)

The specificity continuum...

### 2.3.2 Secondary Sources (Indirect Citations)

**Avoid secondary sources** and try to get access to and read the original work. If a text is unavailable, and you can only access it indirectly, use “as cited in”. This should not happen more than once or twice in a thesis. Always provide the full reference of both the primary and the secondary source in your bibliography.

This view of authenticity (Douglas, 2000; as cited in O'Sullivan, 2006) provides a link to...

### 2.3.3 In-Text Citations

Table 4 illustrates how to format in-text citations with the author's surname outside or inside parentheses. Use the word “and” outside and ampersand “&” inside parentheses. Put in commas as shown in Table 4.

**Table 4**

*Examples for In-text Citations According to APA 7th Style*

| Element                                | Author (date) format   | Parenthetical format                        |
|--|--|---|
| One work by one author                 | Harley (2017)  | (Harley, 2017)                              |
| One work by two authors                | Balota and Chumbley (1984)   | (Balota & Chumbley, 1984)                   |
| One work by three or more authors      | Bradley et al. (1999)  | (Bradley et al., 1999)                      |
| Several works by three or more authors | Burriss et al. (2014) and Faust et al. (2019)  | (Burriss et al., 2014; Faust et al., 2019). |
| Online Dictionaries                    | OED Online (n.d., purple, adj. and n.)   | (OED Online, n.d., purple, adj. and n.)     |
| Corpora (by one or multiple editors)   | <i>The Corpus of Contemporary American English</i> (Davies, 2008); COCA (Davies, 2008) | (COCA, Davies, 2008)                        |

When referencing entries from online dictionaries like the OED Online in-line, give the name of the dictionary, date of publication (if applicable) and name of the reference entry.

*Example:*

(OED Online, n.d., purple, adj. and n.)

When referencing corpora for the first time use their full title and reference the editor and date of publication in author (date) format. Use the abbreviation (if applicable) and the author (date) format for all subsequent mentions.

*Example:*

The Corpus of Contemporary American English (Davies, 2008);

COCA (Davies, 2008)

Do **not** use **footnotes** for references. Do **not** use “cf.”, “ibid”, “ebenda”, etc. Do **not** write down **authors' first names or initials** unless for disambiguation between multiple authors with identical last names. Some examples of how to integrate citations into your text follow below. For further examples refer to our manual “How to avoid plagiarism”.

For example, Ohman et al. (2001) presented participants with  $3 \times 3$  visual arrays with images representing four categories (snakes, spiders, flowers, mushrooms).

Regions of the brain thought to be important for emotional detection remain relatively intact with aging (for review, see Chow & Cummings, 2000).

According to socio-emotional selectivity theory (Carstensen, 1992), time is perceived as increasingly limited with increasing age and, as a result, emotion regulation becomes a primary goal (Carstensen et al., 1999).

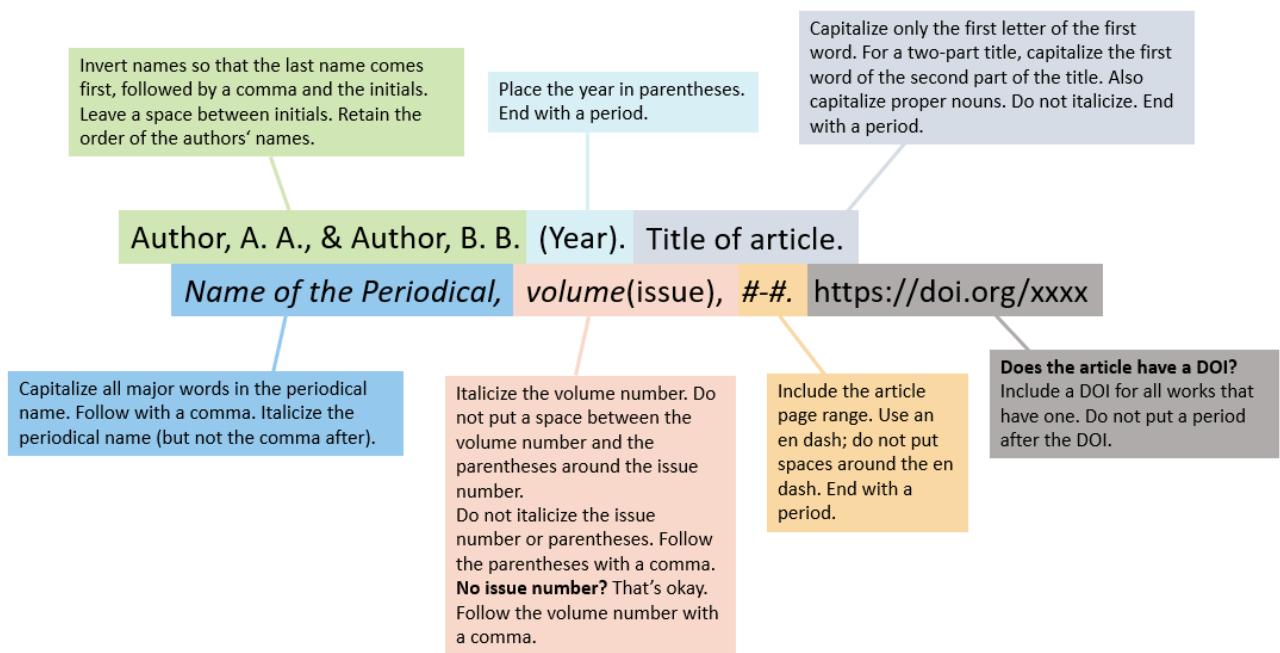
### 2.3.4 Bibliography

#### 2.3.4.1 General advice

The following sections provide formatting templates for different and most common types of references and some examples formatted according to APA 7<sup>th</sup> Style. For a summary see also <https://apastyle.apa.org/instructional-aids/reference-guide.pdf> (28.02.2022). Section 4 of this manual gives advice on how software packages can help you to generate accurate bibliographies. Make sure to check the following points:

- Display **all work** cited directly or indirectly in your text in the bibliography.
- Do not display references in the bibliography that you do not cite in your text.
- Sort the entries in the bibliography **alphabetically** A to Z according to authors' last names.
- Abbreviate the **first name** of an author or editor by its **initials**.
- Do **not subcategorize** your bibliography in any way (e.g., according to types of references)
- If a **DOI** (document identification number) has been assigned to the content, please provide it at the end of your reference, after the last dot formatted like a web address.
- Strictly follow the conventions for **order, punctuation, capitalization, and italicization**.
- Check **capitalization**, especially if you import your references into your referencing software from different databases. Typically, you need to adjust them manually.

### 2.3.4.2 Journal Article

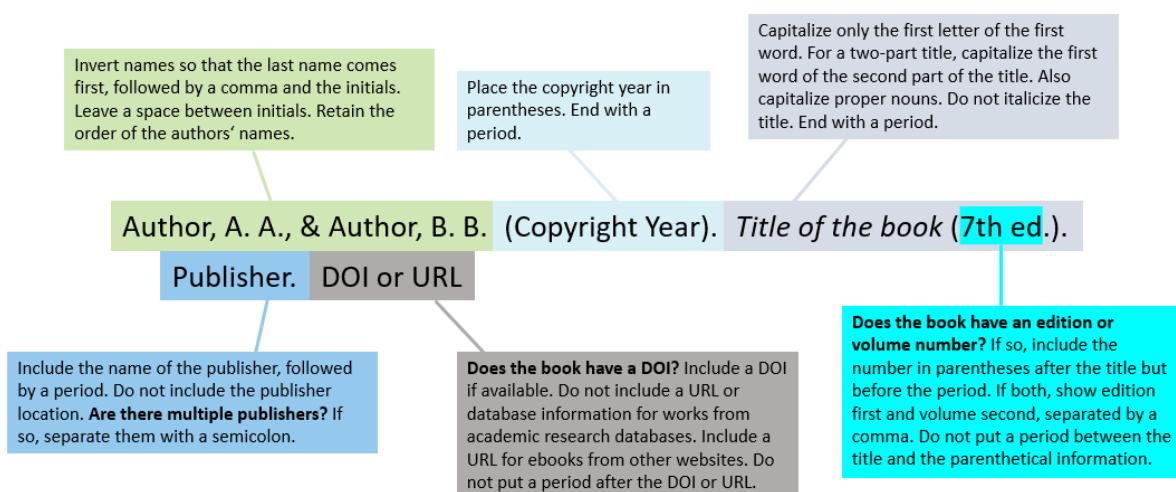


*Examples:*

Dijkstra, T., & van Heuven, W. J. (2002). The architecture of the bilingual word recognition system: From identification to decision. *Bilingualism: Language and Cognition*, 5(3), 175–197.  
<https://doi.org/10.1017/S1366728902003012>

Rossi, E., & Diaz, M. T. (2016). How aging and bilingualism influence language processing: Theoretical and neural models. *Linguistic Approaches to Bilingualism*, 6(1-2), 9–42.  
<https://doi.org/10.1075/lab.14029.ros>

### 2.3.4.3 Book



*Examples:*

Harley, T. A. (2017). *Talking the talk: Language, psychology and science* (2nd edition). Routledge Taylor & Francis Group. <https://doi.org/10.4324/9781315755458>

Loerts, H., Lowie, W., & Seton, B. (2020). *Essential statistics for applied linguistics: Using R or JASP* (2nd ed.). Red Globe Press.

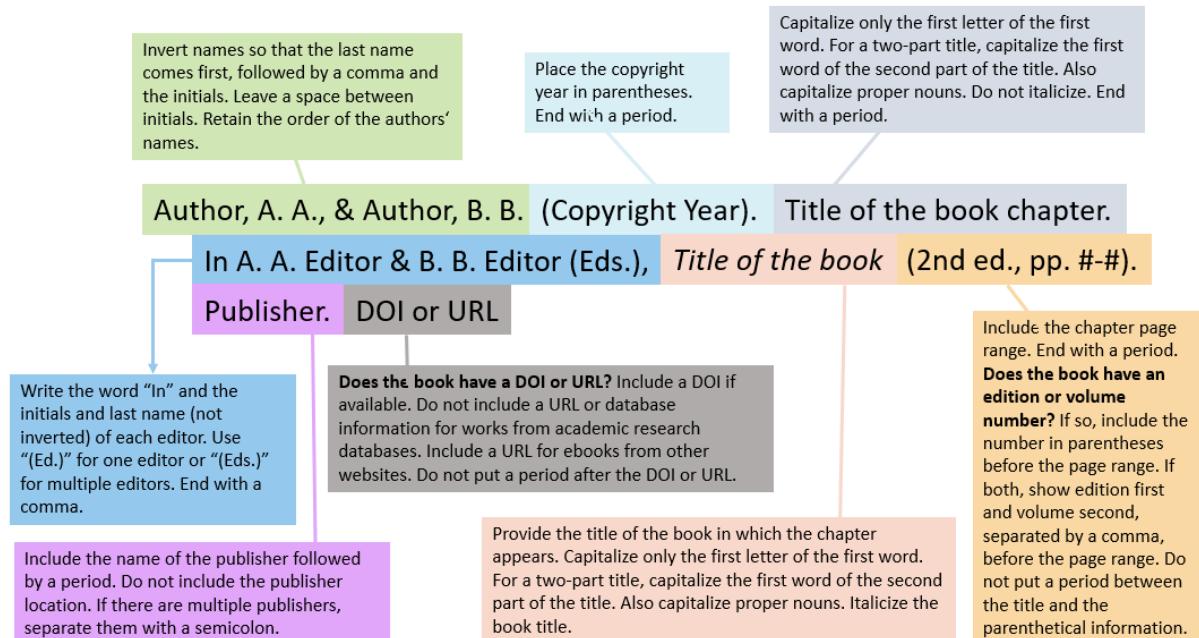
#### 2.3.4.4 Edited Book

Editor, A. A. (Ed.). (Year). *Book title*. (Edition ed.). Publisher.

*Example:*

Malt, B., & Wolff, P. (2010). *Words and the mind: How words capture human experience*. Oxford Univ. Press. <https://doi.org/10.1093/acprof:oso/9780195311129.001.0001>

#### 2.3.4.5 Chapter in Edited Book



*Example:*

Malt, B. C., Gennari, S., & Imai, M. (2010). Lexicalization patterns and the world-to-words mapping. In B. Malt & P. Wolff (Eds.), *Words and the Mind* (pp. 29–57). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780195311129.003.0003>

#### 2.3.4.6 Reports and Internet Documents (if available online only)

Author, A. A. (Year). *Title of page*. Website. <http://xxxxx>

*Example:*

Statistisches Bundesamt (Ed.). (2020). *Bevölkerung mit Migrationshintergrund: Ergebnisse des Mikrozensus 2019 - Fachserie 1 Reihe 2.2 - 2019*.

[https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bevoelkerung/Migration-Integration/Publikationen/\\_publikationen-innen-\\_migrationshintergrund.html;jsessionid=D3A1F4FB49E292C02641208181EA837C.internet8731?nn=208952](https://www.destatis.de/DE/Themen/Gesellschaft-Umwelt/Bevoelkerung/Migration-Integration/Publikationen/_publikationen-innen-_migrationshintergrund.html;jsessionid=D3A1F4FB49E292C02641208181EA837C.internet8731?nn=208952)

#### 2.3.4.7 Software, Datasets and Tests

*Examples*

JASP Team. (2020). JASP (Version 0.14) [Computer software]. <https://jasp-stats.org/>

R Development Core Team. (2020). *R* (Version 3.6.3) [Computer software]. R Foundation for Statistical Computing. Vienna, Austria. <https://www.r-project.org/>

Schulz, P., & Tracy, R. (2011). *Linguistische Sprachstandserhebung - Deutsch als Zweitsprache: LiSe-DaZ* (Hogrefe Vorschultests). Göttingen. Hogrefe.

Thoma, D., & Tracy, R. (2015). *Sprachliche Kompetenzen Pädagogischer Fachkräfte (SprachKoPF)*. <https://doi.org/10.4232/1.12141>

### 2.3.4.8 Online Dictionaries

Please cite dictionary entries you use separately in your bibliography using this pattern:

Name of Group/Corporate Author. (Year of Publication/no date if regularly updated and unarchived). Title of entry. [if applicable: In Editor's First Initial. Last Name (Ed.)], *Name of encyclopedia or dictionary*. [if given and is not first edition: Edition]. Retrieved date from URL

*Examples:*

Oxford University Press. (n.d.). purple, adj. and n.. In *OED Online*. Oxford University Press.

Retrieved 10th May 2022, from <https://www.oed.com/view/Entry/154956>

Middle English Compendium. (2001). love n.(1). In *Middle English Dictionary*. F. McSparran (Ed.). University of Michigan: Retrieved 20.04.2022 from <https://quod.lib.umich.edu/m/middle-english-dictionary/dictionary/MED26245/>

### 2.3.4.9 Corpora

Editor, A. A. & Editor, B.B. (Year). *Title of corpus*. [if applicable: Edition. Name of publisher or affiliated university]. Website. <http://xxxxx>

Davies, M. (2008). *The Corpus of Contemporary American English (COCA)*.

<https://www.english-corpora.org/coca/>

Davies, M. (2013). *Corpus of Global Web-Based English: 1.9 billion words from speakers in 20 countries (GloWbE)*. <https://www.english-corpora.org/glowbe/>

Kroch, A., & Taylor, A. (2000). *The Penn-Helsinki Parsed Corpus of Middle English*, Second Edition (PPCME2), release 3. University of Pennsylvania. <http://www.ling.upenn.edu/hist-corpora/>

Truswell, R., Alcorn, R., Donaldson, J., & Wallenberg, J. (2018). *A Parsed Linguistic Atlas of Early Middle English*. University of Edinburgh. <https://doi.org/10.7488/ds/2310>

Zimmermann, R. (2018). *The Parsed Corpus of Middle English Poetry (PCMEP)*. <http://pcmep.net/>

For information about the 7<sup>th</sup> Edition Publication Manual of the American Psychological Association follow <https://blog.apastyle.org/apastyle/2019/08/introducing-the-7th-edition-of-the-publication-manual.html> (28.02.2022) to visit the Seventh Edition APA Style Blog.

### 3 ABCs for Literary Studies Adapted from MLA Style (9th Edition)

#### 3.1 Superstructure of a Term Paper

##### 3.1.1 Title Page

The title page bears University of Mannheim, Department of English, Chair, and the course for which you wrote the paper. In addition, give the name of the course instructor (or supervisor(s)), the semester of the course, the title of the paper, the author's name, student ID, course of studies, semester, date of submission, e-mail address, and postal address.

##### 3.1.2 Table of Contents

The table of contents provides an outline of your paper and the page numbers of its sections. Use a decimal classification system as in the ABCs. Make sure that sections are logically related and follow on the appropriate level. For a *Proseminarpaper*, it is usually enough to have two hierarchical levels of numbering. If you use Section 2.1, at least Section 2.2 must follow. Your “Works Cited” should be treated as a chapter and be listed as well. The table of contents itself, however, should not appear in itself and does not require a page number. Avoid structurally overdetermined term papers with too many sub-chapters.

|   |
|---|
| Universität Mannheim  |
| Anglistisches Seminar   |
| Lehrstuhl für Anglistische Literatur- und Kulturwissenschaft (Anglistik II) |
| Instructor: <i>Name of Instructor</i>                                       |
| Course Type (e.g. Proseminar): Course Title (e.g. “Black Britain”)          |
| Semester (e.g. HWS 19)  |
|   |
| Rewriting the Nation:   |
| Andrea Levy's <i>Small Island</i>   |
|   |
| name of student   |
| student ID:   |
| course of studies, semester (Fachsemester)                                  |
| date of submission  |
| e-mail address  |

Figure 1: Sample Title Page of a Term Paper

|  |    |
|--|----|
| <b>Table of Contents</b>   |    |
| 1. Introduction .....  | 1  |
| 2. Black British Literature: Development and Concerns .....                          | 2  |
| 2.1 Black Britain in Perspective .....   | 2  |
| 2.2 Black British Literature and Englishness Retold .....                            | 4  |
| 3. Revising History: World War II and the Windrush Myth in <i>Small Island</i> ..... | 5  |
| 4. Remapping the Nation: Centre and Periphery in <i>Small Island</i> .....           | 8  |
| 5. Conclusion .....  | 11 |
| 6. Works Cited .....   | 13 |

Figure 2: Sample Table of Contents of a Term Paper

##### 3.1.3 Margins

Use A4 format and set margins to 2.5 cm at the top, left, bottom, and on the right for corrections and comments.

##### 3.1.4 Page Numbers

For page numbering, use Arabic numerals (1, 2, 3, etc.) centered at the top of the page. Page numbers start with the “Introduction”, i.e., the first page that contains text and end on the

last page of the paper. For longer papers (e.g., theses, where the table of contents is longer than one page) use Roman numerals up to the first page that contains text, like in this manual.

### 3.1.5 Paragraph Layout

In literature papers, do **not** skip a line between paragraphs. The first word of each paragraph should be indented by 1.2 cm – except for the first line after a heading. Paragraphs are logical units, so use them to structure your paper. Avoid paragraphs which consist of only one sentence.

## 3.2 The Body of the Text

### 3.2.1 Text

Print your document on white A4 paper. You should use a conventional font like Times New Roman, in font size 12 point, 1.5 line spacing except for indented quotations (see below) and footnotes. We recommend block alignment for the text except for references.

### 3.2.2 Typographical Conventions

Use American or British English spelling consistently and accurately. Titles of books, journals, and films are set in *italics*. Titles of papers, poems, and internet articles are set in “inverted commas.” All words are written in small letters. The only exceptions are proper names, the first word of a sentence and headings. Content words in headings may start with capitals. Avoid CAPITALS, use *italics* rather than underlining or **boldfacing** for emphasis. The only exceptions are words within titles. In titles, all words except for articles, prepositions, and conjunctions are capitalized (though these are capitalized if they are the first word in the title or subtitle of the work). Also use *italics* for words and letters referred to as words and letters/graphemes. If you use *italics* to highlight a phrase within a quote, mark this change clearly in the bibliographical reference: (Morrison 34; emphasis added).

### 3.2.3 Punctuation

Remember that the rules for punctuation marks are different than in German. All punctuation is followed by a single space. Use quotation marks ( “ ” ) for simple quotes, as well as the titles of essays, short stories, and poems. Use single quotation marks ( ‘ ’ ) for translations, concepts (‘reality’) or quotes within quotes. After an introductory phrase, use a comma to introduce a quotation. Commas and periods belong within quotation marks, except when a parenthetical reference follows. Place colons and semicolons outside closed quotation marks. Place a question mark or exclamation point within the quotation marks if the punctuation is part of the quotations itself. Place the question mark or exclamation point outside the quotation marks if the punctuation is part of your writing.

#### Examples:

Quotation after introductory phrase: Lovecraft wrote, “The most merciful thing in the world, I think, is the inability of the human mind to correlate all its contents” (139).

Without parenthetical reference: The narrator begins with the thought that ignorance is “The most merciful thing in the world.”

With parenthetical reference (a lot more frequent in our case!): He goes on, “We live on a placid island of ignorance in the midst of black seas of infinity, and it was not meant that we should voyage far” (Lovecraft 139).

Colon: Bugliosi summed up their lifestyle as “anything goes” (79): drugs, promiscuity, fetishes.

Exclamation mark as a part of the quotation: Opinions against their teacher are quickly expressed: “They should fire him immediately!” (Rowling 118).

Question mark as part of your writing: However, does he really believe that not-knowing is “The most merciful thing in the world” (Lovecraft 139)?

### 3.2.4 Abbreviations

Make sure that all non-standard abbreviations are explained, either within the text, in footnotes or in a list of abbreviations following the table of contents (normally only in BA or MA theses). Prefer meaningful abbreviations, i.e., telling names, over generic ones. You do not need to explain standard abbreviations and symbols listed in dictionaries such as e.g., %, etc., i.e., €.

### 3.2.5 Figures and Other Illustrations

Figures, images, graphs, symbols, and tables are usually very helpful, but do not speak for themselves. Thus, you need to refer to and explain figures etc. in your text. They must also be numbered consecutively, and each one needs to have a legend and/or a title. Furthermore, you need to provide the source of the figure or information contained within. This means, for example, that if you create your own table with numbers you obtained from a government organization or other institution, you still need to acknowledge the source for the information.

### 3.2.6 Footnotes

A footnote within the text is superscribed and **follows punctuation** unless it is attached to a specific word. The text in the footnote is placed at the bottom of the page, is single-spaced, and uses a smaller font size than the regular text (e.g., Times New Roman 10 pt.). Footnotes should not be used for bibliographical information (use a parenthetical style of citation), but for providing additional information not discussed in the actual text of the paper.

### 3.2.7 Quotations and In-text Citations

Provide in-text references in the form of a brief parenthetical citation: When you quote a source, you place parentheses at the end of your quote, paraphrase or summary. In the parentheses, you provide enough information so that your reader can identify the source of the quotation in the list of Works Cited (bibliography) that you provide at the end of your paper. Make sure that you always give the **author's surname** and the **page number** of the quotation, e.g., (Whitman 52). If you quote several texts from one author in your paper include a short title that identifies the text you are quoting, e.g., (Whitman, “Song of Myself” 52). Keep these references as short as possible. Do not repeat information that you have already provided previously. If you have named the author or book title already in your same sentence, for instance, include in your parenthetical reference only page numbers. Here is an example: “Whitman states in ‘Song of Myself’ that he speaks for all Americans (235)”. The first time you name an author in-text, you use their full name, i.e., first and last name. Subsequently, you may give only the surname.

On certain occasions you might want to include a citation that is contained within another source. For example, in chapter 10 of *A New Introduction to American Studies* (2006), John Whitley explains that in the early 1970s the acclaimed author Tom Wolfe declared that

the novel was no longer a viable tool for chronicling society and needed to be superseded by a new type of journalism (233). Whitley then gives the following direct quotation from Wolfe: “The crucial part that reporting plays in all storytelling, whether in novel, film, or non-fiction, is something that is not so much ignored as simply not comprehended” (Wolfe in Whitley 234). By including “Wolfe in Whitley” in the parenthetical citation, you signal to your reader that this quotation is by Wolfe, not Whitley. If you include Wolfe’s name in-text, e.g., “According to Tom Wolfe “the crucial part of [ . . . ],” then “(in Whitley 234)” will suffice.

**Please note:** When a quote catches your eye, you should find the original text, read the relevant section, and then cite the quotation using its original publication information. It is your responsibility to ensure that a quote is not taken out of context, which will be difficult if you have not consulted the original text.

Short quotations are introduced and closed by double quotation marks (“. . .”). Put quotations within quotations in single quotation marks (“. . . ‘. . .’ . . .”). If you **insert additional text** into a quotation, place it within square brackets. You might want to add something for syntactic or grammatical reasons (e.g., changing the tense or aspect of a verb) or clarify a quote by giving extra information.

The *MLA Handbook 9<sup>th</sup> Edition* provides the following example from an analysis of *Hamlet*: “In the first act he soliloquizes, ‘Why she would hang on him [Hamlet’s father]/ As if increased appetite had grown/ By what it had fed on.’” (101). Note how “Hamlet’s father” is added to explain whom “him” refers to. If you **omit text** from the original, use three spaced ellipsis points in square brackets [ . . . ] within a sentence or four at the end of a sentence. Ellipses are *not* necessary at the beginning or end of a quote since you decide where your quotes begin/ends.

All lines of long quotations (i.e., three or more lines) are indented by ca. 1.3 cm and put in a single-spaced, freestanding text block. They are **not** introduced by quotation marks or highlighted by any special attribute (e.g., *italics*), and they need a clear indication of the reference used. Usually this is either given before the quote, in-text with an introductory phrase such as “Taylor and Sparrow explain that: . . .”, or by giving a full parenthetical citation after the quote, e.g., (Taylor and Sparrow 76).

**Examples:**

Author’s name in the text: Dover has expressed his concern (118-21).

Author’s name not in the text: This concern has been expressed (Dover 118-21).

Material located in two locations: (Williams 38, 119).

Two works are cited: (Burns 54; Thomas 89).

Two or three authors: (Dawson, Thomas, and Bell 66).

More than three authors: (Butcher et al. 13).

More than one volume: (Wilson 2: 1-18).

Two books by the same author: (Rowling, *Chamber* 17), (Rowling, *Stone* 25).

Work without pagination (e.g. eBook): (Rowling) or (Rowling, *Stone*) or (Butcher et al.).

**Poems/dramas** should be quoted by giving the number of lines (poems) / the Act, Scene, and number of lines (plays), *if* the publication provides these. Indicate a new verse/line break by forward slashes.

**Example:**

“it cannot come to good / But break my heart, — for I must hold my tongue” (Shakespeare I.ii 156-58)

**Films/TV shows** should be quoted by giving hours and minutes. Provide the same information for screenshots (and follow the guidelines given in section 3.2.5). Note that screenshots, like all quotes, do not serve the purpose of illustration, but should be analyzed thoroughly.

**Example:** Henry Hill begins his narration with the words, “As far back as I can remember, I always wanted to be a gangster” (*GoodFellas* 00:02).

### 3.3 The List of Works Cited

At the end of your paper a list of Works Cited should appear. In literature papers, differentiate between primary and secondary literature. This list should include all materials and sources that you cite in your paper, including web publications, films, and other non-print sources. Entries on this list are alphabetized by the author’s last name and single-spaced. For entries longer than one line, a hanging indentation should be used.

**Please note:** You **should not use** these headings in your Works Cited. They are for classification purposes only. Your Works Cited should be **one continuous** list; the only visual and structural demarcation should be that of primary and secondary literature.

#### 3.3.1 Articles in Journals (Periodical Publications)

The *MLA Handbook* provides a generic list to aid you in compiling the works cited. Here are the elements for an article in a periodical (136):

1. Author’s surname, first name
2. Title of the article (in quotation marks)
3. Name of the periodical (italicized)
4. Series number or name (if relevant)
5. Volume number (for a scholarly journal)
6. Issue number (if available, for a scholarly journal)
7. Date of publication (for a scholarly journal, the year; for other periodicals, the day, month, and year, as available)
8. Inclusive page numbers
9. Supplementary information (including links or DOI if applicable)

Here is an example of how this would look as an entry:

Author’s surname, first name. “Title of Article.” *Name of Journal*, vol. (volume), no. (issue), year, pp. (page numbers), DOI/Link.

Welter, Barbara. "The Cult of True Womanhood: 1820-1860." *American Quarterly*, vol. 18, no. 2, 1966, pp. 151-74, <https://doi:10.1017/S00000305442300089>.

### 3.3.2 Books (Non-Periodical Publications)

1. Surname, first name of the author, editor, compiler, or translator
2. Title of the work (italicized)
3. Edition used
4. Number(s) of the volume(s) used
5. Name of the publisher, and year of publication
6. Supplementary bibliographic information and annotation

To cite a work by two or more authors, give their names in the same order as on the title page. Reverse only the name of the first author, add a comma, and give the other name or names in normal form. If there are more than three authors, you may name only the first and add et al. If the persons listed on the title page are editors, translators, or compilers, place a comma after the final name and add the appropriate abbreviation (eds., trans., or comps.)

**One author:** Author's surname, first name. *Title*. Publisher, Year of Publication.

Goldberg, Natalie. *Writing Down the Bones: Freeing the Writer Within*. Shambala, 1986.

**Two or three authors:**

Hutcheon, Linda, and Michael Hutcheon. *Bodily Charm: Living Opera*. U of Nebraska P, 2000.

**More than three authors:**

Gilman, Sander, et al. *Hysteria Beyond Freud*. U of California P, 1993.

**Translations:**

Mankell, Henning. *Firewall*. Translated by Ebba Segerberg, Vintage-Random, 2003.

**eBooks:**

Goldberg, Natalie. *Writing Down the Bones: Freeing the Writer Within*. E-book ed., Shambala, 1986.

When citing an e-book in your text that does not include the page numbers of a print edition, avoid using device-specific numbering systems. In this case, use the chapter number instead: (Goldberg ch. 4)

### 3.3.3 Book Sections (e.g., anthologies, reference books)

Author's surname, first name. "Title of Article." *Book Title*, edited by (editor's first name and surname), Publisher, year, pp. (page numbers).

Emerson, Ralph Waldo. "The Poet." *The Norton Anthology of American Literature*, edited by Nina Baym et al., vol. 1, Norton, 1989, pp. 984-99.

Hinds, Elizabeth Jane Wall. "American Frontier Gothic." *The Cambridge Companion to American Gothic*, edited by Jeffrey Andrew Weinstock, Cambridge UP, 2017, pp. 128-140.

### 3.3.4 Web Publications

Web publications encompass online sources such as archives, websites, magazines or audiovisual media that are not categorized as scholarly articles (cf. 3.3.1) or eBooks. In general, you should include the following information in your citation.

1. Name of the author, compiler, director, editor, narrator, performer, or translator of the work
2. Title of the work (italicized if the work is independent; in roman type and quotation marks if the work is part of a larger work)
3. Title of the overall website (italicized), if distinct from item 2
4. Version or edition used
5. Publisher or sponsor of the site
6. Date of publication (day, month, and year, as available)
7. URL
8. Date of access (day, month, and year)

#### 3.3.4.1 Archive

Eaves, Morris, Robert Esick, and Joseph Viscomi, eds. *The William Blake Archive*. Lib. Of Congress, 14 Jun. 2012, <http://www.blakearchive.org/blake/public/about/glance/index.html>. Accessed 18 Jun. 2012.

#### 3.3.4.2 Magazine article

Harvey, Miles. "Welcome to Armageddon: The White House Hasn't Found Any Weapons of Mass Destruction Because It's Looking in the Wrong Place." *Rolling Stone*, <http://www.rollingstone.com/features/nationalaffairs/featuregen.asp?pid=2834>. Accessed 23 Mar. 2004.

#### 3.3.4.3 YouTube and Other Video Sharing Platforms

"Title." YouTube, uploaded by, date of publication, URL. Date of access.

"Buffy the Vampire Slayer: Unaired Pilot 1996." YouTube, uploaded by Brian Stowe, 28 Jan. 2012, [www.youtube.com/watch?v=WR3J-v7QXXw](http://www.youtube.com/watch?v=WR3J-v7QXXw). Accessed 4 Nov. 2021.

### 3.3.5 Other Common Non-scholarly Sources

The *MLA Handbook* provides in-depth guidance for the citation of other common sources. These include (but are not limited to): television or radio broadcasts; sound, film or video recordings; a performance (e.g., musical or theatrical); works of visual art; interviews; maps or charts; a cartoon or comic strip; an advertisement; lectures, speeches, addresses, or readings; manuscripts or typescripts; letters, memos, or E-Mail messages; microform or microfilm; collection of articles on CD-ROM or DVD-ROM; digital files. Below are examples for the most frequently cited sources.

#### 3.3.5.1 Television/ Radio Broadcast

“Title.” *Title of Program or Series*, season, episode, name of network, date of broadcast.

Additional information if the performances or the script etc. are the focus of discussion.

“I Don’t Want to be Free.” *Killing Eve*, season 1, episode 7, BBC America, 20 May 2018.

#### 3.3.5.2 Film

*Title*. Director (add additional information if relevant), Distributor, Year of release.

*Psycho*. Directed by Alfred Hitchcock, Paramount, 1960.

*Dead Man*. Directed by Jim Jarmusch, script by Jim Jarmusch, performances by Jonny Depp and Gary Farmer, Miramax, 1995.

#### 3.3.5.3 Visual Art or Songs

Artist’s name. *Title*. Date(s) of composition, Institution that houses the work, and the city/place it is located in.

Millais, John Everett. *Ophelia*. 1851-1852, Tate Britain, London.

Artist’s name. “Title.” *Album Title*, Record label, year of release.

Odetta. “Sail Away, Ladies.” *One Grain of Sand*, Vanguard Records, 2006. *Spotify* app.

Artist’s name. *Album Title*. Record label, year of release.

PJ Harvey. *Let England Shake*. Island Records, 2011.

## 4 Computer Programs for Managing References

### 3.2 Introduction

With the help of computer programs, you can create a database of your references. By integrating the program into your word processor, you can insert your references for a paper more easily. The programs work with templates that automatically format your references both in the text and in the bibliography according to pre-formatted styles (APA 7<sup>th</sup>, MLA, etc.) you can select.

### 3.3 Referencing software

The library of the University of Mannheim provides support in terms of software such as Citavi, Zotero or Mendeley. For further information please check <http://www.bib.uni-mannheim.de/en/referencing-software/> (28.02.2022)

## 5 Further Reading

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (Seventh edition). American Psychological Association. <https://doi.org/10.1037/0000165-000>

Modern Language Association of America. (2016). *MLA handbook* (Eighth edition). The Modern Language Association of America.

Siepmann, D., Gallagher, J. D., & Hannay, M. (2011). *Writing in English: A Guide for Advanced Learners*. UTB: Vol. 3124. A. Francke; UTB GmbH. <http://www.utb-studi-e-book.de/9783838536002>