

Newcastle University
School of English Literature,
Language & Linguistics:
STYLE GUIDE
for work in
LANGUAGE AND LINGUISTICS

Compiled & maintained by Dr Heike Pichler
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1. INTRODUCTION

The most important aspect of your work is always the quality of your research, understanding, and thinking, but clear presentation tends to go along with clear and intelligent thinking. In order to do justice to that quality, to get a mark that reflects it, to avoid plagiarism (see §7 below), and to have the satisfaction of presenting your work professionally, you need to present your work correctly.

This guide is for the use of all students studying **English Language and Linguistics modules in the School of English Literature, Language and Linguistics (SELLL)**, and it sets out the conventions that you must follow in presenting your written work. The main focus is on referencing and formatting, which are vital to the integrity of your writing. Full references must be given to all works that you quote, paraphrase or allude to.

In SELLL, two styles are prescribed: one for work in language and linguistics, and one for work in literature. The language and linguistics conventions are explained below. Students working across both disciplines (e.g. Q300 students) need to familiarize themselves with both sets of conventions. **Use of literature conventions for language and linguistics assignments (or vice versa) is not allowed.**

2. IDENTIFYING AND ACKNOWLEDGING SOURCE MATERIALS

2.1 Identifying reliable source materials

Literature searches will unearth a plethora of resources on any given topic. An important step in identifying suitable materials is assessing the authority and appropriateness of source materials according to the following criteria: (a) **scope**: Is the scope of the source too broad or too narrow? Is the source relevant to the variety/period/etc. you're researching? (b) **author**: What are the author's credentials? Is the author an established figure in the field or a self-proclaimed expert? (c) **audience**: Who is the intended audience for this source? Is the material too technical or too basic? (d) **currency**: Has the source recently been up-dated? Is the source out-dated? (For more information on how to assess the reliability of (on-line) resources, see for example: <http://www.virtualsalt.com/evalu8it.htm>.)

Scholarly articles published in academic journals are written by and for experts, so their content can generally be deemed reliable. **Caution must be exercised with internet resources**, especially if the author or publication date is not given. Note that because of its unfiltered nature **Wikipedia is NOT an acceptable resource** for university-level course work. Quoting from, or paraphrasing, course materials is strongly discouraged on all modules and forbidden on most. As a rule, you should always try and find the original source of the lecture materials. Check lecture handouts for references or ask your lecturer for guidance. (If you have been given permission to use course materials, you must acknowledge them.)

2.2 Acknowledging source materials

All sources must be fully and accurately acknowledged in your written work. Full and accurate acknowledgement of sources is essential in order to give the location of the material, to preserve academic integrity and **avoid plagiarism** (see §7 below), and to situate your work in an ongoing scholarly debate.

If you quote directly (*verbatim*) from a source, you must: (a) indicate that it is a quotation by enclosing the quoted words in single quotation marks, or (in the case of long quotations) indenting them; (b) give a reference at the point where you quote (in-text reference); (c) include the source at the end of your essay (List of References). **Direct quotations should be used sparingly** and reserved for instances where the exact wording used in the source material is important. In all other cases, it is preferable to paraphrase rather than quote source materials.

If you paraphrase an idea from a source, there are no quotation marks but you must still give a reference and include the source in your List of References. This is necessary where the idea is not your own and where it can be regarded as someone else's intellectual property. It is not necessary in the case of ideas that are very widely accepted or of well-known matters of fact (see §7 below). **NOTE** that even if sources are paraphrased rather than quoted, they **MUST** be referenced (a) at the point where you refer to them in your text (in-text references), (b) at the end of your essay (List of References).

3. IN-TEXT REFERENCES

Source materials need to be referenced at the point where they are introduced. In linguistics, this takes the form of in-text parenthetical references. (Other disciplines, such as literature, use footnotes for references.) Parenthetical in-text referencing is pretty straightforward, as illustrated in (1):

- (1) In the earliest proposals for variable rules, Labov and others clearly conceived of them as a refinement of the optional rules in contemporary generative theory (Labov 1972: 93-95; Wolfram and Fasold 1974: 99-100). Cedergren and Sankoff (1974: 352) said, '[t]he full importance of variable rules can be appreciated only from a certain paradigmatic viewpoint, one which constitutes a slight but distinct shift from generative theory'. They then expressed the need for generative theory to, first, broaden its notion of competence by including variability, and, second, use actual speech samples as data rather than intuitions.
(copied & slightly modified from Chambers 2009: 34)

3.1 Content & format of in-text references: As shown in (1) above, in-text references must contain the following information:

- a. **last name of author(s);**
- b. **year of publication;** and, where appropriate (see §3.4),
- c. **page number(s).**

The year of publication and page-number(s) are separated by a colon and space (see example (4) below).

3.2 Placement & format of in-text references: If the author's name is part of the text, only the year of publication (and page numbers) are included in parentheses, as shown in (2). If the author's name is not part of the text, their name is also included in parentheses, as shown in (3).

- (2) Bybee (2003) argues that frequency is both a contributor and result of grammaticalization.
(3) Frequency is both a contributor and result of grammaticalization (Bybee 2003).

3.3 Multiple authors: If the referenced work was written by two authors, both authors are named, as shown in (4).

- (4) a. Sandler and Lillo-Martin (2001: 533) posit that '[s]ign language research has [...] made a significant contribution to our understanding of human language'.
b. 'Sign language research has [...] made a significant contribution to our understanding of human language' (Sandler and Lillo-Martin 2001: 533).

If the referenced work was written by three or more authors, only the first author's name is specified, followed by *et al.* (which means 'and others') in italics, as shown in (5).

- (5) a. Sproat *et al.* (2001) provide a critical overview of the field of computational linguistics.
b. Parsing is one of the main areas of inquiry in computational linguistics (see, for example, Sproat *et al.* 2001: 608-615 for a comprehensive overview).

3.4 Use of page numbers: When referring to somebody else's work, page numbers are **not** provided when reference is made to a theory or argument that spans across a whole article, chapter

or book, as in (2) and (3) above. However, page numbers **must** be provided with the in-text reference when: (a) quoting from this work, as in (4); (b) paraphrasing a particular passage of this work, as in the first sentence in (1); (c) referring to statistics, figures and tables in this work, as in (6).

- (6) D’Arcy (2007: 402) provides quantitative evidence to demonstrate that the use of discourse marker *like* is not a recent development.

3.5 Formatting of direct quotations: Direct quotations of **fewer than 40 words** are embedded in the body of the text. They are integrated smoothly into the author’s prose so that the whole sentence is grammatically coherent, and their beginning and end are marked with single quotation marks (see (1) and (4) above). Note that the closing quotation mark must be placed **before** the following punctuation mark.

Direct quotations **longer than 40 words** are presented in a separate paragraph, as shown in (7) below. To separate the direct quotation from the main body of the text, it must be set off from the main body of the text by (a) indenting it by 6 mm on the left and right margins; (b) using single line-spacing (assuming that the rest of the essay is spaced 1.5). Note that long, indented quotations are **not** enclosed in quotation marks. The source needs to be specified, either in the preceding text (e.g. Macaulay (2002: 284) argues that QUOTATION), or else in a separate line at the bottom of the indented paragraph, with author, year of publication and page number in parentheses, as shown in (7).

- (7) Some scholars have drawn a bleak picture of the state of discourse variation analysis at the beginning of the twenty-first century:

There is no general agreement on methods of collecting or analyzing data, on what features are suitable for investigation, on how to identify possible discourse features, and what significance to attach to the use of a particular feature (Tannen 1994). Even when a feature is relatively easy to identify formally (e.g. tag questions) it may be less easy to determine what functions the feature performs. Moreover, unlike phonological and morphological variables, for discourse features there is seldom a context in which one variant or another must occur.

(Macaulay 2002: 284)

Macaulay’s observations ...

Note that long quotations should never be enclosed within a sentence of the author’s main text since it is difficult for a reader to carry on the meaning of the sentence.

3.6 Changes and additions to source texts in quotations: If the original text to be quoted is **modified** in any way (e.g. to make it intelligible or to shorten it), this must be indicated with the use of square brackets, as shown in (8) below. The text quoted in (8) appears in the original chapter by Rickford and Eckert (2001) as follows:

Style is a pivotal construct in the study of sociolinguistic variation. Stylistic variability in speech affords us the possibility of observing linguistic change in progress (Labov 1966). Moreover, since all individuals and social groups have stylistic repertoires, the styles in which they are recorded must be taken into account when comparing them (Rickford and McNair-Knox 1994:265). Finally, style is the locus of the individual's internalization of broader social distributions of variation (Eckert 2000).

In the quotation in (8), the text has been slightly altered:

- *style* and *stylistic* are spelled with lower case rather than capital 's' because they are no longer used sentence-initially;
- 'and that' has been inserted between the first and second sentence of the original text;
- some text has been omitted from the second sentence of the original text.

(8) Rickford and Eckert (2001: 1) posit that '[s]tyle is a pivotal construct in the study of sociolinguistic variation [and that] [s]tylistic variability [...] affords us the possibility of observing linguistic change in progress'.

Because the alterations are inserted in square brackets and '[...]' is used to indicate omissions, readers know immediately not only that the quotation in (8) deviates from the original text but they also know exactly where and how it deviates.

3.7 Quotations and mistakes in published materials: On rare occasions, the text to be quoted may contain a mistake. If this is the case, '[sic]' is inserted after the mistake to indicate that it occurred in the original text and has not been introduced by you when quoting the original.

(9) Documenting the evolution of *what's more* in the history of English, Brinton (2008: 210) notes that '[i]n the beginning, {*which, what*} *is more* is clause internal and functions as an [sic] relative adjunct adjoined to a phrasal category'.

3.8 Secondary quoting: This is the use of a quotation that is cited in another source, as shown in (10), taken from Kamwangamalu (2010: 129).

(10) In this regard, Liu *et al.* (2005, cited in Rubdy 2007: 322) argue that in an increasingly globalized world, CS may need to be added as a curriculum objective, a required life skill.

Secondary quoting of this kind **should be avoided** if at all possible. If you can access the original source, you should do so. If secondary quoting cannot be avoided, you must reference the secondary source (i.e., the one you have read) and the original source (i.e., the one you are quoting). Both sources must be included in your List of References.

3.9 Summary: In the Appendix, we have provided a summary of these conventions. You may wish to keep copies of these summaries close by when you're working on your essays.

4. LISTS OF REFERENCES¹

In addition to providing in-text references, every essay must contain an alphabetical **List of References** at the end which gathers together **all the sources that were referenced in the body of the text** (not all the works consulted). This is slightly less straightforward than in-text referencing, as different source materials require slightly different conventions. Therefore it is important that you are clear what sort of publication you are referencing in order to choose the right information and format.

4.1 Monographs (= detailed book-length studies of one topic): The information required for monographs in Lists of References includes the following (in this **precise** order):

- a. author's last name + COMMA + SPACE
- b. capital initial of author's first name² + FULL STOP + SPACE
- c. year of publication + FULL STOP + SPACE
- d. *Title of Publication* with capital initials for content words + FULL STOP + SPACE
- e. place of publication + COLON + SPACE
- f. publisher + FULL STOP

Lightfoot, D. 1979. *Principles of Diachronic Syntax*. Cambridge: Cambridge University Press.
 Nagata, K. 2010. *A Historical Study of Referent Honorifics in Japanese*. Tokyo: Hituzi Syobo.
 Tauli, V. 1958. *Structural Tendencies in Uralic Languages*. The Hague: Mouton.

NOTE: For **multiple-authored monographs**, the names of all authors must be provided (unlike with in-text references where only the first and second authors are mentioned and all others are subsumed under *et al.*). First and last names are only inverted for the first author; if there are only two authors, they are separated by 'and'; if there are more than two authors, all but the last two authors are separated by commas.

Chomsky, N. and M. Halle. 1968. *The Sound Pattern of English*. New York: Harper & Row.
 Gazdar, G., E. Klein, G. Pullum and I. Sag. 1985. *Generalised Phrase Structure Grammar*.
 Oxford: Blackwell.
 Nikolaeva, I. and M. Tolskaya. 2001. *A Grammar of Udihe*. Berlin: Mouton de Gruyter.

4.2 Revised editions of monographs: It is important to indicate if a text is a later edition, as these are often considerably revised. If an edition has been revised, 'Xth ed' must be inserted (**between full stops**) between the title of the monograph and the place of publication.

Meyerhoff, M. 2011. *Introducing Sociolinguistics*. 2nd ed. London: Routledge.
 Hopper, P. and E.C. Traugott. 2003. *Grammaticalization*. 2nd ed. Cambridge: Cambridge University Press.

¹ Note that a List of References is not the same as a **bibliography**. The latter lists all the materials an author has read in preparation of their work. The former lists only those materials that are referenced in the preceding text. In linguistics, we want you to provide **Lists of References**, NOT bibliographies

² It is acceptable to use the author's first name rather than an initial but the choice (name vs. initial) must be consistent throughout the List of References. It is also acceptable to give two or more initials where appropriate.

4.3 Edited volumes (= collection of essays by different authors): The information required for edited volumes in lists of references includes the following (in this **precise** order):

- a. author's last name + COMMA + SPACE
- b. capital initial of author's first name³ + FULL STOP + SPACE
- c. '(ed.)' + FULL STOP + SPACE
- c. year of publication + FULL STOP + SPACE
- d. *Title of Publication* (in italics, with capital initials for content words) + FULL STOP + SPACE
- e. place of publication + COLON + SPACE
- f. publisher + FULL STOP

Comrie, B. (ed.). 1976. *The World's Major Languages*. Oxford: Oxford University Press.
Li, C.N. (ed.). 1975. *Word Order and Word Order Change*. Austin: University of Texas Press.

The same rules for multiple authorship apply as for monographs, and '(ed.)' changes to '(eds)' (without full stop).⁴

Levinson, S. and D.P. Wilkins (eds). 2006. *Grammar of Space: The Emergence and Grammaticalization of Conditionals in English, German, and Dutch*. Munich: Lincom.
Schiffrin, D., D. Tannen and H.E. Hamilton (eds). 2001. *The Handbook of Discourse Analysis*. Oxford: Blackwell.

4.4 Chapters in edited volumes: The information required for chapters in edited volumes includes the following (in this **precise** order):

- a. author's last name + COMMA + SPACE
- b. capital initial of author's first name⁵ + FULL STOP + SPACE
- c. year of publication + FULL STOP + SPACE
- d. OPENING SINGLE QUOTATION MARK + title of chapter (except for the first word of the title, all in lower case) + CLOSING SINGLE QUOTATION MARK + FULL STOP
- e. 'In'
- f. capital initial of editor's first name + FULL STOP + SPACE
- g. editor's last name + SPACE
- h. '(ed.)' + SPACE
- i. *Title of Edited Volume* (in italics, with capital initials for content words) + FULL STOP
- e. place of publication + COLON + SPACE
- f. publisher + FULL STOP
- g. start page + HYPHEN + end page + FULL STOP

³ It is acceptable to use the author's first name rather than an initial but the choice (name vs. initial) must be consistent throughout the list of references.

⁴ Note that the singular form '(ed.)' is followed by a full stop but the plural form '(eds)' is not. The rule (in British English) is that a full stop is only used when the last letter of the abbreviation is **NOT** the last letter of the word. Hence Prof. X but Dr Y.

⁵ It is acceptable to use the author's first name rather than an initial but the choice (name vs. initial) must be consistent throughout the list of references.

Coleman, R. 1987. 'Latin and the Italic languages'. In B. Comrie (ed.) *The World's Major Languages*. Oxford: Oxford University Press. 180-202.
 Givón, T. 1978. 'Negation in language'. In P. Cole (ed.) *Pragmatics*. New York: Academic Press. 69-112.

The same rules for **multiple authorship** apply as for monographs, and '(ed.)' changes to '(eds)' (without full stop).

König, E. and J. van der Auwera. 1988. 'Clause interrogation in German and Dutch conditionals, concessive conditionals, and concessives'. In J. Haiman and S.A. Thompson (eds) *Clause Combining in Grammar and Discourse*. Amsterdam: John Benjamins. 101-134.
 Poplack, S. and S. Tagliamonte. 1996. 'Nothing in context: variation, grammaticalization and past time marking in Nigerian Pidgin English'. In P. Baker and A. Sylea (eds) *Changing Meanings, Changing Functions. Papers Relating to Grammaticalization in Contact Languages*. London: University Press. 71-94.

4.5 Scholarly journal articles: The information required for journal articles includes the following (in this **precise** order):

- a. author's last name(s) + COMMA + SPACE
- b. capital initial of author's first name + FULL STOP + SPACE
- c. year of publication + FULL STOP + SPACE
- d. OPENING SINGLE QUOTATION MARK + title of article (lower case except for first word) + CLOSING SINGLE QUOTATION MARK + FULL STOP
- e. *Title of Journal* (in italics, with capitals initials for content words)
- f. volume number of journal + COLON + SPACE
- e. start page + HYPHEN + end page + FULL STOP

Grosjean, F. 1989. 'Neurolinguists, beware! The bilingual is not two monolinguals in one person'. *Brain and Language* 36: 3-15.
 Perfetti, C. 1997. 'Sentences, individual differences, and multiple texts: three issues in text comprehension'. *Discourse Processes* 23: 337-355.

The same rules for **multiple authorship** apply as for monographs.

MacWhinney, B.L., L. Leinbach, R. Taraban and J.L. McDonald. 1989. 'Language learning: cues or rules?'. *Journal of Memory and Language* 28: 255-277.
 Plaut, D.C., J.L. McClelland, M.S. Seidenberg and K.E. Patterson. 1996. 'Understanding normal and impaired word reading: computational principles in quasi-regular domains'. *Psychological Review* 103: 56-115.

You should use this format for articles from journals that you access as a hard-copy as well as those that you access through JSTOR or similar electronic archives. This is because the latter are not web materials as such, but simply scanned electronic copies from printed volumes. Therefore, you don't need to give the URL and access date for journal articles.

4.6 On-line sources: All on-line sources must be properly referenced. It is, however, not sufficient to simply supply a URL. A properly referenced on-line source requires inclusion of the following information:

- a. author's last name(s) + COMMA + SPACE
- b. capital initial of author's first name + FULL STOP + SPACE
- c. year of publication + FULL STOP + SPACE [**NB:** If no publication date is provided on the URL, you must insert 'ND' (for 'no date') in place of the year of publication.]
- d. OPENING SINGLE QUOTATION MARK + title of article (all lower case) + CLOSING SINGLE QUOTATION MARK + FULL STOP
- e. 'Last accessed' + SPACE + the date on which you last accessed the URL + COMMA
- f. 'from' + COLON + URL + FULL STOP.

Hudson, Richard. 2010. 'School-leavers' knowledge about grammar'. Last accessed 31 July 2012, from: <http://www.phon.ucl.ac.uk/home/dick/ec/ba-kal/ba-kal.htm>.
 Rubba, Johanna. 2010. 'How to read research articles'. Last accessed 31 July 2012, from: <http://cla.calpoly.edu/~jrubba/495/howtoread.html>.

Accordingly, when an on-line resource is referred to in an in-text reference, the author and publication must be referenced (e.g., Hudson (2010) argues that ...). **If the author is not identified** (e.g. with on-line corpora), you should use the title of the site to order the item in your alphabetical list, and refer to the title in the in-text-reference.

NECTE (Newcastle Electronic Corpus of Tyneside English). Last accessed 31 July 2012, from: <http://www.ncl.ac.uk/necte>.

Note that you only need to give the URL for materials that are only available on the web. You can often access articles or whole books through websites or electronic archives which are also available in print form, but in those cases you treat them as printed items, using the normal formats, and you don't need to give the URL. This is because they are not web materials as such, but simply scanned electronic copies from printed volumes.

4.7 Reference works (OED): For some coursework, you may need to work with and reference the *Oxford English Dictionary (OED) Online*. How you reference the OED depends on when the entry you refer to was added to the OED. There are two main options, exemplified with the entry for *innit* below. The first definition of *innit* provided is "a vulgar form for *isn't it*". A correct reference of this entry requires inclusion of the following information:

- a. OPENING SINGLE QUOTATION MARK + specific entry (i.e., the word you looked up in the OED) + CLOSING SINGLE QUOTATION MARK + FULL STOP + SPACE
- b. *The Oxford English Dictionary* (in italics, with capitals initials for content words) + FULL STOP + SPACE
- c. edition and year + FULL STOP + SPACE
- d. *OED Online* (in italics, with capitals for content words) + FULL STOP + SPACE
- e. the month & year on which this definition was added to the online version of the OED + FULL STOP + SPACE

- f. Oxford University Press + FULL STOP + SPACE
- g. ‘Last accessed’ + SPACE + the date on which you last accessed the URL + COMMA
- h. ‘from’ + COLON + URL + FULL STOP.

‘*innit*, *int.*’ *The Oxford English Dictionary*. 2nd ed. 1989. *OED Online*. Oxford University Press.
Last accessed 31 May 2013, from: <http://www.oed.com>.

However, the way *innit* is used has changed quite rapidly since the second edition of the OED was published in 1989. This is reflected in the on-line version. As shown below, a new definition for *innit* was added in July 2009. This is only a draft addition, though, which must be reflected in how this entry is referenced:

- a. OPENING SINGLE QUOTATION MARK + specific entry (i.e., the word you looked up in the OED) + CLOSING SINGLE QUOTATION MARK + FULL STOP + SPACE
- b. *OED Online* (in italics, with capitals initials for content words) + FULL STOP + SPACE
- c. edition and year + FULL STOP + SPACE
- d. *OED Online* (in italics, with capitals for content words) + FULL STOP + SPACE
- e. Oxford University Press + FULL STOP + SPACE
- f. ‘Last accessed’ + SPACE + the date on which you last accessed the URL + COMMA
- f. ‘from’ + COLON + URL + FULL STOP.

‘*innit*, *int.*’ *OED Online*. July 2009. *OED Online*. Oxford University Press. Last accessed 31 May 2013, from: <http://www.oed.com>.

The reason why you need different conventions for the two entries is that the first entry also appears in the print version of the OED published in 1989, while the second one only appears in the current on-line version of the OED. This information is important for an interested reader.

If you have collected a lot of data from the OED, then do not give a reference for each word individually, the way it is done for *innit* above. Instead, at the point in your essay where you describe the sources of your data, make clear that you have collected it from the OED. At later points in your essay, whenever there is a need to remind the reader that you are discussing data collected from the OED, add the following after the relevant sentence:

(data from OED)

In the list of references, include one entry for the OED as a whole, which should take the following form:

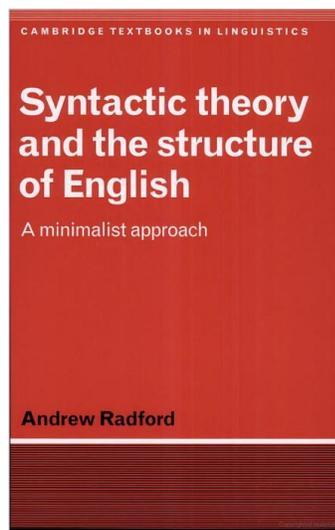
OED: Oxford English Dictionary Online. Last accessed 31 May 2014, from: <http://www.oed.com>.

For in-text references, follow the normal conventions: (OED 1989) or (OED 2009). For more detailed information on how to reference the OED, see <http://oed.com/services/citing.html>.

The screenshot shows the Oxford English Dictionary (OED) entry for 'innit, int.'. The page header includes the OED logo and 'Oxford English Dictionary The definitive record of the English language'. A search bar is visible with the text 'Quick search: Find word in dictionary' and a 'GO' button. The entry title 'innit, int.' is in red. Below the title, there are links for 'View as: Outline | Full entry' and 'Quotations: Show all | Hide all'. The main text of the entry reads: 'vulgar form of isn't it.' followed by a date range '1959–1973' and a '(show quotations)' link. A section titled 'DRAFT ADDITIONS JULY 2009' contains the definition: 'Brit. and Welsh English. As a tag question following declarative statements, inviting agreement, approval, etc. (equivalent to 'aren't you', 'isn't he', 'wasn't I', etc.). Also in weakened use, as a filler. Cf. BE v. Phrases 2f (b). Freq. associated with the speech of young British Asians.' followed by a date range '1973–2003' and another '(show quotations)' link. On the right side, there is a sidebar with a warning: 'This entry has not yet been fully updated (first published 1976)'. Below this are links for 'Publication history', 'Entry profile', and 'Previous version'. At the bottom of the sidebar, it says 'In other dictionaries: innit: quick current definition in Oxford Dictionaries Online' with a small icon.

4.8 Other sources: On occasion, you may wish to reference sources other than the ones discussed above (e.g. films, podcasts etc.). If you find yourself in this situation, please consult the following website: <http://www.library.dmu.ac.uk/Images/Selfstudy/Harvard.pdf>. It contains a comprehensive summary of the *Harvard system of referencing* and will illustrate how to reference materials not discussed above.

4.9 Finding the relevant bits of information: Whether or not references are correct depends on the author's ability to find the information to be included in them. This is pretty straightforward. Imagine you want to reference the following monograph:



The front page gives the title (*Syntactic Theory and the Structure of English*), the subtitle (*A Minimalist Approach*), and the name of the author (Andrew Radford). One of the first pages inside the book (an even page, i.e., on the left) looks like this:

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS
The Edinburgh Building, Cambridge CB2 2RU, UK
40 West 20th Street, New York, NY 10011-4211, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
Ruiz de Alarcón 13, 28014 Madrid, Spain
Dock House, The Waterfront, Cape Town 8001, South Africa
<http://www.cambridge.org>

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First published 1997
Reprinted 1998, 1999, 2002

Printed in the United Kingdom at the University Press, Cambridge

Typeface Times 8/10 pt. System QuarkXPress®

A catalogue record for this book is available from the British Library

Library of Congress Cataloguing in Publication data applied for

This paragraph gives: the publisher in the first line (Cambridge University Press), the place of publication in the second line (Cambridge), and the publication date in the last line (1997).

The year of publication is the important one. The years of reprinting do not matter, since a reprint simply means: more copies of exactly the same book were printed.

4.10 Order of entries in Lists of References: For illustrative purposes, the preceding sections have separated different types of publications (monographs, edited volumes, etc.). No such distinctions are made in Lists of References at the end of essays, books or articles. All sources, irrespective of their nature, must be **organised alphabetically into a single list without bullet points**. If more than one work by the same author is referenced, they should be listed in chronological order (oldest > newest). When a single entry is longer than one line, the second line is usually indented by 1.25mm, as illustrated in the following extract taken from Bruyn's (2009) List of References.

- Bruyn, Adrienne. 2008b. Grammaticalization in pidgins and creoles. *The handbook of pidgin and creole studies*, Silvia Kouwenberg & John V. Singler (eds.). Oxford: Blackwell.
- Carroll, Mary & Angelika Becker. 1993. Reference to space in learner varieties. *Adult language acquisition: Cross-linguistic perspectives*, Vol. 2: *The results*, Clive Perdue (ed.), 119–149. Cambridge: CUP.
- Corne, Chris. 1995. A contact-induced and vernacularized language: How Melanesian is Tayo? *From contact to creole and beyond*, Philip Baker (ed.), 121–148. London: University of Westminster Press.
- Detges, Ulrich. 2000. Two types of restructuring in French creoles: A cognitive approach to the genesis of tense markers. *Degrees of restructuring in creole languages*, Ingrid Neumann-Holzschuh & Edgar W. Schneider, (eds.), 135–162. Amsterdam: John Benjamins.
- Detges, Ulrich & Richard Waltereit. 2002. Grammaticalization vs. reanalysis: A semantic pragmatic account of functional change in grammar. *Zeitschrift für Sprachwissenschaft* 21:151–195.
- Donicie, A. 1954. *De creolentaal van Suriname. Spraakkunst*. Paramaribo: Radhakishun.
- de Drie, Aleks. 1985. *Sye! Arki tori!*. Compiled by Trudi Guda. [Paramaribo:] Afdeling Cultuur Studies van het Ministerie van Onderwijs, Wetenschappen en Cultuur.
- van Dyk, Pieter [ca 1765]. *Nieuwe en nooit bevoorens geziene onderwyzinge in het Bastert Engels, of Neeger Engels, zoo als het zelve in de Hollandsze Colonien gebruikt word*. Amsterdam: Erven de Weduwe Jacobus van Egmont.
- Essegbey, James. 1999. *Inherent complement verbs revisited: Towards an understanding of argument structure in Ewe*. Nijmegen: Max-Planck-Institut für Psycholinguistik.

4.11 Variation in conventions: You may notice that there is slight variation between different publishers in the way that information is displayed (see the examples below). What is important, however, is that they are consistent in their use of conventions (e.g. Cambridge University Press and Wiley-Blackwell always put dates of publications in parentheses; John Benjamins never does). For you, too, consistency is the crucial thing, so you should not follow the style of specific publishers but always use the conventions outlined in this Guide.

Cambridge University Press

Labov, W. (1972). *Sociolinguistic Patterns*. Philadelphia: Philadelphia University Press.

Milroy, J., Milroy, L., and Hartley, S. (1994). 'Local and supra-local change in British English: the case of glottalisation', *English World-Wide* 15: 1-33.

Sankoff, D. (1988). 'Sociolinguistics and syntactic variation.' In F. Newmeyer (ed.), *Linguistics: The Cambridge Survey, IV*. Cambridge: Cambridge University Press, 140-161.

John Benjamins

Labov, William. 1972. *Sociolinguistic Patterns*. Philadelphia: Philadelphia University Press.

Milroy, James, Lesley Milroy & Sue Hartley. 1994. "Local and supra-local change in British English: the case of glottalisation". *English World-Wide* 15.1-33.

Sankoff, David. 1988. "Sociolinguistics and syntactic variation". *Linguistics: The Cambridge Survey, IV* ed. by Frederick Newmeyer, 140-161. Cambridge: Cambridge University Press.

Wiley-Blackwell

Labov, W. (1972). *Sociolinguistic Patterns*. Philadelphia: Philadelphia University Press.

Milroy, J., Milroy, L., and Hartley, S. (1994) Local and supra-local change in British English: the case of glottalisation. *English World-Wide*, 15, 1-33.

Sankoff, D. (1988) Sociolinguistics and syntactic variation. In F. Newmeyer (ed.), *Linguistics: The Cambridge Survey, IV*. Cambridge: Cambridge University Press, pp. 140-161.

4.12 Summary: In the Appendix, we have provided a summary of these conventions. You may wish to keep copies of these summaries close by when you're working on your essays.

5. PRESENTING LINGUISTIC DATA AND COURSEWORK

5.1 Overall formatting: An essay should have an explicit *title*. It should, if appropriate, have explicit sections, the first of which should be a brief Introduction and the last an explicit Conclusion. It is a good idea to title your sections and number them (e.g. 1. Introduction', '5. Conclusion'). Sub-sections should be numbered and formatted, e.g.

1. Introduction ...**2. Data and methodology***2.1 Data**2.2. Methodology*

Paragraphs should either be indented or indicated by a line space. The essay must have a **List of References** (see above) which follows the main body of the text and precedes any Appendices.

5.2 Presenting examples: In some modules, you will need to back up your argumentation with reference to specific examples of language use, as shown in (11) below. These examples must be consecutively numbered (as shown throughout this guide). Also, make sure that an example is not spread across pages. To make sure that all lines of an example appear on the same page, go through these tabs in Microsoft Word: 'page layout' > 'paragraph' > 'line and page breaks' > check 'keep lines together'.

(11) In negative raising, the negative particle adjacent to the predicate in the complement clause is transferred, or raised, to the predicate in the matrix clause, as illustrated in (N).

- (N) a. I think that he will *not* come.
 b. I do *not* think that he will come.
 (Horn 2001: 315)

5.3 Use and mention of linguistic expressions: In a linguistics essay, it is particularly important to make a distinction between the expressions you are USING in writing your essay and the words or expressions you are writing *about* (i.e. those you are citing, MENTIONING). When you are citing (mentioning) an expression, the expression cited must be typographically distinctive. The usual way to do this is by putting it in italics. Thus, when mentioning the prepositional phrase (PP) *round the bend*, italicise it as exemplified here. *Bath* is a four-letter word but Bath is a city in the southwest of England.

If an example is particularly important, or if it is a full sentence, or if you are going to refer to it again or compare it with other examples, you should give it a bracketed number, add an empty line above and below, and inset it. For example, an alternative way of citing the sentence *These fritters need to be thrown away* is as shown in (12):

- (12) These fritters need to be thrown away.

In that case, it does not need to be italicised. Thereafter it need only be referred to as '(11)' (e.g. As illustrated in (12), ...). If you use more than one example, they must be consecutively numbered throughout.

5.4 Glossing words or sentences from other languages: Whenever you discuss words or sentences from another language, you will need to make clear their meaning to the reader. If it is just a single word or short phrase, you can make it part of your ordinary text, as shown in (13) below. Italicize it and, immediately following it, supply a translation into English (not in italics, but in quotation marks). An example would be:

- (13) In addition to the verb *essen* 'to eat', German also has a verb *fressen* 'to devour/to eat like an animal'.

If you want to give an entire sentence, this should be done as a numbered example, like the following in (14) for a Bengali sentence:

- (14) ami amTa kheyechi
 I the.mango have.eaten
 'I have eaten the mango'.

The first line gives the Bengali sentence, the second line gives the so-called gloss (i.e. a translation for each separate Bengali word), and the third line gives a translation of the entire sentence. No

italics are used, but the third line is in quotation marks. Also note that each source word must be left-aligned with the corresponding gloss, as shown in examples (14)-(16).

This method should also be used if the sentence is not from another language but from an earlier stage of English, and would not be immediately comprehensible to a non-specialist. An example with an Old English sentence is given in (15):

(15) *Þa cwæp se Hælend him to, Aris hal of ðam bedde*
 then said the Saviour him to arise whole from the bed
 'Then the Saviour said to him, "Arise whole from the bed"'
 (coaelhom, + AHom_2:38.259)

The information in the fourth line of (15) is to identify the text and page that the Old English sentence has been taken from. In this case, the sentence has been taken from an electronic corpus, and the -- somewhat impenetrable -- system of referencing of that corpus is used. In other cases, a reference might consist of the name of the editor, the year of publication of the edition and the page where the sentence is found, as shown in (16):

(16) *Þa cwæp se Hælend him to, Aris hal of ðam bedde*
 then said the Saviour him to arise whole from the bed
 'Then the Saviour said to him, "Arise whole from the bed."'
 (Godden 1979: 321)

Note that examples with glosses and translations MUST be text-blocked (in Microsoft word > paragraph > line and page breaks > keep lines together), so that the source, gloss and translation all appear on the same page.

If you need to know about more complicated cases, check and follow the *Leipzig Glossing Rules* at <http://www.eva.mpg.de/lingua/resources/glossing-rules.php>.

5.5 Presenting and referring to tables and figures: In some fields of linguistics (e.g. sociolinguistics, corpus linguistics), results are often presented in tables and figures. They are numbered consecutively and given a caption under the table/figure which must be descriptive as well as legible. This enables you to refer the reader to the tables/figures in the body of your essay (e.g. 'As shown in Figure 1 below, ...'; 'Table 1 summarizes the results of the survey.'). If you've reproduced the table from an existing study, you need to mention the source, as shown in the example below.

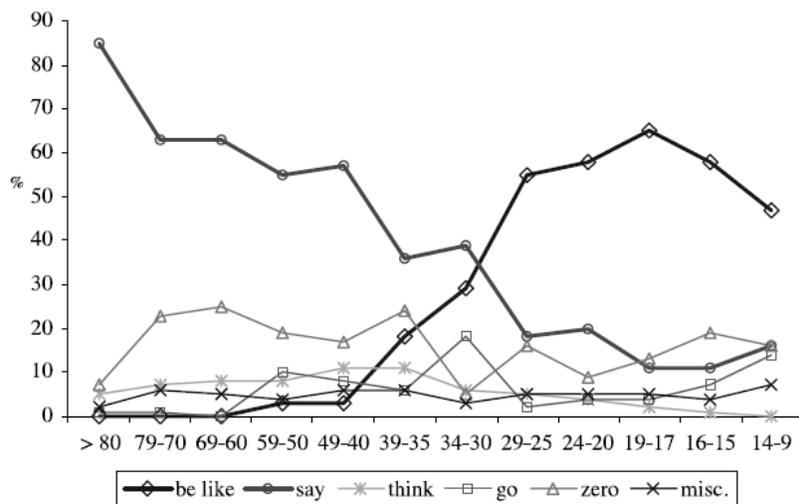


Figure 1. Overall distribution of quotatives across age in Toronto (2002–2003) (*source*: Tagliamonte 2009: 85)

5.6 IPA fonts: For any essays using IPA symbols (or, indeed, any ‘non-standard’ symbols), make sure that the symbol you are using actually shows up in the printout you hand in. For phonetic symbols, the easiest way is to use a Unicode font set that includes the symbols. Once they show up on your computer screen as you want them to, save the file as a .pdf file. This ‘embeds’ the symbols, so that you can print your file on any printer - or indeed send them via the internet to any recipient - without losing the symbols. If you have no Unicode font installed on your machine which has phonetic symbols, you should download Charis SIL, available here: http://scripts.sil.org/cms/scripts/page.php?item_id=CharisSIL. Doulos SIL is another option, but it does not have bold/italic forms: http://scripts.sil.org/cms/scripts/page.php?item_id=DoulosSIL. The online IPA keyboard is handy for copying and pasting required symbols into your word processor: <http://ipa.typeit.org/>. It is also possible to install IPA keyboards locally on your computer. PC users should look at <http://www.phon.ucl.ac.uk/resource/phonetics.php> for useful information on installing phonetic keyboards; Mac OS X users will find this blog post helpful: <http://linguisticmystic.com/2007/03/08/using-ipa-fonts-with-mac-os-x-the-comprehensive-guide/>. Again, it is crucial that you save your file as a .pdf file before printing AND that you check the printout before handing it in to make sure that it is readable and that all fonts appear as they should. Phonetic symbols that print out as empty boxes will not enhance your mark.

FOR ELECTRONIC SUBMISSION: You must **create a .pdf of your document** before you upload it to TurnItIn. This is to make sure that any IPA fonts are frozen in a stable format and readable on any machine after download. Failure to upload documents containing IPA (or other special) fonts in .pdf-format is self-penalising. Note that you **cannot** up-load scanned documents to TurnItIn.

5.7 Syntactic trees: Students should draw syntactic trees with one of the following programmes: the *Trees* programme intended for use with the Kroch & Santorini online textbook, RSyntaxTree (<http://yohasebe.com/rsyntaxtree/>); Syntax Tree Generator (<http://mshang.ca/syntaxtree/>); or TreeForm (<http://sourceforge.net/projects/treeform/>). Once created, the syntactic trees must be pasted into Microsoft Word (or an equivalent word processor).

FOR ELECTRONIC SUBMISSION: You must **create a .pdf of your document** before you upload it to TurnItIn. This is to make sure that the syntactic tree-images are frozen in a stable format and readable on any machine after download. Failure to upload documents containing syntactic trees in .pdf-format is self-penalising. Note that you **cannot** up-load scanned documents to TurnItIn.

5.8 Punctuation: It is also important that your written work is correctly punctuated throughout. If you need practice in punctuation, you may wish to visit the following websites:
http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_03.htm
<http://www.sussex.ac.uk/informatics/punctuation/>

6. PLAGIARISM

6.1 Definition of plagiarism: This is the use of any source, published or unpublished, without full and specific acknowledgement. It is a form of cheating which can be quite easily detectable and can result in failure of modules or in disciplinary action. **Please carefully read the following:**

- ‘Any source’: this may be printed, electronic, or another student's work (whether at this university or another). It can also involve course materials.
- Purchasing an essay from someone else is a form of plagiarism.
- Submitting the same work for different modules is self-plagiarism.
- Collaborating with a fellow student on assess work also constitutes plagiarism, unless team work is explicitly called for in the assignment brief.
- Plagiarism is not necessarily deliberate: it can result from incomplete note-taking, or haste in the final stages of an essay or project.
- It can occur in an examination script as well as in submitted work.
- Proper acknowledgement: merely listing a source in the List of References is not enough — see the sections on referencing in this Guide.
- You must acknowledge fully if you quote verbatim from a source, but also if you paraphrase a source or use its distinctive ideas.

You do not need to provide references for ideas that are widely accepted as matters of fact, or for any information of a general nature. For example, you don't have to indicate a source when you mention that Shakespeare died in 1616, that Saussure was a Swiss linguist, or that /b/ is a voiced bilabial plosive.

6.2 Avoiding plagiarism: At the writing-up stage, follow the guidelines above, but you can help yourself at the earlier stages too:

- In taking notes, make sure you very clearly distinguish between your source material and your own material. One suggestion would be to use different colour pens to differentiate between your ideas and those taken from another source.
- Make sure that any notes, photocopies, or electronic files that you keep are fully documented with the name of the author and the source from which they were taken, so that you have this information readily available for your write-up. *Never* import material from an electronic source into your drafts with the intention of modifying it, or attempt to make an essay out of a

patchwork of material from electronic or printed sources that you have lightly modified. Even if you acknowledge the sources it will be a very poor essay, and if you do not, it will constitute plagiarism.

- Insert your references and compile your List of References as you draft your essay.
- Some plagiarism comes about because of last-minute panic, so organise your time well. Don't be tempted to plagiarise because of difficult circumstances!

For further information and advice, see also the Newcastle University 'Right-Cite' webpages at <http://www.ncl.ac.uk/right-cite/> as well as the ASK Academic Skills Kit at <https://internal.ncl.ac.uk/ask/referencing/plagiarism>.

APPENDIX 1: SUMMARY: In-text referencing

Single author: (Smith 1976) or (Smith 1976: 3)

Two authors: (Smith & Jones 1978) or (Smith & Jones 1978: 4)

Three authors: (Smith, Jones & Byrd 1969) or (Smith, Jones & Byrd 1969: 5)

More than three authors: (Smith *et al.* 1986) or (Smith *et al.* 1986: 45)

Two citations with different authors (in alphabetical order, separated by semi-colons): (Jones 1982; Smith 1978) or (Jones 1982: 7; Smith 1978: 5)

Two citations with same author (in chronological order, separated by commas): (Smith 1978, 1981) or (Smith, 1978: 3, 1981: 8)

Work cited in another reference: (Smith 1972: 24, cited in Brown 1985: 59)

APPENDIX 2: SUMMARY: List of References

1. Single-authored books

- Chomsky, N. 1965. *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press.
Lunzer, E.A. 1968. *The Regulation of Behaviour*. London: Staple Press.

2. Dual- & triple-authored books

- Ausubel, D.P., J.D. Novak and H. Hanesian. 1978. *Educational Psychology. A Cognitive View*. New York: Rinehart & Winston.
Towell, R. and R. Hawkins. 1994. *Approaches to Second Language Acquisition*. Clevedon: Multilingual Matters.

3. Edited volumes

- Fischer, K. (ed.). 2006. *Approaches to Discourse Particles*. Amsterdam: Elsevier.
Ochs, E., E.A. Schegloff and S.A. Thompson (eds). 1996. *Interaction and Grammar*. Cambridge: Cambridge University Press.

4. Chapters in edited volumes

- Haspelmath, M. 2012. 'The gradual coalescence into "words" in grammaticalization'. In H. Narrog and B. Heine (eds) *The Oxford Handbook of Grammaticalization*. Oxford: Oxford University Press. 342-355.
Hickey, R. 2008. 'Feature loss in 19th century Irish English'. In T. Nevalainen, I. Taavitsainen, P. Pahta and M. Korhonen (eds) *The Dynamics of Linguistic Variation. Corpus Evidence on English Past and Present*. Amsterdam: John Benjamins. 229-243.

5. Journal articles

- Gregg, K.R. 1993. 'Taking explanation seriously; or, let a couple of flowers bloom'. *Applied Linguistics* 14: 276-294.
Kaplan, A. 2011. 'How much homophony is normal?'. *Journal of Linguistics* 47: 631-671.

6. Internet Sources

- Grosjean, F. 2012. 'What do bilinguals and hurdlers have in common? A holistic view of bilinguals'. Last accessed 31 July 2012, from: <http://www.psychologytoday.com/blog/life-bilingual/201207/what-do-bilinguals-and-hurdlers-have-in-common>.
Walther, J.B. ND. 'Research ethics in internet-enabled research. Human subject issues and methodological myopia'. Last accessed 31 July 2012, from: http://www.nyu.edu/projects/nissenbaum/ethics_wal_full.html.

7. Unpublished dissertations & theses

- Buchstaller, Isabelle. 2004. 'The sociolinguistic constraints on the quotative system – British English and US English compared'. Unpublished PhD dissertation, University of Edinburgh.
Goldberg, Julia Anna. 1980. 'Discourse particles: an analysis of *y'know, I mean, well* and *actually* in conversation'. Unpublished PhD dissertation, University of Cambridge.

8. Unpublished conference (or other) presentations

Andersen, Gisle. 1998. 'Are tag questions questions? Evidence from spoken data'. Paper presented at the 19th ICAME conference, May, Belfast.

Fleischman, Suzanne. 1999. 'Pragmatic markers in comparative and historical perspective: theoretical implications of a case study'. Paper presented at the 14th International Conference on Historical Linguistics, August, Vancouver.

9. Oxford English Dictionary

'innit, *int.*' *The Oxford English Dictionary*. 2nd ed. 1989. *OED Online*. Oxford University Press. Last accessed 31 May 2013, from: <http://www.oed.com>.

'innit, *int.*' *OED Online*. July 2009. *OED Online*. Oxford University Press. Last accessed 31 May 2013, from: <http://www.oed.com>.