

Your Survival Guide: The Linguistic Stylesheet

Checklist: Obligatory Layout Features

- Times New Roman, 12 pt
- 1.5 line spacing
- Line justification (Blocksatz)
- Margins: top/bottom 2.5 cm, left/right 3 cm
- Page numbers (bottom centre)
- Headlines in bold, content words capitalized
- Arabic numbering for chapters (max. 4 levels, e.g. 2.2.1.1)
- Short direct quotations in running text in double quotation marks (“quotation”)
- Long direct quotations (3+ lines): indented (1 cm) passage with 1.0 spacing

Essential Linguistic Conventions

- *Linguistic items* in running text in *italics*
- Linguistic examples separated from the text: numbered thus (1), (2) etc, in roman font, with item(s) in focus underlined, accompanied by source (corpus reference etc.)
- Linguistic examples in foreign language(s): accompanied by verbatim translations/glosses
- Indicators for linguistic items/concepts:
 - o graphemes <.>
 - o phones & phonemes: [..], /../
 - o morphemes: {..}
 - o meanings: ‘..’
- Transcribing talk and interaction: Automated transcription tools may be convenient and time-saving to create a first rough transcript but remember to double-check this transcript for omissions (e.g., hesitation markers, overlap) and straight-out errors in the verbatim transcription. Use the transcription system GAT2 for linguistic analysis (cf. <http://www.gespraechsforschung-online.de/fileadmin/dateien/heft2011/px-gat2-englisch.pdf>).

Using and Citing Sources

- The UB resources
(<https://www.uni-augsburg.de/de/organisation/bibliothek/recherche/>) should be your first port of call for academically trustworthy sources!

- Your literature review should reflect the state of the art. BUT: Do not exclude print sources! Do not exclude old(er) sources! Research in English has a long and still relevant history.
- Cite as precisely as necessary and possible (i.e. with indication to specific parts/pages of works)
- !! Cite / reference all content (including data sources) from elsewhere, whether directly quoted, paraphrased or more vaguely based on others' ideas
- Use the APA system (<https://apastyle.apa.org/>), including Author-date system for in-text citations
 - o parenthetical type: (Brinton, 2010, Chapter 4), (Martin & White, 2005, pp. 34-37), (Quirk et al., 1985, p. 976)
 - o Narrative type: Lakoff and Johnson (1980, p. 30) claim...
- Secondary sourcing: to be used sparingly; if necessary like this: (Rabbitt, 1982, p. X as cited in Lyon et al., 2014, p. Y), only Lyon et al, 2014. listed in the references

Write your own Text

We recommend this textbook for guidance on how to write term paper / thesis in English linguistics: Siepmann, D., Gallagher, J. D., Hannay, M. & Mackenzie, L. (2022). *Writing in English: a guide for advanced learners*. 3rd ed. Narr.

- Develop your text along the following structure: Introduction (aims, questions) > Foundations (background, theory, past research) > Present research question(s) > Data and methodology > Analysis/Results (> discussion of results) > Conclusions (cf. also Table of Contents)
- You need to develop a coherent argument around your question(s) and bring evidence for answering it/them, i.e. along with the presentation of your analysis in the running text, submit your coded data, e.g., in an excel sheet, in the appendix
- Create a genuinely new text by combining your and others' ideas/results: avoid too much verbatim quotation, avoid reporting research too much separated by individual authors but create a synthesis instead
- Before submission: critically evaluate the quality of your text (structure, argument, style, reader focus)
- AI does not know what you think and it does not see the world as you do > it will not be able create your text! (see appendix for AI guidelines)

Evaluation

Our evaluation considers the following criteria:

- ✓ Content: Do you use appropriate sources (empirical data and literature)? Are they relevant to the research question?
- ✓ Argument: Do you present a coherent and reasonable argument? Is it consistent with, and supported by, your evidence? Is it logically consistent?
- ✓ Organisation: Is there a clear introduction? Do you set out the central question(s), and state how you will proceed to address them? Do you describe and present your data? Do you structure your ideas systematically? Does your investigation lead to a conclusion?
- ✓ Style: Grammar, literacy; intelligibility of expression; acknowledgement of sources; consistent short reference and bibliography.

Appendices to your survival guide:

- Titlepage (layout)
- Table of Contents (layout, writing: structure)
- Bibliography / References (citing sources)
- Exemplary transcript in simplified GAT2
- APA examples
- AI guidelines

Universität Augsburg

Philologisch-Historische Fakultät

Lehrstuhl für **XXX**

(Haupt)Seminar: Title

Dozent:**in: XX**

Wintersemester / **Sommer**semester **XX**

N.B.: Elements in red need to be chosen/filled in appropriately; elements in *italics* are optional.

Title:

Subtitle

Name

Matrikelnummer

Anschrift

Studiengang

Fachsemester

Abgabedatum

N.B.: The following table of contents works for the topic: comparison of metaphor use in English and Spanish sports reporting

red elements: depending on layout preferences or topic necessities, extensive appendices are submitted only digitally

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References

Data

- Love, R., Dembry, C., Hardie, A., Brezina, V. and McEnery, T. (2017). The Spoken BNC2014: designing and building a spoken corpus of everyday conversations. In *International Journal of Corpus Linguistics*, 22(3): 319-344. DOI: [10.1075/ijcl.22.3.02lov](https://doi.org/10.1075/ijcl.22.3.02lov). for reference: (<http://corpora.lancs.ac.uk/bnc2014/publications.php>)
- Davies, M. (2011–). *The Corpus of American Soap Operas* [Dataset]. English-Corpora.org. english-corpora.org.

Secondary Sources

- BBC. (2014). *British history in depth: Prime Ministers and Politics Timeline*. https://www.bbc.co.uk/history/british/pm_and_pol_tl_01.shtml.
- Burkett, E., Brunell, L. (2026, July 27). *feminism*. *Encyclopedia Britannica*. <https://www.britannica.com/topic/feminism>.
- Cameron, D. (2012). *Verbal hygiene* (2nd ed.). Routledge.
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- Dodsworth, R. (2011). Social class. *The SAGE Handbook of Sociolinguistics*, 192–207. <https://doi.org/10.4135/9781446200957.n15>.
- European Parliament. (2018). *Gender-neutral language in the European Parliament*. https://www.europarl.europa.eu/cmsdata/151780/GNL_Guidelines_EN.pdf.
- Hilton, E., & Wright, C. (2024). Two sexes. *Sex and Gender*, 16–34. <https://doi.org/10.4324/9781003286608-2>.
- McEnery, A., & Xiao, Z. (2004). *Swearing in modern British English: The case of fuck in the BNC*. *Language and Literature*, 13(3), 235–268. <https://doi.org/10.1177/0963947004044873>.

Exemplary transcript in simplified GAT2

The excerpt below is taken from an interview with President Trump on the Brian Kilmeade Show (source: <https://radio.foxnews.com/2020/06/03/president-trump-on-the-brian-kilmeade-show/>).

- 1) Read Couper-Kuhlen & Barth-Weingarten (2011: 5-7) for reference.
- 2) Create a header of the transcript, making reference to the news broadcast, the date of when the interview was aired, the time stamp and the names of the interviewer and interviewee.
- 3) Download Praat onto your computer (https://www.fon.hum.uva.nl/praat/download_win.html). Open an audio file of the recording (WAV, mp3) in Praat: Open-> Open long file -> View
- 4) Listen to the recording in PRAAT, adding pauses and overlap to the transcribed speech. Add speaker IDs and line numbering.

Excerpt 1: Brian Kilmeade Show, June 3, 2020 (0:00-24:90)

IR: Brian Kilmeade; IE: President Donald Trump

01 IR: °h here's the President of the United States
02 Mr. President
03 thanks so much for joining us from (.) 1600 Pennsylvania
Avenue
04 IE: (1.06) ((click)) well thank you very much and
congratulations on ten years on radio
05 wow h°
06 that's pretty good
07 I re[mem]ber when you [°hh] h
08 IR: [yeah] [yeah]
09 IE: were one day on radio (.)
10 alright
11 it's been a long time
12 but that's great job



7th edition

Common Reference Examples Guide

This guide contains examples of common types of APA Style references. Section numbers indicate where to find the examples in the *Publication Manual of the American Psychological Association* (7th ed.).

More information on references and reference examples are in Chapters 9 and 10 of the *Publication Manual* as well as the *Concise Guide to APA Style* (7th ed.). Also see the [Reference Examples](#) pages on the APA Style website.

Journal Article (Section 10.1)

Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology*, 114(6), 1242–1256. <https://doi.org/10.1037/edu0000696>

Online Magazine Article (Section 10.1)

Thomson, J. (2022, September 8). Massive, strange white structures appear on Utah's Great Salt Lake. *Newsweek*. <https://www.newsweek.com/mysterious-mounds-great-salt-lake-utah-explained-mirabilite-1741151>

Print Magazine Article (Section 10.1)

Nicholl, K. (2020, May). A royal spark. *Vanity Fair*, 62(5), 56–65, 100.

Online Newspaper Article (Section 10.1)

Bernstein, J. (2024, June 3). The man who couldn't stop going to college. *The New York Times*. <https://www.nytimes.com/2024/06/03/magazine/benjamin-bolger-college-harvard-yale.html>

Print Newspaper Article (Section 10.1)

Reynolds, G. (2019, April 9). Different strokes for athletic hearts. *The New York Times*, D4.

Blog Post (Section 10.1)

Rutledge, P. (2024, April 23). Are tweens too young for digital literacy? *Dr. Pam: Living With Media*. <https://www.pamelarutledge.com/are-tweens-too-young-for-digital-literacy/>

Authored Book (Section 10.2)

Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association. <https://doi.org/10.1037/0000048-000>

Edited Book Chapter (Section 10.3)

Zelege, W. A., Hughes, T. L., & Drozda, N. (2020). Home-school collaboration to promote mind-body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 11–26). American Psychological Association. <https://doi.org/10.1037/0000157-002>

Online Dictionary Entry (Section 10.3)

American Psychological Association. (2018). Internet addiction. In *APA dictionary of psychology*. <https://dictionary.apa.org/internet-addiction>

Report by a Group Author (Section 10.4)

World Health Organization. (2014). *Comprehensive implementation plan on maternal, infant and young child nutrition*. https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Report by Individual Authors (Section 10.4)

Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). *How playful learning can help leapfrog progress in education*. Center for Universal Education at Brookings. https://www.brookings.edu/wp-content/uploads/2019/04/how_playful_learning_can_help_leapfrog_progress_in_education.pdf

Press Release (Section 10.4)

American Psychological Association. (2024, April 11). *People who use willpower alone to achieve goals, resist temptation, deemed more trustworthy* [Press release]. <https://www.apa.org/news/press/releases/2024/04/people-who-use-willpower>

Conference Session (Section 10.5)

Davidson, R. J. (2019, August 8–11). *Well-being is a skill* [Conference session]. APA 2019 Convention, Chicago, IL, United States. https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019_Program_190708.pdf

Dissertation From a Database (Section 10.6)

Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367) [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

Preprint Article (Section 10.8)

Latimier, A., Peyre, H., & Ramus, F. (2020). *A meta-analytic review of the benefit of spacing out retrieval practice episodes on retention*. PsyArXiv. <https://psyarxiv.com/kzy7u/>

Data Set (Section 10.9)

O'Donohue, W. (2017). *Content analysis of undergraduate psychology textbooks* (ICPSR 21600; Version V1) [Data set]. Inter-university Consortium for Political and Social Research. <https://doi.org/10.3886/ICPSR36966.v1>

Film or Video (Section 10.12)

Docter, P., & Del Carmen, R. (Directors). (2015). *Inside out* [Film]. Walt Disney Pictures; Pixar Animation Studios.

TV Series Episode (Section 10.12)

Dippold, K. (Writer), & Trim, M. (Director). (2011, April 14). *Fancy party* (Season 3, Episode 9) [TV series episode]. In G. Daniels, H. Klein, D. Miner, & M. Schur (Executive Producers), *Parks and recreation*. Deedle-Dee Productions; Fremulon; 3 Arts Entertainment; Universal Media Studios.

Webinar (Section 10.12)

Lee, C., McAdoo, T., & Denny, S. (2023). *APA Style seventh edition refresher for instructors* [Webinar]. American Psychological Association. <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

YouTube Video (Section 10.12)

Above The Noise. (2017, October 18). *Can procrastination be a good thing?* [Video]. YouTube. <https://www.youtube.com/watch?v=FQMwmBNNOnQ>

Song or Track (Section 10.13)

Nirvana. (1991). *Smells like teen spirit* [Song]. On *Nevermind*. DGC.

Radio Broadcast (Section 10.13)

Hersher, R. (2020, March 19). *Spring starts today all over America, which is weird* [Radio broadcast]. NPR. <https://www.npr.org/2020/03/19/817237429/spring-starts-today-all-over-america-which-is-weird>

Podcast Episode (Section 10.13)

Santos, L. (Host). (n.d.) *Psychopaths and superheroes* (No. 1) [Audio podcast episode]. In *The happiness lab with Dr. Laurie Santos*. Pushkin Industries. <https://www.happineslab.fm/season-2-episodes/episode-1>

Infographic (Section 10.14)

American Psychological Association. (n.d.). *Data sharing* [Infographic]. <https://www.apa.org/pubs/journals/data-sharing-infographic.pdf>

PowerPoint From a Classroom Website (Section 10.14)

Mack, R., & Spake, G. (2018). *Citing open source images and formatting references for presentations* [PowerPoint slides]. Canvas@FNU. <https://fnu.onelogin.com/login>

X Post (Section 10.15)

Obama, B. [@BarackObama]. (2024, May 17). *Today marks 70 years since the Supreme Court handed down its landmark decision in Brown v. Board of Education, outlawing* [Post]. X. <https://x.com/BarackObama/status/1791540592238874953>

Open Educational Resource (Section 10.16)

Fagan, J. (2024, February 7). *Nursing clinical brain*. OER Commons. Retrieved June 2, 2024, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>

Webpage (Section 10.16)

Taras, Z. (2024, May 30). *Situational irony can be funny, tragic or even terrifying*. howstuffworks. <https://entertainment.howstuffworks.com/arts/literature/situational-irony.htm>

Webpage on a News Website (Section 10.16)

Volpe, A. (2024, June 3). *How the self-care industry made us so lonely*. Vox. <https://www.vox.com/even-better/350424/self-care-isolation-loneliness-epidemic>

Webpage With a Retrieval Date (Section 10.16)

Worldometer. (n.d.). *Current world population*. Retrieved June 27, 2024, from <https://www.worldometers.info/world-population/>

AI Guidelines: Responsible and transparent use

Carefully consider the following aspects when using AI in examination contexts:

1. **Ownership of content:** Text(s) (passages) created by AI are the property and within the responsibility of the AI system. Such creations are *not* your own content. If you use such text without marking its origin (see 3.), this is a form of illegal appropriation of content or plagiarism. If you use such text unmarked, you implicitly take over responsibility for its contents and all the errors or problems it may contain (see 4.).
2. **Use as a supportive tool:** AI can serve as a working aid in various respects. Examples may include writing code for corpus annotation/analysis, summarizing articles or the main aspects of a particular theory/approach, or translation of examples. Like any other tool, such as secondary literature, it will need to be documented (see 3.). Ask yourself whether your intended AI use is really the only or best option to use, e.g. does it really produce better literature search results than the MLA bibliography? Or could you also improve your own writing by a clever use of a thesaurus? Supportive use finally means that the text creation of whole passages/chapters is not allowed. AI should enhance and add to your own thinking and work and not replace it.
3. **Transparency & documentation:** Which tools you used, for which purposes, and for which tasks and parts of your work will need to be listed in a separate section of the Bibliography/References (see below for details). This ensures that the contributions of yourself and of the tool can be clearly kept apart. It will also help evaluate your competence in using AI, e.g. through the provision of prompts. As a rule, in-text citation at those places where AI was used will then not be necessary.
4. **Limitations of AI:** AI is getting better, but it is far from perfect. Also, it only imitates human thinking and text production, but it does not think itself. It creates its output based on human-created training text, which already contains errors and biases, to which AI potentially adds some more (e.g. hallucinations). Stay informed about developments in AI in order to be able to make reasonable judgments. And never simply trust AI text, but read it critically.
5. **Respect rights:** Do not upload any personal or copyright-protected data into AI systems.

Ad 3.: Details for documentation

Include a table listing all the uses you made of AI under the heading “AI Use” as part of your bibliography:

Tool, version, date of use	Type/purpose of use	Prompt (verbatim quotation)	Text section(s)
ChatGPT 5.2 (12.01.26)	Get an overview of different approaches to politeness	“Can you provide an overview of different linguistic theories on politeness?”	Section 2 (theoretical background)
ChatGPT 5.2 (15.01.26)	Write code to extract	“Please write a	Section 3

	text segments from a website	Python code that extracts text segments indented at XXX from the website YYY to the folder ZZZ on my hard drive.”	(Method)
Google Gemini (15.01.26)	Obtain short summary of the main aspects of Brown and Levinson’s (1987) Politeness Theory	“politeness theory brown levinson summary”	Section 2.2 (theoretical background, subsection on Politeness Theory by Brown and Levinson)