Writing Linguistics Papers
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The goal of this to document is to provide a resource that is useful to you as you write linguistics papers, for my courses and beyond. This document has two purposes: (1) to clarify some of the conventions used in linguistics papers, some of which are fairly esoteric and discipline-specific, and so may differ from the conventions of disciplines that you are already familiar with; and (2) to clarify some of my expectations about the papers you write for my courses. The information here will supplement any course-specific, or assignment-specific, information I provide.

This document is a work in progress, so I welcome comments and suggestions from you on how it can be made more useful. There are five sections to this document: General; Referencing; Examples; A Final Checklist; and Works Cited.

1   General

1.1 Research
- Iris Jastram <ijastram>, the linguistics reference librarian, is delighted to discuss your research projects with you. The meeting will be most helpful if you come prepared (i.e., bring a copy of the assignment, and have at least some idea of the topic you'll be researching). Even if you're already intimately familiar with the research databases Carleton subscribes to, she is guaranteed to tell you something that you didn't know before, leaving you to wonder how you ever got along without this bit of information.

- Wikipedia is a nice place to begin generating thoughts on a possible research topic, and to begin cultivating a body of resources; it's not itself a resource. If you have any specific questions about the role of Wikipedia in writing research papers, please ask.

1.2 Plagiarism
- Carleton's institutional position, as quoted from the Academic Regulations and Procedures Handbook (https://apps.carleton.edu/handbook/academics/?policy_id=21359; this is from the version of the page last reviewed on 7 Nov 2018):
    - It is assumed that a student is the author of all course work (quizzes, problem sets, online contributions, tests, papers, lab work, etc.) that he/she submits, whether for a grade or not, and that the work has not been submitted for credit in another class without the instructor's permission. Images, ideas, data, audio clips, or phrases borrowed from others should be fully identified by standard procedures for making such acknowledgment. All permitted collaboration with others must still be acknowledged.
    - At Carleton College, an act of academic dishonesty is therefore regarded as conflicting with the work and purpose of the entire College and not merely as a private matter between the student and an instructor; all cases involving such dishonesty are referred for appropriate action to the Academic Standing Committee (ASC) via the Associate Dean of Students or the Associate Dean of the College.

- For more information on Carleton's policies surrounding academic honesty, please refer to page cited above, in addition to *Academic Integrity in the Writing of Essays and Other Papers* (http://apps.carleton.edu/campus/doc/integrity/). As always, feel free to speak with me about any questions or concerns you may have.

- We've all heard horror stories about plagiarism – be it 'accidental' or deliberate – at all levels of academia. To protect yourself and to prevent any misunderstandings from arising, be sure to take high-quality notes during your research, so that the source of an idea is never in doubt. Be familiar and comfortable with college policies.

- Please don't do it. If you are feeling overwhelmed, panicked, or doubtful about your ability to complete an assignment on time and/or in a way that satisfies the course requirements, talk to me about it, so that we can

figure out a workable solution together.

1.3 Early Feedback
- I'm very happy to provide feedback on a draft of any paper before you submit the final version to be graded.
  - My feedback is most effective when you provide me with a reasonably complete draft several days prior to the final deadline.
  - Set up an appointment with me, or come to my office hours. Bring a hard copy of your draft with you, so that we can go through your draft together.
  - Unless we've made prior arrangements, I will not provide feedback on drafts within 48 hours of the paper's final deadline.

- For feedback from a peer, the Write Place is your go-to resource. There are drop-in hours in addition to scheduled appointments. See https://apps.carleton.edu/campus/asc/writingcenter/.

2   Referencing

- All papers must contain a bibliographic 'Works Cited' list. This list must contain the full references for all works that were cited in the text, <u>including works that are known to you only through secondary sources</u>. For example, if you discuss Smith 2010's criticisms of Jones 2009, both Smith 2010 and Jones 2009 must be included in the bibliography, even if your only knowledge of Jones is through Smith. (If this seems surprising or counterintuitive to you, ask me about it!) There may be no works on this bibliographic list that are not cited in the text.

- I'm not picky about the reference format you use, as long as it is consistent within a paper. If you have a favorite, feel free to use that. If you are looking for a concrete suggestion, APA style is reasonably unfussy, and is commonly used in linguistics journals. (If you are unfamiliar with APA style: http://www.apastyle.org/. It is generally not necessary to include an abstract; I'll let you know if you should.)

- It is not sufficient to include a list of 'Works Cited' at the end of the document; you must also cite within the text each bit of information that was taken from another's work. This is, of course, necessary for direct quotations (1), which, in any event, should be employed judiciously. (Don't forget to frame the quotation appropriately, and demonstrate your understanding of the quotation.) An in-line citation is likewise required each time you report another's theoretical claim (2), data (3)-(4), results (5), and/or statistics (6). Please feel free to ask me if you're in doubt as to whether or not you should cite something.

- Notice that in some cases it is appropriate to include a page number, and sometimes it is not. Examples (1) and (3) contain the page number, so that the reader can easily find the quotation/example in the source. Example (2), on the other hand, refers to the source works as wholes, since the claim in question is not made in one unique place in either of these sources, but rather is motivated at length throughout the work.

(1) Ross concludes, citing data such as (4), 'exactly what types of constituents may pied-pipe vary… from dialect to dialect' (Ross 2012: 25).

(2) It is often claimed that Indonesian *meng-* is an active voice marker (Chung 1976; Guilfoyle, Hung, and Travis 1992, inter alia).

(3) *Irish*
Ceapann   tú   go   bhuailfidh   an píobaire   an tamhrán.
think   2SG   COMP   play.FUT the piper   the song
'You think that the piper will play the song.'   (Carnie 2006: 348, ex. 6a)

(4) a. J. Edgar Hoover, who I have a picture of in my locket, is a cutie.
    b. J. Edgar Hoover, of whom I have a picture in my locket, is a cutie.
    c. J. Edgar Hoover, a picture of whom I have in my locket, is a cutie.   (Ross 2012: 25, ex. 32)

(5) Werker and Tees (1984) demonstrated that six-month-old infants are able to discriminate among any of the sound contrasts attested in the world's languages.

(6) Today, Haitian Creole has approximately 7.4 million native speakers (ethnologue.com).

3   Examples

- Number all examples consecutively throughout the paper. One easy way to do this in Microsoft Word is to set up a caption in the appropriate format. You can find the procedure outlined here: https://linguistlist.org/issues/15/15-1746.html. There are other simple ways to automatize this process. I would encourage you to avoid numbering examples manually, because it's very easy for mistakes in numbering to creep in as you edit your paper.

- Virtually all language data should be formatted as an example. (The exception: referring to single words or short phrases, which can be done in the running text; see below for how to deal with these.) Syntax trees, phonological rules, and tableaux also count as examples, and consequently are numbered.

- Include glosses for all non-English forms cited. The standard format involves three lines: the first line contains the non-English data, broken up by morpheme; the second line contains a morpheme-by-morpheme translation into English; and the third line contains the 'natural' English translation. Illustrations are given in (3) above, and (7) and (8) below.

(7) *Japanese*
    Asoko-ni   otoko-no-hito-ga   imasu-ne
    over.there-LOC   male-MOD-person-SUBJ   exist-TAG
    'There is a man over there, isn't there?'   (Flynn 1999: 6, ex. 1)

(8) *Russian*
    Maša   ljubi-l-a   Ivan-a
    Masha.F.NOM   love-PST-F   Ivan-M.ACC
    'Masha loved Ivan'   (Becker 2008: 49, ex. 39)

- All examples are given in the Roman alphabet, as is standard in linguistics papers. This is important for accessibility; your reader might not know the standard writing system of a given language. If you want to also include a representation of the form in the standard writing system of the language, this would be done in addition to, not instead of, the Romanized representation.

- The morphemes within each word are separated by dashes.

- At times, a single morpheme corresponds to more than one distinct component of meaning; these are known as 'portmanteau' morphemes. Russian *–a*, in (8) above, which encodes both masculine (M) and accusative (ACC), is one example. Notice that both components of meaning are connected by a dot instead of a dash, to indicate that both components map onto a single morpheme in the line above.

- The first line of the translation is literal, morpheme by morpheme. Lexical items (e.g. *ljubi* 'love') should be formally distinct from functional morphemes (-*l* 'PST'); it's conventional to use small caps, as here, for the functional morpheme translations.

- There must be an equivalent number of morphemes on both the first and second lines, and they must be separated and aligned. The tab key is the most effective way to do this. (You might want to change the tab setting from 0.5" to 0.25".)

- All parts of a given example should be on the same side of a page break.

- Examples should be cross-referenced in the text, as I've done here, to clarify which example you're talking about. If you use captions as example numbers, as recommended above, you can easily create cross-references to these captions as needed.

- In an appendix to your paper, provide a chart which explains each abbreviation used in your glosses: PST = past tense; F = feminine; ACC = accusative.

- When making reference to language data in the running text, as in (2), (9), and (10), *italicize* it – never use quotation marks for this purpose! (This is my personal pet peeve.) If the data is from a language other than English, include a translation in quotes (10).

  (9)   The English second person pronoun *you* is not specified for number or gender.

  (10)   Indonesian address terms include *mbak* 'miss', which is used for females of about the same age and status as the speaker, and *mas* 'mister', the male equivalent of *mbak* (Wolff, Oetomo, and Fietkiewicz 1984: 54).

4   A Final Checklist

Before you submit your paper, take one last look and make sure that all of the following criteria have been met.

- Does the paper have an informative title?
  - A separate title page is not necessary.
  - If you are looking for an additional challenge and/or brownie points: it is traditional for titles to contain some pun on the linguistic phenomenon investigated in the paper. For example, Norvin Richards titled his 1997 dissertation on multiple *wh*-questions 'What Moves Where When in Which Language?' See also Chung 1976; Ross 1969.

- Is your thesis (i.e., the main claim or theoretical proposal that you are arguing for throughout your paper) clearly and explicitly stated in the paper? Your thesis should be identified at the outset of your paper.
- Are all sections and subsections appropriately delineated, titled, and numbered? This document illustrates section and subsection headings and formatting.
- Are the pages numbered?
- Is the paper double-spaced?
- Is the font in the 10-12 point range?
- Are all examples correctly formatted (according to the illustrations above)?
- Are all examples numbered consecutively?
- Are all data in the running text italicized?
- Are all non-English data glossed completely and accurately?
- Is a 'road map' included in the introduction? This serves to orient the reader to the paper, and is conventionally included in linguistics papers. It should be explicit and concise: 'In Section 2, I do X. In Section 3, I do Y.'
- Does the 'Works Cited' section contain all and only the works that have been cited in the text?
- Have all misspellings and other typos been eliminated?
- Is the formatting consistent throughout the document?

Papers for my courses will typically be submitted electronically, via Moodle, unless we've made alternate arrangements. Please submit your paper as a .pdf, with the fonts embedded, to ensure that everything appears as you intended it to. (If you share with me a google doc, I will create a .pdf to work from and comment on.)

Works Cited

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Carnie, Andrew. 2006. Syntax. Second edition. Malden, MA: Blackwell.

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Werker, Janet F. & Richard C. Tees. 1984. Phonemic and phonetic factors in adult cross-language speech perception. Journal of the Acoustical Society of America 75: 1866-1878.

Wolff, John, Dede Oetomo, & Daniel Fietkiewicz. 1984. Beginning Indonesian through self-instruction. Ithaca, NY: Cornell University Press.