Disclaimer:
This document is not intended to be overly prescriptive. My goal 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 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; Additional Petty Details; and Works Cited.

General

On 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(s) 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, but that's as far as it goes. Wikipedia is not a research tool, and it's most emphatically not a resource. (If you have any specific questions about the role of Wikipedia in writing research papers, please ask.)

On writing:
- I'm very happy to provide feedback on a draft of any paper before you submit the final version to be graded. The earlier you can send me a draft, the more thoughtful feedback I can provide.

- If you'd like feedback from a peer in addition to (or instead of) from me, the Write Place is a fantastic resource. There are drop-in hours in addition to scheduled appointments, and information can be found here: http://apps.carleton.edu/campus/asc/writeplace/.

On plagiarism:
- The official college position (also found on course syllabi):
  All assignments, quizzes, and exams must be done on your own. Note that academic dishonesty includes not only cheating, fabrication, and plagiarism, but also includes helping other students commit acts of academic dishonesty by allowing them to obtain copies of your work. You are allowed to use the Web for reference purposes, but you may not copy material from any website or any other source without proper citations. In short, all submitted work must be your own.

  Cases of academic dishonesty will be dealt with strictly. Each such case will be referred to the Academic Standing Committee via the Associate Dean of Students or the Associate Dean of the College. A formal finding of responsibility can result in disciplinary sanctions ranging from a censure and a warning to permanent dismissal in the case of repeated and serious offenses. The academic penalty for a finding of
responsibility can range from a grade of zero in the specific assignment to an F in this course.

- We’ve all heard horror stories about ‘accidental’ plagiarism at all levels of academia. To protect yourself and to prevent any misunderstandings from arising, be sure that you’re familiar and comfortable with college policies. For details, see the Complete Academic Honesty Handbook (found at http://apps.carleton.edu/campus/doc/integrity).

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, including works that are known to you only through secondary sources. (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 should be no works on this bibliographic list that are not cited in the text.

- I’m not picky about the reference format you use; 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, this reference will be useful: http://www.apastyle.org/.)

- 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 and every time you report a piece of information that was taken from another’s work. This is, of course, necessary for direct quotations (1), but is likewise required each time you report another’s theoretical claim (2), data (3), results of a scientific study (4), and/or statistics (5). (A good rule of thumb is: if the piece of information is not something that could reasonably be construed as ‘common knowledge,’ cite it within the text. 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.

(1) Echo questions, which do not involve wh-movement, are not ‘requests for new information; rather, they are requests for confirmation of something someone has heard’ (Carnie 2006: 342).

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

(3) Irish

Ceapann tú go bhuaífidh an piobaire 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) 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.

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

Examples

- Number all examples consecutively throughout the paper.

- Virtually all language data is to be treated as an example, and formatted accordingly. (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 are 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 (6) and (7) below.

(6) **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: p. 6, ex. 1)

(7) **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. If you would like 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. This is not necessary, however.

The morphemes within each word are separated by dashes.

The first line of the translation is literal, morpheme by morpheme. Lexical items (e.g. ljubi 'love') should be distinguished from functional morphemes (-I 'PST'); use small caps (or caps, whichever you prefer) for the functional morpheme translations. (If any abbreviations you use are not perfectly transparent, they should be explained as well.) There must be an equivalent number of morphemes on both the first and second lines, and they must be separated and aligned.

At times, a single morpheme corresponds to more than one distinct component of meaning – these are known as 'portmanteau' morphemes. Russian -a, in (7) 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.

Examples should be cross-referenced in the text, as I've done here, where it’s necessary to clarify which example you’re talking about.

When making reference to language data in the running text, as in (2), (8), and (9), italicize it. If the data is from a language other than English, include a translation in quotes (9).

(8) The English second person pronoun you is not specified for number.

(9) 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).

### The Petty Details

Most of these go without saying, but just for the sake of clarity, I’ll say them.

- Double space.
- Provide decent margins (an inch all around).
- Include a title. (A title page is not necessary.) If you are looking for an additional challenge: it is traditional for titles to contain some pun on the linguistic phenomenon investigated in the paper.
• Turn it in on time. (Late papers will be penalized one full letter grade, unless we've made other arrangements before the deadline.)
• Use any 'regular’ font in the 10-12 point range.
• Before submitting your final version, proofread it carefully for misspellings, transposed words, and other typos. Spell-checking software, while helpful, is not perfectly reliable, and often selects for you a word other than the one you'd intended. If possible, have a friend read it (and be sure to return the favor) – a fresh set of eyes will be far more attuned to picking up these kinds of errors.
• Double-check that you've included page numbers.
• Number all examples, and use the correct format for examples (as illustrated above).
• Compose your 'Works Cited’ section with the utmost care, and be sure that all works cited in the text are listed there (and vice versa). For more information on references, read on. (If you have a particularly generous friend proofread your paper, they might be willing to compare the references in the text against the ‘Works Cited’ section.)

If you’re submitting your paper on Moodle, please submit it as a .pdf, with the fonts embedded, to ensure that nothing appears garbled when I look at it.

If you’re submitting your paper in hard copy, please:

• Staple the pages together, in order.
• Please do not draw in any IPA characters. IPA fonts can be downloaded for free, if you can't find the characters you need in Arial Unicode MS; see the link on Moodle.
• Syntax trees, however, can be drawn in neatly by hand. There are a number of other options as well: Trees! and other free tree-drawing software; the font Arboreal/ArborWin; the drawing tool. Use whichever works best for you.
• Print your paper using both front and back of each sheet.

Works Cited


