

CONVENTIONS FOR WRITING TERM PAPERS

ENGLISH PHILOLOGY BACHELOR STUDY PROGRAMME

PROCESS OF WRITING

At least one of the term papers should be written in the field one envisages to write a Bachelor Thesis. The term paper is written in English.

The theme of the term paper can be chosen from the lists available at the beginning of September/February. One can choose themes for the term paper in the following fields:

- ❖ English Language (Phonetics, Morphology, Grammar, Syntax, etc.);
- ❖ English Language Acquisition;
- ❖ English Language Use in Communication;
- ❖ Literature (British, American, etc.) – only for English Philology BSP students;
- ❖ Cultural Studies (British, American, Canadian, Irish, etc.);
- ❖ Translation and interpreting.

Students are also welcomed to propose their own themes that have to be discussed with and approved by a potential advisor.

Writing and submission of the term paper have to meet the deadlines indicated each term (see the deadlines at <http://www.hzf.lu.lv/studijas/studijudarbi/>). After signing for the theme, students should arrange to see their advisors in a week's time and agree upon the time of regular meetings.

It should be remembered that it is not the advisors' work that is assessed but the students'. It is students' responsibility to plan the work, search for relevant literature, organize the term paper according to the conventions and edit it. The word processor spell-checker should be used if necessary. The term paper should be read through very carefully before submitting. Poor English may result in a low assessment or even failure. A copy of everything submitted should be kept with the author of the Term paper.

ORIGINALITY

A term paper is a research paper which is not expected to make a significant contribution to knowledge. However, the paper aims at original synthesis of information, it adds to a student's knowledge, without any doubt, knowledge gained individually or under an advisor's supervision. If it does make contribution, an appropriate credit for it will be received. Students should aim at an original synthesis based on the interpretation of data. For example, if a term

paper is written in the area of language acquisition, it is expected that there will be an original sample or data. The emphasis is on the discussion that derives from them.

PLAGIARISM

One plagiarizes if anyone else's work, ideas, words are taken and used without acknowledgement. Plagiarism can be avoided by using correct methods for quoting, paraphrasing, summarising and referencing. Quoting means using the exact words of the writer/speaker, whereas paraphrasing means restating the words and ideas from a book, an article or a lecture in one's own words. Failure to produce references adequately amounts to plagiarism, whereby the term paper will be deemed invalid.

LENGTH OF THE TERM PAPER

The volume of the term paper constitutes **not less than 8,000-10,000 words** in the appropriate format (see Formatting). The paper will be considered a fail if it does not comply with this requirement. The word count has to be indicated at the end of the list of references. The limits of length **include** an introduction, chapters, conclusions and theses, but **exclude** the list of references and appendices. One should avoid redundancy and irrelevance, which can be the reason for lowering the grade.

STRUCTURE OF THE TERM PAPER

Conventionally, term papers comprise:

- ❖ Title page (see Appendix 1);
- ❖ Declaration of academic integrity (see Appendix 2);
- ❖ *Anotācija*;
- ❖ Abstract;
- ❖ Contents (see Appendix 3);
- ❖ List of abbreviations and acronyms (optional);
- ❖ Introduction;
- ❖ Chapters;
- ❖ Conclusions;
- ❖ Theses;
- ❖ References;

- ❖ Glossary (optional);
- ❖ Appendix (or Appendices).

ANOTĀCIJA AND ABSTRACT

The length of the abstract does not exceed 850 characters with spaces. *Anotācija* is a precise translation of the Abstract. The title is written capitalizing each main word (i.e. **Notion of Discourse**). The key words (*Atslēgvārdi*) are translated. The Abstract comprises the following information:

- ❖ background of the research or its topicality;
- ❖ purpose;
- ❖ research methods;
- ❖ results;
- ❖ main conclusions.

After a paragraph-long abstract, key words are written, i.e. 4-8 words or phrases, characterising the theme and research methods, for example:

Key words: essay writing, argumentative essays, coherence, organizational patterns
CONTENTS

The table of contents is designed automatically (see Appendix 3).

INTRODUCTION

A good introduction ensures success with the whole paper.

The introduction comprises the following information:

- ❖ the statement of the problem and importance of the theme, brief comment on existing research on the theme;
- ❖ the **goal** of the research paper (specific, not general);
- ❖ **research questions**, or the **hypothesis**;

Note: The proposed hypothesis should not be axiomatic because if anything is axiomatic, it seems to be self-evident and, therefore, requires no proof or explanation.

- ❖ the **enabling objectives**, i.e. the tasks to achieve the research goal, which are numbered and specified depending on the theme:

1. to read and analyse the relevant theories (i.e. naming them) or theoretical literature (i.e. naming it);
2. to apply theoretical framework to a concrete goal;
3. to implement the necessary research activities (e.g. to analyse metaphors in the chosen articles, to design a test);
4. to draw the relevant conclusions;

❖ the **methods of research**:

- the **theoretical research method** (e.g. analysis of theories);
- **the empirical research methods** (e.g. discourse analysis, genre analysis, stylistic analysis, a case study) and the **data collection techniques or tools** (if used in the term paper, e.g. tests, interviews);

❖ **a short summary of chapters**, that is a 1-2 sentence long overview of what each chapter presents.

This part of the text is also written in full sentences.

CHAPTERS

The body of the paper deals with the theoretical (literature review) and empirical aspects of one's research and is organised in chapters and subchapters, with chapter and subchapter headings. The aim of the literature review is to provide theoretical background to the problem being researched. Empirical data are used to support the proposed hypothesis. Depending on the theme, the empirical part may involve a description of the participants, data collection tools and/or collected data, a set of activities piloted, discussion of the results, etc. Chapters start with a short (a paragraph long) introduction and conclude with a paragraph that briefly summarizes the chapter and draws relevant conclusions. Transitional paragraphs can be used to link to chapters.

CONCLUSIONS

This section briefly summarizes and generalizes on the main findings of one's research, both theoretical and empirical, and may describe practical implications, limitations of the research and directions for future investigations.

THESES

Theses are the most significant findings presented as brief and general statements about the theoretical and empirical part; seven to twelve theses would be sufficient.

REFERENCES

References contain a list of books, scientific journal articles, and other sources that have been used in writing the term paper. Only the sources that have been referred to in the paper are listed. When compiling the list, the entries are numbered and arranged in alphabetical order:

- ❖ Latin characters (English, Latvian, then German);
- ❖ Cyrillic characters (Russian);
- ❖ Websites (without the author and the title).

The section below outlines the most common entries for writing items in the references. If any other questions might arise in the above context, one's advisor should be consulted.

❖ **Book by one author**

Name of author Year of publication Title Place of publication Publisher
↓ ↓ ↓ ↓ ↓
Cook, G. (1989) *Discourse*. Oxford: Oxford University Press.

Porte, G. K. (2010) *Appraising Research in Second Language Learning: a practical approach to critical analysis of quantitative research*, 2nd ed. Amsterdam and Philadelphia: John Benjamin Publishing Company

❖ **Book by several authors:**

The names are given in the same order as they are on the title page.

Swales, J. M. and Feak, C. B. (1994) *Academic Writing for Graduate Students. A Course for Nonnative Speakers of English*. Ann Arbor: the University of Michigan Press.

❖ **Chapter or article in an edited collection:**

Coady, J. (1979) A psycholinguistic model of the ESL reader. In R. Mackay, B. Barkman and R. R. Jordan (eds.) *Teaching Reading Skills* (pp. 219-223). London: Longman.

❖ **Book with an editor:**

Celce-Murcia, M. (ed.), (2001) *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle.

❖ **Dictionaries and encyclopaedias:**

Longman Dictionary of English Language and Culture (1992) Essex: Longman.

❖ **Journal or magazine article:**

Name of author Year of publication Title Journal Volume Number/issue Page numbers
↓ ↓ ↓ ↓ ↓ ↓

Brown, B. (1994) Reading for research. *Journal of Education*, 1 (1): 21-4.

❖ **Doctoral dissertation:**

Thompson, P. (2001) *A Pedagogically-Motivated Corpus-Based Examination of PhD Theses: Macrostructure, Citation Practices and Uses of Modal Verbs*. Unpublished doctoral dissertation. Reading: University of Reading.

❖ **Online sources:**

The Internet-assessed information has to be provided in full form. Then the document's URL (Internet address) after *Available from* and the date when it was *accessed* (that is, the date on which the source has been viewed or downloaded) are written:

Brown, B. (2003) *Research*. London: University of London. Available from <http://www.oup.com/elt/global/> [Accessed on 2 January 2021].

If **only the Internet address is known**, it appears at the end of the list under a separate heading *Online sources*, numbered anew, for example:

Online sources

1) [Online 1] Available from <http://www.oup.com/elt/global/> [Accessed on 2 January 2021].

❖ **Newspaper or magazine article:**

Kelly, P. (2010) Labor leadership change rewrites rulebook. *Australian*, 24 June. Available from <http://www.theaustralian.com.au/news/opinion/labor-leadership-change-rewrites-rulebook/story-e6frg74x-12258838641007> [Accessed on 7 July 2021].

❖ **Films**

Harry Potter and the Chamber of Secrets (2002) [Film] Directed by: Chris Columbus. USA: Warner Brothers.

Other relevant details can also be added, for example:

Pride and Prejudice (1995) [Film] BBC/A&E mini-series, (300 min). Directed by Simon Langton; Screenplay by Andrew Davies.

❖ **DVD and video**

Life of Campus (2006) [DVD] London: Imperial College London.

Fragile Earth, 5 (1982) *South American Wetland: Pantanal*. [Video: VHS]. Henley: Watchword Video.

If the Video/DVD publication year is different from the film release year, then the year of publication is also indicated in the square brackets. If the producer (i.e. manufacturer of the disc) differs from the original producer, this are mentioned as well:

Pride and Prejudice (1995) BBC/A&E mini-series, 6 parts (300 min). [DVD 2002, AVG Videos]. Directed by Simon Langton; Screenplay by Andrew Davies.

❖ **TV recordings**

World in action (1995) *All Work and No Play*. [Video: VHS]. London, ITV, 21st January 1996.

❖ **CD-ROMs**

CD-ROM entries usually start with the author or editor or the title of a particular text: James, A. (2002) Heart attack. *Encyclopaedia Britannica*. [CD-ROM]. London: Encyclopaedia Britannica.

❖ **Government and legal documents**

Department of the Environment (2013) *Clean Air*. Available from <http://www.environment.gov.au/cleaner-environment/clean-air.html> [Accessed on 5 November 2021].

Child Safety Legislation Amendment Act 2005 (Qld).

The list of references has a separate heading **Analysed texts**, aligned left, 12 pt. Each item starts with the acronym chosen. A sample of the list of references is provided below:

References

- 1) Flower, R. (1991) *Language in the News: Discourse and Ideology in the Press*. Abingdon: Routledge.
- 2) Julian, P. M. (2011) Appraising through someone else's words: The evaluative power of quotations in news reports. *Discourse & Society*, 22 (6): 766–780. Available from <https://journals.sagepub.com/doi/10.1177/0957926511411697> [Accessed on 12 February 2020].

Online sources

- 1) [Online 1] Available from <https://www.cambridge.org/core> [Accessed on 12 February 2020]

Analysed texts

- 1) [T 1] Elliot, L. (2019) George Soros: China is using tech advances to repress its people. *The Guardian*, 24 January. Available from <https://www.theguardian.com/business/2019/jan/24/george-soros-china-using-tech-advances-to-repress-its-people> [Accessed on 12 February 2020].
- 2) [T 2] Graham, R. (2017) Global press freedom plunges to worst level this century. *The Guardian*, 30 November. Available from <https://www.theguardian.com/media/2017/nov/30/press-freedom-at-all-time-low-journalist-safety-article-19-v-dem-study> [Accessed on 12 February 2020].

APPENDICES

Only the material that is relevant to one's research and has been referred to in the main text is included. The sources used or modified are credited in in-text citations. The following materials are appropriate for appendices: text corpora, questionnaires, language acquisition materials used or designed, visual aids, less important tables and figures, intermediary results and calculations and other kinds of illustrative materials. Headings are used, and appendices are numbered, for example:

Appendix 1: Lesson Plan

GLOSSARY (optional)

Glossary may contain definitions of the key terms. It is given only when the term is:

- ❖ often used ambiguously in the research area;
- ❖ too general and needs to be specified.

FORMATTING

The text is written and organized according to the following requirements:

Paper, font, point size, page numbers

- ❖ A4 size white paper, text on one side;
- ❖ Word processed using Times New Roman;
- ❖ unjustified right edge;
- ❖ 14 pt. bold for headings, centred, but 12 pt. bold for subheadings, aligned left;
- ❖ 12 pt. for the main text of the thesis and long quotations;

- ❖ 11 pt. for the captions and text of tables and figures;
- ❖ footnotes are not preferred, but if used they are 10 pt.

The page numbers are centred and numbered consecutively (see Appendix 4). The pages are separated by page breaks. Numbers start with the list of abbreviations and acronyms (if any) or the introduction (see guidelines for page numbering at <http://www.hzf.lu.lv/studijas/studijudarbi/>).

Spacing

- ❖ Spacing between letters is normal.
- ❖ Spacing between lines throughout the paper, including the list of references, is 1.5 pt.
- ❖ The first line of each paragraph is indented with the exception of the first paragraph.
- ❖ There is no extra space between paragraphs.
- ❖ Long quotations, footnotes, tables and figures are single spaced (1 pt.).

Margins

- ❖ 2.0 cm for top, bottom, and right margins; 3.0 cm for left margin.

Chapters and subchapters

Each chapter starts on a new page and contains at least two subchapters, if used in general. Subchapters do not start on a new page. Capital letters in bold are used for headings; small letters in bold are used for subheadings. A full stop is not used after the heading or subheading. One empty line is left before and after each subheading.

Abbreviations and acronyms

The first time an abbreviation is used, the term is spelt out in full, with the abbreviation shown in brackets immediately afterwards, e.g. English for Specific Purposes (ESP). Further on, the term may be shown as an abbreviation. The same refers to acronyms.

Tables and figures

Conventionally, tables are referred to as *Tables*, while anything pictorial (be it a graph or a photograph) is called a *Figure*. These words are written in italics only in captions, but not in the text. They are numbered by chapter, i.e. the first figure (even if the only one) in chapter two would be Figure 2.1, the first table in chapter two would be Table 2.1, the second table

would be Table 2.2 and so on. If the fourth table is inserted in chapter 3.1.1, it would be Table 3.4. The same system refers to Figures. The caption itself are in bold, for example:

Table 1.1 Linking words and phrases (Swales and Feak, 1994: 22)

Heading	Heading
Text	Text

The captions of tables are written above, whereas the captions of figures are written below the data.

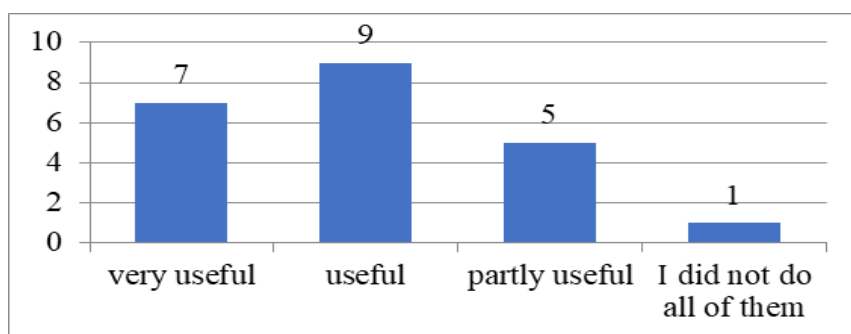


Figure 1.1 The students' opinion on the use of the tasks (N of students)

In-text citations

- ❖ The **quotation, paraphrase and summary** of the author's words or ideas are acknowledged, i.e. the author's surname, the year of publication and the page number(s) are credited:

‘The study of “speaker meaning” is called pragmatics’ (Yule, 1996: 3).

‘[...] “All my books investigate the end of Eden and the possibility of its reconstruction”’ (Doucornet, 1999: 3 quoted in Trendel, 2013: 106).

‘The learners’ results, rather than being limited to a numeric grade, provide meaningful feedback and promote learning’ (Brown and Hudson, 1998, discussed in Czura, 2013: 22).

Only read sources appear in the References.

- ❖ If a quotation is translated, the translator's name is mentioned in brackets (e.g. translated by A. Ozols).
- ❖ If there is **no publishing date**, n. d. is written instead of the year both in the body of the text and in the list of references, for example, (Brown, n. d.: 5).
- ❖ If reference is to **the whole work**, it is not necessary to give a page number:

Stern (1983) argues that the language user knows the rules governing his native language.

- ❖ With any **video/audio recording**, if the author is not known, the title of the film or series is cited in the running text. Series titles are followed by the year of release in brackets:

World in Action (2002) depicts ...

The beginning of the **exact scene** is indicated by adding minutes and seconds:

‘Mrs. Bennet: You should have seen how handsome and elegant he is!’ (*Pride and Prejudice*, 1940: 5' 02").

- ❖ If **more than one source** is cited, they are placed in chronological rather than alphabetical order:

A number of research studies have been conducted into the effect of motivation on language acquisition (Smith, 1995; Brown, 1997; Anderson, 2002).

- ❖ **Short quotations** are incorporated into the text:

According to Jordan, ‘It is important to acknowledge the source of the quotations; otherwise, you may be accused of plagiarism’ (2001: 98).

Note: When quoting, single quotation marks are used. When the quoted material contains yet another quotation, the second quotation is enclosed in double quotation marks:

Bach and Harnish argue that “‘speak colloquially’ is almost as empty as ‘speak idiomatically’ is obscure if it has nothing to do with using idioms’ (1982: 188).

- ❖ **Longer quotations** (more than three lines in length) are set out separately. They are single-spaced and indented from the left-hand margin by 1 cm and written without any quotation marks:

Jordan considers that

the *main features* [italics added] of academic writing are as follows: it is formal in an impersonal [...] style (often using impersonal pronouns and phrases and passive verb forms); cautious language [may, might, would, can, could, seem, appear a. o.] is frequently used in reporting research and making claims. (Jordan, 2000: 88)

- ❖ **Square brackets** tell the reader that the writer has added his or her own words to the quotation. An ellipsis in square brackets, i.e. [...], is used to show that part of the quotation has been omitted.

- ❖ To refer to a **website without the author and the title**, Online 1 is written. In the list of references, the Internet sources are mentioned in order of appearance in the text:

A number of research studies have been conducted into the effect of motivation on language acquisition (Online 1).

To refer to the website with the author, but no page numbers, Online is written instead of the page numbers, e.g. (Brown, 2010: Online; Brown, n.d.: Online).

- ❖ If there are **more than three authors**, all their names appear when a reference to the publication is made for the first time. Then, only the first author is mentioned followed by *et al.* meaning ‘and others’, for example, (Waters et al., 1999). In the list of references, all the authors are named.
- ❖ Use **ibid.** (Latin for ‘in the same place’) to avoid repeating the author’s name if the text uninterruptedly refers to the same source on the same page:

Quotations are the exact words of the author, which are accurate, with the same punctuation and spelling (ibid.).

Note: If the page number is different, it is added, for example, (ibid.: 1-2).
- ❖ If a reference is made to **two different items by the same author in the same year**, *a* or *b* is added to the year, for example (Cook, 1999a, 1999b). The same letters are used in the list of references.
- ❖ If a reference to a **course book is made** in the body of the text, it is more convenient to cite also the title or if the title is long, then the first three words are cited which are followed by three dots.
- ❖ When a **literary work** is first introduced in the text, the title and the author are mentioned; the publication date may be omitted. If one book is under analysis, only page numbers are written. A full reference is given in the list of references.
- ❖ If a work is produced by an **organization**, the name of the organization is used instead of the author’s surname. In the running text, a proper reference with the corporate author and publishing date is given, for example, (Ministry of Education and Science, 2021).
- ❖ In order to cite the analysed texts, acronyms may be used, for example A1, A2 (or T1, T2), but the acronym is introduced first,

e.g. Thirty articles (henceforth As) were chosen for analysis. The volume of A1 and A2 was....

All sample sentences are introduced and displayed,

e.g. As shown in Example 1 (henceforth E1), the link verbs were used most frequently (15 instances out of 30) in the present simple tense:

[1] She’s a very charming and pretty girl. [A1]

The acronym is introduced in the running text above:

Thirty articles (henceforth As) were chosen for analysis. The volume of A1 and A2 was

Appendix 1: Title Page (choose the necessary option)

UNIVERSITY OF LATVIA
FACULTY OF HUMANITIES
DEPARTMENT OF ENGLISH STUDIES

[16 pt., centred]

TITLE IN ENGLISH

TITLE IN LATVIAN

[18 pt., bold, centred]

TERM PAPER [16 pt., centred]

English Philology BSP/Modern Language and Business Studies BSP

Group.... student

Name Surname

Matriculation card No.

Adviser: prof./assoc. prof./assist. prof./lect. Inta Liepa

[14 pt., bold, align right]

Riga 2021

[16 pt., centred]

Appendix 2

Declaration of Academic Integrity

I hereby declare that this study is my own and does not contain any unacknowledged material from any source.

Date:

Signature:..... (Name Surname)

Appendix 3
Contents Page (designed automatically)
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Conventions approved by:

The Department of English Studies

1 March 2021