Guidelines for Written Work
(Semester Papers and Theses)
at the Department of Comparative Language Science, University of Zurich
2022

1 Introduction

This document summarizes the guidelines for scientific writing in comparative linguistics at the University of Zurich. In its present form, it contains rules, guidelines, and recommendations, and is based on previous guidelines compiled by F. Zuñiga and M. Jenny (*Wie schreibt man eine Arbeit*, FS 2007), B. Bickel (*Hinweise zum Schreiben von Hausarbeiten*, 2011), and R. Schikowski as well as references to M. Haspelmath's *The Generic Style Rules* (accessed on June 17th, 2020) (http://www.academia.edu/7370927/The_Generic_Style_ Rules_for_Linguistics).

2 Types of Written Work

2.1 "Written Paper in …" (incl. "Grammar Writing")

Written paper modules are independent-study courses, i.e. courses without regular contact hours. We recommend to book these courses *after* the guided study courses of the same module group, as students will be required to choose a paper topic and write the paper on their own accord.

After module booking, students are asked to contact the module coordinators (email) with a rough paper idea or area of interest. Module coordinators assign written work modules to instructors who then supervise the work. The instructors advise students regarding the reading list, definition of topic, and write-up.

Length of the papers should not exceed 4,000 to 6,000 words (for 3 ECTS) and 8,000 to 12,000 words (for 6 ECTS). Papers have to be handed in to the instructor at the end of the semester they were booked in.

2.2 BA Theses

The BA thesis is seen as an assigned piece of written work which focuses on the critical synthesis of the state of the art in a given area. BA theses are **not supposed to be research-driven**, though the students may include their own data or research to illustrate.

Supervision is strictly regulated so as to ensure that all students get the same amount of advice. We limit this to 3 meetings: one on defining the topic, one on assessing the literature list that the student aims to work on, and an optional one to discuss any outstanding issues before the write-up.

BA theses in Comparative Linguistics are awarded 15 ECTS and should consist of 14,000 to 26,000 words. [BA theses of the expiring program General Linguistics BA90 are awarded 9 ECTS and should consist of 10,000 to 17,000 words.]

BA Theses are booked through the module booking system. After booking, and until the end of the module booking period, students can choose a topic from a list of suggested topics in OLAT. Students should then contact the respective supervisor.

BA theses must be submitted to the supervisor by **June 1** (Spring semester) or **December 1** (Fall semester). Late submission results in a "failed" grade for the module "BA thesis". Evaluations (one page) have to be submitted by July 10 (Spring semester) or January 10 (Fall semester). If students fail the BA thesis, they can repeat the module once, but will have to choose a substantially different topic. Official regulations apply in all cases (www.phil.uzh.ch/de/studium/rechtsgrundlagen.html).

2.3 MA Theses

Students choose a topic in consultation with a potential advisor and with formal approval of the module coordinator.

MA theses in Evolutionary Language Science and in all specializations of the Mono-MA Linguistics are based on active research and are awarded 30 ECTS and should consist of 29,000 to 52,000 words.

MA theses are booked by the students through the regular booking system. Before booking, students agree on a topic with the supervisor. MA theses must be submitted to the supervisor by **June 1** (spring semester) or **December 1** (fall semester). Late submission results in a "fail" for the module "MA thesis". Evaluations have to be submitted by July 10 (spring semester) or January 10 (fall semester). Official regulations apply in all cases (www.phil.uzh.ch/de/studium/rechtsgrundlagen.html).

3 Formalities

3.1 Cover Page

<table><tr><td align="center">University of Zurich
Department of Comparative Language Science

Raising and control in Kiranti languages

Written Paper in Dynamics of Linguistic Diversity
Comparative Linguistics Major (120 ECTS)
Submitted in January 2020

Author: Henry McStudent
Supervisor: Dr. Maria Hazel</td></tr></table>

The first page of the paper is a cover without pagination (see template above):

- University of Zurich, Department of Comparative Language Science
- Title of the paper
- Course the paper was written in OR "BA/MA Thesis"
- Study program, major/minor of studies, ECTS total
- Submission date (month and year)
- Author
- Instructor or supervisor

3.2 Formatting

The individual **word count** has to correspond to the paper topic and is set by the supervisor or instructor. The following benchmark figures serve as reference:

- Written paper (*Schriftliche Arbeit im Selbststudium*), 3 ECTS: 4,000–6,000 words
- Written paper (*Schriftliche Arbeit im Selbststudium*), 6 ECTS: 8,000–12,000 words
- Bachelor thesis (15 ECTS): 14,000–26,000 words [9 ECTS: 10,000–17,000 words]
- Master thesis (30 ECTS): 29,000–52,000 words

The following **formatting** standards have to be applied:

- A4 page set up
- Margins: 2.5 cm or LaTeX A4 default
- Font size: 12 pt
- 1.5 line spacing
- Page numbers (with the exception of the cover) and line numbers

Fonts should be neutral in keeping with the objective style of the text itself:

- Fonts should remain the same within the text body, and only be changed to carry structural meaning (e.g. for headings, interlinear glossing etc.).
- Avoid playful or hard-to-read fonts. For printing, serif fonts that include as many Unicode types as possible are recommended (in particular IPA and diacritics). Popular fonts are e.g. Times New Roman, Linux Libertine, Noto, Junicode (especially for complex diacritics combinations), Gentium, or DejaVu, as those contain all italicized IPA letters.
- Bold and italicized font are to be avoided as much as possible, if their use does not follow established linguistic conventions (see Section 4.3).

Pages should be numbered throughout. We suggest to also use line numbering for easier feedback. Well-considered footnotes are permitted. Endnotes should be avoided, because they split up information that belongs together. Footnotes should be used in the form of superscript figures following punctuation (i.e. *last word.*[1], not *last word*[1].).

The formatting of the paper should be carefully rendered as clean and readable as possible:

- The text body should be structured into paragraphs with line breaks and indentation of the first line. Avoid long paragraphs for reasons of readability.
- Tables and figures must be numbered and provided with a legend. In referring to these elements, the words *Table* and *Figure* need to be capitalized in the text (e.g. *Table 1*, *Figure 2.3*).
- Table and figure legends should be as explicit and self-explanatory as possible (i.e. should make clear what message the reader is expected to take from it independently of the main text). They must explain all conventions, abbreviations, and units of measurement represented in the table/figure. Figure legends can be added to the figure itself or spelled out as part of the caption (but not both at the same time).
- Avoid page breaks in continuous units (e.g. examples with glossing spread out over multiple pages).

3.3 Paper Submission

Term papers have to be handed in as an electronic PDF file.

4 Scientific Writing

4.1 Structure

4.1.1 Review Papers (BA Theses, Written Papers in BA and MA Studies)

The majority of papers written at the Department of Comparative Language Studies are review papers. In particular, the BA thesis is a literature-based piece of written work which focuses on the critical synthesis of the state of the art in a given area.

1. Introduction
– Short description of the linguistic/communicative phenomenon at hand

2. Discussion
– Accurate summary and presentation of literature
– Evaluation of the literature (with regard to methods, data, inference, theory)

3. Conclusion
– Summary and outlook (e.g. what could be done better)

References

4.1.2 Research Papers (MA Theses)

The great majority of research papers in empirical sciences follows a default structure as described below. This structure is also recommended for research papers in comparative linguistics – all sections are necessary parts of a complete and systematic scientific study.

1. Introduction

- Description and discussion of the research gap or linguistic/communicative phenomenon on the basis of the relevant literature (research question); working definitions
- (if applicable) Hypothesis and predictions derived from it

2. Data and Methods

- Subjects (if applicable), e.g. participants in experiments, speakers in elicitation or corpora …
- Methods, e.g. statistics, corpus or database compilation and queries, elicitation methods …
- Research process, e.g. of the experiment, of the field work
- Data, e.g. corpora, questionnaires or surveys, databases, stimuli …
- Annotations (if applicable), e.g. coding schemes, re-coding, reliability

Linguistic coding often relies on extensive argumentation for the analysis underlying the coding in each language. Depending on its length, this information can be included in a separate section ("**3. Analysis**") between the Data/Methods and the Results section. If it is very long, however, it is better added as **Supplementary Information**.

3. Results

- Descriptive results (e.g. elicitation results) and/or descriptive and explorative statistics; representation in Figures and Tables
- Statistical models (if applicable)

4. Discussion

- Interpretation of results with regard to the research question (and, if applicable, evaluation of the hypothesis that was tested)
- Possible generalizations
- Relevance of findings for a wider research context

5. Conclusion

- Summary and outlook, future work/new questions that arose from the study

References

Supplementary Information

- Should contain **all and only** information necessary to back up the main text and the results presented there:
  - explanations of the algorithms used in processing the data and performing the analyses (best in the form of a PDF generated from the actual script with extensive annotation, e.g. via R's knitr package)
  - numan-friendly representations of the data or summaries thereof
  - (If applicable) analyses of language data; language reports; additional justification of coding decisions etc.

Scripts and data should be deposited in a git repository and code must be directly executable (which means that all paths must be local or URLs and package versions must be indicated). Plain text is preferred over binary data, and software-specific formats should be avoided to a reasonable extent.

4.1.3 General

In addition, the following sections can be part of semester papers and theses:

- **Table of Contents**: required for longer papers and theses
- **Table of Abbreviations**: recommended especially for papers working with glossing in examples (see Section 6.2)

Depending on its length, the paper may be divided into further **numbered sub-sections, but only up to three levels ("3.2.3", but not 3.2.3.2")**. References, Table of Contents or Abbreviations, and Acknowledgments are not numbered. Supplementary Information should be numbered as "Supplementary Information 1, Supplementary Information 2" etc.; and within each, sections, tables, and figures should be numbered with an S-prefix (e.g. Figure S3.1 for Figure 1 in Supplementary Information 3).

At times, it makes sense to refer to passages within the paper itself. In this case, use *see* in combination with section numbering, e.g. *see Section 2.4*. Note that there is a capitalized initial letter in the word *Section* whenever it refers to a specific part of the paper. When referring to passages below the uppermost level (chapter or section, depending on the text type), either the word *Section* or the paragraph symbol § may be used (e.g. §2.4).

4.2 Language

Authors are free to write the paper in any of the official languages of Switzerland or English, as understood and agreed upon by the supervisor. The two most common choices are German and English.

The register used in the paper should be scientific, i.e., based on objectivity and clarity. Avoid verbose language, abbreviations (*don't*, *didn't*) and hedging expressions (*maybe, could, it seems*) in favour of concise statements, and define and employ scientific terminology.

4.3 Typographical Conventions

Scientific texts should be typographically neutral, a roman font family with normal weight and width should be used. Special font shapes are only to be used whenever they carry clear and well-established meaning:

- *Italicized* font shape to be used for:
  - linguistic examples (see e.g. Section 6.1)
  - titles of sources mentioned in the text body
  - references to terminology if they are being discussed (but not terminology in its regular application)
  - single words that need to be marked

- **Bold** font series to be used for:
  - single words within linguistic examples that need to be marked

- SMALLCAPS to be used for:
  - central terms at their first mention (optional)
  - single words within linguistic examples that are being contrasted and/or marked
  - abbreviations of grammatical elements in glossing (alternatively: regular capitalization)

Avoid adding special fonts to quotation; whenever marking/italicizing still seems necessary, it needs to be acknowledged in square brackets ([emphasis mine]).

- Quotation marks (when writing in English):
    - “Double quotes” to be used for quotations (see Section 5.3)
    - ‘Single quotes’ to be used for the meaning of linguistic examples (also in running text)

Note that different languages have different conventions for quotation marks (e.g. in German, use either „these“ or «these» quotation marks, the latter being the norm in Switzerland, and the ‘English’ single quotes to mark meaning).

5 Working with the scientific literature (a.k.a. ‘secondary sources’)

Working with previous work is one of the most important learning objectives of your studies.

5.1 Basics: Intellectual Property

Every research paper builds on previous work. In your paper, too, you need to consider what other authors have already written concerning your topic. Your own thoughts and findings will thus stand alongside the thoughts and findings of other authors.

In principle, the contents of any scientific text will be presented as conceived by the author him- or herself (referring to either specific data and methods, or general considerations). On the other hand, all content that was adopted from other authors has to be marked as a citation (cf. Section 5.3 below).

If this is not done properly, you are presenting another individual’s intellectual property as your own. This incorrect presentation is called **plagiarism** and is not only not fair to the unacknowledged authors, it is also a violation of authorship attribution. Term papers that contain plagiarism will be graded as not successful. Depending on its severity, plagiarism might lead to legal consequences, going as far as a suspension from the University of Zurich. Please find more information about plagiarism on https://www.education.uzh.ch/en/kommissionen/lehrkommission0.html .

5.2 Suitability of Sources

Not all texts are equally well-suited to be cited. The following factors can play a role:

- **Text type:** Encyclopaedias (including Wikipedia) and course books can be used to gain an overview of the topic, or to find secondary sources. Neither of those contain primary research, though, and are thus not suitable for citing. Handbooks and review articles on the other hand are suitable sources. Although they do not contain primary research, they summarize and evaluate the current state of research and its contributions to theory, and thus make their own relevant contribution.
- **Permanence.** One of the most important criteria of scientific sources is that they are permanently accessible in an unchanged form. If a source does not carry a Digital Object Identifier (DOI), mention the access date.
- **Age.** You save a lot of time if you start with newer texts, because these usually cite the older ones and can give you an overview of the entire literature on the topic. For conceptual points, it is good practice to cite the earliest and a small but representative selection of younger sources; for empirical points it is usually enough to cite the latest evidence.

5.3 In-text Citing

When citing contents from another source, you have to mark them as a citation. You can choose to quote directly from the text (literal quote) or cite indirectly.

- Short literal quotes have to be put into double quotation marks, e.g. “Colorless green ideas sleep furiously” (Chomsky 1957: 15).
- Literal quotations of more than one line in length should be spaced out and indented. Quotation marks are hereby optional. For example:

  > “Eine Nation hat freilich im Ganzen dieselbe Sprache, allein schon nicht alle Einzelnen in ihr, wie wir gleich im Folgenden sehen werden, ganz dieselbe, und geht man noch weiter in das Feinste über, so besitzt wirklich jeder Mensch seine eigne.” (Humboldt 1827: 228)

- For indirect quotations, please ensure to be transparent as to where the citation starts and where it ends, e.g. by adding the source in brackets at the beginning and/or end of the account (Greenberg 1962), or by using phrases like *According to Greenberg (1962), …* or *Greenberg (1962) distinguishes …*

In general, indirect quotes are strongly preferred over literal quotations, as the exact wording of the author is almost never of crucial importance in linguistics (as opposed to e.g. literary studies or philosophy). Moreover, frequent literal quotations negatively impact the readability of the text.

Each citation needs to be clearly attributed to the source it is taken from. In linguistics, the most common conventions are to refer to author and date of the source ("Chomsky 1957") , although numbered citations ("[1"]) are also possible. For literal quotations, the page from which the passage was taken has to be added to the citation ("Chomsky 1957:12"; "[1, p.12]"). Whenever an indirect quotation refers to a specific passage in the source, the page(s) should also be added to the citation.

For best practice examples, see the following:

- Usually, author and date are put into brackets, e.g.

  > It has been claimed repeatedly that colorless green ideas could sleep (Chomsky 1957).

- Whenever the author is spelled out in the text body, just add the year in brackets:

  > Even Chomsky (1957) was concerned with the furious sleeping of ideas.

- For literal quotations, page(s) are separated by a colon following the year:

  > "Colorless green ideas sleep furiously" (Chomsky 1957: 15)

- With co-authored sources, both authors have to be named in the text, linked by an ampersand (&). For more than two authors, use the first author's name and the abbreviation *et al.* (Lat. *et alii* 'and others'). In the reference section, all authors have to be listed. Examples:

  > Gundel et al. (1993) relate definiteness to a givenness hierarchy, which incorporates the common concepts of familiarity and uniqueness. However, neither of these is truly sufficient for defining definiteness (Birner & Ward 1994).

- When citing several sources by the same author, the years are separated by commas. Whenever sources by different authors are cited in brackets, the author-date units are separated by semicolons:

  > Lasagnefüllung kann mit gehackten, gekochten Eiern verbessert werden (Tommasi 2002, 2005); besonders Secondo-Chefs bevorzugen aber die Variante ohne Ei (Forchetta 1989; Cucchiaio 2012, 2014; Coltello 2014).

- Whenever the reference section contains several entries by the same author published in the same year, author-date reference is ambiguous. Add small letters a, b, c, … after the year to avoid ambiguity:

  > P-labile verbs can be classified according to degree of transitivity (Letuchij 2009a) and to the relation holding between the transitive and the intransitive use (Letuchij 2009b).

- Usually, direct quotations are cited verbatim. If they are changed for reasons of readability, omissions are marked by […] and additions by [text, author's note], for example:

  > So bemerkt Gspassettl (1942:8), gerade in der heutigen Zeit würden «Randen, Krautstiel und Kefen [...], ehemals Embleme der Znüni-Kultur, immer häufiger zum Zmorge [i.e. breakfast, author's note] verspeist».

- If a quotation contains an obvious typographic mistake and you would like to clarify that it was part of the original quote, you can add [sic!] (Lat. 'thus'):

  > Gspassetl (1942:9) fährt fort: «Kohlrobis [sic!] sind hingegen weniger beliebt.»

- Other than citing sources, you can alert the reader to relevant sources by using *cf.* 'confer'. This should be done sparingly, however, and certainly not for reasons of increasing the number of cited works.
- The title of a cited source usually only appears in the reference section. If it does occur in the text body, it should be put into italicized font.

5.4 The Reference Section

The reference section ("References") contains detailed information on all sources cited in the text. It is not customary in linguistics to include sources that are not cited in the text. Citations and references are linked by the author-date units in the text body, including added letters to avoid ambiguity, if necessary (see Section 5.3 above).

Each entry in the reference section needs to contain the following information:

- Author(s). The references have to be listed alphabetically. Editors are marked as *ed.* (sing.) or *eds.* (pl.).
- Year of publication. In the case of pre-publication sources, use either:
  - *in preparation*
  - *under review* or

    - *in press*
- Title of the source

All additional information depends on the type of publication:

- **Book/monograph**: publisher and place of publication.
- **Journal and proceedings articles**: name of the journal or proceedings title, volume – plus issue number where applicable, e.g. 43(3) – and exact page range.
- **Article in an edited book**: editor(s), title of edited book, publisher and place of publication, exact page range.
- **Presentation**: Scientific presentations or talks may be cited in cases in which the information is not (yet) available in written/published form. In these rare cases, the context of the talk (e.g. conference) as well as time and place need to be listed. If there are additional materials that the text refers to, such as a handout or presentation slides, these need to be made accessible (e.g. by linking to a website).
- **Websites:** Regular websites are not suitable to be cited in a research paper (see criterion of permanence, Section 5.2). Text published on Online platforms however can be cited, following the same guidelines as paper publications. Whenever possible, the DOI (Digital Object Identifier) has to be added. Hybrid publication types that are not one of the now established publication types can only be cited with DOI.

There are multiple, sometimes contradicting, style sheets concerning the formatting of this information – they all pay tribute to different aesthetic traditions. Above all, consistency in formatting is key, more so than the choice of a particular citation style. It is, for example, less important whether the year is put in brackets or not, and more important that the style is followed consistently throughout.

The most straightforward way of achieving consistency is by using a formatting template. The Department of Comparative Language Science recommends the *Unified Linguistic Stylesheet* (ULS, https://www.linguisticsociety.org/resource/unified-style-sheet , see also https://www.linguisticsociety.org/celxj), which represents the results of a joint effort to combine the traditions of various linguistic journals. The following files are downloadable from the DCLS homepage: a PDF version of the Unified Linguistic

Stylesheet, a .csl template to use with Zotero, Mendeley and other citation software, and a slightly updated Bibstyle-template for LaTeX (which keeps capitals in titles intact).

These are the linguistic conventions of the ULS:

- Information units (e.g. author, date, …) are separated by full stops/periods within each entry.
- The first author is listed first in the form "last name, first name"; additional authors follow as "first name last name"
- This is followed by the year of publication.
- Titles of independent publications are put into italics, and titles of dependent publications (articles, contributions to edited volumes, …) in regular font.
- Capitalization only applies to English names of publishers, journals and book series, where all content words are capitalized. Everywhere else, standard spelling and capitalization applies.

The end of the reference entry also depends on the text type:

- **Book/monograph**: "Place of Publication: Publisher."
- **Journal article**: "*Journal Name* volume. page range."
- **Contribution to edited volume**: "In editor first name last name (ed.) *Title*, page range. Place of publication: Publisher."

Exemplary references:

Abbott, Barbara. 2010. *Reference*. Oxford: Oxford University Press.

Bach, Kent. 2006. The Top 10 Misconceptions about Implicature. In Betty Birner & Gregory Ward (eds.), *Drawing the Boundaries of Meaning: Neo-Gricean Studies in Pragmatics and Semantics in Honor of Laurence R. Horn*, 21-30. Amsterdam/Philadelphia: John Benjamins.

Ebert, Karen. 1997a. *Camling*. München: Lincom.

Ebert, Karen. 1997b. *A grammar of Athpare*. München: Lincom.

Gundel, Jeanette, Nancy Hedberg & Ron Zacharski. 1993. Cognitive Status and the Form of Referring Expressions in Discourse. *Language* 69(2). 274-307.

Haspelmath, Martin. 2011. On S, A, P, T, and R as comparative concepts for alignment typology. *Linguistic Typology* 15(3). 535-689.

Kifle, Nazareth Amlesom. 2007. Differential object marking and topicality in Tigrinya. In Miriam Butt & Tracey Holloway King (eds.), *Proceedings of the LFG07 Conference*, 5-25. Stanford: CSLI.

Lamsāla, Rāmcandra. 2062 V.S. (= 2005/2006 AD). *Nepālī bhāṣā ra vyākaraṇa*. Kirtipur: Sunlight publication.

Mohanan, Tara. 1994. *Argument Structure in Hindi*. Stanford: CSLI.

Peirce, Charles. 1906. Prolegomena to an Apology for Pragmaticism. *The Monist* 16(4). 492--546.

Sprigg, Richard Keith. 1989. Review of A Grammar of Limbu by George van Driem. *Bulletin of the School of Oriental and African Studies* 52(1).

Winford, Donald. 2010. Contact and Borrowing. In Raymond Hickey (ed.), *The Handbook of Language Contact*, 170-187. Chichester: Wiley-Blackwell.

6 Linguistic Conventions

6.1 Transcription

Linguistic examples have to be put into italicized font, also in the first line of glossing examples (see Section 6.2). Exempt from this rule are phonetic-phonological transcriptions, which can be marked through the use of [square brackets] (for phonetic) or /forward slashes/ (for phonological examples).

Transcriptions based on the Latin script are preferred whenever possible; they should represent the pronunciation directly and unambiguously. A very widespread universal transcription standard is the International Phonetic Alphabet (IPA, https://www.internationalphoneticassociation.org/content/full-ipa-chart).

At times, the decision on a transcription system can be influenced by a number of language-related and/or philological traditions – or by practical considerations. Here are some frequent exceptions:

- If a language is customarily transcribed in **Latin script** in scientific publications, this should be chosen, unless phonetic-phonological information is needed in certain passages. In the latter case, IPA is the best choice. Keeping to orthographical conventions improves the comparability across text corpora and publications. This also applies to languages that have long established spelling conventions, such as English, Vietnamese, or French, even if they are phonologically non-transparent.
- If a language has spelling conventions that are traditionally represented in **non-Latin script**, a transcription must be used. This also applies to alphabets closely related to the Latin one, such as Greek or Cyrillic. Many languages have philological traditions for these transcriptions, which should be referred to. IPA should only be used where no accepted transcription exists or where a transcription is considered unfit.
  An additional use of the original script is usually only justified if this is needed for the argumentation, or whenever it carries additional relevant information (e.g. in graphological studies). An exception to this is presented by Sinitic examples, in which the original script provides important information for lexeme identification to the reader.
- For languages **without orthography**, the IPA is the standard transcription system. If there is a repeated occurrence of single sounds for which the IPA system is cumbersome, they may be represented in a different manner. For example, many Nepalese languages contain the phoneme /t̪s̪/, which is spelled ⟨c⟩ according to the tradition of transliteration followed in the field of Indology. It is important to clearly spell out in those cases which sounds are not being represented according to the IPA (for example, many authors prefer ⟨y⟩ over ⟨j⟩ for the palatal glide, even if the rest of the transcription is in IPA – this must be clearly stated).

Apart from the transcription, consistency is key. Transcription systems should never be mixed within one text. The only exception to this is the IPA, which can always be used alongside another transcription system, whenever needed for phonetic-phonological precision.

There are no guidelines as to how broad the IPA transcription needs to be. Usually, broad phonological transcription is sufficient; this has to be decided for each individual case. The determining factor will always be whether – and if yes, which – phonological findings are relevant for this particular paper. In syntactic papers, for example, phonological detail is usually not particularly relevant.

Quotations and citations of sources that are written in non-Latin script are a special case:

- Here, indirect quotations should take preference to an even greater degree. If a direct quote in a language other than English (or the language of the paper) is still necessary, a translation has to be submitted (see Section 6.2 below). In this case, either transcription or original script can be used, because the meaning becomes apparent from the transcription and the pronunciation of the original quotation is not relevant.
- For reference entries, it is crucial that each source can be clearly identified. Transcriptions that are phonologically true but do not represent the spelling are thus unsuitable. The reference section thus has to contain either the original script or an exact transliteration. For in-text citations (when referring to the author's name), transliteration should be used for ease of reading.

6.2 Glossing and Translations

All linguistic examples have to be translated. Translations are to be put into 'single quotation' marks.

Linguistic examples that consist of more than one word or noun phrase also have to be glossed. This entails segmentation and annotation morpheme by morpheme. Glossing is also recommended for single words if they consist of morphologically complex word forms. The standard for glossing in use at the department is the *Leipzig Glossing Rules* (http://www.eva.mpg.de/lingua/resources/glossing-rules.php). The metalanguage for glosses is English, independent of the language in which the paper is written.

Longer linguistic examples are to be indented and numbered. They contain, apart from to the glossing and translation, a source that refers to either a published/cited work or to the author's own corpus, such as:

(1) *Hani-bakhra-ce sa-ŋa ghãsa pid-u-c-e?*

Hani-bakhra-ce	*sa-ŋa*	*ghãsa*	*pid-u-c-e?*
2pPOSS-goat-ns	who-ERG	grass	give-3O-3nsO-IND.PST[.3sA]

'Who gave grass to your goats?' (CLC:CLLDCh1R07S03.068)

Glossing often contains abbreviations of grammatical morphemes. These abbreviations are usually put into capitals or smallcaps. The *Leipzig Glossing Rules* contain a list of recommended abbreviations for the most common grammatical functions. Additional abbreviations that go beyond this list can be introduced but have to be explained in a Table of Abbreviations (see Section 4.1.3).

Translations may contain elements that are not contained in the linguistic example, but added from the context; these are put into square brackets, for example 'they hit [him]' (when *they hit* is ungrammatical in English), or 'they hit him [the gardener]' (when *him* would be ambiguous without context). The translation should aim to represent the semantic content of the whole example instead of translating word by word. If these two meanings are far removed, a more literal translation can be added in brackets, e.g. 'they did see him (lit. their eyes got caught by his figure)'. Linguistic examples can be subdivided:

(2) a.

Kina	*asu*	*ghanta*	*rok-e*	*a-lis-i-hẽ*	*na?*
SEQ	how.many	hour	stop-V.NTVZ	2S-be-p-IND.PST	CTOP

'So for how many hours did you stop?' (CLC:dkt-ktm-trip.0264a)

b.

Pahiro	*rok-e*	*num-ma*	*jamma*	*boll-a*	*numd-i-ne.*
landslide	stop-V.NTVZ	do-INF	all	effort-NTVZ	do-1pi[S]-OPT

'We should all make an effort in order to stop the landslide.'

(CLC:ctn_prob_talk.0719)

c.

Gadi	*rok-e*	*mett-u-ku-ŋ.*
car	stop-V.NTVZ	do.to-3[s]O-IND.NPST-1sA

'I stop the car.' (CLC:tangkera_04.479)

6.3 Terminology and Frameworks

The Comparative Linguistics study program does not require the use of special terminology. Established terms should be used whenever possible; if multiple terms coexist, one has to be chosen and used consistently.

It is crucial that the intended meaning of terminology becomes transparent. In the field of linguistics, a scientific term can have different meanings depending on the theoretical background in which it is being used. Whenever ambiguities run the risk of resulting in misunderstandings, scientific terms that are of central relevance to the paper should be defined (e.g. in the Introduction or at the beginning of the main section, see Section 4.1).

Along the same lines, the study program does not provide the theoretical framework for a paper. If you are insecure in matters of theory, we recommend you follow a framework that was introduced as part of your studies; otherwise you are free to choose one. Again, internal consistency should be a guiding principle.