

3. Nested section headings

Up to a limit, you can really make a paper easier to follow if you use section headings, along the following lines:

1. Introduction
(text)
 2. A Major Topic
(text)
 - 2.1 A Subtopic of the Major Topic
(text)
 - 2.2 Another Subtopic of the Major Topic
(text)
 3. Another Major Topic
(text)
- etc.

Modern word processors will even number and format the section headings for you.¹

4. Should I include a recording?

Only if the transcription is not easy. If the transcription is a phonemic one and you know the language reasonably well, then I'm happy to trust your transcription. Recordings, if included, should be short and give just crucial examples.

5. Use IPA, even if your reference source does not

Reference sources often use non-IPA symbols. Don't imitate your source's bad transcription practice; translate their symbols into IPA (come see us for help with this if you like).

6. Stick (mostly) to the phonology

Reference sources often have piles of interesting material on dialects, historical change, spelling, and other non-phonological topics. A little of this stuff is fine, but remember that your goal is to write up the results of a quite specific phonological investigation, under a rather tight length limit.

7. Page limit

This is 8 printed pages.² You can go higher, but I would only do this if you think the material that is producing the extra length is truly interesting and worthwhile.

The following do not count against the page limit:

- title page (if any)
- legitimate appendices (see above)
- bibliography

¹ In Word, select styles Heading 1, Heading 2, etc.

² In 12 point type, single spaced.

There is no *lower* limit, but you will find (if you haven't written many linguistics papers) that the task of presenting and explaining the facts is very space-consuming, so it's the upper limit you have to worry about.

8. Font size

I have trouble reading small print. Please don't use a font smaller than 12 point. Double spacing is nice, too, and (obviously) if you double space, the page limit is doubled.

9. Pheatures Spreadsheet

It is recommended that you check your rules using Pheatures Spreadsheet before writing the final version of the paper.

10. Second drafts

They help. The most important thing to look for in doing a second draft is to avoid possible reader confusion, in the form of apparent (or even real) inconsistency. Other than that, second drafts often help for clarity, prose style, removal of redundancy, and so on. A couple standard techniques for second drafts are: (a) making a printout and doing your editing with pencil, and (b) reading the draft aloud to yourself.

Often a good second draft is *shorter* than a first draft: one figures out ways to say it better by being terser.

11. Do we read first drafts?

Not really. But you can bring a first draft to office hours and ask us specific questions about it.

12. Submitting the paper

Please both give me a hard copy and email me an electronic copy. Fancy binders not required (or expected).

13. Basis of grading

Grading a term paper is always a judgment call; there is no way to reduce it to a well-defined procedure. I will base the grades on the following:

- Is the paper about phonology? Does it show you learned something in the course?
- Is the writing well done? I.e. is it well organized and fully intelligible? Is the prose in standard academic English, free of distracting mechanical errors?
- Does the analysis describe the data accurately? Is the analysis technically accurate?
- Are enough data given to illustrate and back up the points being made?
- Is the paper focused, or does it ramble from topic to topic?

I sometimes give extra points for originality and inspiration. Feel free to go out on a limb, pointing out that this is what you are doing.

Plagiarism

A statement adapted from the UCLA Undergraduate Teacher's Guide

Not all students are aware of what plagiarism [¹ˈpleɪdʒəˌɪzəm] is, or of how serious it is. Plagiarism means presenting as one's *own* work, the opinions or the words of someone else. Plagiarism is dishonest because the plagiarist offers for credit what is not his own. Plagiarism defeats the whole purpose of education, in this case the purpose of a term paper—the improvement of the student's powers of thinking and expression. Plagiarism occurs when one uses the exact language of someone else without putting the quoted material in quotation marks and giving its source. Plagiarism also occurs when the student presents as his own the ideas of someone else, even when expressed in the student's own words. Plagiarism is the transfer of material from a source to a paper without digestion and integration in the writer's mind, and without an acknowledgement in the paper. The use of professionally researched and written reports, and the re-use of former students' old term papers, are clear-cut cases of plagiarism. But some people plagiarize without bad intentions, thinking that the author of a source “says it better than I could say it”. While that may be true, if it is your paper you are supposed to have written the words yourself.

Please note that you are permitted to use the ideas of other people; indeed, the normal process of scientific development depends upon the communication of ideas from one person to another. However, whenever you use an idea that was originally suggested by someone else, you must give credit to the originator of the idea. For example, if you paraphrase a source, you must give credit to the author by indicating the source. If you take a quotation word-for-word, **you must use quotation marks** to indicate that the wording is the original author's. In writing your 120A term paper, you do not need to identify the source of every example word you use. But you should acknowledge, in a general way, the sources you used in coming up with your examples.

Useful phrases to put into the body of the paper:

“It is noted in Smith (1999) that...”

“Fowlie (2010) observes that...”

“As Bruce Hayes (personal communication) has pointed out to me...”³

Then you put the full citation for Smith (1999) and Fowlie (2010) into the References section at the end of the paper.

The penalty for plagiarism in this course is the same as the penalty for any other kind of cheating: you get turned over to the Dean of Students.

³ Don't overdo on this one; just use it if you can't cite any written source for a crucial fact. In scholarly literature, the “(personal communication)” citation gambit is always a last resort.