The following information should be found on the title page:

- the title (e.g. *Relevance theoretic and other approaches to verbal humour; 'This is not going to have a happy ending': Searching for new representations of Hollywood in David Fincher's* Se7en),
- the name of the writer,
- the name of the course or the type of paper (e.g. *682285A Bachelor's Seminar and Thesis* or *Master's Thesis*), and
- the date of presentation or submission (e.g. *Autumn 2013* for Master's Thesis and *October 14, 2013* for a seminar paper).

House style of English Philology:
Instructions for writers of research papers and theses

Name of writer
Name of course/Type of paper
English Philology
Faculty of Humanities
University of Oulu
Spring 2016

The table of contents lists the headings of the numbered sections of the paper and the number of the page on which these are found. The title page, the page(s) on which the table of contents appears or any pages on which appendices appear are not numbered.

Table of Contents

Appendices

(This document does not contain a list of references but a research report does. A reference to the list and the number of the page on which it begins should be provided in the table of contents.)

1   Abstract

The first part of you thesis should be an abstract. This should be written in both English and in either Finnish or Swedish (if one of these is your native language).

The abstract can be thought of as an advertisement of, and a guide to, the contents of your thesis. It allows readers to decide if the thesis is useful for their purposes, and if they want to read further. It should thus be the first section in your thesis, but the last part you write, and it should be as short as possible. In most cases, a single paragraph will suffice, and in no cases should the abstract be longer than a single page. It should also be clear, comprehensive, and well-written.

The abstract should inform your reader as clearly as possible of:

- The purpose of your research
- The methods and materials used in conducting your research
- The scope of your research
- The conclusions or results of your research
- Any other essential information regarding your research

You abstract should be one (or sometimes more) coherent and clearly-organized paragraphs, not a mere list of contents or a assembly of disjointed sentences: it should be capable of working as a stand-alone text. It should summarize all of the important information in your report, but be written in such a way that the widest possible audience can read and understand it. You should thus avoid jargon and overly technical language as far as possible. Finally, as the abstract is the part of your thesis that will inevitably be read the most, you should be exceptionally rigorous in your editing and proofreading.

2 Research reports in English Philology

Studies in English Philology at the University of Oulu involve writing a number of research reports, including a bachelor's thesis, a seminar paper and a master's thesis. The following are general guidelines on how to write such reports; teachers and thesis examiners may have additional requirements. Students should abide by the recommended report length guidelines in terms of number of words, not necessarily number of pages.

In order to successfully complete all three levels of research report, students will need to explore and present research done on their particular topic. The library subject guides for linguistics (http://libguides.oulu.fi/linguistics) and literature (http://libguides.oulu.fi/c.php?g=58665) are very useful starting places for this sort of research. Exercise caution, however, when consulting previous examples of student work (for example master's theses), as the structure, format, and indeed quality of such work is variable and cannot be taken as a reliable guide.

2.1 Bachelor's thesis

The aims of the bachelor's seminar are (1) to provide an introduction, through group work on relevant research topics, to the methodology, scholarly style and formal conventions of a thesis in the discipline; and (2) to produce a thesis of around 25 pages (8,000 words) in the correct scholarly form on a research topic that is agreed on with the supervisor.

2.2 Master's seminar paper

The aim of the master's seminar is to foster the ability of students to define specific research questions and goals, to find appropriate methods to deal with the questions raised, and—through both speech and writing—to present the results of the research in a clear, consistent and scholarly form. This involves the preparation of a research paper. Most seminar papers are around 25–30 pages (apx. 10,000

words) in length. The master's seminar is a step towards the master's thesis, emphasising an increased level of independent research. Students usually research a different topic from their bachelor's thesis, choosing a topic that can later be developed into a master's thesis. However, the master's seminar paper must be able to stand on its own as an independent piece of research.

2.3 Master's thesis

Major students of English Philology will write a master's thesis (also referred to as a pro gradu thesis) that demonstrates their ability to carry out independent research and present the research findings in a systematic and appropriate form on an approved topic in a field represented in English Philology. Students typically aim at writing around 70–80 pages (28,000–32,000 words), including a list of references, but excluding possible appendices.

3   Structure of a research report

There is no fixed structure for a research report. However, there are a number of general guidelines that can be followed. Broadly speaking, there are two main patterns for research reports, depending on the discipline within which you are working, and the type of research you are doing. These are the IMRD (or Introduction-Methods-Results-Discussion) research report and the Thesis-led research report. In general, theses situated within, or using methodologies derived from disciplines such as linguistics or applied language studies use the IMRD format, while theses situated within disciplines such as literature, film studies, and history tend to use a thesis-led structure. Thus one of the first, and most important, decisions you will have to make is which structure best suits your particular research project. To make this decision, you will need to consider both the discipline within which you are working and your particular approach. Once you have made this decision, you will need to tailor the general structure of the thesis to suit your particular research project.

3.1   The IMRD structure

An IMRD thesis often contains some or all of the following sections: an introduction, a description of the research material, a description of theory and/or methodology, a results section, a discussion and conclusion, and references.

3.1.1   Introduction

The introduction states briefly what is studied in the thesis and how, and why it is worth studying. One possible structure for the introduction is to first establish a clear research field by introducing your broad topic and its importance, and reviewing selected previous research in the field. This can be followed by establishing a space within the pre-existing research – this is where you can situate your own research within a broader context, describing how it relates to previous work. Finally, you can move on to outline the purposes of your present research, and to set down the *thesis* or *hypothesis* or pose *the research questions* that guide the study, and finally outline the structure of your overall report, and how this structure will help you achieve your aim.

3.1.2 Description of the research material

This section introduces the material used in the study, perhaps setting it in a wider context and providing a clear link between the background information and the analysis. Depending on the material, this may include information about possible questionnaires, linguistic corpora, data sets, interviews and audio or video recordings used in the study and the informants involved in them. It is up to the author to decide whether it would be more logical and coherent to have this section precede or follow the presentation of the methodological framework of the study.

3.1.3 Theoretical and methodological framework

This section explains in some detail how the topic has been studied before and how it is examined in the present study. The purpose of the section is to show the reader that the writer has done a thorough investigation of previous research related to the study and draws on relevant writings of other scholars. The writer introduces the overall analytical approach that is adopted in the study (e.g. corpus linguistics, discourse analysis), particular viewpoints and ideas that are taken on from previous research as well as individual terms and concepts that are relevant for the study, to build an understanding of the phenomenon under investigation. The theoretical and methodological framework is introduced only to the extent that is actually relevant to the present study. It is useful to give the section a heading that describes the contents of the section and divide it into subsections to discuss different aspects of the theoretical and methodological framework (e.g. Syntactic and morphological theories in the study of the grammar of a text).

3.1.4 Results - Presentation of the analysis and findings

This section constitutes the longest part of the research paper. It makes visible what the writer makes of the material using the selected theoretical and methodological framework. This is done by presenting brief, representative extracts of the material and discussing them for the reader. You may also integrate tables, charts, diagrams, images, or graphs, but you will also need to describe, comment upon, and analyse these. The findings may consist of the author making comparisons or pointing out similarities or differences between the extracts of materials and introducing the logic of categorising them,

supporting the research hypothesis of the author. It is often good to divide this section into subsections and give each a heading that reflects the findings presented in each (the main analytic section could be called, e.g, *Stance taking in direct reported speech*). This section of your thesis will also contain references to previous research that are directly related to your findings.

3.1.5   Discussion/Conclusion

This section summarizes the main ways in which the study addresses the thesis or hypothesis that was set, or answers the questions that were posed in the introduction, showing how the study adds to previous knowledge. It discusses the validity of the findings, and links the results of this study back to previous research in the field. It can also refer to any practical applications that the study may have, strengths and weaknesses of the study, and directions for future study within the field.

It may sometimes be useful to separate this into two sections, with the discussion section first to summarize and discuss the findings of the study in detail (e.g. *Discussion of the findings*). This will allow you to devote the conclusion for a more general examination of the implications, links to other research, and possible applications of the study.

3.1.6   List of references

A list of references must be provided, which presents all of the sources referred to in your thesis, through summary, paraphrase, or direct quotation, including both research material and previous research (or primary and secondary sources) with full bibliographic information. Papers prepared in English Philology follow the referencing conventions introduced below (see section 4).

3.1.7   Appendices

It is sometimes convenient to present in one or more appendices material which cannot be discussed in full in the running text. If, for example, several sentences from a newspaper article are discussed in the body of the paper, the entire article may be included as an appendix, or, if a questionnaire was used to conduct a study, it is useful to reproduce it in an appendix. Each appendix is given a descriptive title

and, if there is more than one appendix, a number as well. Each appendix must also be referred to in the running text (see Appendix for an example of an appendix).

3.1.8 IMRD structure summary

An IMRD thesis will thus include an introduction, some sort of description of your research materials, a theoretical and/or methodological framework, an section presenting and analysing your results, and a final discussion of conclusion. These core sections will be followed by a list of references and appendices (as needed). The overall framework still leaves you with the freedom, and responsibility, to develop an effective, interesting, and clear structure for your own ideas.

You may wish to consider the following rough guidelines for allocating space within your thesis. **Remember that these percentages are approximate, and will vary widely from thesis to thesis!**
- Introduction (approximately 5% of total word count)
- Description of the Research Material (approximately 5% of total word count)
- Theoretical and Methodological Framework (approximately 30–35% of total word count)
- Results and Analysis (approximately 50% of total word count)
- Discussion and Conclusion (approximately 5–10% of total word count)

3.2   The thesis-led research report structure

There is no fixed pattern for a thesis dealing with critical or social theory, historical or cultural study, philosophical argument, or interpretation of literary, cinematographic, or other forms of artistic or cultural production. Instead, the structure of a thesis in these fields tends to be determined by the internal logic of the study itself. In other words, the structure of your thesis is derived from the content of your thesis. While this does leave you with a perhaps uncomfortable degree of freedom, theses in these fields do have a number of common elements, including an introduction, a number of core chapters, a conclusion, and references.

3.2.1 Introduction

All theses will have an introduction of some sort. This will do a number of things, including some, but not necessarily all, of these functions:

- Tell the reader the problem/topic/field/questions you are addressing
- Capture the readers' interest and engage them with your topic
- Give the reader all of the required and appropriate background information, be it historical, contextual, or methodological, to introduce your topic. This information need not be complete or exhaustive, as you will also include more detailed discussion in your core content chapters
- Introduce your theoretical framework or approach – again, this does not need to be complete as you will be going back to relevant theories as you develop your material in your core chapters
- Provide an overview of how the topic has been approached by previous researchers. However, much of this sort of material will be integrated into the core chapters of your thesis
- State clearly how you aim to approach the problem/topic/field/questions you are addressing
- Offer the reader a clear indication of the main goal of your work (your thesis, argument, or question)
- Limit the scope of your work – indicate what you are not going to be addressing and why
- Indicate how your thesis is structured to achieve your aim

3.2.2 Chapters

After the introduction, you will organize your work into a number of chapters. The number of chapters might range between three and seven, depending on the overall length of your report. A two-chapter thesis would in all likelihood feel insufficiently articulated, while more than five chapters may result in insufficiently developed arguments, particularly at the bachelor's and seminar level. Each chapter will have a clear focus, and will represent a significant step on your overall argumentation. These chapters constitute the core of your thesis, where you present, support, and situate you own work. It is also worth noting that each of your core chapters will contain elements of theoretical, historical or contextual background that are directly relevant to the argument you are developing in that chapter.

Similarly, they will contain references to previous research that are directly related to the chapter's topic.

Chapters should have descriptive titles that indicate the nature of their contents, and (possibly) their role in the thesis as a whole. Each chapter should have its own introduction and conclusion, which will be demarcated by more or less explicit metatext. These micro-introductions and conclusions will relate the chapters to each other and to the thesis as a whole. There are many options for selecting and organising the material you will cover in each chapter, but some possibilities are:

- Argumentative – based on a logical argumentative sequence
- Geographical – based on region or area
- Sequential – based on time, importance, development, etc.
- Textual – based on separate works/texts/phenomena
- Thematic – based on separate themes or elements of your overall topic
- Conceptual – based on a series of different concepts
- Personal – based on individuals or groups of people

This decision will be made based on the nature of your materials, topic, and overall purpose. Let your material shape your structure.

3.2.3   Conclusion

Following these core chapters, you will need to have a conclusion. Here you can summarise the main points of your argument, pull together the different strands that constitute your thesis, and present the overall results of your work. You can recapitulate the points you have been making throughout your thesis in a way that helps the reader identify main ideas, and convinces them of the strength and importance of your argument. It is also an opportunity to situate your arguments within a broader overall context. One way of thinking about this is to view the conclusion as an opportunity to shape your research space by summarising your approach, argument, and references to previous research.

This is generally followed by some sort of rhetorical or exhortative close, which can gesture towards the importance of your work, recommendations for change based on your work, or potentially to

possible avenues for research development. For many writers this is one of the hardest parts of the thesis to complete effectively. The exhortative close in particular must navigate the Scylla of empty bombast and the Charybdis of an attenuated dispersal of textual energy.

3.2.4   Works cited

A list of references must be provided, which presents all of the sources referred to in your thesis, through summary, paraphrase, or direct quotation, including both research material and previous research (or primary and secondary sources) with full bibliographic information. Papers prepared in English Philology follow the referencing conventions introduced below (see section 4).

3.2.5   Appendices

These are a place for any large pieces of text which support you thesis, but are extraneous to the efficient development of its central arguments. Appendices will not count towards or against your word limit, and in fact are unlikely to be read unless they are indeed directly and highly relevant to your thesis.

3.2.6   Thesis-led structure summary

This leaves you with an overall framework, but one which still leaves you with the freedom, and responsibility, to develop an effective, interesting, and clear structure for your own ideas.

You may wish to consider the following rough guidelines for allocating space within your thesis. **Remember that these percentages are approximate, and will vary widely from thesis to thesis!**
- Introduction (approximately 10–15% of total word count)
- Chapter 1 (approximately 20% of total word count)
- Chapter 2 (approximately 20% of total word count)
- Chapter 3 (approximately 20% of total word count)
- Chapter 4 (approximately 20% of total word count)
- Conclusion (approximately 5–10% of total word count)

(*Note that the chapters, however many you have, are of roughly equal length – if you have a chapter that is considerably longer or shorter than another, it will usually indicate a structural problem.*)

4   Style and formatting of a research report

The aim of a research report is to tell the reader about the study in a comprehensible, logical and accurate way. It is also important to spell out a logical connection between the separate sections. Meta-communication plays an important role in underlining such a connection and helping the reader understand the research carried out: a couple of lines of introduction at the beginning of each section will tell the reader what is about to follow, and, at the end, a few summarizing sentences will remind the reader what has just been shown.

4.1   Grammar and style

In writing a research report, you should use clear and precise English that is grammatically correct and appropriate in style. All research reports should be written in an appropriately formal academic register. While developing an appropriate academic voice will take time and practice, you should consider the following general points:

- use more formal vocabulary when choices are possible (e.g. 'examine' instead of 'look at')
- be as precise and clear as possible
- use specialized, field-specific vocabulary as appropriate
- be relatively impersonal (do not rely excessively on 'I' structures)
- do not use contractions (e.g. 'it's)
- avoid colloquialisms and idiomatic language
- avoids rhetorical questions
- avoid gender-biased language structures (e. g. 'mankind' or 'a normal person worries about his job')

You should also aim for consistency in spelling, hyphenation, capitalization, etc. between chapters or sections. It is a common practice to avoid breaking words at the ends of lines (especially with words having no suffixes, prefixes or other suitable "cutting points"). When in doubt, it is useful to consult a

dictionary for the appropriate British English or American English spelling conventions, and be sure to use your word processor's spell checking function.

In finalizing the report, layout, paragraphs, punctuation and quotations should be checked carefully. Also, you should make sure that no pages, tables, etc. are missing or wrongly numbered; that all notes to the text or tables have a number or symbol in the text or table; and that no notes are missing.

4.2   General conventions

- Use minimum **hyphenation**. Avoid hyphens with *inter-, non-, post-, pre-, sub-,* etc.
- **Capitalization** should also be used sparingly.
- Use lower-case for cross-references to **figures** and **tables**.
- Use Times New Roman, Calibri, or another common, legible font in 12 point typeface size.
- The words being **emphasized** are entered in the text in boldface. Note that these conventions should also be used sparingly.
- **Abbreviations** should be kept to a minimum. Omit full points after abbreviations that are **contractions** (e.g. *Mr* or *Ms*).
- Sets of **initials** should have no full point, e.g. OE, ME, USA.
- For the abbreviations that are **not** contractions full points are used: *e.g., i.e., f., ff.* ('following') *c., etc.* Take care to insert a comma before *e.g., etc.* and *i.e.* (as in these instructions).

4.3   Fonts, spacing and margins

This document has been drawn up by using the font Calibri (font size 12). Another recommended font is Times New Roman (font size 12). The appropriate line spacing for the document is 1.5 and margins 2 cm for left and right, and 2,5 cm for top and bottom margins. Footnotes should be in 10 point font size, of the same font as the rest of the document, and should be single-spaced. Entries in the list of references can also be single spaced.

There are two options for paragraphing. Either an extra space should be left between paragraphs, with no indentation at the beginning of paragraphs, or no extra space should be left and the beginning of each paragraph should be indented, with the exception of the first paragraph of a section or sub-section or after a table, diagram or illustration.

4.4   Quotations and glosses

Quotations are marked off from the text by double inverted commas (or double quotation marks), e.g. in the American Psychological Association (APA) referencing style:

As Pomerantz & Fehr (1997) put it, conversation analysis aims "to explicate the shared methods interactants use to produce and recognize their own and other people's conduct" (p. 69).

Longer quotations are normally broken off from the text and indented (single-spaced; no quotation marks needed), e.g. in the APA referencing style:

In Buttny's (1998) words,

> [t]he conversational practice of reported speech takes a prior utterance situated in a particular context and unearths it and gives it a life again in the new soil of the reporting context. To fit into its new context, the reported speech often needs to be contextually framed so recipients understand it in the desired way (p. 56).

A word or expression which is to be glossed is italicized and the gloss itself marked off with single inverted commas (single quotation marks); e.g. the Finnish word *kuningas* 'king' is of Germanic origin.

4.5   Subheadings

For most purposes, two levels (e.g. 1.1.1) of subheading will be sufficient. Only the first word and proper names are typed with a capital letter. On a related note, avoid empty headings, i.e. headings which are followed immediately by a subheading with little or no text in between. Also avoid hanging headings, or headings which appear on a separate page from their contents.

4.6 Footnotes

Notes are kept to a minimum and are no more than a few lines in length. They are intended for the inclusion of additional explanatory material that is extraneous to the main line of your argument, but still relevant to your topic. They are placed at the bottom of the page, as footnotes. Note indicators in the text come at a break in the text and follow terminal punctuation.[1]

4.7 Examples and extracts

Example sentences, etc. are indented and numbered with Arabic numerals in parentheses, e.g.:

(1) SBCSAE 0019 Doesn't work in this household

```
01 FRANK:      it's a 'royal ^mess,
02             'isn't it.
03             (0.5)
04             ^Yes it ^is.
```

(2) SBCSAE 0023 Howard's End

```
01 DIANE:      But ^England didn't really start ^losing her 'colonies=,
02             (0.7)
03             ^did she,
04             until 'more like ^Second 'World War?
```

4.8 Illustrations

Figures and tables can be used to illustrate certain kinds of information, which are then discussed in the flow of the text. Each illustration should be referred to in the running text (for examples of illustrations, see figure 1 and table 1).

---

[1] Footnotes should be single-spaced and in a 10 point font size.

The number and title should be typed below each figure (e.g. a map or some other image) in bold and above each table in italics.

Figure 1. Example of a figure.

Table 1. Example of a table.

	value A	value B
Category X	1.3	2.7
Category Y	0.8	7.7

Explanations of symbols, abbreviations, etc. should be typed immediately below each figure or table because they should be intelligible without the reader having to refer to the running text.

5   Referencing

A scholarly study necessarily relies and draws on previous research in terms of theoretical approaches, methodological choices and analytical findings. Any connections to relevant existing ideas, concepts and terms must therefore be acknowledged. This is done by referring to such sources in the running text and providing bibliographic information about the sources at the end of the research report.

Depending on their particular field of research and instructions provided by their teachers or thesis supervisors, most students of English Philology may choose between two commonly used referencing styles:

- the American Psychological Association (APA) style, most often used for linguistics and applied language studies
- the Modern Language Association (MLA) style, most often used in literary and cultural studies

Whichever style is chosen, it is important that it be followed consistently throughout the research report.

The following sections provide basic examples about the use of the APA and MLA styles and offer only an overview of the general characteristics of each style. More information can be found in style guides available in the university library and online (see Appendix A for a list of relevant websites). Students of English Philology also have access to the RefWorks reference management tool (https://www.refworks.com) that supports the preparation of a manuscript according to a particular style and makes it possible to create a list of references automatically. Students who are preparing their seminar papers and especially their master's theses are encouraged to use RefWorks when writing their research reports.

5.1   In-text citations

When presenting an idea, concept or term developed by another researcher in the body of a research report, it is important that the source is adequately acknowledged. In-text citations generally include the name(s) of the author(s) of an earlier study, the year when it was published and, if possible, the number of the page in the publication on which the cited information can be found. There are various ways of citing previous research appropriately and even elegantly. Technically, in-text citations are usually either 1) direct quotes from a specific page in the source, 2) paraphrases of a particular passage on a specific page in the source or 3) a general paraphrase describing the entire source study. The following examples show how the different types of in-text citation are used in the APA and MLA referencing styles. Note, however, that in both styles the reference has to occur at the sentence rather than paragraph level.

5.1.1   In-text citations in APA style

The following guidelines will help you use in-text citations in APA style.

5.1.1.1   General observations about in-text citation in APA style

Use the past or present perfect tense when using signal phrases to **refer to earlier research**.

> Briggs (1999) found that...
> Briggs (1999) has found that...

Follow the **author date** method: the author's last name and the date of the publication should appear in the text, and a complete reference should appear in the reference list at the end.

> (Briggs, 1999).

If you **refer to an entire book or article or only to an idea** without quoting it, you only need to give an in-text reference to author and publication date.

> In his book *Modern Turkey* (2009), Smith suggests that Turkey is an example of
> democracy and free-market economy in the Muslim world.

5.1.1.2   Titles in APA style

Capitalize all main words of a title of a source if you refer to it in your text.

> The Origin of Consciousness in the Breakdown of the Bicameral Mind

Italicize titles of longer works (books, collections, films, TV-series)

> *Osman's Dream*
>
> *The Collected Poems of John Donne*
>
> *Dallas*

But put quotation marks around shorter works (articles, songs, TV-series episodes)

> "Auld Lang Syne"
>
> "The Ecstasy of Influence: A Plagiarism"

5.1.1.3 Quoting in APA Style

Direct quotations require the name of the author, the year of publication and the page numbers:

> According to Sandberg (2010), "Virginia Woolf was deeply concerned with character" (p. 13).
>
> He stated that for a varitey of reasons "Virginia Woolf was deeply concerned with character" (Sandberg, 2010, p. 13).

Quotations longer than 40 words should be free-standing and indented 1.25 centimetres. Omit quotation marks. Parenthetical citation comes after the final punctuation mark.

> Both Rose's and Love's conclusions are clearly applicable to many cases of writer's block. And for all the many cases where they apply they are indispensible for illuminating problems, making blocking writers feel that they are not crazy, and providing some possible steps towards remedies. (Podis & Podis, 1999, p 151)

5.1.1.4 Citing multiple or irregular authors in APA Style

When citing a work by **two authors**, name both of them in the signal phrase or parentheses. Use an ampersand (&) between the two names in the parentheses.

> Research by Wegener and Petty (1984) suggests. . .
>
> Research suggests that...(Wegener & Petty, 1984).

When citing a work by **three to five authors**, list all of them the first time. In subsequent citations, use the first author's name followed by "et al."

(Kernis, Cornell, Sun, Berry & Harlow, 1993)

(Kernis et al., 1993)

When citing a work by **six or more authors**, give the first author's name followed by "et al." in signal phrase or parentheses.

(Coffin et al., 2003)

When citing a work by an **unknown writer**, cite it by its title in the signal phrase or by its first word or two in the parentheses.

A similar study was done of students learning to format research papers ("Using

APA", 2001).

When citing an author referred to as **Anonymous**, treat it as the author's name.

(Anonymous, 2003)

When citing an **organization or agency**, mention it in the signal phrase or parentheses the first time.

According to the American Psychological Association (2000)...

If it has a well-known **abbreviation**, include it in brackets the first time, and use it alone afterwards:

(American Psychological Association [APA], 2000)

(APA, 2000)

5.1.1.5 Citing multiple works in APA style

When citing **two or more works** in your parentheses, order them alphabetically according to the reference list, separated by a semi-colon. If the authors have the same name, include the first initial:

(Briggs, 1999; Showalter, 2000)

(A. Bronte, 1848; E. Bronte, 1847)

If you have **two or more sources by the same author in the same year**, use lower-case letters to distinguish between them (also in the reference list)

Research by Berndt (1981a) illustrated that...

5.1.1.6 Citing electronic sources in APA style

When citing **electronic sources**, try to use the author-date style. If no author or date is given, use the title in your signal phrase or the first word or two in the parenthesis, and the abbreviation n.d. for no date:

("Tutoring and APA,", n.d.).

When the **electronic source lacks page numbers**, give the paragraph (if numbered) or provide the heading and the specific paragraph:

(Hall, 2001, para. 5)

According to Smith (1997), . . . (Mind over Matter section, para. 6).

5.1.1.7 Citing other sources in APA style

When citing **personal communications**, include the communicator's name, the fact that it was a personal communication and the date. Do not include personal communications in the reference list.

(M. Davies, personal communication, April 4, 2015)

M. Davies also announced the creation of a new corpus (personal communication,

April 4, 2015)

When citing a **source cited in another source**, name the original one in your signal phrase and include the secondary source in the parentheses. Both sources should be included in the list of references.

Johnson (1997) argued that...... (as cited in Smith, 2003, p 102).

5.1.1.8 Example of APA style in-text citation

The present study focuses on self-repetition that is employed as a resource in the practice of recovery. To date, there are no full-scale analyses of this usage, but it has been commented on in studies whose focus lies elsewhere. For example, Tannen (1987) presents a case that resembles recovery through repetition and claims that self-repetition is a way for the speaker to continue participation in the conversation "even though he has nothing new to say" (p. 589). Others have been more precise about the nature of participation that involves repetition. Norrick (1987) notes that

both self- and other-repetition are used to reintroduce a topic or point of view, but he does not consider the sequential trajectories that may lead to such a reintroduction (p. 259). In her study of repetition among children, Ochs (1983) observes that a speaker may repeat an earlier utterance to solicit a verification from a recipient, in other words, to pursue a receipt that was noticeably absent after the source utterance (pp. 35–36). Ochs also points out that children may exploit the practice multiple times if necessary, until they do receive a response. Moreover, the occurrence of repetition has been remarked upon in studies that examine some other aspect of returning to prior talk: it has been recognized as a part of the same resource repertoire as prosodic marking (Local, 1992, 2004) and certain sequential conjunctions (e.g. Duvallon & Routarinne, 2005; Mazeland & Huiskes, 2001).

5.1.2   In-text citations in MLA style

The following guidelines will help you use in-text citations in MLA style.

5.1.2.1   General observations about in-text citation in MLA style

In MLA style, you refer to authors in your running text by both names the first time you mention them, and by their surname on all subsequent occasions. When referring to sources in MLA style, you will often need to use a signal word used in your parenthetical in-text citation. This should be the first distinguishing word or words on the left in the 'works cited' entry, whether that is a surname, the name of an organization or a website.

> **Briggs**, Julia. Introduction. *Night and Day*. By Virginia Woolf. Harmondsworth: Penguin,
> 1992. xi–xxxiii. Print.
> **Modern Language Association**. *The MLA Handbook for Writers of Research Papers*.
> 7th ed. New York: The Modern Language Association of America, 2009. Print.
> The **Purdue OWL***.* Purdue Writing Lab, 2010. Web. 20 Sep. 2014.

A page reference should also be included when available, with the exception of poetry, which is cited by line number. The signal word, often the author's name, should be omitted from the parenthetical reference if it appears in the running text.

> According to Theresa Lillis, the UK is currently experiencing a shift "from an elite to a mass higher education system" (30). (*The author is mentioned in the sentence*)
>
> The UK is currently experiencing a shift "from an elite to a mass higher education system" (Lillis 30). (*The author is* not *mentioned in the sentence*)

If you are citing more than one source in a single sentence, include all sources in the parenthetical reference separated by a semicolon.

> (Eyre 8; Austen 224)

5.1.2.2   Citing multiple or irregular authors in MLA style

Print-source without an author:

> (*AWG* 13) (*Abbreviation for the title* Academic Writing Guide)

Authors with same last name:

> (H. James 13) (*Use initials or, if the initials are the same, full first names*)
>
> (M.R. James 89)

Multiple authors:

> Swales and Feak argue that authors from different disciplines approach academic writing differently (137). (*The authors are mentioned in the sentence*)
>
> Authors from different disciplines approach academic writing differently (Swales and Feak 137). (*The authors are* not *mentioned in the sentence*)

More than three authors:

> According to Coffin et al. there are several different approaches to teaching writing (18).
>
> There are several different approaches to teaching writing (Coffin et al. 18).

5.1.2.3   Citing multiple works or multivolume works in MLA style

Multiple works by the same author:

(*Lighthouse* 34) (*Use abbreviated titles if the author is mentioned in the sentence.*)

(*Dalloway* 78)

(Woolf, *Lighthouse* 34) (*Include the author's name if it is not mentioned in the sentence.*)

(Woolf, *Dalloway* 78).

Citing from *more than one* volume of a multivolume work:

...as Quintilian wrote in *Institutio Oratoria* (1: 14–17). *(volume, colon and page reference)*

5.1.2.4   Citing electronic sources in MLA style

In-text citations for electronic sources are similar to those for written sources. However, they often lack page numbers.

According to Bauer, French director Francois Truffaut aspired to "four ideas in each minute of his film". (*no reference is necessary as the signal word 'Bauer' is used in the sentence, and there is no page to refer to*)

French director Francois Truffaut aspired to "four ideas in each minute of his film" (Bauer). (*the author isn't mentioned in the sentence – parenthetical reference is necessary*)

The appointment of Sergei Sobyanin as new mayor of Moscow "fits the logic of Russia's main political trends" ("Meeting"). (*since the article doesn't have an author or page number the abbreviated title alone is mentioned*)

5.1.2.5   Citing other sources in MLA style

Indirect sources:

Gillian Beer argues that . . . (qtd. in Showalter 243).   *(you haven't read the original Beer text)*

Film:

Sweeny Todd is one of the many Tim Burton films in which the main character is played by Johnny Depp. (*no in-text citation is necessary*)

5.1.2.6   Example of in-text citation in MLA style

The present study focuses on self-repetition that is employed as a resource in the practice of recovery. To date, there are no full-scale analyses of this usage, but it has been commented on in studies whose focus lies elsewhere. For example, Tannen presents a case that resembles recovery through repetition and claims that self-repetition is a way for the speaker to continue participation in the conversation "even though he has nothing new to say" (589). Others have been more precise about the nature of participation that involves repetition. Norrick notes that both self- and other-repetition are used to reintroduce a topic or point of view, but he does not consider the sequential trajectories that may lead to such a reintroduction (259). In her study of repetition among children, Ochs observes that a speaker may repeat an earlier utterance to solicit a verification from a recipient, in other words, to pursue a receipt that was noticeably absent after the source utterance (35–36). Ochs also points out that children may exploit the practice multiple times if necessary, until they do receive a response. Moreover, the occurrence of repetition has been remarked upon in studies that examine some other aspect of returning to prior talk: it has been recognized as a part of the same resource repertoire as prosodic marking (Local, "Continuing and Restarting", "Getting Back to Prior Talk") and certain sequential conjunctions (e.g. Duvallon and Routarinne, Mazeland and Huiskes).

5.2 List of references

For each reference provided in the running text of a research report, bibliographic information must be provided at the end of the report. Bibliographic entries usually include at least the name(s) of the author(s), the year of publication, the title of the publication and information about the publisher.

5.2.1 *References in APA style*

5.2.1.1 Referring to authors

one author

 Finkel, C. (2007).

two authors

Gilbert, S. & Gubar, S. (1979). *(use ampersand - &)*

three to seven authors

Brody, A.K., Dickens, C.P., Chang, E.F., Sawyer, M.T., Segal, T.M., Roger, P., & White, L. (2009). *(separate by commas and a final ampersand - &)*

more than seven authors

Segal, T.M., Roger, P.O, Brody, A.T., Dickens, C.J., Chang, E., Sawyer, M.L., Kane, R.S., . . . White, L. (2008).

organization author

American Psychological Association. (2009).

no author

Merriam-Webster's collegiate dictionary (10th ed.).(1993). Springfield, MA: Merriam-Webster.

more than one work by the same author

Woolf, V. (1977). *(list by year – earliest first)*

Woolf, V. (1992).

two or more works by the same author in the same year

Sandberg. E.P. (2010a). *(list titles in alphabetical order)*

Sandberg, E.P. (2010b).

sole author of one work, and the first of a group in another citation

Berndt, T.J. (1999). *(list one-author entries first)*

Berndt, T.J., & Keefe, K. (1995)

5.2.1.2 Referring to articles

Author(s), A.A. (Year). Title of article. *Title of Periodical, volume number*(issue number), pages.

in a magazine

Raghavan, A. (2010, 28 June). Euro bargains. *Forbes, 185*(11), 89–100.

in a newspaper *(use p. or pp for pages)*

Schultz, S. (2005 December 28). Calls made to strengthen state energy policies. *The Country Today*, pp 1A, 2A.

in a journal paginated by volume

Rossi-Hansberg, E., Sarte, P., & Owens, R. (June 2010). Housing externalities. *Journal of Political Economy, 118*, 485–535.

in a journal paginated by issue *(include issue number)*

Valdeon, R. A. (2010). Schemata, scripts and the gay issue in contemporary dubbed sitcoms. *Target: International Journal of Translation Studies, 22*(1), 71–93.

a review

Sandberg, E.P. (2010). Nocturnes [Rev. of the book *Nocturnes: Five stories of music and nightfall*, by K. Ishiguro]. *Edinburgh Review 129*, p 35.

5.2.1.3 Referring to books

Author, A.A. (Year). *Title of work*. Location: Publisher.

one author

Finkel, C. (2007). *Osman's Dream: The story of the Ottoman empire 1300-1923*. New York, N.Y.: Basic Books.

Author(s) in an edited book (citing whole book)

Murdoch, I. (1999). *Existentialists and mystics: Writings on philosophy and literature* P. Conradi, (Ed.). Harmondsworth: Penguin.

Edited without author(s)   (citing whole book)

Podis, L.A. & Podis, J.M. (Eds.). (1999). *Working with student-writers: Essays on tutoring and teaching*. New York, NY: Peter Lang Publishing.

translations *[in-text citation:* (Laplace 1914/1951).*]*

Laplace, P.S. (1951) A philosophical essay on probabilities. F.W. Truscott & F.L. Emory, Trans.). New York, NY: Dover. (Original work published 1914.)

different editions

Helfer, M.E., Kempe, R.S., & Krugman, R.D. (1997). *The battered child* (5th ed.) Chicago, IL: University of Chicago Press.

article or chapter in an edited book *(use pp before numbers)*

Murdoch, I. (1999). Thinking and language. In P. Conradi (Ed.), *Existentialists and mystics: Writings on philosophy and literature* (pp. 33–42). Harmondsworth: Penguin.

multi-volume work

Wiener, P. (Ed.). (1973). Dictionary of the history of ideas (Vols. 1–4). New York, NY: Scribner's.

prefaces, introductions, afterwords, forewords

Briggs, J. (1991). Introduction. In V. Woolf, *Night and day* (pp xi-xxxiii). Harmondsworth: Penguin.

dissertation abstract

Yoshida, Y. (2001). Essays in urban transportation. *Dissertation Abstracts International., 62,* 7741A.

government document

National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U:S: Government Printing Office.

5.2.1.4   Referring to electronic sources

When referring to electronic sources, include the retrieval date (the date you accessed the material) if the source is likely to change.

an on-line scholarly journal

Bechhofer, F., & McCrone, D. (2010). Choosing national identity. *Sociological Research Online, vol 15* (3). Retrieved from http://www.socresonline.org.uk

an on-line scholarly journal (also in print)

Moss, J.L. (2010). In memory of the father [Electronic version]. *American Journal of Economics and Sociology 63*(3), 895–902.

a page on a website

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, 9 Aug.). *General Format*. Retrieved from http://owl.english.purdue.edu/owl/resource/560/01/

an article in a web magazine

Woolastone, Vicky. (20 Sept. 2010). Internet Week Europe Coming to London. *Web User, 250*(7). Retrieved from http://www.webuser.co.uk/news/top-stories/500147/internet-week-europe-coming-to-london

email

Not included in reference list. Parenthetically cited in text: (J. Smith, personal communication, May 7, 2009).

a web-page without an author

New child vaccine gets funding boost. (2001). Retrieved March 21, 2001, from http://news.ninemsn.com.au/health/story_13178.asp

an entry in an on-line dictionary

Heuristic. (n.d.). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from http://www.m-w.com/dictionary/heuristic

an interview

Not included in reference list. Parenthetically cited in text: (J. Smith, personal communication, August 15, 2009)

5.2.1.5 Example of an APA style reference list

The following show how bibliographic entries are made in the APA referencing style.

References

Duvallon, O., & Routarinne, S. (2005). Parenthesis as a resource in the grammar of conversation. In A. Hakulinen, & M. Selting (Eds.), *Syntax and lexis in conversation: Studies on the use of linguistic resources in talk-in-interaction* (pp. 45–74). Amsterdam: Benjamins.

Local, J. (1992). Continuing and restarting. In P. Auer, & A. Di Luzio (Eds.), *The contextualization of language* (pp. 273–296). Amsterdam: Benjamins.

Local, J. (2004). Getting back to prior talk: *And-uh(m)* as a back-connecting device in British and American English. In E. Couper-Kuhlen, & C. E. Ford (Eds.), *Sound patterns in interaction: Cross-linguistic studies from conversation* (pp. 377–400). Amsterdam: Benjamins.

Mazeland, H., & Huiskes, M. (2001). Dutch 'but' as a sequential conjunction: Its use as a resumption marker. In M. Selting, & E. Couper-Kuhlen (Eds.), *Studies in interactional linguistics* (pp. 141–169). Amsterdam: Benjamins.

Norrick, N. R. (1987). Functions of repetition in conversation. *Text, 7*(3), 245–264.

Ochs, E. K. (1983). Making it last: Repetition in children's discourse. In E. Ochs, & B. B. Schieffelin (Eds.), *Acquiring conversational competence* (pp. 26–39). London: Routledge & Kegan Paul.

Tannen, D. (1987). Repetition in conversation: Towards a poetics of talk. *Language, 63*(3), 574–605.

5.2.2 Works cited in MLA style

The following are the basic elements of bibliographic citation in MLA style.
1. Author's last name, Author's first name.
2. "Title of Document".
3. *Title of Complete Work.*
4. Name of editor (normal order).
5. Edition.
6. Volume number.
7. Series number.
8. Place of publication.
9. Name of publisher.
10. Date of publication.
11. Page numbers.
12. Medium of publication.

5.2.2.1 Citing books

Last name, First Name. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication.

one author
Finkel, Caroline. *Osman's Dream: The Story of the Ottoman Empire 1300-1923*. New York: Basic Books, 2007. Print.
two authors
Swales, John M., and Christine B. Feak. *Academic Writing for Graduate Students: A Course for Non-Native Speakers of English*. Ann Arbor: U of Michigan P, 1994. Print.
more than three authors
Coffin, Caroline, et al. *Teaching Academic Writing: A Toolkit for Higher Education*. London: Routledge, 2003. Print.
more than one book by the same author
Woolf, Virginia. *Flush*. Harmondsworth: Penguin, 1977. Print.
---. *Night and Day*. Harmondsworth: Penguin, 1992. Print.
corporate/organization author
Modern Language Association. *The MLA Handbook for Writers of Research Papers*. 7th ed. New York: MLA, 2009. Print.
no author available
Encyclopedia of Indiana. New York: Somerset, 1993. Print.
translations

Habermas, Jurgen. *The Philosophical Discourse of Modernity*. Trans. Frederick Lawrence. Cambridge: The MIT P, 1990. Print.

different editions

Crowley, Sharon, and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*. 3rd ed. New York: Pearson Longman, 2004. Print.

prepared by an editor

Murdoch, Iris. *Existentialists and Mystics: Writings on Philosophy and Literature*. Ed. Peter Conradi. Harmondsworth: Penguin, 1999. Print.

an anthology or compilation

Weisser, Susan Ostrov, ed. *Women and Romance: A Reader.* New York: New York UP, 2001. Print.

5.2.2.2 Citing a work in an anthology, reference or collection

Last name, First name. "Title of Essay." *Title of Collection*. Ed(s). Editor's name(s). Place of

Publication: Publisher, Year. Page range of entry. Medium of Publication.

an essay

Murdoch, Iris. "Thinking and Language." *Existentialists and Mystics: Writings on Philosophy and Literature*. Ed. Peter Conradi. Harmondsworth: Penguin, 1999. 33–42. Print.

a poem

Burns, Robert. "Red, Red Rose." *100 Best-Loved Poems*. Ed. Philip Smith. New York: Dover, 1995. 26. Print.

short story

Chang, Eileen. "Great Felicity." Trans. Janet Ng (with Janice Wickeri). *Lust, Caution*. Ed. Julia Lovell. London: Penguin, 2007. 59–81. Print.

a collection by one author – no editor

Whitman, Walt. "I Sing the Body Electric." *Selected Poems*. New York: Dover, 1991. 12–19. Print.

an article in a reference work

"Ideology." *The American Heritage Dictionary*. 3rd ed. 1997. Print.

a multi-volume work

Greenblatt, Stephen, ed. *The Norton Athology of English Literature*. 8th ed. Vol. 1. New York: Norton, 2006. Print.

when using several volumes

Greenblatt, Stephen, ed. *The Norton Anthology of English Literature*. 8th ed. 2 Vols. New York: Norton, 2006. Print.

preface/intro by author

Finkel, Caroline. Preface. *Osman's Dream: The Story of the Ottoman Empire 1300-1923*. By Finkel. New York: Basic Books, 2007. xi–xiv. Print.

preface/intro by different author

Briggs, Julia. Introduction. *Night and Day*. By Virginia Woolf. Harmondsworth: Penguin, 1992. xi–xxxiii. Print.

5.2.2.3 Citing articles

Author(s). "Title of Article." *Title of Periodical* day month year: pages. Medium of Publication.

in a magazine
Raghavan, Anita. "Euro Bargains". *Forbes* 28 June 2010: 89–100. Print.
in a newspaper
Brubaker, Bill. "New Health Center Targets Country's Uninsured Patients." *Washington Post* 24 May 2007: LZ01. Print.
in a newspaper whose title doesn't include the city of publication
Alaton, Salem. "So Did They Live Happily Ever After?" *Globe and Mail* [Toronto] 27 Dec. 1997: D1+. Print.
in a scholarly journal (include volume and issue number)
Valdeon, Roberto A. "Schemata, Scripts and the Gay Issue in Contemporary Dubbed Sitcoms." *Target: International Journal of Translation Studies* 22.1 (2010): 71–93. Print.

5.2.2.4 Citing reviews

Review Author. "Title of Review (if available)." Rev. of Performance Title, by Author/Director/Artist.

Title of Periodical day month year: page. Medium of Publication.

Sandberg, Eric. Rev. of *Nocturnes: Five Stories of Music and Nightfall*, by Kazuo Ishiguro. *Edinburgh Review* 129, Spring 2010: 35. Print.

5.2.2.5 Citing electronic sources

Editor, author, or compiler name (if available). "Title of the Work" (or italicized). *Name of Site*.

Version number. Sponsor or publisher, date of resource creation (if available). Medium of

publication. Date of access.

(n.p. = no publisher   n.d .= no publishing date   n.pag. = no pages provided)

an entire website
The Purdue OWL. Purdue Writing Lab, 2010. Web. 20 Sep. 2010.
a page on a website

Russel, Tony, Allen Brizee, and Elizabeth Angeli. "MLA Formatting and Style Guide." *The Purdue OWL*.

Purdue Writing Lab. 9 April 2010. Web. 20 Sep. 2010.

"Utah Mine Rescue Funeral." *CNN.com.* Cable News Network, 21 Aug. 2007. Web. 21 Aug 2007.

"Maplewood, New Jersey." Map. *Google Maps*. Google, 15 May 2008.Web. 15 May 2008.

a work on the web also available with print publication data

Bell, Clive. *Art*. New York: Frederick A. Stokes, 1913. *Project Gutenberg*. 21 Oct. 2005. Web. 1 Jan. 2010.

Jenkins, Iredell. "Art for Art's Sake". *Dictionary of the History of Ideas: Studies of Selected Pivotal*

Ideas. Ed. Philip P. Weiner. Vol 1. New York: Charles Scribner's Sons, 1973. 108-111. *University of Virginia Library*. n.d. Web. 22 Oct 2010.

an image

Modigliani, Amadeo. *Female Nude*. ca. 1916. The Courtauld Institute, London. *The Courtauld Gallery*. Web. 20 Sep. 2010.

an article in a web magazine

Woolastone, Vicky. "Internet Week Europe Coming to London." *Web User* 250.7. n. p. 20 Sept. 2010. n. pag. Web. 20 Sep. 2010.

Tyre, Peg. "Standardized Tests in College?" *Newsweek.* Newsweek, 16 Nov. 2007. n. pag. Web. 15 May 2008.

an on-line only scholarly journal

Dolby, Nadine." Research in Youth Culture and Policy: Current Conditions and Future Directions."

Social Work and Society: The International Online-Only Journal 6.2 (2008): n. pag. Web. 20 May 2009.

an on-line scholarly journal (also in print)

Moss, J.L. "In Memory of the Father." *American Journal of Economics and Sociology* 63.3 (2010): 895–902. Web. 20 Sep. 2010.

an article from an online database

Zunshine, Lisa. "Theory of Mind and Experimental Representations of Fictional Consciousness." *Narrative* 11.3 (2003) : 270–291. *Project Muse*. Web. 14 May 2008.

an on-line book

Venuti, Lawrence. *The Translator's Invisibility: A History of Translation*. 1995. Eds Susan Bassnet and Andre Lefevere. London: Routledge, 2004. *ebrary*. 4 April 2012.

an article in a newspaper

"The Scientists Speak." Editorial. *New York Times.* New Yourk Times, 20 Nov. 2007. Web. 15 May 2015

5.2.2.6   Citing a film or recording

Title. Director. (Performers if relevant).Distributor, Year of release. Medium.

a film

> *It's a Wonderful Life*. Dir. Frank Capra. Perf. James Stewart, Donna Reed, Lionel Barrymore, and Thomas Mitchell. RKO, 1946. Film.

to focus on the contribution of a particular individual

> Chaplin, Charles, dir. *Modern Times*. United Artists, 1936. Film. Mifune, Toshiro, perf. *Rashomon.* Dir. Akira Kurosawa. Daiei, 1950. Film.

a DVD

> Noujaim, Jehane, dir. *Control Room*. Lions Gate, 2004. DVD

5.2.2.7 Citing other sources

government publications

> United States. Cong. Senate. Committee on Energy and Natural Resources. *Hearing on the Geopolitics of Oil*. 110th Cong., 1st sess. Washington: GPO, 2007. Print.
> United States. Government Accountability Office. *Climate Change: EPA and DOE Should Do More to Encourage Progres Under Two Voluntary Programs*. Washington: GPO, 2006. Print.

unpublished theses or dissertations

> Sandberg, Eric. "Mysterious Figures: Character and Characterisation in the Novels of Virginia Woolf." Diss. University of Edinburgh, 2010. Print.

published theses or dissertations

> Fullerton, Matilda. *Women's Leadership in the Public Schools: Towards a Feminist Educational Leadership Model.* Diss. Washington State U, 2001. Ann Arbor: UMI, 2001. Print.

an email

> Smith, John. "Re: Contemporary American Literature." Message to the author. 10 May 2014. Email.

a downloaded pdf file

> Dahlbäck, Kerstin. "Kommentarer och Ordförklaringar". *En döds memoarer*. By Hjalmar Bergman. Stockholm: Atlantis, 1995. 382–419. Pdf file.

5.2.2.8 Example of an MLA style reference list

The following show how bibliographic entries are made in the MLA referencing style.

<div align="center">Works Cited</div>

Duvallon, Outi and Sara Routarinne. "Parenthesis as a Resource in the Grammar of Conversation." Ed. Hakulinen, Auli and Margret Selting. *Syntax and Lexis in Conversation: Studies on the Use of Linguistic Resources in Talk-in-Interaction.* Amsterdam: Benjamins, 2005. 45–74. Print.

Local, John. "Continuing and Restarting." Ed. Auer, Peter and Aldo Di Luzio. *The Contextualization of Language.* Amsterdam: Benjamins, 1992. 273–296. Print.

--- "Getting Back to Prior Talk: *And-uh(m)* as a Back-Connecting Device in British and American English." Ed. Couper-Kuhlen, Elizabeth and Cecilia E. Ford. *Sound Patterns in Interaction: Cross-Linguistic Studies from Conversation.* Amsterdam: Benjamins, 2004. 377–400. Print.

Mazeland, Harrie and Mike Huiskes. "Dutch 'but' as a Sequential Conjunction: Its use as a Resumption Marker." Ed. Selting, Margret and Elizabeth Couper-Kuhlen. *Studies in Interactional Linguistics.* Amsterdam: Benjamins, 2001. 141–169. Print.

Norrick, Neal R. "Functions of Repetition in Conversation." *Text* 7.3 (1987): 245–264. Print.

Ochs, Elinor K. "Making it Last: Repetition in Children's Discourse." Ed. Ochs, Elinor and Bambi B. Schieffelin. *Acquiring Conversational Competence.* London: Routledge & Kegan Paul, 1983. 26–39. Print.

Tannen, Deborah. "Repetition in Conversation: Towards a Poetics of Talk." *Language* 63.3 (1987): 574–605. Print.

Appendices

Appendix A

These are links to reliable websites introducing referencing styles.

1. American Psychological Association (APA)

http://www.apastyle.org/

https://owl.english.purdue.edu/owl/resource/560/01/

2. Modern Language Association (MLA)

http://www.mla.org

https://owl.english.purdue.edu/owl/resource/747/01/

Appendix B

This appendix offers sample tables of contents. They are intended to give you some idea of the way research reports can be structured, and how descriptive section headings can be used.

TABLE OF CONTENTS

From: Käsmä, Marjukka (2013). *References to Sexual Violence in World of Warcraft Player Culture. A Mediated Discourse Analysis*. Unpublished Master's Thesis, English Philology, University of Oulu, Finland.

Table of Contents