

## Style sheet for the BA dissertation

### 1. General information

When writing your text please remember to:

- always use line spacing “double”;
- number the pages progressively at the bottom; number alignment should be “outside”; however, there should be no number on the first page of the chapter;
- indent paragraphs (1 cm); however, there should be no indentation after section headings, a blank line, a table, a graph or an indented quotation;
- insert notes at the foot of the relevant page<sup>1</sup>;
- insert the chapter head in the odd header; insert the chapter number in the even header; however, there should be no chapter head on the first page of the chapter;
- do not use abbreviations – also in the text and footnotes only the simplest and most common are acceptable (‘etc.’, ‘i.e.’, ‘e.g.’, ‘et al.’);
- appendices are placed at the end of the dissertation, after the bibliographical references.

### 2. Type area

The type area remains the same throughout the dissertation. It does not include the page number. On an A4 page, margins should be set as follows:

- upper margin: 3 cm;
- lower margin: 2.5 cm;

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<sup>1</sup> If footnotes are more than one line long, there should be a hanging indent. There should be no gap between footnotes. Within the text, the footnote reference number should follow the word in question, with no blank space. The indent should have the same measure as the paragraphs and the indents in the main text (1cm).

- left and right margins: 2.55 cm;
- heading: 1.75 cm;
- foot: 1.75 cm.

The entire text, including bibliography and footnotes, must be justified with the exception of titles and headings, which should be ranged left.

### **3. Type size (font: Cambria)**

- CHAPTER NUMBER: 13 pt (small capitals), ranged left.
- **Chapter head:** 15 pt, bold, ranged left. Place two blank lines below the head.
- Main text: 11 pt (the same applies to blank lines).
- Footnotes, indented quotations, examples, tables and captions: 9 pt.
- **Subheadings:** 13 pt, bold, ranged left with a blank line above. Number the subheadings progressively with the chapter number followed by the subheading number.
- *Lower-order headings:* 11 pt, italic, ranged left, with a blank line above. Number the lower-order headings progressively with the chapter number followed by the subheading number followed by the lower-order heading number.
- If one heading follows immediately after another, the 'space above' the second heading is omitted.
- Do not end a title or heading with a full stop. Capitalize only the first letter of the first word and of those words which the orthography of the language in use requires to begin with a capital letter. Never use justification for titles.
- *Header:* 9 pt, italics, ranged right on odd pages and ranged left on even pages.
- Page number: 11 pt.

### **4. Quotations in the text**

Short quotations (2-3 lines) are placed in the text between double quotation marks "...". E.g.:

Thibault (2000: 320) defines phases as pieces of text “characterised by a high level of metafunctional consistency or homogeneity among the selections from the various semiotic systems that comprise that particular phase in the text”. A phase may contain two or more subphases, characterised by the same properties typical of a phase, but relating to a specific aspect of it.

Please remember that quotation marks and apostrophes should be rounded, as in the example, not straight. For longer quotations reduce left and right margins by 1 cm; do not use quotation marks, underlined words or boldface. Omissions should be signalled with three dots between square brackets: [...]. Square brackets are also used to signal remarks by the author. E.g.:

This is not only the case for learners, but all speakers of a language. Indeed as Halliday (1989: 9) theorises, successful communication comes about because:

we know what the other person is going to say. We always have a good idea of what is coming next, so that we are seldom totally surprised. We may be partly surprised; but the surprise will always be within the framework of something that we know was going to happen. And this is the most important phenomenon in human communication. We make *predictions* [...] about what the other person is going to say next; and that’s how we understand what he or she does say [*italics mine*].

Both the text and the footnotes should be justified, so throughout the text word-breaks should be avoided. Meanings should be placed between single quotation marks, whereas highlighted items or items in languages different from the one of the dissertation are in italics. E.g.:

Concerning the semantic distinction between *wilfully* and *willingly*, we find that the *Oxford English Dictionary* provides the meaning of “deliberately [...] occasionally implying ‘maliciously’” for the former.

## **5. Citations**

When referring to a text, indicate the surname of the author followed, in brackets, by the year of publication of the essay, colon, space and page number of the quotation. E.g.:

Thibault (2000: 320) defines phases as [...]

Give page numbers in full, do not use 'f.' or 'ff.'; always give the full author-date citation – do not use 'op.cit.', 'loc.cit', or 'ibidem'.

When referring to several texts, please list them in chronological order. E.g:

In the light of the considerable success in the use of multimodal text-based studies of English and exam-oriented project work in the English classroom (Baldry, 2008a/b; Rizzo, 2009; Baldry and Kantz, 2009, in press; Baldry and Cocchetta, in press), this paper will give a preliminary report of a one-year project involving students at the University of Padua (academic year 2009/2010).

## **6. Tables, graphs and figures**

Text within tables should be ranged left. Numbers should be centred on the decimal point. Do not use colour to indicate different values, but arrange the table and graph so that it is legible in black and white.

Tables, graphs and figures are to be numbered consecutively and be given titles (captions).

These should appear below the table/graph. E.g.:

<i>Central modal verbs</i>	<i>Occurrences</i>
SHALL	246
MAY	41
WILL	6
MIGHT	4
CAN	3
SHOULD	3
MUST	1
COULD	0
WOULD	0

**Table 1.** Number of occurrences of central modals in EModE statutes

## 7. Examples and lists

All examples should be numbered progressively (do not re-start in each subsection). E.g.:

- (1) No thanks.
- (2) No thanks. I mean, that – that water’s been there for ages.
- (3) No.
- (4) No thanks. I’m not – I’m not hungry.
- (5) Uh, no thanks.
- (6) I’ve already had one, thanks.

Items in lists should also be numbered or, alternatively, be preceded by a dot. E.g.:

The film clips present the topic of climate change from various perspectives and cover a number of thematics that mirror the students’ varied interests. Finally, film clips include a number of text genres, in particular Public Information Films, TV and web advertisements and extracts from documentaries; they perform a number of functions, such as:

- calling on either the local/international community or local/international politicians to act (e.g. Clips 77, 87, 97);
- criticising local/international politicians and their inability/unwillingness to tackle climate change (e.g. Clips 41, 124);
- presenting the causes and effects of climate change (e.g. Clips 16, 21, 89);
- illustrating a company's/institution's climate change policy (e.g. Clips 30, 33, 40);
- denying the existence of climate change (Clip 19).

## 8. References

Bibliographical references are listed alphabetically at the end of the dissertation. Please make sure entries correspond to the authors cited in your dissertation. Such entries should include: the surname and full name of the author, followed by the year of publication of the text and other data, as shown in the following examples. E.g.:

i) books:

Baldry, Anthony and Thibault, Paul (2006). *Multimodal Transcription and Text Analysis. A Multimodal Toolkit with Associated On-line Course*. London: Equinox.

Cambria, Mariavita, Arizzi, Cristina and Coccetta, Francesca (eds.) (2012). *Web Genres and Web Tools. With Contributions from the Living Knowledge Project*. Como and Pavia: IBIS.

Eggs, Suzanne (2004). *An Introduction to Systemic Functional Linguistics. Second Edition*. London and New York: Continuum.

Martin, Jim (ed.) (2013). *Interviews with M.A.K. Halliday. Language Turned Back on Himself*. London: Bloomsbury.

ii) articles in books:

Baldry, Anthony (2008a). "Turning to Multimodal Corpus Research for Answers to a Language-course Management Crisis". In Carol Taylor Torsello, Katherine Ackerley and Erik Castello (eds.), *Corpora for University Language Teachers*. Bern: Peter Lang, pp. 226-237.

Baldry, Anthony (2008b). "What is Multimodality for? Syllabus Construction in English Text Studies for Communication Sciences". In Martin Solly, Michelangelo Conoscenti and Sandra Campagna (eds.), *Verbal/Visual Narrative Texts in Higher Education*. Bern: Peter Lang, pp. 229-250.

iii) articles in journals:

Ackerley, Katherine and Coccetta, Francesca (2007). "Enriching Language Learning through a Multimedia Corpus". *ReCALL* 19/3, pp. 351-370.

Flowerdew, Lynne (2009). "Applying Corpus Linguistics to Pedagogy: A Critical Evaluation". *International Journal of Corpus Linguistics* 14/3, pp. 393-417.

iv) internet addresses:

*Puzzle it out - esercizi di traduzione inglese-italiano a cura di G. Palumbo*. Available at: <http://claweb.cla.unipd.it/home/gpalumbo/home.html>. Last access: 6<sup>th</sup> July 2014.

*Rough Guides | World travel guide and reference book publisher*. Available at: <http://www.roughguides.com>. Last access: 6<sup>th</sup> July 2014.