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Faculty 10 – Modern Languages

Department of Linguistics

Seminar: "Formalities and Conventions"

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Notes on the form of scientific writing

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Contents

1 The purpose of a scientific term paper

The scientific term paper involves your own research and analysis, which represents your own research achievement. When writing a scientific paper, you learn

- to work on a topic independently,
- to research a topic and find literature,
- select the essential information from a large amount of information,
- understand complex issues and present them in writing,
- develop questions, design solution strategies and find a solution using scientific methods,
- to argue for a chosen solution,
- express yourself precisely and understandably in written form,
- produce visually appealing typewritten texts,
- Use typesetting programs.

The skills, which you need to write a good term paper is one of the key qualifications that you also need in many jobs.

2 The external form of a scientific work

A scientific work must adhere to formal conditions that ensure legibility, clarity, comprehensibility, and precision. There are certainly various defined standards; the information compiled here is, in any case, applicable to linguistic areas. The following specifications outline the fundamental requirements for formal technical presentation and conventions. Against this backdrop, the content is ultimately evaluated for a work written in Romance linguistics. Existing information can serve as a self-referential formal template. Additional information can be found in the classic Standop (2008), the English-language version of the reference work Gibaldi (2009), and the concise reference Niederhauser (2011).

2.1 Orthography

The choice of spelling is optional. However, the orthographic system used must be consistently applied throughout the entire work. Additionally, eliminate unnecessary typographical errors that may negatively affect the grading by thoroughly reading the paper multiple times and also having others proofread it. Students whose native language is different from the one used in the

term paper, here English, must have their work reviewed for language, style, and content clarity by a native speaker of their language.

2.2 Page format and title page

The page format should be designed with a left margin of 3 cm and a right margin of 2 cm. Choose a common font type (Times New Roman, Arial) of normal size (12 points; headings can be larger), and never use more than three different font types in one work to maintain a consistent appearance. If not absolutely necessary for compelling reasons, it is best to stick to one font type. Use justified alignment, automatic hyphenation, and one-and-a-half line spacing. Include page numbers at the bottom of each page, starting after the table of contents.

Preceding the document, there should be a title page containing the author's information (name, address, email, matriculation number), details about the course (instructor, semester, title), and, of course, the topic of the paper.

Use white A4 paper, printing on only one side. Ensure suitable mechanical cohesion of individual sheets.

2.3 Typographic conventions

Italics should primarily be reserved for expressions in the object language, i.e., language that one is talking about.

> **Example 1**:
> "The French word *vert* ('green') has four graphemes but only three phonemes."

Avoid <u>underlining</u> in the text as much as possible. **Bold face** can be used sparingly to emphasize important terms or keywords. ***<u>Multiple emphases</u>*** should be avoided.

German and English use different quotation marks. For term papers in German, use „xy"; for papers in English, use "xy"). Other quotation marks like the French, such as «xy»should not be used (this often happens when relying on the autocorrect feature of common word processing programs). Glosses that convey the meaning of foreign words are placed in single quotation marks (see Example 1 and Section **??**). Pay attention to the consistent use of the quotation marks here as well.

Hyphens (-) and dashes (en dash –, em dash —) are not the same. Hyphens are shorter and appear without spaces. They indicate the connection between parts of words, such as in hy-

phenation. The en dash is placed between two spaces; the em dash is not surrounded by spaces. They serve mark a break in the sentence or to separate a parenthetical statement from the main sentence (*Glitter, felt, yarn, and buttons – his kitchen looked as if a clown had exploded. / Glitter, felt, yarn, and buttons—his kitchen looked as if a clown had exploded.*). You should be consistently using en dashes or em dashes for this purpose in your English term paper. The en dash also marks the connection between two locations or the duration between two years (Vienna Meidling – Klagenfurt, 2003–2013)). Hyphens and dashes must not be confused. Unfortunately, even in this case, one cannot rely entirely on the autocorrection of word processing programs.

When arranging text material, ensure that no illogical or otherwise disruptive line and page breaks are generated. It is crucial to avoid a page break immediately after a heading, causing it to be isolated in the last line. Starting a new section when only the heading and a single line fit on the same page is also not advisable. Lastly, page breaks within text examples and structure diagrams should be avoided. In such cases, common word processing and typesetting programs allow you to keep the paragraph on one page. Undesirable line breaks, such as after an equal sign, can be prevented by using non-breaking spaces.

2.4 The table of contents

The table of contents should, on one hand, serve as a reference point for the readers of the work, i.e., it should be provided with right-aligned and dotted page references. On the other hand, it should reflect the structure and content subdivision (left-aligned).

Use decimal point numbering (see the structure of the current guide for reference). It should be noted that the introduction should be placed under point 1. If there is a point 0, it is exclusively reserved for content unrelated to the theme of the work (preface, dedications, personal anecdotes, etc.[1]).

2.5 Footnotes (notes)

Footnotes can be inserted into the main text, but should be used sparingly. They should appear at the bottom of the respective page. Footnotes are meaningful when there is important additional information[2] that might disrupt the linguistically logical flow of the main text or does not di-

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[1]However, such prefaces are less common in scientific works of smaller scope, such as term papers.

[2]By the way, you'll also find a few footnotes with such additional information in these guidelines.

rectly relate to the central topic. With the short citation style (see Section 2.6.1), **bibliographic references no longer appear in the footnotes**.

2.6 References in the running text

2.6.1 Short citation

In modern linguistic works, the short citation style takes the form (Author[s] Year: Page number). The works cited in this way must be fully referenced in the bibliography.[3]

For shorter quotations enclosed in double quotation marks within the running text, this information appears after the quote (see Example 2). For non-literal references, it is placed at the end of the relevant text section (see Example 3).

> **Example 2**:
>
> In the framework of French, warrants are defined as follows: "As warrants, they [designations for products] give the product the market value of a branded article," emphasizing that they are typically used in advertising language without an article, similar to personal names (Weinrich 1982: 295).

> **Example 3**:
>
> In research, a compositional analysis of auxiliary verbs is also proposed, where Latin *habere* 'to have' is interpreted as *esse(re)* 'to be', incorporating a kind of clitic possessive pronoun (see especially Kayne 1993).

Lengthy quotes (more than three lines) are usually indented, set in a smaller font (10 points), and with single spacing between lines. Quotation marks are omitted, and the citation is placed at the end of the paragraph.

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[3]In general, you should personally have inspected all literature references and the resulting sources. If, in exceptional cases, this was not possible, indirect referencing is allowed, such as "(see Roberts 2003: 14, as cited in Müller 2008: 14)" or "(Roberts 2003: 14, indirectly cited in Müller 2008: 14)". Both the personally inspected title Müller (2008) and the title not personally consulted, Roberts (2003), must have complete bibliographic information and be accessible in the bibliography.

Example 4:

It naturally raises the question of what constitutes a grammar that meets the requirements of a system for the effective creation of automatic translations. Allen, for instance, summarizes these necessary properties as follows:

> "In constructing a grammar for a language, you are interested in generality, the range of sentences the grammar analyzes correctly; selectivity, the range of non-sentences it identifies as problematic; and understandability, the simplicity of the language itself. In small grammars [. . .] one structural analysis of a sentence may appear as understandable as another [. . .]. As you attempt to extend a grammar to cover a wider range of sentences, however, you often find that one analysis is easily extendable while the other requires complex modification. The analysis that retains its simplicity and generality as it is extended is more desirable." (Allen 1995:44)

Given this, it becomes clear that this is the age-old problem of algorithm complexity, which is always in an inversely proportional relationship to the data.

Exact quotations should generally be used only when the exact wording is crucial. In most cases, a short quote is preferable (see Example 2). It is always preferable to express information in one's own words. In any case, a reference to the source must be provided at the end or when announcing the reproduction (see Example 3).

2.6.2 Omissions in the quote

When omissions are made in quotes, these should not alter the meaning and must be clearly indicated by using ellipses [...] (see Example 2 and 4 under Section 2.6.1).

2.6.3 Insertions, emphases, clarifications in the quote

If the author of the scientific work adds their own explanatory or emphasizing remarks to a quote, they must also make this clear. The same applies to a possible translation of the quote.

Example 5:

Chomsky describes this similarly: "The [human] language faculty has at least two components: a **cognitive system** that stores information, and **performance systems** that access that information and use it in various ways" (Chomsky 1995: 2; emphasis mine).

In this case, the text enclosed in square brackets and the bold emphasis were added by the author (see also the explanatory addition in Example 2 under Section 2.6.1).

2.7 Special features in text design

2.7.1 Foreign expressions

Foreign language expressions in the running text that are considered not integrated into the English (technical) language are marked by italicization.

Example 6:

The distinction between *signifiant* and *signifié* plays an important role here.

Avoid using foreign language expressions when there are well-established equivalents in English or when they can be easily translated into English. Analogous rules apply to papers written in German.

2.7.2 Language material

In a linguistic work, frequently used language material must also be marked. The following conventions apply:

- General language material: *italicized*
- Phonetic or phonological transcriptions: in phonetic symbols or notation, use /x/ for phonological notations and [x] for phonetic notations
- Meanings: in single quotation marks
- Graphemes: <in angle brackets>

Example 7:

The Italian word *inquinamento* means 'environmental pollution'. Before /e/ and /i/, the Latin /k/ is palatalized to [ch]. Since the spelling reform in Germany came into effect, the spelling <*dass*> of the word *dass* ('that') is now correct."

The linguistic expressions one writes or talks about are referred to as the object language. Longer expressions in the object language, enumerations of expressions, or language examples with translations are placed in separate lines. These lines are separated from the text by a blank

line before and after the example. These examples are numbered in Arabic numerals contained in round brackets. Content-related examples can be assigned alphabetical subheadings to an Arabic numeral followed by a dot <.>.

In the example in (1), we see which sentence parts can undergo wh-movement.

(1)   a.   Who wants to walk their dog by the Danube?

          b.   Where does Peter want to walk his dog?

          c.   Whom does Peter want to walk by the Danube?

                (i)   Peter wants to walk his dog by the Danube.

                (ii)   His dog.

The question in (1-b) shows wh-movement of an adverb.

Foreign language examples, especially those involving less well-known languages, should be structured as follows:

In the first line, provide the language example. In the second line, offer an interlinear word-for-word translation, known as the gloss. Morphological structures of foreign words should be represented in the gloss as much as possible, with morphemes separated by hyphens. If the morphological structure of the foreign word is synthetic, it should be decomposed in the gloss, using dots between individual morpheme labels. These conventions are illustrated in the Latin example in Example 9. In Example 10, only the currently relevant phenomena are grammatically labeled in the glosses. In the third line, present a paraphrased translation in single quotation marks.[4]

Example 9:

(2)   Non schol-ae   sed   vit-ae   disc-imus.
        NEG school-DAT but.instead life-DAT learn-1PL.IND.PRES.AKT
        'We don't learn for school, but for life instead.'

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[4]Conventions for glossing language material, which often involve theoretical considerations, can be found in the so-called *Leipzig Glossing Rules*, see Comrie et al. (2009).

Example 10:

(3)   In Sardinia non **bi** *sunt* duas linguas, ma   duas traditiones
        in Sardinia not LOC be PL two   languages but two
        graficas.
        traditions graphic
        'In Sardinia, there are not two languages, but two orthographic traditions.'

2.7.3 Tables and figures

Tables and graphics can either be integrated into a continuous numbering system, which encompasses language examples, tables, and graphics alike (i.e. "(1)" etc.), or they can be individually numbered, for example, "Figure 1", "Table 1", etc. Figures and tables, as inserts, interrupt the flow of reading. Therefore, they should, in terms of font and form, maintain coherence with the rest of the work by being harmoniously inserted into the layout and not disrupting page proportions. The use of figures assumes their flawless quality. Font type and size should correspond to the values of the base font. The text in the table header can be larger or smaller.

When designing graphics (e.g., tree structures), graphical principles should be adhered to. Crooked or unbalanced syntax trees, overlapping lines, and other violations diminish the quality of a scholarly work. Always strive for a clear presentation; tables and graphics should be self-explanatory and informative independently of the surrounding text. Abbreviations, if used, should be explained in a legend when necessary.

2.8 The bibliography

2.8.1 Structure of a bibliographic entry

A bibliographic entry must contain all the essential information necessary to locate and verify the respective source. Additionally, it serves as a full reference for the abbreviated citations used in the text. Therefore, when there are multiple publications by the same author in the same year, a distinction must be made, for example, Chomsky (1986a), Chomsky (1986b).

The key components of a bibliographic entry that meet these requirements are the author's name and first name (or editor's names), publication year, and title.

2.8.2 Independent vs integrated pieces of work

In addition, there are other important details to consider: First, it is formally necessary to distinguish between independent works (monographs) and dependent works (articles in anthologies, Festschriften, conference proceedings, journals). Independent works always appear in italics (including journal titles!). Dependent works are usually enclosed in double quotation marks (but not always, see, for example, the Unified Stylesheet for Linguistics 2007).

Independent works include the above components plus the place of publication and the publisher, and possibly the edition (if it isn't the first edition, see Haegeman 1994 in Example 11). Dependent works must include the independent work or the journal in which it appeared, as well as page numbers. For journals, additional information such as volume number (sometimes also issue number) and year must be provided.

Further additional information is possible, such as series number, translations, publication elsewhere, etc. If an author appears multiple times in the bibliography, the name can be replaced with slashes as placeholders from the second entry onwards. First names of authors may or may not be abbreviated.

The punctuation between the various components of a bibliographic entry varies from convention to convention. It is important to maintain homogeneity and consistent implementation of the chosen formal criteria. All bibliographic entries end with a period. The following examples comply with the formal requirements of the APA guidelines.

Example 11:

Ambar, M. (1992). *Para uma Sintaxe da Inversão Sujei to Verbo em Português*. Lisbon: Colibri.

Álvarez Blanco, R., H. Monteagudo & X. L. Regueira (1986). *Gramática galega*. Vigo: Galaxia (= Biblioteca básica da cultura galega, Manuais).

Chomsky, N. (1973). "Conditions on transformations". In S. Anderson & P. Kiparski (eds.): *A Festschrift for Morris Halle*. Holt, New York: Rinehart & Winston, pp. 232–286.

Chomsky, N. (1986a). *Knowledge of Language*. New York: Praeger.

Chomsky, N. (1986b). *Barriers*. Cambridge, MA: MIT Press.

Chomsky, N. (1995). *The Minimalist Program*. Cambridge, MA: MIT Press.

den Besten, H. (1981). "Government, syntaktische Struktur und Kasus". In M. Kohrt & J. Lenerz (eds.): *Sprache: Formen und Strukturen, Akten des 15. Linguistischen Kolloquiums Münster 1980, Vol. 1*. Tübingen: Niemeyer (=Linguistische Arbeiten 98), pp. 97–107.

Haegeman, L. (1994). *Introduction to the Government & Binding Theory* (2nd edn.). Oxford, UK & Cambridge, MA: Blackwell Publishers.

Pollock, J. Y. (1989). "Verb Movement, Universal Grammar, and the Structure of IP". *Linguistic Inquiry 20*(3), 365–424.

Radford, A. (1988). *Transformational Grammar: A First Course*. Cambridge Textbooks in Linguistics, Cambridge University Press.

Shieber, S. M. (1986). *An Introduction to Unification-based Approaches to Grammar*. Stanford ICA: Stanford University, Center of Study of Language and Information (= CSLI Lecture Notes, 4).

The following examples follow another, also widely used format for bibliographic information. Again, it is essential to decide on one variant, adhere consistently to it, and avoid mixing different conventions!

Example 12:

Alboiu, Gabriela, Virginia Motapanyane. 2000. "The generative approach to Romanian syntax: an overview". In: Virginia Motapanyane (ed.): *Comparative Studies in Romanian Syntax*. Dordrecht: Elsevier, 1–48.

Cornilescu, Alexandra. 1998. "Remarks on the Syntax and the Interpretation of Romanian Middle Passive SE Sentences". *Revue Roumaine de Linguistique* 43, 317–342.

Cornilescu, Alexandra. 2002a. "Rhematic focus at the left periphery: The case of Romanian". In: Claire Beyssade et al. (eds.): *Romance Languages and Linguistic Theory 2000*. Amsterdam: Benjamins, 77–91.

Cornilescu, Alexandra. 2002b. "On Focusing and Wh-Movement in Romanian". *Balkanistica* 15, 103–127.

Heim, Irene. 1982. *The Semantics of Definite and Indefinite Noun Phrases*. PhD thesis, University of Massachusetts, Amherst.

Hinterhölzl, Roland & Svetlana Petrova. 2008. "From V1 to V2 in Older Germanic". Ms., Humboldt-Universität zu Berlin.

Lehmann, Alise & Françoise Martin-Berthet. 2007. *Introduction à la lexicologie: Sémantique et morphologie* (2nd edn). Paris: Colin.

Stavinohová, Zdeňka. 1978. *Les temps passés de l'indicatif dans le français contemporain*. Brno: Univerzita J. E. Purkyně.

Thomaßen, Helga. 2004. *Lexikalische Semantik des Italienischen: Eine Einführung*. Tübingen: Niemeyer. (= Romanistische Arbeitshefte 47)

2.8.3 Internet references

As the internet is a fast-paced medium, citing relevant sources raises new questions. However, some conventions have become established. To present internet references in the bibliography, you can follow recommendations from the *IASLonline* website (see the references to this guide).

When citing internet sources, provide the author(s) and title as usual. It is essential to provide a complete and detailed URL to make the source traceable. Accurate date information is also crucial. Ideally, specify the date when the accessed file was uploaded to the internet or last revised. In any case, you must indicate the exact date on which they accessed the file. Instead of page numbers, use references to chapter numbers, subheadings, footnote numbers, etc. This does not apply to citing PDF files because page numbers are stable thanks to pagination.

The following examples illustrate the most common cases when citing internet sources:

Whole Website:

Romanistik.de (June 07, 2009) <`http://www.romanistik.de/`> (June 08, 2009)

Page/Article within a Website (without Author):

"Termes régionaux de Suisse romande et de Savoie" (June 22, 2007) <`http://henrysuter.ch/glossaires/patois.html`> (June 08, 2009)

Page/Article within a Website (with Author):

Lartigue, Philippe: "Origine et limites de la langue gasconne" (December 14, 2008). In: *Conservatoire du patrimoine de Gascogne.* <`http://www.conservatoiregascogne.org/Documents/lartigue.html`> (June 08, 2009)

Quote from a PDF Document:

Mottini, Carla: "Tedeschismi nel dialetto di Livigno", p. 4 (April 03, 2007). In: *Alta Valtellina da conoscere.* <`http://www.altavaltellinacultura.com/_manage/upload/Bollettini/09%20Mottini%%--%20tedeschismu.pdf`> (June 08, 2009)

Page/Article without Page Numbers: "Usos del pronombre personal se". Section "Indicador de voz media". In: *elcastellano.org. La página del idioma español.* <`http://www.elcastellano.org/pronombr.html`> (June 09, 2009)

Article in an Online Journal: Akissi Boutin, Béatrice: "Possessive pour in the French Lexicon of the Ivory Coast and Language Contact". In *Linguistik Online* 30, p. 13 (01/2007) <http://www.linguistikonline.de/30_07/boutin.pdf> (June 09, 2009)

3 The content structure of a scientific work

3.1 The research question

A term paper has a topic and a research question. The research question should be developed by the student, in consultation with the instructor. Merely summarizing research literature is not sufficient. The research question should be chosen in such a way that it

- is answerable within the scope of the paper
- can be addressed with the available methods
- can be completed within the available time,
- leads to new insights
- is deemed "interesting." The reasons for the question's interest should be explained in the introduction.

The topic and research question of the paper must be discussed with the instructor.

3.2 The content structure of the text part

The text part of a scientific work should discuss the topic clearly and well-structured, providing a quick orientation to the treated subject area. In an introductory section (Introduction), the scope of the work is defined, and the goal and purpose of the work are presented. Additionally, the theme and research question can be contextualized within a broader framework. At the end of the introduction, the further structure of the work is outlined.

The main part of the work consists of individual chapters, ideally balanced in their scope and focused on content, arranged in a meaningful sequence. The structure of the main part is derived from the research question. The organization of the text should be frequently highlighted. Possible formulations include, for example, "In this section, it was shown that ... The following section will explore whether..." A good structure, transparent to the reader, helps avoid the common mistake of repeating the same information at multiple points in the work.

Finally, every work should conclude with a closing section under a thematically appropriate heading, providing a retrospective summary of the central results and offering possible outlooks. Such an outlook may refer to open questions or questions raised by the new findings of the work. The term paper may possibly include an appendix in which the most important results are listed in tabular or list form.

In general, the text body should be divided into paragraphs beyond the sections marked by headings. A paragraph graphically reflects a logical unit of content. Do not follow the practice of starting a new paragraph after every sentence!

3.3 Language, style and terminology

Pay attention to spelling, punctuation, and linguistic expression. Spelling and punctuation errors are very serious. A written term paper that contains an excess of spelling and punctuation errors is not finished and needs to be revised (Excess: more than 4 errors per page). Use the automatic spell check, but be vigilant.

It goes without saying that a scientific text should only contain grammatically correct sentences. This includes, for example, the use of cases, sentence structure, and word choice. Here are a few pointers:

- Write short sentences!
- Use conjunctions that clarify the content relationships between the sentences!
- Write clearly and omit what you yourself do not fully understand!
- Avoid colloquial expressions! Your work should be written in a formal style (incl. *do not* instead of *don't* etc.).
- Pay attention to the correct use of words! For words that are rarely used or whose meaning is not entirely clear, consult a dictionary.
- Avoid word repetitions, but not at any cost. Often, a look into a thesaurus is helpful.
- Provide as many examples as possible and always support statements about language with concrete linguistic data.
- One prerequisite for expressing yourself clearly is knowing what you want to say.

If a situation can be expressed without the use of terminology, it is better to avoid terminology and use neutral expressions. However, situations often require the use of the corresponding technical term. In such cases, the use of terminology is necessary. In any case, all technical

terms should be defined when first used in the text. If the terms are central to the topic and question, they can be introduced and defined in a separate section. The correct use of technical terms is one of the criteria for evaluating written term papers, theses, and final exams.

3.4 Your own work vs. work of others

Foreign thoughts and statements must be precisely separated from one's own thoughts and ideas in a written paper, as well as in a scientific essay and any other written document. For anything taken verbatim or in essence from others, the source must be indicated. The source is usually given in the running text. Whenever the author of a work presents facts that cannot be accessible through personal observation, they must indicate the source of their knowledge.

> **Example 13**: In 1971, Lucania had more than 600,000 inhabitants (Lüdtke 1979: 6).
>
> The province of Cuneo is the largest in Piedmont (Berruto 1974: 12).
>
> The phoneme inventory of Tuscan is identical to the phoneme inventory of Standard Italian (Giannelli 1976: 24).

In case of doubt, the work should contain too many rather than too few source references. It is easy to forget to indicate the source while writing the paper, possibly due to inaccurate notes taken during the reading of literature or simply due to lack of attention. This unintentional form of plagiarism is no less serious than intentionally omitting source references to make the work appear more original than it actually is. However, works consisting mainly or entirely of quotations do not represent an independent scholarly achievement and are consequently graded accordingly.

If statements from another author are taken verbatim or in essence without indicating the source, it constitutes plagiarism. Plagiarism is an attempt to deceive and can lead to serious consequences, as is now known from politics!

3.5 Literature

The literature that must be considered for the term paper may be specified by the lecturer. However, typically, the author themselves identifies the relevant literature for their topic and

question. In this case, it is the responsibility of the students to gain an overview of the relevant literature for their topic and question.

For students seeking literature on a specific topic, two problems usually arise. Firstly, the literature covering the topic broadly is extensive and overwhelming. Secondly, there may be no literature specifically addressing the topic. The only solution to this problem is to conduct a thorough literature search, reviewing as much literature as possible to quickly identify the irrelevant parts for the work.

Literature related to the topic of a paper can be found in bibliographies (such as the *MLA International Bibliography*, accessible in electronic form within the University of Frankfurt's network). It may also be helpful to search the library catalog using keywords related to the topic. Once a relevant text is found, one can use the literature references in that text to search for further relevant literature.

Linguistic dictionaries (e.g., Bußmann's *Dictionary of Linguistics*, see Bußmann 2008, or the *Metzler Lexicon of Language*, see Glück 2010) can also be helpful as they list current or particularly relevant literature for a topic at the end of each article. Information from the internet can be interesting but may also be misleading or incorrect. Caution should be exercised, carefully distinguishing between scholarly literature and non-scholarly texts.

The author must review more literature than they will actually consider when composing the paper. Before reviewing, they need to select the most important and relevant works from the potentially relevant ones.

Possible criteria for selection may include:

- Publication year: The more recent, the more current (but not necessarily better!)
- Place of publication: Has the title been published in an important academic journal or by a reputable academic publisher? Or is the title more likely to be found in a less-read journal or from an insignificant publisher?
- Author: Is the author a well-known scholar? Have they published other articles or books on similar topics?
- Title: Does the title suggest that the paper's theme aligns closely with the main theme of the work? Or does the title imply that the paper only touches on the theme of the work in passing?

4 Summary

In the spirit of the self-referential nature of the present guidelines, you will find a summary at this point, which, of course, resembles more of a placeholder text. The summary of an actual scientific work is of great importance and, of course, filled with substance.

In these guidelines, the purpose and significance of a scientific work were initially outlined. The focus was on the essential knowledge and skills one acquires when composing such a piece. The second part of the guidelines provided an overview of basic conventions in terms of formatting. It was repeatedly emphasized that there is generally no single universally applicable norm to rigidly adhere to, but rather consistency and scholarly care are required, allowing for an individualized approach. Subsequently, attention was given to aspects of content, touching upon the significant process of choosing a topic and locating suitable research literature.

Another central point was the unwavering emphasis on the necessity to separate and appropriately label one's own ideas from external sources. Finally, these guidelines aimed to illustrate that the described conventions are not intended to harass the authors of scientific texts but significantly contribute to showcasing the fruits of their labor appropriately and presenting them in an engaging manner to the readers.

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