Style Tips

When referring to a word itself, use italics (or underlining if hand-writing).
When referring to the meaning of a word (its gloss), use *single* quotation marks.
When quoting someone or providing a colloquial translation, use *double* quotation marks.
When utilizing an emphasized or important word in your prose, use bold (but sparingly).
Always provide translations of non-English words.
Number all examples introduced, and set them apart from the paragraphs that contain them.

Example:

In everyday speech, speakers of German do not typically use the simple past tense (like English *sat*, *played*, or *sang*). They utilize, instead, the auxiliary verbs *sein* ‘to be’ and *haben* ‘to have’. In English, this would be equivalent to the perfect *aspect*, which is different from *tense*. So when Dr. Lee-Schoenfeld says, “Ich habe den Film gesehen”, this can be translated as ‘I have seen the movie’ or ‘I saw the movie’. Note the following examples:

(1) Sie sind gelaufen.
   they have run
   ‘They have run./They ran.’

(2) Du hast Blumen gepflückt.
   you have flowers picked
   ‘You have picked flowers./You picked flowers.’

Use numbering consistently. You can utilize the numbering provided on the assignment sheet, but since your paper should stand alone, you can take the opportunity to create your own numbering. This may become particularly important when you have to mix your own data with the data provided.

Set rule-proposals apart from the paragraphs that contain them. Use the class’s English grammar (posted online on eLC) as a guide to writing your rule-proposals and developing grammars for foreign languages.

Take a moment to thank those who helped you with this assignment. Not only is this giving credit where it is due, but claiming a group-effort as entirely your own is dishonest.

Cite any outside sources that were used. For this class, however, you should have little to no citations of this sort. We often take foreign data and present it in a simplified manner on the assignments. Using outside sources may be detrimental to the assignment.