

# Guide

*How to plan and write a term paper*

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**This guide is intended to help students prepare term papers (particularly for the AWP subject for the Career Service at DIT). We lay no claim to its being exhaustive or universally valid.**

**All copies of any kind, even parts thereof, require the author's consent.**

## Contents

1	Writing skills also pay off in professional life	3
2	The right topic	3
3	Literature research	4
3.1	Where do you start? .....	4
3.2	Literature research using online databases.....	5
3.3	How long should the list of references be? .....	5
3.4	Literature analysis.....	5
3.5	Helpful mind maps.....	6
4	The outline	6
4.1	The introduction.....	7
4.2	The main body .....	7
4.3	Conclusion .....	8
5	Writing	8
5.1	Writing clearly .....	8
5.2	Citations and footnotes .....	9
5.3	Direct and indirect citations .....	10
5.4	References and lists of references .....	12
5.5	Diagrams, figures, tables .....	13
5.6	Some orthographic conventions.....	14
6	Final editing	14
6.1	The table of contents.....	15
6.2	The outward appearance .....	16
6.3	Checklist for when you have finished writing .....	17
7	Literature recommendations	17
8	List of online tips	18

## Writing skills also pay off in professional life

Writing is something that has to be learned: there are a couple of rules to take note of before you sit down and start writing. Ultimately, **writing and text comprehension skills** are a key qualification on the labour market.

A term paper must follow scientific methods to a certain degree, contain original thoughts, be thoroughly researched and satisfy the formal requirements of a research paper. However, it does not have to be of marked scientific relevance. You should avoid using the first-person perspective, either in the singular or plural. This is just as unsuitable for a term paper as are colloquial expressions.

Let us comment on the use of language in this guide: in our opinion, descriptions like author, reader or supervisor are **generic** and gender-neutral.

### 1 The right topic

The search for a suitable topic is the core concern and of the utmost priority, and it is up to each individual person to think about it. The topic should be designed so that it can be completed in **three weeks** of continuous work.

Here are two questions to ask yourself in this phase:

#### How much time do I have?

It takes a great deal of time to conduct your own field research in order to gather the data you need, and this is recommended more in the case of a Bachelor's thesis. For shorter research papers, it makes sense to fall back on data that already exists. In principle, it must be possible to narrow a topic down and deal with it in the time available.

#### What are my strengths?

The topic should suit the person dealing with it and seem interesting to that person. It should accommodate his/her personal experience.

Criteria for a good topic: important – interesting – suitable for the level
-----------------------------------------------------------------------------

Don't just look for a topic, but search for a theme.  
What questions come up? What possible approaches are there?

## Term paper preparation phases

Phases and steps	Time allocation	What and how
Searching for and choosing topic	approx. 5 %	Search according to own interests, preferences or strengths
Literature research, sourcing and evaluating the literature	15 – 20 %	Important to search carefully, and particularly to find <b>current</b> literature. Count yourself lucky if you find an article giving an overview!
Creating an outline	5 %	First, a rough outline that is significant and reflects the logical structure of the paper
Further evaluation and text creation	50 %	Interpretation and critical evaluation of the results, taking into account the objective and working hypothesis
Final editing	15 – 20 %	Formal and stylistic revision

## 2 Literature research

What does literature research mean? It is the search for sources, i.e. texts, that deal with the topic or field. Here, it is important to know the right ways and strategies to conduct the search.

First of all, you must work out where to find them and sound out the possibilities for sourcing the literature.

Dealing with the relevant literature forms the basis for your own concepts and ideas.

### 2.1 Where do you start?

There is no one-size-fits-all approach, but you can never go wrong if you start with your university library.

#### **Get an overview of the university library.**

It is recommendable to start off by looking through the most recent journals before applying yourself to a systematic search. Keep a special eye out for titles, topics and bibliographies.

... in the library

WHATEVER YOU DO, be sure to make a note of all sources that will be named in the list of references and quoted – this must include the author, title, place and year of publication and page numbers.

#### **Start with one source and progress bit by bit.**

... one step at a time

If you find a book or scientific article on the topic, look at the literature cited in it and follow it up. That way you will find the sources that are frequently cited. The disadvantage of this method is that you miss literature that is not cited.

## 2.2 Literature research using online databases

To save time when researching suitable literature, you can access online databases. Here are three examples:

- OPAC (general book search at the DIT)
- Gateway Bayern (inventory of all academic libraries in Bavaria)
- Specialist databases like WISO or Perinorm that cover a specific topic

Another online database you can use: Google Scholar. Great research tool for academic sources!

You should clearly establish beforehand what key words will be searched for, how up-to-date the literature should be and what kind of publication is accepted. Keyword searches and free searches yield particularly fast results here. On this basis, the search can be refined by using keyword chains, operators and wildcard characters to get more detailed results.

We do not go into any more detail regarding the search possibilities in online databases at this point, but refer to the excellent training opportunities offered by the university library (see link in 8.).

## 2.3 How long should the list of references be?

A question that is frequently asked is: What is the minimum number of entries my list of references has to contain? Generally speaking, all books and articles cited in the body of the text have to be mentioned in the list of references. Hence, it should contain all the works that have been analysed. How many that is depends on the topic. Here, you can apply the motto: “better too many than not enough”.

In the literature research phase it proves useful to have clearly established the objective of the paper. If you adhere closely to the questions specified, it will prevent the search from getting out of hand and ensure that you do not get bogged down. In the case of general sources and dictionaries or encyclopaedias etc., restrict yourself to one to two entries. Furthermore: Wikipedia is not a legitimate source for scientific papers!

## 2.4 Literature analysis

It is not laid down whether the literature analysis should come before drafting an outline or after, or whether it should be interspersed repeatedly. However, you should start with the analysis of the current literature, as this will already have dealt with earlier publications on the topic. That way, you will gain access to the topic and a good overview more quickly, and hopefully you will also soon find a suitable outline for your topic.

begin with the current sources

With regard to the literature analysis, apart from reading you have to:

- chart thought processes
- pursue ideas, motifs and approaches
- contrast statements, factual correlations and descriptions

- prepare overviews
- formulate summaries

## 2.5 Helpful mind maps

There are thousands of thoughts buzzing around our brains. Often, only a few moments elapse between us thinking of something and forgetting it again. That's the way some strokes of genius unfortunately fall by the wayside again. So grab a piece of paper and note down the thought. However: lots of thoughts = lots of notes = lots of confusion!

It doesn't have to be that way though. **Mind mapping** is a possible solution for holding onto your thoughts and storing them in an orderly fashion.

Mind mapping is a working method that connects more efficiency with more creativity while simultaneously enabling greater clarity and precision of thought. So how do you go about it?

- Turn a piece of A3 paper sideways – note down the keyword in the middle, e.g. “holiday”
- Let your mind do free association for five minutes and write down every idea that comes to mind; draw a branch leading into the centre for each idea
- Out of all the terms, select four to six as umbrella terms for the main branches
- Take a new sheet of paper, write the keyword in the middle again, attach main branches and add other branches
- “Embellish” the branches, making them finer as they move outwards, e.g.: “countries – sun – Mediterranean – Italy”
- Capital letters, colours and symbols will make the mind map clearer.

**Mind maps prove useful in the different work phases:** at the beginning, when it is a question of setting down your first thoughts on the topic; before writing, as a help to get started with formulating ideas, to recognise new connections and to give you ideas; and at the end as a memo to avoid omitting important steps.

## 3 The outline

The outline is the table of contents, so to speak. It defines the area included in the paper. By drawing up the outline you are making the most important preparation for the concept of your paper. First of all, you make a rough draft. The final outline is not established until you have started writing, but there is nothing to stop you changing it again while you are writing the paper.

To create the rough outline, work through the following steps:

- Analyse the topic
- think about it

<p>A good outline is</p> <ul style="list-style-type: none"> <li>- clear</li> <li>- logical</li> <li>- homogenous</li> <li>- well-structured</li> </ul>
--------------------------------------------------------------------------------------------------------------------------------------------------------

- organise it
- draw up your first draft.

The outline must reflect the content of the paper. It is the framework for working and developing the topic, but it also provides an orientation for the reader. A stringent, well-thought-out outline makes it much easier to do the other parts of the paper. Therefore, the outline should be clear and well-structured, and not too long.

The framework of the paper

The rough progression of the structure of a paper:  
introduction – main body – conclusion

### 3.1 The introduction

Depending on the topic, the **introduction** and leading up to the topic can involve the following aspects:

- Origin of the problem
- Objective or object of investigation
- Current relevance of the topic
- Reason for selecting and treating the topic
- Demarcation or delimitation of the topic
- Explaining the approach
- Establishing definitions

The INTRODUCTION presents the relevance of the topic.

**Empirically, the introduction is first written as a rough draft and is not formulated properly until the paper is completed.** The introduction must always include the presentation of the **problem and the objective**.

The introduction should be used to pique curiosity and maintain the reader's interest, e.g. with references to current topics or events or newspaper articles. Nevertheless, you should get to the actual topic quickly.

### 3.2 The main body

The following are included in the **main body** of the paper, the actual development of the topic:

- Analysis of the problem
- Presentation of the research method
- Demarcation of terms and establishing definitions
- Your own approach (possibly with recommended action)

The MAIN BODY is the heart of the paper.

### 3.3 Conclusion

The **conclusion** contains:

- Evaluation and conclusions
- Outlook
- Summary
- and might classify the result in relation to the current state of knowledge or contain an indication of further questions

All's well that ENDS well

Every paper needs a conclusion containing a summary of the results. It is important to **ensure the quality of the paper right up to the conclusion**, if only because some readers tend to read the conclusion first to determine the value of the paper.

#### **Professional tips:**

- Briefly explain the structure of the paper in the introduction.
- Avoid section titles like “Introduction”, “Main body”, “Conclusion”; objective formulations such as “Outlook” instead of “Conclusion” are more informative.

## 4 Writing

What processes occur when you start writing?

- |              |                                                                              |
|--------------|------------------------------------------------------------------------------|
| Preparing:   | the material is searched for in your memory and structured, goals are formed |
| Formulating: | the thoughts are converted into sentences                                    |
| Editing:     | what you have written is read through, evaluated and corrected.              |

As easy as that sounds: writing is actually a very challenging, complex process that requires a high level of concentration, is strenuous, and can be very tiring after a while.

The actual text itself poses the greatest challenge: the structure should be clear, the composition logical, and also readable, stylistically and linguistically sound, and perhaps even exciting or at least interesting from start to finish as well. These complex requirements can by all means be overcome if you observe a couple of rules.

### 4.1 Writing clearly

The most common mistake people make is to write sentences that are too long and convoluted: using complex sentence structures and cumbersome formulations can result in important statements being concealed in subordinate clauses, in the wrong place in the text or right at the end, which can lead to considerable limitations regarding how clear and understandable the text is. Do you see?



**Ideal sentences:**

as short and simple as possible, varied,  
unambiguous,

Be BRIEF!

A sentence is the perfect length if it is easy to read, understand and remember. All that is required to achieve this is an average of 16 to 20 words.

The precept of brevity not only applies to sentences but also to words.

Avoid very  
complicated  
sentences!

A conglomeration of several subordinate clauses makes the information unnecessarily dense. Simple compound sentences are better because they are easier to understand. Authors of scientific texts often assume that the more complex the text is, the more precise the information is. However, unnecessary precision in the text should be dispensed with in favour of clarity and readability.

Complex formulations	Simple alternatives
thusly	in this way; like this
to exercise profit-taking	to take profits
in a few exceptional cases	rarely
is of little significance	says little
throughout an extended period	for a long time
to have knowledge about	to know

**Some criteria regarding good style:**

- Write in a way that is understandable and interesting
- Avoid foreign words and jargon requiring explanation the first time it is used
- Avoid abbreviations or explain them, at least the first time they are mentioned
- Form straightforward sentences.

**4.2 Citations and footnotes**

Be careful: these  
citations  
recommendations are  
not APA Style. Always  
check with your  
lecturers about the  
citation style required.

Claiming others' thoughts as your own is seen as a deadly sin in all scientific work. It is not only embarrassing if copying is discovered – it can also have serious consequences.

Your own work in a paper consists of reading and processing sources and interpreting them in relation to your own topic.

“Copied? It’s not  
MY fault it  
already exists  
in English!

**Citations are**

- EVIDENCE provided to support all facts in a paper
- REFERENCES for arguments, hypotheses, definitions
- STARTING POINTS for further studies.

How many citations are necessary depends on the topic: a literature research paper will certainly draw on more citations than a paper which is highly related to practice. If there is a comprehensive body of literature on a topic, making citations will very much involve selection and summarising.

#### **Citations, footnotes and literature references ensure the**

- confirmability
- understandability
- completeness
- classification and
- originality of the presentation and treatment of the topic.

Attention: footnotes citations are not allowed in APA Style. When in doubt, always consult with your lecturer.

#### **The method of citation should**

- be uniform – and consistent
- make it possible to find the source easily.

In principle, you have to provide proof of **EVERYTHING** in a written paper apart from

- information that is taken for granted or common scientific knowledge
- your own considerations, thought processes or conclusions.

Copyright also has to be taken into account: you should get prior permission to use photos, city maps, excerpts from brochures, and everything you copy from other people's work and wish to incorporate in your term paper. You should at least consider protecting copyright, as infringements can be expensive.

### **4.3 Direct and indirect citations**

A **citation** expresses another person's idea, statement or thought, whereby it is necessary to pay attention to the context in the original.

A direct citation is the use of a passage word for word, which also means that all punctuation marks and emphases, and errors where applicable, are included as well. Recognised errors can be marked [sic] (i.e. 'really like this') or [!], so that it is clear that the mistake did not occur when you were copying it.

Direct citations

Example: "Einstein hereby proposed the relative theory [sic]."

Direct citations are set in inverted commas.

Omissions within a direct citation are indicated by three dots (usually without brackets):

Example: "This definition ... continued to influence all further research."

At the beginning and end of a citation, upper and lower case letters and punctuation can be adapted to fit your own text.

- Direct citations should never be longer than two or three sentences, and only be drawn on in the case of particularly relevant considerations, the first remarks made about a problem, or a particularly apt definition.

- Direct citations that take up more than two or three lines are indented, narrowly spaced and written in a smaller font.

An indirect or rough citation expresses another person's statement in your own words and is incorporated into your own argument. No special indication is made here, but again, the reference must not be left out.

Indirect citations

It is always advisable to cite the original text. Only then can you be sure that you are really citing correctly, know the context, and can take it into account if necessary. If you can no longer draw on the original for whatever reason, the citation should be included with the indication: "cited according to" or "cited from...".

While the source is always given in full in the list of references, only short references are usually used in the body of the text: author, year, page. Any reference from literary sources should be marked with a footnote.

Full entry in the list of references

With short references for indirect citations, the abbreviation "cf." is added: this is not necessary for direct citations. The complete reference is then given in the list of references. If the short reference is placed in the footnote, this is called **modified**

Short in-text reference

**Harvard referencing** (see Balzert et al. 2008, p. 115).

Extended short reference

If an author is cited who has several works published in 2013, a letter in lower case is added to the year (Adam 2013a, p. 13).

Apart from full references and short references, there are also what are known as extended short references (which we like using most here). Extended short references consist of the name, short title, year of publication and page reference.

Example: Rosen, **A Guide**, 2015, p. 103

Here, the abbreviated book title is highlighted in bold type.

If the thought being cited takes up more than one page, give the exact page numbers preceded by "pp.".

If texts from the Internet are cited, the usual standards can be applied, supplemented by the date the source was accessed:

Citation from the Internet

Author(s), title, year. Available at: [http://www. \(...\) .html](http://www. (...) .html), (31.12.2016, 12:44)

You should be particularly careful regarding information from the Internet. For one thing, as opposed to printed works, the Internet is rather an elusive medium, and for another, it is necessary to check the quality, as publications can be put on the Internet quickly and easily, and have largely not been seen by corrective instances like editorial offices, copy-editors or publishers.

While short references can be made directly in the text, detailed source references tend to be written in **footnotes**. Footnotes are either numbered consecutively throughout the text or only page by page. Therefore, if two source references have to be given on one page, there are two footnotes marked with a superscript number written under a short line.

Footnotes

Sources and texts in any other foreign language than English should only be used as direct citations as long as the passages are not too long. Texts in foreign languages can also be cited in translation. Again, the citation rule of precision applies in the case of direct citations. The translation can be given as a footnote indicating the name of the translator or that it is your own translation.

APA: author, year. Only page in direct citations or other special cases.

Extended short references are not used in APA Style.

Internet sources in APA should be cited as any other: Author, year. Extra information is written in the reference list.

Again: no footnotes for APA Style.

No footnotes, follow the rules for translations according to APA.

## 4.4 References and lists of references

The list of references consists of all the literature cited in alphabetical order by the authors' last name. In principle, the source reference consists of the following data. We begin with the reference to a single work, or "monograph":

- Last name and first name of the author
- Title of the work
- Place of publication and name of the publisher
- Year of publication and edition if applicable (if the number is higher than one).

Single work

**"Author" means that last name and first name must be given.** Both should be written in full. Literature references do not contain indications of a person's title or professional status. First names given in full can indicate that authors are female. Apart from that, giving the first name makes it easier to identify the author: Samuel Jones instead of S. Jones.

Several publications by one author are ordered by year of publication, whereby it is best to put the most current version first. If the author is not known, leave it out and begin the entry with the title.

Author  
unknown?

If there are several authors, the first names of the second and further authors are often put before the last name (e.g. Grass, Brigitte and Stefanie Drügg). In the body of the text or in contexts where the alphabetical order is irrelevant, the first names always come before the last names.

Source references like those for books or **single works** here (known as monographs) may look as follows:

Castan, Emilia. Rechnungslegung. Munich (Organza-Verlag) 2015, 4th ed.

Leffen, Hainar (2013), Bilanzierung. Stuttgart, Klett

Naber, Ilse and Thomas Schmitt. Event-Marketing. Frankfurt et al. (Winter) 2014

In German literature, however, it is not particularly customary to give the **name of the publisher**.

Each part of a literature reference generally ends with a full-stop. If there are two or more places of publication, *et al.* (lat. for et alii "and others") is added to the place of publication that is mentioned first. If the place of publication is missing, this is indicated by "(place unknown)". Where possible, the most recent edition should always be taken as a basis.

Other punctuation marks, e.g. commas or colons, can also be used as separators in the reference. The only important thing is to ensure that the **references are consistent**.

**Edited volumes** are books that contain different articles or essays and that are edited by one or more people. The list of references should include both the edited volume and the articles cited from and their page numbers.

Edited volumes

APA: Last  
name, initial.  
Again, check  
APA  
reference list  
rules for this  
part.

Corsten, Heinz, Willi Maas and Heidi Kabel (Ed.) Lean Production. Berlin (Springer) 2011

Wind, Jason. Product Policy, in: Corsten, Heinz et al. (Ed.) Lean Production. Berlin (Springer) 2011, pp. 127 – 136

**Articles in journals and newspapers** are given as follows:

Essays

- Last name and first name of author
- Title of the article
- Title of the journal (abbreviated if necessary)
- Volume or year, number and year; for newspapers: exact date
- Pages (from ... to)

Zäpf, Gerd and Monika Mies. Neue Konzepte der Produktionsplanung, in: Wirtschaftswissenschaftliche Studien (WiSt), 77. Vol. (3, 2010), pp. 98 – 114

Kerber, Claudio. Der Euro im Einzelhandel, in: Die Welt. 31 December 2011, p. 15

Under no circumstances may you adorn yourself with borrowed plumes, so here we indicate two special cases: if there is no author given, name the title of the work instead, and if the source is verbal, provide the name of the speaker, the place where you heard the information, and the date.

The **list of references** is ordered alphabetically by last name. It must contain **all sources that have been cited or analysed**.

#### **Why is the form important?**

Your work is not evaluated by content alone but also according to how you have implemented the formal criteria. The first impression can certainly play a part in affecting the benevolence of the supervising tutor. So why take a risk? Don't give cause for the readers' evaluation to be influenced by the inadequate appearance of your paper.

## **4.5 Diagrams, figures, tables**

Some papers do not require them, but for others they form the core of the paper, e.g. construction plans in a paper in the technical field. Tables, diagrams or figures can depict or summarise important information, facts or work results. However, not every figure or table contributes to the clarity of the presentation, so you should always weigh up which figures and tables to actually use and how many.

There is a subtitle under each figure/table which briefly outlines the content or the meaning of the figure/table. All figures are numbered consecutively, e.g. Fig. 17. They are listed after the table of contents in the list of figures. The sources are given in a separate section of the list of references.

Tables are also numbered consecutively, e.g. Table 2. They are listed after the table of contents in the list of tables. The sources are given in a separate section of the list of references.

Frequent mistakes made regarding figures and tables:

- Figures/Tables with no (sub)title
- Formats that change all the time so that the reader is forced to turn the document this way and that
- Overcrowded figures and confusing lists and lines
- Endless columns of numbers making no discernible statement
- No relation or reference in the text to the table or figure
- No sources given for tables or figures

## 4.6 Some orthographic conventions

<b>Capitalization</b>	proper nouns, weekdays, months, holidays (Christmas, Easter,...) <i>but not seasons!</i> , salutations in letters (Dear Sir/Madam,...), titles, bynames
<b>Comma rules</b>	<ul style="list-style-type: none"> <li>• after introductory subclauses, phrases or words</li> <li>• when subclauses, phrases or words appear in the middle of the sentence</li> <li>• separating three or more successive words, phrases, or mainclauses</li> <li>• non-defining clauses</li> <li>• date (Yes, June 16, 1992, was the date of his birth)</li> <li>• numbers over 1,000 (8,000,000 = 8 million)</li> </ul>

## 5 Final editing

What should a completed paper include?

COVER SHEET (or title page, not numbered)

Title of the paper, type of paper (e.g. term paper), author's name and address, university, faculty, date of submission of paper

TABLE OF CONTENTS (with page numbers)

LISTS (with Roman numerals)

if available: lists of tables, figures, symbols and abbreviations

BODY OF TEXT (page numbers in Arabic numerals)

LIST OF REFERENCES

In some cases:  
Appendix!

**Please do not use the university logo. It does not belong on the cover sheet!**

Traditionally, all the pages of the text are numbered using **Arabic numerals**. This numbering begins on the first page of the text and continues until the end of the list of references. All of the lists, beginning with the table of contents, have page numbers in **Roman numerals**. The title page has no page number (nor does the declaration of authorship if this is required).

Numbering

## 5.1 The table of contents

The very first time you look at the table of contents it should be obvious that the paper is structured and organised clearly and logically:

- structured logically
- balanced
- not too detailed

- The table of contents shows that the paper has a **balanced outline**, i.e. all sections and subsections on one level should be of roughly the same length.
- **You should avoid making the outline too deep**, i.e. each bullet point should be followed by half a page to two pages of text. Balance also means that one subsection of five pages of text should not be followed by a subsection containing only three lines. At the least, the length of the text in each section should not diverge randomly.
- There should be no more than three to a **maximum of four outline levels**.
- Attention should also be paid to the **symmetry of the outline**, i.e. if possible, one chapter should not have six levels if another only has two.
- “In for a penny, in for a pound”: **subsection 1.1 should not stand alone** without being followed by 1.2.
- **The titles of each chapter, section and subsection** should be appropriate, significant, short and clearly understandable, and they should be consistent as far as possible, i.e. do not use a random mixture of questions, noun constructions or verb constructions; the use of abbreviations as titles also leaves much to be desired.
- **Titles of individual sections or subsections must not be the same as the title of the paper.** However, it is important for the titles in the body of the text to be the same as the wording of the sections and subsections in the table of contents.
- **Titles are not underlined.** Underlining in general is largely to be avoided as a matter of principle. Bold print is a contemporary alternative.
- **There are no full-stops after titles.** Likewise, there is no full-stop after the last number of the subsection in Arabic numerals (hence 1.2.1 and not 1.2.1.). There should only be a full-stop after the chapter number (hence 1. rather than 1.).

For outline levels: check requirements and guidelines given by your lecturer/course coordinator.

**Sample** of a table of contents on the topic “The beginnings of codetermination”. **This table of contents contains infringements of several of the features of a good outline as described above.**

1.	<u>Basic principles</u>	1	<b>Errors:</b>
	1.1. Definition of terms	1	- superfluous full-stop after 1.
	1.2 Historical classification	2	
	1.3 Study approach	6	- text length not balanced

2.	<u>Historical and theoretical explanatory approaches</u>	7	
	2.1 Macro level	7	- avoid underlining
	2.1.1 Antecedences	7	
	2.1.1.1 Material conditions	7	- title which does not express anything
	2.1.1.2 Conceptual conditions	9	
	2.2.2 Evolution theory	14	- confusing order of outline levels
	2.2 Micro level	17	
	2.2.1 Participation theory	18	
	2.2.2 Institutional economics	21	
3.	<u>Development of codetermination</u>	26	
	3.1 Invention	26	
	3.1.1 Frankfurt Parliament	27	
	3.1.2 Explanatory contributions	30	- outline not balanced
	3.2 Innovation	31	
	3.2.1 Innovation models	32	
	3.2.1.1 Card printing shop	32	
	3.2.1.2 Weaving mill	34	
	3.2.1.3 Porcelain factory	36	
	3.2.1.4 Biscuit factory	37	
	3.2.1.5 Hut	39	
	3.2.1.6 Optics manufacturing companies	43	
	3.3. Diffusion	52	
4.	<u>Conclusion</u>	58	better: theoretical outlook

## 5.2 The outward appearance

A **length of approx. 15 pages** is appropriate for a **term paper**.

The line pitch should be **13 or 14 pt**. **Lines in footnotes are closer together**, usually single-spaced. Line pitch

In principle, typefaces with serifs are considered easier to read (e.g. Times or Garamond) as opposed to those without small hooks or lines (e.g. Arial, Verdana or Tahoma). This is most certainly also due to the different type sizes, as an 11 pt type size in Arial corresponds to a 12 pt type size in Times or Garamond. Ultimately it is a matter of taste. **A type size of 12 pt** (or equivalent) is appropriate for the body of the text, with 10 pt for footnotes. A larger type size (e.g. 14 pt) may be chosen for titles, of course, as they should be set apart from the text. Typeface and type size

The type area defines the printing space on a page. A margin of 4 cm on the **left** (called a binding margin) makes it easier to staple the document, and the **right-hand (outer) margin** should be 2 to 2.5 cm wide. So that the page looks balanced, the margin at the bottom should always be wider than the distance from the edge of the page at the top: a margin of 2.5 to 3 cm is suitable at the **top**, while a distance of 3 – 3.5 cm should be selected for the **bottom**. Margin sizes

It is usual for the text to be justified (not left justified) and for a distance of around **3 – 6 pt** to be set after each paragraph. **HOWEVER: Be sure to hyphenate long words at the end of the line in the case of justified text.** Large gaps between words in a line look unprofessional! Paragraph format

Once more:  
for outward  
appearance,  
check  
requirements  
and  
guidelines  
from your  
course  
coordinator/  
lecturer.



It is advisable to **use** bold type, italics and underlining **sparingly**.

Highlighting

Generally, **all pages** are numbered **starting with the title page**, i.e. the title page is page 1, even if the number is not actually printed on it.

Page numbering

We recommend mixed page numbering:

- Roman numerals (I, II, III, IV etc.) for the table of contents and all other lists and appendices
- Arabic numerals for page numbers (1, 2, 3, 4 etc.) for the body of the text and the list of references.

That way you keep track of the scope of the body of the text. A further recommendation – although it is purely a matter of taste – is to position the page number in the header at the top, either in the middle or to the right, approximately one or two centimetres away from the top edge of the page. Whatever the case, you should make a point of creating a printed page that looks attractive.

### 5.3 Checklist for when you have finished writing

- Is the writing style readable, clear and concise?
- Are the literature references consistent and given in full in the list of references?
- Are the page references correct?
- Is the hyphenation correct at the ends of the lines?
- Are the page breaks and layout right?
- Is the spelling correct and has the punctuation been checked carefully?

## 6 Literature recommendations

McCarthy, Michael; O'Dell, Felicity (2016, Klett): Academic Vocabulary in Use, 2nd edition  
ISBN-13: 9783125353350

Bailey, Stephen (2014, Taylor & Francis Ltd.): Academic Writing  
ISBN-13: 9781138778504

## 7 List of online tips

Here you can find training opportunities at the Deggendorf Institute of Technology with regard to literature research in online databases:

<https://www.th-deg.de/de/studium/bibliothek/schulungsangebote>

Selection of topics for the 10-page seminar paper and examination paper (not including outline, list of figures/tables etc.), to which the general rules for writing scientific papers apply:

### Vocational skills

- Assessment Center
- The perfect application folder
- The online application
- Application – promoting yourself in your application: from the application to the interview
- The interview

### Personal skills

- The power of rhetoric
- Rhetoric – the art of language
- Presentation techniques/Presenting and convincing your audience
- Successful communication

### Study skills/Abroad/Additional qualification

- Intercultural Training/ Intercultural Communication: Goals, Contents, Trends
- Significance of being intercultural
- Working scientifically: Designing a scientific paper
- Media skills, information science: Sourcing and classifying different media, sources and citations