

STYLE GUIDE
for bachelor's and master's theses
submitted at the
Institute for English Business Communication

Compiled by Professor Gerlinde Mautner

With revisions by Martin Herles and Milda Žilinskaitė

August 2019

You are strongly advised to read this Style Guide carefully and to refer to it continuously while writing your thesis.

Flaws in presentation and, above all, in the use of quotations, will lead to the rejection of your thesis.

Table of Contents

Introduction.....	3
1. Organisation of a Thesis.....	3
1.1 Overall Structure.....	3
1.2 Title Page.....	4
1.3 Table of Contents.....	4
2. Formatting Specifications.....	5
3. Orthography and Punctuation.....	6
3.1 Orthography.....	6
3.2. Punctuation.....	7
4. Quotations.....	8
4.1 Academic Integrity.....	8
4.2 Direct Quotations vs. Paraphrasing.....	9
4.3 Parenthetical Documentation of the Sources.....	9
5. References/Bibliography.....	11
5.1 General Guidelines.....	11
5.2 Different Types of Bibliographical Entries.....	11
Appendix: Phrases for Academic Writing.....	13

Introduction

As of September 1, 2015, the default style format for bachelor's and master's theses written at the Institute of English Business Communication at the Vienna University of Economics and Business is *The Chicago Manual of Style*. As you may already know, it is one of the oldest and most widely used style guides for academic writing in English.

This Style Guide is based on the 16th edition of *The Chicago Manual of Style*, issued in September 2010 (referred to henceforth as CMS), with slight modifications appropriate for WU students' texts. It contains general information on the structure, design and language of a thesis, as well as on the CMS method of document formatting and citations. Please note that the Style Guide does NOT provide a comprehensive list of answers to all possible citation and bibliography questions. If you have questions that are not answered below, it is your responsibility to consult with CMS guidelines, which are available in the WU campus main library (*Bibliothekszentrum LC*) both as a hard copy and Online-Resource (homepage: <http://www.chicagomanualofstyle.org/>). Note that the latter is the official CMS website which, among other things, includes the most recent content updates and a fully searchable Q&A section. Do not rely on any unofficial websites.

To simplify searching, links to the relevant sections of CSM in this Style Guide and other sources are provided in green, without page numbers, so that you can look for further information in either the hard copy or the Online-Resource. Example: See CMS: "Quotations and Dialogue"

Since you are writing your thesis at a language department, make sure you proofread it not only for content, but also for grammar, word choice, punctuation and spelling errors before you hand it in.

Please note that this Style Guide does not cover all general principles of academic writing. For these, please consult: Mautner, Gerlinde. 2019. *Wissenschaftliches Englisch*, 3rd ed., UTB 3444, Konstanz: UVK.

1. Organisation of a Thesis

1.1 Overall Structure

A bachelor's or master's thesis must contain:

- a title page
- a table of contents
- an introduction
- a main part (divided into numbered sections and subsections)
- a conclusion
- a bibliography.

The pages must be numbered, with the bibliography each beginning on a separate page.

1.2 Title Page

The title page contains the following information:

- The **title** of your thesis. The title should be specific to the topic of the thesis, descriptive and concise, and include keywords comprehensible to readers outside the subject field.
- Specification: **Bachelor's** (or Master's) **Thesis**
- Your **name** and **registration** number [*Matrikelnummer*].
- Name of the **professor** who supervised the thesis.
- Name(s) of the **assistant professor(s)** who supervised the thesis or its individual units.
- Name of the **department, university** and the **date of submission**:

Example: "A thesis submitted to the Institute of English Business Communication at the Vienna University of Economics and Business for the degree of Bachelor of Science, Vienna, September 2019".

1.3 Table of Contents

The table of contents must include the **sections** and **subsections** as they appear in the thesis, as well as the page numbers. All headings are numbered and the page numbers are joined up by a **dotted line**. Example:

Table of Contents

1.	Introduction	3
2.	The nationalised industries in 1979.....	5
3.	Privatisation and deregulation.....	15
3.1	Denationalisation.....	16
....		
3.3	Advantages and disadvantages of privatisation and deregulation.....	25
4.	Case studies	29
5.	Conclusion.....	38
	Bibliography	40

Note that, in general,

- It does not make sense to have subsections (e.g. 3.1, 3.1.1, etc.) if there is only one (i.e. no 3.1 if there is no 3.2).
- Subsections should not be too short and should contain at least two to three paragraphs. A sequence of mini subsections consisting of only one paragraph each usually means that there is something wrong with the overall structure of the thesis and/or with the flow of the argumentation.

2. Formatting Specifications

- **Spacing** [*Zeilenabstand*]
 - o Running text: **1.5 spaced** [*1,5 zeilig*]
 - o Footnotes, bibliography and block quotations: single-spaced [*einfach*].
- **Font and font sizes**
 - o The same highly legible typeface must be used throughout the thesis. Standard fonts are **Calibri, Palatino** or **Times New Roman**.
 - o Colour can only be used for charts and other illustrations, never for text.
 - o Section headings: **14 pt** and **bold**.
 - o Subsection headings: **12 pt** and **bold**.
 - o Running text: **12 pt**.
 - o Footnotes, headings of figures, charts, graphs, tables, etc.: **10 pt**.
- **Margins** [*Seitenränder*]
 - o The standard setting for margins in Word is “Normal” (Top: 2.5cm, Bottom: 2cm, Left: 2.5cm, Right: 2.5cm).
 - o Except for page numbers, nothing must be written in the margins (do not use “headers” and “footers”).
- **Page numbers**

Each page of the entire thesis must be numbered consecutively. Do not number the title page but count it in the numbering. Number the pages at the bottom-right corner or bottom-centre.
- **Paragraph format (indentation).**

You can use either British or American paragraph styles, but you have to stay consistent with whichever option you have chosen. Indentation [*Einrückung der ersten Zeile eines Absatzes*]:

 - o **BRITISH ENGLISH:** Indent the first line of all paragraphs except the first one under a numbered headline. New paragraphs must also be indented if they happen to start at the top of a page.
 - o **AMERICAN ENGLISH:** Indent the first line of all paragraphs including the first line of the first paragraph under a numbered headline.

Do not write one-sentence paragraphs!

- **Figures and tables**

Figures and tables must be numbered consecutively. If you have taken them from a book or an article, they need to be followed by **source name + year + page citation** (if available), just like any other citation. If you have created a graph yourself from data you have found in literature, add “adapted” or “based on”. See CMS: “[Illustrations and Tables](#)” and “[Credit Lines](#)”. Also, always refer to all figures and tables in the text (e.g. (See Figure 2)).

Examples:

Figure 1. Illustration by Anna Paz for Johnson (2018, 68).

Figure 1.2: Russian GDP, OECD; quoted in The Economist (2017, 31).

Figure 3: Exchange rate volatility between 1994 and 2014. Adapted from Smith (2015, 45).

Figure 4: Industrial production, retail sales and unemployment in selected Asian countries. Based on data from The Economist (2019b, 86).

3. Orthography and Punctuation

3.1 Orthography

- You are free to use either **British** or **American** spelling, but you have to stay consistent with whichever option you have chosen.
- Titles of **other sources** mentioned in the thesis should be **capitalised** and formatted in either **italics** or **quotation marks** depending on the type of work they name:
 - o The titles of **books** and **journals** (i.e. larger works) should be italicized.
According to statistics published in *The Economist*, ...
In *Bargaining Across Borders*, Dean Foster argues that ...
 - o The titles of **articles** and book **chapters** (i.e. shorter works) should be in double quotation marks.
As argued by Jones in “Corporate Responsibility Challenge” ...
The authors of “Marketing as Warfare, Revisited” claim that ...
- In academic writing, as in other forms of formal written English, one does not use contractions [*verkürzte Zeitwortformen*]. For example, you should use do not (not don’t), they are (not they’re), you have (not you’ve), etc. Also, use “and,” not an ampersand “&”.

3.2 Punctuation

- It is your responsibility to use correct punctuation. There are many resources available for you to clarify when and how to use various marks of punctuation. Consult:
 - CMS: “Punctuation”
 - Mautner, Gerlinde. 2014. Appendix, “Die Beistrichsetzung im Englischen.” In *Englische Grammatik für die Wirtschaftskommunikation*, 3rd ed., 306-317. Wien: Linde Verlag.
 - Mautner, Gerlinde. 2014. “The Spy Who Loved Me. Die Relativsätze.” In *Englische Grammatik für die Wirtschaftskommunikation*, 3rd ed., 125-140. Wien: Linde Verlag.
- Wrongly placed punctuation signs not only look weird, but interfere with the flow of reading and, potentially, with comprehension. The following are the most common punctuation and punctuation spacing mistakes in WU students’ texts:
 - Putting a comma before **that**, **whether** and **what**, as well as in **restrictive relative clauses** (general rule, no comma before *that*!).
 - Leaving spaces after commas, full stops, colons and semi-colons. INCORRECT: In Canada , where ...
CORRECT: In Canada, where
 - Leaving spaces before and after parentheses.
INCORRECT: According to Douglas (1992, 45), it is hard to...
CORRECT: According to Douglas (1992, 45), it is hard to...
 - Leaving spaces before and/or after **hyphens**
INCORRECT: student - led revolution, decision - making, e- commerce.
CORRECT: student-led revolution, decision-making, e-commerce.
 - **Dashes** [*Gedankenstriche*, –] must be twice as long as hyphens. It is recommended to add a space before and after a dash.
INCORRECT: “Georg Simmel - arguably the first and most penetrating analyst of modernity - was a sociologist of time as well as of space” (Lash and Urry 1994, 13).
CORRECT: “Georg Simmel – arguably the first and most penetrating analyst of modernity – was a sociologist of time as well as of space” (Lash and Urry 1994, 13).

- o **Apostrophes** in English look like this ' or this ´, not `.
 INCORRECT: the chairman's words and the participants' reactions
 CORRECT: the chairman's words and the participants' reactions

- o **Inverted commas/quotations marks** in English are "...", not „...“.
 INCORRECT: According to Nicholson (2001, 43), „culture shock can be a serious threat to the success of expatriate assignments.“
 CORRECT: According to Nicholson (2001, 43), "culture shock can be a serious threat to the success of expatriate assignments."

- o Punctuation marks in **numbers**: remember that English uses decimal points, not commas. Commas are used in figures of a thousand and over.
 INCORRECT: 13,2%; 1.200 units
 CORRECT: 13.2%; 1,200 units

Make sure to proofread your thesis for punctuation and spelling errors before you hand it in.

4. Quotations

4.1 Academic Integrity

In all of your writing, you must acknowledge your intellectual debts to the sources you use, whether assigned readings, outside research, personal interviews, and websites, through the use of in-text citations and a properly constructed Bibliography/ References page(s) in accordance with *Chicago Manual of Style* guidelines.

Citations are always required for direct quotations, paraphrases, or the restatement of someone else's ideas, as well as for the presentation of specific factual information. Whenever you use the exact words of others, even as small a quotation as three or four words, you must enclose those words within quotation marks. Lack of proper quotation marks and citations constitutes **plagiarism**, a **very serious breach of academic integrity**, which may lead to a failing grade for the thesis or even more stringent sanctions from the administration of the WU.

4.2 Direct Quotations vs. Paraphrasing

- **Direct quotations:** words, phrases or longer passages copied word-for-word from the information source; neither the wording nor the spelling nor the punctuation are changed. You must attribute the quotation to the original author.
 - Use a direct quotation to present another author's position or argument and when *the way the words are used* in the information source is important. In general, it is recommended to use direct quotations only if you have a good reason. Too many quotes undermine your voice as an author.
 - If a direct quotation is five or more lines, use a **block quotation**. Block quotations always start a new line. They are single spaced and NOT enclosed in quotation marks. Indent the entire quotation from the left and from the right [*ganzer Absatz – nicht nur die erste Zeile! – um ca. 1cm links und rechts eingerückt*].
- **Paraphrasing (indirect quotations):** expressing someone else's ideas in your own language. The actual wording must be different from the original. No quotation marks are needed. However, you still have to attribute the paraphrased text to the original author.
 - Use paraphrasing when what you want from the information source is the idea but not the specific language used to present it.

Important information about the CMS quotation rules, including permissible changes to quotations (ellipses, clarifications, interpolations, emphasis, etc.), poetry, interview and foreign- language quotations, and more, is provided in [CMS: "Quotations and Dialogue"](#). For useful introductory verbs/phrases for quotations, see [Style Guide Appendix](#).

4.3 Parenthetical Documentation of the Sources

CMS offers two different documentation styles: 1) *Documentation I: Notes and Bibliography*, 2) *Documentation II: Author-Date References*. Use the **parenthetical Author-Date references** in **your thesis**, reserving footnotes for comments that you want to make but which you feel are not central enough to your argument to be put into the main text. See [CMS: "Documentation II: Author-Date References"](#)

Below are the general form and examples of the common Author-Date in-text citations. It is your responsibility to consult CMS for details on citing less common types of sources. See [CMS: "Author-Date References: Special Cases"](#) and [CMS-Online: "Chicago Style Q&A"](#)

General form: ... text text text (Author(s) Surname(s) Year of Publication, Page number(s)).

Example (Smith 2000, 145)

© Gerlinde Mautner, WU Vienna

Examples and variations:

- Direct quotation
“... text text text” (Smith 2000, 145).
“... text text text” (Brown and Felster 1986, 34).
- Indirect quotation/ paraphrased material
... text text text paraphrased in your own words (Smith 2000, 145).
- Direct quotation, work with more than three authors “...text text text” (Yang et al. 2011, 99-103).

Note that in the References you have to include the full names of all authors (See 6.2.).

- If the author’s name appears in the text, it need not be repeated in the parenthetical citation
... Johnson argues that “text text text” (2005, 20-21).
- Block quotation (no quotation marks!)

Text text text text Text text text text Text text text text texttext
text text text text Text text text text Text text text text text
text text text text text text text Text text text text Text text
text text text text text text text text Text text text text Text
text text text text text (McFurry 1976, 223).
- If the same author published two or more works in the same year, lower-case letters are used after the year to distinguish between them: (Fogel 2004a, 45-46) and (Fogel 2004b, 218). *See also CSM: “Reference list entries with same author(s), same year”*
- When the author of a text is an organization or corporate authors
“... text text text” (International Alliance for Invitational Education 2011)
- When there is no given author at all (as in some electronic sources), standard practice is to include the short form of the title of the text
“... text text text” (Plagiarism and You 2015, 45).
- When there is no date of publication, use the abbreviation “n.d.” “... text text text” (Statistics for Food Rights n.d.).

5. References/Bibliography

5.1 General Guidelines

- “References” or “Bibliography” (also acceptable, “Works Cited”) **must** contain **all the sources** you have quoted from in your thesis.
- Leave two blank lines between the word “References” and the first entry.
- Leave one blank line between all the entries (each individual entry, however, is single-spaced).
- All entries must be listed in **alphabetical** order.
- All lines except the first of each entry are **indented** so that the surname of the author stands out clearly on the left.
- If the author’s name is not known, alphabetise by the first word in the title other than *A*, *An* and *The*.
- If the **same author** published two or more works, use the 3-Em Dash. See CMS: “The 3-Em Dash for Repeated Names in a Reference List”
- For two or three authors, write out all surnames.
- For four and more authors, write out all names in the “References” but only the first author’s surname plus “et al.” in parenthetical in-text citations (see section 4.2).
- Unless you are quoting from a first edition, state **which edition** you are using after the title. Reprints do not have to be identified.
- If a printed source does not have the publication date, use “n.d.”
- For electronic sources, use access dates. Provide DOIs and no full URLs.

5.2 Different Types of Bibliographical Entries

Below are examples of the most common reference list entries. It is your responsibility to consult CMS for details on how to list less common types of sources. See CMS: “Documentation II: Author-Date References” and CMS-Online: “Chicago Style Q&A”

- **Book with single author or editor**

Anderson, Benedict. 2006. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.

Greenberg, Joel, ed. 2008. *Of Prairie, Woods, and Water: Two Centuries of Chicago Nature Writing*. Chicago: University of Chicago Press.

- **Book with multiple authors**

Crain, Stephen and Rosalind Thornton. 2000. *Investigations in Universal Grammar. A Guide to Experiments on the Acquisition of Syntax and Semantics*. Cambridge, MA: MIT Press.

Grin, François, Claudio Sfreddo, and François Vaillancourt. 2010. *The Economics of the Multilingual Workplace*. New York and London: Routledge.

- **Chapter in an edited volume**

Gould, Glenn. 1984. "Streisand as Schwarzkopf." In *The Glenn Gould Reader*, edited by Tim Page, 308-11. New York: Vintage.

- **Journal article**

Blair, Walter. 1977. "Americanized Comic Braggarts." *Critical Inquiry* 4(2): 331-49.

- **Journal article consulted online**

Karmaus, Wilfried, and John F. Riebow. 2004. "Storage of Serum in Plastic and Glass Containers May Alter the Serum Concentration of Polychlorinated Biphenyls." *Environmental Health Perspectives* 112 (May): 643-47. <http://www.jstor.org/stable/3435987>.

- **Newspapers and magazines**

Carey, Benedict. 2008. "For the Brain, Remembering Is Like Reliving." *New York Times*, September 4. <http://www.nytimes.com/2008/09/05/science/05brain.html>.

Kauffman, Stanley. 1989. Review of *A Dry White Season* (film), directed by Euzhan Palcy. *New Republic*, October 9, 24-25.

- **Websites. See also CMS: "Citations of website content"**

Evanston Public Library Board of Trustees. 2008. "Evanston Public Library Strategic Plan, 2000-2010: A Decade of Outreach." Evanston Public Library. Accessed July 19, 2015. <http://www.epl.org/library/strategic-plan-00.html>.

- **Unpublished master's theses and doctoral dissertations**

Ambrosio, Tara. 2007. "Marketing of Communication Services." Master's thesis, Vienna University of Economics and Business.

Choi, Mihwa. 2008. "Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty." PhD dissertation, University of Chicago, ProQuest (AAT 3300426).

- **Anonymous works – unknown authorship**

A True and Sincere Declaration of the Purpose and Ends of the Plantation Begun in Virginia, of the Degrees Which It Hath Received, and Means by Which It Hath Been Advanced. 1610. London.

Appendix: Phrases for Academic Writing

Based on material originally compiled by Gerlinde Mautner, Josef Weidacher and Geoff Wright, with revisions by Milda Žilinskaitė. Further useful phrases can be found in Mautner, Gerlinde. 2019. *Wissenschaftliches Englisch*, 3rd ed., UTB 3444, Konstanz: UVK. and at <http://www.phrasebank.manchester.ac.uk/>

a. Introduction: Stating Your Purpose, Giving an Outline.

- The purpose/aim/intention of this thesis is to...
- This thesis describes ... / analyses ... /surveys .../reports on ... /is intended to provide ...
- This thesis explores the ways in which .../ examines the role of ...
- This thesis/project has a dual objective. On the one hand, it seeks to explore ... On the other hand, it aims to highlight ...
- It will be argued that ...
- My primary/key/central/overarching/overall argument is that ...
- I will attempt some tentative explanations of ...
- I will first discuss the genesis of the project and the importance of ...
- I will then outline the aims and methods of the project ... the results will be discussed in ...
- I will address the following questions: First, ... Second, ... Finally,...
- The ... section sketches the history/examines the state of research on ...
- The ... section examines the extent to which ...

b. Structuring Your Discussion

- Although this thesis is intended to be a factual account of ..., and not a discussion of ..., it may be useful to look briefly at ...
- The following points need to be made ...
- Three arguments will be reviewed to illustrate ... One holds that ... A second and related argument claims that ... Finally, the third presents a significantly different ...
- In this chapter I shall/will ...
- Two basic situations should be distinguished.
- Having established ..., I will now look at ...
- The key question is, then, how ... / The question that remains to be considered ...
- Scholars have traditionally disagreed about ...
- When placed in a broader historical/cultural context ...
- From my research, it appears that ...
- To the best of my knowledge, only two studies on ...
- The process has the following characteristics ...
- Another example is .../ For instance, ...

c. Referring to Other Parts of Your Paper (**very important in academic writing!**)

- As mentioned above/ previously ... As already mentioned ...
- The examples analysed in the previous section ...
- As pointed out in Section 3.2, ...
- In the next section, the ... will be analysed in somewhat greater detail.
- This aspect of the problem is discussed in more detail in Section 3.2.

d. Referring to Tables and Charts

- Figure 1.1 illustrates this point.
- Figure 3.2 shows ...
- The following table summarises ...
- As the above chart suggests, ...
- For recent figures see Table 4.1 in Section 4.2.2.

e. Introductory phrases for quotations¹

The introductory verb/phrase leading up to a quoted or paraphrased material from your information source represents an important link between your claims and those of the other author(s). Note that introductory expressions vary in tone. For example, “notes,” “has discovered,” “points out,” and “suggests” imply that you *agree* with the person you are citing, while “alleges,” “supposes,” “contends” could hint towards your *disagreement*.

Try to get away from the verbs “says,” “writes,” “thinks,” “believes” or “feels”.

Introductory verbs that are more appropriate for an academic paper include:

acknowledges, admits, argues, asserts, claims, compares, confirms, contends, disagrees, disputes, emphasizes, endorses, establishes, finds, holds, maintains, notes, points out, posits, postulates, proposes, reasons, refutes, states, suggests

- As Taylor points out, ...
- Fowler draws our attention to ...
- Balderston makes the point that ...
- According to Espinosa, ...
- Rose (1961) and Zoutendijk (1960) have proposed...
- Jones and Miller suggest/state/argue/maintain that ...
- In the words of Donskis, “. . . .”
- As Saer has noted, “. . . .”

f. Summarising, Concluding, Signaling the Significance of your Work

- In conclusion, ... / To sum up, ...
- To conclude, I return to the simile mentioned in the previous chapters ...
- The aim of this thesis has been to profile ... and suggest ways in which researchers can achieve added insights into ...
- I have tried to set out some of the reasons for ...
- I have tried to provide a new outlook on the question of ...
- With regard to the question of ..., I have observed that current scholarship ...
- This thesis has attempted to illustrate ...
- The main concern has been to illustrate the effects of ...
- This thesis makes an important contribution to the debate on ... because it ...

¹ Modified from Rose, Carol. 2014. “Introductory Verbs for Quotations.” UWF Writing Lab, accessed July 19, 2015. <http://uwf.edu/media/university-of-west-florida/colleges/cas/departments/writing-lab/word-documents/Introductory-Verbs-for-Quotations.docx>