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Enseignement du tronc commun

A7CIVI
Méthodologie en civilisation britannique et américaine

brochure

How to Write a Dissertation: Rules and Norms

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These guidelines accompany the A7CIVI methodology seminars (M1 EAR).
They can be downloaded here from the A7CIVI web page:
http://www.univ-paris3.fr/a7civi-outils-de-la-recherche-en-civilisation-methodologie-409627.kjsp

They are also used in A7METI methodology seminars (M1 EEI).

These guidelines were written by Dr Sarah Pickard after consultation with Civilisation Studies professors in the Département du Monde Anglophone at the Université Sorbonne Nouvelle.

You should always follow primarily the rules given by your supervisor.

Version: 14-12-2018 (with MLA 2016 updates)
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The title of your dissertation
(in bigger characters, in italics and in bold)

Master 1
Research Dissertation

Written by XXX
(your name, e.g. Noah SMITH)

(your student number)

Research Supervisor XXX
(the name of your dissertation/thesis supervisor, e.g. Professor Emmanuelle AVRIL)

June 2019
The title of your dissertation
(in bigger characters, in italics and in bold)

Master 2
Mémoire de Recherche

Presenté par XXX
(your name, e.g. Flora SMITH)

Directrice / Directeur de recherches XXX
(the name of your dissertation supervisor, e.g. Professor Pierre GERVAIS)

juin 2019
B) Layout and presentation

The dissertation for M1 students should be written in English and be 40-50 pages not including any tables, images, list of abbreviations, references and annexes, etc.

You must check with your supervisor whether he/she has any preferences regarding layout. Many of the norms below are essential for a dissertation to be digitally archived and/or reproduced by libraries and databases. Following these rules right from when you start writing your dissertation will save you a lot of time and stress when deadlines are approaching.

**Paper**: A4 and 90 grams.

**Cover**: A4 thicker paper, e.g. 145 grams, coloured paper allowed.

**Binding**: The dissertation should be bound on the left, preferably with a spiral ring binding.

**Printing**: Some dissertation supervisors prefer the dissertation to be printed on both sides of paper – duplex printing – rather than just one side.

**Volumes**: Some dissertation supervisors prefer annexes to be in a separate document. This is also important when copyright issues are involved regarding the contents of annexes prior to online archiving.

**Margins**: Left: 2.5 cm, right: 2.5 cm, top: 2.5 cm, bottom: 2.5 cm.

**Justification**: The text should be justified on the left and on the right.

**Line Spacing**: Usually 1½ line spacing.
Footnotes and indented long quotes should be 1 line (single) spacing.
Reference lists should be 1 line (single) spacing (with a blank line between each reference).

**Character size**: 12. Footnotes and indented long quotes that should be size 10 characters.

**Font**: Times New Roman or another Unicode, serif font, e.g. Book Antiqua or Cambria.

**Page numbering**: Each page should be numbered at the bottom of the page, in the middle or on the right, in size 12 characters, e.g. (1), (39). If you are printing on both sides of paper, you must make sure the page number is always on the outer side – see Word parameters/guidelines.
You should not include how many pages the dissertation is in total, e.g. (12/45).
The numbering includes the cover which is page 1, but the number should not appear on page 1.
Do not start new numbering with the annexes, continue with numbering throughout.

**Paragraphs**: There should be no blank lines between paragraphs.
The first word in each paragraph should be indented by 1cm, except for first paragraph after a title. Use tabulation and/or the Word ruler. Be consistent throughout your dissertation.

**Titles**: There are no full-stops after titles. There are no colons after titles. No underlining.

Level 1 = **PART / PARTIE** = size 20, bold, capitals, centred  
(Title 1)

Level 2 = **Chapter / chapitre** = size 16, bold, on left  
(Title 1.1)

Level 3 = **section / section** = size 12, italics, on left  
(Title 1.11)
C) Sections

Your dissertation must meet certain university rules in terms of the sections and certain information that has to be included.

Word software can generate a table of contents, as well as indexes, list of tables, etc. You should become familiar with these tools at the start of the academic year, in order to save you time and effort later on in the dissertation writing process. Do not leave it to the last minute.

In a French dissertation, the full *Table des Matières* usually comes at the end of the dissertation, as opposed to in an English dissertation, where the *Table of Contents* comes at the start.

Your dissertation written in **English** should consist of the following sections:

- **Front cover** – rigid part of binding. Page number (1) does not appear on cover.
- **Title page** – exactly the same as the front cover. This is page 2 if printing on 1 side of paper only
- **Summary / Synopsis in 250 words + 5 key words in English, then in French (= abstract)**
- **Dedication** (optional)
- **Acknowledgements**
- **Full Table of Contents** (including parts, chapters, sections and page numbers – Word can create this)
- **List of abbreviations / acronyms**
- **Introduction** (40-50 pages of content starts here)
- **Corpus / body of dissertation**
- **Conclusion**
- **References**
- **Index** (optional – key words and proper nouns/names. Word can create this)
- **Annexes** (when applicable), glossary, graphs, pictures, interview transcripts, screenshots, etc.
- **Back cover** – Synopsis in 250 words + 5 key words (words separated by commas). First in English, then in French.

Your dissertation written in **French** should consist of the following sections:

- **Page de couverture / garde / première de couverture**
- **Première page**
- **Sommaire en 250 mots + 5 mots clés** *(en français ensuite en anglais)*
- **Dédicace** *(facultatif)*
- **Remerciements**
- **Table des Matières, version courte** *(sur une seule page, avec numéros de page)*
- **Liste d’abréviations, acroynms**
- **Introduction**
- **Corpus / corps de la thèse**
- **Conclusion**
- **Références**
- **Index** *(facultatif)*
- **Table des Matières, version longue**
- **Annexes**
- **Quatrième de couverture** – sommaire français en 250 mots du mémoire + 5 mots clés sommaire anglais en 250 mots du mémoire + 5 mots clés
D) English & French punctuation

BEWARE THE SPACING RULES ARE DIFFERENT IN ENGLISH TO IN FRENCH!
You should set your computer preferences/parameters to English when you create your document.

In English (contrary to in French):
There are **no** spaces before · ; ! % and just one space after each of them.
There are **no** spaces inside brackets *(abc)*, *[abc]* and inverted commas/quotation marks “no.”
Be careful the French signs « » do **not** exist in English.
One space after a full stop at the end of a sentence in English and French.

. = “full stop” (UK) / = “period” (US) at the end of a sentence,
  = “point” in a number: 6.512 (six point five one two)
  = “dot” on the internet: .co.uk

, = comma

‘ = apostrophe

: = colon

; = semi-colon

! = exclamation mark (UK) / exclamation point (US)

? = question mark

% = per cent

- = hyphen (e.g. English-speaking) = a hyphenated word

— = dash (e.g. Most nationalities – excluding the British – speak two languages)

___ = underline (UK) / underscore (US) (e.g. I love English)

“ ” = double quotation marks / inverted commas

‘’ = single quotation marks
... = dot dot dot / suspension points / ellipses

() = brackets (UK) / parenthesis (US)

[] = square brackets

{} = curly brackets

/ = slash / stroke / solidus

\ = back-slash

# = hashtag / number sign (UK) / pound sign (US)

* = asterisk

✓ = tick

& = and (ampersand)

© = copyright

@ = at

° = degree

< = less than

> = more than

+ = plus / addition sign

− = minus / subtraction sign

× = multiply / multiplication sign

÷ = divide / division sign

= = equals
Punctuation

Examples of French punctuation *in situ*

a) On a tellement écrit sur Exarchia ! Foyer des anarchistes, repaire de junkies, asile des casseurs, etc. On croyait débarquer dans des rues coupe-gorges, peuplées de jeunes habillés de noir et de drogués, on découvre un entrelacs de ruelles charmantes, bordées de dizaines de restaurants, de bars, de librairies et de petits artisans. De très nombreux étudiants venant des universités toutes proches, mais aussi des profs, des intellectuels, des artistes, des gens de gauche... et des policiers en très grand nombre : de jeunes hommes baraqués avec jambières, casque, pistolet, matraque, et masque à gaz accroché en permanence à la ceinture. « J’aime beaucoup Exarchia » confie M. Christos Papoutsis, le ministre socialiste de la protection du citoyen.


Example of English punctuation *in situ*

Sociological approaches to youth have evolved in France and elsewhere in recent decades (Cicchelli & Galland, 2009). Prior to the 1980s, the dominant approach portrayed youth as a homogeneous social group characterised by a particular lifestyle and specific behaviour different to the rest of the population. Later, sociologists tended to depict youth as an almost uniform life stage between childhood and adulthood. The focus resided on the transition between these two stages, via the reaching of certain socio-economic milestones (end of studies, independent accommodation, marriage, parenthood, etc.), culminating in ‘autonomy’, i.e., becoming a socially, economically and, to a lesser extent, politically independent actor, no longer a ward of one’s parents. This approach brought to fore the differences – inequalities – between the socio-economic origins of young people regarding the continuing Bourdieusian themes of cultural capital and social reproduction. [...] Subsequently, there was a shift in the sociological approach to young people and the focal point became the lengthening of the period of youth and the delaying of ‘autonomy’, due to the increase in non-linear and complex pathways to adulthood, mainly caused by economic and societal transformations (Moreau, 2012, pp. 82–100).

Cécile Van de Velde, a Belgian sociologist based in France, has recently developed a new sociological approach in her award-winning book, *Devenir Adulte: Sociologie Comparée de la Jeunesse en Europe* (2008), in which she portrays youth as a state of “becoming an adult”. Van de Velde argues that France is characterised by a two-tiered meritocratic education system in which the type and level of studies determine permanently one’s career path, social status and personal fulfilment, which reinforces social inequalities and social injustice (see also Cahuc, Carcillo, Galland, & Zimmermann, 2011; Jungnot, 2012; Merle 2012). Consequently, academic choices are generally seen as decisive and irreversible with young people experiencing a lot of pressure to succeed. Van de Velde avows that the urge to “place oneself” in the social hierarchy is due to the rigidity of the French education system and also the French youth policy. She references Gosta Esping-Andersen’s (1990) comparative work on Welfare States, in which he asserts that from the 1950s to the 1990s, the distribution of Welfare State help for young people in France was centred on the family according to a conservative-corporatist, partially decommodified model. Van de Velde demonstrates that this is still largely the case and that the *modus operandi* of most state benefits remains based on a model of the family helping young people. Thus, young people are obliged to remain in a position of family dependence before becoming financially independent adults. What is more, during a period of austerity and recession, academic success is far more important to find a job than during less difficult economic times, which leads to greater competition at school and even more stress for pupils and students (Van de Velde, 2012, p. 22).

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Dissertation rules and norms
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Non-breaking space

control + shift + spacebar = non-breaking space = *espace insécable*

Non-breaking space

In word processing and digital typesetting, a **non-breaking space** (" "), also known as a **no-break space** or **non-breakable space** (NBSP), is a variant of the space character that prevents an automatic line break (line wrap) at its position. [...] 

**Non-breaking behavior**

Text-processing software typically assumes that an automatic line break may be inserted anywhere a space character occurs; a non-breaking space prevents this from happening (provided the software recognizes the character). For example, if the text "100 km" (according to the style guide) will not quite fit at the end of a line, the software may insert a line break between "100" and "km". To avoid this undesirable behaviour, the editor may choose to use a non-breaking space between "100" and "km". This guarantees that the text "100 km" will not be broken: if it does not fit at the end of a line it is moved in its entirety to the next line.

**Keyboard entry methods**

It is rare for national or international standards on keyboard layouts to define an input method for the non-breaking space. An exception is the Finnish multilingual keyboard, accepted as the national standard SFS 5966 in 2008. According to the SFS setting, the non-breaking space can be entered with the key combination AltGr + Space. [5]

Typically, authors of keyboard drivers and application programs (e.g., word processors) have devised their own keyboard shortcuts for the non-breaking space. For example:

<table>
<thead>
<tr>
<th>System/application</th>
<th>Entry method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Windows</td>
<td>Alt+0+1+6+0 or Alt+2+5+5 (doesn’t always work)</td>
</tr>
<tr>
<td>Apple Mac OS X</td>
<td>≲ Opt+Space</td>
</tr>
<tr>
<td>Linux or Unix using X11</td>
<td>Compose, Space, Space</td>
</tr>
<tr>
<td>GNU Emacs</td>
<td>Ctrl+X 8 Space</td>
</tr>
<tr>
<td>Vim</td>
<td>Ctrl +K, Space, Space; or Ctrl+K, ⧍ Shift+N, ⧍ Shift+S</td>
</tr>
<tr>
<td>Dreamweaver, LibreOffice, Microsoft Word, OpenOffice.org (since 3.0)</td>
<td>Ctrl +⇧ Shift+Space</td>
</tr>
<tr>
<td>FrameMaker, LyX, OpenOffice.org (before 3.0), WordPerfect</td>
<td>Ctrl +Space</td>
</tr>
<tr>
<td>Mac Adobe InDesign</td>
<td>≲ Opt+⇧ Cmd+X</td>
</tr>
</tbody>
</table>

Apart from this, applications and environments often have methods of entering unicode entities directly via their code point, e.g. via the Alt Numpad input method. (Non-breaking space has codepoint 255 decimal (FF hex) in codepage 437 and codepage 850, and codepoint 160 decimal (A0 hex) in codepage 1252.)

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*Available at: en.wikipedia.org/wiki/Non-breaking_space* [accessed 24 November 2014]
Espace insécable

Une espace insécable est un signe typographique numérique consistant en une espace que l’on intercale entre deux mots (ou un mot et une ponctuation) qui ne doivent pas être séparés en fin de ligne. L’espace insécable permet d’éviter qu’un mot, un ensemble de mots, un nombre, une date ou une ponctuation soient rejétés et isolés au début de la ligne suivante lorsque cela nuirait à la fluidité de la lecture.

Définition

Comme terme générique, le concept englobe deux caractères distincts :

- L’espace insécable proprement dite, de même chasse que l’espace-mot ordinaire (sécable), et qui en typographie numérique est justifiante.
- L’espace fine insécable, dite aussi espace insécable étroite, terme traduit de l’anglais narrow no-break space et retenu dans la traduction française d’Unicode, de chasse fixe variant selon les langues et polices entre un tiers et trois quarts d’espace-mot. (Par exemple, elle fait 72 % d’espace-mot en police Arial dans le traitement de texte Word.)

Usage – En France

Le code typographique français recommande d’insérer une espace fine insécable devant les signes de ponctuation doubles point-virgule, point d’interrogation, et point d’exclamation, ainsi que comme séparateur de milliers et comme séparateur sans valeur facilitant la lecture des numéros de téléphone ou des numéros et codes d’identification, etc.).

Le deux-points et les guillemets-chevrons constituent une exception en ce que le code typographique français recommande d’insérer devant le deux-points, ou entre les guillemets et le texte qu’ils renferment, non une espace fine insécable mais une espace insécable (espace-mot insécable). L’usage actuel en PAO française tend toutefois à généraliser l’usage de l’espace fine insécable dans tous les cas, aussi pour le deux-points et les guillemets.


Certains symboles aussi, comme %, et monétaires comme €, sont séparés de ce qui précède par une espace insécable (étroite), tandis que d’autres comme le symbole degré sont accolés.

À la saisie – Par système d’exploitation

- Dans les logiciels fournis avec Windows (par exemple le Bloc-notes), ainsi qu’à la saisie du titre lors de l’enregistrement d’une image ou d’un texte dans un répertoire Windows, l’espace insécable peut être saisie en tapant 0160 ou 255 sur le pavé numérique tout en maintenant la touche Alt enfoncée. Cette méthode de saisie est souvent supportée aussi dans d’autres systèmes d’exploitation pour PC comme Linux, avec une configuration du pilote du clavier.
- Dans l’environnement Mac OS X, on peut appuyer sur Option + Espace ou bien Ctrl + Espace (par exemple sur XPress).
- Sous Borg (Linux, BSD...) il est également possible de saisir ce type d’espace en utilisant la touche compose via la combinaison : Compose, Espace, Espace.
- Avec la disposition de clavier bépo, l’espace insécable est saisie par Maj + Espace. L’espace fine insécable est saisie par Alt Gr + Maj + Espace.

Source: [fr.wikipedia.org/wiki/Espace_insécable](http://fr.wikipedia.org/wiki/Espace_ins%C3%A9cable)
Italics

Italics and underlining generally serve similar purposes. However, the context for their use is different. When handwriting a document – or in other situations where italics aren’t an option – use underlining. When you are word processing a document on a computer, use italics. The important thing is to stay consistent in how you use italics and underlining. Italicize the titles of magazines, books, newspapers, academic journals, films, television shows, long poems, plays, operas, musical albums, works of art, websites.6

Most word processors can produce italics, which are slanted letters — like these. If you can’t produce italics, the conventional substitute is to use underlining — like this. Italics have several uses.

Most commonly, italics are used for emphasis or contrast — that is, to draw attention to some particular part of a text. Here are some examples:

The Battle of New Orleans was fought in January 1815, two weeks after the peace treaty had been signed.

According to the linguist Steven Pinker, "Many prescriptive rules of grammar are just plain dumb and should be deleted from the usage handbooks" [emphasis added]. Standard English usage requires `insensitive' rather than `unsensitive'.

Lemings have, not two, but three kinds of sex chromosome.

The first two examples illustrate emphasis and the last two illustrate contrast. This is the standard way of representing emphasis or contrast; you should not try to use quotation marks or other punctuation marks for this purpose.

Another use of italics is to cite titles of complete works: books, films, journals, musical compositions, and so on:

We saw a performance of the Messiah on Saturday.

Chomsky’s book Syntactic Structures revolutionized linguistics.

Spielberg won his Oscars for Schindler’s List.

An exception: the names of holy books are usually not written in italics. Thus, we write about the (Holy) Bible and the (Holy) Koran, with no italics.

Note, however, that we do not use italics when citing a name which is only a conventional description:

Dvořák’s ninth symphony is commonly known as the New World symphony.

Here the label ‘Dvořák’s ninth symphony’ is not strictly a title, and hence is not italicized.

---

6 Source: owl.english.purdue.edu/engagement/2/1/45 [accessed 24 November 2014]
A third use of italics is to cite foreign words when talking about them. Examples:

- The French word *pathétique* is usually best translated as `moving`, not as `pathetic`.
- The German word *Gemütlichkeit* is not easy to translate into English.
- The Sicilian tradition of *omertà* has long protected the Mafia.

Related to this is the use of italics when using foreign words and phrases which are not regarded as completely assimilated into English:

- Psychologists are interested in the phenomenon of *déjà vu*.
- This analysis is not in accord with the *Sprachgefühl* of native speakers.

If you are not sure which foreign words and phrases are usually written in italics, consult a good dictionary.

It is also quite common to use italics when citing English words that are being talked about, as an alternative to single quotes:

- The origin of the word *boy* is unknown.
- Note the spelling difference between *premier* (an adjective meaning `first` or `most important`) and *premiere* (a noun meaning `first performance`).

Finally, italics are used in certain disciplines for various specific purposes. Here are two of the commoner ones. In biology, genus and species names of living creatures are italicized:

- The earliest known member of the genus *Homo* is *H. habilis*.
- The cedar waxwing (*Bombycilla cedrorum*) is a familiar American bird.

Note that a genus name always has a capital letter, while a species name never does.

Second, names of legal cases are italicized:

- The famous case of *Brown v. Board of Education* was a landmark in American legal history.

In this case, note that the abbreviation *v.*, which stands for *versus* (`against`) stands in roman type, not in italics. Note also that the American abbreviation is *vs.*:

(A) The famous case of *Brown vs. Board of Education* was a landmark in American legal history.

**Special note:** If you have a sentence containing a phrase which would normally go into italics, and if for some reason the entire sentence needs to be italicized, the phrase that would normally be in italics goes into ordinary roman type instead. So, if for some reason my last example sentence needs to be italicized, the result looks like this:

*The famous case of Brown v. Board of Education was a landmark in American legal history.*

(Source: adapted from Larry Trask, [www.sussex.ac.uk/informatics/punctuation/misc/italics](http://www.sussex.ac.uk/informatics/punctuation/misc/italics))
E) Quotes

Quoting in French

When writing in French, use French quotation marks, i.e. « guillemets français ».
In French, there is one space between the quotation mark and the first and last word.
The following text illustrates many of the specificities of French punctuation, including quotes.7

Dès sa conception, Connexions a essuyé des critiques, à commencer par son nom peu original et ambigu (peu lisible sur Internet). Les autres reproches portent, en partie, sur la surveillance des jeunes, notamment via la puissante base de données du système. Les opposants critiquent également le fait que Connexions soit utilisé plutôt pour atteindre des objectifs quantitatifs fixés par le gouvernement (concernant les taux de NEET, de grossesses précoces, etc.), que pour jouer un véritable rôle éducatif.

D’après notre enquête auprès des agents du service, Connexions semble présenter trois grands défauts. Tout d’abord, Connexions souffre d’une insuffisance de financement par le gouvernement. Le budget du service est à peine plus important que celui de l’ancien service d’orientation (Careers Service) malgré une mission bien plus large. Quand nous avons demandé à la directrice d’une agence de Connexions, dans la banlieue de Manchester, comment résoudre les problèmes du service, elle a répondu : « Tout simplement en augmentant notre budget ».

Il faut ensuite souligner le manque de compétences de certains des conseillers référents dans ce nouveau système polyvalent. Nombre d’entre eux ont été recrutés par l’ancien service d’orientation. Diplômés et expérimentés dans le domaine professionnel qu’ils avaient choisi – l’orientation professionnelle – ils sont moins aptes, et peut être moins motivés, à enseigner les jeunes sur le logement ou la toxicomanie, ou bien à se rendre au domicile d’un jeune qui a abandonné l’école. À l’inverse, les conseillers recrutés dans le Youth Service (centré sur les loisirs) ne sont pas toujours enthousiastes à l’idée de donner des conseils sur l’orientation scolaire. À la création de Connexions, divers diplômes « obligatoires » ont été rapidement créés pour former les conseillers-référents. Or, certains de ceux que nous avons rencontrés nous ont déclaré n’avoir pas reçu de formation (certains ne pouvaient même pas citer les intitulés des diplômes). […]

Or l’accès à une aide, à des conseils et à une orientation professionnelle de qualité est crucial, surtout dans un marché du travail plus complexe qu’il y a une vingtaine d’années, selon la commission, qui ne mâche pas ses mots :

Pendant notre travail, nous n’avions pas entendu le moindre commentaire positif sur l’orientation professionnelle dispensée par Connexions. Nous ne pouvons qu’en conclure que Connexions se concentre sur la minorité de jeunes vulnérables, ce qui l’empêche de dispenser un service d’orientation professionnelle de qualité. […] C’est inacceptable et une refonte radicale du service s’impose.

La principale recommandation de la commission à propos de Connexions est sans appel : le démantèlement du service en moins d’un an (soit avant la rentrée 2010). Elle préconise le maintien de Connexions uniquement en tant que service spécialisé dans l’aide aux jeunes en grande difficulté, les NEET, avec un budget significativement réduit. La commission prône ainsi le transfert de la responsabilité principale de l’orientation professionnelle aux établissements scolaires, en collaboration avec les autorités locales. Les écoles disposeront comme elles l’entendent de leur budget : elles pourront ainsi faire des appels d’offres auprès des services d’orientation professionnelle de plusieurs fournisseurs, ou acheter des services auprès des autorités locales. Si elles le souhaitent, elles pourront aussi passer des contrats auprès d’autres établissements scolaires, par exemple, en se partageant des conseillers en orientation professionnelle.

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Quoting in English

- When writing in English do not use French quotation marks, i.e. « guillemets français ». Do use English quotation marks, i.e. “quotation marks.” Unlike in French, there is no space between English quotation marks and the words. For example:

The UKIP leader, Nigel Farage, believes the Queen should intervene in the Scottish independence referendum. But Buckingham Palace issued a statement earlier this week saying the Queen was “above politics” and it was “categorically wrong” to suggest she would wish to influence the vote.

- Quotes of fewer than 3 lines should be included in the main body of the dissertation within quotation marks. For example:

The long Canadian election campaign – the longest, in fact, since 1872, at 78 days – gave the Liberals the time to build on that boost. Justin Trudeau told The Guardian, in July, that he relished it: “If there’s one thing that recent history in Canada has shown it’s that campaigns really matter. And there’s a tremendous volatility among voters who are just looking for the right alternative.” Trudeau, for all his dynastic connections, aimed to be that alternative.

- When a quote is more than 3 lines (such quotes should be used parsimoniously in order to avoid being accused of padding), they should be placed on a new line, one line-spacing, indented 1 cm on the left, size 10 characters. No quotation marks should be used for long quotes. For example:

The day after being elected on 30 September 2010, the new Labour Party leader, Ed Miliband made a speech at the Labour Party annual conference, in Manchester. It began with him underlining the new direction he wanted to take the party and country:

Conference, I stand here today ready to lead: a new generation now leading Labour. [...] The new generation of Labour is different. Different attitudes, different ideas, different ways of doing politics. Today I want to tell you who I am, what I believe and how we are going to do the most important thing we have to do – win back the trust of the country. We all of us share a deep conviction which brought us into this party and into this hall. But each of us has our own individual story. And I want to tell you about mine.⁸

His speech went on for a full hour and was greeted by rapturous applause.

- When there is a quote within a quote, single quotation marks should be used. For example:

Regarding making compromises in politics, Barack Obama commented prior to becoming President of the USA that “A good compromise, a good piece of legislation, is like a good sentence; or a good piece of music. Everybody can recognize it. They say, ‘Huh. It works. It makes sense.’ That doesn’t happen too often, of course, but it happens.”⁹ Once he became President he did indeed have to make some comprises.

F) Referring to sources (citing)

A citation is the part of the reference that you include within the main body of your work whenever you directly quote from, paraphrase, summarise or refer to work produced by another author. There are different styles or ways of doing this, including the following three, MLA, Harvard and Chicago.

◎ MLA

**French publication, in-text citation / footnote / reference list, using MLA:**
« citation » (Schnapper 2014, 45)

**English publication, in-text citation / footnote / reference list, using MLA:**
“quotation” (Pickard 2014, 15-16)

◎ Harvard

**French publication, in-text citation / footnote / reference list, using Harvard:**
« citation » (Schnapper, 2014, p.45)

**English publication, in-text citation / footnote / reference list, using Harvard:**
"quotation" (Pickard, 2014, pp.15-16).

◎ Chicago

**French publication, in-text citation / footnote / reference list, using Chicago:**
« citation » (Schnapper 2014, 45)

**English publication, in-text citation / footnote / reference list, using Chicago:**
"quotation" (Pickard 2014, 15-16)

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10 The 8th edition of the *MLA Handbook* made major changes to its guidelines that are included in this brochure.
G) In-text citations

Instead of using footnotes for full references, the reference can be given in the ‘author-year’ format in brackets, e.g. (Gervais, 2009), or if you have the page number(s) like this (Gervais, 2009, pp. 29-30). The full reference should then be given in your list of references at the end of your dissertation. The ‘author-year’ method means there will be fewer footnotes and makes it easier when quoting or referring to the same author more than once. Some author year style omit all punctuation. This is the case for MLA 2016 8th edition, e.g. (Gervais 2009 29-30). Be consistent throughout your dissertation. Some dissertation supervisors prefer full references to go in footnotes – check before you start writing.

For example,

**Single author**
(Garbaye, 2011)

**Two authors**
(Avril and Schnapper, 2014)

**Three or more authors**
(Pickard, et al., 2012)

**Group or Corporate Author with abbreviated name**
(ONS, 2018)

For direct quotations the page number is also included,
(Cohen, 2012, p. 177)
(Frau-Meigs, 2011, pp. 139-140)

Citations taken from secondary sources quoting original works
This is generally to be avoided as researchers are expected to examine the works they cite. If the original work is not available, the original and secondary source must be cited. The original author and date would be used in the running text and as the beginning of the reference list entry. The text citation would include the words “quoted in.”

**Text citation following mention of original source in the running text**
(Smith, 1999 quoted in Le Dantec Lowry, 2004, p. 172)

**Several sources (chronological and/or alphabetical)**
(Garbaye, 2011a, 2011b; Cohen, 2012; Pickard, et al., 2012; Avril and Schnapper, 2014)

**Latin terms**
In the past, the Latin terms *ibid.*, *idem*, *op.cit.* and *loc.cit.* were used (either in the body of the text and/or in the footnotes) to refer to previously cited authors or works. However, these terms are falling into disuse. So the recommended and simplest method is to just repeat the short title form (author, year) or (author, year, page). According to the *Chicago Manual of Style* and the *MLA Handbook for Writers of Research Papers*, the following Latin abbreviations should not be italicized, but they are italicized when written in full.

- *e.g.* = *exempli gratia* = for example
- *i.e.* = *id est* = that is (to say), in other words
- *et al.* = *et alii* = and others
- *ibid.* = *ibidem* = in the same place
- *id.* = *idem* = the same
- *loc. cit.* = *loco citato* = in the place cited
- *op. cit.* = *opera citato* = the work cited

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11 The 8th edition of the *MLA Handbook* made major changes to its guidelines that are included in this brochure.
H) Footnotes, endnotes and citing sources

Footnotes may include your personal remarks on the sources, comments on disagreement among authorities, further quotations, or essential information that cannot appropriately fit into the text. However, usually anything that is important and worth including in your dissertation should be included in your dissertation and not in the footnotes. Any information included in the footnotes should serve a purpose and be directly linked to what you are saying in the main body of your dissertation. Your footnotes must not be a dumping ground for anything and everything you have not fitted into your main text! It is not acceptable for footnotes to contain lengthy digressive information that you are frustrated not to include in your main text.

Footnotes or endnotes can be used to give references to quotations and statistical data. It is a way of avoiding having lots of brackets in your text, e.g. (Jones, 2012: 5). A superscript numeral is used at the end of the quote or sentence. The footnote number is elevated above the line. This sends the reader to a footnote at the bottom of the page or an endnote at the end of a chapter / dissertation. The footnote is placed at the bottom of the same page. It should be separated from the main text by a short black line that starts on the left-hand side (it is inserted automatically by software). Footnotes are almost always single line spacing and size ten characters. There are no blank lines between different footnotes. The footnote or endnote may either contain brief information of the references with full references appearing at the end of the dissertation, or the full reference followed by *ibid.* and *op. cit.* requiring the reader to refer back to the earlier reference.

You must be consistent and clear throughout your dissertation, not mixing and matching different referencing and footnote methods.

In some academic journals, footnotes and endnotes are not tolerated. Footnotes should appear at the bottom of each page, not at the end of the dissertation (the latter are called endnotes).

They should be numbered 1, 2, 3, 4, etc. Do not go back to number 1 on each page, or each part. Numbering should be continuous throughout your dissertation, including the annexes.

The text of the footnotes should be *Times New Roman* size 10 (i.e. smaller than for your main text).

In English, punctuation is as follows: full-stop/period, quotation mark, number = “1

In French, punctuation is as follows: number, quotation mark, full-stop/period = 1».

When giving a full reference in a footnote (as opposed to using author date system mentioned on previous page), the first name comes first, followed by the family name.

For example, footnote entry in *MLA style*:


This is the different to how a title is given in the references at the end of your dissertation where the family name comes first and a comma is added.

For example, reference list entry in *MLA style*:


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32 This is an example of an MLA footnote.

I) Reference Lists

A reference list is not the same as a bibliography.
A reference list is a list that contains only the works you have cited in your dissertation.
A bibliography contains publications that you have not referred to in your dissertation.

Different types of sources should be put in two main sections of the references at the end of the dissertation: Primary sources and Secondary sources.
Check with your supervisor whether he/she wants you to list all references together under the main sections ‘primary sources’ and ‘secondary sources’, or whether he/she wants you to use thematic sections.

Types of primary sources in social sciences include: artworks, autobiographies, diaries, interviews, legislation, letters, news footage, official records and reports, speeches, etc.

Examples of primary sources:
- David Cameron’s speech on ‘Britain and Europe’ at Chatham House, The Royal Institute of International Affairs, London, 10 November 2015.
- Work and Families Act (Northern Ireland), 2015.

Beware, some newspaper articles are primary sources others are secondary sources depending on their nature and the author.

Inside the two main primary sources and secondary sources sections, all references should be listed in alphabetical order according to the family name of the first author.

In English, each word (except for very short words like prepositions) of the title should have a capital letter (see examples over the following pages).
In French, only the first word and the first noun/verb etc (if the first word is not a noun/verb etc) take(s) a capital letter.
For example:

Pay close attention to punctuation.
If you are writing your dissertation in French, there should be a space before the colon.
If you are writing your dissertation in English, there should not be a space before the colon (see other examples below).
Usually you should have subsections, but do not have too many, otherwise you will lose clarity.
Subsections should be used to give more clarity to your work, not make it impossible to navigate.
You must be consistent and accurate.
Check with your supervisor whether he/she prefers family names in references to be in capital letter/upper case.

See examples of references list later on in this brochure.
You can indent second and subsequent lines of long references.
You should leave a blank line in between each reference line.
Usually you should repeat names that have more than one entry, rather than ________________.
Do not use bullet points or symbols for each reference entry.

“The List of Works Cited
The eighth edition of the MLA Handbook introduces a new model for entries in the works-cited list, one that reflects recent changes in how works are published and consulted. Previously, a writer created an entry by following the MLA’s instructions for the source’s publication format (book, DVD, Web page, etc.). That approach has become impractical today, since publication formats are often combined (a song listened to online, for example, could have been taken from a record album released decades ago) or are undefinable.
In the new model, the work’s publication format is not considered. Instead of asking, “How do I cite a book [or DVD or Web page]?” the writer creates an entry by consulting the MLA’s list of core elements—facts common to most works—which are assembled in a specific order. The MLA core elements appear below:

In the new model, then, the writer asks, “Who is the author? What is the title?” and so forth—regardless of the nature of the source.
Because of this fundamental change, the works-cited-list entries produced by the two approaches are different. Below are differences that might be overlooked by writers making the transition from the seventh edition.

Abbreviations
• Common terms in the works-cited list like editor, edited by, translator, and review of are no longer abbreviated. The eighth edition provides a shorter list of recommended abbreviations (96–97).

Authors
• When a source has three or more authors, only the first one shown in the source is normally given. It is followed by et al. (22). (Previously, the omission of coauthors was limited to sources with four or more authors and was presented as an option.)

Books and Other Printed Works
• Page numbers in the works-cited list (but not in in-text citations) are now preceded by p. or pp. (46).
• For books, the city of publication is no longer given, except in special situations (51).

Journals
• Issues of scholarly journals are now identified with, for instance, “vol. 64, no. 1” rather than “64.1” (39–40).
• If an issue of a scholarly journal is dated with a month or season, the month or season is now always cited along with the year (45).

Online Works
• The URL (without http:// or https://) is now normally given for a Web source. Angle brackets are not used around it (48, 110).
• The citing of DOIs (digital object identifiers) is encouraged (110).
• Citing the date when an online work was consulted is now optional (53).
• Placeholders for unknown information like n.d. (“no date”) are no longer used. If facts missing from a work are available in a reliable external resource, they are cited in square brackets (2.6.1). Otherwise, they are simply omitted.

Publishers
• Publishers’ names are now given in full, except that business words like Company (Co.) are dropped and, for academic presses, the abbreviations U, P, and UP are still used (97).
• A forward slash (/) now separates the names of copublishers (108).
• The kinds of publications that don’t require a publisher’s name are defined (42).
• When an organization is both author and publisher of a work, the organization’s name is now given only once, usually as the publisher (25). No author is stated.

Miscellaneous
• Full publication information is now given for widely used reference works. Page-number spans are given for articles in alphabetically arranged reference books in print. In other words, reference works are treated like other works and are no longer subject to exceptions.
• The medium of publication is no longer stated, except when it is needed for clarity (52).

In-Text Citations
The principles behind in-text citations in MLA style are unchanged. A few details have been added or clarified, though:
• For time-based media like video, times are now cited in the text (57).
• The use of my trans. to identify the writer’s translation of a non-English quotation is described (90–91).
• How to shorten long titles when they have to be included in a parenthetical citation is clarified (117–18).
• The common practice of documenting borrowings from Greek, Roman, and medieval works with part numbers, not page numbers alone, is described (122).
• The punctuation used when various items are combined in one parenthetical citation is summarized (126–27).
• Ways of formatting citations in research projects other than traditional papers are suggested (127–28).

Other Aspects of Writing
Following are new points that concern the writing in a research project:
• When the title of a periodical (journal, magazine, newspaper) begins with an article (A, An, The), the article is now treated as part of the title: the article is italicized and its first letter capitalized. For example, the handbook previously specified “the Georgia Review” in text and “Georgia Review” in the works-cited list but now specifies “The Georgia Review” in all contexts.
• For works in a language not written in the Latin alphabet, writers must choose between giving titles and quotations in romanization or in the language’s writing system (74, 91).
• Two forward slashes (//) mark stanza breaks in run-in quotations of verse (78).
• If a block quotation of prose contains internal paragraphing, the first line of the quotation now begins without a paragraph indentation even if one is present in the source (77).”

a) Primary sources (MLA style 2016)

i) Laws and Statutes


ii) Government reports and official documents


iii) Autobiographies


iv) Diaries


v) Letters


b) Secondary sources (MLA style 2016 – latest version)

vi) Books / Monographs

Last name/Family name/Surname (lower case letters), First name (lower case letters). Title of the Book in Italics. Collection, number in collection. Edition when appropriate. Name of publishing house, year of publication.


vii) Edited volume

Béliard, Yann, and Avril, Emmanuelle, editors. Labour United and Divided from the 1830s to the Present. Manchester University Press, 2018.


viii) Chapters in a collective work / edited volume


ix) Newspaper and magazine articles (give page number when known, if not give the URL)


x) Articles in an academic journal


xi) Articles in an online academic journal


xii) PhD theses - doctorates


xiii) Films / movies (in alphabetical order of title, or director, or chronologically – be consistent)


We Are the Best! Directed by Lukas Moodysson. Mk2 Diffusion, 2014.

xiv) Television programmes (in alphabetical order of title, or director, or chronologically)


xv) Radio programmes


Lansman, Jon. Week in Westminster. BBC Radio 4, interview, 15 October 2016, www.bbc.co.uk/programmes/b07z2f3q

xvi) Songs (in alphabetical order of artist, or composer, or chronologically – be consistent)


xvii) On-line documents, websites, web pages, blogs, tweets, etc. (webography)

(NB some might be primary sources)

Bowman Ben. @bennosaurus. “Matt Henn: ‘Young people are not anti-election: when you give young people something they want, they will vote for it’ #youthbrexit.” Twitter, 22 June 2017, 10:45am, twitter.com/bennosaurus


Schneider, James, Emma, Rees, and Adam, Klug. “What is Momentum?” Red Pepper, 29 October 2016, www.redpepper.org.uk/what-is-momentum
Reference list layout examples

Below are 3 different types of layout for a list of references in MLA style. Consider how readable each type is before choosing the style you will use and make sure your supervisor agrees. If you use referencing software (e.g. Zotero/Endnote/Refworks/Mendeley, etc.), the references need to be double checked by you, do not rely on the software to produce a perfect reference.

1) MLA style
(family name lower case, not indented, single line spacing, blank lines, not justified on right)

Reference list

Primary sources


Secondary sources


2) MLA style
(family name lower case, indented, single line spacing, blank lines, justified on right)

Reference list

Primary sources


Secondary sources


3) MLA style
(family name upper case, indented, single line spacing, blank lines, justified on right)
* usually family names are not put in capital letters in reference lists.

Reference list

Primary sources


Secondary sources


LANSMAN, Jon. Week in Westminster. BBC Radio 4, interview, 15 October 2016, www.bbc.co.uk/programmes/b07z2f3q


J) Plagiarism

In your dissertation, be careful to quote, but not plagiarise.
Quoting when done correctly is proof of being well-read and is relevant.
Plagiarising, paraphrasing, copying and pasting, not acknowledging sources, or pretending work is your own is strictly prohibited.
Do not just download material from the Internet and pretend it is your own original work.
Always give your sources.
Respect other authors as you would like them to respect you.
For more informations, see here: style.mla.org/plagiarism-and-academic-dishonesty

The university uses Compilatio.net : service d'aide à la détection du plagiat

Below is an extract from the 'Charte de l’évaluation' of the Sorbonne Nouvelle University that can be downloaded from the university website via the following link:


30. PREVENTION DU PLAGIAT

Tout travail de rédaction universitaire (dossier, mémoire ou autre) doit faire état des sources sur lesquelles il s’est appuyé et, en particulier, des éventuelles citations littérales de l’œuvre d’autrui (y compris les textes accessibles sous forme électronique), qui doivent être indiquées entre guillemets. L’irrespect de cette obligation, notamment par la pratique du « copier-coller » de textes accessibles sur Internet, constitue une fraude pouvant entraîner passage devant la section disciplinaire. Le plagiat est aussi un délit passible de sanctions pénales.
La présentation de tout travail de rédaction universitaire (dossier, mémoire ou autre) réalisé hors surveillance doit s’accompagner d’une déclaration sur l’honneur :

Déclaration sur l’honneur
Je, soussigné·e, déclare avoir rédigé ce travail sans aides extérieures ni sources autres que celles qui sont citées. Toutes les utilisations de textes préexistants, publiés ou non, y compris en version électronique, sont signalées comme telles. Ce travail n’a été soumis à aucun autre jury d’examen sous une forme identique ou similaire, que ce soit en France ou à l’étranger, à l’université ou dans une autre institution, par moi-même ou par autrui.

Date

Signature manuscrite de l’étudiant·e
K) Some useful research websites

☉ Online Reference management tools

Zotero – “a free, easy-to-use tool to help you collect, organize, cite, and share your research sources”
www.zotero.org

Endnote – “Find, use and share research with EndNote”
endnote.com

Refworks – “your online research management, writing and collaboration tool”
www.refworks.com

☉ Sources of references

The British Library online catalogue –
www.bl.uk/reshelp/findhelpertype/catblhold/all/allcat.html

The Library of Congress online catalog – catalog.loc.gov

World Catalog – www.worldcat.org/?&lang=en

Bibliothèque nationale de France (BnF) – catalogue.bnf.fr/index.do

JSTOR – www.jstor.org


Academia – www.academia.edu

Google Scholar – scholar.google.com

☉ Sorbonne Nouvelle links

Service commun de documentation (SCD) de la Sorbonne nouvelle – www.univ-paris3.fr/scd

Virtuose + (portail documentaire du SCD) – virtuoseplus.univ-paris3.fr
Style guidelines


The Chicago Manual of Style, online examples: www.chicagomanualofstyle.org


University of Leeds. Academic Skills. “Referencing.” library.leeds.ac.uk/skills-referencing


Tracés – useful stylesheet for writing in French: traces.revues.org/103#tocto1n5

General online resources (UK history)

BBC history webpages – www.bbc.co.uk/history
The Royal Historical Society – www.royalhistoricalsociety.org

Primary and secondary sources (UK)
The British Library (London) – www.bl.uk
Catalogues of specialist libraries – copac.ac.uk
All UK legislation via the National Archives – www.legislation.gov.uk
Office for National Statistics (ONS) – www.ons.gov.uk
UK Statistics Authority – www.statistics.gov.uk
Ipsos MORI – www.ipsos-mori.com
Humanities and Social Sciences Online – www.h-net.org

General online resources (US history)

History Matters – historymatters.gmu.edu/all.html
H-Net – www.h-net.org/search

Primary and secondary sources (US)
Making of America – digital.library.cornell.edu/m/moa
Avalon project – avalon.law.yale.edu/subject_menus/major.asp

Depository libraries / catalogues
The British Library (London) – www.bl.uk
The World Catalogue – www.worldcat.org
L) Academic journals (UK & US Civilisation Studies)

Some of these are accessible online via the Sorbonne Nouvelle’s library service

*Virtuose + virtuoseplus.univ-paris3.fr*
*or:*
*JSTOR – www.jstor.org*
*Project Muse – muse.jhu.edu*
*Cadist – www.cadist-anglais.fr/fr*

***

*American Journal of Sociology – The University of Chicago Press –
www.press.uchicago.edu/ucp/journals/journal/ajs.html*

*British Politics, Palgrave Macmillan – www.palgrave-journals.com/bp/index.html*

*Du Bois Review – journals.cambridge.org/action/displayJournal?jid=DBR*

*Ethnic and Racial Studies, Routledge – www.tandf.co.uk/journals/routledge/01419870.html*

*International Migration Review, Center for Migration Studies New York – cmsny.org/imr*

*Journal of Urban History, Sage – hjuh.sagepub.com*

*Parliamentary Affairs, Oxford Journals – pa.oxfordjournals.org*

*Politics & Society, Sage – pas.sagepub.com*

*The Journal of American History – www.journalofamericanhistory.org*

*The Journal of British Sociology, London School of Economics –
www2.lse.ac.uk/BJS/Home.aspx*

*The Journal of the Early American Republic (JER) –
jer.pennpress.org/strands/jer/home.htm;jsessionid=581ADE3A705E081D2ADE31F03EFCA8C1*

*World Policy Journal, World Policy Institute, NY –
wpj.sagepub.com*

*Revue de Recherche en Civilisation Américaine – rrca.revues.org*

*Revue Française d’Études Américaines –
www.cairn.info/revue-francaise-d-etudes-americaines.htm*

*and www.afea.fr/Revue-de-l-Association-Francaise-d.html*

*Transatlantica – transatlantica.revues.org*

*Revue Française de Civilisation Britannique, Presses de la Sorbonne Nouvelle (PSN) –
psn.univ-paris3.fr/monde-anglophone/revues/revue-francaise-de-civilisation-britannique*

Many online articles can be downloaded for free here:

*www.crecib.wordpress.com/derniers-numeros*

*Recherches Britanniques – www.recherches-britanniques.com*

*Cercles – www.cercles.com*

*Graat – www.graat.fr*

*Lisa – lisa.revues.org*

*Association Française d’Études Américaines (AFFEA) – www.afea.fr*

*Centre de Recherches et d’Études en Civilisation Britannique (CRECIB) – www.crecib.fr*

*Société des Anglistes dans l’Enseignement Supérieur (SAES) –
www.saesfrance.org*

*Centre for Reserch on the English-speaking world (CREW EA 4399) –

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Université Sorbonne Nouvelle
UFR Langues, littératures, cultures et sociétés étrangères (LLCSE)
Institut du Monde Anglophone

Master 1 LLCER
Spécialité Études Anglophones Recherche
2018-2019

Consignes

En M1
Le mémoire de M1 est de 40-50 pages de texte (sans les tableaux, les illustrations, la bibliographie, les annexes), sauf dérogation de votre directeur de mémoire en M1 pour un mémoire plus long.
Marges 2,5 cms, taille caractères 12, minimum 20.000 mots (100.000 caractères hors espaces), environ 500 mots / 2.500 caractères par page.
Toutes les pages sont numérotées y compris les annexes.
Consignes à confirmer auprès de sa directrice / son directeur de mémoire.
Le mémoire porte sur un sujet de recherche original et il est rédigé en anglais.

En M2
Le mémoire de M2 est de 80-90 pages de texte (sans les tableaux, les illustrations, la bibliographie, les annexes), sauf dérogation de votre directeur de mémoire en M2 pour un mémoire plus long.
Marges 2,5 cms, taille caractères 12, minimum 40.000 mots (200.000 caractères hors espaces), environ 500 mots / 2.500 caractères par page.
Toutes les pages sont numérotées y compris les annexes.
Consignes à confirmer auprès de sa directrice / son directeur de mémoire.
Le mémoire porte sur un sujet de recherche original et il est rédigé en français (dérogation possible sur accord de la direction de mémoire et de la coordination du diplôme).