

# Style Sheet

This style sheet contains guidelines for preparing a *Linguistic Inquiry* manuscript. Instructions for submitting a manuscript for review are located at <http://www.mitpressjournals.org/page/sub/ling>.

## The Manuscript

- 1
  - a. The editors request that article manuscripts be limited to 50 manuscript pages, Remarks and Replies manuscripts to 25 manuscript pages, and Squibs and Discussion manuscripts to 12 pages. These page guidelines include notes but not references and are based on double-spaced pages with font and margins as specified below.
  - b. Prepare the manuscript in a 12-point font with serifs (e.g., Times Roman, Palatino).
  - c. Leave at least a 1¼-inch margin on all sides of the paper.
  - d. Double-space *all* material except linguistic trees: text, examples, footnotes, tables, and references.
  - e. Indent each new paragraph (except the first paragraph under a heading).
  - f. Type footnotes together, following the reference section. (Although for typesetting purposes the notes need to be typed together as endnotes in the manuscript, they will appear as footnotes in the published version.)
  - g. The acknowledgment footnote, if there is one, should appear as the first note in the notes section. Do not number the acknowledgment footnote.
  - h. Type tables and figures (charts, graphs, etc.) on sheets separate from the text and place them together at the end of the manuscript.
  - i. Number all manuscript pages.
- 2 For articles and submissions to Remarks and Replies, include the title of the work and your name on the first page of the manuscript; at the end of the reference list, include your institutional mail and e-mail addresses. For submissions to Squibs and Discussion, include the title, your name, and your institutional affiliation on the first page.
- 3 For articles and submissions to Remarks and Replies, include a 100-word abstract and suggest 4–6 keywords that would lead online searchers to the article.
- 4 Please keep in mind that the typesetter’s job is to follow what is on the manuscript page, without the need for interpretation. This means that all elements (especially trees, other diagrams, lists, linguistic examples, derivations, and so forth) must be prepared accurately and consistently, and that anything out of the ordinary (say, a typed character substituted for an unavailable phonetic symbol) should be noted on the manuscript.

## Section Headings

- 5 Sections should be numbered and should have headings.

- 3 Impossible Merge of Empty-Headed Phrases
- 3.1 Empty Category Principle Effects
- 3.1.1 Bare Nouns in Romance
- 3.1.2 Bare Negative Polarity Items
- 3.2 Initial Adjuncts

Section numbers should start with 1 (not 0). If the article has a short introduction (say, up to three paragraphs), do not give it a number or a title. A longer introduction may have a number and a title.

- 6 Headings should follow the capitalization conventions for English headline style listed in *The Chicago Manual of Style* (15th ed., sec. 8.167). See examples above.
- 7 Type the numbers and headings in roman type (not italic, not boldface); the copyeditor will mark the type style.
- 8 The first paragraph under a heading should not be indented.

### Type Styles

- 9 Preferably, if a word or expression should appear in *italics*, SMALL CAPITALS, or **boldface** in the published version, type it in *italics*, SMALL CAPITALS, or **boldface** in the manuscript. Use straight underlining to indicate a word or expression that should be typeset with underlining.

Alternatively, use single underlining, double underlining, and wavy underlining to mark expressions to be set in italics, small capitals, and boldface, respectively. (In this case, if any underlined expressions are intended to be underlined rather than italicized in the published version, indicate that fact somehow on the manuscript.)

Please choose one of these two formats and follow it consistently throughout the manuscript.

- 10 Clearly describe in the margin the first occurrence of any unusual phonetic characters, possibly ambiguous handwritten symbols, or typed characters substituted for some other character (e.g., 9 = ϑ). Mark the first occurrence of unusual typefaces such as script.
- 11 Make sure that any handwritten symbols are easily legible and that diacritics over and under letters are positioned exactly as they should appear in print.

### Special Treatment of Words

- 12 Use *italics* (or underlining) for
  - a. A letter, word, phrase, or sentence cited as a linguistic example or subject of discussion.

the suffix *-s*  
the word *like*  
the construction *mich friert*

- b. Emphasis. (However, emphasized words should be kept to a minimum. In most cases, the sentence structure itself should convey the needed emphasis.)
- c. Introducing terms.

*Government* is defined as...

- d. Titles or abbreviated titles of books and journals in the text.

an anonymous *LI* reviewer  
the *LGB* binding theory  
the *Barriers* theory

- e. Titles of books and journals in the reference list.

- 13 Use SMALL CAPITALS (or double underlining) to gloss a grammatical category or a grammatical category morpheme in a linguistic example, and capitals plus SMALL CAPITALS for the names of Optimality Theory constraints.

- (51) Paolo li                    ha già            letti.  
      Paolo them.MASC.PL has already read.MASC.PL  
      'Paolo has already read them.'
- (4) Kodomo ga 3-nin waratta.  
      kids    NOM 3-CL laughed  
      'Three kids laughed.'
- (74) \*Que va                dir ni una paraula?  
      Q    PAST.3SG say NI a    word  
      'Did she/he say a word?'

DEP, MAX, No-CODA, \*STRUCTURE

- 14 Use **boldface** (or wavy underlining) for logical notations in which it is required.

The reason that there are so many derivations is that each of **John** and **a unicorn** may be inserted either directly (by rules  $S_4$  and  $S_5$ , respectively) or via substitution for a free variable, and **a unicorn**, if introduced by substitution, may be given either sentence scope ( $S_{14}$ ) or "IV scope" ( $S_{16}$ ).

- 15 To highlight a letter in an otherwise roman (resp. italic) word, it may be desirable to underline the letter rather than set it in italics (resp. roman); underlining the highlighted letter rather than mixing typefaces will avoid a situation where italic and roman letters collide with each other. To accomplish this, underline the letter and indicate what the underlining stands for in this instance (since traditionally it indicates italic type).

(1) muchach <u>o</u>	muchach <u>a</u>	[Ed./Comp.: In this example, underlining
abuel <u>o</u>	abuel <u>a</u>	should be set as underlining.]
niet <u>o</u>	nieta <u>a</u>	

...as in wt'it'a 'whips once with a limber, long object',  
wt'i:t'a 'whips plural (or plural times)'.

16 The following guidelines govern the use of capital letters:

- a. Except for acronyms and initialisms, which appear in full capital letters, avoid typing terms in full capitals, where possible.

OCP (*for* Obligatory Contour Principle), EPP (*for* Extended Projection Principle), MITWPL (*for* MIT Working Papers in Linguistics

*but*

Comp, Agr, Det (*not* COMP, AGR, DET)

Full caps may be retained if they are contrastive.

PRO/pro

- b. Capitalize the names of linguistic rules, principles, conditions, constraints, and filters.

Agree, Extended Projection Principle, Condition A, Head Movement Constraint, Case Filter, Rule D, Obligatory Contour Principle, No-CODA

- c. If a term applies to a general linguistic phenomenon or process, rather than to a formulated rule, lowercase it.

*wh*-movement, head movement, assimilation, passivization

17 *LI* uses double quotation marks for

- a. Short quotations in the text. (Quotations longer than, say, four lines should be set off as block quotations and should not be enclosed in quotation marks.)  
 b. Scare quotes (although their use is not encouraged and should be kept to a minimum).

If either or both of these theories can deal adequately with the Bella Coola facts, then the "disappearance" of copied melodic elements is a nonissue.

Plann argues that what traditional grammarians have analyzed as "prepositions" are really three distinct syntactic categories.

- c. Notions and concepts, when they are mentioned in an appositive construction.

the notion "restructuring" (*but* the notion of restructuring)

- d. Setting off the name of a journal article, unpublished paper, chapter, or dissertation, in running text.

The binding theory developed in Chomsky's (1980) article "On Binding" (hereafter OB)...

18 *LI* uses single quotation marks to enclose

- a. Any type of meaning, but especially the English meaning of a cited non-English form.

Malayalam has forms like *kammi* 'shortage', *mannə* 'earth', and *pallawam* 'blossom'.

*Flying planes can be dangerous* can mean either 'It can be dangerous to fly planes' or 'Planes that are flying can be dangerous'.

- b. An English word when it is used to substitute for a non-English word.

the Chinese 'self' and the Japanese 'self'

- c. The English translation below a numbered non-English example.

(32) A Juan le quiere gustar Marta.  
to Juan CL wants to.please Marta  
'Juan wants to like Marta.'

- 19 a. A comma or period occurs inside double quotation marks; a colon or semicolon outside.

Iteration of Move  $\alpha$  will derive a series of "links," each of which...

I will show that it follows from the "minimal analysis."

Notice, however, that it is only moras that do not meet the well-formedness requirements of syllables that are "exempt"; all others must be syllabified.

To push the parallel a bit further, notice that we frequently experience "linguistic imagery": hearing sentences in our heads.

- b. All punctuation marks occur outside single quotation marks. *Exception:* In the English translation below a non-English example (as in point 18c), the punctuation mark occurs inside the single quotation mark.

### Example Sentences

- 20 When the text sentence immediately preceding a numbered example uses the phrase *the following example* or something similar, the sentence ends with a colon. Otherwise, it ends with a period.

Consider the following example of sluicing, where *Abby* is focus-marked:

(26) ABBY called Ben an idiot, but I don't know who else.

In English, double negation of the following sort is possible:

(20) He says that he has not done it.

Consider (34), where there is more than one option for lexical insertion of *John* and *Bill*.

- (34) a. John hit Bill.  
b. Bill hit John.

- 21 a. Number examples, trees, tableaux, functional structures, metrical grids, and so forth, in one continuous sequence. Number tables in a separate sequence, and figures in a separate sequence.
- b. In numbering examples in the text, use arabic numerals enclosed in parentheses. If several example sentences are numbered together, use a numeral enclosed in parentheses for the entire group and a lowercase letter of the alphabet followed by a period for each sentence (see the last example in point 20). If at all possible, avoid subdividing further into examples that begin with lowercase roman numerals (i.e., avoid sequences like (5ai), (5a<sub>ii</sub>), (5bi), (5b<sub>ii</sub>)).
- c. Unless absolutely necessary, do not separate parts of examples with intervening text; for instance, an example numbered (23a) should not be separated by text from an example numbered (23b).
- d. Do not use a numbering system involving primes (e.g., (5), (5'), (5'')).
- e. In most cases, a cross-reference should be given to an earlier example that is being discussed again, rather than repeating the example; but if it is necessary to repeat an example, it can either be given with its original number or be assigned the next number in the numbering sequence of the article, with a notation like (23), *repeated here as (54)*. Please choose one of these two systems and use it consistently throughout the manuscript, rather than mixing them.
- f. In numbering examples in footnotes, use lowercase roman numerals.
- (i) a. Nobody believed that he liked Mary.  
b. \*A man who likes nobody believed him.
- (ii) a. Nobody believed that anybody liked Mary.  
b. \*A man who likes nobody believed anyone.
- g. In text references, place letters referring to subexample numbers inside parentheses.

(2a), (5a-b), (6a,c), (6a-f), (8a,c,d), (ia)

- 22 Place any diacritics such as \*, \*\*, ?, ?? before the example itself, and align the first words of diacritically marked examples with one another.

- (1) a. Paulette appeared nervous to Max.  
b. \*To whom did Paulette seem (to be) nervous?  
c. \*\*Who did it seem to that Paulette was nervous?  
d. ?John can't seem to run very fast to me.

- 23 a. Example sentences from languages that use the Latin alphabet should be capitalized and punctuated.

- (10) a. Every man thinks he is lucky.  
b. Who dislikes his boss?  
(21) a. \*Likes he Mary?

b. Aime-t-il Marie?

However, if an example is cited from a language that is written natively in the Latin alphabet and that has a tradition of *not* capitalizing the first word of a sentence and/or proper nouns, or of using end-of-sentence punctuation conventions that differ from those used in English, the capitalization and punctuation conventions of that language may be retained.

- b. If an example sentence has been transliterated or romanized into the Latin alphabet from another writing system, capitalize and punctuate the sentence (and any proper nouns in the sentence) according to the conventions used for English, unless tradition or potential ambiguity require a different format. (In the third example, from Hindi, where capitalization indicates a retroflex sound, the first word and the proper names are not capitalized because if the first words of example sentences were capitalized and a word starting with, say, *T* was the first word of a sentence, it wouldn't be clear whether the *t* was capitalized because it was retroflex or simply because it was the first word in the sentence.)

- (40) Jia-li lai-le yixie ren.  
home-LOC come-ASP some people  
'There came some people to (somebody's) home.'
- (52) Hanako ga hon o 2-satu katta.  
Hanako NOM books ACC 2-CL bought  
'Hanako bought two books.'
- (73) ilaa-ne [raam-ke darvaazaa kholne]-par anu-ko  
Ila-ERG Ram-GEN door.ABS open.NONFIN-LOC Anu-DAT  
DāāTaa.  
scold.PERF

- c. If an example sentence is given in IPA notation, it should not be capitalized or punctuated.

24 A non-English example should have three parts, as shown in point 23b: the non-English words, word-by-word or morpheme-by-morpheme glosses (aligned with the English words above), and an English translation enclosed in single quotation marks. *Exception:* If the non-English example is ungrammatical or if the English translation in single quotation marks would be exactly the same (including linear order) as the English words in the gloss line, the English translation in single quotation marks may be omitted.

25 The preferred glossing system is this: If a non-English word is divided by hyphens into morphemes, then its English gloss should be divided by hyphens into (the same number of) morpheme glosses. If a non-English word is not divided by hyphens into morphemes, then if its English gloss has more than one part, the parts should be joined with a period.

ngurra-kurra	ngarna-ngurlu	Ti idhes?
camp.ABS-to	plant.base.ABS-from	what saw.2sg
'to camp'	'from a root'	'What did you see?'

- 26 If an example from any language is meant to be a representation of abstract structure at any level of representation, it should be neither capitalized nor punctuated.

Consider the following degree-clause construction and its S-Structure representation:

(16) Many people are too stubborn to talk to.

(17) [<sub>S</sub> [<sub>S</sub> many people<sub>i</sub> are too stubborn [<sub>S</sub> O<sub>i</sub> [<sub>S</sub> PRO<sub>j</sub> to talk to e<sub>i</sub>]]]]]

(22) is a well-formed LF representation.

(22) [<sub>S</sub> [<sub>S</sub> many people<sub>i</sub> [<sub>S</sub> e<sub>i</sub> are easy [<sub>S</sub> O<sub>i</sub> [<sub>S</sub> PRO<sub>j</sub> to talk to e'<sub>i</sub>]]]]]]]

- 27 Likewise, if an example from any language consists of a sentence fragment, it should be neither capitalized nor punctuated.

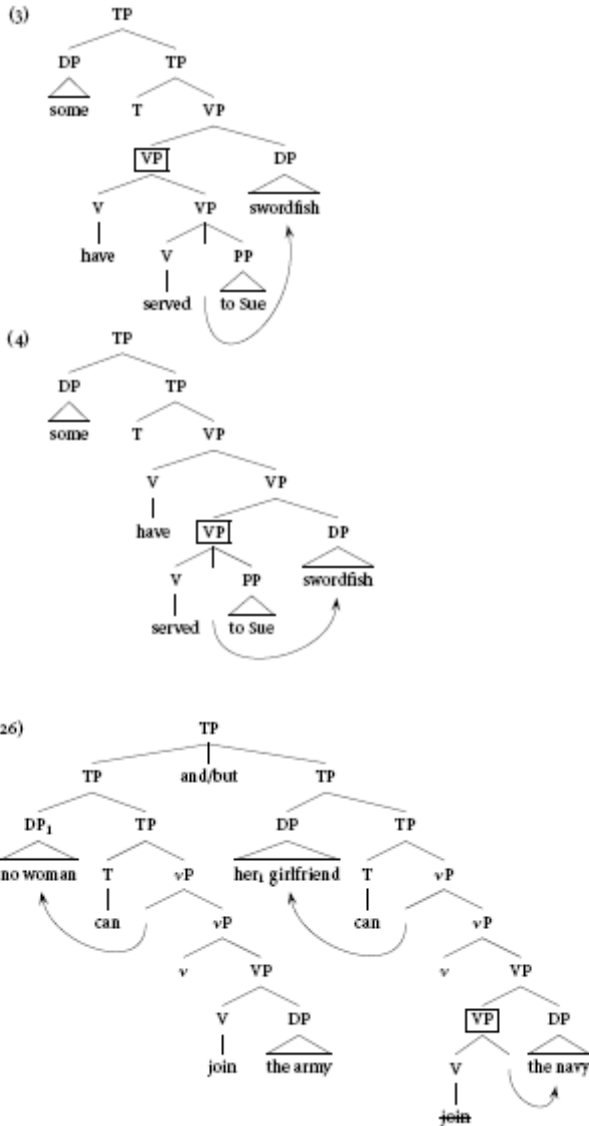
(19) the man who his mother loves

(56) het willen- leren-zingen (van mijn moeder)  
the wanting.to learn sing of my mother  
'(my mother's) wanting to learn to sing'

### Linguistic Representations

- 28 The most important point about preparing trees, tableaux, functional structures, and the like, is this: *The typesetter's job is to follow what is on the manuscript page.* For example, the typesetter is not expected (and will not know how) to translate sketchy lines into neat, linguistically significant trees. An arrow in the manuscript that is drawn in the general direction of a terminal element or node label, instead of obviously pointing at it, will appear the same way in proofs. A tree whose branches are asymmetrically drawn will appear as a tree with asymmetrically typeset branches. So that you will not have to pay for costly alterations in proofs to correct these problems, then, you will be asked to redraw or retype illustrations that are not properly prepared, before the article is sent to the typesetter.
- 29 Draw or type trees as symmetrically and neatly as possible. The use of slash marks, / and \, to indicate branches is not acceptable. Lines should begin centered under one node label (coming together in a point if the node branches) and end at the top center of the next. For purposes of centering, ignore *final* subscripts and superscripts. (For example, a branch under the label Asp<sub>OP</sub> would be centered under the entire expression, but a branch under the label Asp<sub>O</sub> would be centered just under Asp. Similarly, a branch under the label VP would be centered under VP, but a branch under the label V' would be centered just under V.) A triangle above a word or phrase should be drawn so that the base of the triangle is the same length as the word or phrase. (If the phrase is long, it should be broken into two or more lines.)





The following software has been successfully used for drawing linguistic trees to the above specifications:

For LaTeX users: Tree-drawing packages (e.g., *qtree*, *parsetree*) are available for download from <http://www.essex.ac.uk/linguistics/clmt/latex4ling/>. The tree program authored by John Frampton (<http://www.math.neu.edu/ling/tex/>), though somewhat more involved to install, produces excellent trees.

For Word users: Authors have used *Arboreal* (for Mac) and *ArborWin* (*Arboreal* for Windows) from Cascadilla Press ([www.cascadilla.com](http://www.cascadilla.com)), and the paint program that comes with Word. (To make larger triangles than are possible with *Arboreal*, pull down the Insert menu in Word, click on Picture, click on AutoShapes, and select the triangle.)

- 30 For the format of tableaux, functional structures, metrical trees, metrical grids, and so forth, see past articles in the journal. Note alignment, punctuation, and typefaces. Exact alignment in metrical trees and grids is especially important.

- 31 For a work involving representations in square brackets, choose one of these labeling conventions and follow it consistently:

$$\begin{array}{cc} \text{[ IP} & \text{ ]} & \text{[} & \text{ ] IP} \\ \text{IP [} & \text{ ]} & \text{[ IP} & \text{ IP ]} \\ \text{[} & \text{ IP ]} & \text{IP [} & \text{ ] IP} \end{array}$$

The first alternative is the most common and is preferred. In this style, the spacing in bracketed examples is as follows:

$$[_{IP}[_{CP} \text{ that } [_{IP}[_{NP} \text{ a man } e_i] [_{VP}[_{VP} \text{ is coming to dinner} ] [_{CP} \text{ who I want to meet}]]] [_{VP} \text{ is unusual}]]]$$

That is, there should be a space between a bracket label and a following word, between a word and a following left bracket, and between adjacent right and left brackets. There should be no space between a bracket label and a following left bracket.

### Footnotes

- 32 Number footnotes sequentially throughout the manuscript. Footnote numbers such as 10a are not acceptable.
- 33 If a note listing acknowledgments (e.g., to individuals or grant-giving institutions) is appropriate, type it as the first footnote, leaving it unnumbered.
- 34 Avoid footnotes that give only cross-references (“See sections 4 and 7” or short bibliographical references (“See Chomsky 1965”). Incorporate such material into the text.
- 35 Reference each footnote in the text with a raised numeral following the relevant passage (preferably at the end of a sentence rather than inside a sentence). Do not punctuate the reference numeral itself (for example, do not enclose it in parentheses).
- Adjunction of the infinitive to I' is compatible with Chomsky's (1986a:73) discussion of restrictions on head movement.<sup>6</sup>
- 36 Place only one footnote number in any one location.
- 37 Type all footnotes, double-spaced, on sheets following the reference list. (That is, the footnotes appear as endnotes in the manuscript, for typesetting purposes. In the published article, they will appear as footnotes.)
- 38 Indent the first line of each footnote and begin with a raised reference number. Again, the reference number should be bare (no period following it, no parentheses surrounding it).

<sup>6</sup>My earlier (1990) proposal that V adjoins to IP fit in less straightforwardly.

## Usage, Punctuation, and Spelling

- 39 It is *LI*'s policy to use gender-inclusive language and to avoid the use of *he* as a generic pronoun whenever possible. Impersonal constructions and plural constructions are preferred to singular generic constructions. However, because of the nature of linguistic discussions, reference to a generic speaker, listener, or child may be unavoidable. In these cases, *he* or *she* may be used sparingly. (*He/She, (s)he, s/he* are not accepted.) If the passage requires enough generic pronouns that the repetition of *he* or *she* becomes awkward, and no impersonal or plural construction conveys the same meaning, the singular generic pronoun (either *he* or *she*, or alternating *he* and *she*) will be accepted.
- 40 a. For a single author: Use *I* to refer to yourself; reserve *we* to refer to yourself and the reader jointly working through an argument.  
b. For coauthors: Use *we* to refer to yourselves, not to yourselves and the reader (thus, *We have shown that...* rather than *We have seen that...*).
- 41 In a list of three or more items, place a comma before the *and* or *or* joining the last two items.

...anaphors, pronouns, PRO, and pro.

- 42 When the head noun is nonhuman, use *that* to introduce restrictive relative clauses and *which* to introduce nonrestrictive relative clauses.

The most obvious difference between (46) and (47) is the null versus overt status of the operator that locally binds the pronoun and trace.

There are certain types of parasitic gap constructions with null operators that do trigger weak crossover effects.

If our theory is right, it undermines the primary motivation for the level of LF', which would no longer be needed to account for the distribution of weak crossover effects.

This arguably corresponds to the situation in Sardinian, which has the order clitic-infinitive.

- 43 Use Latin abbreviations such as *i.e.*, *e.g.*, and *etc.* only in parenthesized expressions. In nonparenthesized text, use English equivalents such as *that is*, *for example*, and *so on*. (*Exception*: When mentioning a work by four or more authors, use *et al.* everywhere. See point 53.) Use *cf.* to mean 'compare', not 'see'.
- 44 Prefixes such as *non-*, *pre-*, and *co-* should be closed up, not hyphenated.

nonlexical (*but* non-English)

preverbal

cooccurrence

See *The Chicago Manual of Style* (15th ed., sec. 7.90) for more guidelines about prefixes.

45 Use American English spelling variants.

behavior  
judgment  
defense  
esthetic  
categorize

46 Use Greek letters instead of spelling out the Greek letters' names.

Move  $\alpha$   
 $\theta$ -Criterion  
 $\lambda$ -abstraction

47 For syntactic levels, use prime notation. Use the prime symbol (') rather than an apostrophe to indicate a prime.

48 For expressions such as  $\bar{A}$ -chain,  $\bar{A}$ -position, use an overbar rather than a prime.

## Appendices

49 a. A single appendix should be headed *Appendix*, followed by its title.

Appendix: Clefts, Pseudoclefts, and Focus

b. Two or more appendices should be headed *Appendix A*, *Appendix B*, and so on, followed by their titles.

Appendix A: Clefts, Pseudoclefts, and Focus  
Appendix B: The Overt Pronoun Constraint and  $\bar{A}$ -Bound Pro

50 Example numbering and footnote numbering continue from the text straight through the appendix (in other words, if the last example number in the text is (39) and the last footnote number is 12, the first example number in the appendix is (40) and the first footnote number is 13).

## Text References

51 If the text reference refers to the author, the date of the work is enclosed in parentheses. (*Following X* will be considered to refer to the author.)

Chomsky (2004) points out that...  
The need to revise the analysis of these forms was demonstrated  
by Hall (1965), who showed that...  
Given Takezawa and Whitman's (1998:142) observation that focusing  
in general affects constituency,...  
...(as observed by Haegeman (2001)).

... if we assume, following Rizzi (1979) and Torrego (1984), that the derivation can be represented as (iii).

- 52 If the author-plus-date construction refers to the work itself, rather than the author, the date is not enclosed in parentheses. (*In the sense of X* will be considered to refer to the work itself.) A term such as *forthcoming* is preceded by a comma.

See also Bagemihl 1991 and Hargus 2001 on nonmoraic glottals in Bella Coola and Witsuwit'en, respectively.  
This was the proposal made in Van Riemsdijk and Williams 1982.  
...that is, "external" and "internal" arguments, in the sense of Williams 1980 and Marantz 1981.  
...when the doubling particle *no* does not appear (see Solà 1973).  
...although normally extraction out of heads of nontrivial chains is disallowed (see Takahashi 1994, Ormazabal, Uriagereka, and Uribe-Etchevarria 1994).  
...(see Chomsky 2000, 2001, 2004).  
...(see Bošković, to appear).  
...(Noam Chomsky, class lectures).

- 53 When citing a work written by three authors, use all three names each time the work is mentioned. When citing a work written by four or more authors, use the first author's name plus *et al.* each time the work is mentioned.

...(see Pintzuk, Tsoulas, and Warner 2000).  
...(see Hoeksema et al. 2001). [referring to a work edited by Hoeksema, Rullmann, Sanchez-Valencia, and Van der Wouden]

- 54 Arrange text references either by date or alphabetically by author's last name. Either system is fine as long as it is used consistently throughout the manuscript.

(Hayes 1989, Prince and Smolensky 1993, Alderete 2001, Chomsky 2001)  
or  
(Alderete 2001, Chomsky 2001, Hayes 1989, Prince and Smolensky 1993)

- 55 Use *to appear* as the date for a work accepted for publication but not yet published.

(see Bošković, to appear)

- 56 To separate a page, chapter, or section reference from the date, use a colon (no space).

...(see Zoll 2002:521).  
This definition is found in Chomsky 1986a:sec. 11.  
Haegeman and Zanuttini (1996:133) observe that the same is true...

- 57 When referring to other parts of the manuscript, spell out *section*, *footnote*, and so on; when citing other works, abbreviate them.

...; see section 4.1 for further discussion.  
(Watanabe 2004:sec. 4.1)

58 When citing personal communications, spell out the person's first name.

Noam Chomsky (pers. comm.) points out that...  
...(Noam Chomsky, pers. comm.).

## Reference List

59 The reference list should include all and only the works mentioned in the manuscript.

60 Arrange the entries in the reference list alphabetically by authors' last names. List multiple works by one author chronologically. Suffix the date with a, b, c, and so on, to distinguish several items published in a single year by the same author; within this group, arrange works alphabetically by title. (For example, *Chomsky, Noam. 1985a. Barriers* precedes *Chomsky, Noam. 1986b. Knowledge of language*.) Repeat the author's name for each work by that author; do not use dashes to indicate repetitions of the author's name.

61 Cite authors' and editors' first names the way they are given in print (if the author or editor spells out his or her first name in print, follow this usage in the reference list; if the author commonly goes by his or her initials in print, use those).

62 Include the following information in the references:

*Book:* Author's (or editor's) name; year; title of book; city of publication; publisher. For cities in the United States other than New York, Boston, Chicago, San Francisco, Los Angeles, and Philadelphia, include the state name, using two-letter U.S. Postal Service abbreviations (*MA, NJ*, etc.).

*Journal article:* Author's name; year; title of article; name of journal; volume number; inclusive page numbers. (Include the issue number only if the journal numbers each issue of a volume starting with page 1.)

*Chapter in published book:* Author's name; year; title of chapter; *In* followed by title of book; *ed. by* followed by editor's name; inclusive page numbers; city of publication (see under *Book*); publisher.

*Chapter in proceedings volume:* Author's name; year; title of chapter; *In* followed by name of conference, parenthesized acronym of conference name (if the acronym is commonly used), number of conference (e.g., *Chicago Linguistic Society (CLS) 10*); *ed. by* followed by editor's name; inclusive page numbers; city of publication (see point 63 for treatment of college and university locations); university or college; organization or department that makes the volume available.

*Chapter in working papers volume:* Author's name; year; title of chapter; *In* followed by title of volume; *ed. by* followed by editor's name; inclusive page numbers; city of

publication (see point 63 for treatment of college and university locations); university or college; organization or department that makes the volume available.

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64 Use the following format for type styles, capitalization, punctuation, and order of elements in references.

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**Table 1**

Paradigmatic slots

Lexemes	Present	3sg	Past
WALK	walk	walks	walked
GIVE	give	gives	gave

**For Further Reference**

71 If questions arise that are not covered here, consult *The Chicago Manual of Style* or contact the copyeditor ([amark@mit.edu](mailto:amark@mit.edu)).