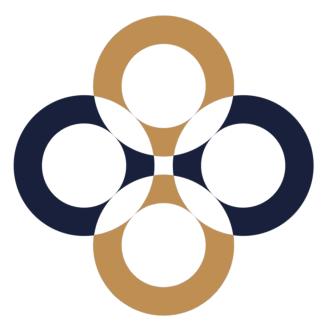


# Compilation and structure of paper/thesis Style and language







## **Study and Examination Regulations**

## 74. § (2)

The aim of the thesis is to demonstrate the student's knowledge and professional expertise in a topic of his/her own choice, in collecting scientific data related to the chosen topic, in systematising, analysing and **processing** them, in discussing the chosen phenomenon or problem, in developing hypotheses, in solving problems, in analysing alternative **hypotheses**, in reasoning and refuting counter-arguments, and in expressing his/her thoughts, views, positions and statements in a coherent, consistent manner that is sophisticated in terms of language use.

## Thesis



## **Study and Examination Regulations**

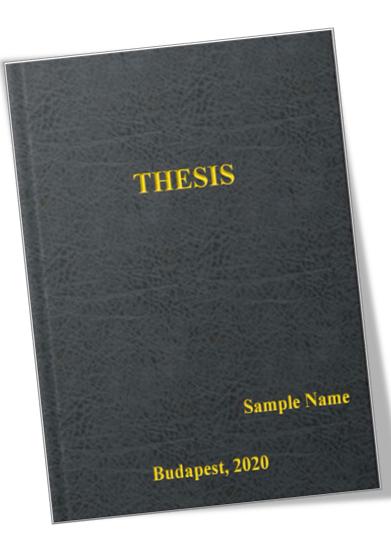
74. § (8) – (11)

**Research-based thesis** 

Portfolio-type thesis

Entry-to-competition

Project-type thesis





## The content requirements of the thesis

## Study and Examination Regulations – annex 3

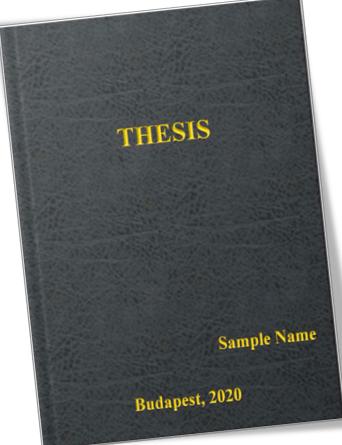
The expected length of the thesis is always meant by excluding the annexes, and is regulated by the study programme leaders individually

There always has to be a summary/conclusion

Reference list / List of references

In details:

- external cover
- internal cover
- table of contents
- thesis => introduction, main text/body, summary
- list of references and illustrations
- annex (not compulsory)





# The format requirements regarding the thesis

## Study and Examination Regulations – annex 3

12-point font with a decorative stroke (e.g. Times New Roman)1.5 line spacingJustified paragraphs

Page numbering shall be continuous

Paragraph		?	$\times$
Indents and Spacing Line	and Page Breaks		
General Ali <u>a</u> nment: Justified Outline level: Body Text	Collapsed	l by default	
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Clear indication of main and sub-chapters (highlights, alignments, structuring) 3. Evaluation of the research

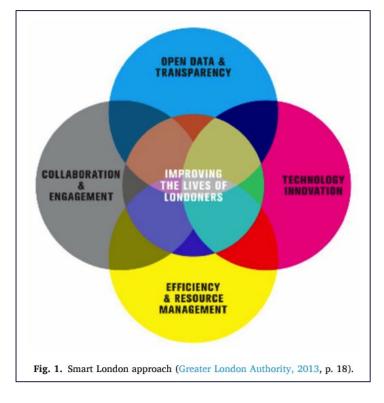
- 3.1. Conditions of the research
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- 4. Summary
- 5. Reference list

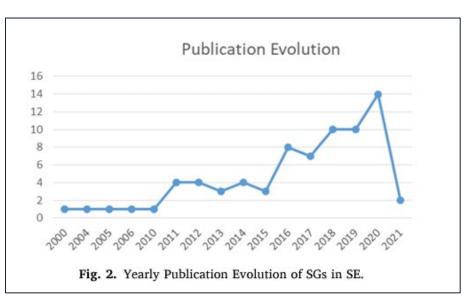


# The format requirements of the thesis

Study and Examination Regulations – annex 3

The figures and tables shall be numbered

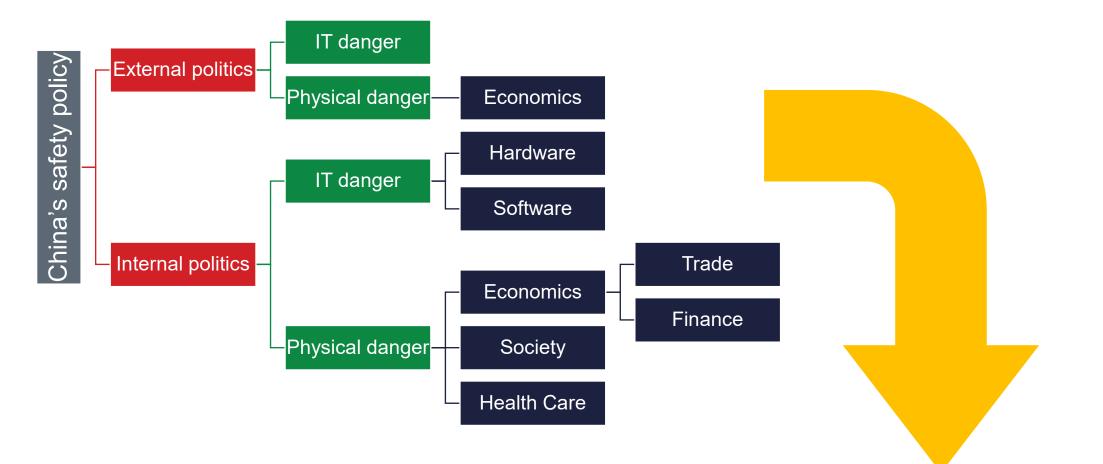




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IC3	545	11	13	
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EC2	288			
EC3	285			
EC4	125			
Full Text	46			
Snowballing	74			

## **Topic choice**





The topic of the paper is *China's trade and financial safety policy* that has to be narrowed in time (*e.g. in the 21st century, in WWII*), and the topic choice will be explained in the introduction, so is why the rest is not covered.

Provides the first version of structure Narrowed/tailored topics for literature search



## **Note-taking**

## By hand or with a software



- should become a routine
- create "easy-to-move elements"

Passive note-taking:

a simple copy of the original text – no added value

# **Note-taking**

## Active note taking :

- "note-carding" we take notes of the important content
  - one "note-card" = content of one resource
  - ACCURATE(!) bibliographic data
  - data, information or definitions that (dis)prove our hypothesis
  - our notes and thoughts
- thinking the read information in depth and critically evaluate them
- investigate the topic from more angles
  - compare more definitions/approaches
  - theoretical or practical approach
  - general or specific topic? etc.
- for which chapter(s) is the given source useful?
- it's worth copying the text, because it's easier to paraphrase the original one if it fits better into the context than re-find it.



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## **Structure**

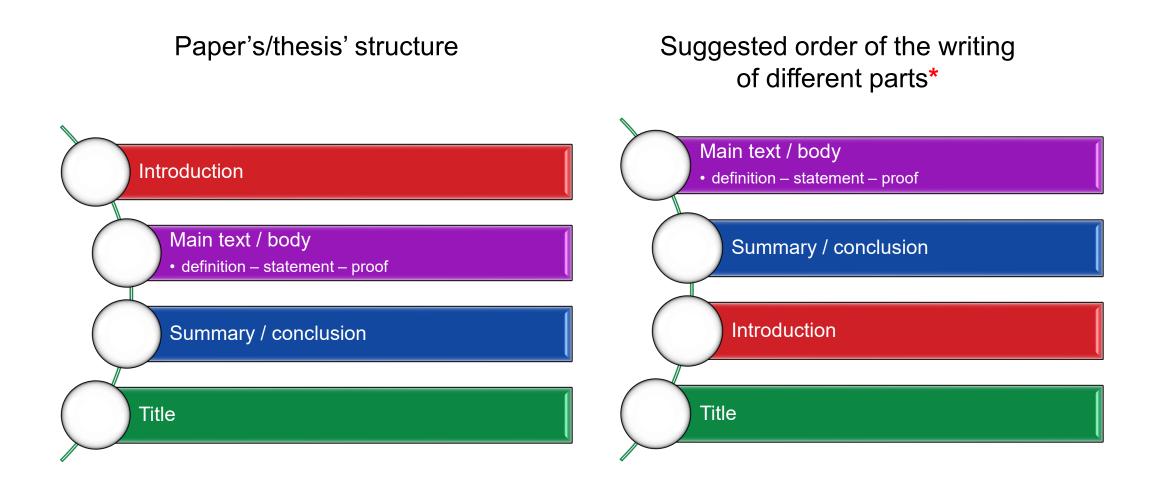
With the help of the "note-cards" create the structure of the paper => chapters and sub-chapters and their order

Length should be consistent with the content

- Introduction and summary: max. 10% of the whole text
- don't explain the less important themes in length

**Structure** 





\*Always consult with the program leader about the requirements of sub-deadlines for submission

## Introduction

#### Should attract the audience's interest

- What the paper/thesis is (not) about => objective explanation
- Why the chosen topic/question is relevant
- What are personal aspects of topic choice

#### Hypothesis/hypotheses / research question(s)

• Statement(s) and goal(s) of the paper/thesis

## **Applied methods**

- theoretic/historic description
- survey
- interview
- own research

## Results

• what we could (not) achieve of the goals

Why the applied method(s) was/were chosen?

hapter

What else could have been chosen?



## Main text / body

Definition => what the given (sub)chapter is about
Statement => what we (don't) state about the definition
Proof => data, facts, research, etc., that (dis)prove our statement

Literature review

- bringing readers with different knowledge level to the same level
- clarify definitions

Practice/experience

- experience gained by practice
- analysis of research results

It's worth writing the paper/thesis by chapter, but always consider the logical and linguistic connection, coherence, and continuity between the chapters.



## **Summary**



Answer to our hypothesis/hypotheses / research question(s) Description of obstacles met during the research, process or writing

Possible guidance, suggestions for further work => perspective



## Title

The very last step of writing => accurate, expressive title can be created on the ready-made paper that

- reflects the paper's topic (can be specified with a subtitle)
- is attention-raising (but not clickbait!)



Self-assessment criteria as projected realities: a social cognitive study on student experience in postgraduate thesis writing

"The results might not fully represent...": negation in the limitations sections of doctoral theses by Chinese and American students



# Style, language

#### Professional topic for a professional audience

#### Technical words/expressions vs. unreasonable, only seemingly scientific words

dandelion vs. Taraxacum officinale ; cleaning lady vs. senior hygiene manager

#### Grammar, language

- irregular verbs, plurals
- correct use of punctuation
- is/are, was/were NOT ain't
- avoid double negation
- typos (uniform vs. unicorn ; ship vs. sheep ; soup or soap? ; bald or bold?)
- correct use of sayings and proverbs (You've made your cake, now lie in it. ; You've made your bed, now eat it.)

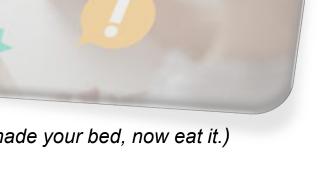
#### Statements

I'll introduce/show/prove...

<del>I'd like to…</del>

#### Style

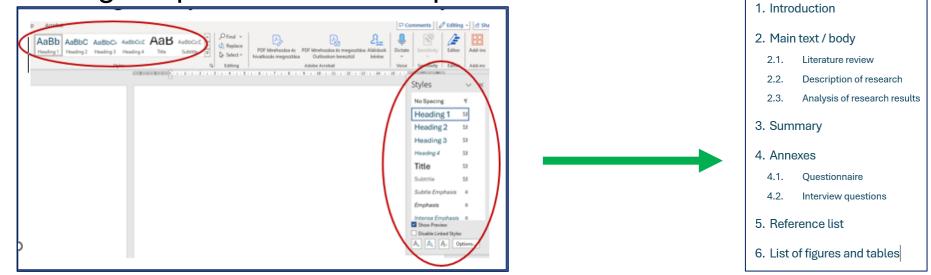
- emotionless, objective => importance of debate culture
- conjunctions (furthermore, as well as, nevertheless, notwithstanding)
- synonyms BUT not for the technical words
- avoid multi-compound, too complex sentences => write more but short sentences





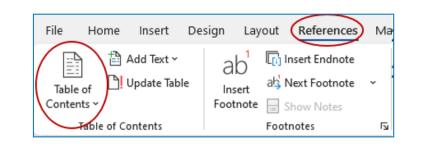
# **Editing in Microsoft Word**

#### Setting chapters and sub-chapters



#### Table of contents

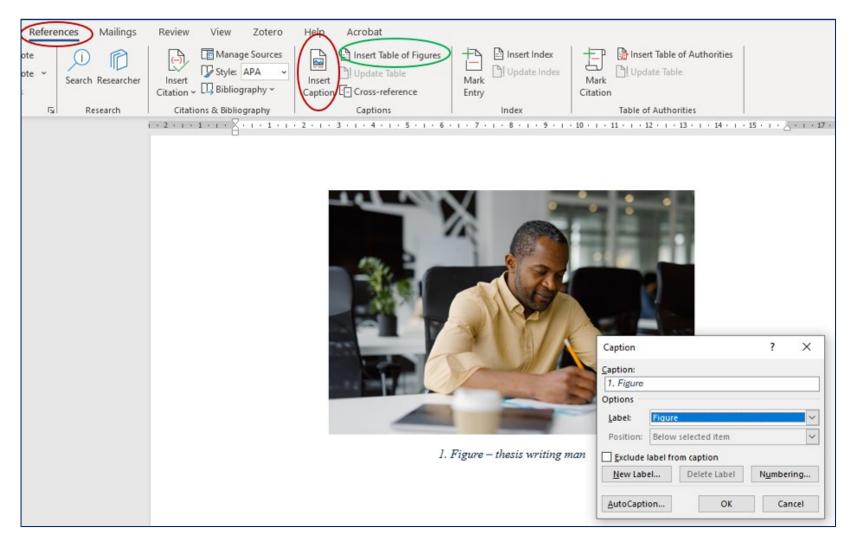
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# **Editing in Microsoft Word**

Numbering and naming illustrations



# Thank you for your attention!

Please, evaluate the lesson by clicking on the following photo **OR** by reading the QR code:

EVALUATION OF A

TRAINING/CONSULTATION SESSION



For further information contact with Erzsébet Nyitrai