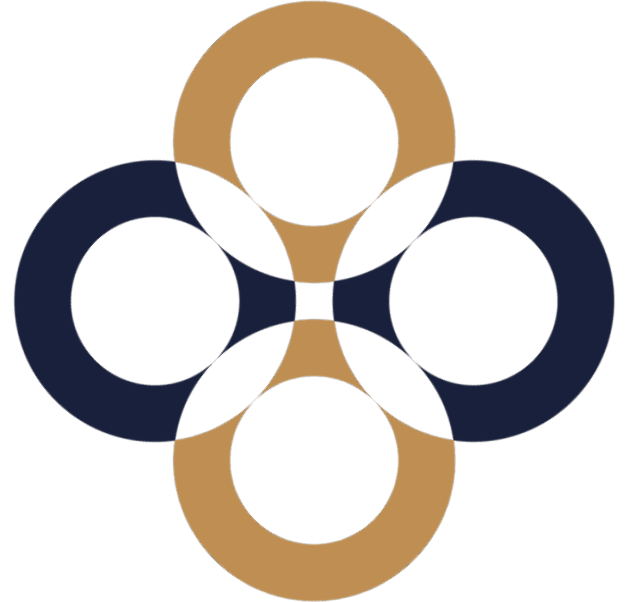


Compilation and structure of paper/thesis

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.*

Study and Examination Regulations

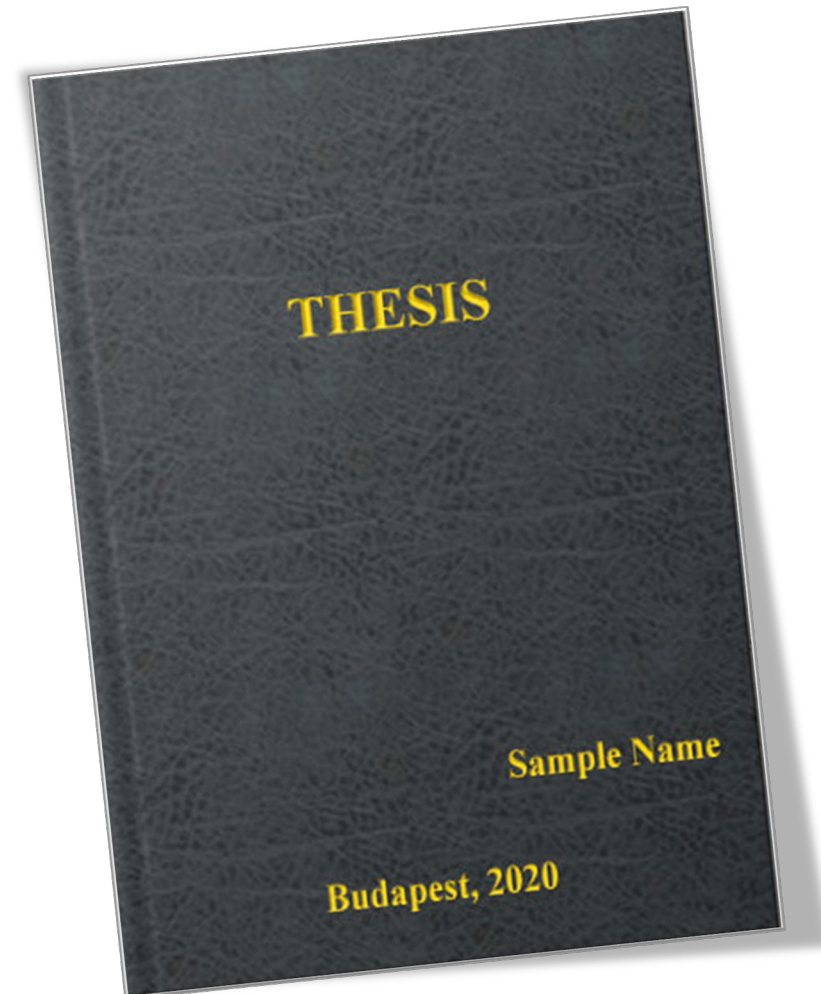
74. § (8) – (11)

Research-based thesis

Portfolio-type thesis

Entry-to-competition

Project-type thesis



The content requirements of the thesis

[Study and Examination Regulations](#) – annex 3

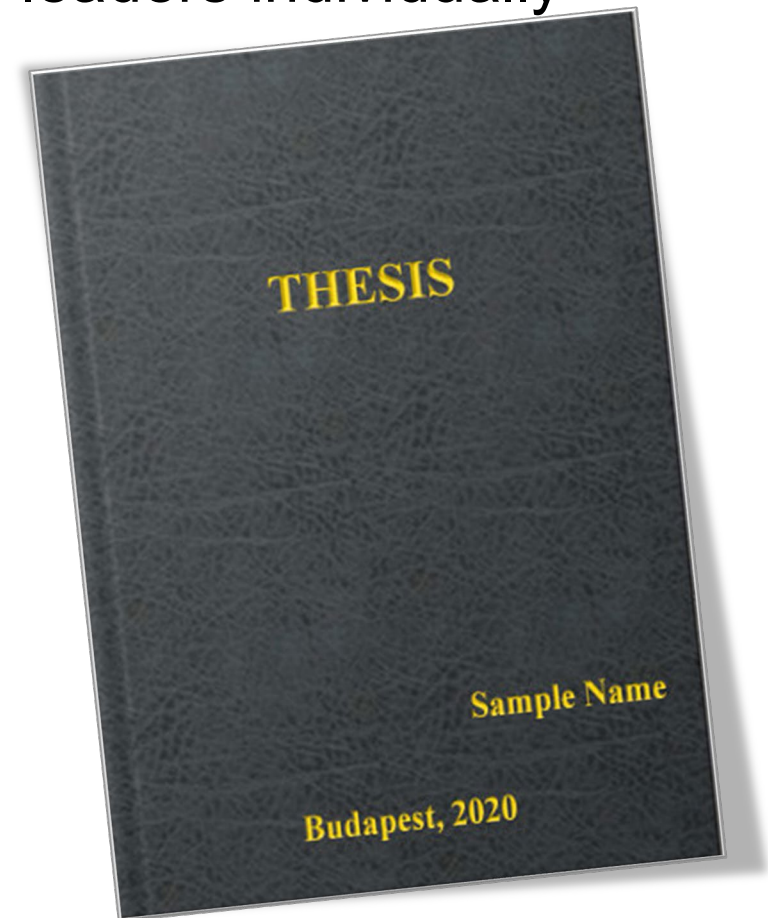
The expected length of the thesis is always meant by excluding the annexes, and is regulated by the study programme leaders individually

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

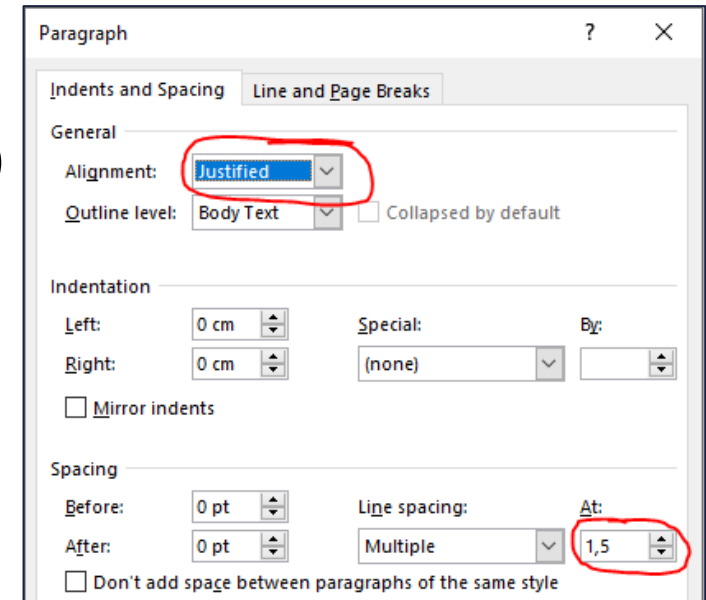
12-point font with a decorative stroke (e.g. *Times New Roman*)

1.5 line spacing

Justified paragraphs

Page numbering shall be continuous

Clear indication of main and sub-chapters (highlights, alignments, structuring)



- 3. Evaluation of the research
 - 3.1. Conditions of the research
 - 3.2. Analysis of questionnaires
- 4. Summary
- 5. Reference list
- 6. Annexes

The format requirements of the thesis

Study and Examination Regulations – annex 3

The figures and tables shall be numbered

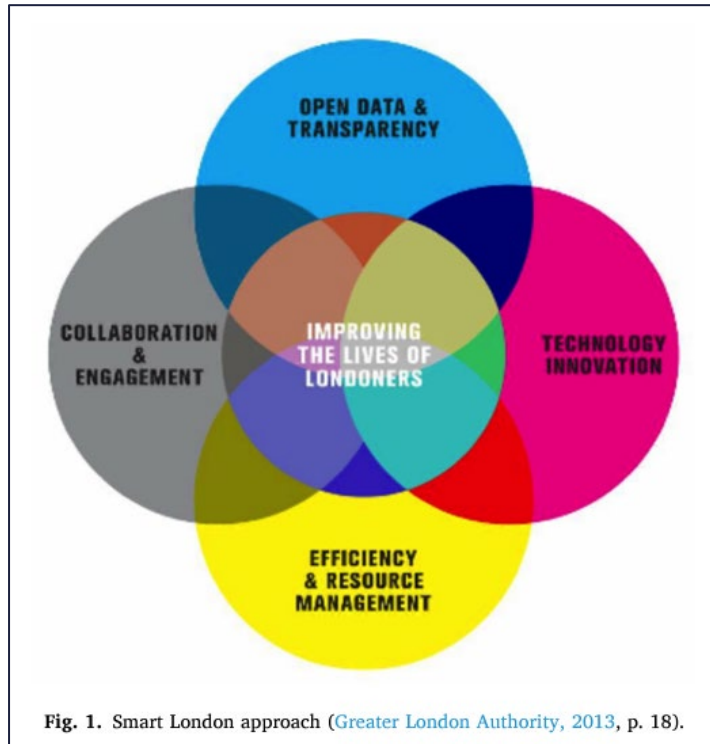


Fig. 1. Smart London approach (Greater London Authority, 2013, p. 18).

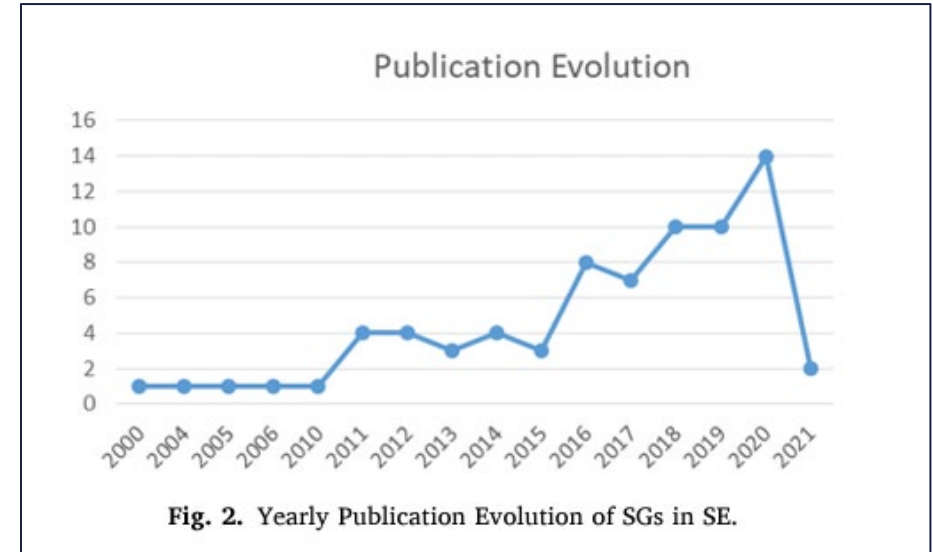
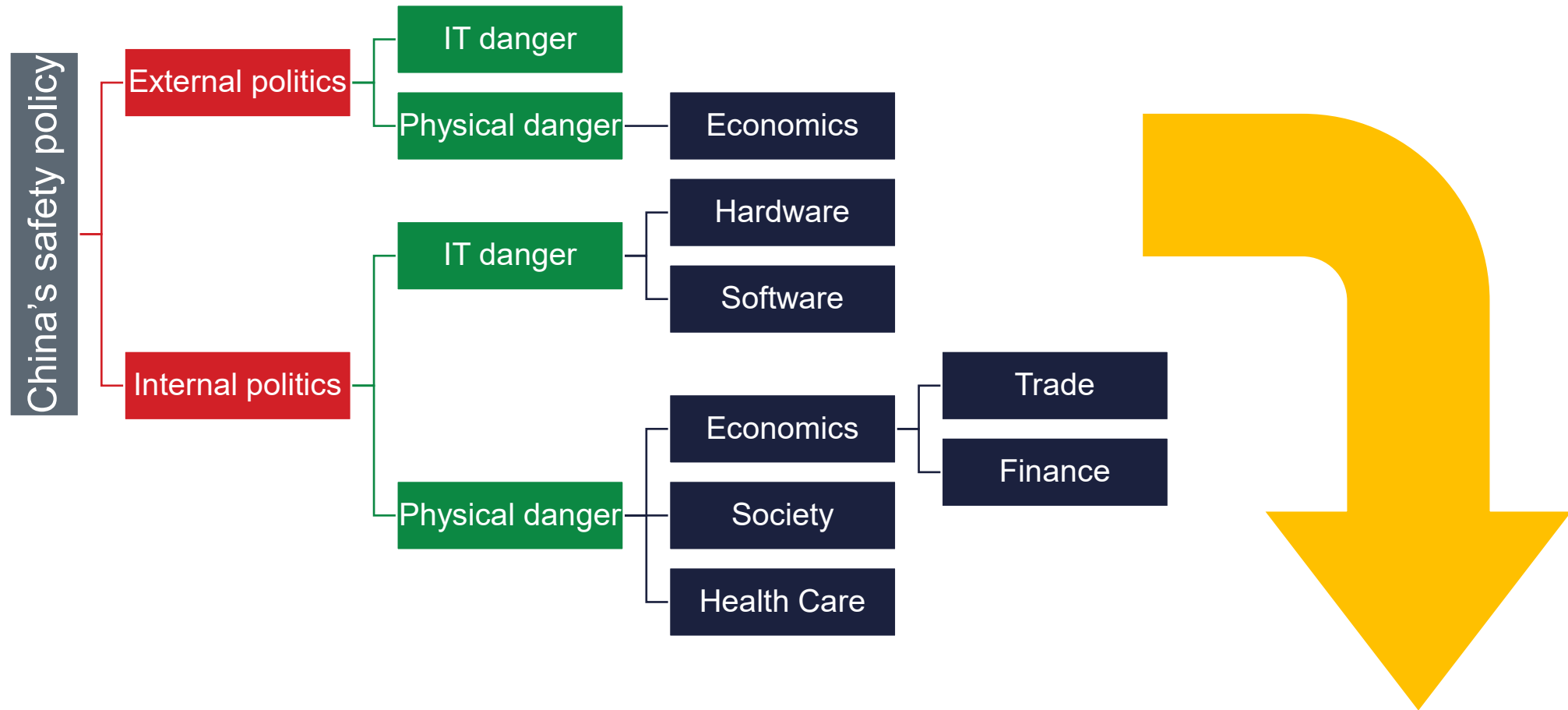


Fig. 2. Yearly Publication Evolution of SGs in SE.

Table 3
Selection Process Summary.

	Scopus	Science Direct	IEEE
Search Results	607	13	46
IC1	607	13	46
IC2	563	11	13
IC3	545	11	13
EC1	108	11	1
EC2	288		
EC3	285		
EC4	125		
Full Text	46		
Snowballing	74		

Topic choice

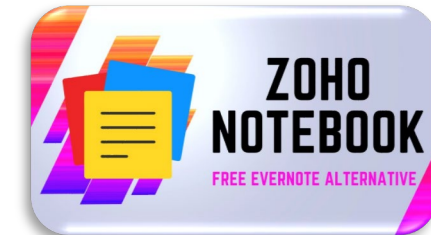


The topic of the paper is *China's trade and financial safety policy* that has to be narrowed in time (e.g. in the 21st century, in WWII), and the topic choice will be explained in the introduction, so is why the rest is not covered.

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.



Structure

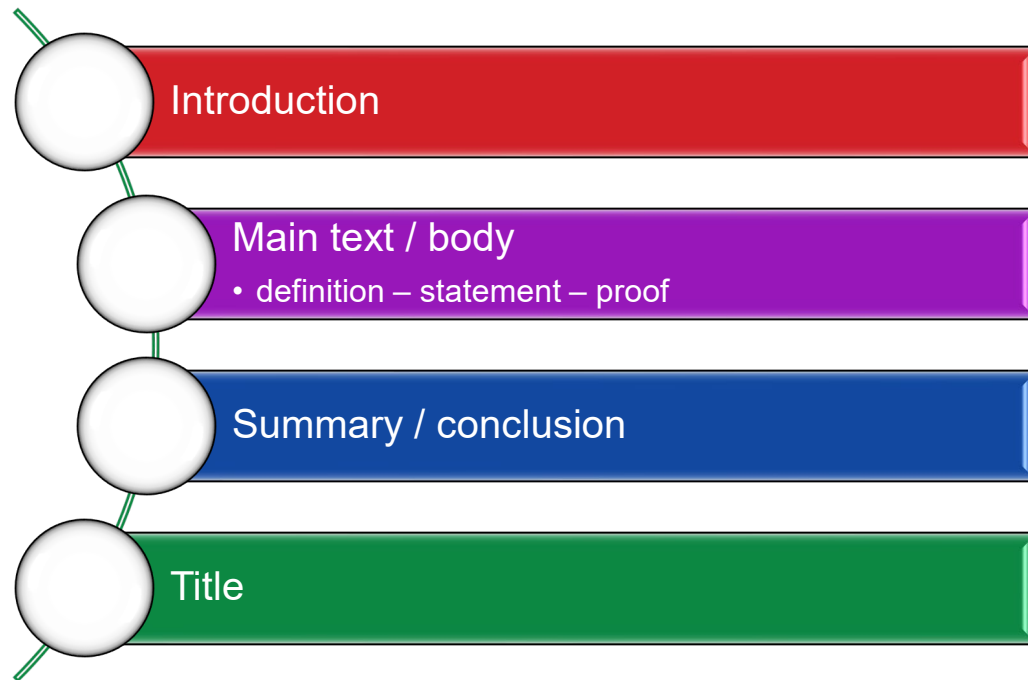
With the help of the „note-cards” create the structure of the paper => chapters and sub-chapters and their order

Length should be consistent with the content

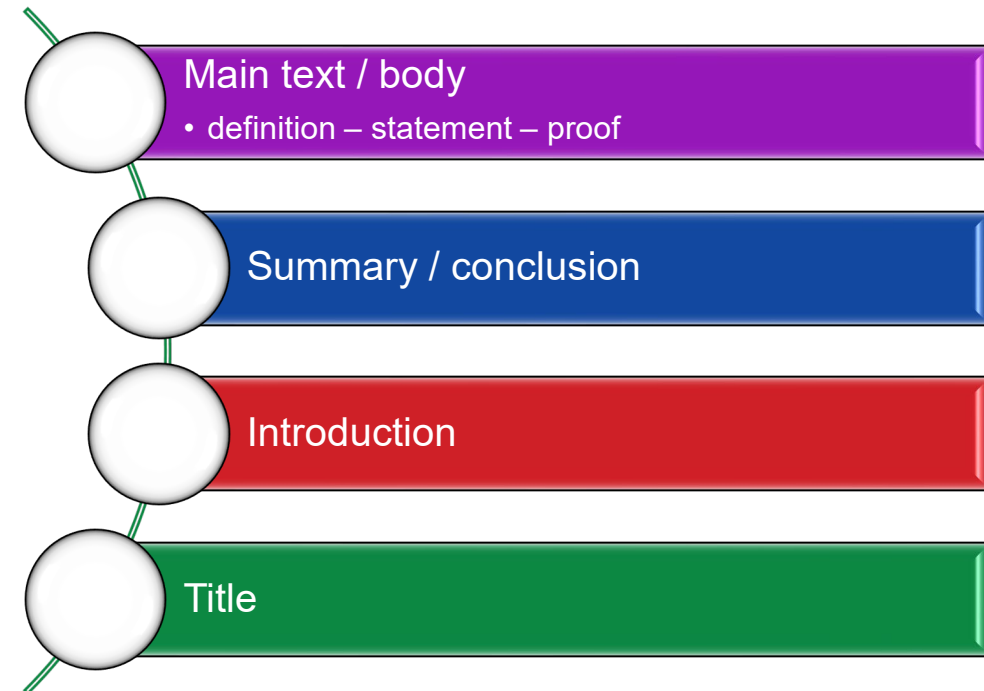
- Introduction and summary: max. 10% of the whole text
- don't explain the less important themes in length

Structure

Paper's/thesis' structure



Suggested order of the writing of different parts*



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

Introduction

Should attract the audience's interest

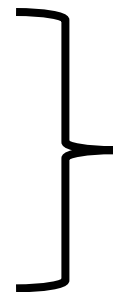
- What the paper/thesis is (not) about => objective explanation
- Why the chosen topic/question is relevant
- What are personal aspects of topic choice

Hypothesis/hypotheses / research question(s)

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

Applied methods

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



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

What else could have been chosen?

Results

- what we could (not) achieve of the goals



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...

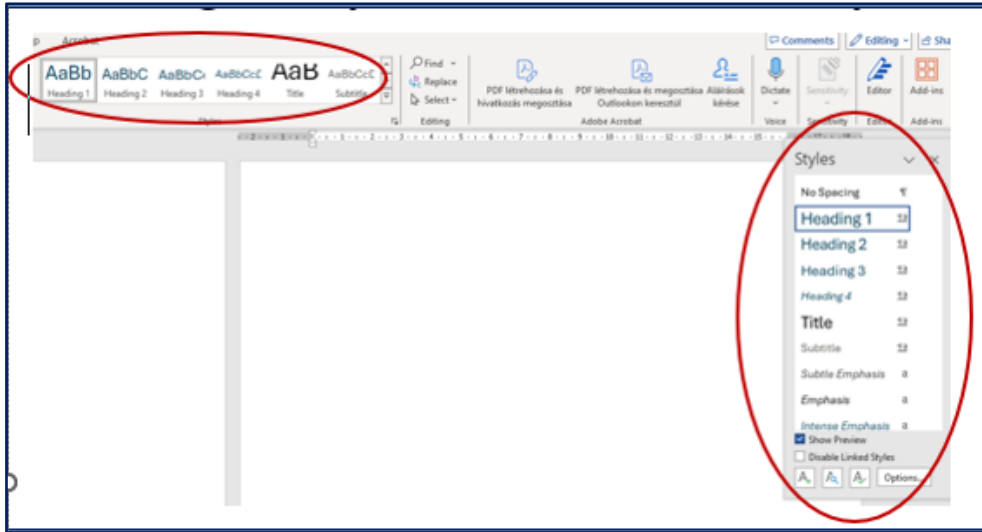
I'd like to...

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

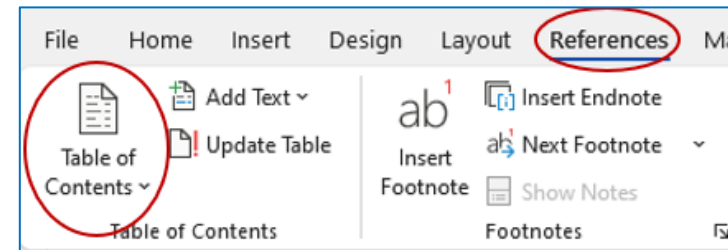
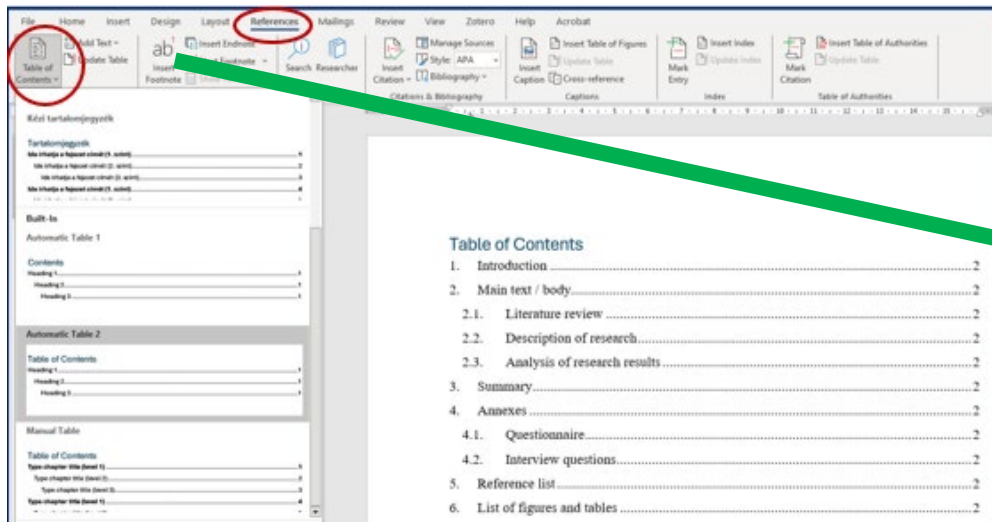
Editing in Microsoft Word

Setting chapters and sub-chapters



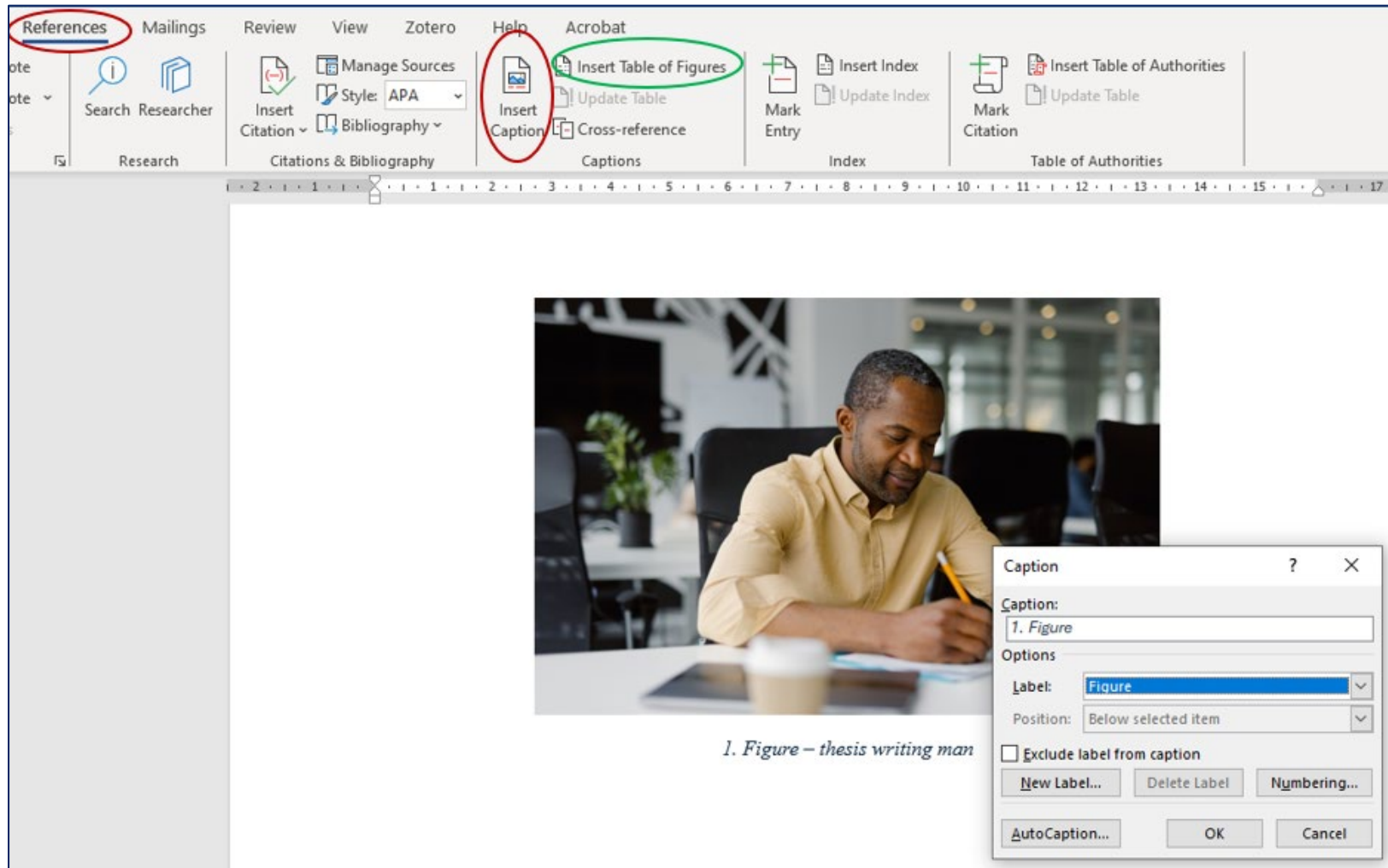
1. Introduction
2. Main text / body
 - 2.1. Literature review
 - 2.2. Description of research
 - 2.3. Analysis of research results
3. Summary
4. Annexes
 - 4.1. Questionnaire
 - 4.2. Interview questions
5. Reference list
6. List of figures and tables

Table of contents



Editing in Microsoft Word

Numbering and naming illustrations



The screenshot displays the Microsoft Word interface with the **References** ribbon selected. The **References** tab is circled in red. Within this tab, the **Insert Caption** button is also circled in red. The **Insert Table of Figures** button is circled in green. Below the ribbon, a photograph of a man in a yellow shirt writing at a desk is visible. A **Caption** dialog box is open over the image, showing the following settings:

- Caption:** 1. Figure
- Options:**
 - Label:** Figure
 - Position:** Below selected item
 - Exclude label from caption
- Buttons:** New Label..., Delete Label, Numbering..., AutoCaption..., OK, Cancel

The caption text below the image reads: *1. Figure – thesis writing man*



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](#)