

GUIDELINES FOR ESSAY AND THESIS WRITING

INSTITUTE OF ENGLISH STUDIES
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BUDAPEST

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MLA Guide

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Chicago Guide

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

APA Guide

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

1. ACADEMIC ESSAYS AND THESIS PAPERS: FORMAL REQUIREMENTS

ACADEMIC ESSAY

An academic essay is the result of an attempt to present **an analysis** that focuses the writer's ideas and conveys them to the reader in a formal style. Within this broad definition, one can distinguish between several types of essays, and what students have to produce in terms of content, length or structure may vary significantly from course to course.

An academic paper should reflect its author's agreement, disagreement, or partial agreement with other contributors to research in the same field. The student should be able to demonstrate his/her ability to maintain, defend or modify a viewpoint when facing competing opinions in the sources. While preserving an independent stance throughout, an essay cannot be based on entirely subjective experiences, it **has to establish a dialogue with the primary and secondary sources** and should remain open to discussion.

THESIS PAPER

A thesis paper is a relatively long text which is supposed to demonstrate its **author's ability to represent a particular theoretical stance, conduct research, and maintain a dialogue with scholars** who have also articulated their views about the given topic.

A thesis paper must effectively communicate that its writer has a thorough knowledge of the given field. The thesis paper should reflect that its writer **has conducted research** in accordance with the conventions of a given scholarly field. This process always involves a systematic study of related, available, and preferably recent books and articles, and it may, if necessary, involve field work, testing, conducting interviews, or any other type of research.

THESIS STATEMENT

All essays and thesis papers should contain a thesis statement. A thesis statement is **the focus of one's paper**, a central idea that may take the form of one key statement, a few, closely interrelated and logically organized statements, or it may appear as a major question or a set of related questions that the text supports and elaborates.

The thesis statement should appear **in the introduction** and may point in a particular direction of **argumentation**. In this context, to "argue" means **to clarify and prove**: the author should illuminate various details through analysis with the objective of presenting evidence for the thesis statement. The individual arguments should be arranged in separate paragraphs, subchapters, or chapters (depending on the length of the academic paper).

Anything that is not pertinent to the central argument should be omitted.

SOURCES

An academic essay and thesis paper in literature, history or culture should contain **the analysis and discussion of at least one primary source** (the text[s] that the student discusses) and should consult **several secondary sources** to substantiate its arguments.

Primary sources should be separated from secondary sources in the bibliography at the end of an academic essay or thesis paper.

Note that an academic essay and thesis paper in linguistics will not always contain a primary source (or a primary source that is an actual text to be discussed).

SECONDARY SOURCES

An academic essay should reference **a minimum of three**, a BA thesis paper **a minimum of ten**, an MA thesis paper **a minimum of twenty academic sources** (i.e., scholarly books or articles from scholarly journals, or academic research databases).

Electronic (online or other) sources can appear among these sources, but they cannot constitute more than half of the total number of bibliographical items. Non-print sources (e.g. slide shows or videos) are to be included in addition to the minimum number of items.

Only clearly academic sources can be used. As far as electronic sources are concerned, irregularly maintained, non-academic, or outdated websites, articles with no authors or with non-academic authors (such as private persons or students) are not acceptable. Thus, texts from such websites as *sparknotes.com* or *wikipedia.org* cannot be cited or paraphrased unless your research focuses on these websites – in which case they are considered to be primary sources.

USING SOURCES

An academic essay is to be supported by references to various sources. You may either use a **direct quote** when you include the exact words of your source, or a **paraphrase** where you select and summarize your source.

Quoting:

- One should quote directly (word by word) if the essay performs **the analysis of a given text (primary source) to highlight the specifics of this given text**. All quoted texts are enclosed in quotation marks.
- Critical and theoretical texts (secondary sources) should be quoted directly only if they provide a definition, communicate a controversial issue, or are extremely well formulated and cannot be properly reworded. Otherwise, you should **paraphrase** or **summarise somebody else's ideas**.
- Do not quote facts and summaries of events.

Paraphrasing:

- In paraphrases, both the words and the sentence structure of the original text need to be changed. Be selective, summarize only the material you need to include to make a point in your paper.
- **Paraphrase if you can, quote only if you must.**

You must **add references** each time you quote, paraphrase, or summarize your source. By failing to do so you may risk being accused of **plagiarism**. The format of citing your sources depends on your discipline: papers in literature use the MLA style, history and culture papers use the Chicago style, while papers in the field of linguistics and applied linguistics follow the guidelines of the APA style.

Only use sources **if they are relevant to your argument**. Ask the following questions:

- Why is this source important for my argument?
- How does it relate to my ideas/argument?
- To what extent do you agree or disagree with the source? (Remember: you are encouraged to provide critical reflection on the sources, but make sure you explain and justify your position. In other words: why do you agree or disagree? To what extent do you think the author is right? How could the author's position/points be amended?)

STRUCTURE

All essays and thesis papers should be organized into **introduction, main body, and conclusion**. The main body of a thesis paper should contain chapters and subchapters.

The text should contain **paragraphs with topic sentences**. All sentences in each paragraph need to be related to the topic sentence, and, ultimately, to the thesis statement of the essay of the chapter of a thesis paper.

A paragraph usually consists of three or more sentences. Make sure the paragraphs are laid out separately on the page (e.g. do not hit the enter key to start your sentence in a new line if you do not intend to start a new paragraph. Make the first line of paragraphs clear by using a 1.25 cm (half an inch) indent on the left). **Do not indent the first paragraph of a chapter or subchapter**.

FORMAL ENGLISH STYLE

All essays are to be written in grammatically correct and stylistically appropriate formal English. If **ten or more severe language-related mistakes** appear in the text, the paper **automatically receives an F grade (fail)**.

Make a **consistent use of either the British or the American** standard in spelling, grammar, and vocabulary. Use English language **spell check** in your Word.

Students should adhere to the following **academic writing conventions**:

- Avoid slang or emotive language.
- Avoid contractions (“~~can’t~~” → “cannot”)
- Avoid vague and sweeping generalizations. (“~~People always say that...~~”)
- Spell out small numbers and whole numbers (“five years”, “two hundred people”).
- The first time the name of people, institutions or agencies are mentioned the full names should be used. In case of a complex institutional name, provide the acronym in parentheses after the full name, e.g., British Broadcasting Corporation (BBC). For the rest of the paper, you may use only the family name of the people or the acronym of the institution.
- Introduce people when you mention them for the first time. (e.g. “Louis Mountbatten, the Viceroy of India, ...”).
- The titles of books, novels, plays, journals, magazines and films are to be italicized, whereas the titles of short stories, poems and articles are to be enclosed in quotation marks.

FORMATTING AN ACADEMIC ESSAY

Unless specified otherwise by your instructor, an essay should be **semi-single spaced** throughout, and have the following **margins**: 3 cm (left), 2 cm (right), 2 cm (top and bottom).

Type-facing is **Times New Roman**, the required font **size is 12**, and the standard space between fonts must not be manipulated.

The whole text needs to be **justified** on both sides.

Pages are to be numbered, and **page numbers** are to be placed in the right lower corner.

FORMATTING A THESIS PAPER

Thesis papers should adhere to the formatting guidelines set out in the “**Student Requirement System, Academic and Exam Regulation**” (Tanulmányi és Vizsgaszabályzat) of Károli Gáspár University. Check all the formatting requirements at: <https://btk.kre.hu/index.php/2015-10-20-12-12-54/tanulmanyi-osztaly/dolgozatok-szakdolgozat-szakdolgozati-portfolio-portfolio-zarodolgozat-formai-es-feltoltesi-neptunba-kovetelmenyei.html>

In addition to the guidelines specified in the above document, **you have to include a statement in English about academic honesty** after the similar statement in Hungarian. Download the text from the “Student Requirement System, Academic and Exam Regulation” *Annex No. 5* at: https://english.kre.hu/images/doc/regulations/KRE_Academic_and_Exam_Regulation_2022_0228.pdf

Note that according to the university regulations, if a thesis does not meet the content and formal requirements prescribed by the University, then it should be rejected and marked ONE ('Fail/F/Elégtelen)'. (TVSZ 77. § (18)

EVALUATION OF THESIS PAPERS

Thesis papers are evaluated based on a set list of requirements. See the **Thesis Evaluation Sheets** for BA, MA and the Teacher Training programs at <https://btk.kre.hu/index.php/2015-10-20-11-09-16/2015-10-20-11-15-36/anglisztika-intezet/szakdolgozat-portfolio-alapvizsga-komplex-vizsga-zarovizsga/category/1010-szakdolgozati-biralati-lapok-mintai.html>.

The best thesis papers are eligible for being considered for the **Institute Outstanding Thesis Award**. For further information see the website of the institute at <https://btk.kre.hu/index.php/2015-10-20-11-09-16/2015-10-20-11-15-36/anglisztika-intezet/institute-outstanding-thesis-award.html>

2. PAPERS IN LITERATURE

Papers are expected to remain attentive to the literary specifics of their subject matters. In other words, they must treat literature either as a textual, language-based construct (e.g. narrative techniques in Thomas Hardy's fiction), or as a phenomenon that exists in a given cultural-historical context (e.g. the interrelatedness of politics and theatre in the UK in the 1950s), or as a dialogue between text and readership (e.g. the reception of Vladimir Nabokov's novels in Hungary). Various comparative or interdisciplinary approaches (e.g. a comparative study of Conrad and Ishiguro's fiction, or Shakespeare in film) are also welcome. Students can treat literature virtually in any context, yet their subject matter should remain literature. As only one example, it is acceptable to write a paper about characterization in *Romeo and Juliet*, however, it is not acceptable to turn the topic into a general discussion of teenage psychology. Remember that literary characters are elements in a textual design, and not flesh-and-blood human beings. As another example, it is acceptable to write about World War II in Joseph Heller's *Catch-22*, but only as a motif or narrative representation. To find out about the various historical details of the war itself one should read books about history, and not a thesis paper in American literature. In short, a literary essay or thesis paper requires the discussion of a literary text in one of the senses provided above.

Plot summaries should be avoided. You can presume that the reader of your essay is familiar with the literary text that you discuss, and if your reader is not, a mere summary of the main events cannot be regarded as a substitute for the given piece of literature. The only case when a detailed summary is recommended is when the paper focuses on some narratological issue, in other words, when the plot or the storyline is the actual subject matter of the essay or thesis.

Discussions of the life of the authors of the works in question should likewise be avoided unless they are clearly relevant to your chosen topic and approach.

There are certain statements that are best avoided in writing about literature.

These include:

- statements that you cannot have real personal insight into, like "Language was at the centre of Joyce's interest throughout his career as a writer." (Such a statement can only be a strong argument if you have read all or most of Joyce's writings. If you still need to make a point like this — because, for instance, you want to bring examples that illustrate or refute it — rely on and refer to a pertinent critical work.)
- statements that do not give precise information, like "This short story is a very interesting one, and very strange things happen in it."
- statements that cannot be approached critically (because they are too subjective, too indefinite, or too general), like "James Joyce is the greatest novelist of the 20th century."
- statements which present your own conclusions as if they were facts, even though there may be other interpretations. For instance, a statement like "Clay is the symbol of death in the short story entitled 'Clay' by Joyce" is much less acceptable than a more qualified statement like "Clay can be seen/regarded as the symbol of, among other things, death in Joyce's short story entitled 'Clay.'"
- statements which present your own convictions as if they were indisputable truths, like "No good writer writes for money" or "All good art comes from suffering."
- statements that rely on (such) disputable and/or extra-literary axioms, like "This story is good, because it reflects the writer's feelings." "The writer was wrong to make this character likeable, since lying and getting drunk are nasty things."
- sentences which link two or more statements without making their relationship explicit, as in "Joyce was unhappy about Ireland's colonial status, he lived on the Continent most of his life." (What conjunction should the reader supply, "and" or "although" or

“therefore” or something else?) In general, try to formulate your ideas as precisely and as clearly as you can.

THE MLA STYLE

All papers in literature should follow the guidelines of the MLA style. The practice required by the Modern Language Association (MLA) places **citations of sources directly in the text, in parentheses**. These parenthetical citations refer the reader to a list of **works cited** at the end of the paper.

In-text Reference

The basic elements of the citation are the **author’s last name** or a **shortened but easily understood form of the title** (with, if necessary, the volume number), and the **page number** of the material used from the source. The author’s name and the title of the source can be omitted from the parenthetical citation if they are clearly identified outside the parentheses nearby in the text. Further, if only one work by a given author is listed in “**Works Cited**,” the work’s title can be omitted from the parenthetical citation.

Nineteen Eighty-Four supports the argument that “every artist is a propagandist” (Orwell, *Essays* 2: 41). As critic Richard Vorhees points out, the novel is Orwell’s most ferocious propaganda (87).

Works Cited

The **list of works cited** appears at the end of an essay or thesis, and it includes sources that you have actually used and cited in your paper. Works that you do not refer to but that have contributed to your general literary or historical erudition should not be listed. The works cited section is arranged **alphabetically by author**.

The first line of each entry is flush with the left margin; **subsequent lines are indented** to leave five spaces (hanging indentation). If you use more than one work by the same author, list the works alphabetically by title. Give the author’s name with the first title but **substitute three hyphens for the name in subsequent entries**. For example:

Thomas, Lewis. *The Lives of a Cell: Notes of a Biology Watcher from the North West*.
New York: Viking, 1975.

---. *The Medusa and the Snail: More Notes of a Biology Watcher from the North West*.
New York: Viking, 1979.

Give last names first and provide full first names (as opposed to initials). Include the place of publication, the publisher, and the latest copyright date as shown on the copyright page. Give a shortened form of the publisher’s name as long as it is clear.

For further details check out the MLA guide at:

MLA Guide
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

3. PAPERS IN HISTORY AND CULTURE

Review essays are often based on your responses to assigned readings or films from the course syllabus.

However, a **research paper** in history requires extensive reading and research.

Primary sources are produced in the time-period under study, e.g. original historical documents (newspaper articles, letters, diaries, legislative bills, memoirs or eyewitness accounts).

Secondary sources are commentaries on primary sources, produced after the time-period under study. (Note that many sources can serve as either primary or secondary sources, depending on your topic and particular frame of reference.)

An essay on history (let alone a thesis paper) **MUST contain the analysis/discussion of** at least one **primary source**. Be alert for signs of bias, especially when reading modern history.

MA papers in history/culture **MUST** contain original argumentation/approach. Some suggestions:

- explain the significance of a research topic and offer a provisional interpretation of a new material despite scholarly neglect, or
- highlight gaps and deficiencies in the literature that exists on the topic and examine new or different evidence to correct these shortcomings, or
- call for a reassessment of the existing literature based on recent findings, new methodologies, or original questions.

THE THESIS

An effective thesis:

- cannot be answered with a simple “yes” or “no”
- is not a topic;
- nor is it a fact;
- nor is it an opinion.

“Reasons for the fall of communism” is a topic. “Communism collapsed in Eastern Europe” is a fact known by educated people. “The fall of communism is the best thing that ever happened in Europe” is an opinion.

An effective thesis:

- **should never** be a **question**. Readers of academic essays expect to have questions discussed, explored, or even answered. A question (“Why did communism collapse in Eastern Europe?”) is not an argument, and without an argument, a thesis is dead in the water.
- **should never** be a **list**. “For political, economic, social and cultural reasons, communism collapsed in Eastern Europe” does a good job of “telegraphing” the reader what to expect in the essay: a section about political reasons, a section about economic reasons, a section about social reasons, and a section about cultural reasons. However, political, economic, social and cultural reasons are pretty much the only possible reasons why communism could collapse. This sentence lacks tension and does not advance an argument. Everyone knows that politics, economics, and culture are important.

- **should never be vague, combative or confrontational.** (“Communism collapsed in Eastern Europe because communism is evil.” This is hard to argue (evil from whose perspective? what does evil mean?) and it is likely to mark you as moralistic and judgmental rather than rational and thorough. It also may spark a defensive reaction from readers sympathetic to communism. If readers strongly disagree with you right off the bat, they may stop reading.

An effective thesis:

- **has a definable, arguable claim.** “While cultural forces contributed to the collapse of communism in Eastern Europe, the disintegration of economies played the key role in driving its decline” is an effective thesis sentence that “telegraphs,” so that the reader expects the essay to have a section about cultural forces and another about the disintegration of economies. This thesis makes a definite, arguable claim: that the disintegration of economies played a more important role than cultural forces in defeating communism in Eastern Europe. The reader would react to this statement by thinking, “Perhaps what the author says is true, but I am not convinced. I want to read further to see how the author argues this claim.”
- **should be as clear and specific as possible.** Avoid overused, general terms and abstractions. For example, “Communism collapsed in Eastern Europe because of the ruling elite’s inability to address the economic concerns of the people” is more powerful than “Communism collapsed due to societal discontent.”
- **has two parts.** It should tell **what** you plan to argue, and it should “telegraph” **how** you plan to argue—that is, what particular support for your claim is going where in your essay.

Steps of constructing a powerful thesis:

1. **Analyze your primary sources.** Look for tension, interest, ambiguity, controversy, and/or complication. Does the author contradict himself or herself? Is a point made and later reversed? What are the deeper implications of the author’s argument? Figuring out the why to one or more of these questions, or to related questions, will put you on the path to developing a working thesis.
2. **Once you have a working thesis, write it down.** There is nothing as frustrating as hitting on a great idea for a thesis, then forgetting it when you lose concentration. And by writing down your thesis you will be forced to formulate it clearly, logically, and concisely.
3. **Keep your thesis prominent in your introduction.** A good, standard place for your thesis statement is at the end of an introductory paragraph, especially in shorter (5-15 page) essays. Readers are used to finding theses there, so they automatically pay more attention when they read the last sentence of your introduction.
4. **Anticipate the counterarguments.** Once you have a working thesis, you should think about what might be said against it. This will help you to refine your thesis, and it will also make you think of the arguments that you will need to refute later on in your essay. (Every argument has a counterargument. If yours does not, then it is not an argument—it may be a fact, or an opinion, but it is not an argument.)

GENERAL GUIDELINES FOR HISTORY/CULTURE PAPERS

Write in **the past tense** and avoid enlivening your prose by writing in the “literary present” tense. Since all historical events (including the composition of primary and secondary sources) took place at some point in the past, write about them in the past tense.

Avoid vague generalizations. (“People always say that....”)

Avoid anachronisms: resist the temptation to relate all historical arguments or concerns back to the present. Rather, investigate the past on its own terms taking care not to jumble the chronological order of events. Aim to understand, rather than judge, the past.

Paraphrase if you can, quote only if you must. When you do quote, introduce the source and context of every remark for the benefit of an unfamiliar reader. Do not quote facts and summaries of events. Quote an original idea of an author, an original expression or memorable line of an orator or the personal experience of a diarist.

Provide necessary context. You are responsible for interrogating sources, interpreting evidence, and reporting your findings about the interplay of text and context.
Proofread several times.

Numbers: When using numbers, it is important to decide whether to write the number out in full (two hundred thousand four hundred and six) or to use numerals (200,406). There are some rules to follow to make sure you use numbers in the right way:

One should spell out

- whole numbers from one to one hundred (remember that some words require a hyphen: twenty-six, thirty-nine),
- round numbers, and round numbers combined with the whole numbers from one to one hundred (e.g. two hundred, twenty-two million),
- any number beginning a sentence (“One hundred and seventeen protests were lodged with the ombudsman.”). You should avoid beginning a sentence with a number that is not written out. If a sentence begins with a year, write ‘The year’ before writing out the year in numbers. (“The year 1849 saw the great gold rush in California.”)

THE CHICAGO MANUAL OF STYLE FOR HISTORY/CULTURE-RELATED PAPERS

The Use of Footnotes

Footnotes are the acceptable method of acknowledging material which is not your own when you use it in an essay. Basically, footnoted material is of three types:

- Direct quotations from another author’s work. (These must be placed in quotation marks).
- Paraphrase from another author’s work.
- Material of an explanatory nature which does not fit into the flow of the body of the text.

In the text of an essay, material to be footnoted should be marked with a raised number immediately following the words or ideas that are being cited. The footnotes should be numbered in sequence throughout the entire essay.

Use two formats to reference a source: one when the source is cited for the first time (Notes), one for subsequent citation (Shortened notes).

Bibliography

The bibliography should be on a separate page. (Do not press the “Enter” key several times to start a new page, but use the “page break” function.) It should list the relevant sources quoted in the paper. This list should be arranged alphabetically by the surname of the author. (Unlike the footnote reference, the surname is shown first, set off from the rest of the information.)

Use a hanging indent for the entries of the bibliography (the first line begins on the margin, all the following lines are indented).

Check out the Chicago guide at:

Chicago Guide

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

4. PAPERS IN IN LINGUISTICS AND APPLIED LINGUISTICS

When someone sets out to write a paper in linguistics, he/she needs a very specific topic, that is, examine a very small area of linguistics. The topic of a linguistics paper is usually a linguistic problem or phenomenon, and the main aim of the paper is to show various treatments of the particular problem including the writer's own opinion. The paper usually starts with the comparison/analysis/discussion of what different authors say about the same topic, that is, a survey of the relevant literature arranged into some framework invented by the writer. The overview should be critical (that is, reflect the student's agreement, disagreement, or partial agreement with other contributors to the question), and should be followed by an argumentative proposal of the writer's own opinion of the problem. In certain types of papers students should endeavor to contribute to the discussion of the problem using data collected by themselves.

A theoretical paper in linguistics is generally a very thorough and well-structured overview of the special literature, presented on the basis of an original principle. That is, the writer has to make a unique presentation of the existing literature on the topic. It means, for instance, that simply presenting a summary on what Radford said about the noun phrase and then giving some examples of what Abney said on these phrases, does not qualify as a theoretical paper. A good overview looks at all the aspects of the given topic, uses many sources, and presents the topic from a new aspect.

Another type of thesis or seminar paper in linguistics is when the student collects and analyses a certain type of and a certain amount of linguistic data. This occurs quite often in the case of a topic in historical linguistics or dialectology. The data can be collected from e.g. written works representing a certain variety, or a certain stage, of the English language, or from dictionaries. The data should be collected by the student, and the examination and the analysis should be carried out by him or her in accordance with the methods used in historical linguistics and/or dialectology. The conclusion of this type of essay is normally less theoretical than of the previously discussed type, and will usually lead to the reinforcement of the views of certain scholars on the topic and to contradicting certain others.

In a linguistics paper special attention must be paid to the way we use linguistic data in the text. If the data is given within the text, it has to be highlighted in italics:

“As it can be seen in the analysis, there is a falling tone on the word *cancelled*.”

If you have to give the meaning/definition of a word, use single inverted commas, e.g.: “In Australian English, *arvo* means ‘afternoon’.”

If data or examples are separated from the text, we usually number them consecutively throughout the paper, and make references to them by mentioning the numbers only. For example:

“The fourth type of deixis is discourse deixis, which concerns the “encoding of reference to portions of the unfolding discourse in which the utterance is located” (Levinson, 1983, p. 62) as in (7) below.

(7) The most important thing is this: don't ever panic.”

THE THESIS IN APPLIED LINGUISTICS

A thesis paper in applied linguistics can be of two types: empirical or theoretical. Empirical theses rely on original data collection and analysis, while theoretical theses rely on a review of existing literature and theories. An empirical thesis can employ quantitative or qualitative research methods, such as surveys, interviews, observations, or textual analysis, to collect data. In all cases, when the thesis writer intends to collect original data, the process needs to be discussed with the supervisor during the planning phase to ensure that research ethics regulations are closely followed. The main sections of empirical theses typically are: Abstract, Introduction, Review of the Literature (Literature Review), Methods/ Methodology, Results and Discussion (separately or as one chapter), Conclusion, References. Additional illustrative materials, such as interview guides or questionnaire items should be placed in the Appendix (or Appendices). The Appendix section may also contain a short sample of the raw data (e.g., parts of texts produced by the participants).

A theoretical thesis presents an overview of the theories addressing a particular problem in applied linguistics, and provides a synthesis which enables the writer to find an original solution to the problem. This overview should be critical and analytical, not merely descriptive. A typical thesis structure for a theoretical thesis would be: Abstract, Introduction, Analysis (consisting of chapters with thematic titles), Conclusion, References, Appendix (or Appendices). The Literature Review can be a separate section / chapter but can also be incorporated into the relevant parts in the Analysis.

Common structures for presenting applied linguistics theses include:

- Comparative: This structure compares two or more language phenomena or language-related issues, drawing out similarities and differences.
- Developmental: This structure traces the development of a particular language-related concept, phenomenon, or skill over time.
- Case study: This structure examines a specific case or example in detail to shed light on a larger issue or phenomenon.
- Experimental: This structure uses controlled experiments to test a hypothesis related to language or language use.
- Historical: This structure examines the historical development of a language-related issue or concept.

It is important to note that these structures are not mutually exclusive and many theses may combine elements of multiple structures in their organization and presentation. Ultimately, the structure of a thesis should be chosen based on the goals and objectives of the research and the type of data and findings that will be presented.

All papers in linguistics and applied linguistics should follow the guidelines of the APA style. APA 6 or APA 7 versions are both accepted in case the style is consistent throughout the thesis.

Check out the APA guide at:

APA Guide
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

5. PLAGIARISM AND HOW TO AVOID IT

Research papers, theses, and dissertations cannot be written without consulting and referencing academic sources. Sources are other experts' scholarly commentaries or critical works. When somebody consults sources and incorporates his or her findings (either as ideas or sentences) without acknowledging their origin and/or pretends these are his or her own ideas or sentences, he/she commits plagiarism. **Plagiarism is a major academic offence: it is a form of professional dishonesty and, therefore, unacceptable.**

Six different acts are considered plagiarism:

- a) submitting a document written by someone else as one's own;
- b) copying the exact language of someone else without the use of quotation marks and without giving proper credit to the author;
- c) copying a paragraph from a source after having made small changes without appropriate acknowledgement;
- d) paraphrasing a paragraph with substantial changes without appropriate acknowledgement;
- e) using (unpublished) oral information in a text without indicating the source (a seminar discussion, a lecture delivered at university, a conversation, etc.).
- f) Self-plagiarism is also a form of plagiarism. Self-plagiarism means that the writer pretends he/she has written something for a given course (or to meet a specific requirement) for the first time, even though he/she has used the same material before. Unless the instructor gives explicit permission to do so, it is not permitted to hand in an essay (term paper or thesis paper) – or even adapt or update an essay (term-paper, thesis paper) – already written and submitted for another course at this or another university.

PRO TIPS TO AVOID PLAGIARISM

- Take notes. This is how you can avoid the “I don't know where I've read it” feeling. Notes will help you reference your sources at a later point in the writing process.
- Copy the author, the title, and other publication data accurately. Your notes should also include the number(s) of page(s) from which notes or quotes have been taken.
- Make a clear distinction between word-by-word quotations from the original and your own paraphrases, summaries, and ideas. Use quotation marks in your notes exclusively for literal quotations from your source.
- Always use quotation marks and cite your sources in a written assignment to acknowledge the presence of other people's words or ideas in your paper.
- Quotation marks and in-text citation in your text must clearly indicate which idea, word, phrase, clause, or paragraph was borrowed. For example, if you borrow someone's idea in the second sentence of a paragraph of several sentences, adding an author's name and a page number at the very end of the paragraph will not do. You should identify your source immediately after the second sentence.

- You might choose to paraphrase your source. In this case, do not use the source text. Close the book, decide what aspects or elements of the source text are relevant to your topic, then write from memory. Always check for accuracy afterwards.
- For further information on plagiarism and how to avoid it see:
<https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>

Plagiarism incurs **serious sanctions**. If your essay is found to be plagiarized, the general policy is that your end-term mark for the whole course **is automatically a ONE** (Fail/F/elégtelen).

A plagiarized paper cannot be rewritten.

If your **BA/MA/TNA thesis** (szakdolgozat) is found to be plagiarized, it **is automatically rejected** and marked ONE (Fail/F/elégtelen) (See the *Academic and Exam Regulation - TVSZ 77. § [16]*). The earliest possibility of submitting a new thesis (on another topic) is a semester after the first submission (*TVSZ 82. § [7]*).

Valid as of 15 January 2023