

GUIDELINES TO THE MA THESIS ON LITERARY AND CULTURAL TOPICS*

Before reading this guideline, find information on the website of the Faculty Registrar's Office (Tanulmányi Osztály, TO) and the Department of English-Language Literatures and Cultures about the closing of your studies.

On closing studies:

<http://btk.ppke.hu/karunkrol/intezetek-tanszekek/angol-amerikai-intezet/angol-nyelvu-irodalmak-es-kulturak-tanszeke/anglisztika-ma/szakedolgozati-tajekoztato>

TO forms:

<http://btk.ppke.hu/hallgatoinknak/kerelmek-nyomtatvanyok>

Let us remind you only of the most important deadlines here:

	Submission of the title of the thesis (<i>Szakedolgozati címbejelentő</i>)	Submission of the thesis
Autumn semester	October 1	November 15
Spring semester	March 1	April 15

Download the form for the submission of the title from the website of the Department of English-Language Literatures and Cultures or from the website of TO. Get it signed with your supervisor and the Head of the Institute of English and American Studies.



The last stage of your MA studies requires that you write a thesis, in which you prove your professional maturity, your ability to plan research, to carry it out, to integrate relevant and reliable scholarly literature in your paper, and to provide answers to your initial questions or solutions to the problems you raised in your work. You are expected to write an argumentative academic paper that shows personal motivation and reflection.

The MA thesis should not be conceived only as the formal conclusion of your studies; it is a document summarizing your research efforts and all the related practical and theoretical

* For theses on linguistic, as well as language pedagogy and applied linguistics consult the separate guidelines uploaded on the website of the English Department. The notion of culture is here taken in a broad sense, involving papers on Anglo-American civilization, history, and cultural studies.

skills that you acquired in the course of your studies. This guideline counts on your acquaintance with the basic principles of academic essay writing and your awareness of the academic standards concerning form and style. Therefore, it will provide only a brief summary of the major aspects you need to respect when preparing the thesis: (1) choice of topic, (2) research, (3) developing the argument, (4) the form and structure of the manuscript, (5) the documentation system, and (6) language and style. The guideline will conclude with aspects of the assessment of the MA thesis. Finally, a few sample pages will be placed in the Appendix.



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1. Choice of Topic

The more specific and in-depth MA courses have probably made you encounter numerous questions and theoretical problems to which you returned on several occasions. Almost all such intellectual efforts could provide the core for an intensive and circumspect investigation of a problem. All research begins with a question, which can be rephrased as a statement in the main thesis of the paper. The MA thesis should demonstrate your ability to pose a relevant and substantial question, and, through the development of a sustained argument, to answer it.

The topic of your paper must have academic relevance and must be related to the academic profile of the Institute of English and American Studies. The topic is a vast context within which you have to focus on a specific problem treatable in the length of ca. 13-17.000 words (including the Introduction, the Conclusion, and all the notes and references in the main text but excluding the Works Consulted and the Appendices sections). While the quest for a topic is principally determined by the question “What do I want to write *about*?”, the focus of your paper must be narrowed down to a specific question or problem within your topic and must be conditioned by the following two basic questions: “What do I want to state, and how do I want to prove it?”

As there is a wide variety of topics in the fields of literature and culture, it is impossible to outline one overall strategy for choosing the topic that would fit everyone’s orientation. We only list here factors that you should keep in mind when deciding for a topic.

What we recommend to consider:

- Choose a topic with which you are familiar.
- Choose a topic that you like and that interests you.
- Immediately think of the possible sources (corpus of texts) that you could involve in your analysis.
- Consider the accessibility of texts and scholarly literature for the topic.
- Also consider whether you can find a supervisor for your topic at the Department.
- Leave enough time for your work. You need to mature your thesis before getting down to writing.

What you should consider:

- Do not start the discovery of a field from scratch. If you are aware of scholarly studies in the field of your research, you will not engage in discussing what is evident.
- Do not choose topics whose analysis demands methods that you did not acquire during your studies. Especially tempting are topics in civilization and social studies that would require sociological and statistical approaches.
- Do not be emotionally too engaged. A very deep personal identification with the object of analysis is an impediment to unbiased investigation.
- Do not allow yourself to be led by secondary literature. First, you must have an idea to elaborate, which cannot be substituted by a patchwork of scholarly literature.

Finally, in order to achieve a sophisticated argument, you have to treat an arguable thesis in your work. The thesis must be academically relevant: the question posed should be of academic interest and be sufficiently provocative. It is essential that research is done on all sides of the question: that is, opposing as well as supporting views have to be presented. Only after having crystallized your topic and thesis should you consult a member of staff to find out if s/he can undertake the supervision of your thesis and if s/he consents to your proposal. Supervised research begins at this stage.

2. Research

2.1 Working with a supervisor

Your supervisor is to guide you through your research project. But s/he is not the person to write the thesis for you, nor is s/he to make major decisions. You can expect help from him/her in the following ways:

- help with further narrowing down the focus
- help with critical literature
- help in the research design
- help with the analysis
- help in the write-up process mostly on structural and content issues. Language, including style and accuracy, is your responsibility. Do not expect the supervisor to provide correction on those.

You will have to meet your supervisor as agreed with him/her. Make sure to give him/her enough time to react to your requests or return your texts. Keeping the deadline is your responsibility.

2.2 *Research methods*

After the English scientist and philosopher Alfred North Whitehead, we know that “everything of importance has been said before by somebody who did not discover it” (*The Aims of Education*). In light of this, we can hardly expect absolute originality from an MA thesis. But we do expect individuality: the thesis should not present mere facts and reviews of scholarly views, but also the ways in which you personally engage with the discussion of a problem and in which you enter in a dialogue with the scholarly community.

When you write a research paper, your investigation may join earlier debates, open up new approaches to a problem which has not been settled, or investigate an old problem in a new context. Whichever strategy you choose, you have to create your individual stance on a question in the form of a well-supported argumentation. Individuality should not mean voicing your opinion without any support. When planning and doing your research, consider the following:

- Be aware of the cornerstone scholarly works of your field of research.
- Make sure you know about the relevant bibliographies and handbooks of your research field (as e.g. literary dictionaries, literary histories, companions, encyclopedias).

- Do not focus exclusively on scholarly literature published in books.

A significant portion of relevant literature is published in journal articles or collections of studies. In order to find them, you must apply systematic search methods instead of the accidental key word searches on the Internet. Consult the current and annotated bibliographies of your research field that may appear in annual bibliographies in printed or digital forms. You may also visit the websites of academic institutions and societies whose profile is related to your topic; most of the time, they will provide you with a bibliographic list of the most recent literature.

- The knowledge and use of academic on-line databases (as, e.g., JSTOR, EBSCO, Project Muse) is of utmost importance for your work.

They help you in keeping you informed about the most recent output of secondary literature, provide you an easy access to hundreds of journals, and facilitate further work with those texts, as you can download or send them to your e-mail address. All research libraries in Hungary (our Faculty Library, the Library of the Hungarian Academy of Sciences, Országos Széchényi Könyvtár, the University Library of Budapest, and all other university libraries) provide their readers access to some

international databases they subscribe to. Members of these libraries have the right to work with databases on the precincts of the libraries.

- Free Internet sources may also be very helpful in your work. You are encouraged to consult materials relevant to academic research on the net, but do not use untrustworthy and anonymous sites for which no individual or academic institution takes responsibility.
- Often you will find that academic discourse is multi-faceted. The same works can be approached from very different perspectives and can be discussed along various theoretical axes. Conclusions of one approach are not automatically within another theoretical framework. If you are indebted to a critical school, be aware of it.

2.3 Academic ethics and plagiarism

Academic research and its presentation are embedded in a large dialogue. In the process of thinking and arguing we are necessarily influenced by others: we borrow ideas from other writings and integrate them into our own. You can use others' ideas or words in form of literal quotes or paraphrases, but you must indicate the source of quotes, paraphrased passages, and all sorts of factual information in all cases. The standard referencing methods will be outlined below.

The failure of keeping a correct record of borrowed material, either due to ignorance or to deliberate theft of ideas, is plagiarism. Papers showing evident signs of plagiarism will be rejected.

3. Contents: The Development of the Argument

3.1 The development of the thesis

If you have committed yourself to a thesis, also accepted by your supervisor, you have to develop it; your argumentation must conform to rules of logic. You as an author have to imply an academic audience as your readers. Do not impose any negative attitudes, naiveté or a restricted capacity of understanding on your reader. Here is some advice to avoid typical mistakes of the author's impositions on the readers:

- Do not exclude certain groups of readers on the basis of subjective factors, as e.g. "only people having a certain sensitivity can understand what I mean..." or "people outside our cultural world would not be able to understand this argument..." or "one

has to live in this environment to be able to come to terms with my suggestion...” Your argument must be accessible to human logic and thinking.

- Do not imply that your reader has the same tastes, subjectivity and judgments as you. Do not make manifestations of your personality universal and absolute.
- Do not imply an “ordinary reader.”
- Do not menace or intimidate your reader by suggesting that something should be evident or known by everyone. Do not address your readers in pejorative terms.
- Do not establish a forced intimate relationship with your reader. Avoid the use of the second person pronoun. Do not address your reader directly at all. The argument must stand on its own.
- Do not use manipulative rhetoric and emotional language to flatter your reader.

When you proceed to the development of your argument, you have to advance in thought step by step. The logic and the structure of the paper is clear if your idea is straightforward, and if you do not leap the stages of argument. Again, it is difficult to provide overall strategies for the construction of an argument. We will only recommend that you consider the following list of the most typical argumentative fallacies:

- Do not mistake opinion for fact. Do not base an argument on an opinion easily refuted.
- Do not overuse facts. Do not present facts or statistics without a context. Do not use facts or figures that do not support the thesis.
- Do not make far-fetched generalizations. Arguments referring to a commonly held view (“All people agree that...” or “None would deny that...”) will usually not stand.
- Do not reduce complex arguments or situations to a binary black-and-white alternative. Do not manipulate your reader by providing two extreme options when there are many other options in between.
- Do not automatically identify temporal sequences with cause-effect relationship: the fact that something happened before another thing does not automatically imply that the earlier event is the cause of the later one.
- Do not use commonplaces, proverbs, sayings, and references to private opinions to justify your argument.
- Do not refer to the right of the majority.
- Do not construct hypothetical arguments (“If the author had lived another five years, he would have finished this work.”) Hypothetical argument can only work in very

specific contexts and frames, as e.g.: “If the current demographic trends do not change, we can expect a 48% growth of American Asians until the end of this decade.”

- Do not shift your focus: proving the shifted argument does not mean that you have supported your original thesis.

3.2 Expressing opinion

In the process of a constant reflection on your own and others' views, you will need to express agreement and disagreement. Your reservation or rejection of an idea should be expressed in a nuanced, formal and inoffensive way, without making the author of the counter-opinion appear ridiculous or limited. Never judge the person whose idea you reject. When expressing your opinion, never forget to support your own stance. When critically assessing other opinions, keep the following advice in mind:

- Do not use redundant formulae of expressing personal opinion (“As I see it...”, “As it appears to me...”, “In my opinion...”, “To my mind...”, “As far as I can judge...”, “As far as my limited view on the topic permits me to know...”, etc.). It is evident that a thesis presents the product of your thought and argument; excuses of the limitedness of your insight or the subjectivity of your approach will not save a defective argument.
- Whatever your reaction to an argument is, you have to provide support for your own opinions. An analytical discussion cannot be replaced by a one-sentence commentary of your likes and dislikes.
- The question whether you like or dislike an author or a work is totally irrelevant in analytical contexts.
- Do not state the obvious when commenting on a scholarly opinion, and do not draw naive conclusions.
- Avoid biased or pejorative language; suggest objectivity with the formulation of your opinions as well.

It is difficult to gain certainty in things that are not empirically provable. It is also difficult to pretend to have full competence in research where we are beginners. It is not at all a mistake to indicate dilemmas, questions and controversies in your discussion, but your paper must also contain statements with due support. When drawing your conclusions, you have to be assertive. Avoid humble excuses (about your language, style or incompetence) and

tentative phrasing: e.g. instead of saying “I would like to attempt to see if my assumption may have some validity...” say what your assumption is. Although conditionals and auxiliaries expressing uncertainty have their grammatical and stylistic function in academic papers as well, your discussion must be assertive.

The other extreme in the style of stating opinion is over-assertiveness. You should always imply a healthy degree of doubt and self-criticism. Do not ever claim that you have read all the related scholarly literature. Do not make statements about the absolute lack of available criticism. Self-reassured complaints about the fact that you could find nothing on the Internet rather points out your deficiencies in research.

4. The Manuscript: The Form and Structure of the Paper

4.1 Processing the text

The main body of your thesis must be between 13,000 and 17,000 words in length (including the Introduction, the Conclusion, all the notes and references in the main text, and the tables, and excluding the Works Consulted and the Appendices sections). Each chapter must start on a new page, and each chapter must have a title in central position.

Respect the following parameters of word processing:

- **Letter font: Times New Roman**
- **Letter size: 12 for the main text and 10 for footnotes (if necessary)**
- **Justify the text to both margins**
- **Leave standard margins on both sides (2.5 cm or 1 inch).**
- **Spacing: 1.5 for the main text and single-spacing for quotations longer than three lines***
- **Indent the first line of paragraphs with 1.25 cm, but do not leave gaps / space / an empty line between the paragraphs.**

4.2 Paragraphing

You have to produce a continuous text divided into paragraphs. Paragraphs must be indented, but not separated with a space in the text. Do not leave gap lines within the chapters. When writing paragraphs, remember your previous studies on paragraph writing: a paragraph must contain a topic sentence (usually but not necessarily at the beginning), supported by the rest of

* The MLA style guidelines recommend double spacing all throughout the paper. In this only respect, the Department encourages a deviation from the MLA format in favour of a 1.5 spacing due to environment considerations and cost efficiency.

the paragraph. Do not forget about cohesive markers to connect paragraphs. Avoid lengthy paragraphs as well as one-sentence ones. Each major part of your thesis should finish with a summary of that part, and should project the following step.

4.3 Structure: Parts of the MA thesis

4.3.1 Statement on originality signed

You are required to attach the following statement to the immediate beginning of your thesis. The statement can be downloaded from the website of the English Department (link from: <http://btk.ppke.hu/karunkrol/intezetek-tanszekek/angol-amerikai-intezet/angol-nyelvu-irodalmak-es-kulturak-tanszeke/anglisztika-ma/szakdolgozati-tajekoztato>):

I, the undersigned,, candidate for the M.A. degree in English Language and Literature declare herewith that the present thesis is exclusively my own work, based on my research and only such external information as properly credited in notes and bibliography. I declare that no unidentified and illegitimate use was made of the work of others, and no part of the thesis infringes on any person's or institution's copyright. I also declare that no part of the thesis has been submitted in this form to any other institution of higher education for an academic degree.

Budapest,

_____Signature_____

4.3.2 Title page

This should contain the title of the thesis both in English and in Hungarian. When wording the title, the main title often informs about the main topic, while the subtitle provides the actual, narrower focus of the paper. You may find an accurate subtitle only at the very end of the write-up. The title has to appear in center position above the middle of the page. Under the title goes “MA Thesis” still in the upper half of the page. The lower section of the title page should contain the student’s and the supervisor’s names (together with the supervisor’s title) in separate lines. Do not use phrases like “Written by” or “Made by.” At the bottom of the page the year of the submission of the thesis should be typed.

4.3.3 Table of contents

This page functions as an index as well as an introduction for the reader, so it should be clear, accurate and consistent. One way of achieving this is by progressively indenting the titles of the sections (1; 1.1; 1.1.1 etc, just like in this text). Please do not go beyond four digits. Page

numbering starts with the Introduction and ends with the final section of the text, including the Works Cited and the appendices.

4.3.4 Introduction

This section will introduce the topic, will outline the structure of the thesis and will also be used to give any essential background information. One of the aims of the introduction is to capture the interest of the reader. A possible way of achieving this is to describe how you became interested in the topic.

In this part of the paper you identify the research area, state aims and objectives, identify the problem to be explored, claim your thesis and anticipate the steps of your argument. You also have to clarify in what points and in which questions you join academic discourse. In order to prove the topicality and the relevance of your research, you have to present a review of literature either at this point of your paper, or later in the first chapter.

Subsequent to specifying the objectives of your paper, you must indicate the steps in which you want to develop your argument. This may simply be done by the anticipation of the paper's structure together with a justification of the role of each chapter in the advancement of your argument. In this overview of the paper, you also have to reflect on your methods by reflecting on the following questions:

- What kind of analysis will you apply?
- Is your analysis indebted to a school of literary (or other) theory/criticism?
- What methods have you applied in selecting your sources?
- If you take a comparative approach, what justifies the comparison and juxtaposition of your selected texts? What is the ultimate aim of the contrastive reading of different sources?
- Specify the methods of analyzing and discussing your texts with correct terminology.

4.3.5 reflection on scholarly literature

A systematic reflection on the scholarly literature may be integrated in the Introduction or in the first chapter where you start to develop your argument. This is where most of the sources are cited and where you review previous research studies that have contributed to the field. You must demonstrate your familiarity with the most important literature in the field. You should avoid summarizing the overall contents of a few selected works as well as to provide review of irrelevant scholarly literature. Everything you include in your discussion of

scholarly literature must be relevant to your research, arranged in a logical order. Avoid uncritical reviews where you simply give a list of your readings or a summary of whole books. Avoid judgmental statements. Conclude this section by pointing out how certain approaches and conclusions of scholarly literature advised you in your research.

4.3.6 Discussion

The development of your thesis must be an overarching argument from the beginning to the end. This process should not be interrupted by digressions and irrelevant background chapters. Do not write general “historical backgrounds” or “author’s biographies” for the sake of filling the space. Any background information is justified only as far as it is relevant to the thesis and the subsequent argument and is integrated in it.

The argument of the thesis should be divided into chapters of approximately equal length. The principle of the balance of paragraphs also applies to the chapters: chapters of a few pages must not alternate with blocs of 20 to 30 pages. Each chapter should treat comparable units of thoughts within comparable lengths. The chapters may be subdivided into subchapters, but do not exaggerate subdivisions. Single-paragraph subsections should be avoided.

4.3.7 Conclusion

In the conclusion, the author summarizes the main findings of the research, invokes the initial objectives, and states plainly the answer(s) to the research question(s). This section should not be a mere repetition of what you have already said. Instead, it should highlight your main conclusions and show how your conclusions are of direct relevance to academic discourse. Do not introduce new material and new aspects of analysis in the Conclusion.

4.3.8 Works Cited

An integral part of the paper is the list of works to which you referred in the main text. You must not include works which you have used for the thesis but have not referred to. Do not provide a general bibliography of all works related to your topic. Principles of composing the Works Cited will be discussed in the next unit.

4.3.9 Appendices

Finally, you may attach illustrative material to the very end of your paper, following the Works Cited section. Here you may insert visual illustration or quote longer sources which you used but did not quote in the text. The attachment of appendices is optional; they do not count in the length of the paper. In every case, you have to indicate the source of the appended materials. Do not offer texts and images that may incur copy right troubles. Make sure you do not violate rights and laws. The responsibility and the costs of adding appendices of all kinds must be carried by the author.

5. The Documentation System of the Paper: Referencing and the Works Cited Section

We recommend the style guidelines of the Modern Language Association (MLA) to be observed in referencing and in composing the Works Cited section.

The printed version is available in *MLA Handbook*. 8th edition. The Modern Language Association of America, 2016. You can also consult the abridged and up-to-date style guidelines on the Internet:

<https://owl.english.purdue.edu/owl/resource/747/01//>

If you or your supervisor thinks that another referencing system would better suit your area of research or the nature of your analysis, you may use that with the consent of your supervisor. In this case, you have to be consistent within the documentation system of your choice.

The following reminder of MLA referencing is excerpted from the abridged MLA Style Sheet of Purdue University: Purdue Online Writing Lab (OWL):

<http://owl.english.purdue.edu/owl/resource/747/01/>

5.1 Formatting quotations in the text

Short quotations

To indicate short quotations (fewer than four typed lines of prose or three lines of verse) in your text, enclose the quotation within double quotation marks. Provide the author and specific page citation (in the case of verse, provide line numbers) in the text, and include a

complete reference on the Works Cited page. Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation. Question marks and exclamation marks should appear within the quotation marks if they are a part of the quoted passage but after the parenthetical citation if they are a part of your text.

Examples:

Cases 1-3 illustrate inserted prose citations; example 4 illustrates a short quote from poetry, where the verses are separated by a slash (/) preceded and followed by a space. Please note the place of in-text parenthetical references and the use of punctuation marks.

- (1) According to some, dreams express “profound aspects of personality” (Foulkes 184), though others disagree.
- (2) According to Foulkes’s study, dreams may express “profound aspects of personality” (184).
- (3) Is it possible that dreams may express “profound aspects of personality” (Foulkes 184)?
- (4) Cullen concludes, “Of all the things that happened there / That’s all I remember” (11–12).

Long quotations

For quotations that extend to more than three lines of verse or four lines of prose, place quotations in a free-standing block of text and omit quotation marks. Start the quotation on a new line, with the entire quote indented one inch (1.25 cm) from the left margin. Only indent the first line of the quotation by an additional quarter inch if you are citing multiple paragraphs. Your parenthetical citation should come after the closing punctuation mark. When quoting verse, maintain original line breaks.

Example for a one-paragraph prose quotation:

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it

got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)

Example for a multi-paragraph prose quotation:

In “American Origins of the Writing-across-the-Curriculum Movement,” David Russell argues,

Writing has been an issue in American secondary and higher education since papers and examinations came into wide use in the 1870s, eventually driving out formal recitation and oral examination.

From its birth in the late nineteenth century, progressive education has wrestled with the conflict within industrial society between pressure to increase specialization of knowledge and of professional work (upholding disciplinary standards) and pressure to integrate more fully an ever-widening number of citizens into intellectually meaningful activity within mass society (promoting social equity). (3)

As the argument goes ...

Example for quoting long sections of poetry:

In his poem “My Papa's Waltz,” Theodore Roethke explores his childhood with his father:

The whiskey on your breath
Could make a small boy dizzy;
But I hung on like death:
Such waltzing was not easy.
We Romped until the pans
Slid from the kitchen shelf;
My mother's countenance
Could not unfrown itself. (quoted in Shrodes, Finestone, Shugrue 202)

The word “unfrown” deserves some more comments as it appears uniquely coined by Roethke.

5.2 *In-text (parenthetical) references to sources*

References to the sources of quotes and paraphrases should be placed in the text in form of parenthetical references.

- The parenthetical reference usually includes the author’s last name and the page number cited: (Higgins 25)
- If your Works Cited list includes more than one work by an author, the parenthetical reference should include part of the title: (Higgins, *Williams* 141)
- If a work has more than one author, use the authors’ last names as used in the Works Cited section: (Robertson and McDaniel 53). In case of three or more authors, indicate only the first author and replace all the co-authors with the Latin abbreviation “et al.” (*et alii* = and others): (Smith et al. 23)
- If the work does not have an author, the parenthetical reference should include the first one or two words from the title: (“Venue’s Loss” 8A)
- In some cases, like newspaper articles, films, or online works with no page numbers, or if an entire work is being acknowledged, incorporate the author’s name or work title into your sentence instead of using a parenthetical reference: “In the Wizard of Oz...” or “Branch reports...” Cf. also: In *Harry Potter and the Sorcerer’s Stone*, Hagrid shows that he sometimes acts before he thinks when he reveals “classified” information to Harry, Hermione, and Ron, and then says, “I shouldn’t have told you that. No more questions, don’t ask any more questions!”

Examples for parenthetical references in the context:

- Romaine maintains that “Scots has been dying out for centuries, but anglicisation still has a long way to go” (77).
- It is well known that “Richardson was as careful and skillful in his characterization as in his epistolary technique” (Watt, *Rise of the Novel* 240).
- According to Watt (*Rise of the Novel* 240) “Richardson was as careful and skillful in his characterization as in his epistolary technique.”

5.3 Footnotes

Footnotes should be used sparingly and should not contain bibliographical details of publications referred to in the text. Use footnotes only for explanations you do not want to insert in the main text, but keep their number to the minimum possible. If an idea is important, involve it in the main text; if not, omit it. Footnotes can be justified if you feel that relevant information has to be added, but it would disrupt the straightforward discussion of the main text.

Footnotes have to be numbered automatically. Footnote indexes in the main text should follow punctuation marks. The footnote text has to be typed with Times New Roman, 10, justified to both margins and single spaced.

5.4 Works Cited section: List of references at the end of the paper

List of all works cited have to appear in alphabetical order of authors' last names. Mind that the editing of the Works Cited follows the opposite pattern of paragraphing: the first line of each entry starts on the margin, and all further lines of the same entry are indented (this is called "hanging indent"). Do not leave extra space between the entries. Study carefully the conventions of the examples below, with especial attention to italicization, the use and place of punctuation, and the way of indicating page numbers for works in collective volumes:

Book, single author:

Higgins, John. *The Raymond Williams Reader*. Blackwell Publishers, 2001.

Book, more than one author:

Robertson, Jean, and Craig McDaniel. *Themes of Contemporary Art: Visual Art after 1980*.

2nd ed. Oxford University Press, 2010.

Smith, Mick, et al. *Emotion, Place, and Culture*. Ashgate, 2009.

Translated book:

Foucault, Michel. *Madness and Civilization: A History of Insanity in the Age of Reason*.

Translated by Richard Howard, Vintage-Random House, 1988.

Edition of a book:

Work prepared by an editor:

Bronte, Charlotte. *Jane Eyre*. Edited by Margaret Smith, Oxford UP, 1998.

Subsequent edition:

Crowley, Sharon, and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*. 3rd ed., Pearson, 2004.

Work in an anthology:

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*, edited by Ben Rafoth, Heinemann, 2000, pp. 24–34.

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Dolby, Nadine. "Research in Youth Culture and Policy: Current Conditions and Future Directions." *Social Work and Society: The International Online-Only Journal*, vol. 6, no. 2, 2008, www.socwork.net/sws/article/view/60/362. Accessed 20 May 2009.

Online journal that also appears in print:

Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol to the Biological and Toxin Weapons Convention." *Emerging Infectious Diseases*, vol. 6, no. 6, 2000, pp. 595–600, wwwnc.cdc.gov/eid/article/6/6/00-0607_article. Accessed 8 Feb. 2009.

Article from an online database:

Cite articles from online databases (e.g. LexisNexis, ProQuest, JSTOR, ScienceDirect) and other subscription services as containers. Thus, provide the title of the database italicized before the DOI or URL. If a DOI is not provided, use the URL instead. Provide the date of access if you wish.

DOI = Many scholarly journal articles found in databases include a DOI (digital object identifier). If a DOI is available, cite the DOI number instead of the URL.

URL = A Uniform Resource Locator (URL), commonly informally termed a web address (a term which is not defined identically) is a reference to a web resource that specifies its location on a computer network and a mechanism for retrieving it. Most web browsers display the URL of a web page above the page in an address bar. A typical URL could have the form <http://www.example.com/index.html>, which indicates a protocol (http), a hostname (www.example.com), and a file name (index.html). ("Uniform Resource Locator" *Wikipedia*)

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Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003, www.cla.purdue.edu/english/theory/. Accessed 10 May 2006.

Page on a web site:

“Athlete's Foot - Topic Overview.” *WebMD*, 25 Sept. 2014, www.webmd.com/skin-problems-and-treatments/tc/athletes-foot-topic-overview.

Lundman, Susan. “How to Make Vegetarian Chili.” *eHow*, www.ehow.com/how_10727_make-vegetarian-chili.html. Accessed 6 July 2015.

Film or video:

The Usual Suspects. Directed by Bryan Singer, performances by Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and Benecio del Toro, Polygram, 1995.

Lucas, George, director. *Star Wars Episode IV: A New Hope*. Twentieth Century Fox, 1977.

YouTube video:

“8 Hot Dog Gadgets put to the Test.” *YouTube*, uploaded by Crazy Russian Hacker, 6 Jun. 2016, www.youtube.com/watch?v=WBlpjSEtELs.

McGonigal, Jane. “Gaming and Productivity.” *YouTube*, uploaded by Big Think, 3 July 2012, www.youtube.com/watch?v=mkdzy9bWW3E.

6. Style and Language of the MA Thesis

A thesis is an academic manuscript of a partly descriptive, partly argumentative nature; therefore it must follow the requirements of academic prose. You may find it useful to review your notes and previous studies on academic English (e.g. essay writing). The following list reminds you of the most important principles of academic style and language:

- The thesis has to be written in impeccable, grammatically correct English.
- Do not automatically apply Hungarian rules of punctuation and capitalization.
- Do not translate Hungarian idioms literally into English.
- Avoid informal English: colloquial, over-familiar language or conversational gap-fillers (e.g. “To be honest....,” “Obviously, it is difficult....,” “Last but not least, I would like to....,” “All in all...”).

- Do not use contractions (as e.g., “isn’t,” “hasn’t,” “doesn’t” or “I’m”), unless the contracted form occurs in a quotation.
- The use of *he* and *his*, *she* and *her* is only acceptable when a definite person is referred to; when used as a generic pronoun, please use “he or she” or “s/he,” “his or hers”; “they” or “them”; or plural nouns, e.g. “scholars,” “authors of the mid-19th century,” etc.
- Spelling may be either British or American English, but be consistent. Abbreviations should be used sparingly. Always spell out what the abbreviation means the first time it is used.
- Do not forget to spell-check your manuscript.
- Proofreading is essential. Examiners can and will reject a thesis if the quantity of typographical, language or word processing errors indicate careless proof-reading.

7. Assessment of the MA Thesis

Your MA thesis will be assessed according to the criteria of the following official Department Assessment Sheet:

Szakedolgozat címe:

Szakedolgozat szerzője:

Szakedolgozat opponense:

I. Elfogadás szempontjai

(Az igaz állítás aláhúzendó.)

1. A szakedolgozat hossza—a honlapon feltüntetett elvárásoknak megfelelően—*elfogadható / nem fogadható el.*
2. *Plágium van / Plágium nincs* a szakedolgozatban.
3. Nyelvileg a dolgozat *elfogadható / nem fogadható el.*

II. Értékelés

1. Tartalom (max. 50 pont)	
1.1. Téma	
1.2. Probléma-centrikusság	
1.3. Szakirodalom helyes használata	
1.4. Egyéni megközelítés	
1.5. Elméleti megalapozás és kontextualizáció	
2. Szerkezet (max. 40 pont)	
2.1. Releváns bevezetés (célok meghatározása) és konklúzió	
2.2. Bekezdések és szerkezet	100-88 pont: 5
2.3. Érvelés, logika és koherencia	87-75 pont: 4
2.4. Lábjegyzetek és bibliográfia	74-62 pont: 3
3. Angolság (max. 10 pont)	61-49 pont: 2
Releváns terminológia, Nyelvtan és helyesírás, Stílus	48-0 pont: 1

8. Appendix: Sample Pages

8.1 Sample Outer Cover

SZAKDOLGOZAT

Deák Félix

2012

8.2 Sample Inner Cover

PÁZMÁNY PÉTER CATHOLIC UNIVERSITY
FACULTY OF HUMANITIES AND SOCIAL SCIENCES
INSTITUTE OF ENGLISH AND AMERICAN STUDIES

***CHAUCER'S READERS:
HARRY BAILEY AS A REPRESENTATIVE OF A NEW LITERARY TASTE IN THE
LATE FOURTEENTH CENTURY***

***CHAUCER OLVASÓI:
HARRY BAILEY, A XIV. SZÁZAD VÉGI ÚJ IRODALMI ÍZLÉS MEGTESTESÍTŐJE***

MA Thesis

Deák Félix
Supervisor: Benjamin Goodenough PhD

8.3 Sample Table of Contents

1. Choice of Topic	Hiba! A könyvjelző nem létezik.
2. Research.....	Hiba! A könyvjelző nem létezik.
2.1 Working with a supervisor.....	Hiba! A könyvjelző nem létezik.
2.2 Research methods	Hiba! A könyvjelző nem létezik.
2.3 Academic ethics and plagiarism	Hiba! A könyvjelző nem létezik.
3. Contents: The Development of the Argument.....	Hiba! A könyvjelző nem létezik.
3.1 The development of the thesis	Hiba! A könyvjelző nem létezik.
3.2 Expressing opinion	Hiba! A könyvjelző nem létezik.
4. The Manuscript: The Form and Structure of the Paper	Hiba! A könyvjelző nem létezik.
4.1 Processing the text	Hiba! A könyvjelző nem létezik.
4.2 Paragraphing	Hiba! A könyvjelző nem létezik.
4.3 Structure: Parts of the BA thesis.....	Hiba! A könyvjelző nem létezik.
4.3.1 <i>Statement on originality signed</i>	Hiba! A könyvjelző nem létezik.
4.3.2 <i>Title page</i>	Hiba! A könyvjelző nem létezik.
4.3.3 <i>Table of contents</i>	Hiba! A könyvjelző nem létezik.
4.3.4 <i>Introduction</i>	Hiba! A könyvjelző nem létezik.
4.3.5 <i>Discussion: The main body of the thesis</i>	Hiba! A könyvjelző nem létezik.
4.3.6 <i>Conclusion</i>	Hiba! A könyvjelző nem létezik.
4.3.7 <i>Works Cited</i>	Hiba! A könyvjelző nem létezik.
4.3.8 <i>Appendices</i>	Hiba! A könyvjelző nem létezik.
5. The Documentation System of the Paper: Referencing and the Works Cited Section.....	14
5.1 Quotations in the text.....	14
5.2 References.....	17
5.3 Footnotes.....	18
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8. Appendix: Sample Pages	Hiba! A könyvjelző nem létezik.
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8.2 Sample Inner Cover	25

8.4 Sample Works Cited

(<https://owl.english.purdue.edu/owl/resource/747/12/>)

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