

Dissertation formatting guidelines

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1. Requirements

1.1.Length

The dissertation must be of 120 – 150 pages (without Appendices).

1.2.Structure

Title page (see Appendix 1)

Statement (see Appendix 2)

Signatures (see Appendix 3)

Abstract

Acknowledgements

List of abbreviations

List of figures

List of tables

Table of contents

Chapters

References

Appendices

1.3.Recommended chapter structure

Chapter 1. Introduction

- Include an introduction to the dissertation (background of the study, problem statement), and the literature review (theoretical background, previous research)

Chapter 2. Methods

- Description and justification of the research design, sampling/participants, instruments, procedures.

Chapter 3. Results

- Present the main outcomes of the study

Chapter 4. Discussion

- Discuss the results and compare them with previous results

Chapter 5. Conclusions

- Draw the main conclusions

2. Formatting guidelines

Format your dissertation according to the following guidelines.

Abstract: TNR 12 pt, single-spaced, justified

CHAPTER TITLE (TIMES NEW ROMAN, 16 PT, BOLD, CENTER ALIGNED, ALL CAPS)

Headings/Subchapters: TNR 15, Bold

Main text: TNR 12, 1,5-spaced, justified, numbered subchapters. The first line of each paragraph should be indented (0.5 cm) except for the first paragraph after each heading. **Margins: 2.5 cm left, right, head and foot.**

References: TNR 11, single-spaced, justified, hanging indentation (0.5 cm)

2.1. Tables and Figures in the text

Figures and tables exceeding half-page size should be included in the appendix and referred to throughout the text with numbers.

Graphical presentations are not always optimal for effective communication. For example, the results of many standard statistical significance tests can often be effectively presented in text:

The one-way ANOVA, $F(1, 136)=4.86$, $MSE=3.97$, $p=.029$, $\eta^2=.03$, demonstrated statistically significant differences between the two groups, as theory would dictate.

When designing tables and figures, please follow the following guidelines:

- Label all columns in tables.
- Label all elements in figure images (e.g., label the axes of a graph).
- In figure images, use Times New Roman fonts that are large enough to be read without magnification.
- Design the table or figure so it can be understood on its own (meaning readers do not have to refer to the text to understand it). Define abbreviations used in the table or figure even if they are also defined in the text.
- Avoid decorative flourishes, which are distracting and can interfere with readers' comprehension; instead, ensure that every element supports the goal of effective communication.

Tables and figures follow the same structure, they have

- a table or figure number,
- a table or figure title,
- a body (for tables) or an image (for figures),

- and table or figure notes as needed.

In the text, refer to every table and figure by its number, for example:

As shown in Table 1, the demographic characteristics . . . Figure 2 shows the event-related potentials . . .

. . . of the results of the testing (see Table 3).

. . . of the comparisons (see Figures 4 and 7).

Do not write “the table above” (or “below”) or “the figure on page 32.”

Align all tables and figures with the left margin regardless of where they appear in the paper. When embedding a table or figure within the text, position it after a full paragraph, ideally the paragraph where it is first called out.

Sample table

Table 1. Participant characteristics

| | Mean | SD | Minimum | Maximum |
|---------------------------|------|-----|---------|---------|
| Age | 41 | 8.8 | 29 | 60 |
| Age at emigration | 27.1 | 5.5 | 21 | 39 |
| Length of residence (LOR) | 14.2 | 6.4 | 8 | 29 |

Note: N=19

Designing figures

The standards for good figures are simplicity, clarity, continuity, and (of course) information value. A good figure

- augments rather than duplicates the text,
- conveys only essential information,
- omits visually distracting detail,
- is easy to read—its elements (e.g., type, lines, labels, symbols) are large enough to be seen and interpreted with ease, is easy to understand—its purpose is readily apparent,
- is carefully planned and prepared, and
- is consistent with and in the same style as similar figures in the same article.

For figures of all types, check that

- images are clear,
- lines are smooth and sharp,
- font is simple and legible,
- units of measurement are provided,
- axes are clearly labeled, and
- elements within the figure are labeled or explained.

Sample figure

Figure 2. Effects of class size on receptive vocabulary at Time 2 ($\beta=-0.84$, $SE=0.23$, $t=-3.66$, $p=0.0006^{**}$)

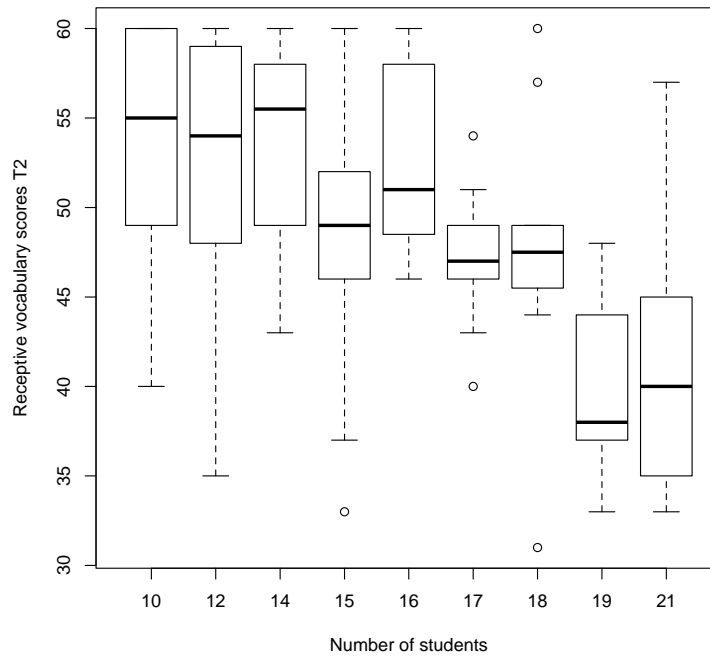


Table and figure captions: TNR 11 pt, centre alignment, above

2.2. In-text citation

Parenthetical Citation. Both the author and the date, separated by a comma, appear in parentheses for a parenthetical citation. A parenthetical citation can appear within or at the end of a sentence. When a parenthetical citation is at the end of a sentence, put the period or other end punctuation after the closing parenthesis.

Falsely balanced news coverage can distort the public's perception of expert consensus on an issue (Koehler, 2016).

If other text appears with the parenthetical citation, use commas around the year.

(see Koehler, 2016, for more detail)

When text and a citation appear together in parentheses, use a semicolon to separate the citation from the text; do not use parentheses within parentheses.

(e.g., falsely balanced news coverage; Koehler, 2016)

Narrative Citation. The author appears in running text and the date appears in parentheses immediately after the author name for a narrative citation.

Koehler (2016) noted the dangers of falsely balanced news coverage.

In rare cases, the author and date might both appear in the narrative. In this case, do not use parentheses.

In 2016, Koehler noted the dangers of falsely balanced news coverage.

Citing Multiple Works

When citing multiple works parenthetically, place the citations in alphabetical order, separating them with semicolons. Listing both parenthetical in-text citations and reference list entries in alphabetical order helps readers locate and retrieve works because they are listed in the same order in both places.

(Adams et al., 2019; Shumway & Shulman, 2015; Westinghouse, 2017)

Arrange two or more works by the same authors by year of publication. Place citations with no date first, followed by works with dates in chronological order; in-press citations appear last. Give the authors' surnames once; for each subsequent work, give only the date.

(Department of Veterans Affairs, n.d., 2017a, 2017b, 2019) Zhou (n.d., 2000, 2016, in press)

For a work with three or more authors, include the name of only the first author plus "et al." in every citation.

(Martin et al., 2020).

2.3. Quotations

If the quotation comprises fewer than 40 words, incorporate it into text and enclose the quotation with double quotation marks.

If the quotation appears in mid-sentence, end the passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and continue the sentence. Use no other punctuation unless the meaning of the sentence requires such punctuation.

IDs are now seen as "consistent predictors of L2 learning success" (Dörnyei, 2009: 2), rather than distractors that prevent deeper insight into the unique developing process of L2.

If the quotation appears at the end of a sentence, close the quoted passage with quotation marks, cite the source in parentheses immediately after the quotation marks, and end with a period or other punctuation outside the final parenthesis.

In contrast, a hot cognition approach examines learning “...in which multiple levels of cognition are sparked by motivation and emotions in lively sociocultural contexts” (Oxford, 2016: 25).

If the quotation comprises 40 or more words, display it in a freestanding block of text and omit the quotation marks. Start such a block quotation on a new line and indent the block about a half inch from the left margin (in the same position as a new paragraph). If there are additional paragraphs within the quotation, indent the first line of each additional half inch. Double-space the entire quotation. At the end of a block quotation, cite the quoted source and the page or paragraph number in parentheses after the final punctuation mark.

Others have contradicted this view:

Co-presence does not ensure intimate interaction among all group members. Consider large-scale social gatherings in which hundreds or thousands of people gather in a location to perform a ritual or celebrate an event. In these instances, participants are able to see the visible manifestation of the group, the physical gathering, yet their ability to make direct, intimate connections with those around them is limited by the sheer magnitude of the assembly. (Purcell, 1997: 111–112)

2.4. References

Use a hanging indent for all references, meaning that the first line of each reference is flush left and subsequent lines are indented by 0.5 cm.

2.4.1. Arrangement

Alphabetize letter by letter. When alphabetizing surnames, remember that “nothing precedes something”: Brown, J. R., precedes Browning, A. R., even though *i* precedes *j* in the alphabet.

❖ One-author entries by the same author are arranged by year of publication, the earliest first: Schmid, M. (2013).

Schmid, M. (2017).

❖ One-author entries precede multiple-author entries beginning with the same surname (even if the multiple-author work was published earlier):

Alleyne, R. L. (2001).

Alleyne, R. L., & Evans, A. J. (1999).

References with the same first author and different second or third authors are arranged alphabetically by the surname of the second author or, if the second author is the same, the surname of the third author, and so on:

Boockvar, K. S., & Burack, O. R. (2007).

Boockvar, K. S., Carlson LaCorte, H., Giambanco, V., Friedman, B., & Siu, A. (2006).

2.4.2. Reference Components

If an author’s first name is hyphenated, retain the hyphen and include a period after each initial (Lamour, J.-B., for Jean-Baptiste Lamour).

a) Journals

Periodicals include items published on a regular basis such as journals, magazines, newspapers, and newsletters. General reference form:

Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Periodical*, xx, pp–pp. doi:xx.xxxxxxxxxx

Include the digital object identifier (DOI) in the reference if one is assigned

If no DOI is assigned to the content and you retrieved it online, include the home page URL for the journal, newsletter, or magazine in the reference. Use this format: **Retrieved from** **http://www.xxxxxxxx**

Journal article with DOI

Lightbown, P. M. (2003). SLA research in the classroom/SLA research for the classroom. *Language Learning*, 28, 4-13. doi: <http://dx.doi.org/10.1080/09571730385200151>

Journal article with DOI, more than seven authors

Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G., . . . Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. *Nicotine and Tobacco Research*, 6, 249–267. doi:10.1080/14622200410001676305

Journal article without DOI (when DOI is not available)

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38–48. Retrieved from [http://ojs.lib.swin.edu.au /index.php/ejap](http://ojs.lib.swin.edu.au/index.php/ejap)

Light, M. A., & Light, I. H. (2008). The geographic expansion of Mexican immigration in the United States and its implications for local law enforcement. *Law Enforcement Executive Forum Journal*, 8(1), 73–82.

No retrieval date is needed.

Journal article without DOI, title translated into English, print version

Guimard, P., & Florin, A. (2007). Les évaluations des enseignants en grande section de maternelle sont-elles prédictives des difficultés de lecture au cours préparatoire? [Are teacher ratings in kindergarten predictive of reading difficulties in first grade?]. *Approche Neuropsychologique des Apprentissages chez l'Enfant*, 19, 5–17.

If the original version of a non-English article is used as the source, cite the original version. Give the original title and, in brackets, the English translation.

In-press article posted in a preprint archive

Briscoe, R. (in press). Egocentric spatial representation in action and perception. *Philosophy and Phenomenological Research*. Retrieved from <http://cogprints.org/5780/1/ECSRAP.F07.pdf>

Special issue or section in a journal

Haney, C., & Wiener, R. L. (Eds.). (2004). Capital punishment in the United States [Special issue]. *Psychology, Public Policy, and Law*, 10(4).

b) Books, Reference Books, and Book Chapters

Author, A. A. (1967). *Title of work*. Location: Publisher.

Author, A. A. (1997). *Title of work*. Retrieved from <http://www.xxxxxxx>

Author, A. A. (2006). *Title of work*. doi:xxxxx

Editor, A. A. (Ed.). (1986). *Title of work*. Location: Publisher.

For a chapter in a book or entry in a reference book, use the following formats:

Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (xxx–xxx). Location: Publisher.

Author, A. A., & Author, B. B. (1993). Title of chapter or entry. In A. Editor & B. Editor (Eds.), *Title of book* (xxx–xxx). Retrieved from <http://www.xxxxxxx>

Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (xxx–xxx). doi:xxxxxxxx

Entire book, print version

Shotton, M. A. (1989). *Computer addiction? A study of computer dependency*. London, England: Taylor & Francis.

Electronic version of print book

Shotton, M. A. (1989). *Computer addiction? A study of computer dependency* [DX Reader version]. Retrieved from <http://www.ebookstore.tandf.co.uk/html/index.asp>

Schiraldi, G. R. (2001). *The post-traumatic stress disorder sourcebook: A guide to healing, recovery, and growth* [Adobe Digital Editions version]. doi:10.1036/0071393722.20.

Electronic-only book

O’Keefe, E. (n.d.). *Egoism & the crisis in Western values*. Retrieved from <http://www.onlineoriginals.com/showitem.asp?itemID=135>

Book chapter, print version

Haybron, D. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larsen (Eds.), *The science of subjective well-being* (17–43). New York, NY: Guilford Press.

Appendix 1. Title page

Appendix 2. Statement

This dissertation, written under the direction of the candidate's dissertation committee and approved by the members of the committee, has been presented to and accepted by the Faculty of Modern Philology and Social Sciences in partial fulfillment of the requirements for the degree of Doctor of Philosophy. The content and research methodologies presented in this work represent the work of the candidate alone.

Lengyel Zsófia , 2021

Candidate Date

Dissertation Committee:

_____, 2021

Chairperson Date

_____, 2021

First Reader Date

_____, 2021

Second Reader Date

Appendix 3. Signatures

[PhD THESIS TITLE]

Thesis for obtaining a PhD degree in the Doktoral School of [NAME OF SCHOOL] of the
University of Pannonia

in the branch of [NAME] Sciences

Written by [NAME OF PhD-CANDIDATE]

Supervisor(s): [NAME(S)]

propose acceptance (yes / no)

.....
[SIGNATURE(S) OF SUPERVISOR(S)]
(supervisor/s)

As reviewer, I propose acceptance of the thesis:

Name of Reviewer: yes / no

.....
[REVIWER'S SIGNATURE]
(reviewer)

Name of Reviewer: yes / no

.....
[REVIWER'S SIGNATURE]
(reviewer)

The PhD-candidate has achieved% at the public discussion.

Veszprém, [DATE]

.....
[SIGNATURE OF THE CHAIRMAN OF THE COMMITTEE]
(Chairman of the Committee)

The grade of the PhD Diploma (..... %)

Veszprém, [DATE]

.....
[SIGNATURE OF THE CHAIRMAN OF UDHC]
(Chairman of UDHC)

