



ЮЖНО-УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

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П27

GUIDELINES FOR MASTER THESIS

Методические указания

Челябинск
2018

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Южно-Уральский государственный университет
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Методические указания предназначены для магистрантов I и II курсов, обучающихся по направлению подготовки 45.04.01 «Филология (Теория и практика английского языка)». Цель указаний – познакомить студентов с правилами написания магистерских диссертаций на английском языке.

В указаниях изложены на английском языке правила написания различных частей выпускной квалификационной работы магистра (введения, основной части, заключения, списка используемой литературы, приложения), представлены вопросы, связанные с обязанностями студентов и научных руководителей, выбором темы, стилем изложения, оформления материала и критериями оценки. Особое внимание уделяется аспектам, связанным с защитой выпускной квалификационной работы, грамотному оформлению цитат в научном тексте, понятию плагиата.

Методические указания соответствуют требованиям Федерального государственного образовательного стандарта.

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1. GENERAL OVERVIEW

Guidelines are applicable to students writing their Master Thesis at South Ural State University. The objective of Guidelines is to show what is involved in the work of Master Thesis, and to give a helping hand with it.



Master Thesis is a piece of original research work written by a student under the supervision. It is important that Thesis idea be original and relevant. You should reserve enough time for writing your Thesis, so that its content and structure will be as good as possible.

Master Thesis reveals understanding, reflection and analytical ability. This research work should show familiarity with the previous work in the field and should demonstrate the ability to use research methods and academic style. Furthermore, Master Thesis must demonstrate the student's ability to use relevant literature and to present research results as well as show the ability for further research.

2. THE AIMS OF MASTER THESIS

The aims of Thesis are to:

- put into practice theories and concepts learned on the programme;
- provide an opportunity to study a particular topic in depth;
- improve the student's ability for independent research work and its practical application;
- combine relevant theories and suggest alternatives;
- enable the student to apply different research methods;
- demonstrate the student's ability to use relevant literature and to present research results;
- show evidence of ability to plan and manage Thesis within deadlines.

After completion of Thesis, the student should be able to:

- define, design and deliver an academically rigorous piece of research;
- understand the relationships between the theoretical concepts taught in class and their application in specific situations;
- show evidence of a critical and holistic knowledge and have a deeper understanding of their chosen subject area;
- appreciate practical implications and constraints of the specialist subject;
- understand the process and decisions to be made in managing a project within strict deadlines.

3. SUPERVISION

You will be supported through writing Thesis by an academic supervisor. An academic supervisor will ideally have background expertise in your area of study. However, this may not always be possible and you may be allocated by a supervisor with more general subject knowledge. Regardless of the subject background of a supervisor, he / she will understand the research process.



3.1. The Role of an Academic Supervisor

The role of an academic supervisor is to guide the student through his thesis process, giving advice, support, critique and opinion. A supervisor should:

- establish an appropriate timetable for the undertaking and completion of Thesis, as well as establishing a basic schedule for meetings;
- work with students to specify an acceptable, realistic and relevant topic for full Thesis, and to ensure that the topic is manageable in terms of size and scope;
- evaluate and give feedback on the main research question(s);
- evaluate the student's selection of theoretical focus and methodology (in terms of appropriateness, relevance and student's experience), and give critical feedback if and when needed;
- give advice and feedback before and during the process of data gathering;
- evaluate the structure of Thesis (in terms of argument as well as layout), and make sure that there is a clear intellectual thread running through Thesis and that the various sections hold together;
- carefully and thoroughly read through the final Thesis draft, make suggestions for changes, and, in consultation with the student, give approval (or not) for Thesis to go to defense.

You cannot expect that a supervisor will proof read your Thesis. That is a task you need to do yourself. The language should be thoroughly developed and checked, and Thesis should not contain incomplete sentences, include any insinuations and jokes (e.g. of sexist, racial or homophobic nature, etc.).

3.2. The Responsibilities of a Student

In addition to the responsibilities of an academic supervisor, Master students also have a number of responsibilities that they are expected to follow:

- to inform the Programme Director and an academic supervisor of any absence (sickness, personal, family visits etc.) during the time nominated for working on Thesis;
- to maintain regular contact with an academic supervisor. It is the student's responsibility to inform his supervisor of the progress and to lead the development of Thesis. Difficulties must be communicated at the time they are encountered;

- to come prepared to each meeting with a supervisor with questions and original material to be discussed;
- to submit material to a supervisor timely, such that a supervisor has sufficient time to read the material and formulate comments;
- to write Thesis in a good standard of clear English using appropriate academic terms and citation and referencing conventions;
- to write Thesis with the guidance from a supervisor. Thesis and the research work must be your own. Thesis is to reflect your subject understanding and research abilities, not that of your supervisor;
- to construct a viable research question/s and conduct a thorough review of literature (in terms of theory and methodology);
- to ensure that final Thesis is free from plagiarism and/or copyright infringements;
- to submit Thesis to a reviewer timely, to defend Thesis and respond to comments or critique.

4. RESEARCH TOPIC

A student chooses a topic for Master Thesis together with an academic supervisor. A supervisors propose topics that are relevant to the research projects of the department or the discipline. Topics related to your unit's project themes are recommended. Discuss your topic choice with your supervisor.

In the process of selecting a topic, you should take into account the following points:

1. Personal interest in the theme will ensure that you complete the process.
2. Theoretical and conceptual “edge”: the topic should be interpretable using an interesting approach and relevant concepts.
3. The topic should be researchable, in other words, there should be problems related to the topic that you try to resolve using available data.

Understanding of your topic as well as the research questions makes your work easier to guide your choice of theory, literature and empirical data, as well as to outline Thesis. Readers of scientific texts should always receive answers about what the problem is (the delimited area that does not have a solution), why the problem is interesting/important and how Thesis illustrates and solves the problem.

How to Choose a Research Topic



5. ACADEMIC STYLE

The purpose of academic writing is to communicate complex ideas in a way that makes them least likely to be challenged. So it's important to avoid any ambiguity.

The distinctive features of academic style are:

- preciseness,
- clear logic,
- compressive character,
- impersonality,
- formality.

Preciseness is a basic property of a scientific text. Preciseness and reliability of a scientific text is established with references and citations. The bibliography is considered to be a kind of social control over scientific value and reliability of the results of research.

Clear logic is achieved through a system of logical connections and interrelations. A stock of linking phrases will help to make a connection between a point in the past and future, to refer a receptor forward or back.

For example, *As we will see...; ... As I said earlier...;...* Linking phrases help to develop a point (*Moreover...; Despite this...;...According to our estimates,...*)

Structure is also important in academic writing – it helps to make your ideas clear, guides the reader's comprehension and can strengthen your arguments.

Compressive character and economy are also the features of academic style. A scientific text must provide a reader with maximal information within a minimal time period and with minimal effort. This stylistic feature is achieved with lexical and grammatical means (See Pic. 1)

Impersonality is a measure of the extent to which a producer of a text avoids reference to him/herself or to a receptor. Using impersonal and indefinite structures, passive constructions, infinitive clauses, etc. provides the impression of impersonal and objective style.

Formality results from the author's tendency to avoid connotative words in the scientific text. Writing should be formal, but it does not need to be pompous. To maintain formality, there are various colloquialisms and shortened forms to avoid:

- Avoid shortened forms: *shouldn't, it's for it is*
- Avoid popular phrases or clichés such as: *when it comes to the crunch*
- Replace with: *finally, in summary, in a crisis*
- Avoid casual everyday words such as: *really, okay, maybe.*

Correct use of grammar and punctuation is important. They show that you care about your work and have adopted a disciplined attitude to writing academically. They also help to make sure your meaning is understood. The most common mistakes include:

- incomplete sentences (missing a verb or needing information in the previous sentence to make sense);
- the wrong use of semicolons and colons;
- the wrong use of apostrophes (check whether the s is there to indicate possession or a plural);
- nouns and verbs where singular /plural do not agree (try proof reading aloud to spot this);

- inconsistent use of tenses (always use the past tense when you are reporting on something that was done).

Where abbreviations and acronyms are required to avoid repetition, ensure that, on first mention, unabbreviated term appears together with abbreviation or acronym, for example:

First mention: “*An article in the American Journal of Philology (AJPh) reported...*”

Subsequent mention: “*Writing in the AJPh, Brown concluded that...*”

NO Idiomatic / colloquial (slang)
Kids / boss / gonna / stuff

NO number / bullet points

YES Passive structures
We analysed the data / The data was analysed

NO Phrasal verbs
Go up / look up

NO vague language
And so on.. / etc...

YES –Academic Vocabulary
See A.W.L

NO Personal Pronouns
I, we, In my opinion (limit use)

NO Repetition
Constant repeating same words

YES – Referencing systems

NO Contractions
It'll = it will / It's = it is

YES Complex Grammar structures
Nominalisation / noun structures

NO Questions
So why did the project fail?

NO Personal adverbs
Surprisingly / fortunately

No basic language
*Like – for example
Thing – factor
Lots of – significant amount
Little/big – large
Get - obtain
Hard - difficult
Good/bad – positive / negative
Amazing / wonderful - important*

YES Caution / hedging – tentative language
Possibly / seems / appears / could / may

YES Accurate vocabulary
Difference between law / rule

YES Precise facts / figures
A few years ago / in 2014

Academic Style

Academic English UK

Pic. 1

6. TIMELINE

Suggested timeline for qualitative Master Thesis is the following:

1 st year 1 st term	– the choice of the topic, – the work planning, – the selection of literature.
1 st year 2 nd term	– literature review, – concept development, preparation of the theoretical part – the selection of the research material.
2 nd year 1 st term	– the collection of the material, – the analysis of the material – preparation of the practical part
2 nd year 2 nd term	– the preparation of Thesis for defense

PERSONAL STUDY PLAN FOR THESIS (MASTER'S DEGREE)

Name of the student		
Title of the thesis		
Academic Supervisor		
Task	Planned date of completion	Completed (data/ signature of the supervisor)
First term		
Agreement on research topic		
Working on research plan		
Presentation of preliminary literature review		
Second term		
Selection of the research material		
Writing a detailed introduction		
Writing a detailed literature review and theoretical part		
Writing a detailed research methodology		
Proofreading of your theoretical part and research methodology		
Writing an article on your theoretical part		
Presentation and defense of your theoretical part and research methodology		
Third term		
Data collection		
Data analysis		

Writing the practical part of your thesis		
Fourth term		
Writing a conclusion		
Writing an abstract		
Formatting your thesis		
Proofreading of your thesis		
Writing an article for the International Conference		
Preparation of the defense speech		
Preparation of the presentation for defense		
Thesis defense		

The final version of the work shall be submitted at least 10-12 days before the defense.

7. THE CONTENT OF MASTER THESIS

Master Thesis should include the following:

- Title page
- Abstract
- Table of Contents (with page numbers)
- Introduction
- Body of the Thesis
- Conclusion
- Bibliography (Literature)
- Any necessary appendices or endnotes

7.1. Title Page

Thesis must have a title page as shown above:

Ministry of Education and Science of the Russian Federation
South Ural State University
INSTITUTE OF LINGUISTICS AND INTERNATIONAL
COMMUNICATIONS
DEPARTMENT OF FOREIGN LANGUAGES

Reviewer	Head of department
_____/Your reviewer /	_____/K. N. Volchenkova/
_____ 20 __	_____ 20 __

TITLE OF YOUR MASTER THESIS

MASTER THESIS

Supervisor:

Associate Professor *Surname,*
Ph.D. in _____
_____ **20**__

Student: *Full name*

Group: LM-_____
_____ **20**__

Controller:

Associate Professor *Surname,*
Ph.D. in _____
_____ **20**__

Defended with the grade:

_____ **20**__

Chelyabinsk

20__

7.2. Abstract

What is Abstract?

- Abstract is an important component of your Thesis. Presented at the beginning of Thesis, it is likely the first substantive description of your work read by an external reviewer.
- Abstract is a summary of the whole Thesis. It presents all the major elements of your work in a highly condensed form.
- Abstract often functions, together with Thesis title, as a stand-alone text. Abstract is not merely an introduction in the sense of a preface, preamble, or advance organizer that prepares the reader for the thesis. In addition to that function, it must be capable of substituting for the whole Thesis when there is insufficient time and space for the full text.

Size and Structure

- Currently, the maximum size for Abstract is 1.5 – spaced page, about 300 words.
- The structure of Abstract should mirror the structure of the whole Thesis, and should represent all its major elements. For example, your Thesis should cover such aspects as introduction, literature review, methodology, results, discussion and conclusion, so there should be one or more sentences assigned to summarize each point.

What to include into Abstract:

- Aim and objectives: What are the main ideas or areas of theory being investigated?
- Boundaries: What is the context and background to Thesis?
- Methodology: What was/were the main method(s) employed to generate the results?
- Results: What were your main findings?
- Conclusions: What are the main conclusions that you arrive at when viewing the entire Thesis?

Don't Forget

- The most common error in Abstracts is failure to present results.
- The primary function of your Thesis (and by extension your abstract) is not to tell readers what you did, it is to tell them what you discovered. Other information, such as the account of your research methods, is needed mainly to back the claims you make about your results.
- Approximately the last half of Abstract should be dedicated to summarizing and interpreting your results.

7.3. The Table of Contents

The table of Thesis contents shall not include more than four heading levels. The sample is given below.

CONTENTS

INTRODUCTION.....	5
CHAPTER 1 GENERAL INFORMATION ABOUT LINGUISTIC CONSCIOUSNESS.....	7
1.1.General information about consciousness.....	8
1.2.Types of consciousness.....	9
1.2.1. Self-consciousness.....	11
1.2.2. Social consciousness.....	13
1.3.Linguistic consciousness.....	15
1.4.Associative experiment.....	17
RESULTS.....	19
CHAPTER 2 THE ANALYSIS OF THE IMAGE EDUCATION FOR ARABIC STUDENTS.....	20
2.1. Methodology of the research.....	21
2.2. Image of Education in linguistic consciousness of Arabic students.....	23
2.2.1. Education.....	25
2.2.2. Student.....	28
2.2.3. Professor.....	31
RESULTS.....	34
CHAPTER 3 THE ANALYSIS OF THE IMAGE EDUCATION FOR RUSSIAN STUDENTS.....	36
3.1. Image of Education in linguistic consciousness of Russian students.....	39
3.1.1. Education.....	44
3.1.2. Student.....	47
3.1.3. Professor.....	50
RESULTS.....	53
CHAPTER 4 COMPARATIVE ANALYSIS OF THE STUDIED IMAGES.....	57
4.1. Image Education.....	59
4.2. Image Student.....	62
4.3. Image Professor.....	64
RESULTS.....	67
CONCLUSION.....	71
REFERENCES.....	75

7.4. Introduction

The main purpose of the Introduction is to give an overview of the main points of your Thesis.

The Introduction should include:

- The background for your choice of theme
- A discussion of your research question or thesis statement
- A schematic outline of Thesis



Thesis should be divided into chapters and sections. The Introduction of your Thesis should be concise. The Introduction should always be clear about what the aim of Thesis is, what topic will be dealt with, why it is relevant, what the object and the subject of your research are, what methods were used, what material was analysed, what the foundation for your study was, what theoretical and practical values you distinguish, how you are planning to develop your argument and what the structure of your Thesis is.

Moreover, in the Introduction the problem formulation should point out the aim of Thesis. The subject of Thesis is narrowed down within the problem formulation; the formulation shows what subject you are going to handle in your Thesis. Problem formulation generally consists of a research question and a number of operational sub questions that are derived from the research question. The questions should be phrased in a way that it is possible to answer them within the scope of Thesis.

Here are some phrases you can use to state the importance or relevance of the research area you are dealing with:

Recently, there has been growing interest in ...

The increasing interest in ... has heightened the need for ...

The (your topic) has become a favourite topic for ...

The development of ... is a classic problem in ...

Knowledge of ... has a great importance for ...

The study of ... has become an important aspect of ...

Many researchers have recently turned to ...

The relationship between ... and ... has lately been investigated by a number of researchers.

Many recent studies have focused on ...

Of particular interest and importance is ... (this sentence includes inversion; used to stress a specific feature But! do not overuse).

If you want to establish a research area by indicating the incompleteness or weaknesses of the previous research, which means you will assess previous research

in a negative way. For this, you can use different parts of speech and structures which may differ in the strength:

- verbs *concentrate on, disregard, fail to consider, ignore, be limited to, misinterpret, neglect to consider, overestimate, overlook, be restricted to, suffer from, overestimate, underestimate.*

- adjectives *controversial, incomplete, questionable, unconvincing, unsatisfactory inconclusive, misguided.*

- negative openings

However, little information/data has been published on ... / little attention has been paid to ... / little research has been carried out to explain ... (Little is used, as you know, for uncountable nouns).

For countables, on the other hand, we use few.

However, few studies/investigations have dealt with... / few researchers have been published on ... / few attempts to elucidate the principle of ... have been made.

- contrastive statement

The research has focused rather on ... than on ...

Although considerable attention has been paid to ..., much less effort has been devoted to ...

- need for further research

Thus, it would be of interest to find out how ...

The previous findings indicate that the method might not be effective when applied to ... It means that further research is needed to explain ...

You can give the purpose of your thesis (infinitive of purpose), its content or nature using the following phrases.

The (main) aim/goal/purpose of this Master thesis is to ... (Here aim is a noun.)

The Master thesis aims to explain and assess ... (Here aim is a verb.)

The primary focus of this Master thesis is on ...

This Master thesis focuses primarily on ...

In this Master thesis the results of ... research are presented.

Read and study the example of Introduction

INTRODUCTION

The research is vital because at the present stage of development of linguistics it becomes evident that it is necessary to create an effective model of public speeches which would allow speakers taking into account not only the extra-linguistic factors that reflect the dynamics of social development, but also pragmatic characteristics of language means, their most effective combination within a certain performance. To achieve this goal it is necessary to correlate a statement being produced with non-linguistic context, while it should be relevant to the situation of communication. Accountancy of the situation of communication, its general and particular characteristic, proper use of linguistic manipulation strategies and tactics as well as

stylistic devices and their expressive possibilities can lead to effective interaction of speakers and the audience, to achievement of desired results.

A debate is a genre of political discourse, the importance of which is felt sharply not only by scientists, but also politicians. Due to the rapid development of information technologies and globalization trends the world is becoming more unified. In these circumstances the role of the language used in politics is increasing. The study of political discourse is essentially important in a democratic society because democracy is not so much a set of procedures and their use as dialogic interaction between the various political parties, social movements and even individuals.

Increased attention to oral communication in recent decades is associated with the general shift of interest from language as a structure to language analysis as an activity, from language competence to communicative one. As a result the notion of discourse arises; various areas that deal with oral colloquial speech are being formed, such as linguistic pragmatics, conversational analysis, interactional sociolinguistics, discourse analysis, communicative linguistics and so forth.

The study of pre-election debates from this perspective involves the analysis of their internal organization: linguistic manipulation strategies and tactics, the distribution of communicative initiatives, the hidden meanings of statements and so on.

Our target is to investigate, compare and contrast linguistic manipulation strategies realized by communicants in the framework of pre-election debates.

The intermediate aims of our research are to consider linguistic manipulation strategies as a constituent of communication behavior and to analyze linguistic manipulation strategies and tactics as well as language means in the genre of pre-election debates using the example of the USA.

The research object is the genre of televised debates.

The research subject is linguistic manipulation strategies in the genre of pre-election debates.

The research is carried out through comparison and contrast of the speeches uttered by Donald Trump and Hillary Clinton during the 2016 United States presidential election debates. The methods of the analysis are: comparative, statistical, content and discourse, including generalization and evaluation of the results.

The research materials are transcripts of the 2016 US Trump-Clinton presidential debates. Due to the fact that pragmatically analyzing all of the utterances by Mr. Trump and Mrs. Clinton from all three presidential debates occupies a large space in this study, only ninety illustratively representative examples (utterances) are presented in this paper, while the statistical analysis involves all of them.

As for the theoretical sources, our investigation is based on the works of such eminent linguists and psychologists as A.A. Leontev, I.A. Zimniia, E.I. Sheigal, S.L. Rubinstein and others.

The theoretical value of the research is that it can be taken as a basis for further development of the problem that is connected with the study of linguistic

manipulation strategies, and it is perspective in the aspect of study of linguistic manipulation in other types of discourses and for linguistic and cultural-logical analysis. Besides, the analysis of linguistic manipulation strategies in the genre of pre-election debates will help to conceive how these strategies and tactics as well as stylistic devices help presidents to seize the political power and position.

The practical value of the research is accounted for by the possibility to use the results of our investigation at the courses of Rhetoric and Stylistics of the English language.

Structure and volume of the research. The MA paper has 95 pages and consists of introduction; theoretical part in which theoretical aspect of linguistic manipulation as well as linguistic manipulation strategies and tactics are discussed; practical part in which we analyze linguistic manipulation strategies, tactics and language means employed by Donald Trump and Hillary Clinton. The total outcome of the research is summarized in a separate conclusion. Our references consist of 42 sources represented by the books of Russian and foreign authors, Internet sources and dictionaries.

7.5. The Body of Thesis

The length of Thesis is from 60 to 80 pages, but also longer works can be considered. However, the length of Master Thesis should not exceed 100 pages.

7.5.1. Theoretical Framework

In your Thesis, you should generally include a theoretical and literature review where you present what other researchers have said about the topic of your work. In this review you should be able to demonstrate your knowledge of various linguistic theories that are relevant to your research topic. You can also express which problems arise from existing approaches or subscribe to one. Always remember that your work should try to expand existing knowledge; if you only present other people's ideas without critically overthinking them, your work will be incomplete. Try to be creative, and although it is not expected from you to develop a completely new theory, the originality of your arguments is crucial. In Thesis theories need to be presented clearly and applied to demonstrate your scientific insight.

Having read basic literature on your research area, you have a number of more or less unorganized ideas. However, you should always remember that reviewed literature is organized in a logical manner that best suits the topic and the goal of Thesis. The chosen way of organization must draw attention to similarities and differences among the reviewed literature, relationships between sources (accordance, contradiction, supportive arguments) not just to give the information from different sources independently. And what is the most important, all the ideas must be related to your topic. Thus, carefully planned organization is a vital component of any Literature Review.

Introduction starts on a general level, with common features of your research area. Then it becomes more and more specific and finishes with your topic issues, which continue in the main body.

The main body can be organized in different ways:

- chronologically – not very common in technology, unless you want to show the history and development in the area;
- thematically – individual issues and topics of the area are dealt with;
- methodologically – the time factor is not important, methods of previous research are followed.

When you have decided what strategy of the main body organization is the best for your purpose, the process of organizing ideas is much easier.

The information given in the main body is concluded on a more general level in the last part of the Theoretical part.

Reporting verbs in the Theoretical part

As in the Theoretical part / Literature Review you are reporting to somebody else's idea, you must indicate this. The verbs that are used for the purpose follow: *add, affirm, agree, argue, assert, believe, challenge, claim, describe, disagree, dismiss, dispute, doubt, explain, identify, indicate, maintain, observe, point out, present, propose, question, recommend, report, say, state, suggest, support, think, urge.*

Tenses in the Theoretical part

The use of tenses is quite flexible and depends on the context.

<i>Tense</i>	<i>Reason for choice</i>
Present Simple	<ul style="list-style-type: none"> • general facts • reference to current state of knowledge • previous findings accepted as facts
Present Perfect	<ul style="list-style-type: none"> • reference to general area of investigation • reference to several studies on the topic • general statement about previous research
Past Simple	<ul style="list-style-type: none"> • reference to a single study • reference to a specific piece of research

7.5.2. Literature

Literature Review

Literature Review is essentially a summary of all of the existing scholarship about your topic with plenty of direct quotations from the primary and secondary sources that you're referencing.



Literature Review

The review of the literature must be exhaustive to ensure that your Master Thesis will be important and not redundant.

In Literature Review you can use primary and secondary sources.

- Primary sources are those that are written by a scientist who created the idea. They are the important factual base that you will use in your Master Thesis
- Secondary sources are sources that are written about primary sources. They are important to include in your Master Thesis because you'll need to demonstrate that you have a solid understanding of the critical context of your topic and that you understand what the major scholars in your field have to say about the subject.

In order to ensure this is the case, you need to be aware of the context of your research, what other people have said on the subject, and what the general opinion of your topic is.

In Thesis a student is expected to provide a critical review of the existing literature (published and electronic) on the research topic being studied. This does not mean that you have to indicate every book and article that has been written on the subject but any you do read should be referenced appropriately.

Variation in reviewing literature

To make the text readable you cannot use the same structures, it would be boring. On the contrary, variation of language means is appreciated.

Here, many sentences start with the name, which is followed by a reference verb in the past tense. You can improve the style using different structures:

According to Sutherland

A different viewpoint is presented by Paradis, who ..

Shapin, on the other hand, ...

Linguistic strategies for commenting on previous research

Strategy	Function	Example
Hedges	The author does not want to be directly connected to the statement	<i>may/ might/ could possible/ perhaps/ probably</i>
Boosters	The author is sure about the claim	<i>in fact/ definitely /certainly/ surely/ with no doubt</i>
Attitude markers	The author expresses his/her attitude	<i>unfortunately/ surprisingly/ unexpectedly</i>
Engagement markers	To build a relationship with the audience	<i>you can see/ consider/ note that</i>
Self-mentions	The author explicitly referred to	<i>we/our</i>

Literature Review should be:

- Relevant: Literature used should support your arguments relating to your research question and aim and objectives of the study;
- Up-to-Date: Recent literature (most literature used has to be published in the past five years), however it is important that seminal and important work is also included in Literature Review.

Citations and References

Full details of all the books and journal articles cited or referenced throughout Thesis should be included. A reader should be able to identify the exact source and refer to it directly. You need to keep track of your citations as you write, rather than trying to add them after you finish writing.

The most common citation formats are MLA, APA, and Chicago. Follow the APA standard. Create a coordinating works cited or reference entry for each source you cite in the text of your document or in a footnote.

What is APA?

APA stands for the American Psychological Association. They are responsible for creating this specific citation style. This citation style is used by many scholars and researchers in the behavioral and social sciences, not just psychology.

APA Book citation	format structure: Author, A. (Year of Publication). Title of work. Publisher City, State: Publisher. format example: Finney, J. (1970). Time and again. New York, NY: Simon and Schuster.
APA E-Book citation	format structure: Author, A. (Year of Publication). Title of work [E-Reader Version]. Retrieved from http://xxxx or DOI:xxxx format example: Eggers, D. (2008). The circle [Kindle Version]. Retrieved from http://www.amazon.com/
APA Magazine Citation	format structure: Author, A. (Year, month of Publication). Article title. Magazine Title, Volume(Issue), pp.-pp. format example: Tumulty, K. (2006, April). Should they stay or should they go? Time, 167(15), 3-40.
APA Online Magazine Citation	format structure: Author, A.A.. (Year, Month of Publication). Article title. Magazine Title, Volume(Issue), Retrieved from http://xxxx format example: Tumulty, K. (2006, April). Should they stay or should they go? Time, 167(15) Retrieved from http://content.time.com/time/magazine/article/0,9171,1179361,00.html
APA Website Citation	format structure: Author, A. (Year, Month Date of Publication). Article title. Retrieved from URL format example: Simmons, B. (2015, January 9). The tale of two Flaccos. Retrieved from http://grantland.com/the-triangle/the-tale-of-two-flaccos/

Basic Rules for formatting citations in your text:

- One author

A growing number of people refer it to.... (Froggatt, 2003).

- Two authors

It was observed during the interview that the respondents (Jowett & Shanley, 1993).

- Three to five authors

Their experiences well documented (Herth, Korner, & McGee, 2004)

- Six or more authors

Narrative interviews were conducted over two weeks (Benzein et al., 2001).

- Citation of a work discussed in a secondary source

...showed in the study (Bendz, Sjodin, & Aurell, 1990, as cited in Olson, Meek, & Lynch, 2004).

- Direct Quote

The author stated, “that the term concept is....” (Lopez, 1993, p. 311).

- Several works within the same parentheses

This question was discussed recently by a great number of scientists (Brown, 2006; Cook, 2007; Wilson, 2000).

For more information: <http://www.bibme.org/citation-guide/apa>

Plagiarism

We cite sources for many reasons. One reason is to give credit to the authors of the work you used to help you with your own research. When you use another person’s information to help you with your project, it is important to acknowledge that individual or group. This is one way to prevent plagiarism. Another reason why we create citations is to provide a standard way for others to understand and possibly explore the sources we used.



Plagiarism is presenting someone else’s work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional.

Forms of plagiarism

- Word for word quotation without clear acknowledgement.
- Quotations must always be identified as such by the use of either quotation marks or indentation, and with full referencing of the sources cited. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else’s ideas and language.

- Cutting and pasting from the Internet without clear acknowledgement.

Information derived from the Internet must be adequately referenced and included in the bibliography.

- Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism if you do not give due acknowledgement to the author whose work you are using.

- Auto-plagiarism. You must not submit work for assessment that you have already submitted, either for your current course or for another qualification of this, or any other, university, unless this is specifically provided for in the special regulations for your course. Where earlier work by you is citable, i.e. it has already been published, you must reference it clearly. Identical pieces of work submitted concurrently will also be considered to be auto-plagiarism.

Plagiarism is a breach of academic society. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work.

For more information:

<https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1>

Self-assessment of your Theoretical chapter

To make a self-assessment of your Theoretical chapter, you can check the following points:

- All major points of the topic are covered in Theoretical part / Literature Review.
- The flow of ideas is logical, well organized, and the text is not fragmented (good text flow).
- The approach to the sources is critical and analytical rather than just summarizing.
- The review contains opposing points of view, not only one, and the previous research is commented.
- The content is indicated in the introduction and is in accordance with it.
- Theoretical part deals with the purpose of Thesis and research questions, and gives the background.
- Each research question/subtopic is covered with mainly current literature.
- Literature review is based on academic/scientific sources, not popular magazines or web pages.
- All major sections/chapters are summarized at the end (general - specific – general approach).
- The bibliography contains at least the minimum required sources.
- The majority of sources are from past 5-8 years.
- The ideas from literature are paraphrased or summarized.
- Various points of view are combined in the review, i.e. more sources are cited, not only one.
- The citation is in accordance with requirements.



7.5.3. Research Methodology

You should begin Research Methodology chapter by stating, again, the research objectives of Thesis. This will enable the reader to make a validity assessment of your chosen research methodology. The secret of writing this section is to be able to describe the materials you used in your experiments and/or the methods you used to carry out your research, in a way that is sufficiently detailed to enable others in your field to easily follow your method and, if desired, even replicate your work. A key skill is to make sure the descriptions are as complete and concise as possible.

The purpose of Research Methodology chapter is to give a well documented outline of the methods used so that any other researcher can understand and maybe even replicate the research and assess its validity. This makes Research Methodology chapter one of the most important in a research project.

What information to cover

Research Methodology chapter should answer most of the following questions, obviously depending on the branch of linguistics:

- What did I study? What hypotheses was I testing?
- Where did I carry out this study and what characteristics did this location have?
- How did I design my experiment / sampling and what assumptions did I make?
- How did I handle my materials / subject?
- What equipment did I use (plus modifications) and where did this equipment come from (e.g. in phonetics)?
- How did I analyze the data?
- What probability did I use to decide significance?
- What references to the literature could I give to prove the validity of my research?
- What difficulties did I encounter?
- How does my methodology compare with previously reported methods, and what significant advances does it make?

Tenses in the Research Methodology chapter

Research Methodology chapter is generally written in the past simple using the passive form. The past simple is required because the actions you describe took place in the past (i.e. before you started to write your thesis). The past simple also helps to distinguish what you did from what others have done which is often described in the present simple (general facts, reference to current state of knowledge, previous findings accepted as facts). The passive is good style here because the focus is on what was done rather than who did it.

How many actions to refer to in a single sentence

A frequent problem in Research Methodology chapter is that the description reads like a manual, where each individual detail or action is described in a single sentence. Given that you are describing a procedure rather than making a complex analysis, it is perfectly acceptable to have two actions in one sentence.

It is important to be concise in Methods. But conciseness does not mean writing a series of lists. This style may be appropriate on a presentation slide, but should be avoided in your thesis. What you write should always sound natural if read aloud. Therefore, if you have a long procedure to describe it is better to use bullets (1. ...; 2.) to list the steps. This makes it easier to read and also provides variety in the layout.

Grammatical constructions to justify aims and choices

You often need to be able to explain why you made certain choices in the light of what they subsequently enabled you to do.

To introduce your choices you can use the following constructions:

In order to validate the results, we first had to ...

In an attempt to identify the main peculiarities of the linguistic consciousness, it was decided to ...

To provide a way of characterizing the samples, an adaptation of Smith's method [2011] was used.

For the purpose of investigating the main manipulation strategies, we ...

Our aim was to get a general picture of ...

This choice was aimed at getting a general picture of ...

The examples highlight that there are many ways to express your aims and intentions. However, all the examples could be expressed much more simply using the infinitive form alone (e.g. *To validate the results. To identify the main features. To characterize the samples*).

Self-assessment of Research Methodology chapter

To make a self-assessment of your Research Methodology, you can ask yourself the following questions.

- Have I really described my Research Methodology in a way that is easy for readers to follow and which would enable them to replicate my work? Have I ensured that I have covered every step? Is my structure clear and complete?
- Have I been as concise as possible? Have I used references to previous works rather than repeating descriptions that readers could easily find elsewhere?
- Do the individual sentences in each paragraph contain too many, too few, or just the right manageable number of steps? Have I ensured that my sentences don't sound like lists?
- Have I thought about the way readers prefer to receive information? (no ambiguity, no back referencing, everything in chronological order, headings, bullets)?
- Have I checked my grammar (infinitive, gerund, etc.) with regard to how I outline and how/ why I made certain choices?



- Have I used tenses correctly? past simple (in the passive form to describe what I did), present simple (descriptions of established scientific fact)

7.5.4. Practical Part (Analysis)

There should be one or two chapters in which you present your findings and its analysis. Practical part gives the data and results in a logical and systematic way. In general, there are two types of data. The first type, obtained during the empirical study, is called primary/empirical data while the other, i.e. the data that is statistically grouped is called secondary data.

Before you start the treatment of a complex set of data, discuss everything with your supervisor. This can save you valuable time and effort.

The introduction of this chapter reminds the reader what, exactly, were the research objectives. Your review of the literature and your evaluation of the various themes, issues and frameworks helped you to develop a more specific set of research questions. In essence, your analysis of the data that you have collected from your fieldwork should provide answers to these questions. You should, as a matter of priority, focus attention on data that is directly relevant to the research questions. You should avoid the mistake of including analysis that might be interesting in a general way, but is not linked to the original direction of Thesis.

The theory used in an empirical study is meant to shed light on the data in a scientific manner. The main purpose of using theory is to analyse and interpret your data. To analyse means to distinguish between different types of phenomena – similar from different. Therefore, you should not present theoretical perspectives that are not being put to use. Doing so will create false expectations, and suggests that your work is incomplete.

You should be sure in what form to present data (graphs, tables), which often depends on the research area. However, each table or graph must be numbered and labelled and must be referred to in the text.

If you have extensive and detailed data, it should be placed in an appendix. This will give the reader a possibility to see what you measured, but will not break the main line of ideas in the text itself.

It is important to comment on the data in an appropriate way - to see them from the viewpoint of the theory or previous research, to discuss the factors that could limit your data, where possible omission/errors could occur and how reliable the data is.

The values in the tables/graphs should be statistically treated, and the nonverbal communication should accompany (but not duplicate!) the text. It means that not all information given in graphs or tables will be described in the text; only most important results, general trends or irregularities will be commented on in the text.

This part is the main in Thesis and must be more than descriptive. This chapter develops analytic and critical thinking on primary results and analysis with reference to theoretical arguments grounded in the Literature Review. You should try to highlight where there are major differences and similarities from the literature or between different groups. Where a model or framework of analysis has been used or

is being developed you should highlight the main relationships as well as explaining the reason and significance behind features or decisions being discussed.

Qualifications and strength of claim

When commenting on data, you must give only statements, which you are able to justify. It means that you must express the degree of certainty or probability, e.g. 100%, 50%, 10%.

There are various language means:

1. probability

- using modal verbs with decreasing level of certainty (*will, may/can, might/could*)

- using adverbs (*It is certain/probable/likely/possible/unlikely that...*)

- using adjectives (*There is a strong/good/definite/remote possibility that ...*)

2. distance

- using verbs *seem/appear* or even (less probable) *would appear*.

3. softening data – limiting it with expressions *on the limited data available, in the view of some experts, according to this study, based on observations, etc.*

4. qualifying the subject – *a majority, some of,...*

5. giving exceptions – *with the exception of ..., apart from ..., except for ...*

6. generalization – verb *tend*

7. weaker verbs – instead of *cause* you can say *contribute to, establish, indicate, show, suggest, undermine, question, validate, support*.

Self-assessment of Practical Part

When you have finished Practical part, go through it and check against the list of questions:

- Have I clearly presented the findings? Are the graphs and tables well organized and easy to understand? Are they presented in the required format? Are they commented on in the text? Are the figures and tables effectively and logically integrated in the text?

- Have I objectively reported the findings without preferences?

- Is my contribution to the knowledge gap clear? Have I underlined the significance of my findings?

- Have I explained what I believe to be new and important very clearly but without exaggerating?

- Have I truly interpreted my results, rather than just reiterating them? Have I shown the relationship (confirmation or rejection) between my results and my research question?

- Have I discussed my findings in the context of what I said in the Introduction? Have I exploited my Theoretical part?

- Are all the statements I have made in the text supported by the data?



7.6. Conclusions

After presenting the arguments and the results of the research, you come to Conclusions, where your theoretical and empirical findings come together and your problem formulation has to be answered. This implies that the research results are interpreted by relating them to the problem formulation and connecting them to the theory used.



Conclusion should detail the importance of Master Thesis to the scientific community and may suggest the direction that future researchers might follow to continue with relevant information on the subject. A summing up should repeat the most important issues raised in Thesis (particularly in Practical part), although preferably stated in a different way. For example, you could frame the issues within a wider context.

In Conclusion you should place your work in a wider, academic perspective and determine any unresolved questions. During the work, you may have encountered new research questions and interesting literature which could have been followed up. At this point, you may point out these possible developments, while making it clear for the reader that they were beyond the framework of your current work.

There should be a strong connection between your Conclusion and your Introduction. All the themes and issues that you raised in your Introduction must be referred to again in one way or another. Provide a brief summary of the results of Thesis, and what they can tell us.

Useful phrases for generalization

Conclusion section must be more general, more abstract, more theoretical, more connected to the practice. For generalization you can use the following expressions:

- *Generally*
- *In general*
- *On the whole*
- *With the exception of ...*
- *Overall*

Useful phrases to begin Conclusion

• *We have described a model of the ... analysis that is considered to be appropriate for ... We have found significant evidence of ...*

• *In Thesis, we have presented a complete analysis of various metaphoric expressions that were used... The received data showed that ...*

• *In this work, it has been attempted to analyze the advertising discourse... It has been shown that for ...*

What information to cover

You will have to address the following questions:

- In what way can you generalise the research results to other cases/contexts than those which you studied?
- What can you say about your research results in comparison to the relevant linguistic theories?
- How do the research results relate to the findings and conclusions of other authors? In what way do these results concord with, or differ from, existing research and why is this?
- What did your research add to the theoretical and/or empirical knowledge of the topic at hand?

Conclusion is the opposite of Introduction. Remember that Introduction begins general and ends specific. Conclusion begins specific and moves to the general.

Ways of ending Conclusion

Once you have summarized your work, there are three typical ways to end your Conclusion.

- The first is to show how your work could be applied in another area.

Our findings could be applied quite reliably in other linguistic fields such as that will allow scientists to

These findings could be exploited in in other linguistic areas such as

- The second typical ending is to suggest future work. There is some general agreement that the use of will refers to your own planned work, and that should refers to work that you believe could be addressed by the general community. Thus the following represent the authors' plans:

One area of future work will be to represent these relationships ...

Future work will mainly cover the development of additional features within the suggested methodology, such as ...

Future work will involve the application of the proposed method....

- The third way to end your Conclusions is to make a recommendation.

We suggest that ...

We recommend that ...

The construction is thus: to recommend (suggest, propose) + that + someone or something + should (optional) + infinitive (without to) + something

Self-assessment of Conclusion

To make a self-assessment of your Conclusion, you can ask yourself the following questions.

- Is my Conclusion interesting and relevant?
- Have I given my Conclusion as much impact as possible and have I avoided any redundant expressions?



- Have I avoided any unqualified statements and conclusions that are not completely supported?
- Is my work as complete as I say it is? (i.e. I am not trying to get priority over other authors by claiming inferences that cannot really be drawn at this stage)
- Are the possible applications I have suggested really feasible? Are my recommendations appropriate?
- Have I used tenses correctly? present perfect (to describe what you have done during the writing process), past simple (what you did in surveys etc.)

7.7. Appendices

Appendices should include selective, supplementary material which is distracting when placed in the main body of text. Only material which is necessary for a full understanding of your study should be included. These include important forms, questionnaires or interview schedules, description of equipment or settings, tables and lists of data supportive of the study.

You may also need to add appendices at the end of your work that are germane to your work but tangential to the central question of your Master Thesis. Be sure that all aspects of your work are formatted in accordance with the guidelines.

8. FORMATING RULES

In the text typography, you need to use the following guidelines and rules.

- Font: Times New Roman, 14
- Paragraph settings:
 - Left indentation: 3,5 cm
 - Right indentation: 1 cm
 - High margin: 2,0 cm
 - Lower margin: 2,0 cm
- Spacing:
 - Before a heading: 1 empty rows
 - After a heading: 1 empty row
 - Between two headings: 1 empty row
 - 1 empty row should be left between chapters.
 - Paragraphs should be indented by 0.7 cm.
 - Line spacing 1.5
- Table structure
 - Table heading has to be placed above the table. Table heading should not end in a full stop.
 - Figure caption text is situated underneath the table and the caption text ends in a full stop. There should be no references in a caption text.
- Formatting figure captions

Figures, tables and appendices are a part of the written presentation. All these need to be referenced to in the text body, preferably before the figure is placed in the text –i.e., first the referring text, then the figure or table. Figures and tables have a running number through the document, if there are plenty of figures.

Figure captions are below the figure, and the caption text ends with a full stop. A short caption is centered, while a long caption extending to a several lines is justified on both sides.

- The numbering is at the bottom of the page with number 2. The title page is not numbered.
- All structural components of Thesis should be provided with meaningful headings. Font: Times New Roman, 16.

9. REVIEWING

Thesis is reviewed by a specialist of the related department of SUSU or other university. The review is written in Russian and English. The review indicates the following: the relevance of the topic, the completeness of the work, the depth of the logical presentation of the material, the correctness in the use of research methodology, originality and novelty, the literacy of the language and the style of presentation. In conclusion, the reviewer makes a general overview and assesses the work.



МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
ЮЖНО-УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

РЕЦЕНЗИЯ НА ВЫПУСКНУЮ КВАЛИФИКАЦИОННУЮ РАБОТУ

Квалификационная работа выполнена

Студентом _____

Факультет/Институт/Школа/Филиал ИЛиМК _____

Кафедра Иностранные языки _____ Группа _____

Направление подготовки / специальность _____

	(код)	(наименование)
Наименование	темы	

Рецензент

(Фамилия, И., О., место работы, должность, ученое звание, ученая степень)

ОЦЕНКА ВЫПУСКНОЙ КВАЛИФИКАЦИОННОЙ РАБОТЫ

Показатели ¹	Оценка				
	5	4	3	2	*
1 Актуальность тематики работы					
2 Степень полноты обзора состояния вопроса и корректность постановки задачи					
3 Уровень и корректность использования в работе методов исследований, математического моделирования, инженерных расчетов					
4 Степень комплексности работы					
5 Ясность, четкость, последовательность и обоснованность изложения					
6 Применение современного математического и программного обеспечения, компьютерных технологий в работе					
7 Качество оформления пояснительной записки (общий уровень грамотности, стиль изложения, качество иллюстраций, соответствие требованиям стандартов)					
8 Объем и качество выполнения графического материала, его соответствие тексту записки и стандартам					
9 Оригинальность и новизна полученных результатов, научных, конструкторских и технологических решений					

* трудно оценить.

Отмеченные достоинства:

Отмеченные недостатки:

Заключение

Рецензент _____ 20__ г.
(подпись) (дата)

С рецензией на ВКР ознакомлен.

Студент _____ / _____ / Дата « ____ » _____ 20__ г.
подпись И.О. Фамилия

¹ Перечень показателей может быть изменен в соответствии с требованиями к содержанию, объему и структуре ВКР (п. 3.2 утвержденной программы ГИА по ФГОС ВО (3.4 по ФГОС ВПО)).

MASTER THESIS REVIEW

Master Thesis is completed by

Student _____

Institute of Linguistics and International Communications

Department «Foreign languages» **Group** _____

Speciality _____

Master Thesis title

Reviewer

THESIS ASSESSMENT

No	Criteria	Grades				
		5	4	3	2	*
1	Research topicality					
2	The degree of completeness of the survey and the correctness of the problem statement					
3	The level and appropriate application of research methods in the paper					
4	Degree of complexity of research, application of knowledge of general professional and special subjects in it					
5	Clarity, accuracy, consistency and justification of the text					
6	Application of modern mathematical and program software, computer technologies in the project					
7	Quality of project design (general level of literacy, style of presentation, quality of illustrations, conformity with the requirements)					
8	The completeness and quality of the practical part of the paper, its relevance to the topic and standards					
9	Originality and novelty of the results, scientific and practical solutions					

*- not applicable (difficult to assess)

Reported merits in the master's thesis

Reported deficiencies in the master's thesis

Conclusion

Reviewer _____ 20 _____ .

10. THE PRESENTATION OF MASTER THESIS

After completing your Master Thesis, you have to participate in a defense involving you presenting the ideas from your Thesis to your examination board. This is a great opportunity to show what you have learned during the process of study and to give the examination board a chance to bring up any questions or concerns they might have.

For Thesis defense a student must provide: one copy of Thesis, an abstract of the work in English, a review of a supervisor in Russian and English, a review of a Reviewer in Russian and English and illustrative material (handouts, presentation).

Special attention should be paid to the content of the report in preparing for defense. A student should say about the relevance of the topic, the object of study, the purpose of the study and the objectives, the main content of the work and about its practical significance. At the end a student should present his conclusion.

Thesis defense is open and is conducted in the presence of a commission.



Here are some guidelines for presentation of Thesis:

A) Start with your general research objectives and the context of your work. You should make a clear statement of the hypotheses that you tested. Tell your audience why you did this experiment or research.

B) Strive to keep your methods section brief and relate your material directly to methodology. However, don't be so brief so the audience can figure out what you did and give some thought to what is relevant to this particular presentation

C) Support this section by graphics of your data and statistics. The more concise and clear your results are, the more time you have to talk about their importance. Tell what you found and if your material came out the way you expected.

D) Consider the major point that you want your target audience to remember about your talk. This is a section that is often overlooked in oral presentations. Speak in details not only what your results show but also why they are significant. Demonstrate how your research relates to the topic. Indicate why anyone should care about your findings.

E) Acknowledge sources of support and research assistance (Literature Review) if you have direct quotes. It is recommended to cite just a few sources, focusing on those papers that are particularly relevant to your research.

When you think you have got the content outlined, even in a rough form, try it out on your Supervisor, your group mates, and even your relatives. If they get what you are trying to say, then you're on the right track.

11. ASSESSMENT

Master Theses are assessed according to the university regulations with the following grades:

excellent (5), good (4), satisfactory (3), poor (2).

The assessment of Master Thesis is performed by a Supervisor, by a Reviewer and by the members of the examination board.

The assessment can be reduced in case of violation of the terms of Thesis submission to a Supervisor or a Reviewer.



Excellent

The performance clearly displays excellent insight into the academic theories and methods in the field and knowledge at high level. The goals of Thesis are clearly defined and easy to understand. A student has an excellent ability to analyze. He / She displays excellent capacity for critical reflection, and can clearly distinguish between own contribution and the contributions made by others. Thesis demonstrates independent thinking and self-contained points of view. An author contextualizes the topic well and discusses key studies nicely. Thesis may introduce results that could be published in a scientific journal in the field. The language of Thesis and presentation are excellent.

Good

The performance clearly displays good insights into the academic theories and methods in the field. The goals of Thesis are defined. The methods are used well.

The work is good and Thesis represents a normal scope of work. An author presents findings stereotypically or interprets them slightly superficially. Thesis has good form, structure and language. Scientific presentation is suitable and clear but there are minor mistakes.

Satisfactory

The satisfactory performance displays satisfactory insight into the academic theories and methods in the field. The goals of Thesis are not clearly defined. Methods are used to a satisfactory degree. The work appears to have required a modest amount of work. A student has some ability to analyze different sources of information independently but depends on relatively close supervision in order to structure and articulate academic arguments. He / She displays capacity for critical reflection, but has difficulty in distinguishing well between his/her own contribution and the contributions made by others. There are mistakes in Thesis and presentation.

Poor

The performance does not satisfy the minimum requirements. The goals of Thesis are described but appear unclear or are not described at all. Thesis has insufficient insight into the academic theories and methods in the field. A student has chosen irrelevant and incorrect methods for research. The work seems fragmented. A student is clearly dependent on supervision in order to complete a delimited research. The presentation shows significant deficiencies in its form, structure and language. There are mistakes.

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