

BAEN601DST

Academic Writing

B.A. English
(Sixth Semester)

Directorate of Distance Education
Maulana Azad National Urdu University
Hyderabad-32, Telangana- India

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Course: Academic Writing

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Academic Writing

For

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6th Semester

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Message

Maulana Azad National Urdu University (MANUU) was established in 1998 by an Act of the Parliament. It is a central university with NAAC accreditation and the mandate of the university is: (1) promotion of Urdu language, (2) accessibility and availability of professional and technical education in Urdu medium, (3) providing education through traditional and distance learning mode, and (4) a specific focus on women's education. These are the points that distinguish this central university from all other central universities and give it a unique feature. It has been emphasized even in the National Education Policy 2020 to achieve education in mother tongues and regional languages.

The very objective of promotion of knowledge through Urdu is meant to facilitate the accessibility of contemporary knowledge and disciplines to Urdu knowing community. For a long time, there has been a dearth of course material in Urdu. The non-availability of books in Urdu is a matter of concern and Urdu University considers it a privilege to be part of the national process of providing course material in mother tongue/home language as per the vision of NEP 2020. Further, the Urdu speaking community is at a disadvantage in gaining updated knowledge and information in emerging areas or newer knowledge in existing fields due to non-availability of reading material in Urdu. The unavailability of content related to the above domains of knowledge has created an atmosphere of apathy towards attaining knowledge that could significantly affect the intellectual abilities of the Urdu knowing community. These are the challenges that Urdu University is confronted with. The scenario of Self Learning Materials (SLM) is also not very different. The unavailability of course books in Urdu at school/college level comes under discussion at the commencement of every academic year. Since the medium of instruction of Urdu University is only Urdu and it offers almost all the courses of important disciplines, the preparation of books of all these subjects in Urdu is the most important responsibility of the University. To achieve these objectives, MANUU makes available course material in the form of Self Learning Material (SLM) to the students of Distance Learning. The same is also available for sale to anyone interested in gaining knowledge through Urdu. To further provide access to learning, eSLM in Urdu is available for free download from the University website.

I am immensely pleased that due to the hard work of the concerned faculty and full cooperation of the writers, the process of publications of books has begun on a massive scale. To facilitate the students of Distance Learning, the process of preparing and publication of Self Learning Material (SLM) is of paramount importance to the University. I believe that we will be able to meet the requirements of a large Urdu knowing community through our Self Learning Material and will fulfill the mandate of this University and justify our presence in this country.

With best wishes,

Prof. Syed Ainul Hasan
Vice Chancellor
MANUU, Hyderabad

Message

You all are well aware that Maulana Azad National Urdu University began to function from 1998 with the Directorate of Distance Education and Translation Division. Regular mode of education commenced from 2004 and various departments were established which were followed by the appointments of faculty. Self Learning Material was prepared through writing and translation with full support of competent authority.

For the past few years UGC-DEB kept emphasizing on synchronizing the syllabi of distance and regular mode to enhance the level of distance learning students. Accordingly, at Maulana Azad National Urdu University, the syllabi of distance and regular mode are synchronized by following the norms of UGC-DEB and Self Learning Materials are being prepared afresh for UG and PG courses containing 6 blocks - 24 units and 4 blocks - 16 units respectively.

Distance education system is considered highly effective and beneficial around the globe. The large number of people enrolled in it stands a witness to the same. Realizing the literacy ratio of Urdu speaking population, Maulana Azad National Urdu University implemented Distance education from its beginning. In this way, the university reached out to Urdu speaking population through distance learning method prior to regular. Initially, the study materials of Dr. B. R. Ambedkar Open University and Indira Gandhi National Open University were borrowed. The intention was to prepare our own study materials rapidly and not to be dependent on other universities but the intent and effort could not go hand in hand. Consequently, it took plenty of time to prepare our own Self Learning Material. Eventually, the task of preparing Self Learning Material commenced systematically at war foot. We had to face numerous hindrances but never gave up. As a result, university started to publish its own study material at high speed.

Directorate of Distance Education runs fifteen courses consisting of UG, PG, B.Ed, Diploma, and certificate courses. In a short span of time, courses based on technical skills will be started. A huge network of nine regional centers (Bengaluru, Bhopal, Darbhanga, Delhi, Kolkata, Mumbai, Patna, Ranchi, and Srinagar) and six sub-regional centers (Hyderabad, Lucknow, Jammu, Nooh, Varanasi, and Amravati) was established to facilitate the students. One hundred and forty four Learner Support Centres (LSCs) and twenty Programme Centres are run simultaneously under these regional and sub-regional centers to provide educational and administrative support to the students. DDE also utilizes ICT for its educational and administrative activities.

The admissions in all programs are done only through online mode. The soft copies of Self Learning Material for students are made available on the website of Directorate of Distance Education. In near future, the links of audio and video recordings will also be made available on the website. In addition, SMS facilities are being provided to students to have better communication. The students are informed through SMS regarding various facets of programs such as course registration, assignment, counseling, exams, etc.

Directorate of Distance Education will not only play a vital role to bring educationally and economically backward Urdu speaking population into the main stream but also in the increase of Gross Enrolment Ratio.

Prof. Mohd Razaullah Khan
Director, Directorate of Distance Education
MANUU, Hyderabad

Introduction to the Course

The course *Academic Writing* is prescribed as a Discipline Specific Elective Course in the 6th Semester of BA. This course is a continuation of the English Compulsory Core Course under UGC CBCS and is offered as a discipline specific elective. The course is designed by the Department of English and is adopted by the DDE for distance learners as part of syllabus synchronization. The course introduces the learners to academic writing. The defined course outcomes are: to introduce the learners to the basics of academic writing, to help them acquire the conventions of academic writing, and instill in them the confidence to write research papers.

In the course on *Academic Writing*, learners will be introduced to academic writing. They will understand what academic writing is, the need for academic writing, the types and features of academic writing. They will be exposed to academic texts, to reading lists, catalogues, and web resources. They will also be trained in reading to write academically. They will understand the process of writing through the four stages: pre-writing, writing, editing, and revising. Documentation styles will also be discussed. Academic ethics, the issue of plagiarism and the importance of academic integrity are also covered in the course of the study.

The SLM on *Academic Writing* includes a sample question paper. There are built-in activities, sample questions, suggested learning resources and a glossary at the end of each unit.

Suggestions and feedback are welcome on dde.english@manuu.edu.in.

Happy reading and good luck!

Prof. Gulfishaan Habeeb

Professor of English, DDE, MANUU

Academic Writing

Unit – 1: What is Academic Writing?

Structure

1.0 Introduction

1.1 Objectives

1.2 What is Academic Writing?

1.2.1 Significance of thesis statement and topic sentence

1.2.2 Introducing the concept of academic research

1.2.3 Writing styles and tone

1.2.4 Structuring an academic essay

1.2.5 Citation and referencing

1.3 Learning Outcomes

1.4 Glossary

1.5 Sample Questions

1.6 Suggested Learning Resources

1.0 Introduction

Academic writing refers to a style of expression that researchers and scholars use to communicate their ideas, research findings, and analyses within the academic community. It is characterized by a formal tone, structured organization, and the use of clear, concise language. Academic writing is prevalent in educational settings, including universities and research institutions, and it serves various purposes such as:

1. **Communication of Research:** Academic writing is a primary means through which scholars share their research methodologies, findings, and conclusions with the academic community. This can take the form of research papers, articles, theses, and dissertations.
2. **Critical Analysis:** Academic writing often involves critically analyzing existing literature, theories, or arguments. Scholars are expected to engage with existing ideas, present their own perspectives, and contribute to ongoing academic discussions.
3. **Formal Presentation:** Academic writing adheres to a formal style that includes precise language, specific terminology, and a well-organized structure. This formality is designed to convey information in a clear and professional manner.

4. **Citation and Referencing:** Academic writing requires the acknowledgment of sources through proper citation and referencing. This not only gives credit to the original authors but also allows readers to trace the scholarly lineage of ideas.
5. **Objectivity and Impersonality:** Academic writing often requires authors to maintain an objective and impartial tone. The focus is on presenting evidence and logical arguments rather than personal opinions or emotional expressions.
6. **Audience Awareness:** Writers of academic content are mindful of their audience, typically other scholars, researchers, or students in the same field. As such, they tailor their writing to meet the expectations and standards of the academic community.
7. **Rigorous Editing:** Academic writing undergoes careful revision and editing to ensure clarity, coherence, and adherence to academic conventions. This includes checking for grammar, spelling, and punctuation errors.

1.1 Objectives

The objectives of this Unit are to:

- define academic writing and examine its importance in higher education
- recognize the distinguishing features of academic writing compared to other writing styles
- understand the principles of academic integrity and ethical writing
- identify and apply the essential components of academic writing, including clarity, coherence, and conciseness
- develop proficiency in constructing thesis statements and topic sentences

1.2 What is Academic Writing?

The essential components of academic writing are crucial for producing clear, organized, and effective scholarly work. Here are some key components:

1. **Thesis Statement:** A concise and clear statement that presents the main argument or purpose of the paper. It guides the reader on the paper's focus and sets the tone for the entire work.
2. **Introduction:** The opening section of the paper that provides background information, context, and introduces the thesis statement. It captures the reader's attention and establishes the purpose of the paper.
3. **Body:** The main section of the paper divided into paragraphs of not much varying length, that present and develop the key arguments and evidence supporting the thesis. Each paragraph should focus on a specific idea or point, contributing to the overall argument.
4. **Topic Sentences:** A sentence that introduces the main idea of a paragraph. It guides the reader through the organization of the paper and helps maintain focus.
5. **Transitions:** Words or phrases that connect ideas between sentences and paragraphs. They enhance the flow and coherence of the paper, making it easier for the reader to follow the argument.
6. **Conclusion:** The final section that summarizes the main points, restates the thesis, and provides a sense of closure. It reinforces the paper's main message and leaves a lasting impression on the reader.
7. **Clarity and Conciseness:** Writing that is clear, straightforward, and free from unnecessary words. Clarity and conciseness promote understanding and ensure that the reader can easily grasp the author's intended meaning.
8. **Formal Tone:** A professional and objective style of writing. The use of formal tone maintains the seriousness and credibility of academic writing, avoiding casual or overly personal language.
9. **Critical Analysis:** Evaluating and interpreting information, theories, or arguments. It helps demonstrate higher-order thinking and contributes to the development of original ideas.
10. **Citation and Referencing:** Giving credit to the original sources of information through proper citation. They ensure academic integrity and allow readers to verify the information presented.
11. **Logical Organization:** Structuring the paper in a logical and coherent manner. This helps the reader follow the argument and understand the relationships between different ideas.

12. **Revision and Editing:** Reviewing and refining the paper for clarity, coherence, and correctness. This is required to ensure that the final work meets academic standards and is free from errors.

Understanding and incorporating these components into academic writing can significantly enhance the quality and impact of scholarly work. It is important for students to practice and refine these skills through continuous writing and revision.

Check your Progress:

1. What is Academic writing?
-

1.2.1 Significance of thesis statement and topic sentence:

Both thesis statements and topic sentences play crucial roles in academic writing by providing structure, focus, and direction to the reader. Let us explore the significance of each:

Thesis Statement:

1. **Main Argument:** The thesis statement is the central point or main argument of the entire paper. It condenses the main idea into a single, concise sentence. It guides the reader in understanding the paper's purpose and focus. Without a clear thesis, the reader may struggle to identify the paper's main point.
2. **Road-map for the Paper:** A well-crafted thesis outlines the key points that will be discussed in the paper. It serves as a road-map, helping the reader anticipate the structure and content of the upcoming discussion. This aids comprehension and engagement.
3. **Focus and Coherence:** The thesis statement keeps the writer and the reader focused on the main argument. By clearly defining the scope of the paper, it prevents the inclusion of irrelevant information, ensuring that the paper remains coherent and on-topic.
4. **Critical Thinking:** Crafting a thesis requires critical thinking and analysis. It challenges the writer to distill complex ideas into a clear and arguable statement. This process contributes to the development of higher-order thinking skills.
5. **Position in the Introduction:** The thesis statement is typically placed at the end of the introduction. This positioning creates a natural flow from the introductory context to the main argument, helping the reader transition smoothly into the body of the paper. However, it may occur at the beginning or end of the opening the paragraph.

Topic Sentences:

1. **Focus of Paragraph:** Topic sentences convey the main point of each paragraph. They guide the reader by summarizing the content of the paragraph and signaling its relation to the overall thesis.
2. **Unity and Coherence:** Topic sentences contribute to the unity and coherence of a paragraph. By clearly stating the main idea at the beginning, they help maintain a logical flow and prevent the inclusion of unrelated or disjointed information.
3. **Transition between Paragraphs:** Well-crafted topic sentences facilitate smooth transitions between paragraphs. They create a logical progression of ideas, allowing the reader to follow the argument seamlessly from one point to the next.
4. **Reader Engagement:** Interesting and informative topic sentences captivate the reader's attention. Engaging topic sentences encourage the reader to delve deeper into the content, making the overall reading experience more enjoyable and comprehensible.
5. **Supporting the Thesis:** Each topic sentence should relate directly to the thesis statement. This connection reinforces the overall argument, demonstrating how each paragraph contributes to the central theme of the paper.

Example 1: Argumentative Essay

Thesis Statement: "The government should implement stricter regulations on plastic usage to mitigate environmental damage."

Well-Structured Paragraph: Plastic pollution poses a severe threat to our environment, with devastating consequences for marine life and ecosystems. A study conducted by the Ocean Cleanup Foundation found that over eight million tons of plastic end up in our oceans annually. In light of this alarming statistic, it becomes imperative for governments to take decisive action. Stricter regulations on plastic production, distribution, and disposal can significantly curb the environmental damage caused by single-use plastics. By imposing bans on certain plastic products and incentivizing eco-friendly alternatives, governments can play a pivotal role in preserving the health of our oceans and the diverse species that inhabit them.

Example 2: Literary Analysis

Thesis Statement: "In George Orwell's '1984,' the use of language as a tool of control is a central theme, reflecting the manipulation of truth by the authoritarian regime."

Well-Structured Paragraph: Orwell's masterful use of language in '1984' serves as a compelling commentary on the power dynamics within a totalitarian state. The regime's

manipulation of language is exemplified in the concept of Newspeak, a language designed to eliminate words that could be used for subversive thoughts. This linguistic control extends beyond mere communication; it becomes a means of controlling thought itself. The protagonist, Winston, grapples with the realization that without the words to express certain ideas, rebellious thoughts are stifled. Thus, Orwell illustrates how language, when wielded by those in power, becomes a potent instrument for shaping and restricting the thoughts and perceptions of the populace.

These examples demonstrate effective paragraph structure by introducing a clear topic sentence, providing supporting details or evidence, and ensuring each sentence contributes to the overall coherence and development of the main idea.

Check your Progress:

1. Why is academic writing significant in modern day academia?
-

1.2.2 Introducing the concept of academic research:

Academic research is a systematic and methodical investigation into a specific topic or question, conducted with the purpose of contributing new knowledge or building upon existing knowledge within a particular field of study. It involves a rigorous process of inquiry, analysis, and interpretation, often guided by the scientific method. The goal of academic research is not only to answer questions but also to generate a deeper understanding of complex issues and foster intellectual growth.

In academic settings, research takes various forms, including empirical studies, literature reviews, theoretical inquiries, and experimental investigations. It requires careful planning, critical thinking, and the use of reliable sources to support claims and arguments. Academic research is the cornerstone of scholarly endeavors, shaping the development of disciplines and advancing our collective understanding of the world.

Conducting Effective Research Using Library Resources and Online Databases:

1. Define Your Research Question:

- Clearly articulate the specific topic or question you want to investigate. This will guide your search and help you focus on relevant information.

2. Utilize Library Resources:

- **Books:** Explore the library catalogue for relevant books on your topic. Books often provide comprehensive overviews and in-depth analyses.

- **Journals:** Access academic journals to find peer-reviewed articles. Journals offer current research findings and scholarly discussions on specific subjects.
3. **Online Databases:**
 - **Scholarly Databases:** Use databases like JSTOR, PubMed, or ProQuest to access a wide range of academic articles, research papers, and other scholarly resources.
 - **Subject-Specific Databases:** Explore databases specific to your field of study for more targeted and specialized information.
 4. **Evaluate Sources:**
 - **Credibility:** Assess the credibility of sources by checking the author's qualifications, the publication venue, and the presence of peer review for academic articles.
 - **Relevance:** Ensure that the information is directly related to your research question and contributes to the overall understanding of your topic.
 5. **Keyword Searches:**
 - Develop a list of relevant keywords related to your research question. Use these keywords when searching library catalogues and online databases to refine and narrow your results.
 6. **Take Notes and Organize Information:**
 - Record key findings, quotes, and relevant data as you conduct research. Organize this information systematically to facilitate easy retrieval when constructing your research paper.

Emphasizing the Importance of Citing Sources and Avoiding Plagiarism:

1. **Citing Sources:**
 - Acknowledge the contributions of others by citing sources in your research paper. Follow a specific citation style (e.g., APA, MLA, Chicago) as per the requirements of your academic institution.
2. **Avoiding Plagiarism:**
 - Plagiarism is the unauthorized use of someone else's work without proper attribution. Always cite sources for direct quotes, paraphrased information, and even ideas that are not your own.
 - Familiarize yourself with your institution's plagiarism policies to understand the consequences and expectations.

3. Using Quotation Marks for Direct Quotes:

- When directly quoting a source, use quotation marks and provide the page number to indicate the specific location of the quoted text.

4. Paraphrasing Appropriately:

- When paraphrasing, reword the information in your own words and still provide proper citation. Changing a few words is not sufficient; the structure and meaning should be transformed.

5. Reference List or Bibliography:

- Compile a reference list or bibliography at the end of your research paper, listing all the sources you consulted during your research.

Check your Progress:

1. What are some of style guides used in academic writing?
-

1.2.3 Writing styles and tone:

Let us first start by differentiating between formal and informal writing styles:

Formal Writing:

- **Characteristics:**
 - Uses complete sentences and avoids contractions (e.g., "cannot" instead of "can't")
 - Maintains a professional and serious tone
 - Avoids slang, colloquialisms, and casual language
 - Follows a structured and organized format
 - Typically adheres to a specific citation style (e.g., APA, MLA)

Informal Writing:

- **Characteristics:**
 - May use contractions and more conversational language
 - Often includes personal anecdotes or experiences
 - Allows for a more relaxed and casual tone
 - May use colloquial expressions and informal vocabulary
 - Structure may be less rigid compared to formal writing

Appropriate Tone for Academic Writing:

- **Objective Tone:**

- Maintains a neutral and unbiased stance
- Focuses on presenting facts, evidence, and logical arguments
- Avoids emotional language and personal opinions
- Demonstrates respect for differing perspectives

Avoiding an Inappropriate Tone:

Both emotional tone and informal tone should be avoided in academic writing. The following bullet points will help you to remember the ‘do not’s’ easily:

- Avoid overly emotional language or subjective expressions
- Steer clear of inflammatory or biased language

You should ensure that the writing is not overly conversational or casual. You should also resist the use of humour or slang unless specifically appropriate.

Maintaining an Objective and Scholarly Voice:

1. Avoiding Personal Pronouns:

- **Informal:** "I believe this theory is valid because..."
- **Objective:** "The evidence supports the validity of this theory..."

2. Using Formal Language:

- **Informal:** "The results were pretty amazing."
- **Formal:** "The results were noteworthy."

3. Presenting Evidence Clearly:

- **Informal:** "It seems like the data shows..."
- **Objective:** "The data demonstrates..."

4. Avoiding Emotional Language:

- **Informal:** "The issue is really frustrating."
- **Objective:** "The issue presents challenges."

5. Acknowledging Other Perspectives:

- **Informal:** "I can not understand why anyone would disagree."
- **Objective:** "While there are varying viewpoints, it is essential to consider..."

6. Maintaining Consistency:

- **Informal:** "I, you, we..."
- **Objective:** "The author, the study, the research..."

7. Precision in Language:

- **Informal:** "The thing about this topic is..."

- **Objective:** "The aspect under consideration is..."

Remember that the appropriate tone may vary slightly depending on the specific requirements of the academic discipline or the nature of the writing assignment. However, maintaining an objective and scholarly voice is generally crucial for academic writing to convey information in a clear, professional, and unbiased manner.

1.2.4 Structuring an academic essay:

1. Introduction:

- **Purpose:**
 - Introduce the topic and provide background information
 - Present the thesis statement, which is the main argument or purpose of the essay
 - Engage the reader and set the tone for the rest of the essay
- **Guidance for Crafting Introductions:**
 - **Start with a Hook:** Begin with an attention-grabbing statement, anecdote, question, or quote to capture the reader's interest
 - **Provide Context:** Offer background information to contextualize the topic and establish its relevance
 - **Present the Thesis:** Clearly state the main argument or purpose of the essay in a concise thesis statement
 - **Outline Main Points:** Give a brief preview of the key points that will be discussed in the body of the essay

2. Body:

- **Purpose:**
 - Develop and support the thesis statement with evidence, examples, and analysis
 - Present a logical and coherent argument
 - Each paragraph should focus on a specific idea or aspect related to the thesis
- **Guidance for Crafting the Body:**
 - **Topic Sentences:** Start each paragraph with a clear topic sentence that relates to the thesis
 - **Supporting Evidence:** Provide evidence, examples, and quotations to support each point
 - **Analysis:** Analyze and interpret the evidence to demonstrate its relevance to the thesis

- **Transition Between Paragraphs:** Use transitional phrases to ensure smooth flow between paragraphs and ideas

3. Conclusion:

- **Purpose:**
 - Summarize the main points and reinforce the thesis statement
 - Provide closure to the essay by wrapping up the discussion
 - Leave a lasting impression on the reader
- **Guidance for Writing Conclusions:**
 - **Restate the Thesis:** Paraphrase the thesis statement to remind the reader of the main argument
 - **Summarize Key Points:** Recap the main points discussed in the body of the essay
 - **Connect to Larger Context:** Consider the broader implications or significance of the essay's findings
 - **End with a Thought-Provoking Statement:** Conclude with a statement that leaves the reader thinking or encourages further reflection

Additional Tips for Essay Structure:

- **Logical Flow:**
 - Ensure a smooth and logical progression from the introduction to the body and conclusion.
 - Each paragraph should build upon the previous one, contributing to the overall coherence of the essay
- **Conciseness:**
 - Strive for clarity and conciseness in each section.
 - Avoid unnecessary repetition and ensure that each sentence serves a specific purpose
- **Proofreading:**
 - Thoroughly proofread the essay for grammar, spelling, and punctuation errors
 - Consider seeking feedback from peers or instructors to gain additional perspectives

By following this structure and guidance, students can create well-organized, cohesive essays that effectively communicate their ideas and arguments.

1.2.5 Citation and referencing:

The commonly used citation styles are APA, MLA, and Chicago. Citations and referencing are important components of academic writing, especially of research paper and thesis writing. For engineering and science subjects, IEEE etc. is used.

1. APA (American Psychological Association):

- **Usage:** Often used in the social sciences, psychology, and education.
- **In-text Citation:** (Author, Year)
- **Bibliography Format:**
 - **Book:** Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Publisher.
 - **Journal Article:** Author, A. A. (Year of publication). Title of article. *Title of Journal*, volume number (issue number), page range.

2. MLA (Modern Language Association):

- **Usage:** Commonly used in the humanities, literature, and the arts.
- **In-text Citation:** (Author page number)
- **Bibliography Format:**
 - **Book:** Author's Last Name, First Name. *Title of Book*. Publisher, Publication Year.
 - **Journal Article:** Author's Last Name, First Name. "Title of Article." *Title of Journal*, Volume number, Issue number, Year, Pages.

3. Chicago Style:

- **Usage:** Used in history, anthropology, and some social sciences.
- **Two Types:** Notes-Bibliography System (humanities) and Author-Date System (sciences).
- **In-text Citation (Notes-Bibliography):** (Author, Page)
- **In-text Citation (Author-Date):** (Author Year, Page)
- **Bibliography Format (Notes-Bibliography):**
 - **Book:** Author's First and Last Name. *Title of Book*. Place of publication: Publisher, Year.
 - **Journal Article:** Author's First and Last Name. "Title of Article." *Title of Journal* volume number (Year): page range.
- **Bibliography Format (Author-Date):**

- **Book:** Author's Last Name, First Name. *Title of Book*. Place of publication: Publisher, Year.
- **Journal Article:** Author's Last Name, First Name. "Title of Article."*Title of Journal* volume number (Year): page range.

Guidelines on Citing Sources:

1. In-text Citations:

- Include the author's last name and the publication year in parentheses.
- For direct quotes, include the page number (APA and Author-Date Chicago) or only the page number (MLA).

Examples:

- APA: (Smith, 2019, p. 45)
- MLA: (Smith 45)
- Chicago (Author-Date): (Smith 2019, 45)

2. Bibliography/Works Cited:

- List sources alphabetically by the author's last name.
- Include all the necessary information (author, title, publisher, publication date, etc.) based on the citation style.

Examples:

- APA: Smith, J. (2019). *Title of Book*. Publisher.
- MLA: Smith, John. *Title of Book*. Publisher, Publication Year.
- Chicago (Notes-Bibliography): Smith, John. *Title of Book*. Place of publication: Publisher, Year.

Note: *You will study in detail about various style guides used in academic writing in Unit 17 of this course.*

1.3 Learning Outcomes

At the end of this Unit you should be able to demonstrate an understanding of the key components of academic writing, including thesis statement, topic sentence, and proper paragraph structure. You should have developed effective research skills, including the ability to utilize library resources and online databases to gather relevant and reliable information. You

should have gained an idea about the commonly used citation styles (e.g., APA, MLA, Chicago) to cite sources accurately within the text and in the bibliography.

1.4 Glossary

Abbreviation: a short form of a phrase or a word. Example: SKU – Stock Keeping Unit

Colloquial: informal or everyday language

Academic Language: written or oral language used in learning settings like schools and university

Thesis Statement: a short, simple sentence that aims at summarizing the main argument or the point of view of the research paper or assignment

Introduction: It is the part of the academic essay that comes at the beginning and gives background information along with the main argument.

Body: It is the part of the academic essay that presents the evidence supporting the main argument.

Conclusion: It is an overview that highlights the main points of the academic essay.

First Draft: The preliminary version of any piece of writing is called as the first draft.

Editing: The process of selecting, correcting and modifying a written work is called as editing.

1.5 Sample Questions

1.5.1 Objective Questions:

1. What is the primary purpose of a thesis statement in academic writing?

- (a) To provide background information
- (b) To engage the reader
- (c) To present the main argument or purpose
- (d) To summarize the conclusion

2. **Fill in the Blank:**

- The Chicago citation style has two main systems: the Notes-Bibliography System and the _____ System.

3. Fill in the Blank:

- In APA style, the in-text citation format typically includes the author's last name and the _____.

4. What is full form MLA_____

5. What is full form of APA_____

Matching:

6. Match the following citation styles with their common usage:

1. APA
2. MLA
3. Chicago (Notes-Bibliography)

Options:

- a. Humanities and the arts
- b. Social sciences and education
- c. History and some social sciences

7. Match the following types of academic writing with their common usage:

1. Literature review
2. Research paper
3. Argumentative essay

Options:

- a. Summarizes and synthesizes existing research
- b. Presents a thesis and supports it with evidence
- c. Analyzes and interprets literary works

8. Which of the following are components of an effective introduction in academic writing?

Select all that apply.

- (a) Thesis statement
- (b) Anecdote
- (c) Background information
- (d) Personal opinions

9. True/False:

- Paraphrasing involves changing a few words in a sentence without altering its structure or meaning.

10. True/False:

- In formal writing, the use of contractions (e.g., "can't" or "won't") is generally acceptable.

1.5.2 Short Answer Questions:

1. Explain the purpose of a thesis statement in academic writing and provide an example.
2. Differentiate between formal and informal writing styles. Give an example of a sentence in each style.
3. Describe the role of a topic sentence in a paragraph. How does it contribute to the overall structure of an academic essay?
4. Choose one commonly used citation style (APA, MLA, Chicago) and explain how in-text citations are formatted according to that style.
5. Why is it important to avoid plagiarism in academic writing? Provide at least two consequences of plagiarism.

1.5.3 Long Answer Questions:

1. Mention the characteristics of academic writing?
2. Compare and contrast two different citation styles (e.g., APA and MLA) in terms of their in-text citation formats and bibliography styles. Discuss the scenarios in which each style might be most appropriate.
3. Imagine you are writing a research paper on a complex topic. Outline the key components of the introduction, body, and conclusion of your paper. Explain the importance of each section in conveying your research effectively.

1.6 Suggested Learning Resources

1. Oshima, Alice. *Introduction to Academic Writing*. Pearson Education, 2011.
2. Hogue, Ann. *First Steps in Academic Writing*. Pearson Education, 2008.
3. Prinz, Patricia. *The Art and Architecture of Academic Writing*. John Benjamins Publishing Company, 2021.
4. Fang, Zhihui. *Demystifying Academic Writing: Genres, Moves, Skills, and Strategies*. Routledge, 2021.

Unit – 2: Need of the Academic Writing

Structure

- 2.0** Introduction
- 2.1** Objectives
- 2.2** Need of the Academic Writing
 - 2.2.1** Features of Academic Writing
 - 2.2.2** Effective Academic Writing Skills
 - 2.2.3** Critical and Thinking Skills
 - 2.2.4** Communicative and Analytical Skills
 - 2.2.5** Professional and Research Skills
 - 2.2.6** Originality and Objectivity
 - 2.2.7** Conclusion
- 2.3** Learning Outcomes
- 2.4** Glossary
- 2.5** Sample Questions
- 2.6** Suggested Learning Resources

2.0 Introduction

In simple terms, academic writing is a form of written communication that is meant to serve academic purposes. Though it is a mode of communication, it is distinctive from other written and verbal communication. The prime objective of academic writing is to enable the students to express their ideas, viewpoints and opinions but in a structured, systematic and organized way. In academic writing, ideas are logically connected and are based on factual information and arguments on a given topic. This form of expression involves expansive reading, research and observation so that a viewpoint can be expressed elaborately, logically and with well-supported arguments. The style and tone of academic writing is also specific to the form of academic writing and bearing in mind the purpose. The linguistic structure, pattern and purpose also differ in terms of type of academic writing.

Academic writing may include book review, argumentative essay, review paper, research paper, literature review, abstract, grant proposal, commentary and other forms of academic activities. Keeping in view the form and purpose of academic writing, there are numerous

reasons why academic writing is deemed essential in an academic context. It is necessary to produce, transform and renovate the teaching and learning process. It is also essential for the development of lingual, analytical and creative skills of the students. The ability to learn in a reformed academic fashion enables students to achieve a higher level of success both in academic and practical life in the future. Academic writing empowers the students to persuade others, show knowledge, project ideas, exercise persuasive powers over readers, social positioning, identity building and do a great deal in academic as well as in career development.

Check your Progress:

1. Academic writing is a form of _____ communication that is meant to serve academic purposes.
2. Can ‘argumentative essay’ be included in academic writing?

2.1 Objectives

The objectives of this Unit are to:

- examine the concept of academic writing
- distinguish between academic and other forms of writing
- Discuss the skills required to create an academic piece of writing
- let the students know about the skills to be developed if they are engaged in the

2.2 Need of the Academic Writing

2.2.1 Features of Academic Writing:

As discussed above, academic writing is a form of communication, which is different from other forms of writing. It is more formal, refined, objective and dense as compared to other forms of writing. The first thing that makes writing academic is the form of writing. In academic writing, precision and brevity is the key. Misinterpretation and misinformation are discarded. Only argumentative and fact-based information is presented to achieve credibility. Density is another feature that is a key to academic writing. Third, academic writing is based on abstraction

as it mostly involves concepts, ideas and viewpoints rather than concrete things as is done in other forms of writing.

Objectivity is yet another distinctive feature of academic writing. Ideas and concepts remain in the limelight while the author remains in the background. Rigorousness is another distinctive feature of academic writing. Arguments and ideas are presented after careful logical, analytical and critical thinking. Last, the structure of academic writing is also the key to making it academic. It is highly knitted around one idea or concept. In addition, the language of academic writing is free from grammatical errors and is in line with conventional codes of writing. In other words, academic writing contains academic language to convey ideas, concepts, influence readers and persuade academicians.

2.2.2 Effective Academic Writing Skills:

Academic writing is a highly structured and complex form of writing in order to project ideas, concepts and insights in a clear, easy and unambiguous way based on logic, reason, precision and arguments. Hence, academic writing is an advanced level of skill that is highly reliant on the other demanding skills that contribute to the embellishment of this skill. It requires the academic writer to have the ability to contextualize ideas and information being presented in an academic piece of writing. It requires having the ability to summarize, synthesize and to paraphrase. Not only that, but it is also required to get to know about how to incorporate other sources i.e. in text citation. An academic writer must be aware of how to quote, agree or disagree with others. Knowing how to compare, contrast and give examples is also required to be engaged in a successful academic writing process. It is also imperative for an academic writer to get to know how to connect ideas, sentences and paragraphs to make an organic whole of the academic piece of writing. Linguistic resources, structural patterns and persuasive skills are also the key in developing academic writing skills. So, in order to be an expert in academic writing, lots of mental as well as emotional maturity is required, along with other skills such as developing writing habit, reading deeply with an analytical frame of mind, lingual awareness, grammatical patterns and bearing in mind cultural barriers. Plan, outline, draft, revise and polishing as the processes of academic writing are also needed to be kept in view. Purpose, audience, style, format and flow of academic writing are also to be considered ineffective academic writing.

Academic writing is not only essential for the reason that it is a compulsory component of getting a good grade or to pass a certain module. It is essential for each student to learn academic writing because it enables you to arrange your own thoughts and ideas in a logical

way. It enables you to present your own thoughts and ideas first to yourselves and later to others. Once academic writing attains a certain level through practice, exposure and knowledge, it takes the shape of powerful ideas which have the ability to convince and persuade others. When academic ideas are taken such a height, then the ideas and concepts of the creator become the thoughts of others as well. In this way, academic writing is essential for communication, for convincing and persuading others as good thoughts lead to good writing. In this way, academic writing enables a writer to become a good thinker so that his or her thinking may influence their writing patterns. Practicing writing is like a sharpener to make the thought process active and alert.

Apart from that, of course, academic writing is an essential component for a student to get through college. It is a highly practical and functional skill that enables students or writers to be a good writer, competent student and influencing communicator. Academic writing has attained a significant place in the present age due to numbers of reasons as it has assisted in the development of several skills set i.e. writing, assessment, observation, analytical, intellectual, lingual and research which are the imperative need of the time. Academic writing in any form is a mode that allows students to convey what they have acquired with respect to a module or discipline. That is why academic writing has a key role in projecting the image and grade of the students. Hence, the students need to learn and improve their academic writing for the purpose of having purposeful as well as meaningful communication. At college and university levels, academic writing is a compulsory component of each module. And keeping its value and relevance in view, subsequent roles project the need for academic writing.

Academic writing is a part of the course or module that culminates at the award of a diploma or degree on successful completion of the degree or course. Academic writing tasks are an essential part of academic activities around the world in colleges and universities, so it is but natural to emphasize the need of academic writing process. In academic context, academic writing is used as a tool to measure and assess the skills of the students on the basis of which grade, degree or diploma is being awarded along with the completion of other graded and non graded components. The range and scope of academic writing starts from very basic component like writing an essay, a review, and description to most complex and highly systematic component like abstract, article, proposal, thesis and dissertation. In advance level studies it is the most compulsory part to be entitled to attain a degree to submit thesis which is the highest

and the most sophisticated form of academic writing. Apart from that, academic writing involves assignments, product report or office report.

Check your Progress:

1. Mention at least one feature of academic writing.
2. What makes an academic writing effective?

2.2.3 Critical and Thinking Skills:

Writing a task, paper, assignment or a review is not merely limited to just presenting certain information regarding the topic in discussion. Rather, it involves researching, assessing and identification which are essential parts of enhancement of students' thinking as well as critical skills. They search the material that is relevant and then assess the most relevant and update content that allows students to increase their intellectual capacity. In addition, academic writing is a structured process that often involves issues and problems, so when students think about it from diverse dynamic and dimensions, their analytical skills become active and sharp. The students also have to keep in mind the planning and presenting their ideas through academic writing so their expression as well as language becomes communicative, clear and expressive after practising academic writing.

Academic writing is also essential for students because it enables them to enhance their knowledge and exposure. For the purpose of academic tasks related to their field of activities, the students have to search for information from multiple sources which enhances their horizon and prospective towards certain things. Academic writing is also imperative as it increases the discussion and arguments presentation skills of the students. Not only the students learn and explore new insights while attempting any academic task, but they also learn how to put their ideas and arguments in a convincing and persuading manner. So, academic writing is the need of the hour for the brainstorming and polishing of new insights in an innovative way. Last, academic writing enables students to broaden their vision, improve their vocabulary, flourish their expression and refine their language of expression.

2.2.4 Communicative and Analytical Skills:

Academic writing is the best source of communication for those who are shy and are not confident in oral forms of communication. It assists learners and students to engage themselves in a meaningful engagement in group and peer review activities. Like any other skill, it is not innate most of the time, and it cannot be even mastered overnight. For that, lot of work and

practice is required that falls in the category of analysis of the works done by other people to get to know the formula of academic writing. In addition, for a good academic writer, one has to go through the available data on the topic prior to writing. This practice assists students on two levels: one in good academic writing, and the second in the development of analytical and analysis skills.

Academic writing is a skill that has great impact as far as the students' meeting the future challenges in their diverse walks of life. Though, academic writing done at college and university is not as complex as the other challenges and tasks that practical life has to put but still, academic writing helps students to develop their observational abilities, argumentative capabilities and analytical portfolio that assists a great deal to students in their futures ventures in their field of activity. Most of the job-related tasks, at current, require good analytical, observational and assessment skills along with good writing expression. And for the attainment of these skills, academic writing is the need of the hour for students to master and practice. Academic writing has another key feature and that is that it develops the mental faculties of the students and also sharpens their memory. The habit of in-depth study and argumentative ability also flourishes due to academic writing. So, it is the need of hour to develop multiple skills that will assist the students to get themselves across the challenges of the future.

Academic writing tasks at either college or university level of any code or module come with a time bar or deadline, which means students have to attempt and submit before the due deadline to get graded. It helps students to enhance their target-oriented approach in their practical life. It helps the students to learn management of time on one hand and to set priority for each important task on the other, which is a key skill in modern day work ethics. In addition, academic writing polishes their language skills, written skills, arguments buildings, connection of ideas and persuasive skills which enable a student to be the future leader in his or her field of activity.

Academic writing is essential because it focuses on the understanding of the students about a certain issue and allows them to convey their comprehension before others in a structured, refined and organized manner to persuade and convince them towards the point of view being presented. It is also a part of understanding on the part of students to assess their target audience or readers and try to write in accordance with the level of their audience. Understanding leads to better communication and writing. Utilizing the right terminology, tone, style and techniques are also the focus of the attention to develop among the writers of academic

writing so that they can structure their pieces of writing in accordance with the conventions of academic writing style and tone. The style, tone and language being used in academic writing is always formal, unlike other forms of writing. So, academic writing is the need of the hour for students to master to be successful in both academic as well as in practical fields of life. The key to successful academic writing lies in following the technique of reading and practising as much as possible.

2.2.5 Professional and Research Skills:

Academic writing is limited to academic purposes, but continuous practice and correct feedback assist the students to be professional writers. In this way, academic writing acts as a key in the development of professional vista among students and opens a world of career as a writer. For graduate level students, academic writing is a tool to enhance their research skill sets. Internet base is an updated version of the research at present. Research skills involve gathering of data, analysing the data and sorting out data from the existing literature on a specific topic. In this process, the researcher develops critical as well as informed opinion about his or her area of interest based on the data being collected, assessed and researched. In addition, academic writing also inculcates the highest possible work ethic among students. It makes a student to discern the ethical and unethical ways of the academic world. Hard work and practice is a key to becoming a good academic writer.

2.2.6 Originality and Objectivity:

Academic writing is also essential as it assists academic writers to display the originality of work free from copying from other sources, which in academic terms is called “plagiarism.” It also inculcates the habit among academic writers to properly cite and give credit if they are quoting the works of others. It can be done through the act of paraphrasing or with the use of quotations. Academic writing also enables the writer to be an evaluator and interpreter of other works, rather than merely describing their work. Regardless of the discipline and area of study, academic writing empowers the writers to build arguments, converse through ideas and engage in conversation. The originality of the work helps achieve the most of their academic goals. Another reason for having academic writing is that it helps the writer to form an objective opinion based on facts and arguments. It is the reflection of the writer's own thoughts, critically evaluated, refined and displayed. Through the use of professional language, the writer presents data, supported by a theory, to draw a conclusion in order to convince the readers.

Academic writing is a structured skill that is not essential for just one or two reasons; neither has it assisted in the development of mere one or two skills. Rather, it assists in the embellishment of multiple skills of the students. First, it develops strong communicative and presentation skills as students will be able to think, observe, write and speak more convincingly due to the impact of academic writing. Second, it enhances the reasoning skills of the students. It assists them in learning how to move from one idea to the other and how to connect those ideas to make an organic piece of writing. Thirdly, it assists the students to learn their target readers. Once they are able to figure out their target audience, they will be able to write even better keeping in view their audience and are better able to persuade and convince them through their writing. Lastly, academic writing is essential for the language as well as research skills development. Writing obviously assists the learners to write better, keeping in view the norms of that language. It also assists the students to develop their research skills, as they have to properly research each topic before writing about it.

2.2.7 Conclusion:

To conclude, academic writing is a structured mode of communication that is meant to serve academic purposes. The scope of academic writing ranges from simple reviews, essays or assignments to complex and highly rated pieces of writing like research articles, research proposals, thesis and dissertation. The style, tone, structure as well as the language of academic writing is formal, unlike other forms of writing or communication. Its traits like density, objectivity, formality, structure and refined nature distinguish it from other writings' form and hence entitled it as "academic."

For effective academic writing, there is a need for analytical, observational, intellectual as well as organizational skills. The art of academic writing can be mastered if practised regularly. Academic writing is meant to serve numerous purposes i.e. academic purposes, nourishment of analytical as well as thinking skills of the writer, enhances exposure, knowledge and experiences, refines communicative and critical skills, develops target-oriented approach among students, focuses primarily on style, structure and techniques, polishes research skills, develops professional vista among students and embellishes multiple skills among students like lingual, presentational and reasoning.

2.3 Learning Outcomes

After going through this Unit, you should be able to understand the concept of academic writing. You should be able to distinguish between academic and other forms of writing. Further, you should have gained an awareness of analytical, critical, lingual and reasoning skills in academic writing.

2.4 Glossary

Rigorousness: Carefulness, meticulousness

Embellishment: Trimming, adornment

Sophisticated: Refined

Horizon: Prospect, perspective

Prior: Earlier, before

Persuade: Convince

2.5 Sample Questions

2.5.1 Objective Questions:

1. Academic writing is a form of _____ communication in academic context.
 - (a) Visual base
 - (b) Oral base
 - (c) Written expression
 - (d) All of these
2. _____ is a compulsory component of getting a good grade or to pass a certain module.
 - (a) Long narrative poems
 - (b) Lengthy exam paper
 - (c) Academic writing
 - (d) Drawing visuals and painting

3. Academic writing is essential for students to possess in order to project their thoughts and insights to _____.
- (a) Their peers and friends only
 - (b) To all the target readers
 - (c) Their parents and family only
 - (d) None of the above
4. Only argumentative and facts-based information are presented in _____.
- (a) Academic writing
 - (b) Artistic visuals
 - (c) Legal writing
 - (d) In movies and plays
5. The style and tone of academic writing is also specific and it is called _____.
- (a) Colloquial tone
 - (b) Oral form
 - (c) Informal style
 - (d) Formal style
6. For graduate level students, academic writing serve as a tool to enhance their _____.
- (a) Research based skills
 - (b) Their extra curricular activities
 - (c) Their innate abilities
 - (d) All of the above
7. Academic writing is a form of communication that is meant to serve _____.
- (a) Journalistic purposes
 - (b) Academic purposes
 - (c) Military coup
 - (d) Socialization
8. Academic writing is also essential as it assists academic writers to display and project _____.
- (a) Copying of other work
 - (b) None of their work
 - (c) Best of their work
 - (d) Originality of work

9. The first thing that makes a writing academic is the _____ of the writing.
- (a) Form and structure
 - (b) Contents and themes
 - (c) Subject matters
 - (d) All of the above
10. The prime objective of academic writing is to enable the students to _____.
- (a) Expresses their ideas, thoughts and insights
 - (b) To fight with each other
 - (c) Display their drawings and visual
 - (d) None of these

2.5.2 Short Answer Questions:

1. What academic purposes does academic writing serve?
2. What are the skills required in the academic writing process?
3. How can an academic writer's objective opinion be developed in his or her academic writing?
4. Why are style, structure, technique and language the important features of academic writing?
5. How far is academic writing necessary for the development of analytical and critical abilities among students?

2.5.3 Long Answer Questions:

1. Discuss academic writing in detail.
2. What skills or features are essential for the creation of an effective piece of academic writing?
3. Examine the need for academic writing in the academic context?

2.6 Suggested Learning Resources

1. Semalty, Ajay. *Academic Writing*. Hyderabad: BSP Books Pvt. Ltd, 2021.
2. Samantray, Kalyani. *Academic and Research Writing*. New Delhi: Generic, 2017.

Unit – 3: Types of Academic Writing

Structure

3.0 Introduction

3.1 Objectives

3.2 Types of Academic Writing

3.2.1 Different Types of Academic Writing

3.2.2 Techniques Used for Persuasion in Academic Writing

3.2.3 Common Features of Academic Writing

3.2.4 Common Elements of Academic Writing

3.2.5 Let Us Sum Up

3.3 Learning Outcomes

3.4 Glossary

3.5 Sample Questions

3.6 Suggested Learning Resources

3.0 Introduction

In the earlier units of this block, like Unit 1 and Unit 2, you have already studied academic writing. Therefore, you may have some idea now of academic writing. In this Unit, we will study the different types of academic writing, and also try to locate some of the instances of academic writing across history. It would be good to have an overview of academic writing throughout different periods of history. Here is a brief historical overview of academic writing:

1. Ancient Greece and Rome (5th century BCE - 5th century CE):

- The roots of academic writing can be traced to ancient Greece, where scholars like Plato and Aristotle wrote philosophical dialogues and treatises.
- Roman orators, such as Cicero, contributed to the development of persuasive and argumentative writing.

2. Middle Ages (5th century - 15th century):

- During the Middle Ages, academic writing was largely dominated by religious texts, theological debates, and scholastic philosophy.
- Manuscripts were meticulously copied by hand in monastic scriptorium.

3. Renaissance (14th century - 17th century):

- The Renaissance saw a revival of classical learning, and humanist scholars emphasized a return to the works of ancient writers.
- The printing press, invented by Johannes Gutenberg in the 15th century, democratized access to written knowledge.

4. Enlightenment (17th century - 18th century):

- Thinkers of the Enlightenment period, like John Locke, Voltaire, and Rousseau emphasized reason and empirical evidence.
- Academic writing became more secular, with an emphasis on critical thinking and scientific inquiry.

5. 19th Century:

- The 19th century witnessed the rise of specialized academic disciplines.
- The Industrial Revolution contributed to the growth of scientific and technical writing.

6. Early 20th Century:

- Academic writing became more formalized, with the establishment of academic journals and peer-reviewed publications.
- The APA (American Psychological Association) and MLA (Modern Language Association) style guides were developed to standardize citation and formatting.

7. Post-World War II Era:

- The mid-20th century saw a significant expansion of higher education and academic research.
- The development of computers and word processing software facilitated the writing and publication process.

8. Late 20th Century to Present:

- The late 20th century witnessed an increase in interdisciplinary research and collaboration.
- Digital technologies and the internet transformed the way academic writing is disseminated and accessed.
- Open-access publishing and online platforms expanded the reach of academic work.

9. Contemporary Trends:

- Academic writing continues to evolve, adapting to new technologies and communication platforms.

- There is a growing emphasis on clarity, accessibility, and public engagement in academic writing.

Throughout its history, academic writing has been shaped by cultural, technological, and intellectual developments. It has transitioned from handwritten manuscripts to digital texts, and its conventions have adapted to the changing needs of scholars, researchers, and the broader academic community.

3.1 Objectives

The objectives of this Unit are to:

- define and distinguish various types of academic writing, such as expository, argumentative, descriptive, analytical, and persuasive writing.
- identify key features, purposes, and structures associated with each type.
- provide opportunities for students to practice each type of academic writing through assignments or exercises.
- offer constructive feedback to enhance students' writing skills in different genres.

3.2 Types of Academic Writing

As you have already studied in Unit 1 of this block, academic writing refers to a formal style of writing used in educational settings, scholarly publications, and professional environments. It is characterized by a clear, concise, and structured presentation of ideas, supported by evidence and analysis. The primary purpose of academic writing is to convey complex information, engage in critical discourse, and contribute to the existing body of knowledge within a particular field.

3.2.1 Different Types of Academic Writing:

There are different types of academic writing. They may be classified according to the form in which they are written. When the form of academic writing is expository to convey information, or to provide explanation, it is called expository writing. Similarly, based on the

form, academic writing may be argumentative, descriptive, analytical, or persuasive. Let us study each of these types of academic writing separately.

3.2.1.1 Expository Writing:

Definition: Expository writing aims to convey information, explain a topic, or provide instruction. It is characterized by clarity, objectivity, and a focus on presenting facts rather than personal opinions.

Examples:

- Textbooks
- How-to guides
- Encyclopedia articles

Common Usage in Academic Settings: Expository writing is commonly used in academic settings for instructional materials, literature reviews, and explanatory essays. It is prevalent in disciplines where conveying information in a clear and straightforward manner is essential.

3.2.1.2 Argumentative Writing:

Definition: Argumentative writing seeks to persuade the reader to accept a particular stance or viewpoint on an issue. It presents a clear thesis statement, supports it with evidence, and addresses counterarguments.

Purpose, Structure, and Common Strategies:

- **Purpose:** To convince the reader of a specific viewpoint.
- **Structure:** Introduction (with a clear thesis), body paragraphs (each presenting a piece of evidence), counterargument/refutation, and conclusion.
- **Common Strategies:** Use of persuasive language, logical reasoning, and strong evidence. Acknowledging and refuting opposing viewpoints strengthens the argument.

3.2.1.3 Descriptive Writing:

Definition: Descriptive writing creates a vivid picture by using sensory details, vivid language, and figurative expressions. Its goal is to engage the reader's imagination and convey a detailed portrayal of a subject.

Examples:

- Descriptive essays
- Creative writing pieces

Common Usage in Academia: While less common in academic writing, descriptive elements are often integrated into research papers to provide detailed explanations of phenomena or to enhance the reader's understanding of complex concepts.

3.2.1.4 Analytical Writing:

Definition: Analytical writing involves breaking down a complex issue into its components, examining them critically, and drawing conclusions. It goes beyond description and delves into the "why" and "how" of a subject.

Role in Academic Research and Critical Analysis: Analytical writing is fundamental in academic research, literature reviews, and critical analyses. It requires a deep understanding of the subject matter, the ability to evaluate information critically, and the articulation of well-reasoned conclusions.

3.2.1.5 Persuasive Writing:

Definition: Persuasive writing aims to influence the reader's beliefs, attitudes, or actions. It presents an argument and uses rhetorical devices to appeal to emotions, logic, and ethics.

3.2.2 Techniques Used for Persuasion in Academic Writing:

- Emotional appeals
- Logos (logical appeals)
- Ethos (ethical appeals)
- Credible evidence and statistics

Common Usage in Academic Settings: Persuasive writing is employed in academic settings for essays, editorials, and argumentative research papers where the writer aims to persuade readers of a particular viewpoint or course of action.

Research Papers, Theses, and Dissertations:

Specific Characteristics:

- **Research Papers:** Present original research, follow a structured format (abstract, introduction, methodology, results, conclusion), and include thorough citations.
- **Theses and Dissertations:** Longer and more comprehensive than research papers, often involving original contributions to the field. They follow a formal structure, including multiple chapters.

Differences and Similarities:

- **Differences:** Scope and depth of research, length, and the original contribution to knowledge.

- **Similarities:** All require a literature review, methodology, analysis of findings, and a conclusion. They also demand adherence to academic writing conventions.

Understanding the distinctions and purposes of these types of academic writing is crucial for effectively communicating ideas within the scholarly community. Each type serves a unique function, contributing to the diverse landscape of academic discourse.

Check your Progress:

1. What are the different types of academic writing?

2. What are the main characteristics of a research paper?

3.2.3 Common Features of Academic Writing:

1. Purposeful Communication:

- Academic writing always serves a specific purpose, whether it is to inform, persuade, analyze, or report research findings.

2. Intellectual Rigor:

- All types of academic writing uphold intellectual rigor, requiring careful thought, analysis, and adherence to academic standards.

3. Adherence to Citation Styles:

- Regardless of the type, academic writing follows a specific citation style (APA, MLA, Chicago, etc.) to maintain consistency and facilitate proper referencing.

4. Attention to Detail:

- Attention to detail is a common feature, ensuring accuracy in facts, data, and citations.

5. Contribution to Knowledge:

- Academic writing seeks to contribute to the existing body of knowledge in a particular field, whether through original research, critical analysis, or synthesis of existing literature.

Understanding these key characteristics and common features is crucial for anyone engaged in academic writing, as they provide a foundation for producing high-quality and effective scholarly work.

Check your Progress:

1. What is the need for adherence to citation styles?

3.2.4 Common Elements of Academic Writing:

1. **Formal Language:**

- Academic writing maintains a formal tone throughout various genres. It avoids casual language, slang, and colloquial expressions.

2. **Clarity and Precision:**

- Regardless of the type, academic writing emphasizes clarity and precision. It aims to communicate ideas effectively, minimizing ambiguity.

3. **Audience Awareness:**

- Writers consider their audience, tailoring the language and level of detail to suit the expectations and knowledge of the intended readership.

4. **Structured Organization:**

- All types of academic writing follow a structured format, typically with an introduction, body paragraphs, and a conclusion. Each section serves a specific purpose in presenting and developing the argument.

5. **Thesis Statement or Main Argument:**

- Academic writing articulates a clear thesis statement or main argument. This statement guides the reader and provides a focal point for the entire piece.

6. **Citation and Referencing:**

- Proper citation and referencing are fundamental in academic writing. All types adhere to a specific citation style (such as APA, MLA, Chicago) to give credit to sources and avoid plagiarism.

7. **Evidence-Based:**

- Academic writing is grounded in evidence. Whether presenting facts, supporting an argument, or analyzing data, writers use credible sources to strengthen their claims.

8. **Critical Analysis:**

- Critical thinking is a common thread across different types of academic writing. Writers analyze information, evaluate arguments, and engage in a thoughtful exploration of ideas.

9. **Logical Flow:**

- A logical progression of ideas is maintained in all types of academic writing. Each paragraph and section should connect seamlessly to create a cohesive and coherent piece.

10. Revision and Editing:

- Academic writing involves a process of revision and editing. Writers refine their work to enhance clarity, coherence, and overall quality.

11. Objectivity:

- Academic writing strives for objectivity, presenting information without undue bias. While some genres may allow for a degree of subjectivity, a balanced and impartial approach is generally maintained.

12. Attention to Detail:

- Attention to detail is crucial. Writers must ensure accuracy in facts, data, grammar, and formatting to uphold the standards of academic writing.

13. Rigorous Research:

- All types of academic writing involve some form of research. Whether conducting original research or synthesizing existing literature, rigorous research practices are fundamental.

14. Ethical Considerations:

- Academic writing adheres to ethical standards, including proper attribution of ideas, avoiding plagiarism, and ensuring the responsible and respectful treatment of subjects.

15. Purposeful Communication:

- Each type of academic writing serves a specific purpose, whether it's to inform, persuade, analyze, or contribute new insights to a particular field.

Understanding and incorporating these common elements ensure that academic writing maintains a high standard of quality, integrity, and effectiveness across diverse genres and disciplines.

3.2.5 Let Us Sum Up:

Understanding and mastering different types of academic writing is crucial for effective scholarly communication. Across various genres such as expository, argumentative, descriptive, analytical, persuasive, and longer academic documents like research papers, theses, and dissertations, several common elements emerge: formal language and clarity, structured organization and logical flow, revision, editing, and attention to detail. In conclusion,

understanding and mastering different types of academic writing is not just a prerequisite for academic success but a transferable skill with profound implications for professional growth and contribution to knowledge across diverse fields.

3.3 Learning Outcomes

Upon the completion of the Unit, you should be able to see the difference between descriptive, analytical, persuasive, and critical academic writing. You should also be able to understand which type of academic writing is necessary for a specific purpose

3.4 Glossary

Comprehensive: complete and including everything that is necessary

Analyze: examine in detail and methodically, typically in order to explain and interpret something

Interpret: the way a thing or a phenomenon is explained or understood

Evaluate: to determine or judge the importance, quality, quantity or value of a thing

Evidence: the available body of information and facts indicating whether a belief or proposition is valid or true

Critical thinking: It is the analysis of available evidence, facts, observations, perspectives and arguments to form a judgment.

Methodology: a body of rules, methods and postulates employed by a discipline

3.5 Sample Questions

3.5.1 Objective Questions:

1. Which of the following is a common element across different types of academic writing?
 - (a) Informality in language
 - (b) Casual tone
 - (c) Colloquial expressions

- (d) Formal language and clarity
2. What is a shared characteristic of structured organization in academic writing?
 - (a) Random arrangement of ideas
 - (b) Absence of a conclusion
 - (c) Coherent flow of ideas
 - (d) Lack of logical progression
 3. Why is understanding the audience important in academic writing?
 - (a) It adds complexity to the writing
 - (b) It tailors language to the readership
 - (c) It hinders effective communication
 - (d) It encourages ambiguity.
 4. What does evidence-based writing in academic contexts involve?
 - (a) Reliance on personal anecdotes
 - (b) Use of fictional examples
 - (c) Grounding arguments in credible evidence
 - (d) Ignoring the need for evidence
 5. Which of the following is a key purpose of critical analysis in academic writing?
 - (a) Introducing bias
 - (b) Simplifying complex ideas
 - (c) Promoting objective evaluation
 - (d) Avoiding the use of evidence
 6. What is a crucial aspect of effective academic writing that involves refining work for accuracy and coherence?
 - (a) Initial drafting
 - (b) Peer review
 - (c) Revision and editing
 - (d) Ignoring details
 7. What is the overarching goal of maintaining objectivity in academic writing?
 - (a) Encouraging personal opinions
 - (b) Presenting information without bias
 - (c) Promoting emotional language
 - (d) Rejecting evidence-based claims

8. Which characteristic is shared by all types of academic writing regardless of genre?
- (a) Ambiguity
 - (b) Revision
 - (c) Informality
 - (d) Lack of citation
9. Why is ethical consideration important in academic writing?
- (a) It encourages plagiarism
 - (b) It supports biased perspectives
 - (c) It disregards proper attribution
 - (d) It upholds responsible treatment of subjects and proper attribution
10. How does mastering academic writing contribute to career advancement?
- (a) It restricts professional development
 - (b) It hinders effective communication
 - (c) It is unrelated to career success
 - (d) It provides valuable communication skills for leadership roles and interdisciplinary collaboration

3.5.2 Short Answer Questions:

1. Define expository writing and provide one example.
2. Briefly explain the purpose of argumentative writing and mention one common strategy used in this type of writing.
3. What is the primary goal of descriptive writing, and how is it commonly employed in academic contexts?
4. Provide a concise definition of analytical writing and explain its role in academic research.
5. What distinguishes persuasive writing from other types of academic writing, and what techniques are commonly used for persuasion?

3.5.3 Long Answer Questions:

1. Discuss the importance of formal language and clarity as common elements across different types of academic writing. Provide examples to illustrate your points.
2. Examine the role of critical analysis in academic writing. How does critical thinking contribute to the quality of academic work, and how might it differ across various types of writing?

3. Compare and contrast research papers, theses, and dissertations. Highlight the specific characteristics that differentiate these longer academic documents, and discuss their importance in contributing to academic knowledge.

3.6 Suggested Learning Resources

1. Butler, Lisa. *Fundamentals of Academic Writing*. Pearson Longman, 2007.
2. "4 Common Types of Academic Writing." *Content Writing Trainings*, 22 Aug. 2020, <https://contentwritingtrainings.com/4-common-types-of-academic-writing/>.
3. "Types of Academic Writing." *The University of Sydney*, n.d., <https://www.sydney.edu.au/students/writing/types-of-academic-writing.html>.
4. Robertson, Mark. "Types of Academic Writing." *Pressbooks*, 1 Dec. 2019, <https://kpu.pressbooks.pub/academicwritingbasics/chapter/types-of-academic-writing-2/#return-footnote-59-1>.

Unit - 4: Features of Academic Writing

Structure

4.0 Introduction

4.1 Objectives

4.2 Features of Academic Writing

4.2.1 Objectivity

4.2.2 Formality

4.2.3 Precision

4.2.4 Content-Specific

4.2.5 Organized

4.2.6 Originality

4.2.7 Accuracy

4.2.8 Miscellaneous Features

4.2.9 Conclusion

4.3 Learning Outcomes

4.4 Glossary

4.5 Sample Questions

4.6 Suggested Learning Resources

4.0 Introduction

Academic writing is a more linear form of writing. It means that it is centered around a major theme. All the information that is there in any piece of academic writing is centered on the major topic or theme. In order to achieve that objective, an academic piece of writing is organized in such a manner that it adds information, but repetition is avoided. Moreover, the objective of academic writing is to provide certain information, analyse a piece of evidence and to draw a conclusion or results. It is different from other pieces of writing, such as entertainment write-up because the purpose of academic writing is to inform, not to entertain the readers. Hence, academic writing is written in a standard form. This means that it has a particular standard language to convey ideas, tone and the context the writer uses as a background clue to arrive at a conclusion in any academic piece of writing. Moreover, it is organized, focused, clear, precise, complex and result-oriented activity in which a writer is involved. Academic writing uses only precise words, and it is concise in nature.

Academic writing is also different from other type of writing that people do in their daily life. The objective or the purpose of academic writing is to serve various academic purposes. It is either meant to get grades or to pass a certain exam to get a diploma or a degree. That is why academic writing has different types and dimensions. At times, it is in the form of an assignment, or written review papers, quizzes, research paper or in the form of a presentation. The highest form of academic writing is thesis or dissertation that is usually done at undergraduate or graduate level in an academic context at college or a university.

4.1 Objectives

The objectives of this Unit are to:

- enable you to be familiar with the features of academic writing
- distinguish between academic and other forms of writing.
- know the difference between the purpose of academic and other forms of writing.

4.2 Features of Academic Writing

It is important to note that the language, vocabulary, style and the tone that is used in a particular context, make all the difference to the text either written or spoken in a particular context. The particular language in a particular style determines the nature of that text. So, when one is talking about academic texts, it means that the text must be academic. What does academic mean? It means that it must be formal. It must be precise. Not only that, but it must be clear and it is must be focused. The purpose and the objective for which a particular text is written or spoken are also important to distinguish its type or form. For example, in an academic piece of writing, the purpose is to achieve certain academic objectives. To speak more precisely, the features of academic writing mean the elements that distinguish it from the other pieces of writing. Because the context, the situation and the purpose of academic writing is different from the other pieces of writing, either, written or spoken. Here, in academic writing, the purpose of writing is to analyse and evaluate to produce new ideas and knowledge.

Keeping in view the objective of academic writing, academic writing must be original. It must be precise. Furthermore, it must be organized, focused and clear. Objectivity is a key feature in academic writing. It means that academic writing must be freed from subjectivity, personal feelings, emotion, and one's own view, and it must be supported by evidence, logic or information. In an academic piece of writing, only focused, specific and directive information is given in order to make it precise, clear and result-oriented. The language, vocabulary, and the style that is being adopted in any academic piece of writing, is also a distinctive feature that distinguishes it from other pieces of writing. The style, vocabulary, and the tone of an academic writer are more formal as compared to other written and spoken texts. Similarly, the structure, the pattern and organizational manner of academic writing are also different from other pieces of writing and, hence, are included as important features of academic writing. Some of the key features of academic writing are given below:

4.2.1 Objectivity:

The first and the foremost feature of academic writing is its objectivity. It means that an academic piece of writing is free from bias. It also means that it avoids personal feelings, prejudices and grudges. Likewise, it is based on information. That means it is based on an objective viewpoint rather than on personal feelings and emotions. An academic piece of writing is free from those pronouns, which are subjective. In academic writing, I, we and such related pronouns are avoided. Third-person pronouns such as it, he, she and they may be used in academic writing, so that objectivity can be maintained. And it must be free from biases. That is the reason that the first and the foremost feature of academic writing is deemed to be its objectivity. It means that an academic piece of writing is free from prejudice. It is, however, important to note that avoiding personal pronouns does not mean that an academic writer cannot express his or her own views. He or she can do it, but in an objective way, rather than in a subjective way. The views of the writer are important, but these must be based on logic and have some reasoning grounds to be communicated in an academic piece of writing.

4.2.2 Formality:

Academic writing is more formal, which means that it follows a set pattern or formality. In an academic piece of writing, the information is provided so that the readers can draw its meaning completely within the text. In this way, it is different from other written or spoken texts, which mostly rely on other information so that the reader or the listener can understand the meaning. For example, the context and the scenario in which a text is being spoken or being

written is very significant. In order to make one's writing formal, it is important to avoid all the vocabulary that is unfamiliar with the readers. It means that the academic writer should use such language, which is comprehensible to the readers. The second important point to make one's writing more formal and academic is to use complete words instead of short form of words. In this way, it can be said that the style, tone, manner and vocabulary of an academic piece of writing must be formal. It must be free from everyday lifestyle or the spoken pattern of that language. In addition, it is also important that the writer should avoid rhetorical devices which are unfamiliar to the readers in order to make his or her piece of writing, more formal and academic.

Check your Progress:

1. What is objectivity in academic writing?

2. What does formality mean in academic writing?

4.2.3 Precision:

Another important feature of academic writing is its precision. It means that academic writing must be freed from those details which are not specific or which are not related to the topics. The writer of an academic writing must be limited to the topic that he or she is involved with, in order to achieve the objective or the feature of academic writing. It is important for the writer to use, only specific details that are relevant to the topic. It means that the writer of an academic writing must be focused on the objective or the purpose for which he or she is writing a particular piece of writing. His attention must be diverted to the topic in question. Another important element here is that any piece of academic writing must be free from any ambiguity that hampers the understanding of the readers in order to make it more precise. It is important to note here that there are certain words or phrases that have dual meanings. Such words and verbs can be categorized as imprecise words or verbs. So, in order to make one's writing precise and concise, it is important to avoid such words.

4.2.4 Content-Specific:

Another important feature of an academic piece of writing is that it is content-specific. It is different from the general conversation, either written or spoken. So, in order to make one's academic piece of writing content-specific, it is important to avoid general language and tone and be precise. In order to achieve this feature or purpose of a piece of writing, it is important to

use quantifiers. For example, use some, few and many as quantifiers. Another important feature is not to make use of such statements that cannot be proven. One has to make only those statements that the writer is able to support with evidence, logic or situational footing. In this regard, the use of adverbs and adverbial clauses and modal verbs can be an important tool or device. However, it is important to note that cautions must be there. But it does not mean that one cannot make a strong or inclusive statement. The writer can make an inclusive statement that can be challenged but cannot be easily dismissed.

4.2.5 Organized:

Another important feature of academic writing is that it is clear, focused and organized. It means that in an academic piece of writing, the information is provided in a direct, clear and focused manner. All the information is based on logic and reason. And secondly, it is important for the writer to put the information in a logically connected manner; former information must be connected with the information that is followed by the first information. In this regard, it is up to the academic writer to move from simple to complex information, from old to new information, and from familiar to unfamiliar information to make his or her academic piece of writing clearer and more focused. In this regard, the structure of the sentences is also very important. It is important that the first sentence of an academic piece of writing must be a topic sentence. It means that it must tell about the topic in question. Each paragraph of an academic writing must have new and connected information. Finally, the conclusion must be strong, and it must be connected with one's topic sentence and the arguments one has built between the topic and the concluding sentences.

Check your Progress:

1. Certain words or phrases that have dual meanings can be categorized as _____ words or verbs.
2. An important feature of academic writing is that it is clear, focused and _____.

4.2.6 Originality:

Originality is another important feature of academic writing, but there are diverse meanings that are attached to the concept of originality. Some people consider that originality, in academic writing means that it must be creative and innovative. Other people think that originality refers to the contribution one's writing is going to make to the existing literature. Speaking very precisely, originality in an academic context has a specific meaning. Exactness of

information is very important to the concept of originality. It means the information that is being provided in an academic piece of writing, must be correct. It should be supported by evidence and logic and it must have a certain creative level of originality. It means that new insights, new ideas and new approaches must be incorporated in a piece of writing. In this way, the concept of originality in an academic context has diverse layers. So, originality ranges from developing a new theory or information or idea to interpreting the existing information, ideas and theories. Another important point with regard to the originality of the text at higher levels of academic writing is associated with the concept of plagiarism. It means that the writer, who is producing a text, must avoid plagiarism. It is important to cite or make reference to the original source.

4.2.7 Accuracy:

Accuracy is yet another key feature of academic writing. The language that is used in an academic piece of writing must be accurate. It must be free from errors. The chosen pattern or structure must be accurate. It must be different from everyday written or spoken texts. So it is very important to keep in view that the vocabulary, style and sentence pattern of an academic writing must be accurate. It must be free from spelling errors, grammatical mistakes, or structural errors. An academic writing must have a formal and direct language in order to avoid any ambiguity or confusions and in order to achieve the objective of accuracy in an academic piece of writing. It is advisable to proofread the written academic piece of text so that it must be free from any sort of error and it must attain the level of accuracy that is needed in an academic piece of writing. Proofreading can be an important tool in order to avoid grammatical, lexical or other syntactic errors and mistakes, and hence can improve the level of accuracy in an academic writing.

4.2.8 Miscellaneous Features:

In addition to the features that have been stated above, there are certain other features of academic writing. These features are essential tools or devices to distinguish academic writing from other types of writing. The first of these features is the complex nature of academic writing. It is complex as compared to the spoken texts. It is complex because it uses few words to convey its meanings and the intended message. Unlike the spoken text, in which the speaker uses vocabulary that is lengthy and it is in accordance with the comprehension level of the audience. And it is also chosen according to the situation, keeping in view the target audience that the speaker has before. The second key feature, in this regard, is the formality of academic writing. It means that an academic piece of writing has a particular format, structure or the pattern in which

an academic piece of writing is written. And it is different from other pieces of writing. The third key feature is the relevance of information in an academic piece of writing to the main theme. They are connected logically in terms of evidence and in terms of the information being supplied in that piece of academic writing. That is why academic writing is clear, precise, focused and organized. Last, the organization of an academic piece of writing is also a key feature that distinguishes it from the other pieces of writing. For example, in an academic piece of writing, there is a certain organizational pattern. Usually, the first sentence is called the topic sentence, and then the last sentence is called the concluding sentence. In between the topic sentence and concluding lines, there are certain arguments that are presented in a logically connected way. There are certain arguments and evidence that are given either to support an idea or to refute an idea. So, the format or the pattern is organized in an academic way to distinguish it from other pieces of writing.

4.2.9 Conclusion:

To conclude, it can be said that academic writing has various purposes to serve. First of all, it is meant to achieve certain academic purposes. It is either meant to get grades, to pass an exam or to culminate a program to get a degree or a diploma. So, in order to accomplish it, there are different types of academic writings that are essential as far as academic context is concerned. It can be either in the form of an assignment, a report, a paper, a presentation or in the form of a thesis. The second objective of academic writing is to inform and not to entertain. For that purpose, the academic writer has to introduce the topic, then he has to put forth information or evidence to build supporting details and finally, he or she has to conclude to draw some result out of it. Another aim of academic writing is to use fewer words to achieve the objective in a befitting manner. It is also important to note that academic writing is different from other types of writing. It is also different from spoken utterances. The tone or the elements which distinguish academic writing from other types of writing is called the features of an academic writing.

Academic writing is complex in nature. It is more intricate as compared to the everyday speech or written format of the text that usually friends or family members exchange with each other. It has a unique format which is formal in nature. The language, the format, and the tone is formal in academic writing. Specifically, it is clear, focused and organized. And in this form of writing, only specific information is provided. Unlike other writing, academic writing is objective in nature. It is based on logic, reason, and evidence, rather than based on emotion and feelings. It is free from biases. Accuracy and clarity of thought are also key features of academic

writing. There are certain conventions that are only specific to academic writing. So, the writer has to avoid informal language. He has to also avoid short form of the words.

4.3 Learning Outcomes

- After going through the Unit, you should be able to understand the features of academic writing.
-

4.4 Glossary

Rigorousness: Carefulness, meticulousness

Embellishment: Trimming, adornment

Sophisticated: Refined

Horizon: Prospect, perspective

Prior: Earlier, before

Persuade: Convince

4.5 Sample Questions

4.5.1 Objective Questions:

1. Objectivity in academic writing means that it is free from _____.
 - (a) Feelings and emotions
 - (b) Likings and disliking
 - (c) Biases
 - (d) Option A & C
2. An academic writer should use such language that is comprehensible to the _____.
 - (a) Writer himself
 - (b) To other writers
 - (c) Readers of the text
 - (d) Audience

3. The particular language in a particular style determines the nature of that _____.
- (a) Form of speech
 - (b) Piece of writing
 - (c) Particular song
 - (d) All of the above
4. Academic writing must be free from any ambiguity that hampers the understanding of _____.
- (a) The speaker
 - (b) The writer
 - (c) The readers
 - (d) The audience
5. Information that is provided in an academic piece of writing, must be correct and accurate. It is called _____.
- (a) Originality
 - (b) Precision
 - (c) Accuracy
 - (d) Objectivity
6. It is important to cite or make reference to the text previously written to avoid _____ in academic writing
- (a) Complexity
 - (b) Plagiarism
 - (c) Exactness
 - (d) Newness
7. In an academic piece of writing, the information is provided in a direct, clear and focused manner. It is related to the _____.
- (a) Context of the text
 - (b) Meanings of the text
 - (c) Organization of the text
 - (d) None of these
8. The writer can make an inclusive statement that can be challenged but cannot be easily dismissed in an _____.
- (a) Informal speech

- (b) Academic writing
- (c) Everyday writing
- (d) All of these

9. Words or phrases that have dual meanings are categorized as imprecise words or verbs and these must be _____.

- (a) Included in academic writing
- (b) Avoided in academic writing
- (c) Essential part of academic writing
- (d) All of the above options.

10. Academic writing is a more linear form of writing. It means that it is centred around _____.

- (a) Complex idea
- (b) A major theme
- (c) Several minor themes
- (d) None of these

4.5.2 Short Answer Questions:

1. What is the difference between academic and other forms of writing?
2. What are the prime objectives of academic writing?
3. How is academic writing dissimilar from the spoken utterances in everyday life?
4. Why is an academic piece of writing deemed original, accurate and formal?
5. Comment in brief on the organization, language and pattern of academic writing.

4.5.3 Long Answer Questions:

1. Examine in detail the five most important features of academic writing?
2. Academic writing is called a clear, precise and focused form of writing. Discuss.
3. What is meant by the concept of objectivity in academic writing? Elaborate.

4.6 Suggested Learning Resources

1. Bailey, Stephen. (2011). *Academic Writing: A Handbook for International Students*, third edition, New York: Routledge.
2. Oshima, Alice and Ann Hogg. (2007). *Introduction to Academic Writing*, third edition. Pearson and Longman.

Unit – 5: Academic Texts

Structure

5.0 Introduction

5.1 Objectives

5.2 Academic Texts

5.2.1 Definition of Academic Texts

5.2.2 What is a Non-Academic Text?

5.2.3 Difference between Academic and Non-Academic Texts

5.2.4 Types of Academic Texts

5.2.5 Approaches to Academic Texts

5.2.6 How to Write an Academic Text

5.3 Learning Outcomes

5.4 Glossary

5.5 Sample Questions

5.6 Suggested Learning Resources

5.0 Introduction

In the vast realm of academia, the ability to engage with and produce effective academic texts is a fundamental skill that serves as the bedrock for a student's intellectual journey. As undergraduate students embark on their academic pursuits, they enter a world characterized by diverse disciplines, rigorous standards, and a rich tapestry of scholarly discourse. This Unit serves as a compass, guiding students through the intricate maze of academic texts, equipping them with the essential tools to decode, analyze, and ultimately contribute to the ongoing scholarly conversation within their respective fields.

To embark on this exploration, it is crucial to first demystify the concept of academic texts. Unlike casual or everyday writing, academic texts are characterized by a formal tone, a reliance on evidence and logical reasoning, and a commitment to contributing new insights to the existing body of knowledge. This Unit delves into the nuances that distinguish academic writing from other forms of communication, emphasizing the importance of clarity, precision, and adherence to disciplinary conventions.

Within the academic sphere, various genres and styles of writing exist, each tailored to

the unique demands of different disciplines. Whether it be essays, research papers, literature reviews, or scientific reports, students will gain a comprehensive understanding of the diverse landscape of academic genres. Real-world examples and case studies from various fields will illuminate the distinctive features that define these genres, allowing students to grasp the intricacies of each.

A fundamental aspect of engaging with academic texts is the ability to critically read and think about scholarly materials. This Unit aims to explain effective reading strategies, teach you how to navigate complex texts, identify key arguments, and evaluate evidence. Through practical exercises and examples, you will hone your critical thinking skills, enabling you to engage with academic literature in a meaningful and discerning manner.

A cornerstone of academic writing is the research process. From formulating research questions to conducting literature reviews and synthesizing information, you will be guided through each step of the research journey. Emphasis will be placed on the ethical considerations of research, the importance of proper citation, and the art of constructing a compelling argument based on solid evidence.

Armed with a solid understanding of academic genres and critical reading skills, you will then delve into the practicalities of writing and revising your own academic texts. This section will provide invaluable insights into crafting clear thesis statements, organizing arguments coherently, and refining writing through the revision process. Practical tips and checklists will empower you to refine your writing skills and produce polished, academically rigorous work.

By the end of this Unit, you will have acquired a comprehensive toolkit for navigating the intricate landscape of academic texts. Whether you are deciphering complex research papers, contributing to scholarly discussions, or crafting your own pieces of academic writing, the knowledge imparted in this Unit will empower you to thrive in the vibrant intellectual community of higher education.

5.1 Objectives

The objectives of this Unit are to:

- understand the foundations of academic writing

- familiarize you with different types of academic writing
 - recognize the prerequisites for writing academic texts
 - guide you through the research journey, starting from formulating research questions
 - empower you with effective writing and revision strategies
 - foster academic integrity and citation proficiency
-

5.2 Academic Texts

5.2.1 Definition of Academic Text

An academic text is authored by professionals or specialists on a certain topic and is critical, objective, and specialized. It has a formal tone and style and is written in formal language. This text is fact-based and objective. An academic work does not convey the writers' feelings and emotions. Academic writing is accurate, precise, succinct, and well-structured. They are always written from the third person point of view, are devoid of repetition, exaggeration, rhetorical questions, and contractions, and are supported by actual facts and evidence. Academic texts typically discuss or address a certain topic in a field. Academic texts are primarily meant to improve the reader's comprehension of a certain subject.

In the realm of academia, the term "academic text" encompasses a wide array of written assignments bestowed upon college-level students, ranging from essays and book reviews to reports, proposals, projects, case studies, and dissertations, each tailored to the unique demands of its respective discipline. Regardless of their varied titles, these texts share fundamental attributes essential to scholarly discourse. They are purposefully crafted with clarity of intent, uphold a formal and precise language, exhibit a logical organization of ideas, maintain objectivity, and rely on reputable sources and proper referencing. Crafting an academic text entails a systematic process involving the identification of target readers, the establishment of a clear purpose, the generation and logical structuring of ideas, drafting, iterative refinement, meticulous language editing, and thorough proofreading. This process ensures that the final product meets the rigorous standards of academic excellence and contributes meaningfully to the scholarly conversation within its field.

Academic writing must use formal language and feature words and phrases unique to the subject matter. Any kind of academic text has to have the writers' names and credentials listed. Additionally, a list of trustworthy and legitimate sources that the author consulted to get the data for the piece must be given. The main objective of an academic text is to inform the reader while offering objective knowledge

and strong supporting data for the writer's assertions. Additionally, a lot of jargon and terms specialized for a certain topic are used in academic writing. When producing academic texts, sources of information must be referenced both in-text and in the reference list to prevent plagiarism.

Academic texts exhibit distinctive features that define their scholarly nature and facilitate effective communication within academic discourse. Delving into these characteristics provides insight into the standards and expectations governing scholarly writing:

1. Clear and Concise Writing:

- **Clarity:** Academic writing prioritizes clarity to ensure that ideas are communicated effectively to the reader. This involves using precise language and avoiding ambiguity or overly complex sentences.
- **Conciseness:** Academic texts convey information efficiently, avoiding unnecessary repetition or verbosity. Each word and sentence serves a specific purpose, contributing to the overall coherence and readability of the text.

2. Evidence-Based Content:

- **Research Foundation:** Academic writing is grounded in evidence derived from scholarly research, empirical studies, or credible sources. Assertions and arguments are supported by relevant data, findings, or literature to substantiate claims.
- **Proper Citation:** Authors adhere to established citation conventions to acknowledge the sources of information used in their work accurately. This includes citing sources within the text and providing detailed references in a bibliography or reference list.

3. Formal Tone:

- **Professionalism:** Academic writing maintains a formal tone characterized by objectivity, precision, and professionalism. Authors refrain from using colloquial language, slang, or informal expressions that may detract from the credibility of the text.
- **Avoidance of Contractions:** Contractions, such as "can't" or "won't," are typically avoided in academic writing to maintain a formal register and ensure clarity of expression.

4. Structured Organization:

- **Logical Flow:** Academic texts are organized in a structured manner to guide the reader through the content logically. This often involves dividing the text into

sections, such as introduction, literature review, methodology, results, discussion, and conclusion.

- **Coherent Framework:** Each section of an academic text serves a specific purpose and contributes to the overall coherence and comprehensibility of the work. Transitions between sections are smooth, facilitating the reader's understanding of the author's argument or analysis.

5. Uniform Citation Style:

- **Consistency:** Different academic disciplines adhere to specific citation styles, such as APA (American Psychological Association), MLA (Modern Language Association), or Chicago. Authors must follow the prescribed citation style consistently throughout their work to ensure accuracy and conformity with disciplinary norms.

6. Proofreading and Editing:

- **Quality Assurance:** Academic texts undergo rigorous proofreading and editing processes to identify and correct errors in grammar, punctuation, spelling, and formatting. This ensures that the final manuscript meets the highest standards of clarity, coherence, and professionalism.
- **Revision:** Authors may engage in multiple rounds of revision to refine their arguments, clarify their ideas, and address any feedback or criticism received during the review process.

7. Avoidance of Plagiarism:

- **Ethical Integrity:** Plagiarism, the unauthorized use or appropriation of another's work or ideas, is strictly prohibited in academic writing. Authors must attribute sources appropriately and adhere to ethical guidelines to uphold the integrity of their scholarship.
- **Originality:** Academic texts prioritize originality, requiring authors to present their own ideas, analyses, and interpretations while acknowledging the contributions of others through proper citation and attribution.

By embodying these characteristics, academic texts serve as vehicles for knowledge dissemination, critical inquiry, and scholarly engagement, contributing to the advancement of knowledge within their respective fields of study.

Check your Progress:

1. What is an academic text?

2. Is an academic text fact-based and objective?

3. What is plagiarism?

5.2.2 What is a Non-Academic Text?

Non-academic texts are writings that are informal and dedicated to a lay audience. Non-academic text is a type of text or writing that is written for a non-academic audience. They are emotional, personal and subjective without any kind of research involved. They are for the general public. It can be written by anyone with writing talent or skill, regardless of whether they are a professional in the field or area they are writing about. Therefore, anyone can write a non-academic text. Newspaper articles, e-mail messages, text messages, journal writing, and letters are some examples of non-academic text. The main purpose of a non-academic text is to inform or persuade readers. So the majority of non-academic writings lack references, citations, and a list of sources. The sentences used are short, and the text may or may not be clear and well-structured.

5.2.3 Difference between Academic and Non-Academic Texts:

The key difference between academic texts and non-academic text is that the academic text is intended for the scholarly and the research community in society, while the non-academic text is intended for the general public in society. Academic writing is a formal and impersonal style of writing that is intended for a scholarly or academic audience, while non-academic writing is an informal and often subjective style of writing that aims at the mass public. The difference between academic writing and non-academic writing stems from various factors such as their audience, purpose, language, format, and tone. Academic writing aims at academia while non-academic writing aims at the mass public. Moreover, the main purpose of academic writing is to inform the readers, with non-biased facts and solid evidence. However, the purpose of academic writing can be to inform, entertain, or persuade the audience. While the academic text is formal and factual, the non-academic text is informal and personal. In addition, academic texts always contain citations, whereas non-academic texts may or may not contain citations.

Academic Writing:

- Formal language with technical and formal vocabulary.
- Signal words indicate organizational patterns.
- Language is suitable for a larger audience.
- Formal introductory paragraph with a statement.
- Body paragraphs are long with each sentence serving a specific purpose.
- Elaborate explanation of central ideas or arguments with supporting expert sources.
- Incorporates other ideas and answers through direct quotations or paraphrasing.
- The author's stand on the issue is presented without personal expressions like 'I think' or 'In my view'.
- May include tables and figures.
- Precise figures are used.

Non-Academic Writing:

- Simple language with informal phrases and slang.
- Language is informal, suitable for a casual audience.
- Short introduction, often suiting the subject as a thesis matter.
- Main body paragraphs are shorter with topic sentences, substantiation, and transitions.
- Ideas are elaborated without support from expert sources.
- Personal stories or impressions are used instead of referencing.
- Direct quotations from others may be used without citing sources.
- The Author expresses opinions directly using 'I'.
- Typically does not include tables and figures.
- Approximate figures may be used.

Non-academic texts, such as personal journal entries, memoirs, autobiographical writing, letters, e-mails, and text messages, serve as intimate forms of communication and self-expression. Whether it's jotting down thoughts in a journal, sharing life stories in a memoir, or exchanging quick updates via text messages, these media offer avenues for individuals to convey emotions, reflections, and personal narratives in informal settings. From heartfelt letters to brief

e-mails, each form captures the essence of human connection and communication in its own unique way, enriching personal relationships and fostering understanding in everyday interactions.

Check your Progress:

1. Which sort of texts will have figures and tables?

2. Who are the intended audience of a non-academic text?

3. Write two major differences between an academic and non-academic text?

5.2.4 Types of Academic Texts:

Academics engage in various forms of writing, primarily aimed at contributing to scholarly discourse and advancing knowledge within their fields. For students, academic writing assignments span a range of formats, each serving distinct purposes and requiring specific skills. Here are the most common types:

Essay: Essays are concise, argumentative pieces of writing that respond to a prompt provided by the instructor. They typically incorporate evidence from course materials to support the presented arguments. Essays often follow a structured format with an introduction, body paragraphs presenting key points or arguments, and a conclusion that summarizes the main points and offers insights or implications for further study.

Research Paper: Research papers involve comprehensive investigations into a chosen topic, requiring independent research and analysis. These papers delve deeper than essays, often presenting original insights or interpretations. Research papers follow a rigorous structure, including an abstract, introduction outlining the research question or hypothesis, literature review, methodology section detailing the research approach, results presenting findings, discussion interpreting results in the context of existing literature, and a conclusion summarizing key findings and suggesting avenues for future research.

Thesis/Dissertation: A dissertation is a document submitted by a research scholar at the end of the research programme. Theses and dissertations represent the culmination of a student's academic journey, showcasing their mastery of a subject through original research. These projects are extensive, typically spanning multiple chapters and contributing new knowledge to the field. Theses and dissertations follow a detailed structure, including introductory chapters

providing background information and rationale, literature review, methodology detailing research design and data collection methods, results presenting findings, discussion interpreting results and addressing research questions, and a conclusion summarizing key contributions and suggesting areas for further study.

Research Proposal: Research proposals outline the scope, objectives, and methodology of a prospective research project or dissertation. They serve as blueprints for future academic endeavors, detailing the rationale and approach of the proposed study. Research proposals typically include sections such as an introduction providing background information and research context, research questions or hypotheses, literature review highlighting existing research and gaps, methodology outlining research design and data collection methods, and a timeline and budget for the proposed research.

Literature Review: Literature reviews critically evaluate existing research on a particular topic, providing a comprehensive synthesis of relevant literature. They inform the direction of new research by identifying gaps, debates, and areas of consensus in the literature. Literature reviews follow a structured format, beginning with an introduction outlining the scope and purpose of the review, followed by thematic or chronological organization of literature, critical analysis of key findings and methodologies, and a conclusion summarizing key insights and suggesting avenues for future research.

Lab Report: Lab reports document the objectives, methods, findings, and conclusions of scientific experiments conducted in laboratory settings. They follow a structured format and aim to communicate the scientific process and outcomes effectively. Lab reports typically include sections such as an introduction providing background information and research objectives, methods detailing experimental procedures and materials used, results presenting data and observations, discussion interpreting results and addressing research questions, and a conclusion summarizing key findings and suggesting implications for future research or applications.

Annotated Bibliography: Annotated bibliographies compile a list of source references accompanied by brief descriptions or evaluations of each source. They provide insights into the relevance, credibility, and significance of scholarly sources for a particular research topic. Annotated bibliographies typically include bibliographic information for each source followed by a concise summary or evaluation highlighting key arguments, methodologies, and contributions of the source to the research topic.

Each type of academic text demands precision, critical thinking, and adherence to

disciplinary conventions, contributing to the rigorous academic inquiry and intellectual growth within the academic community.

Check your Progress:

1. What is a dissertation?

2. What is the structural format of an essay?

3. What meant by annotated bibliography?

5.2.5 Approaches to Academic Texts:

Academic writing encompasses a spectrum of approaches tailored to distinct purposes and contexts. Each type serves a specific function within scholarly discourse, requiring unique language features and strategies. Let us examine the four primary types: descriptive, analytical, persuasive, and critical.

Descriptive:

Descriptive writing serves as the foundation of academic discourse, aiming to convey factual information in a straightforward and objective manner. It provides a detailed account or summary of observations, data, or findings without interpretation or analysis. Descriptive writing answers the "what" questions, focusing on the depiction of phenomena, events, or objects with precision and clarity.

Language Features: Objective tone, factual presentation, clarity.

Common Instructions: Identify, report, record, summarise, define.

Analytical:

Analytical writing goes beyond mere description, involving the systematic examination and organization of information into categories, relationships, or patterns. It requires a deeper level of engagement with the subject matter to draw insights and conclusions. Analytical writing aims to dissect, interpret, and evaluate data or information to uncover underlying meanings, connections, or implications. It addresses the "how" and "why" questions, probing into the significance and implications of the observed phenomena.

Language Features: Categorization, comparison, examination of relationships, logical reasoning.

Common Instructions: Analyse, compare, contrast, relate, examine.

Persuasive:

Persuasive writing combines analytical rigor with the articulation of a personal viewpoint or argument. It aims to convince the reader of a particular stance by presenting compelling evidence, reasoned arguments, and logical persuasion. Persuasive writing seeks to influence the audience's beliefs, attitudes, or actions by advocating for a specific interpretation, recommendation, or course of action. It addresses the "should" questions, advocating for a particular perspective or course of action based on reasoned justification.

Language Features: Argumentation, evaluation, interpretation, assertion.

Common Instructions: Argue, evaluate, discuss, and take a position.

Critical:

Critical writing elevates discourse by engaging with multiple perspectives and scrutinizing arguments rigorously. It involves evaluating the strengths and weaknesses of various viewpoints, including one's own, to provide a nuanced understanding of the topic. Critical writing entails thoughtful analysis, evaluation, and synthesis of existing knowledge and arguments to develop informed judgments or interpretations. It encourages skepticism, reflection, and engagement with alternative viewpoints to deepen understanding and promote intellectual inquiry.

Language Features: Evaluation, critique, alternative interpretations, skepticism.

Common Instructions: Critique, debate, disagree, evaluate.

In academic texts, these writing styles often intertwine, reflecting the complexity of scholarly inquiry. A comprehensive understanding of each type equips scholars with the tools to navigate diverse academic landscapes and contribute meaningfully to their fields of study.

Check your Progress:

1. Which type of the text involves the systematic examination and organization of information into categories and relationships?

2. Mention two instructional words given for an analytical text.

5.2.6 How to Write an Academic Text?

Writing an academic text is an intricate and deliberate process, wherein the writer must navigate through a labyrinth of ideas, theories, and research findings to effectively communicate their insights. It demands meticulous attention to detail, rigorous analysis, and clarity of

expression to convey complex concepts in a manner accessible to readers. This endeavor often involves thorough research, critical thinking, and adherence to disciplinary conventions to ensure the credibility and scholarly integrity of the work. In essence, writing an academic text is a multifaceted journey that requires dedication, intellectual rigor, and a commitment to advancing knowledge within a particular field of study. Below, we outline a comprehensive guide to assist you in crafting a compelling academic piece:

Introduction to the Topic: Initiate your academic text with a compelling introduction that acquaints readers with the subject matter. Offer a brief overview of the topic, highlighting its significance and relevance within the broader academic discourse.

Placing the Topic in Context: Contextualization is paramount in academic writing. Situate your topic within its relevant historical, theoretical, or practical frameworks. Discuss seminal works, major debates, or significant developments that have shaped the discourse surrounding your subject.

Background Information: Provide readers with essential background information necessary for understanding the intricacies of the topic. Define key terms, concepts, and theories pertinent to your discussion. Offer a concise yet comprehensive overview of the foundational knowledge required to engage with your text effectively.

Aim of the Text: Articulate the specific aim or objective of your academic text. Clearly delineate what you seek to accomplish through your research or analysis. Whether it's advancing existing knowledge, addressing a gap in the literature, or proposing novel insights, your aim should be succinctly stated to guide readers through your work.

Method to Fulfill the Aim: Detail the methodological approach employed to fulfill the aim of your text. Discuss your research methodology, theoretical framework, data collection methods, and analytical techniques. Justify your methodological choices and elucidate how they contribute to achieving your research objectives.

Thesis Statement or Research Question: Craft a robust thesis statement or research question that encapsulates the central argument or inquiry of your text. Your thesis statement should be clear, concise, and debatable, providing readers with a road map of the overarching argument or investigation you will undertake.

Findings: Present the findings of your research or analysis in a systematic and structured manner. Organize your findings logically, highlighting key insights, patterns, or discoveries derived from your study. Utilize tables, graphs, or visual aids where appropriate to enhance

clarity and comprehension.

Necessity and Importance of the Topic: Conclude by reinforcing the necessity and importance of the topic under examination. Emphasize the scholarly significance and real-world relevance of your research. Discuss the broader implications of your findings and how they contribute to advancing knowledge within your field of study.

By adhering to these guidelines, you can ensure that your academic text is both intellectually rigorous and accessible, fostering meaningful engagement and discourse within the academic community.

Check your Progress:

1. What is meant by thesis statement?

2. What is the relevance of the background information while crafting an academic text?

3. How should be the conclusion of an academic text?

5.3 Learning Outcomes

At the end of this Unit, you should be able to identify the characteristics of academic texts, differentiate between academic and non-academic texts, explore various types of academic texts, examine approaches to academic writing, acquire skills for writing academic texts, apply strategies for effective academic writing, and understand the importance of academic integrity.

5.4 Glossary

Consensus: Consent

Precision: Accuracy

Coherent: Rational, logical

Annotate: Interpret

5.5 Sample Questions

5.5.1 Objective Questions:

1. Daily newspaper is an example of _____.
(a) Non-academic text (b) Academic text
(c) Semi-academic text (d) None of the above
2. The basis of academic writing is the _____.
(a) Research process (b) Thinking ability
(c) Understanding power (d) Analysis
3. An academic text will be written by _____.
(a) An academic expert (b) Common people
(c) A newspaper agent (d) A poet
4. _____ summarizes the central argument or inquiry of a text.
(a) Summary (b) research question
(c) Introduction (d) Topic
5. _____ texts aim to dissect, interpret, and evaluate data or information to uncover underlying meanings, connections, or implications.
(a) Descriptive (b) Analytical
(c) Critical (d) Persuasive
6. _____ text involves evaluating the strengths and weaknesses of various viewpoints.
(a) Descriptive (b) Analytical
(c) Critical (d) Persuasive
7. _____ aims to convince the reader of a particular stance by presenting compelling evidence, reasoned arguments, and logical persuasion.
(a) Descriptive (b) Analytical
(c) Critical (d) Persuasive
8. _____ critically evaluates existing research on a particular topic, providing a comprehensive synthesis of relevant literature.
(a) Literature review (b) Essay
(c) Research proposal (d) Lab report

9. Unauthorized use or appropriation of another's work or ideas is known as _____.

- (a) Deception
- (b) Cheating
- (c) Plagiarism
- (d) Trespassing

10. MLA stands for _____.

- (a) Modern Languages Association
- (b) Main Linguistic Approach
- (c) Minimum Linguistic Approach
- (d) Modern Law of Acceptance

5.5.2 Short Answer Questions:

1. What are the major citation styles?
2. What is the relevance of literature review in academic texts?
3. How is an academic text different from non-academic text?
4. Describe an analytical text?
5. What is the use of annotated bibliography in an academic text?

5.5.3 Long Answer Questions:

1. Discuss the genres of academic texts and their distinctive uses.
2. Examine the general features of academic texts across disciplines?
3. Discuss the process of writing along with explaining the steps needed for a successful and compelling academic text.

5.6 Suggested Learning Resources

1. Craswell, Gail, and Megan Poore. *Writing for academic success*. Sage, 2011.
2. Giltrow, Janet, Richard Gooding, and Daniel Burgoyne. *Academic writing: An introduction*. Broadview Press, 2021.
3. Hamp-Lyons, Liz, and Ben Heasley. *Study writing: A course in written English for academic purposes*. Cambridge University Press, 2006.
4. Hartley, James. *Academic writing and publishing: A practical handbook*. Routledge, 2008.
5. Silvia, Paul J. *How to write a lot: A practical guide to productive academic writing*. American Psychological Association, 2018.
6. Swales, John M. *Research genres: Explorations and applications*. Cambridge University Press, 2004.
7. Sword, Helen. *Stylish academic writing*. Harvard University Press, 2011.
8. Yakhontova, Tatyana V. "English academic writing for students and researchers." *Lviv: PAIS* (2003).

Unit – 6: Types of Texts

Structure

6.0 Introduction

6.1 Objectives

6.2 Types of Texts

6.2.1 Factual Text Types

6.2.1.1 Discussion Texts

6.2.1.2 Procedural Texts

6.2.1.3 Explanatory Texts

6.2.1.4 Persuasive Texts

6.2.1.5 Recounts and Bibliographies

6.2.1.6 Informational Texts

6.2.2 Literary Texts

6.2.2.1 Poetic Texts

6.2.2.2 Dramatic Texts

6.2.2.3 Narrative Texts

6.2.2.4 Conclusion

6.3 Learning Outcomes

6.4 Glossary

6.5 Sample Questions

6.6 Suggested Learning Resources

6.0 Introduction

The text is the final result or the outcome of the process which is called writing. A written text consists of letters, words, sentences and paragraphs. It is referred toward the structural, as well as the semantic objectives of that piece of writing, which determine the nature and type of that piece of writing. So, different situations have different connotations and meanings to convey in a particular text. In this way, the objectives and the purposes of written text are also different according to the situation. Similarly, written text can be interpreted in different ways and through different prospective, keeping in view the nature and the framework of the text in which it is written.

Keeping in view the objectives and purposes of the text it can be divided into text types which are usually known as a genre. It usually takes the form that is accepted in the experience of everyday life. And hence, written text is the portrayal of a situation that usually revolves around the affairs in daily life. In addition, written texts refer to words as structural units of language that are acceptable in a given situation, culture and context. Bearing in mind, the type, category, objective and situation of the text, text types are also of different kinds. So, different types of texts have different meanings, situations and contexts to convey. Therefore, their vocabulary, structure, theme and style of narration are also different from each other.

Usually, a text is written, keeping in view the structure and style of its type. So, broadly speaking, text type or genre in academic writing can be divided into three major text types. One is descriptive, other is argumentative and the third and the last one is narrative. However, it is imperative to mention here that text types are not limited, and their boundaries cannot be made clear. Text types even exist within a text type. It means that there are two broader types of text, but within one category, there are other subcategories of text types that do exist. So it can be said that the boundaries and limits of text types are limitless.

6.1 Objectives

The objectives of this Unit are to:

- be familiar with the types of texts.
- distinguish between different types of texts.
- know the difference between the purposes of different text types within the same broader category of text.
- understand the difference between factual and literary types of texts.
- know about the purposes, structures and key features of different text types.
- be aware of the key terms i.e. persuasive, procedural, narrative and descriptive text types.

6.2 Types of Texts

The limitations and the boundaries of text types are not clear, as stated above. Text types work in a network. When a text interacts with another text, a new form of text type emerges out of it. As soon as a situation or a context in everyday life, or in working environment changes, a new text or a category of communication is formed. It is also imperative to note that text types not only emerge in literary texts, but also in non-fictional or factual texts. With the advent of technology, text messages and voice messaging have not only introduced new linguistic practices in society, but also formed many new text types. Not only are words written or spoken, they are used to express feelings. Different emojis are being used by users to express their mental and emotional state, which has given a huge impetus to new text types.

As the world moves toward a digital arena, the working environment has also become digital and the role and advancement of text types has even taken a new shape. Now, in the working environment, a person is preferred who is skilled in writing different text types, according to the situation and the context, especially in Covid-19 and post pandemic era. Previously, most of the text types were limited to academic writing. A student has to write a paper, an article, a thesis or an assignment. Then there were other types of text that were limited to only print publication. But with the advancement of technology, there are new ways of publishing and writing text, which have given new text types. Newer still is the concept of blog writing, social media article writing, status writing and Instagram story writing.

So, writing skills have taken on new dimensions in the present era, where a student has to be competent enough to cope with the different forms and content of text types. To put it in a simple way, it can be said that a text is written or produced, keeping in view its different objective, and mostly it is meant for different audiences. So the purpose of the text and the target audience determine the nature and the form of text, which is known as text type. Mostly, there are two types of texts: one is literary, the other is factual. The rest of the categories of text types fall within these two text types. Some of the major text types are discussed below.

6.2.1 Factual Text Types:

6.2.1.1 Discussion Texts:

Discussion text is the first type of text that falls under the category of factual text. It is meant to explore different points of view or opinion before making a conclusive decision on a

given subject or topic. The structure of the discussion text usually starts with a background or context information that is provided prior to introducing the major issue in the discussion. Once the major issue is presented in a discussion text, then there is an exchange of evidence, information, and discussion is formed based on the argument. Arguments can be discussed, either in favour of the topic or against that topic. At the end of the discussion, a conclusion or decision is made on the topic in question. After the conclusion, recommendations or suggestions about the topic that is discussed are also suggested.

In this type of text, recommendations are based on the arguments and evidence discussed in the text and on the base of the opinion that the writer of that discussion has formed or made. In a discussion text are concerned, usually the topic is given in the form of a question. It means that the topic is given by asking a question. Then, generic information about the topic is given before moving to specific information. Mostly discussion texts are written in the present tense. Arguments or evidence is often supported by a diagram or an illustration to make the point of the writer of the discussion clearer and more persuasive.

Check your Progress:

1. What is the first point discussed in the discussion text?

2. In the discussion text, recommendations are based on the _____ and _____ discussed in the text.

6.2.1.2 Procedural Texts:

These types of texts deal with the rules or the processes. Such types of texts are usually related to communication that involves procedures, such as rules of the game, recipes and court proceedings. These types of texts tell the reader what to do next. The structure of a procedural text usually states the objective or purpose of the text in the initial stage, which is often termed as the title of the procedural text. After that, different procedures or equipment are laid down. Followed by it, there is a step-by-step description of an item or the procedure is discussed in the text. The use of illustration, diagrams, flowcharts and pictures are more frequent in this form of text.

Sometimes, illustration holds most of the text in a procedural text. Logical order is the main feature of the procedural texts. Descriptions and illustrations are given step by step. To present point of view, it is usually enlisted in the form of bullets and numbers. Another key feature is the use of time connectors such as now, next, final, and first. Diagrams and illustrations

are used frequently, either to support or refute. The use of imperative in procedural texts is also common. The use of resources and equipment is also part of a procedural text.

6.2.1.3 Explanatory Texts

Explanatory texts are those types of texts in which more than mere discussion, description or a narration is given. This type of text moves from description to exploring causes and reason behind the issue or topic in the explanatory text. In this type of text, mostly the writer moves from telling what has happened to why and how such an incident or event has happened. The structure of the explanatory text starts from a general statement in which the topic is introduced. Then, the reasons behind that issue are discussed. And finally, it is submitted why such an issue or event has happened.

An important feature of the structure of an explanatory text is that all the information given in the text is arranged in a logical order. As regards, the main features of explanatory text are concerned; mostly it is the topic that reveals the text. Second, this type of text is also written in present form. To illustrate the reason and causes, usually a flow chart or diagrams in the form of illustration are provided. The most important feature of the explanatory text is the use of time connectors. Before, after, now, then and next, are the time connectors which are frequently used in this type of text.

Check your Progress:

1. What is known as the title of the procedural text?

2. The information is arranged in a logical order in _____ text.

6.2.1.4 Persuasive Texts:

Persuasive texts are meant to persuade or convince the readers about one's own point of view. That is why persuasive texts are generally known as opinion-making texts. While talking about the structure of persuasive text, it starts with the introductory statement. It is followed by arguments in a persuasive way to catch the attention of the readers on one hand, and to persuade and convince them towards the writer's point of view, on the other hand. In the body paragraph of the structure, the writer presents his or her point of view in an organized and eye-catching manner. After that, in the concluding part, the writer once again restates his objective and tries to assert his point of view in such a manner as to persuade and convince the readers towards his or her point of view. The persuasive text is written in a simple present tense. The writer tries to move from general to specific information. In this type of text, logical connectors in the form of

‘therefore, because, this and that’ are used to persuade and convince the readers. The use of rhetorical devices is a key feature in a persuasive text. Logical devices such as use of argument, evidence and fact is also a key feature of a persuasive text. This type of text directly addresses the reader. In addition, the use of psychological persuasion is also a key feature of persuasive text.

6.2.1.5 Recounts and Biographies:

Recount types of texts are those texts that are associated with the retelling of something. Often, such texts are meant to inform or to entertain. As far as the structure of recount text is concerned, it starts with a scene that acts as a context or background information. Recount is often related to the description of an event that took place in the past. The events are presented or described in chronological order. Chronological order through the use of flashback is very common as far as recount types of texts are concerned. Recount is related to the events that took place in the past, so it is often written in past tense. Time connectors and excessive use of the descriptive strategy are used extensively in order to describe or recount the events of the past.

Biography is related to the recount or retelling of the events and the life traits of a person by someone else. The main purpose of biography is to tell the readers about the character traits or the events that took place in the life of someone else. The use of a solid hook at the beginning of a biography is a key feature to catch the attention of the readers. The pattern of a biography is always in chronological order. The use of connective language and time connectors are very frequent and relevant in biographical writing. Biographies are always based on facts. These are always written in the third person.

Check your Progress:

1. What is the purpose of persuasive text?

2. The logical connectors are used in _____ text.

3. Biography is the retelling of the events of a person by _____.

6.2.1.6 Informational Texts:

The main objective of an informational text is to provide information to the readers or audience about a particular topic through evidence, fact, and actual happening. This type of text is mostly written in the form of informational reports. As far as the structure of the informational text is concerned, it mostly begins with definition, classification, and the description of the matter under discussion. It is followed by the specific and key information about some event,

happening or the subject in discussion. The information in an informational text is often presented in logic order. Such information is very often supported by pictures, diagrams and illustrations.

This type of information is most of the time based on evidence of the actual happening. As far as the key features of an informational text are concerned, it is hugely devoid of emotive language. It means that such texts are written in third person. Specific vocabulary and terms are used, keeping in view the subject in question. The use of comparative language is also frequent in an informational report or text. The use of passive voice in this type of text is also common. Mostly, an informational report is divided into many sub items or subcategories. Most of the time, informational reports contain picture diagram, flow charts and maps to support the event or the incident being recounted in the report.

6.2.2 Literary Texts:

6.2.2.1 Poetic Texts:

Poetry is the first type of text that falls under the category of literary texts. Literary texts are different from factual texts. Poetic texts are meant to serve various purposes. Often, such texts are meant to entertain, to amuse, to inform or to inculcate emotions and feelings in written forms. In addition, most of the time, poetic texts are created by the poets to express their feelings, emotions and inner self. The feelings of joy, sorrow and amusement towards beauty are also the key features of poetic texts. Poetry has come up with many forms and textures, so the poetic texts are also of different types and categories, keeping in view the form of the poetry that is composed in a poetic text. As is stated above, poetry has different types and forms.

Likewise, poetic texts have different structures keeping in view the type or form of the poetry. In the poetic text, the use of rhyme, rhythm, rhyme scheme, stress pattern and grammatical pattern are some of the important structural tools. Literary devices such as symbolism, motifs, images, metaphorical tools and other literary devices are also frequent in the poetic texts. The poet tries to use such a language as to capture the attention of the readers. The use of poetic, lingual, grammatical, and phonological devices and other poetic tools are also common features in poetic texts.

6.2.2.2 Dramatic Texts:

As in the case of all the narrative texts, dramatic text is also meant to entertain the audience or readers through storytelling. However, the purpose of dramatic text is not merely limited to amusement or entertainment. Often it is used to inform, to communicate cultural

beliefs and the social taboos of the society. There is a distinctive difference between narrative storytelling and dramatic storytelling. In dramatic storytelling, mostly stories are enacted on the stage. Dialogues act as a key feature in a dramatic text to relate or tell the story. Hence, it can be said that dialogues and the characters who are uttering those dialogues are the main movers of the story in a dramatic text.

Although a dramatic text is a specific form of storytelling or narrative text, most of the conventions, such as the plot pattern of a dramatic text are similar to other narrative texts. But the use of dialogues, events, sequences and scenes are specific to the dramatic text. As stated above, dramatic text is often enacted on the stage, so the use of directional language is also a specific or key feature of the structure of a dramatic text. Dialogues are the main feature of a dramatic text which acts as an influential tool to move the story. Organizational devices and stage direction are also key features of a dramatic text. The structure or the pattern of storytelling in a dramatic text is similar to other storytelling or narrative texts in a literary text.

6.2.2.3 Narrative Texts:

Narrative texts are those types of text which are meant to relate or re-tell a story. There are many reasons and motives behind telling a story. For example, telling a myth is meant to explore the natural phenomena, while legend related stories are meant to relate to cultural beliefs. In addition, the purpose of storytelling in a narrative text is meant to inform, entertain and narrate something on the one hand, and let the writer express his or her own imaginative and creative calibre on the other hand. As regards the forms and types of narrative texts are concerned, there are many forms or types of narrative text. Short story and novel with traditional stories and fables are some of common types of narrative texts. Although there are many forms and types of a narrative text, one thing is common among them: all narrative texts start with a setting or the background information, followed by the introduction of the characters. Afterwards, an issue or problem, a complicated situation is presented which involves all the events or sequence of events in a well knitted plot. After that resolution is achieved, and hence, the story comes to an end. As far as the main features of a narrative text are concerned, it is written in the form of a story, so mostly it is written in the past tense. However, there are some narrative texts which are written in present tense. Mostly, third person or first-person narrator is used to narrate the story. Most of the time, the characters of a narrative text are human like and the language is used creatively by the writer to achieve his or her objectives.

6.2.2.4 Conclusion:

Production of a text is the ultimate result of the process which is called writing. There are many purposes, objectives and motives for which writing is done. So, texts can be categorized into several text types keeping in view, the objective and the purposes for which a text is written. The structure, key features and the purposes of the texts, determine the text type. In this Unit, different types of texts have been elaborated. The texts have been categorized into two broader categories, one is factual text and the other is literary text. As the name suggests, factual texts are related to those texts which are based on facts, while literary texts are mostly meant to relate an event or a story. The use of emotive language is very common in a literary text, but in factual text such language is avoided. In addition, within these two broad categories of text, there are other subcategories within each text type.

For example, in factual text, there are other text types such as persuasive, elaborate, explanatory, procedural, discussion and informational type of text. While in literary text, there are poetic, narrative, and dramatic texts. One of the key differences between a factual text and a literary text is the very objective for which these texts are written. Factual text is based on facts, and it is meant to inform or to share knowledge, while a literary text is meant to satiate the needs and feelings of senses. So emotive language is very common in literary texts but factual text is to the point, brief and academic language is used. The second difference between a factual and a literary text is regarding the structure of these texts. Factual texts are mostly written in present form while the literary texts are often related with the narration of the story, so are written in past tense. The use of time and logical connectors is very common in factual text, while the use of poetic and dramatic techniques are very frequent as far as literary texts are concerned.

6.3 Learning Outcomes

After going through the Unit, you should be able to grasp the concept of different text types. You should be able to mark the difference between different types or subcategories of text within a broader type of text. You should get familiarity with the features of different text types, know the difference between the purposes of different text types within a text type, and know about the purposes, structures and key features of different text types to discern among their text types.

6.4 Glossary

| | |
|----------------------|--|
| Semantic: | Of or relating to the meanings of words |
| Determine: | Decide |
| Connotation: | Implication, overtone |
| Prospective: | Potential, forthcoming |
| Framework: | Structure |
| Genre: | A stylistic category of literature or other artworks |
| Portrayal: | Depiction |
| Subsequent: | Following |
| Factual: | Realistic |
| Abbreviation: | Short form, contraction |
| Impetus: | Momentum, movement |
| Previously: | Formerly, earlier |
| Competent: | Capable, proficient |
| Persuasive: | Convincing |

6.5 Sample Questions

6.5.1 Objective Questions:

1. _____ order is the main feature of the procedural texts.
 - (a) Structural order
 - (b) Logical
 - (c) Emotive
 - (d) Exclusive
2. Written texts refer to words as structural units of language that are _____.
 - (a) Accessible
 - (b) Acceptable
 - (c) Appealing
 - (d) Motivating

3. Discussion text is a type of text that falls under the category of _____.
- (a) Dramatic text
 - (b) Literary texts
 - (c) Factual text
 - (d) Poetic text
4. One of the most important features of explanatory text is the use of _____.
- (a) Time connectors
 - (b) Rhetorical pattern
 - (c) Rhyme
 - (d) Stressed pattern
5. The use of rhetorical and logical devices is a key feature in a _____.
- (a) Communicative text
 - (b) Media text
 - (c) Factual text
 - (d) Persuasive text
6. The use of a solid hook at the beginning of a _____ is a key feature.
- (a) Recount
 - (b) Fables
 - (c) Biography
 - (d) All of the above
7. Poetic texts are created by the poets to express their _____.
- (a) Happiness
 - (b) Joy and sorrow
 - (c) Feelings and emotions
 - (d) All of these
8. _____ is the final result or the outcome of the process which is called writing.
- (a) Drama
 - (b) Poetry
 - (c) Text
 - (d) None of these
9. _____ acts as a mover of story in a dramatic text.
- (a) Events

- (b) Episodes
- (c) Dialogues
- (d) None of these

10. _____ is related to the telling or narration of an event.

- (a) Persuasive Text
- (b) Narrative Text
- (c) Explanatory Text
- (d) All of these

6.5.2 Short Answer Questions:

1. What are the purposes of different types of text in factual types of text?
2. Why are different types of connectors utilized in different text types? Illustrate their essential or otherwise role.
3. Briefly discuss and highlight the difference between poetic and dramatic text types in literary type of texts.
4. What are the major features of narrative type of texts? How do these differ from other text types?
5. Briefly discuss the structural differences among different types of texts to pinpoint the difference between types of texts.

6.5.3 Long Answer Questions:

1. What are the key differences between factual and literary types of text?
2. What are the major text types that fall within the category of factual text type?
3. Differentiate between persuasive and explanatory text types.

6.6 Suggested Learning Resources

1. Oshima, Alice and Ann Hogg. (2005). *Writing Academic English*, fourth edition. Pearson and Longman.
2. Smoke Tnsdy. (2005). *A Writer's Workbook: A Writing Text with Reading*, Cambridge: CUP.
3. Swales, J.M. and Christine B. Feak. *Academic Writing for Graduate Students*, third edition, U of Michigan Press: Michigan Publishing.

Unit – 7: Reading Lists and Catalogues

Structure

7.0 Introduction

7.1 Objectives

7.2 Reading Lists and Catalogues

7.2.1 Reading Lists

7.2.1.1 Purpose, Role and Functions

7.2.1.2 Types of Reading Lists

7.2.2 Catalogues

7.2.2.1 Purpose, Role and Functions

7.2.2.2 Types of Catalogues

7.2.3 Difference between Reading List and Catalogue

7.2.4 Creating Your Reading List/Catalogue

7.3 Learning Outcomes

7.4 Glossary

7.5 Sample Questions

7.6 Suggested Learning Resources

7.0 Introduction

A reading list is a list of sources which provide additional or background information on a subject being studied. It can also be understood as a list of books, articles, or other texts that are assigned or recommended to a student. On the other hand, a catalogue is a tool that facilitates the use of material in a library. It is a book, usually illustrated, containing details of items. The items or resources listed in a catalogue are usually arranged systematically. In this Unit, we introduce you to the definition, uses and features of Reading Lists and Catalogues. The advent of computers and the internet has modernized how we search and store books and other resources.

7.1 Objectives

The objectives of this Unit are to:

- define the concept of reading list

- understand the concept of catalogue
- explain the purpose, role and functions of a reading list
- elucidate the purpose, role and functions of the catalogue
- list out different types of reading lists and catalogues
- differentiate between a reading list and catalogue
- create your own reading list and catalogue

7.2 Reading Lists and Catalogues

7.2.1 Reading Lists:

A reading list is an assortment of books, articles, papers, and other reading materials that someone plans to read or that are suggested for reading on a specific subject, for a course of study, or out of personal interest. Academic reading lists, like those provided to students in a university course with a list of required and recommended readings, can be used for various purposes. They can also be individualized, made by people to keep track of books they want to read for fun, to better themselves, or to gain knowledge on particular topics. Reading lists can be kept up-to-date manually in notebooks, digitally as documents, or automatically through a variety of websites and applications.

7.2.1.1 Purpose, Role and Functions:

A reading list is often utilized in educational contexts, but also valuable in personal and professional development settings. It serves several key purposes, roles and functions. Reading lists in academic settings not only help students navigate the course material but also ensure they are interacting with resources that will deepen their comprehension of the material. They are created in accordance with the learning outcomes of the course, guaranteeing that the chosen readings aid in the accomplishment of the intended learning goals. They offer a well-organized route through the subjects and themes covered in the course. A reading list is a selection of carefully chosen materials that can help people who want to learn more about a certain topic or who want to better themselves.

Reading lists make it simpler for readers or students to locate and access the resources they need for their education or personal development by compiling all necessary or suggested resources in one location. They frequently draw from a range of sources, including books,

journal articles, websites and videos. These resources give readers a deep, comprehensive understanding of the subject. They can also provide extra resources that deepen comprehension, present various viewpoints, and promote critical thinking.

Reading lists encourage readers to interact critically with a variety of arguments and analyses by providing a selection of materials from various authors and points of view. They enable a thorough exploration of particular subjects, promoting a more sophisticated comprehension and the capacity to assess information critically.

Curiosity and a love of learning can be tapped by exposing readers to new theories, concepts, and ideas through reading lists. By pushing readers to delve deeper into subjects outside of their areas of expertise or comfort zone, they foster personal development. Professionals can improve their job performance and career advancement by perusing reading lists that concentrate on technical skills, leadership, or industry trends. They support professionals in keeping up with the most recent advancements in their industry, which is essential for preserving creativity and competitiveness.

By encouraging conversations and shared learning experiences, reading lists can help a cohort of students or a group of people studying related subjects feel more connected to one another. Professionals can use them as a starting point for peer networking and discussions, which improves cooperation and knowledge sharing.

To put it briefly, reading lists are an adaptable tool that can support learning objectives, encourage a love of reading, promote community and discussion, and offer structured access to carefully chosen materials for purposes of professional, personal, and educational development.

7.2.1.2 Types of Reading Lists:

Depending on their goal, target audience and subject matter, reading lists can take many different forms. The following are a few different kinds of reading lists:

1. *Educational*: These are lists of books, literature, and other materials that are pertinent to a course of study that are frequently given by educational institutions.
2. *Professional*: Designed with professionals in mind, these lists feature books, journals, and articles that are thought to be necessary for staying current with knowledge and trends in their respective professional fields.
3. *Book Club*: Made by book clubs, these lists consist of a list of books that participants have chosen to read and discuss over a predetermined amount of time.

4. *Personal*: Based on a person's hobbies, objectives, or suggestions from friends, these lists are very unique and highly personalized.
5. *Award-Winning*: Books that have taken home literary honors like the Pulitzer Prize, the Booker Prize, or the National Book Award are featured on these lists.
6. *Theme-Based*: These lists delve deeply into topics by focusing on a specific theme, topic, or genre, such as history, modernism, or science fiction.
7. *Children's*: These lists, which are geared toward younger readers, feature developmentally appropriate literature that aims to spark readers' imaginations, impart knowledge, and foster a love of reading.
8. *Summer/Vacation*: Frequently offered by schools to promote lifelong learning, these lists can also be individual selections for reading during summer or vacation.
9. *Diversity*: Diversity reading lists are lists of books written by and about various groups with the goal of educating readers about a wider range of identities, experiences, and cultures.
10. *Classics*: These lists feature timeless classics that have withstood the test of time, including pieces that are regarded as canonical in Western literature and beyond.
11. *Self-Help*: Books on relationships, productivity, happiness, and health are included in these lists, which are focused on personal growth.
12. *Bestseller*: These lists, which highlight what's hot in the literary world and feature popular books right now, are frequently found online or in bookstores.

Every kind of reading list has a distinct function and meets the needs and interests of readers in different ways.

Check your Progress:

- Reading lists help students to locate and access the resources they need for their education or personal development by compiling all necessary or suggested resources in one location. (True/False)
- Professionals can improve their job performance and career advancement by perusing reading lists that concentrate on technical skills, leadership, or industry trends. (True/False)
- Bestseller is a kind of reading list which highlights what's hot in the literary world and feature popular books. (True/False)

7.2.2 Catalogue:

A catalogue is an organized list or collection of items that is methodically arranged and contains comprehensive information about every item in the collection. Catalogues are utilized in a variety of settings, such as retail establishments, museums, libraries, and internet shopping portals. Books, journals, and other resources are listed in library catalogues, which frequently include information about the materials such as subject classification, author, title, and publication date. Catalogues are used in retail settings to display items that are for sale and include details, costs, and pictures. Catalogues are a useful tool for finding, identifying, and exploring items within a collection or inventory. They can be printed documents or digital databases.

A catalogue is an extensive printed or digital publication that highlights the various goods and services that a company provides. Catalogs, as opposed to brochures, are usually larger and include more thorough details about each good or service. Retailers, e-commerce companies, and wholesalers frequently use them to showcase their product offerings to clients. An extensive product range is one of a catalogue's main characteristics. Thousands or even hundreds of products can be found in catalogs, arranged into various sections or categories. Every product typically comes with a thorough description, specifications, a price list, and excellent pictures. Customers can check the catalog and make well-informed purchases.

Catalogues also have a longer shelf life than brochures. Customers frequently save catalogues for future use due to their comprehensive nature. They can be consulted as a resource to review product details, evaluate costs, or make additional purchases. The possibility of making sales even after the catalogue's initial distribution is increased by this prolonged exposure.

Additionally, catalogues can be a useful tool for up-selling and cross-selling. Businesses can entice readers to look into other products they might not have thought of by offering a variety of goods in one publication. Increased average order value and client loyalty may result from this.

Finally, there are a number of ways that catalogues can be shared, such as via digital platforms, direct mail, or in-store distribution. Digital catalogues, which enable companies to reach a larger audience and offer interactive features like clickable links or embedded videos, have grown in popularity as e-commerce has expanded. Customers with varying locations and preferences can access catalogues thanks to the flexibility of the distribution channels.

7.2.2.1 Purpose, Role and Functions:

Catalogues are used in a variety of settings, such as retail stores, museums, libraries, and online marketplaces, each with its own goals, functions, and roles. Let us understand these elements. Items are arranged in catalogues so that they can be found and retrieved with ease. For example, books in libraries are indexed according to author, title, subject, and other criteria, making it easier to retrieve information quickly. Whether it is digital assets in an online database, products in a store, or artifacts in a museum, they offer a systematic arrangement of items so that users can navigate through them with ease.

Users can find products or materials in catalogues that they might not have looked for specifically. Through perusing a catalog, consumers may discover intriguing products they were previously uninformed about. They demonstrate the depth and variety of resources or items that are available by making the breadth of a collection or range of products accessible to a larger audience.

In order to aid users in making decisions or comprehending the significance of an item, catalogues frequently include comprehensive descriptions of items, including their features, specifications, or historical background. Catalogues can also help with planning requests or visits by providing details about the availability and condition of items in specific settings, such as libraries or archives.

With their ability to provide access to primary and secondary sources in a variety of fields, catalogues are essential resources for both academic and professional research. They are used as teaching tools, particularly in archives and museums, where catalogues enhance education by offering in-depth analyses of the holdings.

Catalogues also help with transactions in the retail industry by giving consumers the ability to peruse products, discover more about them, and decide which ones to buy. Catalogues are vital to the loan process in libraries because they let patrons look for, reserve, and renew items. They can also function as marketing tools by showcasing collections or products and drawing attention to them in order to draw in and keep potential customers or visitors interested. They serve as a symbol of the company or organization, emphasizing its principles, caliber of services, and assortment of goods.

Catalogues help organizations track items, evaluate their condition, and make plans for acquisitions. They also aid in the management of collections and inventories. Businesses and

organizations can use the information gathered from cataloguing to guide their market analysis, customer engagement plans, and strategic planning.

It can be said that catalogues serve as vital instruments for research support, organization, discovery, information provision, transaction facilitation, marketing and management in a variety of fields. They promote educated decision-making, user engagement and improved accessibility to resources or products.

7.2.2.2 Types of Catalogues:

Catalogues are well-organized sets of data about goods or products that are intended to fulfill a variety of functions in diverse fields. Here are a few different kinds of catalogues:

1. *Library*: Library catalogues offer thorough lists of all the books, periodicals, and occasionally digital materials that are kept on hand in libraries. These could be digital databases, which are now more common than physical card catalogues.
2. *Product*: Used by companies to list the goods they sell, this list can be found online or in print and includes information on the features, costs, and photos of the goods to make ordering or shopping easier.
3. *Course*: To assist students in organizing their academic journey, educational institutions publish catalogues that list all of the courses they offer, along with prerequisites, schedules and descriptions.
4. *Museum and Art*: These frequently go hand in hand with exhibitions, providing visitors with pertinent information that will help them better understand and appreciate the objects on display as well as their history and significance.
5. *Seed and Plant*: Targeting farmers and gardeners, these catalogues provide information on available plant varieties, including growing conditions, costs, and occasionally cultivation advice.
6. *Fashion*: Used by designers and fashion retailers to present their most recent collections, which include information on materials, colors, and sizes for apparel and accessories.
7. *Auction*: These catalogues, which are created by auction houses, include comprehensive descriptions, provenance information, estimated prices and photos of the items up for auction.

8. *Trade*: Aimed at professionals in the industry, these catalogues provide a list of goods, machinery, or services pertinent to a particular trade or sector, frequently along with technical details and costs.
9. *Archival*: To help researchers locate pertinent materials, this list and description of an archive's holdings includes documents, records, personal papers, and other archival materials.
10. *Digital*: These are online catalogues that are akin to traditional ones, with the benefits of simple search functions, regular updates, and occasionally interactive elements like 3D views and personalization choices.
11. *Stamp and Coin*: These catalogues, which are geared toward collectors, list and describe stamps and coins along with information on their value, rarity, and condition.
12. *Movies and Music*: Provide a list of movies or music albums with details about the director, cast, genre, or track listings for both casual fans and professionals in the business.

Every kind of catalogue is designed to cater to the demands of its particular market and offers clear, concise information about the goods and services it features.

7.2.3 Difference between Reading List and Catalogue:

Reading lists and catalogues are two categories of documents that offer details on books or other resources. Their content, format, and goal are all different. The following are some key distinctions between each type and some examples of each:

A reading list is a list of suggested books or other resources for a particular purpose, which could be a course, a topic, a genre, or a personal interest. Reading lists typically have a defined format, with sections for core and supplemental reading, topics, or schedules. They also frequently include succinct annotations or summaries for each item, outlining its purpose and rationale for inclusion. Anyone who wants to share their reading preferences or experiences can create a reading list; however, reading lists are typically created by educators, librarians, or subject matter experts. Generally speaking, reading lists are meant to direct, encourage, or inspire readers to delve deeper into a topic or theme. A Shakespeare reading list, for instance, might contain the plays, poems, and biographies of the author in addition to critical analyses, adaptations, and related works. A gardening enthusiast's reading list could include periodicals, blogs, podcasts, and books about plants, flowers, gardening techniques, and designs.

Catalogues are lists or records of books or other resources that are kept in one or more collections, like those kept by publishers, bookstores, or libraries. The format of catalogues typically consists of the following elements: author, title, publisher, date, and subject. Additionally, catalogues frequently include details about each item, like the price, location, availability, and ISBN. Publishers, booksellers, and librarians are the people who typically create catalogues, but anyone who wishes to arrange or maintain their own collection can also create one. Typically, the purpose of catalogues is to efficiently and methodically inform, locate, or access books or other resources. For instance, a library's catalogue may list links to online databases and services in addition to books, journals, DVDs, and e-books. A bookstore's catalog may list discounts and special offers in addition to books, magazines, stationery, and gifts.

Furthermore, the main difference between a reading list and a catalogue lies in their purpose, content and organization. Let us understand it precisely.

A reading list is created expressly to direct or document a person's or a group's intended reading. It usually focuses on topics, study programs, or individual interests and is thematic or goal-oriented. A reading list makes recommendations for what should be read, frequently in a specific priority or order. A catalogue, on the other hand, acts as a thorough inventory or index of the objects in a collection, including books in a library, artifacts in a museum, or merchandise in a store. Its goal is to make it easier to locate, identify, and investigate these objects.

Books, articles, and other reading materials are listed in a reading list along with their titles, sometimes with a synopsis or justification for being included. It is discerning and represents the needs or desires of the person or thing that created it. The catalogue, on the other hand, provides comprehensive details about every item, including the price, author, title, publication date, dimensions, and place in the collection. With the goal of listing every item in a collection or inventory, catalogues are thorough.

The reading list is arranged according to reading objectives, themes, academic courses, and personal preferences. A suggested reading order or interest categories may be reflected in the organization. The catalogue, on the other hand, is arranged methodically and makes it simpler to search for and find particular items. It is frequently arranged alphabetically by author or title, by subject, or using a classification system.

It can be concluded that a catalogue is an exhaustive and methodical list of every item in a collection or inventory, intended for the purposes of search and identification, whereas a reading list is a carefully chosen selection intended to direct reading activities.

At the same time, it is also important to note the difference between library catalogues and bibliographies. Bibliographies and library catalogues are two distinct tools with different uses in library environments. An exhaustive inventory of all the resources (books, journals, multimedia, etc.) kept in a library is called a catalogue. It gives each item's bibliographic records, which include the author, title, subject headings, publishing details, and the library's location. A library catalogue's function is to assist patrons in finding materials housed within the library through keyword, author, title, and subject searches. A bibliography, on the other hand, is a list of resources (books, articles, websites, etc.) that have been used or cited in a specific piece of writing, like a book, research paper, or article. Bibliographic details such as author, title, publisher, and publishing date are typically included in bibliographies. A bibliography serves the dual functions of acknowledging the sources consulted for the work and giving readers a list of additional sources to read about the subject.

Check your Progress:

- A catalogue is an extensive printed or digital publication that highlights the various goods and services that a company provides. (True/False)
- Catalogues help organizations track items, evaluate their condition, and make plans for acquisitions. (True/False)
- Digital catalogues are similar to traditional ones, with the benefits of simple online search functions, regular updates, and occasionally interactive elements like 3D views and personalization choices. (True/False)

7.2.4 Creating Your Reading List/Catalogue:

Creating your own reading list or catalogue can be a fulfilling process that aids in goal-setting and keeps track of your collection of books. At the same time, making a customized reading list or catalogue improves your connection with the material and aids in organizing your collections or interests. For research, leisure, or collection management, a well-kept inventory or catalog can be a useful tool.

Here is how you can create a reading list or catalogue on your own:

Step 1: *Define the Purpose*

Determine the purpose of the reading list or catalog. Is it for keeping track of a collection, scholarly research, professional development, or personal enjoyment?

Step 2: *Select a Format*

Select between a physical and digital format. Apps, spreadsheets (like Google Sheets and Microsoft Excel), and document files (like Google Docs and Microsoft Word) are examples of digital options. One can use physical options like index cards or notebooks.

Step 3: Gather Resources

Decide which books, articles, or other materials you want to include in your reading list. Compile details about the objects you are cataloguing (plants, books, stamps, etc.) for a catalogue.

Step 4: Organize Information

Choose the classifications or standards that will help you arrange your catalog or list. For a reading list, this could be by author, genre, and publication date; for a catalogue, it could be by item type, condition, value, and acquisition date. To further organise your catalogue or list, use categories or tags. This can assist you in finding products fast based on a specific need or interest.

Step 5: Create Entries

Establish a uniform entry format for every item in your catalogue or on your list. Add pertinent information like the title, author, year of publication, a synopsis or description, and any personal remarks (e.g., the reason you are interested in it, where you got it).

Step 6: Update Your Reading List or Catalogue

As you find new items, add them frequently. When something is finished, read, or obtained, remove it or mark it as such. Keeping your list or catalogue current and useful requires routine maintenance.

Step 7: Review and Reflect

Review your catalog or list on a regular basis to consider how you have been reading or how your collection has grown. This can assist you in modifying your objectives or interests over time.

Step 8: Use Technology

Use specialized collection management software or dedicated apps or software made for cataloguing or list-making, like Goodreads for books, when creating digital lists.

With these steps, you will be able to have your own customized reading list or catalogue.

7.3 Learning Outcomes

After completing this Unit, you should be able to:

- define the concept of reading list and catalogue
- explain the purpose, role and functions of reading list and catalogue
- differentiate between various types of reading lists and catalogues
- create your own reading list and catalogue

7.4 Glossary

Modernized: Adapt (something) to modern needs or habits, typically by installing modern equipment or adopting modern ideas or methods.

Individualized: Tailored to suit a particular individual.

Professional development: The ongoing process of improving one's skills and knowledge to better perform in their existing role or to attain the skills

Pulitzer Prize: An award administered by Columbia University for achievements in newspaper, magazine, online journalism, literature, and musical composition in the United States

Booker Prize: A literary award conferred each year for the best single work of sustained fiction written in the English language, which was published in the United Kingdom and/or Ireland

Self-Help Books: Books that are written with the intention to instruct its readers on solving personal problems.

e-Commerce: A method of buying and selling goods and services online.

ISBN: The acronym for International Standard Book Number. This 10 or 13-digit number identifies a specific book, an edition of a book.

7.5 Sample Questions

7.5.1 Objective Questions:

1. _____ is a list of sources which provide additional or background information on a subject being studied.
2. _____ is a tool that facilitates the use of material in a library.
3. Reading lists in academic settings help students navigate the course material. (True/False)
4. Catalogues are used in retail settings to display items that are for sale. (True/False)
5. Catalogs help organizations track items, evaluate their condition, and make plans for acquisitions. (True/False)
6. Reading lists and catalogues are different in their _____.
 - (a) Content
 - (b) Format
 - (c) Goal
 - (d) All the above
7. A reading list makes _____ for what should be read.
8. A _____ is a list of resources (books, articles, websites, etc.) that have been used or cited in a specific piece of writing.
9. A library catalogue's function is to assist patrons in finding materials housed within the library through keyword, author, title, and subject searches. (True/False)
10. The format of catalogues typically consists of the following elements: author, title, publisher, date, and subject. (True/False)

7.5.2 Short Answer Questions:

1. Define a catalogue and reading list.
2. Comment on purpose and features of a catalogue.
3. Write a short note on different types of catalogue.
4. Distinguish between bibliography and library catalogue.
5. Discuss different types of reading lists.

7.5.3 Long Answer Questions:

1. Define a reading list and explain different types of reading lists.
2. Distinguish between a reading list and a catalogue using suitable examples.
3. How will you create your own reading list or catalogue? Discuss.

7.6 Suggested Learning Resources

1. Chambers, Sally, Ed. *Catalogue 2.0: The Future of the Library Catalogue*. United Kingdom, Facet Publishing, 2013.
2. Chan, Lois Mai. *Cataloging and Classification: An Introduction*. United Kingdom, McGraw Hill, 1994.
3. Hunter, Eric J. *Cataloguing: A Guidebook*. United Kingdom, Bingley, 1974.
4. University of Oxford. “Designing Effective Reading Lists.”
<https://wwwctl.ox.ac.uk/effective-reading-lists>.

Unit – 8: Website Resources

Structure

8.0 Introduction

8.1 Objectives

8.2 Website Resources

8.2.1 An Introduction to Website Resources

8.2.2 Literary Databases and Archives

8.2.3 Digital Libraries and E-Books

8.2.4 Online Literary Journals and Magazines

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8.0 Introduction

In today's digital age, the landscape of academic research and study has undergone a profound transformation, with the emergence of online resources playing a pivotal role in shaping the scholarly pursuits of students and researchers alike. This Unit, "Website Resources," is designed to illuminate the vast array of online tools, databases, and platforms that are indispensable for students. By harnessing the power of the internet, students can access a wealth of literary materials, critical analyses, and scholarly resources with unprecedented ease and convenience.

At the heart of this Unit lies recognition of the evolving nature of academic inquiry and the need to adapt traditional modes of research to suit the demands of the digital age. Online literary databases and archives offer students unparalleled access to primary texts, rare manuscripts, and historical documents, thereby enriching their understanding of literary history and cultural contexts. Moreover, digital libraries and e-books provide students with instant access to a vast repository of literary works, facilitating comprehensive study and research across various genres, periods, and geographical regions.

In addition to serving as a repository of literary texts, the internet has also become a vibrant hub for literary discourse and critical engagement. Online literary journals, magazines, websites, and blogs offer students opportunities to explore contemporary literary debates, access cutting-edge scholarship, and engage with diverse perspectives within the field of English Literature. Furthermore, the Unit will delve into the use of digital tools and software applications for literary analysis, empowering students to employ innovative methodologies and techniques in their research endeavors. Overall, this Unit endeavors to equip you with the knowledge and skills necessary to navigate the digital landscape of academia and harness the vast resources available online to enhance their scholarly pursuits.

8.1 Objectives

The objectives of this Unit are to:

- introduce diverse online resources for English Language and Literature studies comprehensively
 - develop information literacy skills by cultivating the ability to navigate, evaluate, and engage with digital materials effectively
 - enhance research proficiency by quipping with advanced search strategies and digital methodologies for scholarly investigation
 - encourage critical engagement with online literary discourse and stimulate analytical thinking through exploration of contemporary literary debates online
 - promote ethical conduct in digital scholarship and emphasize proper citation and integrity in utilizing online resources ethically
 - empower you for lifelong learning by equipping for continued independent exploration and learning in digital academic environments.
-

8.2 Website Resources

8.2.1 Introduction to Website Resources:

In the ever-expanding landscape of information dissemination, website resources have

emerged as indispensable tools for researchers, students, and enthusiasts alike. Originating from humble beginnings in the early days of the internet, websites have undergone a remarkable evolution, shaping the way we access and interact with knowledge. Initially conceived as simple HTML pages with static content, websites have evolved into dynamic, multimedia-rich platforms offering a vast array of resources.

The history of website resources traces back to the early 1990s when the World Wide Web became accessible to the public. During this nascent stage, websites primarily served as digital brochures, providing basic information about businesses, organizations, and individuals. However, as internet technology advanced and user demand grew, websites began to evolve rapidly. The introduction of dynamic scripting languages, such as JavaScript and PHP, facilitated the development of interactive and database-driven websites, enabling users to engage with content in more meaningful ways.

Throughout the late 1990s and early 2000s, the proliferation of websites accelerated with the rise of search engines like Yahoo!, AltaVista, and later Google, making it easier for users to discover and access online resources. This period also witnessed the emergence of content management systems (CMS) like WordPress and Joomla, empowering individuals and organizations to create and manage complex websites without extensive technical expertise. Moreover, the emergence of Web 2.0 technologies marked a new era characterized by user-generated content, social networking, and collaborative platforms, which significantly broadened the range and variety of resources available on websites.

In the contemporary digital landscape, website resources encompass a wide range of formats and functionalities. From informational websites offering encyclopedic knowledge on diverse topics to educational platforms providing interactive courses and tutorials, the variety of online resources is staggering. Digital libraries and archives house vast collections of scholarly articles, historical documents, and multimedia assets, fostering research and preservation efforts. Furthermore, multimedia platforms like YouTube, TED Talks, and podcast directories cater to diverse learning preferences, delivering educational content in engaging audiovisual formats. As technology continues to advance and internet connectivity becomes more pervasive, the evolution of website resources shows no signs of slowing down, promising even greater accessibility and innovation in the dissemination of knowledge.

In the realm of language learning, website resources play a crucial role in facilitating the acquisition and mastery of English skills. With the globalization of communication and the

increasing demand for English proficiency in various professional and academic domains, online resources offer unparalleled opportunities for learners to enhance their language abilities. Websites dedicated to English language learning provide a wealth of interactive exercises, grammar tutorials, vocabulary drills, and multimedia content tailored to learners of all proficiency levels. Whether aspiring to improve pronunciation through audio resources, practicing reading comprehension with online articles, or engaging in real-time conversations via language exchange platforms, learners have access to a diverse array of tools and materials at their fingertips. Moreover, educational platforms offer structured courses and certification programs in English language proficiency, allowing learners to track their progress and achieve recognized qualifications. In an increasingly interconnected world, where effective communication in English is a valuable skill, website resources serve as indispensable companions in the journey toward linguistic proficiency and cultural understanding.

Check your Progress:

1. When did the first website resource emerge?

2. Which are the major search engines that came first?

3. Mention any three common multimedia platforms?

8.2.2 Literary Databases and Archives:

Literary databases and archives represent a treasure trove of knowledge and cultural heritage, offering scholars, students, and enthusiasts access to a wealth of literary works and critical analysis. These digital repositories serve as vital resources for the study and preservation of literature, spanning various genres, time periods, and cultural traditions. As the digitization of literary materials continues to expand, literary databases and archives play an increasingly significant role in facilitating research, fostering interdisciplinary scholarship, and democratizing access to literary resources.

At the heart of literary databases and archives lies a vast collection of texts, ranging from canonical classics to lesser-known works, encompassing fiction, poetry, drama, essays, and more. These repositories often include digitized versions of rare manuscripts, first editions, and out-of-print publications, offering scholars and researchers unprecedented access to primary source materials. Furthermore, many literary databases provide advanced search functionalities,

annotation tools, and metadata tags, enabling users to navigate and analyze texts with precision and efficiency.

In addition to text-based resources, literary databases and archives frequently feature supplementary materials such as scholarly articles, critical essays, historical documents, multimedia content, and teaching resources. These supplementary materials enhance the contextual understanding of literary works, providing valuable insights into their historical, cultural, and social significance. Moreover, the integration of multimedia elements, including audio recordings, video lectures, and visual artworks, enriches the learning experience and fosters interdisciplinary approaches to literary studies.

One of the defining features of literary databases and archives is their commitment to preservation and accessibility. By digitizing and archiving literary materials, these repositories ensure the long-term preservation of cultural heritage and facilitate global access to invaluable literary resources. Through partnerships with libraries, museums, universities, and cultural institutions worldwide, literary databases collaborate to digitize and curate diverse collections, expanding the scope and reach of literary scholarship.

Furthermore, literary databases and archives play a crucial role in promoting inclusivity and diversity within the field of literary studies. By digitizing and showcasing works by marginalized voices, underrepresented communities, and non-Western traditions, these repositories challenge traditional canon formation and encourage a more inclusive and expansive understanding of literature. Moreover, many literary databases offer multilingual interfaces and translations, breaking down language barriers and fostering cross-cultural dialogue and exchange. Here are some major literary databases and archives that are invaluable for English language and literary studies:

1. **Project Gutenberg:** One of the first digital libraries, Project Gutenberg provides over 60,000 free eBooks in a variety of formats that work with different e-readers, including classic literature. It provides access to a vast collection of public domain texts, spanning multiple languages and genres, making it an essential resource for literary scholars and enthusiasts alike.
2. **JSTOR:** Access to hundreds of scholarly journals, books, and original materials in a range of fields, including literature and language studies, is possible through JSTOR, a digital library. Its extensive collection of scholarly articles and literary criticism offers valuable insights into literary theory, criticism, and historical context.

3. **The Internet Archive:** A non-profit digital library, The Internet Archive provides free access to books, movies, music, software, and web pages for everyone. Its extensive collection includes digitized copies of rare manuscripts, out-of-print books, and literary periodicals, making it a valuable resource for researchers and scholars interested in exploring literary history and cultural heritage.
4. **The Poetry Foundation:** The Poetry Foundation's website features a comprehensive archive of poetry, essays, and critical analyses, showcasing the work of both established and emerging poets. It provides access to thousands of poems from diverse traditions and literary movements, along with articles, podcasts, and educational resources for studying and teaching poetry.
5. **The British Library's Digital Collections:** The British Library's digital collections include a wide range of literary materials, from medieval manuscripts to contemporary literature. Its online archive features digitized texts, images, and audio recordings, offering insights into British literary history and culture.
6. **The Folger Shakespeare Library Digital Collection:** The Folger Shakespeare Library's digital collection provides access to rare manuscripts, early printed editions, and artifacts related to William Shakespeare and his contemporaries. It offers scholars and students a unique opportunity to explore the works of Shakespeare and the cultural context in which they were produced.
7. **Poetry Archive:** The Poetry Archive is an online compilation of poets' readings of their own poetry, as well as classic poems read by actors and other literary figures. It offers a unique audio resource for studying poetry and experiencing the nuances of poetic language and performance.
8. **The Modernist Journals Project:** The Modernist Journals Project is a collaborative digital archive that provides access to literary magazines and periodicals from the early 20th century, including publications associated with the modernist movement. It offers scholars and researchers insights into the literary and cultural developments of the modernist era.

These literary databases and archives offer a wealth of resources for English language and literary studies, ranging from classic texts and critical analyses to audio recordings and multimedia materials, enriching the study and appreciation of literature across diverse genres, periods, and traditions.

Check your Progress:

1. How is JSTOR helpful?

2. What is the relevance of literary databases and archives?

3. How is Internet Archive useful as a major literary database?

8.2.3 Digital Libraries and E-books:

The advent of digital libraries and e-books marks a significant milestone in the evolution of online resources, fundamentally reshaping the landscape of knowledge dissemination and access. The roots of digital libraries can be traced back to the early days of the internet, where pioneering efforts aimed to digitize and preserve cultural heritage. In the late 20th century, initiatives such as Project Gutenberg emerged, offering free electronic versions of literary classics and paving the way for the digital library movement. Since then, digital libraries have expanded exponentially, leveraging advancements in technology to digitize, organize, and provide access to vast collections of texts, documents, and multimedia resources.

One of the defining features of digital libraries is their ability to transcend physical limitations, enabling users to access a wealth of materials from anywhere with an internet connection. This accessibility is particularly advantageous for students of English language and literature, who can explore a diverse range of texts and literary works without the constraints of geographical location or physical availability. Whether accessing rare manuscripts, literary classics, or scholarly publications, digital libraries offer unparalleled convenience and flexibility, empowering students to engage deeply with the written word.

Moreover, digital libraries serve as invaluable repositories for cultural heritage, preserving literary treasures and historical documents for future generations. Platforms like the Internet Archive and HathiTrust Digital Library play a vital role in digitizing and archiving texts, ensuring their longevity and accessibility. By digitizing and curating these materials, digital libraries not only facilitate scholarly research and exploration but also contribute to the preservation and dissemination of cultural heritage on a global scale.

In addition to traditional literary texts, digital libraries offer resources tailored to the needs of language learners and educators. Websites like LibriVox provide free audio books of public domain works, offering immersive language learning experiences for students honing

their listening and pronunciation skills. Similarly, platforms like OpenStax offer openly licensed e-books on subjects including English composition and literature, providing affordable alternatives to traditional textbooks for students and educators alike.

Overall, digital libraries and e-books represent a cornerstone of website resources for students of English language and literature, offering unparalleled access to literary works, scholarly publications, and educational materials. As technology continues to advance and internet connectivity becomes more pervasive, the role of digital libraries in enriching the learning experience and fostering a lifelong appreciation for literature and language remains paramount.

Here are some other major digital libraries and e-book repositories:

1. **World Digital Library:** Multilingual manuscripts, rare books, movies, maps, and more are available from the World Digital Library.
2. **Open Library:** Offers more than a million downloadable e-books of classic literature.
3. **Google Books:** Offers access to more than 100,000 books for perusal, downloading, or buying online.
4. **Bartleby:** Provides a wide range of publications, including poetry, essays, and fiction, for reference.
5. **Ibiblio:** Offers software, music, radio, scholarly writings, e-books, and magazines.
6. **Universal Digital Library:** Has a million books in its collection.
7. **Project Gutenberg:** Provides access to more than 33,000 electronic books for perusal and download.

Check your Progress:

1. How is LibriVox helpful?

2. What is the role of Project Gutenberg in digital library movement?

3. Mention three platforms which are known for digitizing and archiving texts

8.2.4 Online Literary Journals and Magazines:

Online literary journals and magazines play a crucial role in the contemporary literary landscape by providing platforms for emerging and established writers to showcase their work. These platforms serve as digital spaces where literary enthusiasts can discover new voices,

engage in discussions about literature, and stay updated with the latest trends in the literary world. Online literary journals and magazines are relevant for several reasons. Firstly, they offer accessibility, allowing readers from around the world to access literary content without geographical limitations. Secondly, they promote diversity and inclusiveness by featuring works from writers of different backgrounds, genres, and styles. Thirdly, they contribute to the democratization of publishing, enabling writers to reach a wider audience and bypassing traditional gatekeepers in the publishing industry.

The history of online literary journals and magazines dates back to the early days of the internet when digital platforms started gaining prominence. As technology advanced, these platforms evolved from basic websites to sophisticated online publications with multimedia elements, interactive features, and global readerships. Today, online literary journals and magazines continue to thrive, offering a dynamic and vibrant ecosystem for literary expression and exploration.

Here are 10 highly useful online literary journals and magazines:

1. **The Paris Review:** Known for its interviews with prominent authors, essays, and exceptional fiction and poetry selections.
2. **Granta:** A renowned literary magazine that publishes fiction, memoirs, poetry, and photography from both established and emerging writers.
3. **Poetry Foundation:** An online platform dedicated to poetry, featuring poems, articles, essays, and resources for poets and poetry enthusiasts.
4. **The New Yorker - Fiction:** This section of The New Yorker magazine showcases short stories from renowned authors as well as emerging talents.
5. **AGNI:** A literary journal that publishes poetry, fiction, essays, and reviews from both established and emerging writers.
6. **Electric Literature:** An online magazine that publishes fiction, essays, and criticism, focusing on innovative and diverse literary voices.
7. **The Kenyon Review:** A prestigious literary journal that publishes poetry, fiction, essays, and reviews, often featuring award-winning authors.
8. **Tin House:** While the print version has ceased, Tin House's online presence still offers a wealth of literary content, including fiction, poetry, and essays.
9. **Guernica:** A magazine that publishes fiction, nonfiction, poetry, and art, often focusing on social and political issues.

10. **The Rumpus:** An online publication that features essays, reviews, interviews, and original fiction and poetry, covering a wide range of topics and voices.

These journals and magazines provide valuable resources, offering a diverse array of literary works, critical insights, and opportunities to engage with contemporary literary discourse.

Check your Progress:

1. How are online literary journals and magazines important?

2. Mention five online literary journals.

3. What is the role of *The Paris Review* as an online literary magazine?

8.2.5 MOOC and Swayam:

MOOCs (Massive Open Online Courses) are fully online courses that offer certifications online as well. Swayam serves as the platform through which the Ministry of Education provides MOOC courses for students in India. The Ministry of Human Resource Development (MHRD) launched the Swayam program, offering online courses across various undergraduate and postgraduate subjects. Swayam aims to enhance education accessibility for all citizens, regardless of their backgrounds. The University Grants Commission oversees the content aspects of the platform, while INFLIBNET manages the technical aspects. The initiative aligns with three primary objectives: ensuring access, promoting equity, and maintaining quality. Its mission is to provide high-quality teaching and learning resources to all segments of Indian society, especially those facing disadvantages. Another key goal of Swayam is to bridge the digital gap between different socio-economic groups, granting better learning opportunities and integrating marginalized communities into the mainstream knowledge economy.

Swayam is setup in such a way that all the courses under each program are taught inside a classroom atmosphere. There are a large number of courses beginning from the ninth standard up until post-graduation. These courses are accessible through any device by anyone. All of the interactive courses are offered to learners at no cost and are created by the top educators in the nation. The teachers and lecturers for the courses are the best in their field currently working in India in premier institutes like IITs and central universities. Also, the platform enables an interactive classroom. Much care and attention to detail have been deployed while creating the

syllabus for the programs and they are done by the experts in each field including the teachers who teach the respective program and other educationists.

The programs offered under the banner of Swayam classroom in India have four quadrants.

(1) video lecture

(2) The materials of the course specially prepared by the experts which can be downloaded or printed

(3) Self-assessment tests through quizzes and other methods to check the progress personally

(4) An online forum for discussion and clearing doubts where the students can interact with each other and also with the teacher of each course.

The Government of India has given much care to use technological aids to improve the quality of the audio and visual contents of the Swayam courses. For this purpose alone, nine National Coordinators have been appointed. Their job is to monitor the overall quality of the courses offered under the Swayam portal. The Coordinators are AICTE (All India Council for Technical Education) , NPTEL (National Programme on Technology Enhanced Learning) ,UGC (University Grants Commission) CEC (Consortium for Educational Communication), NCERT (National Council of Educational Research and Training), NIOS (National Institute of Open Schooling), IGNOU (Indira Gandhi National Open University) , IIMB (Indian Institute of Management, Bangalore) and NITTTR (National Institute of Technical Teachers Training and Research) for the courses related to teacher training.

All courses available on Swayam are free of charge and accessible to everyone. However, to obtain a valid certificate upon course completion, candidates must register for a proctored exam held at designated centers in India. Registration for the exam requires payment of an exam fee. Passing the exam necessitates achieving the minimum marks specified in the course rules. Certificates are awarded to candidates who meet all the program criteria. The marks obtained from Swayam courses can be transferred as credits to the university or college where the student is pursuing undergraduate or postgraduate studies.

Check your Progress:

1. What is meant by MOOC?

2. Which are the four quadrants of Swayam programmes?

3. How is Swayam helpful in enhancing the education accessibility for all the citizens?

8.2.6 OER Platforms:

Open Educational Resources, or OERs, are a vast collection of educational resources that include readings, syllabi, software, online courses, multimedia content like audio and video clips, assessments like test banks and exams, and textbooks. These resources are openly licensed, ensuring that they are freely accessible and typically free to use. Users are also granted the freedom to make modifications to suit their specific educational needs. Some examples of Open Educational Resources (OER) platforms are given below:

e-PG Pathshala

The University Grants Commission (UGC) is in charge of the National Mission on Education via ICT (NME-ICT), which is the initiative behind e-PG Pathshala, which was started by the Ministry of Human Resource Development (MHRD). The program emphasizes the importance of high-quality content in education and offers curriculum-based, interactive e-content in 70 subjects covering a wide range of disciplines such as Arts, Social Sciences, Fine Arts, Linguistics, Natural Sciences, Humanities, Mathematical sciences, and languages. This content has been meticulously developed by subject experts from Indian universities and various research and development institutes across the country. A primary investigator, paper coordinators, content authors, content reviewers, language editors, and a multimedia team comprise each subject's devoted team.

Shodhganga

Shodhganga is the digital repository of Indian Electronic Theses and Dissertations (ETD) established by the INFLIBNET Centre in accordance with the UGC notification 2009/2016. The term "Shodh" originates from Sanskrit, meaning discovery and research, while "Ganga" symbolizes the revered river in Indian mythology.

Theses and dissertations are invaluable sources of knowledge, yet they often remain confined to university libraries with limited readership. Only a small number of researchers proceed to publish their theses as books. The UGC notification (Minimum Standards & Procedure for Award of M.Phil. / Ph.D. Degree, Regulation, 2009, with amendments as of 5th May 2016) mandates the submission of a soft copy of the dissertation to the university, which is then uploaded to the online repository after quality checks. This allows anyone visiting the

website to access and reference the dissertations, ensuring accountability and improving the quality of research. The INFLIBNET Centre oversees the entire process of archiving and technical procedures related to these theses.

The National Digital Library of India (NDLI)

The National Digital Library of India (NDLI) is more than just a collection of educational resources with search and browse features; it is an extensive virtual repository. It provides a selection of services designed with the learning community in mind. As a component of the National Mission on Education through Information and Communication Technology (NMEICT), the Ministry of Education, Government of India, sponsors and manages the NDLI. The platform employs filtered and federated searching techniques to streamline searches, allowing learners to find the most relevant resources efficiently. It caters to specific user groups, offering services like Examination Preparation for school and college students as well as job aspirants. Additionally, it provides services for researchers and general learners.

The ten most commonly used Indian languages are supported by the NDLI's interfaces, which can handle content in any language. It serves students in every subject area and at every academic level, including lifelong learners and researchers. The platform is accessible through various devices and is inclusive, providing support for differently-abled learners. Developed, operated, and maintained by the Indian Institute of Technology, Kharagpur, NDLI aims to facilitate learning and preparation using global best practices and enables researchers to explore interconnected information from multiple sources seamlessly. Some other major OER platforms are also added below.

1. **Wikibooks:** Wikibooks is a collaborative platform where users can create and access open-content textbooks and educational materials across various subjects and disciplines. It allows for community-driven content creation and editing.
2. **Khan Academy:** The Khan Academy offers a vast collection of instructional videos, practice exercises, and personalized learning tools covering subjects such as mathematics, science, economics, arts, and humanities. It is widely used for self-paced learning and supplemental education.
3. **Cosmo Learning:** Cosmo Learning provides a range of free educational videos, courses, documentaries, and lectures across diverse topics, including science, technology, mathematics, history, and literature. It also offers interactive features and quizzes for enhanced learning.

4. **OCW MIT (Open Course Ware from Massachusetts Institute of Technology):** OCW MIT offers a comprehensive collection of course materials, lecture notes, assignments, and exams from MIT's courses across various disciplines. It provides free access to high-quality educational content.
5. **CEC (Consortium for Educational Communication):** CEC offers educational resources, including video lectures, documentaries, and interactive content, covering a range of subjects in arts, humanities, social sciences, and sciences. It aims to enhance learning through digital resources.
6. **SWAYAMPRAKHA:** SWAYAMPRAKHA is an initiative under the SWAYAM platform that offers high-quality educational content through 32 direct-to-home (DTH) television channels. It covers a wide range of subjects and topics, providing lectures, tutorials, and interactive sessions to learners across India.
7. **Vidyamitra:** Vidyamitra is an online platform that offers open educational resources, including textbooks, lectures, videos, and study materials, across various subjects and academic levels. It aims to support digital learning and enhance access to quality education.
8. **NEAT (National Educational Alliance for Technology):** NEAT is an initiative that collaborates with various educational technology companies and platforms to provide access to a diverse range of digital learning resources, tools, and platforms. It aims to promote innovation in education and enhance learning outcomes through technology-enabled solutions.

These platforms demonstrate the diversity and accessibility of OER, providing learners with valuable resources for self-paced learning, supplemental education, and academic exploration across various disciplines.

For English language students, there is a wealth of Open Educational Resources (OER) available to enhance their learning experience. Platforms like OneStopEnglish, ESLGold, ABCteachLearnEnglish.org.uk, and TeachEnglish.org.uk offer a diverse range of resources and tools. OneStopEnglish provides a comprehensive collection of teaching materials, lesson plans, worksheets, and activities for English language teachers and learners. ESLGold offers free resources including grammar lessons, vocabulary exercises, and listening activities suitable for ESL (English as a Second Language) learners. ABCteach is a valuable resource for educators, offering printable worksheets, graphic organizers, and educational games to support language

learning. LearnEnglish.org.uk, managed by the British Council, offers a wide range of resources including videos, audio clips, interactive activities, and language learning apps. TeachEnglish.org.uk is a platform for English language teachers, offering teaching tips, lesson plans, professional development resources, and networking opportunities. These OER platforms cater to the diverse needs of English language students, providing engaging and effective learning materials to improve language proficiency.

Check your Progress:

1. What is the full form of NDLI?

2. How is Shodhganga relevant to the research students?

3. Mention three OER platforms which are useful for the students of English language and literature.

8.3 Learning Outcomes

At the end of this Unit, you should be able to:

- gain an understanding of the evolution of website resources, from basic HTML pages to dynamic multimedia platforms, and their significance in the digital age of academic research and study.
- explore the diverse range of Open Educational Resources (OER) available for English language students, including platforms like OneStopEnglish, ESLGold, ABCteach, LearnEnglish.org.uk, and TeachEnglish.org.uk, and understand how these resources can enhance language learning and teaching.
- examine the role of literary databases, archives, digital libraries, and e-books in facilitating research, preserving cultural heritage, and providing access to a wealth of literary works and critical analyses.
- analyze the impact of online literary journals, magazines, websites on contemporary literary discourse, critical engagement, and the dissemination of literary content and scholarship.
- evaluate the significance of MOOCs (Massive Open Online Courses) and platforms like

Swayam in democratizing education, providing access to high-quality learning resources, and fostering lifelong learning opportunities across diverse subjects and academic levels.

8.4 Glossary

Indispensable: Absolutely necessary and essential

Unprecedented: Without previous instance; never before known or experienced; unexampled or unparalleled

Expertise: High level of knowledge or skill

Nuances: A subtle shade of meaning, expression, or sound

Pioneering: Involving activities that have not been done before, or developing new methods or techniques

Leverage: To use or exploit in order to take full advantage of something.

Unparalleled: Having no equal; lacking anything similar

Rapidly: With speed

Nascent: Emerging or just coming into existence.

Proliferation: The process by which an organism produces others of its kind; breeding, procreation, reproduction

Foster: To nurture or bring up offspring.

Interdisciplinary: Of or pertaining to multiple distinct academic disciplines or fields of study

8.5 Sample Questions

8.5.1 Objective Questions:

1. Which among the following is not an online resource offered by the government of India?

- (a) Swayam
- (b) e-Paathshala
- (c) Academia.edu
- (d) Shodhganga

2. NDLI stands for _____.

- (a) National Development Limited India
 - (b) National Digital Library of India
 - (c) New Delhi Language Institute
 - (d) National Development Leadership Institute
3. Which among the following is not a feature of MOOC courses?
- (a) Distant learning
 - (b) Face-to-face
 - (c) Virtual
 - (d) Offline
4. Which of the following is a helpful resource in academic editing?
- (a) Shodh Shudhi
 - (b) Shodhganga
 - (c) e-Paathshala
 - (d) e-gyankosh
5. The technical side of the government's online educational resources like swayam are supervised by _____.
- (a) UGC
 - (b) CBSE
 - (c) INFLIBNET
 - (d) IIT Kanpur
6. e-PG Pathshala is an online resource for_____.
- (a) Online lectures
 - (b) science project videos
 - (c) ebooks
 - (d) entrance exam coaching
7. CEC is the abbreviation of _____.
- (a) Community Engagement Center
 - (b) Communication Excellence Center
 - (c) Cultural Exchange Center
 - (d) Consortium for Educational Communication
8. The advent of technologies ushered in an era of user-generated content, social networking, and collaborative platforms, further expanding the scope and diversity of website resources.

- (a) Web 2.0
- (b) Web 1.0
- (c) Web 3.0
- (d) Web 4.0

9. _____ is a digital library that provides access to thousands of academic journals.

- (a) Poetry Foundation
- (b) JSTOR
- (c) Internet Archives
- (d) The British Library's Digital Collections

10. _____ is an initiative under the SWAYAM platform that offers high-quality educational content through 32 direct-to-home (DTH) television channels.

- (a) NEAT
- (b) SWAYAMPURABHA
- (c) e-PG Pathshala
- (d) Khan Academy

8.5.2 Short Answer Questions:

1. What is meant by MOOC course?
2. Why do we use Shodhganga?
3. What is the function of e-PG Pathshala?
4. Explain the use of NDLI.
5. Write about any one of the online resources where we can access ebooks.

8.5.3 Long Answer Questions:

1. Elaborate on various OER platforms and their relevance.
2. What is the use of the online resource Shodhganga and how does it help the research community?
3. Discuss literary databases and archives as major online resources.

8.6 Suggested Learning Resources

1. Anthony, Peter John, and Eric Nordin. "Supporting online faculty: Developing a supporting website resource." *Higher Learning Research Communications* 4.1 (2011): 3.
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Unit – 9: Methods to Read

Structure

9.0 Introduction

9.1 Objectives

9.2 Methods to Read

9.2.1 Significance of Reading

9.2.2 Reading Skills and Techniques

9.2.3 Methods to Read

9.2.3.1 Active Reading

9.2.3.2 Detailed Reading

9.2.3.3 Critical Reading

9.2.3.4 Intensive Reading

9.2.3.5 Extensive Reading

9.2.3.6 SQ3R Method of Reading

9.2.3.7 Conclusion

9.3 Learning Outcomes

9.4 Glossary

9.5 Sample Questions

9.6 Suggested Learning Resources

9.0 Introduction

Reading is very important and significant for students and academicians. For academic purposes, students are required to read and read. They are required to read books, lecture slides, PDF files, web pages and other study related materials like articles and papers. The purpose and objective of reading may differ from person to person. But the act of reading is very significant in the life of each and every person. Reading is an essential part of academic activity as well. Its essential need is highlighted by the role of reading methods that are being consumed by the readers. Several techniques are also utilized by the readers during the act of reading to make their reading more effective, productive and result oriented. Active reading, speed reading, intensive reading, extensive reading, SQ3R and detailed reading are some of the frequently utilized methods to read. There are several advantages that highlight the significant effects of reading. First of all, reading assists the readers to get global awareness about certain issues and problems.

Readers are enabled to get different viewpoints and knowledge from the act of reading. Another advantage of reading is that it provides a road-map or a mental sketch regarding certain issues. It means that reading provides a mental sketch and a road-map how to move forward in a certain direction. In case there is an issue or a problem, reading provides the readers certain facts, and a way ahead how to come out of that issue or a problem. Intensive reading is a type of reading form that is used to extract the meaning in a critical way out of the piece of writing under view. It helps the readers to gain insight, knowledge, and to retain the information. It is more time-consuming as compared to skimming and scanning. Intensive reading is an intensive practice that is done for a long term memory. Extensive reading is purely done for the purpose of pleasure. It is different from skimming and scanning, but it is more prone to intensive reading.

9.1 Objectives

The objectives of this Unit are to:

- be familiar with the methods to read
 - distinguish between different methods of reading
 - know the difference between the different methods and techniques of reading
 - learn the difference between intensive and extensive methods of reading.
 - know about the purposes and key features of different types of methods to read.
 - be aware of the key terms i.e. intensive, extensive, and active methods of reading.
-

9.2 Methods to Read

9.2.1 Significance of Reading:

Reading is significant because it provides direction, guide, a way forward and how to deal with the situation. Another advantage of reading is that it enables the reader to broaden their viewpoints, vision and update their knowledge about the world around them. Although it is an age of technology, the concept of reading is as much an essential part of human activity, as it was in the past when there were no modern technologies. Technology has assisted readers to read even with a better advantage and with great ease. Reading is so essential in human life that it not

only broadens the vision of the readers, but also changes their attitude toward life. It means that reading enables the reader to become a better and more productive human being. Reading has another significant role, and it is that it sharpens the mind, the soul and memory of the readers. Reading inculcates better human values and etiquette among the readers. The act of reading makes the reader active, alert, focused and to the point.

Reading assists the reader to enhance his or her vocabulary. Reading helps the readers to concentrate better. It assists the readers to become better and improved communicators. Reading also sharpens the memory of the readers through retention. The most impressive element of reading is that it improves the writing of the readers. Reading also increases the power of imagination and creativity of the readers. Last but not the least; reading is an activity that has an advantage of reducing the stress and depression of the readers. It also assists the reader to have critical, analytical and evaluating skills. Reading is also essential for better mental health, as reading not only sharpens the mind, reduces the risk of stress but also improves the mental vision of the readers.

9.2.2 Reading Skills and Techniques:

It is imperative to mention that reading has several purposes, keeping in view the level and the persona of the readers. As stated the significance and the essential role of reading above, it is asserted that the role of reading for a student in academic purposes is very much essential. So, there are different types of reading styles that require different techniques for different people to become a productive and proficient reader. The first of such techniques essential in reading is the act of skimming. It means that, to extract the gist of the main purpose or idea of the reading. The purpose of skimming is to get out the main idea and the basic purpose of that content. Skimming is mostly done by the reader to save time. It is a good technique to make the mind active, focused and alert. It increases the concentration level of the readers.

Not only that, but it assists the readers to get the maximum out of that reading portion in a minimum time. Skimming has another advantage and that it helps the readers to get a better comprehension of the portion of the reading materials in less time. Another key technique in reading is scanning. It is a technique, which is quite in contrast to skimming. It gives only a brief sketch of the passage during the reading process. In contrast to skimming, it only gives the reader a brief and general overview of the topic. Instead of providing the main idea or the gist of the reading, mostly scanning technique is used during reading when the reader is looking for a specific, or a particular sort of information. It is also different from skimming in a way that in

skimming, general information is sought out by the readers, but in scanning, specific information is a matter of concentration for the readers.

Check your progress:

1. What is skimming technique in reading?

2. What is scanning technique in reading?

9.2.3 Methods to Read:

9.2.3.1 Active Reading:

Active reading is a method of reading in which the reader tries to extract the meaning and context of the extract which he or she is reading. The purpose of active reading is to evaluate, analyse and synthesize the information provided in the extract being read. Another important feature of active reading is that it is done to understand and to learn. Mere reading and rereading is not sufficient to understand and comprehend the text. So, it is important to engage in a process of active reading, not only to understand the text, but also to evaluate and analyse the text in order to fulfill the needs for which reading is in process. As discussed previously, active reading is an essential part of academic activity, so there are certain techniques that can help to make a person an active reader. Firstly, it is essential to highlight or underline the keywords, phrases and ideas during reading.

This device on one hand makes the reader attentive, focused and concentrated and on the other hand, when the reader returns to the reading passage again, he or she will be in a better position to extract the specific information beforehand. Another key element of active reading is to be selective, as it is a much more focused form of reading. So the reader has to be selective in his or her approach while engaging in the process of active reading. Another important technique that can make active reading method a familiar and an influential reading method is to make points and summarize the main idea of the text. The reader can raise questions about the content and challenge the evidence being provided in the text. Another important feature of the active reading method is that it enables the readers to ask questions, and critically evaluate the content being read.

The reader is able to ask questions such as where, when, how and why in active method of reading. Another key feature of active reading method is that it assists the reader to grab the main idea, and, after reading a few passages, jot down the main ideas in one's own words. This

technique, on one hand, makes the reader active and alert and, on the other hand, improves the writing and analytical skills of the reader. In this way, it can be said that active reading methods have several advantages and key benefits for the reader. It makes the reader focused and active on one hand and makes him or her critical and creative on the other hand. It sharpens the memory of the reader and also enhances his or her evaluating skills.

9.2.3.2 Detailed Reading:

As the name suggests, detailed reading is a method of reading in which the reader engages him or herself in a detailed form of reading. The major objective of a detailed method of reading is to extract specific information about the topic. It is also meant to extract and gather evidences and viewpoints to support or to refute an argument. It is a method of reading in which the reader engages him or herself in an in-depth understanding process through gathering of specific information, arguments and evidences regarding the topic or an issue. In detailed reading, mostly a reader is looking for new information or evidence. He or she may also be in pursuit of building or creating a new dimension or perspective of an issue. Detailed reading enables one's perspective to understand the different perspectives and viewpoints regarding a topic or subject. And also to create his or her own view regarding that issue is done through detailed reading. The reader perspective may be different from the perspective being provided in the text of detailed reading. The key advantage of detail reading is to have in-depth understanding or the comprehension of the text. The question of misunderstanding and confusion are mostly resolved in detailed method of reading. It also enables the reader to avoid personal liking, disliking, and biases in the process of establishing a viewpoint or a new dynamic with regard to a subject matter.

There are several key tools and techniques that are being used in detailed method of reading. First of all, in detailed method of reading, the reader has to be persistent. He or she has to keep the momentum. The focus and concentration must be on the spot. Like active method of reading, detailed method of reading has also several advantages and key features. First of all, it gives a comprehensive overview or perspective of the subject matter. Secondly, it assists the reader to build new perspective. Thirdly, it assists the reader to analyse and evaluate the different perspectives regarding a subject matter. Fourthly, detail reading method gives a comprehensive and in-depth understanding to the reader regarding a subject in question.

9.2.3.3 Critical Reading:

Critical reading is another method of reading which enables the reader to have critical and analytical understanding of the text. It is a much reformed method of reading because it assists the reader to ask and challenge the relevance of the content being provided in a written text or an extract. This method of reading enables the readers to critically analyse the viewpoints of the writer and to mould information and facts according to his or her own frame of mind before using in his or her project. Critical reading method also sharpens the critical, analytical, and reasoning skill of the readers. This form or method of reading also enables the reader to evaluate the strategies being implied by the writer in a text and analyse the reasons and arguments he or she has put forth in a text being under critical reading. Critical reading enables the reader to become a critical thinker and analytical writer. There are certain key features and strategies that are being used to enhance the critical reading method of the reader.

First of all, it is recommended to consider whether there are contradictions in the arguments and the information being provided in a text or not. Secondly, it is imperative for a reader to become a critical reader to think about if the passage or the text is logical or not. In this regard, it is also important for a reader to consider critically whether the text is free from personal biases. It is also imperative for a critical reader who is engaged in the process of critical reading process to see whether the supporting details are provided or not. If supporting details are provided, in critical reading, the reader attempts to understand how logical, relevant, and connected are they to the main idea of the text. Last but not the least, it is important for a critical reader to consider whether there is an alternate perspective or conclusion that can be drawn after reading through the text or not. In this regard, hidden motives and assumptions can also be a matter of consideration for a critical reader who is engaged in the critical reading process.

Check your progress:

1. What is active reading?

2. What is detailed reading?

3. What is critical reading?

9.2.3.4 Intensive Reading:

In intensive form of reading short texts, passages or extracts are being read with clear-cut objectives and aims. Mostly in academic background, short passages are used to check the comprehension of the readers. Mostly a passage is given, and at the end of that passage questions are given to check the comprehension level of the readers. So, the main purpose of intensive reading is to have a deeper understanding of the text. Other than comprehension of the text, there are certain other goals that intensive reading has. For example, it helps the reader to understand the intention of the writer. Vocabulary related goals are also part of intensive reading. In intensive reading, mostly texts or extracts of reading are difficult both in terms of contents and in the use of language.

Intensive reading is also challenging as it helps the reader to have a deeper understanding through guessing of meanings and to predict the context in which the text is being written. To fully grasp the main idea, intensive reading also helps the reader to get to know familiar with unfamiliar vocabulary, sentence structures, and different phrases. In intensive reading, the focus of the reader is on the language, its structure, and form. Meaning is also the central idea. Themes and different features of the texts are also matter of concern for a reader in intensive reading. Intensive reading also assists the reader in making predictions, inferences, and assumptions. It also enables the reader to identify and predict the meanings of the given text.

9.2.3.5 Extensive Reading:

Unlike intensive reading in which short texts are read, in extensive reading, a reader reads a lot of books and study materials. The purpose of extensive reading is to get pleasure and to make the reader familiar with the act of reading. So, extensive reading assists the reader to become a good reader who can read extensively. Instead of understanding, fluency and speed of reading is considered more important in extensive reading. In extensive reading, mostly students are able to learn how to read. As far as the key features or the benefits of extensive reading are concerned, it helps the reader to read long passages and texts. It builds speed and fluency. Extensive reading develops the habit of reading among learners, students, and the readers. It also helps in the development of the language in which texts are being read.

In addition, extensive reading polishes the vocabulary of the reader, as he or she reads more and more. Extensive reading also assists the reader be familiar with unfamiliar words, phrases, and sentence structures. It also broadens the vision and the understanding of the reader in terms of different cultures. Moreover, extensive reading assists the learner in familiarity with

grammar and its use in context. Extensive reading also motivates and gives confidence to the reader in terms of using the language in actual context. Above all, perhaps the most dominating feature of extensive reading is to get pleasure. It means that extensive reading gives the reader the pleasure to read more and more by focusing on the speed and the fluency.

9.2.3.6 SQ3R Method of Reading:

It is a method of reading which involves five steps. These are survey, question, read, recite, and review. The first step is survey, which is relevant to the gathering of data or information in order to formulate the goals and aims of the reading. The second step is the question. It means asking certain questions in order to engage and concentrate. Whenever a question is asked, it is natural to seek its answer, which makes the reader engaged as well as concentrated. The third step is reading. It means to frame one's mind in order to answer the questions being asked in the previous step. It is highly recommended to choose a time to read when the mind is fresh and ready to seek out the answer to the questions being popped in the mind of the reader. The fourth step is 'recite'. It is a sort of recalling after the reading is done. It is a process in which the mind seeks to answer the question through one's mind and if it fails, then it turns back to the text again, to seek the answer to the questions. The last step is review, which is about the mental building and training the memory.

Check your progress:

1. What is intensive reading?

2. What is extensive reading?

3. What do you mean by SQ3R?

9.2.3.7 Conclusion:

Reading is an important activity in order to gain information and to process this information in a meaningful way, due to the fact that each individual has a large amount of information to encounter in everyday life. It is important not only to read, but to critically evaluate to get the gist out of the process of reading. It is also important for the reader to distinguish facts from opinions during the process of reading. Especially when talking about academic context, it is the demand of academicians to make the reader active, focused and an alert reader. It is because if a reader is fully active and alert, only then will he or she be in a

position to get the most out of the reading process. As regard the significance and need of reading, there are many advantages that the process of reading brings forth. First of all, it changes the vision of the reader. Secondly, it gives him or her global awareness. Thirdly, it gives the reader a lot of information and knowledge. Fourthly, it broadens the mental level or caliber of the reader through critical evaluating skills. Fifthly, it assists the reader to become a good writer. Sixthly, it enhances the linguistic, grammatical, and analytical capacity of the reader. Seventhly, it enhances vocabulary as well as the gem of knowledge on the part of the reader.

Reading is a multi-faceted activity which is carried out by the reader in order to achieve certain purposes or aims. As stated above, reading is an essential skill, especially in an academic background. So it is important to flourish and polish it as a skill for the students and the readers. For that purpose, there are many tools and techniques which assist the reader to become a competent and a good reader. For that, there are different methods which are being discussed which make the reading process active and alert. First of all, there is active reading, which is done in order to obtain the gist or the main idea of the text being read. Secondly, there is a detailed form of reading in which extensive reading is done in contrast to active reading. Then there is the intensive and extensive method of treating. In intensive method of reading, the focus is on the meaning, to obtain knowledge and information, to get a better understanding of the text, while in extensive reading the focus is on the fluency and the speed of reading. The purpose of critical reading is to analyse the opinions and contents of the text in a critical way.

9.3 Learning Outcomes

After going through the Unit, you should be able to:

- grasp the concept of different types of methods of reading.
- be in a position to mark the difference between intensive and extensive methods of reading.
- get familiarity with the features of different types of methods to read.
- be in a position to distinguish among different methods of reading such as active, critical, intensive and extensive.
- know the difference between the purposes of different text types reading methods.
- have know how about why texts are read through diverse methods and techniques.

9.4 Glossary

| | |
|-----------------------|---|
| Consume: | Use |
| Frequent: | Regular |
| Intensive: | Thorough |
| Skimming: | To read quickly |
| Scanning: | To examine carefully, to behold closely |
| Subsequent: | Succeeding |
| Prospective: | Likely or expected to happen or become |
| Etiquette: | Manner |
| Retention: | Holding |
| Comprehension: | Understanding |
| Momentum: | Motivation |
| Inference: | Conclusion |
| Assumption: | Speculation, guess |

9.5 Sample Questions

9.5.1 Objective Questions:

1. _____ is a method of reading in which the reader tries to extract the meaning, and context of the extract.
 - (a) SQ3R method
 - (b) Active reading
 - (c) Critical reading
 - (d) All of these
2. The major objective of _____ method of reading is to extract specific information about the topic.
 - (a) Critical
 - (b) Active
 - (c) Detailed

- (d) None of these
3. _____ develops the habit of reading among learners, students, and the readers.
- (a) Extensive reading
 - (b) Intensive reading
 - (c) Detailed reading
 - (d) All of these types
4. _____ method also sharpens the critical, analytical, and reasoning skill of the readers.
- (a) Extensive reading
 - (b) Intensive reading
 - (c) Detailed reading
 - (d) Critical reading
5. The purpose of intensive reading, especially in academic background, is to have a _____.
- (a) Deeper understanding of the text
 - (b) Fluency of the text
 - (c) Speed of the reading
 - (d) None of these
6. _____ helps the readers to get a better comprehension of the portion of the reading materials in less time.
- (a) Skimming
 - (b) Scanning
 - (c) Survey
 - (d) None of these options
7. The most impressive element of reading is that it improves _____.
- (a) The writing of the readers
 - (b) Speaking of the writer
 - (c) Viewpoints of the people
 - (d) None of these
8. Intensive reading is an intensive practice that is done for a _____.
- (a) Long term memory
 - (b) Short term memory
 - (c) For pleasure
 - (d) All of these

9. _____ helps the readers to gain insight, knowledge, and to retain the information.

- (a) Extensive reading
- (b) Intensive reading
- (c) Active reading
- (d) Critical reading

10. The purpose and objective of reading may differ from _____.

- (a) Reader to writer
- (b) Text to text
- (c) Person to person
- (d) Writer to reader

9.5.2 Short Answer Questions:

1. Briefly discuss the key reading skills that are discussed in the Unit.
2. Why is detailed method of reading named thus?
3. Why is reading essential in an academic context?
4. Extensive reading is meant for fluency and speed rather than understanding. How?
5. What benefits do readers obtain after the act of reading?

9.5.3 Long Answer Questions:

1. What are the key differences between intensive and extensive methods of reading?
2. How far do reading methods assist a person to become a good reader to obtain maximum out of the text?
3. Enlist the key features and purposes of active and critical methods of reading.

9.6 Suggested Learning Resources

1. Bailey, Stephen. (2011). Academic Writing: A Handbook for International Students, third edition, New York: Routledge.
2. Cook, Claire Kehrwald. (1985). Line By Line: How to Edit Your Own Writing. Modern Language Association & Houghton Mifflin.

Unit – 10: Reading Abstracts

Structure:

10.0 Introduction

10.1 Objectives

10.2 Reading an Abstract

10.2.1 Importance of a Good Abstract

10.2.2 Structure and Writing Style

10.2.3 Types of Abstracts

10.2.4 Writing Style

10.2.5 Formatting

10.2.6 Writing Your Abstract

10.3 Learning Outcomes

10.4 Glossary

10.5 Sample Questions

10.6 Suggested Learning Resources

10.0 Introduction

An abstract is a concise summary of a research paper. For a number of reasons, the abstract may be the most important part of your essay. The abstract is a useful tool for summarizing your research in a clear and simple manner while highlighting the most important points. An abstract gives a brief synopsis of a research project. They frequently show up first in publications and search results from databases. An abstract gives readers a concise synopsis of a research study, including the topic areas, methods, and main results.

An abstract is a paragraph of around 250 - 300 words that includes the purpose, procedure, outcomes, discourse, and results. The abstract sets forth, generally in one paragraph of 250-300 words, the key parts of the whole document in a predefined order, which includes:

- the broad objective of the study along with the issue(s) addressed;
- the fundamental design of the study
- significant results or patterns discovered as a consequence of analysis
- a brief overview of the findings and conclusions.

Additionally, an abstract is a succinct synopsis of a scholarly work (such a dissertation or journal article). It has two main objectives: to help potential readers determine whether your content is suitable for their own study, and to ensure that readers who do not have time to read the complete content understand your essential findings.

A well-written abstract makes it possible for the reader to understand the main ideas of your work with precision and speed. It should be possible for readers to determine whether the relevant study interests them by reading your abstract. An inaccurately crafted abstract has the potential to evoke a negative response toward the article, so serving as a catalyst compelling the reader to conclude that the contents of the piece are not as in line with their demands. Thus, with the objective of grabbing the reader's attention, an abstract should succinctly describe the material in the essay and offer the concluding thoughts.

10.1 Objectives

The objectives of this Unit are to :

- learn the functions of an abstract
- identify and distinguish the types of abstracts
- writing an abstract

10.2 Reading an Abstract

The purpose of an abstract is to briefly summarize your work without getting too technical. Abstracts should be self-contained, succinct, and provide as brief an explanation of your work as feasible. Various fields require slightly different methods when it comes to abstractions. Since it is often the most significant component of a scholarly piece, it should be compelling, relevant, and instructive. It is a succinct, concise, and impactful remark that summarizes a more extensive work, with different parts depending on the subject.

A scientific or social science work's scope, objectives, findings, and contents may all be found in the abstract. The thesis, background, and conclusion of a bigger work may all be found in the abstract of a humanities work. A review or an evaluation of the work being abstracted is

not what an abstract is. Although the abstract is an original work rather than a piece that has been excerpted, it does contain significant terms that can be found in the broader work. Even if the reader does not read the entire piece, an abstract might help them "feel" what is in it.

A research article, dissertation, assessment, symposium, or other in-depth analysis of a particular topic can also be summarized succinctly in an abstract. It is commonly employed to aid the reader in comprehending the work's goal fairly. An abstract serves as the point of entry for any specific academic paper or patent application and is always utilized at the beginning of a manuscript or typescript. The goal of abstracting and indexing services for different academic fields is to gather as much material as possible on that specific topic. Some publications refer to the same item that other publications may label as "abstract" using the words *précis* or *summary*. An executive summary typically has more information—and sometimes more sensitive information—than the abstract in management reports.

Reading a study guide and an abstract are comparable. Even while it might not cover everything, it gets you ready to study more. An abstract gives readers a concise synopsis of a research report, including the key results and the principles and methodology of the study. Often, the author or authors of the work prepare the abstract. The goal, primary conclusions, and consequences of the study are outlined in the abstract. You can determine whether an article is relevant to your search by reading the abstract. The journal article's first page contains the abstract, which may or may not be labeled.

Students typically come into contact with professional scientific research through abstracts. While reading an article might be intimidating, reading an abstract is considerably easier and has immediate learning advantages. The following are some learning benefits of reading abstracts:

- locating sources efficiently and quickly assess the usefulness of the article
- acquiring knowledge and learning about new topics
- writing your own abstract by following the format of successful ones.

In actuality, a reader scans the abstract for clues as to whether the work presented in the article will satisfy his or her needs. As a result, if this requirement is satisfied, the reader will only read the rest of the article. Further, a reader will be better equipped to navigate the world of academic research, decide which studies are worthwhile spending time and energy reading in full, and compose his/her own abstracts if they are able to read and comprehend abstracts.

Check your progress

1. An executive summary typically has more information—and sometimes more sensitive information—than the abstract in management reports. (True/False)
2. A reader scans the abstract for clues as to whether the work presented in the article will satisfy his or her needs. (True/False)

10.2.1 Importance of a Good Abstract:

An abstract, or a broad synopsis of your study, may occasionally be required by your teacher to be submitted alongside your research report. You may go into further detail about each important topic in the paper's abstract, which also aids readers in determining whether or not to read the entire document. To ensure that the abstract is helpful to someone who might wish to review your work, it is necessary to contain sufficient essential information (such as summary results, observations, trends, etc.).

How do you determine whether your abstract contains enough information? A basic rule of thumb is to envision yourself as another researcher doing a comparable study. Then ask yourself: if your abstract was the only section of the article you could read, would you be satisfied with the quantity of information presented? Does it communicate the entire narrative of your research? If the response is "no", the abstract should be rewritten.

The study topic of your work will determine the format of your abstract. Nonetheless, the following components are often included in all abstracts:

Aim: The abstract needs to address the significance of the research investigation. You may also begin with a more general research topic and explain to the reader why they should be interested in that specific research question.

Research Problem: You may state the issue the research study chooses to address. You can also include an overview of the project's scope, the primary discussion, and a succinct explanation of the thesis's goal or the study's findings.

Research Methodology: A sentence or two describing the precise methodologies and models applied in the research study might also be included. Certain research papers may go into the evidence in detail in their articles. Rather than writing on the process, you may discuss the different kinds of evidence that were employed in the study.

Findings: The goal of scientific research is to gather precise data that will demonstrate the project's outcomes. As a consequence, you are free to quote the findings and expand on your discussion of them.

Conclusion: Lastly, you may talk about how research advances understanding about the research issue and benefits the scientific community. You may also discuss how your results or conclusions will benefit scholars working on similar projects in the future.

10.2.2 Structure and Writing Style:

Abstracts differ slightly across disciplines, yet they frequently follow recognizable patterns within a subject. One can draw some broad conclusions. Typically, abstracts range from 100 to 300 words. They don't often utilize the cited references. They are designed to stand alone and make sense even in the absence of the main piece. Every phrase has a certain purpose. Hyland (2007) presents a five-part model that he saw in scholarly publications. The following sections are typical of abstracts: introduction, goal, methodology, outcome, and conclusion. Each component has a distinct purpose or communication objective. About half of the abstracts that were reviewed had a concise introduction and conclusion, whereas the majority just included a purpose, method, and outcome.

Table 1: Model of Abstract (Adapted from Hyland, 2007)

| | Part | Function | Key Phrase Example |
|---|--------------|--|---|
| 1 | Introduction | Provides the framework for the article and motivates the investigation or conversation | “In the context of genre analysis...” “This investigation draws upon previous findings...” |
| 2 | Purpose | Describes the goal of the work and its objective or thesis. | “This study examines...” “The aim of this study is...” “This study addresses a gap...” |
| 3 | Method | offers details on techniques, design, data analysis, and other topics. | “A quantitative analysis was performed ...” |
| 4 | Result | highlights significant findings and outcomes | “The results demonstrate that...” |
| 5 | Conclusion | Points to broader meanings or applications and the range of interpretation | “The findings support earlier research that...” |

There are several methods of categorization concerning abstracts. Informative abstracts and descriptive or suggestive abstracts are the two fundamental categories of abstracts. The important information that the report presents is given in an interesting abstract. In contrast, a descriptive abstract outlines the subject matter of the report or document. We will discuss the various types of abstracts in this section.

Abstracts can also be categorized using the kind of abstract. Authors of documents are writing more abstracts now than in the past. The author who knows the most about the material writes author abstracts in a timely manner. Authors may compose "pseudo abstracts" in order to submit their work by the deadline or give lectures. "Subject-authority abstracts" are abstracts authored by professionals in the field. These abstractions have the benefit of being created by someone with extensive subject expertise and training in abstracting.

The report of **empirical study** abstract should include the following information:

- the issue being investigated
- participants with certain attributes, including age, sex, or ethnicity
- crucial components of the research methodology
- fundamental discoveries
- conclusions and their ramifications or uses

A **review of literature** or a **systematic review** abstract should include the following information:

- the topic or relationships being studied
- study eligibility requirements
- Participants' types
- Principal findings, encompassing the most significant impact sizes and any significant modifiers of these effect sizes
- Findings, with a note on constraints six) Implications for practice, policy, and philosophy

A **theory-oriented** paper's abstract should explain:

- the theory or model's operation and the underlying assumptions, and
- the phenomena it accounts for and how it relates to empirical findings

A **methodological** paper's abstract should include the following information:

- the broad class of methods under discussion
- the key components of the suggested method

- the suggested method's scope of application, and
- in the case of statistical procedures, some of the key components, like robustness or power efficiency

An abstract for the **case study** should explain two things:

- the topic and pertinent attributes of the person, group, community, or organization that is being presented; and
- the nature of the problem or its resolution as it is shown by the case example
- issues that require more study or theory

10.2.3 Types of Abstracts:

To begin, you must decide which sort of abstract you will include with your work. There are four general categories.

Critical Abstract: A critical abstract contains a finding or comment on the investigation's reliability, accuracy, or comprehensiveness in spite of describing the important findings and information. The researcher reviews the manuscript and frequently compares it to previous publications on the same topic. Critical abstracts are typically 400-500 words long because of the added interpretative comments. These abstractions are used seldom.

Descriptive Abstract: A descriptive abstract identifies the sort of information contained in the work. It makes no judgments on the work and does not disclose research findings or conclusions. It uses significant phrases from the text and may contain the purpose, methodology, and scope of the research. Essentially, the descriptive abstract summarizes the work being summarized. Some scholars see it as an overview of the study rather than a summary. Descriptive abstracts are often little more than 100 words in length.

Informative Abstract: Most abstracts provide useful information. They do more than just describe a work; they do not, however, critique or assess it. A well-written and insightful abstract serves as a stand-in for the original material. In other words, the researcher outlines and clarifies each of the paper's primary points as well as its key findings and supporting data. The information included in a descriptive abstract (purpose, methodology, scope) is also included in an informative abstract, along with the author's suggestions and the research's findings and conclusions. An informative abstract should be no longer than 300 words, however this depends on the discipline.

Highlight Abstract: A highlight abstract is meant to bring the study's findings to the reader's attention. There is no pretense that the publication presents a comprehensive or balanced picture;

in fact, leading or incomplete statements may be utilized to pique the reader's curiosity. Highlight abstracts are not actual abstracts because they are dependent on the linked article to function, which is why they are rarely utilized in academic writing.

10.2.4 Writing Style:

When feasible, use the active voice; nevertheless, keep in mind that many of the sentences in your abstract might need to be constructed passively. Nevertheless, use entire phrases that are succinct while writing your abstract. Since you are reporting on a finished research, go right to the point and always utilize the past tense.

10.2.5 Abstract Format:

Abstracts might be in one of two basic forms. The publication or program you are submitting to will usually specify the stylistic requirements:

- Section headers are a feature of an organized abstract.
- A single block of text is an unorganized abstract.

Despite this structural distinction, the goal of each of these styles is to provide answers to the following important queries for potential readers:

- Context/Background: What makes this research and issue significant?
- What are the research questions you are attempting to address?
- Techniques/Design: What are the essential specifics of your study? Generally speaking, how did you approach responding to the research questions?
- Outcomes: What solutions did you discover? Were there any more findings?
- Conclusion/Key Learnings: Did you anticipate the outcomes? Does further investigation seem necessary?

Abstracts have to be written in block format as a single paragraph without any paragraph indentations. The abstract page usually appears right after the title page. The page should not be numbered. Although writing manual guidelines differ, in general, you should place the term "Abstract" in the center of the page and provide double space between the abstract and the header. The last few words of an abstract should succinctly summarize the conclusions, ramifications, or practical applications of your study. If relevant, you can also include a remark regarding the necessity for further research based on the findings.

10.2.6 Writing Your Abstract:

The abstract should be written last in your paper even though it is the first part since it will serve as a summary of everything in the document. Using whole words or important phrases

from each part of the article and organizing them into a sequence that summarizes the information is an excellent way to start writing your abstract. Next, add or edit linking words or phrases to ensure that the story flows naturally and coherently. Keep in mind that results from statistical analyses must be provided parenthetically, or enclosed in parenthesis.

Verify that all of the material in the abstract matches what you have written in your final work before turning it in. Consider the abstract as a series of coherent phrases that, with the least number of words required, convey the most important details.

Finally, it is important to remember that

- an attention-grabbing opening line, thought-provoking quotation, or other strategy to draw the reader in;
- extensive background or contextual data, redundant information, superfluous adverbs and *adj.s*, and repeated phrases;
- abbreviations and acronyms, references to other works of literature [e.g., "studies have indicated..." or "current research shows that..."] using unfinished sentences or ellipsis (i.e., ending with "...");
- jargon or terminology that the reader might not understand, allusions to other works, as well as any kind of picture, graphic, figure, or table

should not be included in the abstract.

Tips to Write a Good Abstract

Do your research first: Certain writers suggest that you write your abstract as soon as your research is complete. But, since your job was probably spread out across several months, if not years, you might not remember every detail of what you accomplished. Writing the paper first will fix this issue since it will effectively refresh your memory by combining all of your efforts into a single page.

The manuscript can then be used as a guide to write the abstract, which serves as a concise summary of your findings. Look over your work and highlight the most important sentences in each section (introduction, methodology, findings, and discussion/conclusions) if you're stuck on where to start. Then, using these phrases as a guide, create an outline for your abstract. Now is an excellent moment to review the abstract requirements in the style guide of the publication you have in mind. While most journals have a strict word count limit, some need an ordered abstract with clearly defined components.

Before defining your purpose, provide some background information on your study: The first part of your abstract is really precious real estate. The reader needs to understand why you are doing this study in one to three phrases.

In brief, describe your methodology: In the methods section of your abstract, you should provide a brief overview of the study's general framework. It is not necessary to include too much material, but you should succinctly state the primary tactics used. For instance, the organism, cell line, or population under study should be mentioned in biological or clinical abstracts. In ecological articles, the location of the research is often a key piece of information. Information on patient categories, dosages, study period, and sample size should all be included in clinical trial reports.

Clearly express the key conclusions of your study: Just as the abstract is usually the most essential part of your paper, the results subsection is probably the most crucial part of your abstract. This is true since the main reason someone reads your abstract is to find out about your results. The findings part of your abstract should thus be the longest, and you should try to include as much information as you can.

Do not exaggerate the conclusion; instead, state it briefly: The final one or two words of your abstract should contain the findings, which are the primary takeaway from your study. To begin this section, use words like "Overall, we conclude that..." or "Our investigation revealed that..." Then, briefly summarize the main conclusions you have drawn. You may also provide any other interesting secondary outcomes you may have.

In conclusion, mention how your work has advanced the discipline and the theoretical or practical implications of your study. This will help readers understand how important your results are. Since they won't have access to your data, many readers who are unable to read your article in its entirety will just read the abstract and will have to accept your findings at face value. Therefore, it is imperative that you avoid deceiving your readers by not overstating your findings in your abstract.

After completing the abstract, make sure that everything you write here and in the main body of your work are identical. Since an abstract typically has a word count restriction, it might be difficult to determine objectively if it serves as a summary of your study. It might be challenging to fit all of your work's most important ideas into a 250 word or less paragraph. On the other hand, the process of writing the abstract might be slightly simplified if you know what

not to write. After spending so much time on it, your abstract is evident, especially considering that you are probably well-versed in the requirements within your field.

Ask a research specialist from a different subject to read your abstract once you provide it to them. Ask the expert if the study is understandable based only on the abstract. This might assist you in determining which parts of the abstract require revision in order to make your points more clear or to better present your primary results.

Additional Thoughts:

In actuality, several scholarly publications or academic institutions do not provide suggestions in the abstract. I found that several abstracts of published scientific publications conclude with merely noteworthy results. Although having the information as described above would be best practice, there are certain exceptions.

Studying research descriptions that reveal very little about the important conclusions of the publication, especially those that are behind a paywall, irritates me as an academic. Those abstractions, in my opinion, serve more as a marketing ploy than as a means of sharing crucial information.

In actuality, several scholarly publications or academic institutions do not provide suggestions in the abstract. I found that several abstracts of published scientific publications conclude with merely noteworthy results. Although having the information as described above would be best practice, there are certain exceptions.

Since it takes time, money, and effort to create a credible and rigorous scientific publication, we really cannot afford to be freeloaders. To be considered for publishing in respected journals, a candidate work for publication must undergo thorough editing, formatting, and peer review. However, considering how many reviewers provide their skills for free, maybe publishing businesses should also be reasonable in their prices.

Finally, the references (e.g., author name and date) should not be included in the abstract unless the study report contains an improvement or revision of a prior published procedure used by the author of the paper.

Dos and Don'ts:

A clear and succinct abstract should appeal to a wide audience; do not presume that the reader is familiar with the subject area of the paper. To ensure that your abstract accurately summarizes the contents of the article, you are suggested to draft it after authoring the paper.

Do

Adhere to the guidelines provided in the publisher's author guide.

Make succinct but thorough sentences.

Verify your spelling.

Describe your key findings in brief.

Put statistical findings in parenthesis, such as (p. 369)

Write in the past tense

To improve your exposure in search results, include and carefully select your keywords.

Don't

Make use of acronyms, figures, tables, and abbreviations.

Add citations to the abstract.

Take passages from the manuscript's body and put them here.

Add findings that aren't included in the manuscript.

Make sweeping statements or exaggerated assertions.

10.3 Learning Outcomes

After completing the Unit, you should be able to:

- understand and evaluate the functions of an abstract
- identify various types of abstracts
- learn how to read and write an abstract

10.4 Glossary

Abstract: Based on general ideas and not on any particular real person, thing or situation

Allusion: Allusion (to someone or something) is anything spoken or written that subtly alludes to or discusses another person or topic.

Assist: (formal) Verb Forms [intransitive, transitive] to help somebody to do something

Catalyst: Catalyst (for something) a person or thing that causes a change

| | |
|----------------------|---|
| Coherent: | (of ideas, thoughts, arguments, etc.) Logical and well organized; easy to understand and clear |
| Concise: | Supplying simply essential and significant facts while utilizing minimal words |
| Database: | A structured collection of data that is kept on a computer and has several viewing and usage options |
| Design: | [uncountable, countable] The general arrangement of the different parts of something that is made, such as a building, book, machine, etc. |
| Disclose: | To give somebody information about something, especially something that was previously secret |
| Discourse: | (formal) An in-depth, thoughtful speech or written examination of a subject |
| Essentially: | When you think about the true, important or basic nature of somebody/something |
| Evaluation: | [countable, uncountable] The process of making a judgment on something's quantity, worth, or quality after giving it considerable thought |
| Feasible: | That is possible and likely to be achieved |
| Insightful: | Showing a clear understanding of a person or situation |
| Intimidating: | Frightening in a way that makes a person feel less confident |
| Jargon: | (often disapproving) Terms or idioms that are exclusive to a trade or community and that are hard for outsiders to comprehend |
| Manuscript: | A copy of a book, piece of music, etc. before it has been printed |
| Parenthesis: | A phrase, word, etc. that is added to a written work or speech, usually to provide further details. When writing, brackets, commas, or dashes are used to divide it from the remainder of the text. |
| Pattern: | The regular way in which something happens or is done |
| Pique: | Annoyed or bitter feelings that you have, usually because you believe that you have not been treated with enough respect |
| Precision: | The trait of being meticulous, precise, and correct |
| Procedure: | [countable, uncountable] A way of doing something, especially the usual or correct way |

| | |
|-----------------------|---|
| Ramification: | [usually plural] One of a number of complicated and unexpected results that follow an action or a decision |
| Relevant: | Intimately related to the topic of discussion or the circumstance you find yourself in |
| Reliability: | The quality of being able to be trusted to do what somebody wants or needs |
| Review: | [countable, uncountable] A review of a book, play, movie, product, etc. that appears in a newspaper, magazine, online, on television, or on the radio; the process of writing such a report |
| Rule of thumb: | A way of accomplishing or measuring anything that is practical and typically relies on experience rather than precise measurement |
| Seldom: | Not often |
| Significant: | Sufficiently significant or substantial to have an impact or be noticed |
| Succinct: | Expressed clearly and in a few words |
| Superfluous: | Unnecessary or more than you need or want |
| Synopsis: | A summary of a piece of writing, a play, etc. |
| Tool: | A thing that helps you to do your job or to achieve something |

10.5 Sample Questions

10.5.1 Objective Questions:

True/False Type Questions

1. A good abstract contains no information not included in the paper (**True/False**)
2. Descriptive abstract is usually very short (**True/False**)
3. Informative abstract is usually written in about 200 words (**True/False**)
4. An Abstract and an Introduction are the same (**True/False**)
5. Abstract is required for – submission of articles to journals (**True/False**)
6. The abstract does not include Research Problem as a section (**True/False**)
7. The purpose of an abstract is to provide a brief summary of your study (**True/False**)

MCQs

1. A copy of a book, piece of music, etc. before it has been printed:
 (a) Parenthesis (b) Manuscript

(c) Pattern (d) Formatting

2. Logical and well organized; easy to understand and clear:

(a) Coherent (b) Manual

(c) Model (d) Tool

3. A summary of a piece of writing, a play, etc.

(a) Reliability (b) Relevant

(c) Synopsis (d) Tool

10.5.2 Short Answer Questions:

- 1 What is formatting? Explain.
- 2 Write a short note on the importance of a good abstract.
- 3 Write about the learning benefits of reading abstracts.
- 4 Write a short note on Informative abstract.
- 5 What are the essential components in an abstract?

10.5.3 Long Answer Questions:

1. What is the purpose of reading an abstract?
2. What does reading abstract help you to know?
3. What are the 4 types of abstract?

10.6 Suggested Learning Resources

1. American Psychological Association. (2023). *Reading and understanding abstracts*.
<https://apastyle.apa.org/instructional-aids/reading-abstracts.pdf>
2. Hyland, Ken. (2023). *Disciplinary Discourses: Social Interactions in Academic Writing*.
London, UK: Longman.
3. Kelly, R. A. (1965). *The use of English for technical students*. London: ELBS.
4. Markel, Michael H. (1984). *Technical writing: Situations and strategies*. New York: St.
Martin's.
5. Turk, Christopher and John Kirkman. (1989). *Effective writing*. London: E & FN Spon.

Unit – 11: Facts and Opinions

Structure

11.0 Introduction

11.1 Objectives

11.2 Facts and Opinions

11.2.1 Key Features or Approaches to Facts

11.2.2 Key Types of Opinion

11.2.3 Why is it Essential to Distinguish Fact from Opinion?

11.2.4 Signature Words and Phrases as Distinguishing Tools

11.2.5 Difference between Fact and Opinion

11.2.6 Similarities between Fact and Opinion

11.2.7 Conclusion

11.3 Learning Outcomes

11.4 Glossary

11.5 Sample Questions

11.6 Suggested Learning Resources

11.0 Introduction

Dear Learners, in this Unit we will study about facts and opinion, differences, and similarities between them, etc. A fact is something that is valid. It is valid because it can be proven through the use of evidence. It can be proven through evidence as right, correct and a valid statement. In addition, facts are considered as universal, valid, and true because these are taken as truthful and valid everywhere. It means that the statements, evidence, and arguments which are presented in the form of facts are universal, their meanings are fixed. It means that facts consist of those statements and elements which are agreed upon by the people around the world, and these are undefeatable. As facts are based on evidences and arguments, hence they are irrefutable. In addition, facts can be presented in the form of information that has an objective reality. It means that facts is free from personal liking, disliking, biases, and prejudices. In this way, it can be said that facts are always objective and verifiable. These are based on evidences and arguments that can be proven true and valid.

On the other hand, an opinion is something that is the point of view or a judgment of someone about something. In this way, an opinion is not something that is valid or based on evidence. Most of the time, an opinion is subjective and often cannot be proven as true and valid. It is also not necessary that an opinion can be based on fact or knowledge. In this way, it is highly subjective and based on one's own perspective about something. Opinions are mostly based on personal experiences. Hence, these cannot be proven through the help of concrete evidence, as is done in the case of fact. In addition, it is important to note that facts can be distinguished from opinion. An opinion is always expressed in first-person pronoun. In addition, the uses of adjectives like comparative and superlative degrees are often used in opinion. However, it is important to note that all the opinions cannot be taken as subjective and personal views. There are some opinions that are based on strong grounding and logical footings and these can be proved as true and valid by providing concrete evidence and arguments.

11.1 Objectives

The objectives of this Unit are to:

- be familiar with the concepts of fact and opinion.
- distinguish between fact and opinion.
- know the different types of opinion and approaches to facts.
- understand why it is essential to distinguish between facts and opinion.
- know about some of the similarities between fact and opinion.
- be aware of the key terms i.e. non-rational, biased, non-opinion, fallacy, objectivity, empirical and subjectivity.

11.2 Facts and Opinions

11.2.1 Key Features or Approaches to Facts:

A fact refers to a statement that is considered to be true. There are certain approaches or features that can be used to establish a fact or a true statement. One of them is self-evidence. It is almost 100% correct and true when self-evidence is used to support a fact. The second approach

is when a statement comes from an authority on the subject. It means when a person makes a statement who is considered to be the authority or the expert, is yet another approach to establish a fact. The third approach to establishing a fact is consensus. It means that the majority of people agree with that statement. That is why facts are considered universal, as they are accepted as true and correct everywhere in the world. Another important feature to establish a fact is its objective nature. Facts are always objective in nature because such statements are free from biases, prejudices, and personal interests.

Empirical evidence is yet another key feature to establish a fact. It means when a statement is provided with empirical evidence and practical implications, it is considered to be a fact. Facts are always coherent. It means there is a consistency in the statement or the sequence of the event to prove it as a true statement or an episode. So, coherence theory of truth is another significant approach to establishing a fact. Proof and rational argument is another key feature of establishing a fact or truth. Logic or reason means when a fact infers new ideas or new facts from the established facts. So, it is considered to be an important feature or an approach to establish a new fact or truth. Proof is also deemed as an essential feature to establish truth. Proofs mean when there is an argument that can be proven as valid or true is available to support that statement. So through proof and evidence, a fact or truth can easily be established.

Prior knowledge can also assist a person to establish a new fact or truth. It is important to start from the previous existing truth or fact. When new ideas originate from existing or previous knowledge, they cannot be refuted as an opinion. Rather, they are set as a foundation to establish new facts and truth. Factual relativism is another approach that is extensively used in order to establish a fact or a truth. Another important approach is correspondence. It is also used to establish facts or truth when new facts or new statements are made coherent and correspondent to the existing fact, truth and statement. Facts are valid, true and correct. That is why it is considered that facts are indisputable. It means they are accepted as truth everywhere.

Check your Progress:

1. Why are the facts considered objective in nature?

2. Mention a few key features of facts.

11.2.2 Key Types of Opinion:

An opinion is something that is based on one's own personal beliefs, assumptions, and point of view. Hence, it is often personal, biased, and full of prejudices. But there are certain opinions which are unbiased and based on an objective approach. So there are diverse types of opinions. First of them is rational opinion. It referred to words and opinions that are based on logic and reason and, to some extent, rely on evidence. For an opinion to be rational, it is highly recommended that it must be free from biases and the colour of ideology of one's own frame of mind. In contrast to rational opinion, there is non-rational opinion. It is something that is devoid of logic, reason and evidence. It is highly subjective and based on one's own frame of mind and ideology. That is why it is called a non-rational or irrational opinion. Then there is biased opinion. It is a statement that is consciously and intentionally made biased through the repeated failures of logic and reason. It is a one-sided view of the story. That is why it is called a biased opinion. It has no logic, reason, evidence, any sort of truth or validity. Then we have motivated opinion. It is also an opinion that is motivated by some internal or external motives. It is also known as branded or sponsored opinion because it is based on persuading and convincing someone in order to gain the personal objectives and motives of the one who is giving that opinion. Then we have fallacy. It is a statement that is necessarily not true. Often it is made intentionally and consciously in order to achieve some hidden agenda. Then we have educated opinion. It is an opinion that often comes from an educated and rational person, that is why mostly this sort of opinion is logical and has some reason behind it, though it may not be taken as fact.

Contextual opinion is another type of opinion. It is an opinion that is based on the context in which it is uttered. Most of the time, this sort of opinion is based on reality, but often it is missing evidence or concrete ground. Then we have a very interesting type of opinion that is known as non-opinion opinion. It is a sort of opinion in which nothing concrete, solid or conclusive is said or expressed. Then we have a very popular type of opinion that is known as group opinion. Such sort of opinion often comes from political, religious or nationalist groups and that is dominating. Because it is accepted by many people due to social, religious or national pressure. Hypothesis is also deemed as a type of opinion. It is a statement that is made on a reasonable prediction, but before any conclusion or data is collected to support that hypothesis. Last but not the least; belief is also a form of opinion. It is based on social, economic, religious, or political ground as an opinion that is engulfed by numerous people to be accepted as true.

Check your Progress:

1. Why is an opinion considered as personal and biased?

2. What is a non-opinion opinion?

11.2.3 Why is it Essential to Distinguish Facts from Opinion?:

As both fact and opinion are different phenomena, so it is important to learn about both these concepts. Sometimes, they are presented as one and the same thing. So it is important to distinguish between fact and opinion. Its imperatives in academic context are equally important as students are made able to distinguish between fact and opinion. It is necessary for the student to distinguish fact from opinion. Whenever a student attains this distinguishing skill, he or she will be in a position to enhance his or her analytical as well as evaluating skills in both reading and listening. It is also important to distinguish fact from opinion because facts are based on truth and evidence while opinions are mostly based on beliefs and one's own perspective. So, it is very essential to distinguish between truth and evidence from assumption and belief. As both are conclusive and have persuading effect, so the ability to distinguish between both becomes even more essential. As both fact and opinion have manipulating effect, so it is essential for a person to distinguish between a fact and an opinion.

It is necessary to distinguish truth from mere feelings or emotions, which are persuading. If a person attains this distinguishing ability, then he or she will never be manipulated or misled through rhetoric or through emotive tools mostly used in opinion-based texts and discourse. Mostly, the language of opinion is more convincing and persuading as it is based on emotions and one's own hidden agenda. So it is an imperative skill to master so that one may not be manipulated by the persuading language of opinion and discard the fact and truth based on evidence and concrete factual experiences. Last but not the least; the language has a two-way impact. On one hand, it can manipulate but on the other hand, the very language of the statement distinguishes between fact and opinion. But it required the mastery on the part of the reader or listener to distinguish. The very language of the statement confirms whether it is a fact or it is mere a claim based on one's own perceptions.

It is also essential to note here that after mastering the skill to distinguish between fact and opinion, there are numerous advantages that the person who distinguishes fact and opinion can have. First of all, he or she will be in a position to enhance and elevate his or her own

analytical and evaluating skills. Secondly, after being able to distinguish between fact and opinion, it is not very easy to mislead or manipulate the mind of that person. Thirdly, the logical and analytical calibre of the person is also improved when he or she has attained this distinguishing skill. Fourthly, a person who distinguishes between fact and opinion is the one who distinguishes between reality and mere persuading belief of someone else. Lastly, a person who attains the skill of distinguishing between fact and opinion becomes an independent and unpersuaded person. He or she cannot be misled, persuaded, manipulated or deceived by anyone else through rhetoric.

11.2.4 Signature Words and Phrases as Distinguishing Tools:

As it has been established that both fact and opinion are very important in academic and other states of affairs, so, it is equally important to distinguish or set them apart from each other. It is also essential because it enables a person to be in a position to save him or herself from manipulation and misleading. Language is one of such mediums which can assist the reader to distinguish between fact and opinion. There are certain signature words and phrases which are used in both fact and opinion to distinguish them from the other. It is often found that opinions are mixed with facts intentionally to drag or distract the attention of the readers and make him or her believe an opinion as a fact. So, the language and the way it has been communicated, it is very important to distinguish between fact and opinion. Likewise, there are certain words and phrases and the way that they are uttered by the speaker or writer to distinguish between facts and opinion.

For example, in factual presentation. the reader or listener can find phrases such as “the finding of the research study confirms..., according to the latest report..., according to the findings of the latest report..., and the investigation report indicates...” While on the other hand, in the language of opinions, phrases and words such as “in the view of the officer..., I think so..., the scientists suspect and the report claims...” are frequent and act as signal or signature clues for opinion-based text or discourse. Words such as ‘very’ and ‘should’ are typical vocabulary of an opinion-based text. From the above stated example, it can be asserted that the choice of words and construction of the sentence structure are important tools to determine and distinguish between facts and opinion. It is also important to note that, sometimes consciously or unconsciously, both the terms are interchangeably used, but it is important to mention and distinguish between the two terms to discern between reality and assumptions.

11.2.5 Difference between Facts and Opinion:

A fact is something that is based on information which is true, correct and valid. These can easily be proven with the help of arguments and evidence. It is also supplemented with concrete evidence, while an opinion is something that is mostly based on the point of view and personal judgment of a person about something. There are certain opinions which can be proven true through the help of concrete evidence, but most of the time, opinions are not proven with the help of evidence and supportive concrete arguments. Secondly, facts can be proven as true, correct, and valid with the help of evidence, but most of the time an opinion cannot be proven as true, valid, and correct with the help of evidences. Thirdly, fact is based on information, while opinion is based on judgment or the view of an individual or a group of people about something. Fourthly, facts are always based on an objective view while opinions are highly subjective and personal. It means that facts can be free from biases but opinions are always highly biased and personal. Fifthly, as facts are universal, irrefutable, and undeniable, so these are always the same. These are universal and taken as the same everywhere, but opinions are subject to change because these are based on opinions and opinions can be influenced and changed by a number of factors. Another key difference between fact and opinion is that the claims and assertions that can be proved referred toward fact. But those assertions and claims that cannot be proven with the help of evidence are taken as opinions. Another striking difference between fact and opinion is that fact is based on evidence of observation and analysis, while an opinion is based on assumptions and beliefs most of the time.

As stated above, facts are universal as these are taken as the same everywhere. They do not alter their nature according to the people, condition, or situation, but opinions are always subject to vary from person-to-person about a single subject. A fact is always based on evidence while opinion is based on the belief of a person about something. Mostly, facts are based on research-based observation, while opinions are mostly based on assumptions and mental sketch of an individual without any empirical and concrete evidence. Last but not the least, facts always culminate in logical conclusions and arguments, but opinions do not necessarily end in logical conclusions. Rather, most of the time, opinions are discarded as personal experiences and views without any logical and concrete ground. Mostly, opinions are meant as a tool to mislead people by playing with their emotions.

11.2.6 Similarities between Fact and Opinion:

Though both fact and opinion are deemed as opposite to each other, there are a few similarities between them. One of the most important similarities between fact and opinion is that both have convincing, persuading, and influencing effects. Both fact and opinion are conclusive in their nature. It means that someone can present fact as an opinion and opinion as fact because both of these culminate in some conclusions. So it is important to keep in mind the content and evidence rather than the way it has been presented by the presenter. Their influencing persona and nature can change an opinion as a fact and vice versa. The third similarity between fact and opinion is that both are evolving in nature. It means that they evolve with the passage of time. Though, it is considered that facts are fixed and they do not change but there are certain facts which change over time when new evidence or an argument are supplemented. Hence, previous facts are altered with new facts. In the same way, there are some opinions which are rejected as personal views, but over the year or after some time, those opinions are deemed as fact because these can be proven now through evidence and concrete grounds which were missing in the past.

11.2.7 Conclusion:

A fact is a statement that is taken as true, correct, and valid. It is considered a fact because it can be proven through evidence, arguments, and supportive details. Facts are always objective in nature. These are considered fixed and universal because they are unaltered anywhere in the world. On the other hand, an opinion is a statement that refers to belief, assumptions or the ideology of a person or a group of people. As the very definition of opinion suggests that it is highly subjective, biased, and personal, so, it cannot be taken as fact. Most of the time, an opinion lacks evidence, argument, logic, and reason. It is merely based on one's own judgment and beliefs. So, it is a subjective form of discourse. As it is established that both facts and opinions are significant features of every day as well as academic context, so, the question of distinguishing fact from opinion is very much relevant.

It is essential to distinguish facts from opinions, because it is important to discern a truth from a judgment, assumption and a mere personal view. Another important reason for distinguishing a fact from an opinion is that often an opinion is presented as a fact. So there is a dare need to discern both the concepts. There are certain clues that can assist a person to distinguish a fact from an opinion. First of all, a fact is based on evidence while an opinion is based on one's own thought or belief. A fact can be proven but an opinion cannot be proved.

Facts are loaded with logic, reason, and evidence, but opinion is highly subjective in nature. And there is no evidence, proof or logic behind an opinion. Last but not least, the language of both fact and opinion can be an imperative tool to distinguish both. There are certain signal or signature words that are specific to fact as well as opinion.

Despite the fact that both fact and opinion are opposite and contrasting in nature, there are few similarities between the two. First is the conclusive nature of both fact and opinion. Both culminate in some conclusion. A second similarity is that both have a persuading and convincing nature. Often, opinion is used as a tool to persuade and convince other people through the manipulation of language and rhetorical devices. But fact is logical, evident, and factual. That is why it has a persuading and convincing effect. Last but not the least, both fact and opinion are evolving. It means that these are not static, so both of these phenomena have an evolving nature. There are certain approaches or methods to establish a fact or to support evidence. In order to formulate a fact or truth, logic, reason, evidence, empirical data and empirical evidence can be utilized as tools or devices. On the other hand, opinions have diverse types and forms such as logical, non-logical, educated, biased, subjective, and non-opinion forms of opinion.

11.3 Learning Outcomes

After going through the Unit, you are expected to:

- be familiar with the concepts of fact and opinion.
- differentiate between fact and opinion.
- know why it is essential to draw distinguish between fact and opinion.
- have knowledge how words and phrases act as signal or signature to discern between fact and opinion.

11.4 Glossary

Irrefutable: Indisputable

Prejudice: Bias

Concrete: Solid, Actual, Real

Consensus: Agreement
Empirical: Experimental, Practical
Distinguish: Differentiate
Perception: Understanding
Contrast: Opposite, Difference
Rhetorical: Stylistic
Static: Invariable, Constant
Phenomenon: Occurrence

11.5 Sample Questions

11.5.1 Objective Questions:

1. _____ it is highly recommended that it must be free from biases of one's own frame of mind.
 - (a) For a non-rational opinion
 - (b) Rational opinion
 - (c) Biased opinion
 - (d) None of these
2. Empirical evidence is a striking or key feature to establish _____.
 - (a) An opinion
 - (b) A fact
 - (c) A fallacy
 - (d) All of these
3. One of the most striking _____ between fact and opinion is that both have convincing, persuading, and influencing effect.
 - (a) Identity
 - (b) Similarity
 - (c) Dissimilarity
 - (d) All of these
4. A person who attains the skill of distinguishing between fact and opinion becomes _____.

- (a) Experienced person
 - (b) Independent person
 - (c) Skilled person
 - (d) All of these
5. _____ is based on information, while _____ is based on judgment.
- (a) Opinion, fact
 - (b) Fact, opinion
 - (c) None of these
 - (d) Both of these
6. The use of _____ the statement confirms whether it is a statement or it is mere a claim based on one's own perceptions.
- (a) Linguistic pattern
 - (b) Words and phrases
 - (c) Sentence structure
 - (d) All of these
7. An opinion is always expressed in first-person pronoun because it is an expression of _____.
- (a) Evidence and fact
 - (b) Cluster of arguments
 - (c) Personal belief
 - (d) None of these
8. _____ is something that is the point of view or a judgment of someone about something.
- (a) Factual text
 - (b) Opinion based text
 - (c) Interesting text
 - (d) Academic text
9. Facts can be presented in the form of information that has a _____.
- (a) Subjective reality
 - (b) Objective reality
 - (c) Neutral reality
 - (d) All of these

10. _____ can be proven through evidence as right, correct and a valid statement.

- (a) Factual statements
- (b) Opinion based discourse
- (c) None of these
- (d) Both of these

11.5.2 Short Answer Questions:

1. What are the similar elements in facts and opinions?
2. What are the distinctive features of fact-based text or discourse?
3. Why do people manipulate an opinion and present it as fact? Give your own views.
4. Fact is based on evidence-based information, while an opinion is based on one's own belief. Explain this statement.
5. What are the major types of opinions as mentioned in the Unit?

11.5.3 Long Answer Questions:

1. What are the key differences between facts and opinions?
2. What words and phrases act as signal or signature in distinguishing between fact and opinion?
3. Why is it essential to draw a distinction between facts and opinions?

11.6 Suggested Learning Resources

1. Smoke Tnsdy. (2005). A Writer's Workbook: A Writing Text with Reading, Cambridge: CUP.
2. Swales, J.M. and Christine B. Feak. Academic Writing for Graduate Students, third edition, U of Michigan Press: Michigan Publishing.
3. Oshima, Alice and Ann Hogg. (2005). Writing Academic English, fourth edition. Pearson and Longman

Unit 12: Critically Evaluating the Sources

Structure

12.0 Introduction

12.1 Objectives

12.2 Critically Evaluating the Sources

12.2.1 Techniques for Critical Assessment of Sources

12.2.2 Critical Analysis

12.2.3 Initial Appraisal: Reviewing the Source

12.2.4 Evaluation of Content

12.2.5 The CRAAP Test

12.3 Learning Outcomes

12.4 Glossary

12.5 Sample Questions

12.6 Suggested Learning Resources

12.0 Introduction

Assessing the credibility, utility, and dependability of sources is an essential part of performing a literature review that covers relevant research in an efficient manner and shows the reader that the author is knowledgeable in the subject. Assessing academic sources also improves your general knowledge and capacity to:

- look for different viewpoints and opposing arguments.
- determine any potential bias in other people's work,
- differentiate between fiction, opinion, and fact.
- become more adept at differentiating between stuff that is important and irrelevant.
- construct strong, well-reasoned conclusions. Combine data, taking care to evaluate and analyze it in order to derive meaning.

It is vital that you first understand the quantity of sources required for your project and any restrictions on their sources. Using a minimum of one designated source, such as a manuscript, magazine, publication, or journal article, or a web page from a website, can be required. Select a source by looking beyond its title alone. You need to review to make sure the data will help answer the question. For example, if the study's inquiry or subject pertains to how

the moon's orbit effects our planet's tides in the ocean the source has to give facts on that specific issue.

A paper concerning tides will not benefit by reading about space travel, the moon's topography, or its climate, all of which are covered in certain publications about the moon. After determining whether the content is acceptable, you should check its reading level. The document might not be easy to deal with if it is very technical. It should be understandable to you, and you should be able to jot down the key aspects. Then, more investigation is required.

12.1 Objectives

The objectives of this Unit are to:

- assess if a source merits further investigation
- move quickly to additional relevant sources
- enhance the standard of the material you read

12.2 Critically Evaluating the Sources

12.2.1 Techniques for Critical Assessment of Sources:

Thinking critically on the validity of a research resource and its dependability, typically entails posing a number of questions to yourself regarding the quality as well as its content. It is crucial to always assess the information you use critically. It is not always easy to accomplish this. A number of printed sources go through an editorial review procedure, which requires confirmation from one or more parties that the material is reliable before it can be published. This procedure is used for articles published in scholarly journals, magazines, and newspapers.

Not every source of knowledge is made equal. The level of care with which sources are written, edited, investigated, and verified might differ substantially. Using common sense can enable you to spot sources that are clearly suspect, such as personal websites with apparent mistakes or tabloids that publish stories about abductions by aliens. However, there are situations where a source's credibility—or lack thereof—is less clear. You will actively and purposefully

apply critical thinking techniques to assess your research sources. The sources you come across will have different goals in mind and target audiences, which might explain variations like these:

- a) How well do the authors address a certain subject?
- b) How meticulously do the authors gather information and record data? How is the work evaluated by the editors?
- c) How do agendas or prejudices impact the content?

A literary article intended to enlighten a wide readership would approach the subject matter quite differently from a journal piece prepared for an academic audience with the goal of advancing knowledge in a certain discipline. A topic can also be approached from several perspectives in textbooks, hard newspapers, and web pages. The kind of source might reveal something about its overall credibility and depth. You may assess the quality of your sources by using the descriptions of the various sorts of sources that follow.

Sources of the highest caliber offer the most comprehensive data. Experts in the relevant fields write and edit them. Examples include government documents; books published by university presses; articles in academic journals like *Journal of Comparative Literature and Aesthetics*; trade books and magazines targeted at a general educated audience, like *Wasafiri Magazine*; and documents from respectable institutions like universities and research centers.

Diverse quality sources often prove helpful, they are rarely well investigated and vetted, and they may not always cover topics as thoroughly as high-quality sources. Certain types of writing, like those seen in business brochures or popular magazines, are intended to promote a cause or a product. While reference and textbook materials are often trustworthy, they might not go into great detail on a certain subject. Use them with prudence. Examples include print and online news articles and feature pieces from respectable publications, magazines, or organizations like *The Hindu*; articles from popular magazines that may or may not have undergone extensive research and fact-checking; and documents from for-profit and commercial enterprises.

Dubious sources are frequently published with the intention of presenting the author's thoughts or drawing in a big readership; they are not always carefully examined. In general, do not rely on these as your only source. If a source falls into this category, carefully consider it using the standards listed below. Examples include chat rooms, blogs, Internet discussion forums, free online encyclopedias, talk shows, television news programs with blatant political slant, and personal websites that include weakly controlled or unregulated media material.

You must assess the author's reliability and the journal itself individually even, if you are utilizing a commonly trusted sort of source. Examine the author's qualifications/affiliation in order to determine how credible they are—that is, how much you can trust what they have to say. What professional background or scholarly work demonstrates the author's competence to write on this subject? Remember that mastery of one subject does not imply mastery of another, unrelated subject. For example, even when a writer holds a graduate degree in physiology, this does not make them eligible to write about psychology. So examine the credentials thoroughly.

In conclusion, when assessing a source, you should take into account factors like its type, audience, and intended purpose, as well as the credentials of the author or authors, the publication's standing, any signs of bias or covert agendas, and the general professionalism of the source's ideas, language, and layout. You should take into account both these standards and your general perceptions about the caliber of the sources. Examine closely and take note of the writers' presentation and evidence for their claims. Remain involved; don't just take what sources say at face value.

12.2.2 Critical Analysis:

It is not always necessary to criticize or point out shortcomings in order to be critical. A film critic, for example, assesses the positives and negatives of a movie. We must be critical of our own work as well as the sources we utilize for our papers while assessing it. It is not advisable to blindly accept everything we read, hear, or see. Particular caution is required when the information is allegedly from a reliable source. Documentaries are typically believed to include genuine and accurate information, although occasionally they are skewed toward one side of the story or fail to convey other points of view. Here are few things to think about:

- Credibility
- Facts
- Opinion
- Evidence
- Bias and slanted language
- Tone
- Stereotype
- Preconceived ideas
- Logic
- Valid argument

- Sound argument
- Toulmin logic
- Logical fallacies (flawed logic)
- Appeal

12.2.3 Initial Appraisal: Reviewing the Source:

For your research assignments, as a student, you will be obtaining data from a range of sources, such as books, specialist databases, websites, newspaper and magazine articles, and pieces published in magazines. It is important to evaluate each source as you go in order to determine the quality of the information included in it. Common assessment criteria include the objective and intended audience, credibility along with validity, precision and consistency, reliability and currency, fairness or presumptions, and reliability and precision. Below is a more detailed description of each of these prerequisites.

Author

What qualifications does the author possess, such as previous publications, educational background, institutional affiliation [where they work], or experience? Does the author's area of expertise inform the theme of the book or article? Has this author been mentioned by your instructor? Have you seen the author's name listed in other sources, such as bibliographies? Is the writer connected to any respectable establishment or group? What are the fundamental principles or objectives of such an establishment?

Publication Date

When was the material first published? The publication date usually appears upon the book's cover page, just under the publication's name. If it is missing, look for the copyright date on the opposite side of the content page. The most recent update date is displayed at the bottom of web pages, and sometimes on each individual page as well. Subjects like the sciences, which are undergoing change quickly and continuously, require more up-to-date knowledge. However, subjects within the humanities frequently call for readings from long ago. On the other hand, a few online news outlets now display the exact time a story is uploaded to their website.

Edition or Revision

Is this the publication's first edition? Additional editions often imply that a source has been updated and rewritten to take into account new information, correct errors from earlier versions, and better align the material with the target audience. Do the pages of an online source you're accessing show the date of the most recent revision?

About the Publisher

Take note of the publication. The source is probably academic if it was released through a university press. A respectable publisher suggests that they may hold great esteem for the material they are publishing, even if this does not always imply excellence.

About the Title of Journal

Is this journal popular or scholarly? This distinction is significant because it highlights the various degrees of intricacy involved in communicating concepts to the target audience.

Check your Progress

1. Documentaries are typically believed to include genuine and accurate information. (True/False)
2. Common assessment criteria include aim and target audience, authority and credibility, correctness, dependability, timeliness, objectivity, bias, accuracy, and reliability. (True/False)

12.2.4 Evaluation of Content:

After making a preliminary assessment, you should now look through the source's body. To find out the author's goals for the work, read the introduction. To have a general idea of the subject covered, skim the index and table of contents. Check whether there are any bibliographies provided. Go through the chapters that particularly touch on your subject. It is also helpful to peruse the table of contents and the article abstract in a journal or magazine issue. Similar to books, an article's bibliography at the conclusion could reveal how well its writers have considered their writing.

Proposed Audience

Which kind of people is the author writing for? Is the target audience for the publication general or specialized? Is this source appropriate for your purposes, or is it too simple, complex, or advanced?

Reasoning Objectively

- Is the material propaganda, opinion, or fact? Differentiating between opinion and reality is not always simple. Although views may originate from factual knowledge, they are derived from the interpretation of facts, which can typically be confirmed. Writers with skill can convince you that their interpretations are true.
- Is the information believable and thoroughly investigated, or is it dubious and lacking proof? Reasonable assumptions should be made. Note any mistakes or omissions.

- Are the arguments and concepts presented essentially consistent with other writing you have read on the same subject? Examine an author's ideas with greater care and critical analysis the more drastically they deviate from the opinions of others in the same area.
- Is the author's viewpoint neutral and objective? Is there no prejudice or terms that evoke strong emotions in the language?

Reporting

- Does the work contribute new information, update existing sources, or support previously read materials? Does it address your topic sufficiently or is it not addressed at all? Make sure you read through enough sources to get different points of view.
- What is the nature of the material—primary or secondary? The primary source used in research is considered the raw material. The foundation of secondary sources is primary material. Primary papers in the sciences are journal articles and conference proceedings authored by researchers who are describing their findings through experimentation. When you can, select primary and secondary sources alike.

Writing Style

Is the publication organized logically? Are the main points clearly presented? Do you find the text easy to read, or is it stilted or choppy? Is the author's argument repetitive?

Evaluating Reviews

For books, find scholarly analyses of the text through an online resource like Google Scholar. Is the evaluation favorable? Is the book being reviewed regarded as an important addition to the field? Do reviews strongly disagree or do they all agree on the book's qualities or value? Does the reviewer suggest any other, maybe superior books? If yes, look into these references to learn more about your subject.

Evaluating Internet Sources

The internet has enormous amounts of information. The Internet is a fantastic resource for conducting research on a variety of subjects. However, posting files or pages to the internet is simple, inexpensive, unrestricted, and unmonitored. The greatest benefit that the Internet has bestowed upon so many aspects of society is the capacity to express oneself, connect with others, share ideas, locate possible peers globally that they otherwise would not have encountered, and, via hypertext links within web pages, expose a plethora of ideas and personalities to the unsuspecting user.

This is the reason you should carefully consider anything you find online. As the information source, it is your responsibility as the reader to verify the reliability, originality, timeliness, and integrity of the material you obtain. Documents are readily reproduced, forged, or replicated with mistakes and omissions that might be deliberate or unintentional. Similar to the majority of print publications, the broad Web lacks editors who may review content, send it back for updates or changes, or reject it until it satisfies publishing house standards. Many online sites that you find using standard search engines are either self-published or produced by large or small businesses with the intention of convincing you to buy a product or adopt a particular viewpoint.

There may be several pages on university and library websites that the organization fails to keep an eye on. This is generally to be expected because the internet must remain free in this manner. However, you must develop the habit of healthy skepticism and apply critical thinking to examine everything you find if you want to utilize it for serious study.

The institution's user community's unique research and teaching interests are served by the materials that have been selected and made available. Therefore, in general, it's critical to put Internet resources through an assessment procedure in order to: a) determine the authority of the author who is in charge of the material; b) confirm the legitimacy of the sources. Determining the quality of the material can be aided in part by the possibility that the person receiving credit for the content is not an authority in the relevant field. Conversely, an authorized writer—who could be a person or, more suitable, an organization—would guarantee the accuracy and consistency of the data; c) determine whether the data is current or outdated; and d) assess the resource's applicability to the target audience.

Check your Progress:

1. Distinguishing between fact and opinion is not always simple. Although views may originate from factual knowledge, they are derived from the interpretation of facts, which can typically be confirmed. (True/False)

Bias

A research study may occasionally be found in an academic publication. There's always a chance of bias, even in research that has been published in a professional journal. In addition to the topics listed above, consider the following two points that are particular to academic research studies:

- **Funding bias:** Certain groups provide funding for certain studies. This does not imply that the research is of low quality, but if the study appears to be biased in favor of its funders, bias may be present. An article on a drug for which a pharmaceutical firm provided funding for the study may serve as one example. This might entail hiding undesirable facts or overemphasizing desired outcomes.
- **Selection Bias:** When research participants are not typical of the broader community, selection bias arises. Selective inclusion or exclusion of research participants may result in this. The results may not apply to the entire population, for instance, if a research on the benefits of a nutritious diet on kids with type-2 diabetes only included females in Chicago between the ages of 9 and 12.
- **Media Bias:** Selectivity in the stories and viewpoints carried by the media, such as when only particular stories or interpretations are covered, is sometimes referred to as media bias. An example may be a story that had sensational or mostly conservative or liberal news sources. Referencing *The Times* instead of *The Hindu* will most likely convey a whole different viewpoint. Bias in scientific reporting can be created by highlighting opinions that lack supporting data.

12.2.5 The CRAAP Test:

The CRAAP test is designed to assess the objectivity of data sources from various academic disciplines. CRAAP is an acronym for Currency, Relevance, Authority, Accuracy, and Purpose. It might be difficult to decide which web sites are trustworthy enough to use as research tools because there are so many of them. The CRAAP test is designed to make it easier for teachers and students to evaluate the credibility of their sources. By using the test, a researcher can reduce the likelihood of using erroneous data while evaluating sources. The CRAAP exam was developed by Sarah Blakeslee and her team of librarians at California State University, Chico (CSU Chico), and is primarily used by higher education librarians at institutions. It is one of various approaches to source criticism.

C: Currency

The first stage in evaluating a source's credibility is to confirm its currency. The most recent information is represented by currency. Teachers and pupils could, however, be curious about the location of the data upload or release. The next thing they do is determine if the data has been modified or updated and if there are any additional sources that might help the research effort. Even while a topic may need to be covered by the latest research, news, or media

attention, older sources may still be helpful. These questions not only show the continuing research alterations that are rapidly spreading as technology advances both now and in the future, but they also help detect current information trends. In case the source is a website, the links to access it must work.

R: Relevance

A comprehensive research study will be influenced by the material's relevance while evaluating sources. How the problem connects to the data in the source is one thing to consider in this regard. More importantly, the reference writers need to think about who their target readership is. There is increased accessibility to information and a broad range of subjects covered. As a consequence, the audience can locate what they're looking for thanks to the information's relevance. Additionally, there is a check-in to ensure that the data understanding level is sufficient. This implies that the degree cannot be too simple or complex for the teachers or students to benefit from. Because there is a wide variety of sources available, educators may make every effort to adopt an open mindset when it comes to using them. Additionally, they ought to determine whether or not they are at ease enough to credit the source.

A: Authority

Though it is also critical to consider the authority of the source in addition to its currency and usefulness. This is significant because educators and students will look up the identities of the publisher, author, and sponsor before they can trust the information. The affiliation and educational history of the author are important since they may tell readers whether or not the author is qualified to write on the topic. Included must be the publisher's or author's contact information. Teachers and students may utilize and rely on the content with confidence because of its authoritative credibility. The reader and writer are put at odds over trust when a reliable source is acknowledged.

A: Accuracy

Reliability of sources is demonstrated by the need for accuracy of the information to be traced back to the source. Evidence must support the information presented to the audience. You can utilize observations, findings, or field notes as proof. It is necessary to review or refer to the report. It must be supported by further sources or conventional wisdom. Having said that, given the sources are meant to be utilized for fact retrieval, the language employed within them needs to be objective or emotionless. There should be no typographical, grammatical, or spelling mistakes in the source material.

P: Purpose

The intended goal of the resources helps readers decide if the information they are looking for is suitable for their research. Many questions arise while trying to figure out the objective, including ones about research, education, marketing, entertainment, and even self-interest. The author's objectives should also be clear. There are a few considerations, regardless of whether the content is fact, opinion, propaganda, or has any kind of political, personal, religious, or ideological bent. Knowing how the information is intended to be used makes selecting sources much easier.

As mentioned above, a comprehensive analysis of sources might include more than just this fundamental framework. Still, keep this method in mind if you know anything about how to assess a source during a literature review.

12.3 Learning Outcomes

After completing this Unit, you should be able to:

- elucidate how evaluating a book is an organized process of thought
- assert that a librarian's assessment of a book differs from a reviewer's assessment
- elucidate the procedure used to assess the reference books.

12.4 Glossary

Appeals: Use of words to persuade a reader by making an appeal to logic, ethics, or feelings.

Bias: [uncountable, countable, usually singular] A strong feeling in favour of or against one group of people, or one side in an argument, often not based on fair judgement

Credibility: The quality that somebody/something has that makes people believe or trust them

Evidence: The facts, signs or objects that make you believe that something is true

Fact: A thing that is known to be true, especially when it can be proved

Logic: A way of thinking or explaining something

Logical fallacies (flawed logic): Inaccurate reasoning include broad generalization, bandwagon argument, either/or fallacy, non sequitur, appeal to the person (ad hominem), and asking the question.

Opinion: Your feelings or thoughts about somebody/something, rather than a fact

Preconceived: Formed before you have enough information or experience of something

Sound argument: One that is not only valid, but begins with premises that are actually true.

Stereotype: A particular conception or picture that many people have of a specific kind of person or object, but which is frequently untrue and may be offensive or hurtful

Tone: Of voice [countable] the quality of somebody's voice, especially expressing a particular emotion

Toulmin Logic: A method of reasoning that evaluates an argument's logic by using the claim, reasons, and warrant.

Value judgement: A judgement about how good or important something is, based on personal opinions rather than facts

12.5 Sample Questions

12.5.1 Objective Questions:

True/False Type Questions

1. The intended goal of the resources helps readers decide if the information they are looking for is suitable for their research. **(True/False)**
2. Toulmin Logic is a method of reasoning that evaluates an argument's logic by using the claim, reasons, and warrant. **(True/False)**
3. Bias means the quality that somebody/something has that makes people believe or trust them **(True/False)**
4. Currency is a criteria to critically evaluate any source of information **(True/False)**
5. The source evaluation process starts when you begin searching **(True/False)**
6. Evaluating sources is not critical to the source selection process and to ensuring academic evidence that supports your argument. **(True/False)**

7. CRAAP is an acronym for Currency, Relevance, Authority, Accuracy, and Purpose.
(True/False)

MCQs

1. The facts, signs or objects that make you believe that something is true:
(a) Fact (b) Evidence (c) Logic (d) Formatting
2. A way of thinking or explaining something:
(a) Logic (b) Opinion (c) Evidence (d) Summary
3. Your feelings or thoughts about somebody/something, rather than a fact:
(a) Opinion (b) Evidence (c) Synopsis (d) Tool

12.5.2 Short Answer Questions:

- 1 What constitutes an academic or scholarly article?
- 2 What is Source Evaluation?
- 3 Why Evaluate Sources?
- 4 Write a brief note on evaluating Internet Sources
- 5 Write a short note on 'Bias'

12.5.3 Long Answer Questions:

1. Write an essay on the CRAAP test.
2. Write a note on Objective Reasoning.
3. What are the main factors that should be noted while evaluating internet sources?

12.6 Suggested Learning Resources

1. Black, Thomas R. (1993). *Evaluating Social Science Research: An Introduction*. London: Sage.
2. Burkhardt, J.M & MacDonald, M.C. (2010). *Teaching information Literacy: 50 standards-based exercises for college students*. Chicago: American Library Association.
3. CRAPP Test.net; *Evaluating Information: Applying the CRAPP Test*, Meriam Library. California State University, Chico.
4. Critically Analyzing Information Sources: Critical Appraisal and Analysis
https://guides.library.cornell.edu/critically_analyzing
<https://writing-center.phsc.edu/research/finding-and-evaluating-sources-critical-analysis>
5. Hyland, Ken. (1993). *Disciplinary Discourses: Social Interactions in Academic Writing*. London, UK: Longman, 1993.
6. Mandalios, J. (2013). RADAR: An approach for helping students evaluate Internet sources. *Journal of Information Science*, 39(4), 470-478.

Unit – 13: Pre-writing

Structure

13.0 Introduction

13.1 Objectives

13.2 Pre-writing

13.2.1 Techniques of Pre-writing

13.2.2 Advantages of Pre-writing

13.2.3 Learning Outcomes

13.2.4 Glossary

13.2.5 Sample Questions

13.2.6 Suggested Learning Resource

13.0 Introduction

Pre-writing is a preparatory stage of the process of writing. It equips the writer to write effectively. A writer prepares himself and makes a framework to write systematically. Although it takes more time, it helps to convey the arguments clearly and coherently, thereby improving the quality and efficacy of the writing. Moreover, it strengthens the writing and helps to structure, cohere and clarify thoughts. This stage of the writing process involves organizing thoughts, arranging ideas, and developing a plan, providing the foundations for all that comes after. Thus, it acts as an outline that leads the writer through the drafting process of any form of written work, including essays, reports, and stories. In this stage, the arrangement of ideas and the organization of matters makes the writing more polished, coherent, and captivating.

In this stage, the writer lays the foundation for a captivating draft that appeals to the reader. He collects ideas, plans content, and establishes the framework for the writing endeavour. It entails various activities to create and organize ideas before the drafting begins. These activities encompass participating in events, giving meaning and selecting the angle to shape a framework. It also includes planning, brainstorming, outlining, and organizing ideas before writing. It is the stage in which the writer discovers ideas and chooses the direction of the work.

13.1 Objectives

The objectives of this Unit are to:

- understand the meaning of pre-writing
- explain the process of pre-writing
- develop the skill of pre-writing
- develop the mastery of pre-writing
- develop the skill of planning, brainstorming, free writing, looping, outlining, listing and mind mapping.

13.2 Pre-writing

Pre-writing is the process of preparation. It prepares a writer to give a systematic direction to the work. The writer adopts different techniques to prepare a road map for the writing, thereby giving the idea a proper shape. There are four stages of pre-writing that are given below:

1. In the first stage, the writer takes part in an event.
2. In the second stage, the writer perceives the event and gives it meaning. Literary writers give more emphasis on this stage for literary composition and interpretation.
3. In the third stage, the writer selects a point of view to convey the significance of the event. Journalists focus on this stage to make the event news.
4. In the fourth stage, the writer creates a framework for producing persuasive writing.

In most of the descriptions, literary writers have followed these four stages. Wordsworth's poem "Lines Composed a Few Miles above Tintern Abbey" has a similar description. In the pre-writing process, the poet visits the Tintern Abbey, finds himself immersed in natural beauty, and composes the entire poem in his mind. In other words, the poet experiences an event which becomes a part of his subconscious mind, which returns to the surface again and takes the shape of a poem. The poet is now prepared to write about it on paper. Finally, he created a framework of those experiences of Tintern Abbey and composed the poem.

This pre-writing stage is like the procreation period, where an event gains significance by assimilating into the writer's experiences. During the pre-writing phase, the writers' prior experiences help to colour facts. The facts are then synthesized, evaluated, and interpreted to reproduce. In the words of Samuel Coleridge, it is the secondary imagination that dissolves, diffuses and dissipates in order to recreate.

Pre-writing activities can be done after the writer's experience or research to prepare a road map for the first draft. He saves the draft for several days, weeks, or even months and then revisits it for revising and reflecting. The writer attempts to approach his draft with a fresh perspective, which may demand a complete rewrite because much of the previous paper is removed, and a chunk of the new paper is produced as a first draft. Once the writer recognizes the meaning of the experience, he embarks on the third stage of pre-writing. During this stage, he decides the angle for writing about the experience. The angle then serves as the foundation for an introduction, which sets the writing's tone, style, form and point of view. Then, he advances to the fourth level, which is organizing ideas to write a cohesive paper.

The ability to produce a distinctive angle distinguishes good writers from mediocre ones. Generally, mediocre writers use the same approach when introducing their work. When asked to write about oneself, they provide information such as their birthplace, date of birth, parents' names, school names, and so on. Unlike mediocre writers, good writers try to write it from a unique angle. He gives it a literary form, as Charles Dickens writes in *David Copperfield*, "Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must show. To begin my life with the beginning of my life, I record that I was born (as I have been informed and believed) on Friday, at twelve o'clock at night."

There are multiple methods of pre-writing. A writer employs them as the writing requires. Literary pre-writing needs different techniques, as does journalistic pre-writing. Literary writers must know the enormous range of frameworks from which to choose. Some pre-writing takes the form of flashbacks, while others begin in the middle of an event, and so on. Reporters employ journalistic skills to find new approaches to a story. He learns to grasp several perspectives from which a tale or an event may be conveyed because he must write two, sometimes three leads for the same incident. A story from the evening edition is frequently reworked from a new perspective for the morning version.

Check your Progress:

1. What should we keep in mind while pre-writing?

2. What are the stages of pre-writing?

3. What are the differences between literary pre-writing and journalistic pre-writing?

13.2.1 Techniques of Pre-writing:

Apart from the above pre-writing activities, there are many other techniques that a writer employs before drafting the work. Pre-writing consists of various activities designed to generate and refine ideas. Some practical pre-writing activities are as follows:

Generating Ideas: During this step of writing, the writer lets ideas flow and scribbles down any relevant thought that comes to mind. Brainstorming is a process in which a writer quickly verbalizes or writes down all of the thoughts that come to mind, generating a large number of ideas rather than focusing on high-quality ones. It can be accomplished by free-writing, mind mapping, or listing. The author comes up with and explores a range of topic-related ideas. He plans his ideas, creates a detailed outline, and allows his creativity to flow unhindered during this creative phase. A writer develops ideas spontaneously, without editing or evaluating them, during a brainstorming session. He may brainstorm alone or in groups, employing techniques like free-writing, looping, thought mapping, and listing.

Free-writing: The free-writing technique is an uninterrupted, continuous writing process that generates new ideas within a fixed time. The writer sets a timer for a specific duration, such as ten or twenty minutes, and writes incessantly, disregarding appropriate grammar, punctuation, or flow. The purpose of free-writing is to write continuously on the subject matter intently and continuously during the predetermined length of time, letting ideas flow freely. The writer does not take breaks to fix typos and grammar or pause to consider an idea before moving on. He expresses himself freely without concern about grammar, spelling, or quality. Then, he reviews his work, underlines the noteworthy ideas and selects the most vital points after the time is over. He goes through it again, focusing on the topic that struck him from the first exercise, to develop a focused and simple outline for the draft.

Looping: Like free-writing, looping is a pre-writing technique that entails back-to-back free-writing activities. Following the first looping exercise, the writer identifies the central concept or theme in that piece of writing and utilizes it as the basis for the following looping exercise. After around five pre-writing loops, the writer develops a set of concentrated, tightly connected

thoughts for a given topic. These concepts aid in creating the writing's topic or thesis statement. A writer loops his work in cycles, going deeper into the subject each time, aiming to explore a subject or concept from several viewpoints. It assists the writer in gaining a more profound comprehension of a topic, organizing the ideas, and producing content. Thus, looping results in a collection of essays or comments on a specific subject. These sections or subsections can explore complicated concepts in detail or as a starting point for further development.

Clustering: Besides free-writing, the clustering technique is also helpful in generating ideas. It is a visual representation of ideas in which the writer draws a central idea in the middle of a page and then branches out with supporting details. Mind maps help to gather knowledge, connecting ideas and facilitate creative thinking. This technique is also called idea mapping or mind mapping. A mind map resembles a web when it is finished. Making a mind map of the writing helps the writer establish the connections between ideas and identify the topic's important areas. Moreover, clusters of subtopics help to develop the key points for the writing. The following steps can be used for the clustering approach:

- Outline or circle the topic after writing it in the centre of a sheet of paper.
- Collect ideas related to the primary topic and jot them down on the same sheet of paper.
- Indicate the relationship between each new concept and the main idea, draw a line to connect them.
- Record your subtopic-related ideas and use the same format to indicate connections.
- Clustering helps establish the connections between ideas. It distinguishes the main points, sub-points and other related ideas in hierarchical order amid many ideas. Clustering directs the ideas in a systematic and planned way.

Listing: Listing, like free-writing and thought mapping, is a technique for brainstorming. In the listing, the writer compiles a list of all the concepts, notions, illustrations and queries on the topic. Listing helps him swiftly develop various thoughts, which he can categorize, classify and arrange as required. It is a technique of quickly creating a lot of information by developing a few general concepts and then expanding on those connections using bullet points to provide more specific information. Listing is beneficial when a writer has to focus on a particular area and the topic is too vast. The writer makes a list of all possible phrases and statements that arise from the topic. This approach is highly successful when used in a team setting. Every team member contributes ideas without thinking that his ideas can be discarded if they are not good. The writer logically arranges the items in the list and identifies whether the themes are connected. He jots

down as many ideas as possible. He assigns a label to each group. These groups have a limited focus with potential areas for expansion. Then, he writes a sentence on the label assigned to the set of ideas and makes this sentence a thesis statement.

Researching: During this technique, the writer investigates extensively to get pertinent data and insight into the subject. The writer may conduct interviews or surveys and read books, essays, chapters, articles, or reliable web sources to get data and insight into the topic. Pre-writing entails completing research to obtain pertinent information and supporting evidence for writing. This study informs and reinforces arguments. The writer gathers essential material, such as facts, data, references, and quotes, through research with credible sources. He takes substantial notes, noting the page number and source for further reference.

Outlining: The writer creates a rough outline to help arrange the thoughts and structure of the work. An outline can be accomplished using Roman numerals and letters, or a more visually appealing one using diagrams or bullet points. Outlining is an initial step in the process of writing since it entails arranging ideas, organizing matters, and preparing an itinerary for the writing. An outline acts as a blueprint that directs the writer to produce a cohesive text, regardless of the kind of writing being worked on—an essay, a report, a fiction, etc. There are different techniques for creating effective outlines that improve the lucidity, consistency, and cohesiveness of the writing. It provides a brief overview of the text's content and the links between its many components by presenting the main ideas, supporting facts, and sub-points. An outline acts as a detailed plan for the writing process and can be as thorough or loose as the writer desires. Outlining prepares a road map for the writing, including an introduction, body paragraphs, supporting evidence, transitions, rebuttals, and a conclusion.

1. **Introduction:** An engaging introduction provides context for the topic, captures the reader's attention, and states the thesis statement or main argument.
2. **Body Paragraphs:** The body of the work consists of coherent paragraphs, each focusing on a specific topic or subtopic. The writer employs pre-writing notes to provide more information about each paragraph's content and ensure that ideas flow logically between them.
3. **Supporting Evidence:** The writer incorporates evidence, examples, or data to reinforce the main points and bolster arguments. He ensures that every piece of evidence is pertinent and successfully advances the main point of the argument.

4. **Transitions:** The writer employs transitional words or sentences to help the reader move seamlessly from one thought to the next across paragraphs. Transitions keep the writing coherent and clear.
5. **Rebuttals:** The author anticipates possible challenges to the thesis and pays particular attention to them in the outline. This rebuttal highlights critical thinking skills and reinforces the argument by identifying and disproving opposing viewpoints.
6. **Conclusion:** The writer summarizes the arguments, reiterates the thesis, and offers a memorable conclusion. A well-written conclusion brings the argument to a satisfying end and highlights its significance.

Importance of Outlining:

1. **Organising:** Creating an outline makes it easier to arrange ideas and thoughts systematically. It guarantees that writing adheres to a logical structure, facilitating readers' comprehension of arguments or narratives.
2. **Lucidity:** An outline describes different sections and their connection to clarify the writing's central idea. Moreover, it draws attention to important passages, preserving the work's consistency and clarity throughout the writing.
3. **Efficiency:** An outline makes writing efficient by providing a path that guides it systematically, preventing it from ending up sidetracked. It saves time and effort.
4. **Revising:** An outline acts as a reference point for the writer during the editing and revising process, helping him to assess the structure, cohesiveness, and coherence. When the writer has a precise blueprint to refer to, it is simpler to identify gaps or contradictions in the argument.

Approaches for Creating Outline:

There are numerous approaches for creating outlines based on preferences and the demands of the writing. Some helpful outlining techniques are as follows:

1. Traditional Outline Format:

Roman numerals denote main points in level 1 as I, II, III, IV, V.

Capital letters are used for sub-points in level 2 as A, B, C, D, E.

Arabic numerals are employed for supporting information in level 3, such as 1, 2, 3, 4,5.

Lowercase letters are used for additional supporting information in level 4, such as a, b, c.

For Instance:

- I. Introduction (Level 1)

- A. Hook or Description (Level 2)
- B. Transition (Level 2)
- C. Thesis Statement (Level 2)
- II Body (Level 1)
 - A. Supporting information (Level 2)
 - B. Supporting information (Level 2)
 - 1 Supporting information (Level 3)
 - 2 Supporting information (Level 3)
 - a Supporting information (Level 4)
 - b Supporting information (Level 4)
- III Conclusion (Level 1)

2. **Topic Outline:** A topic outline is the framework a writer creates to organize the topics of a writing without diving into details. It organizes the ideas hierarchically, indicating main points and sub-points. Moreover, it connects all the minor subtopics and highlights how they are interlinked. The writer uses nouns, infinitives, or gerund phrases instead of sentences.

A division or subdivision cannot be split into just one portion; hence, for every "A," there must be a "B," and for every "1," there must be a "2."

3. **Sentence Outline:** In a sentence outline, a writer employs complete sentences to highlight main ideas and sub-points, offering an extensive overview of the content. It generally consists of at least four sentences, which increase depending on the length of the work. The first line of a sentence outline is a thesis statement, which presents the main idea, point of view, or perspective on the subject. This thesis statement is the main idea that will be covered in the entire essay. The writer must then produce at least three major points to support it. Each of these ideas will be presented in topic sentences, the first sentence of a body paragraph that describes the main idea. This outline relies heavily on using sequence words to mark the beginning of a new body paragraph. Basic terminology like first, second, and third are often employed. However, alternative terms and expressions such as to begin, next, finally, or any other combination will accomplish the goal of indicating the start of a topic sentence.

4. **Visual Outline:** In a visual outline, a writer employs charts, diagrams, or graphical representations to sketch the content and its relationships, providing a visual overview of the idea that benefits visual learners.

Outlining Strategies:

While drafting a productive outline, a writer follows the given guidelines:

1. **Begin broadly, then focus closely:** A writer begins by providing a general description of the topic and then narrows down to particular points and precise details. This hierarchical method captures attention and ensures coherence.
2. **Make use of uniform formatting:** The writer maintains uniformity in organizing and shaping the outline. This homogeneity helps the writer quickly comprehend the writing structure and framework.
3. **Be supple:** The writer creates the outline as a flexible instrument that can be edited, amended, and changed whenever necessary during the writing process.
4. **Use linking words:** The writer incorporates transitional or linking words or phrases throughout the writing to bridge the ideas, making it smooth and logical. These transitional words and phrases make the writing coherent and flowing.
5. **Make references:** The writer makes a mental note of the thesis statement while outlining the main points and sub-points. He ensures that each component of the outline adds to and supports the thesis statement.

Check your Progress:

1. What is brainstorming, clustering, free-writing and mind mapping?

2. How does an outline prepare a road map in pre-writing?

Apart from the pre-writing techniques, the writer must keep in mind the purpose of writing and audience. The writer ensures a clear purpose of the writing and identifies the target audience. Knowing why and for whom he is writing helps him craft information suitable for the reader. Understanding the reader's requirements, hobbies, and demands influences writing choices. Therefore, the writer keeps in mind his target audience and the objectives of his writing. Thus, he makes his writing informative, persuasive, reflective, or instructive.

13.2.2 Advantages of Pre-writing:

Pre-writing provides several advantages that help to make the writing endeavour successful.

1. **Clarity:** Pre-writing clarifies thoughts and directs writing toward particular ideas, specific concepts, arguments, or topics. It keeps the writer from being overwhelmed or confused throughout the writing process.
2. **Efficiency:** Pre-writing helps the writer overcome writer's block and makes the writing process simple and efficient. A well-planned strategy minimizes the need for significant future revisions and editing.
3. **Coherence:** Pre-writing creates a logical framework for the writing, making sure that the concepts and ideas are presented in a clearly expressed manner. It helps organize the ideas and create a narrative framework that readers can understand and infer meaning.
4. **Creativity:** Pre-writing promotes creativity and explores multiple ideas, viewpoints, and techniques. It allows the writer to try out different ideas and follow his work wherever it leads him.

13.3 Learning Outcomes

At the end of this Unit, you should be able to understand the importance of pre-writing. Starting any writing is a challenging task. Every student faces the challenge of getting started. They, whether novice or experienced, must come to terms with the difficult task of filling up a blank page in order to create writing. Now, students can use Pre-writing techniques, including brainstorming, free-writing, looping, clustering, and outlining. They can gain mastery over writing a cohesive draft after applying the various approaches of Pre-writing. Moreover, in light of pre-writing techniques, students can develop a creative talent to make their writing different and unique.

13.4 Glossary

Coherent: Logical and well-organized: easy to understand.

Captivating: Capable of attracting and holding interest.

Immersed: Involve oneself deeply in a particular activity.

Dissipates: Disappear or cause to disappear

Scribble: To write something quickly and carelessly

Spontaneously: In a way that is natural, often sudden, and not planned or forced.

Incessantly: Without interruption; constantly

Itinerary: A detailed plan.

Hierarchal: Arranged according to people's or thing's level of importance.

Pertinent: Relevant

Accomplish: Achieve something.

Homogeneity: Uniformity or the quality or state of being all the same or all of the same kind.

13.5 Sample Questions

13.5.1 Objective Questions:

1. There are _____ stages of pre-writing.

- (a) One (b) Two
(c) Three (d) Four

2. Brainstorming focuses on _____.

- (a) High Quality Ideas (b) Large Number of Ideas
(c) High Quality Ideas & Large Number of Ideas (d) None of the Above

3. The following steps can be used for the clustering approach:

1. Circle the topic after writing it in the centre of a sheet of paper.
2. Collect ideas related to the primary topic.
3. Indicate the relationship between each new concept and the main idea.
4. It does not distinguish the main points, subpoints and other related ideas in hierarchal order amid many ideas.

- (a) 1 & 2 (b) 1, 2 and 3
(c) 1 (d) 1, 2, 3 and 4

4. Match the following:

Traditional Outline format uses _____.

- | | |
|--------------------------------------|----------------------------------|
| 1. Roman numeral (I, II, III, IV, V) | (i) For subpoints |
| 2. Capital letters (A, B, C, D) | (ii) For main points |
| 3. Arabic numeral (1, 2, 3, 4) | (iii) For supporting information |

4. Lowercase letters (a, b, c, d) (iv) For Additional information
- (a) 1 (i), 2 (ii), 3 (iii), 4 (iv) (b) 1 (ii), 2 (i), 3, (iii), 4 (iv)
- (c) 1 (ii), 2 (iii), 3 (i), 4 (iv) (d) 1 (iv), 2 (ii), 3 (i), 4 (iii)

5. Fill in the blanks

The sentence that describes the main idea of the paragraph is called _____.

6. Fill in the blank

In _____ a writer employs charts, diagrams, or graphical representations to sketch the content and its relationships.

7. Advantages of pre-writing are _____

1. Clarity
2. Efficiency
3. Coherence
4. Creativity

- (a) 1 (b) 2
- (c) 1, 2, 3 (d) 1, 2, 3 and 4

8. True/False

Making a mind map of the writing helps the writer establish the connections between ideas and identify the topic's important areas.

- (a) True (b) False

9. True/False

Pre-writing takes time and work but pays off in the revising and editing stages.

- (a) False (b) True

10. True/False

The writer does not conduct interviews or surveys but reads books, essays, chapters, articles, or reliable web sources to get data and insight into the topic.

- (a) True (b) False

13. 5.2 Short Answer Questions:

1. Pre-writing prepares a framework for writing. Discuss.
2. Write a short note on brainstorming or generating ideas.
3. Write a short note on the advantages of pre-writing.
4. Write a short note on any two approaches to creating an outline.

A. Traditional Outline Format

B. Topic Outline

C. Sentence Outline

5. Write a short note on the outlining strategies.

13. 5.3 Long Answer Questions:

1. Explain in detail the role of pre-writing in the writing process.
2. Write a detailed note on the techniques of pre-writing.
3. Outlining organizes thoughts, structure ideas and prepares a road map for pre-writing. Discuss.

13.6 Suggested Learning Resources

1. Goldberg, Natalie. *Writing Down the Bones: Freeing the Writer Within*. Shambhala Boston & London, 2010.
2. Kelly, Erika. *Build-A-Book: A Pre-writing process*. EK Publishing, LLC, 2018.
3. Le Guin, Ursula K. *Steering the Craft: A Twenty-First-Century Guide to Sailing the Sea of Story*. Houghton Mifflin Harcourt, 2015.
4. Weiland, K.M. *Outlining Your Novel: Map Your Way to Success*. Pen For A Sword, 2011.

Unit – 14: Writing

Structure

14.0 Introduction

14.1 Objectives

14.2 The Writing Process

14.2.1 Developing a Strong Foundation

14.2.2 Crafting Effective Sentences and Paragraphs

14.2.3 Style and Tone

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14.0 Introduction

Writing skills refer to the ability to convey thoughts, ideas, or information effectively through written language. It involves organizing thoughts coherently, choosing appropriate words, constructing grammatically correct sentences, and structuring content logically. Writing skills encompass a range of genres and purposes, including creative expression, academic discourse, professional communication, and more.

Importance of Writing Skills:

1. Communication:

- **Clarity:** Writing skills enable clear expression of ideas, ensuring that the intended message is easily understood by the reader.
- **Precision:** Well-developed writing skills allow for precise communication, reducing the chances of misinterpretation.

2. Academic Success:

- **Essays and Reports:** In academic settings, effective writing is crucial for producing essays, research papers, and reports that demonstrate understanding and critical thinking.
3. **Professional Success:**
- **Resumes and Cover Letters:** Job applications often require well-crafted resumes and cover letters, showcasing an individual's skills and qualifications.
 - **Emails and Memos:** Strong writing skills are essential for professional correspondence, including emails, memos, and reports.
4. **Critical Thinking:**
- **Organization of Thoughts:** Writing involves structuring thoughts logically, promoting the development of critical thinking skills.
 - **Analysis and Synthesis:** Writing encourages the analysis and synthesis of information, fostering a deeper understanding of the subject matter.
5. **Creativity and Expression:**
- **Creative Writing:** Writing skills allow individuals to express their creativity through poetry, stories, and other forms of creative writing.
 - **Articulating Ideas:** Whether in fiction or non-fiction, writing skills enable individuals to articulate their thoughts and perspectives in a unique and compelling manner.
6. **Problem Solving:**
- **Proposal and Persuasion:** Writing is often used to propose solutions to problems or persuade others to adopt a particular viewpoint, enhancing problem-solving abilities.
7. **Global Communication:**
- **Online Communication:** In the age of digital communication, writing skills are vital for effective online communication through social media, blogs, and other platforms.
8. **Personal Development:**
- **Self-Reflection:** Writing can be a tool for self-reflection, allowing individuals to explore and understand their own thoughts and emotions.

14.1 Objectives

The objectives of this Unit are to:

- define writing skills
- identify elements of effective writing
- understand the writing process
- develop editing and proofreading skills
- improve academic writing proficiency

14.2 The Writing Process

The pre-writing stage is a critical phase in the writing process where writers generate ideas, organize thoughts, and plan the structure of their writing. Here is a breakdown of each component of pre-writing:

a. Brainstorming:

- **Objective:**
 - Develop the ability to generate a variety of ideas related to a given topic.
- **Activities:**
 - Freewriting: Set a timer and write without stopping, exploring different aspects of the topic.
 - Mind Mapping: Create a visual representation of ideas and their relationships.
 - Listing: Make a list of all the ideas, concepts, or details related to the topic.

Outlining:

- **Objective:**
 - Develop the skill of creating a structured outline to guide the writing process.
- **Activities:**
 - Hierarchical Outlining: Organize ideas into main topics, subtopics, and supporting details.
 - Alphanumeric Outlining: Use a combination of numbers and letters to denote the hierarchy of ideas.

- Sentence Outlining: Express each main idea and supporting detail as a complete sentence.

Organizing Ideas:

- **Objective:**
 - Develop the ability to arrange ideas in a logical and coherent order.
- **Activities:**
 - Chronological Order: Organize ideas based on a timeline or sequence.
 - Spatial Order: Arrange ideas based on their physical location or relationship.
 - Order of Importance: Prioritize ideas based on their significance or relevance.

b. Drafting: Turning ideas into a cohesive piece

The drafting stage is where writers take the ideas generated during pre-writing and transform them into a coherent and well-organized piece of writing. Here's a breakdown of the drafting process along with suggested activities:

Understanding the Purpose:

- **Objective:**
 - Develop an understanding of the purpose and audience of the writing task.
- **Activities:**
 - Analyze sample texts to identify the purpose and target audience.
 - Discuss how different writing purposes (informative, persuasive, narrative) require different approaches.

Creating a Thesis Statement (for essays and argumentative pieces):

- **Objective:**
 - Develop the skill of crafting a clear and focused thesis statement.
- **Activities:**
 - Analyze sample thesis statements and discuss their effectiveness.
 - Practice creating thesis statements for different writing prompts.

Developing a Clear Structure:

- **Objective:**
 - Develop the ability to create a logical and cohesive structure for the writing piece.
- **Activities:**
 - Model the process of creating an introduction, body paragraphs, and a conclusion.
 - Collaborative class activity to outline the structure of a sample piece.

Building Coherence and Flow:

- **Objective:**
 - Develop skills in creating smooth transitions and maintaining coherence throughout the writing.
- **Activities:**
 - Sentence combining exercises to improve flow.
 - Peer review sessions focused on identifying areas where the writing could be made more cohesive.

Incorporating Supporting Details:

- **Objective:**
 - Develop the skill of incorporating relevant and sufficient details to support ideas.
- **Activities:**
 - Analyze sample paragraphs for the inclusion of supporting details.
 - Practice adding supporting details to incomplete passages

c. Revising: Editing for clarity, coherence, and effectiveness

The revising stage is where writers review and refine their drafts to enhance clarity, coherence, and overall effectiveness. Here's a breakdown of the revising process along with suggested activities:

Checking for Clarity:

- **Objective:**
 - Develop the ability to identify and eliminate unclear or ambiguous language.
- **Activities:**
 - Peer review sessions focusing on clarity of expression.
 - Analyzing sample texts to identify and discuss instances of unclear writing.

Evaluating Coherence:

- **Objective:**
 - Develop skills in assessing the overall coherence and flow of the writing.
- **Activities:**
 - Peer review exercises targeting the organization and flow of ideas.
 - Collaborative class activity to evaluate the coherence of a provided passage.

Refining Sentence Structure:

- **Objective:**

- Develop the ability to vary sentence structure for improved readability.
- **Activities:**
 - Sentence combining exercises to practice different sentence structures.
 - Analyzing sample texts for sentence variety and discussing their impact.

Assessing Tone and Style:

- **Objective:**
 - Develop an understanding of how tone and style contribute to the effectiveness of the writing.
- **Activities:**
 - Analyzing how different tone and style choices impact the overall message.
 - Revising passages to experiment with different tones or styles.

Seeking and Incorporating Feedback:

- **Objective:**
 - Develop the skill of actively seeking and incorporating constructive feedback.
- **Activities:**
 - Peer review sessions with specific prompts for feedback.
 - Reflection exercises on how feedback can be applied to improve the writing.

d. Editing and Proofreading: Polishing the final draft

Editing and proofreading are crucial stages in the writing process where writers polish their final drafts by correcting errors, improving language usage, and ensuring overall accuracy. Here is a breakdown of the editing and proofreading process along with suggested activities:

Grammar and Syntax Editing:

- **Objective:**
 - Develop the ability to identify and correct grammar and syntax errors.
- **Activities:**
 - Grammar exercises targeting common errors (e.g., subject-verb agreement, punctuation).
 - Peer review sessions with a focus on grammar and syntax.

Vocabulary and Style Editing:

- **Objective:**
 - Develop skills in refining vocabulary choices and enhancing overall writing style.
- **Activities:**

- Thesaurus exercises to explore alternative word choices.
- Analyzing sample texts to identify and discuss effective vocabulary and writing style.

Sentence Structure Editing:

- **Objective:**
 - Develop the ability to revise and improve sentence structures for clarity and impact.
- **Activities:**
 - Sentence restructuring exercises to enhance clarity and variety.
 - Peer review sessions focusing on the effectiveness of sentence structures.

Consistency and Coherence Editing:

- **Objective:**
 - Develop skills in ensuring consistency and coherence throughout the writing.
- **Activities:**
 - Reviewing the use of transitional words and phrases for smoother transitions.
 - Peer review exercises targeting overall coherence and consistency.

Proofreading for Errors:

- **Objective:**
 - Develop attention to detail in proofreading for spelling, grammar, and typographical errors.
- **Activities:**
 - Proofreading exercises with a focus on common errors.
 - Peer review sessions specifically addressing proofreading aspects.

Check your Progress:

1. What is brainstorming?

2. List any two activities to improve proofreading skills.

14.2.1 Developing a Strong Foundation:

A sound knowledge of the different parts of speech in English will help develop a strong foundation. Further aspects like subject-verb agreement, the use of pronouns, and tenses need

careful attention. Avoiding common errors in English and adhering to the rules of sentence structure are important.

Parts of Speech

Understand the basic functions of nouns, verbs, adjectives, adverbs, etc.

- Identify parts of speech in sentences
- Construct sentences using different parts of speech

Subject-Verb Agreement

Recognize and apply subject-verb agreement rules.

- Practice exercises on subject-verb agreement
- Analyze sentences for correct subject-verb agreement

Pronouns

Understand proper pronoun usage, including pronoun-antecedent agreement

- Pronoun-antecedent agreement exercises
- Rewrite sentences with correct pronoun usage

Verb Tenses

Grasp the different verb tenses and use them appropriately

- Exercises on changing verb tenses
- Create sentences using various verb tenses

Common Grammar Errors:

- Identify and correct common sentence errors (fragments, run-ons)
- Analyze sentences for fragments and run-ons
- Rewrite sentences to correct errors

Misplaced Modifiers

- Recognize and fix misplaced modifiers
- Identify and correct sentences with misplaced modifiers
- Create sentences with clear modifier placement

Parallelism

- Understand the importance of parallel structure in sentences
- Identify and correct sentences lacking parallelism
- Practice creating parallel structures

Sentence Structure and Variety:

- Simple, Compound, and Complex Sentences

- Differentiate between simple, compound, and complex sentences
- Analyze sample sentences and identify their structures
- Create sentences of each type

14.2.2 Crafting Effective Sentences and Paragraphs:

- Identify and construct simple, compound, and complex sentences
- Provide examples of each sentence type; analyze and classify
- Sentence construction exercises for each type
- Create a collaborative story where each student contributes a sentence of a specific type

Avoiding Common Sentence Errors

- Recognize and eliminate common sentence errors (fragments, run-ons)
- Identify sentence errors in sample passages
- Rewrite sentences to correct errors
- Peer review sessions with focus on identifying and correcting errors

Paragraph Structure

- Introduction, Body, and Conclusion
- Understand the purpose and structure of each paragraph component
- Analyze model paragraphs to identify introduction, body, and conclusion
- Practice writing paragraphs with clear introductions, supporting details, and conclusions
- Peer review sessions emphasizing paragraph structure

Transition Words and Coherence

- Recognize the importance of transition words in maintaining coherence
- Identify and categorize different types of transition words
- Rewrite paragraphs with and without transition words to observe the impact
- Collaborative writing exercise where students work together to create a coherent paragraph using transition words

14.2.3 Style and Tone:

- Recognize and analyze elements that contribute to personal writing style
- Analyze samples of the students' previous writing to identify recurring stylistic elements
- Discuss different writing styles in published works and how they contribute to the author's voice
- Writing exercises where students experiment with different stylistic elements

Adapting Style for Different Genres and Purposes

- Understand the importance of adapting writing style based on genre and purpose
- Analyze excerpts from different genres (e.g., fiction, academic, business) to identify specific stylistic choices
- Writing assignments where students practice adapting their style for different purposes (e.g., a persuasive essay vs. a creative short story)
- Peer review sessions focused on how well students adapted their style to suit the genre and purpose

Understanding Tone:

- Conveying the appropriate tone
- Recognize how word choice and sentence structure contribute to tone
- Analyze passages with different tones and discuss the impact of specific language choices
- Writing exercises where students intentionally convey different tones (e.g., formal, informal, humorous) in short pieces
- Peer review sessions with a focus on identifying and discussing the conveyed tone

Check your Progress:

1. What are some of the factors that help us improve our writing skills?
-

2. What does style and tone in writing refer to?
-

14.2.4 Understanding Your Audience:

The writing process involves analyzing the needs and expectations of different readers. It is important to develop the ability to analyze the diverse needs and expectations of various audiences. The different types of readers (e.g., academic, professional, general audience) have specific needs to be addressed. Writing a review of a recently released movie for a film magazine is not the same as writing a report for a presentation at a formal professional event. The audience interests will vary greatly in these two scenarios.

Adapting Writing for Specific Audiences

For practice in adapting writing style and content for a specific audience, the following may be helpful:

- Group activity where students create profiles of different audience types

- Writing assignments tailored for specific audiences (e.g., a letter to a friend vs. a formal report)
- Peer review sessions where students assess how well a piece caters to its intended audience.

Effective Communication:

To understand the importance of clarity and conciseness in effective communication, the following steps will be useful:

- Analyze passages for clarity and conciseness.
- Rewriting exercises to simplify and clarify complex sentences.
- Peer review sessions focusing on clarity and conciseness.

Using Examples and Evidence to Support Your Points

You should develop the skill of incorporating relevant examples and evidence. You could analyze samples of persuasive writing and understand the effectiveness of examples and evidence. You could take up writing assignments where you support your arguments with concrete examples.

14.2.5 Revision and Feedback:

- Develop the ability to provide specific and constructive feedback
- Model how to give constructive feedback by analyzing a sample piece as a class
- Provide a checklist or rubric for students to use during peer review sessions
- Group activity where students practice providing feedback on a provided writing sample.

Receiving and Implementing Feedback

- Develop the skill of receiving feedback and using it to improve writing
- Model how to receive feedback with an open mind and without defensiveness
- Small group discussions on how students have implemented feedback in the past
- Writing exercises where students revise a piece based on peer feedback.

Self-Revision Strategies:

- Learn and practice self-revision strategies
- Provide a list of common self-editing techniques (e.g., reading aloud, checking for clarity)
- Peer demonstration where students share their preferred self-editing strategies
- In-class self-revision session where students apply techniques to their own writing

14.2.6 Final Projects and Reflection:

Let us outline activities for final writing projects, reflection, and goal setting:

Apply all the learned writing skills to a final writing assignment.

- Provide a comprehensive writing prompt that requires the application of grammar, sentence structure, style, audience awareness, and effective communication.
- In-class writing sessions where students work on their final projects.
- Peer review sessions for the final projects with a focus on holistic assessment.

Presentation of Final Projects

Develop presentation skills and share final projects with the class.

- Prepare students to present key aspects of their final projects.
- Conduct a class showcase where students present their work.
- Peer feedback on presentation style and content.

Reflection and Goal Setting:

Reflect on individual progress and areas for improvement in writing skills.

- Journaling exercises where students reflect on the skills they've developed during the unit.
- Small group discussions on personal writing strengths and areas for growth.
- Peer feedback on each other's progress.

Setting Personal Writing Goals for the Future

Set achievable and specific writing goals for future improvement.

- Guided brainstorming on personal writing goals.
- Individual goal-setting sessions where students outline specific steps to achieve their writing goals.
- Peer sharing of goals to foster a supportive community.

14.3 Learning Outcomes

At the end of this Unit, you should have an idea about the writing process and the need to apply fundamental grammar rules to construct grammatically correct sentences. You should be able to demonstrate the ability to construct coherent paragraphs with clear topic sentences, supporting details, and concluding sentences.

14.4 Glossary

- Clarity:** The quality of being clear, coherent, and easy to understand in writing
- Conciseness:** Expressing ideas clearly and directly with the use of minimal words
- Coherence:** The logical and orderly connection of ideas within a piece of writing
- Revision:** The process of reviewing, editing, and making changes to improve a written piece
- Audience:** The specific group of readers or viewers that a piece of writing is intended for
- Thesis:** The main point or central idea of a written work, often expressed in a thesis statement
- Transition:** Words or phrases that connect ideas and help maintain the flow of a written piece
- Evidence:** Facts, examples, or details that support or prove a point in writing
- Genre:** A category or type of literature or writing with common characteristics
- Syntax:** The arrangement of words and phrases to create well-formed sentences in a language
-

14.5 Sample Questions

14.5.1 Objective Questions:

- Which of the following is an example of a compound sentence?
 - The cat is sleeping
 - The sun was setting, and the moon was rising
 - He likes to read books
- Clarity in writing refers to using complex and intricate language.
 - True
 - False
- The purpose of a thesis statement is to _____ the main idea of the writing.
- Match the writing genre with its description.

| | |
|----------------|---|
| (a) Persuasive | (i) Tells a story with characters and a plot |
| (b) Expository | (ii) Presents facts and information |
| (c) Narrative | (iii) Attempts to convince or persuade the reader |
- Select all the elements that contribute to effective writing style.

- (a) Varied sentence structures
 - (b) Consistent use of passive voice
 - (c) Repetition of ideas
 - (d) Precise and vivid vocabulary
6. Arrange the writing process stages in the correct order.
- (a) Editing (b) Drafting
 - (c) Pre-writing (d) Revising
7. Match the transition word with its function.
- (a) However (i) Indicates a contrast
 - (b) Furthermore (ii) Adds information
 - (c) On the other hand (iii) Shows a sequence
8. A fragment is a complete sentence.
- (a) False (b) True
9. The process of reviewing and making changes to improve a written piece is known as _____.
10. What is the primary purpose of incorporating evidence in writing?
- (a) To confuse the reader
 - (b) To support or prove a point
 - (c) To use up extra space

14.5.2 Short Answer Questions:

1. Define "thesis statement" and explain its significance in academic writing.
2. Identify and briefly explain three common types of sentence errors that writers should avoid.
3. List three key elements of effective transition words and provide an example of each.
4. Explain the importance of audience awareness in the writing process and provide an example of how a piece of writing might be adapted for different audiences.
5. Describe two self-revision strategies writers can use to improve the clarity and coherence of their writing.

14.5.3 Long Answer Questions:

1. In a well-developed paragraph, discuss the significance of a clear and concise writing style. Include examples of how clarity and conciseness contribute to effective communication.

2. Compose a short essay outlining the stages of the writing process. Discuss the purposes and activities involved in each stage, emphasizing the importance of revising and editing.
3. Imagine you are providing advice to a peer who struggles with maintaining coherence in their writing. In a detailed response, suggest two strategies they can employ to enhance coherence and ensure a smooth flow of ideas in their compositions.

14.6 Suggested Learning Resources

1. Clark, Roy Peter. *Writing Tools: 50 Essential Strategies for Every Writer*. Chicago, 2006.
2. Zinsler, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. London, 1976.
3. Fish, Stanley. *How to Write a Sentence: And How to Read One*. USA, 2011.

Unit – 15: Editing

Structure

15.0 Introduction

15.1 Objectives

15.2 Different Modes of Academic Editing

15.2.1 Editing for content

15.2.2 Editing for organization and structure

15.2.3 Editing for clarity

15.2.4 Editing for academic Style

15.2.5 Editing for expression

15.2.6 Citation and reference

15.2.7 Proofreading

15.2.8 Some Useful Tips for Smooth Editing and Proofreading Process

15.3 Learning Outcomes

15.4 Glossary

15.5 Sample Questions

15.6 Suggested Learning Resources

15.0 Introduction

Academic writing is meant for publication in journals and scientific magazines. The process of publishing an academic article in a journal is not as easy as it seems. Editing is a milestone in the publication of any academic writing. It is in the editing process that an otherwise usual article gets an academic structure. As soon as the first draft of an academic writing is done, the editing process starts. While editing, the author or the editor rereads the written document to verify whether the paper is well-organized, the connection between different paragraphs is cohesive, and the main argument or thesis is backed up by ample logic and convincing premises.

Academic editing means editing any document used in an academic setting. Books, dissertations, theses, journal articles, papers, essays, etc. are edited before their final publication. There are different steps in academic editing. The first step is to check for errors related to the content and overall structure of the document. In the final stage, the spelling errors and grammatical mistakes are corrected. Some other aspects also have to be considered during academic editing beyond the correction of obvious errors related to the form and content.

Universities, academic institutions, publishers, and academic journals issue certain rules and guidelines regarding the design and structure of the writing approved by them. Authors have to comply with those rules if they want to work with them.

While writing a doctoral thesis, for example, the Ph.D. student has to follow the guidelines issued by the university. This is the case for all academic institutions. Each academic document has to be structured and designed in a particular way that breaching that guideline will decrease the chances of acceptance of the document for publication.

In many cases, the editing is done by someone other than the writer. So, it is important that there has to be proper communication between the original author and the editor. The editor must be aware of the priorities of the author. So, it is vital if the editor is someone else, to choose the editor carefully, ensuring that the editor has relevant experience and a great track record. This is the reason why there are plenty of editor jobs in journals and publishing institutions.

There is a definite structure, tone, format, language quality, etc., which has to be followed by the author in order to publish an article in any academic journal. This is the reason why many authors seek the support of professional editors to increase the chance of getting their papers published.

15.1 Objectives

The objectives of this Unit are to:

- understand what academic editing is
- learn the techniques used in editing a written text
- train you in the process of editing and proofreading
- familiarise you with different tools used for editing

15.2 Different Modes of Academic Editing

In academic writing, editing is done on different levels. Content, organization, style and expression are the main modes of editing in a written academic manuscript.

15.2.1 Editing for Content:

The author has to make sure everything that has been dealt with, in the document is given a proper resolution by conclusion. All the claims made in the writing have to be accurate and up to the point. If the writing is argumentative, during editing the author has to verify that the arguments are valid and well-supported. Here are some things to consider while editing for content:

1: The argument has to be clear and should remain consistent throughout the writing. The argument should be stated clearly and plainly at the beginning of the article itself. The readers should not be left to guess. Usually the main argument of the article is mentioned in the introduction itself. An easy method to check the consistency is by writing the main argument or theme of the article on a piece of paper and cross-checking it with all the individual paragraphs. You may remove the paragraphs that do not have any value in demonstrating the argument. Also, this is a good method to discard the incongruities and mismatches in the sequence of arguments and supporting statements.

2: All the ideas should be presented in a logical order. The presentation of ideas is as or more important as the ideas themselves. To have a logical order, it is advised to have a general outline of the entire document in mind from the outset. It is a usual scenario that the plans change during the writing process. So, it is best to go back to the primary outline once in a while and check for any deviations. An easy step to achieve logical order is to write the major arguments of all the paragraphs in a single paper. This way, we can find if any of the paragraphs contradict the sequence of the overall thesis.

3: The writing must be balanced. Each paragraph should be in balance; neither too long, nor too short. If there is any excess, it has to be removed during the editing process.

4: All aspects of the question should be covered in the writing.

It is necessary to address all the different contours of the question raised in the article.

15.2.2 Editing for organization and structure:

During editing for organization, one has to ask whether a proper introduction and conclusion have been given in the document. Also, the author has to ask whether the main thesis is elaborated well in the introduction. The author has to check whether all the paragraphs in the document are related to the main argument or topic of the writing. He or she has to ask, is there a logical sequence between the paragraphs in the written document? and how good is the transition from one paragraph to the next?

During editing for organization, the author has to keep in mind the following things:

1: The connection between the paragraphs should be clear.

All the paragraphs should be structured around the overall thematic structure of the writing and cohesive with all the other paragraphs. Usage of linking words like ‘In the light of the above’, ‘In contrast to this’... will make the paragraph linking easy. Another method to maintain connection among the paragraphs is to repeat the keywords from the preceding passage or the main argument in each paragraph. A practical method to check for the cohesiveness of the different passages in a writing is to copy the first sentences from all the paragraphs and paste them into a new document and see if they fit with each other well.

2: In all the paragraphs, there should be a topic sentence that will explain the most important issue or topic discussed in the paragraph. The topic sentence should be self-sufficient in such a way that the reader should be able to understand the major argument of the entire paragraph by reading it without referring to other sentences. All the sentences in the paragraph should be related to the topic sentence. The sentences which are not in any way connected to the topic sentence should be removed in editing. Also, one has to check whether there are any missing sentences in any of the paragraphs. There are no definite rules about the length of a paragraph in academic writing. The only key rule is that the paragraph should not deviate from the key theme or argument.

15.2.3 Editing for Clarity:

Editing in terms of clarity includes avoiding words and terms that may be ambiguous to the reader. Proper definitions and explanations should be given wherever needed. All the sentences in the document should be crisp and clear. There has to be clarity in the usage of pronouns like he, she, it, they, etc.

15.2.4 Editing for academic style:

During this stage of editing, one has to check whether an appropriate tone (formal, informal, persuasive, etc.) has been used. One has to verify while using gendered words and pronouns to refrain from falling into prejudices and misconceptions. Gender inclusiveness is important in academic writing and editing. Also, one has to make sure that there is a proper balance of active and passive voices used in the writing. For the sake of academic style, it is not recommended to use a lot of “there are”, “there is”, “due to the fact that”, etc. Repetition of a strong word again and again in a single paragraph could also be avoided.

The following are some areas that could be checked during editing for academic style:

1. The sentences should be clear and easy to read. Academic writing engages with topics and themes hard to understand for the layman. So it is always better to present the ideas in clear and easy language so everyone will have access to them. Simplicity in the language reflects the clarity of thought.
2. Academic style must be followed. Formality is the rule in academic writing unless the theme demands otherwise. Here are some formalities that should be maintained:

Objectivity: Avoid the usage of 'I' and other emotive phrases.

Avoid contractions: Contractions like didn't, isn't should not be used. Full forms should be used like did not and is not.

Avoid the usage of slang. Always use standard language.

15.2.5 Editing for expression:

All the sentences should make sense and they have to be complete. It is best to have a balance between longer and shorter sentences. If all the sentences are longer or shorter this will make reading less engaging. Also, the interplay between complex and simple sentences will make writing easier for readers.

15.2.6 Citation and References:

It is mandatory in academic writing while borrowing a quote or ideas from another text, to give citations and references. The citation is the exact point in a text or article from where you got the information, usually the page number where the information has been described. A reference, on the other hand, is the details of the source that you have cited. Reference is given at the end of a document while the citation happens to be in-text, in the same page where the borrowed quote has been written. Giving citations is a major part of the editing process. The author has to make sure that enough details have been given about the source of the quote or the idea which has been explained in the text to make it easy for the readers to verify and cross-check if they intend to do so.

Once the first draft is edited on all the levels stated above, the author can make sure that the document is perfect both in terms of matter and form. While going through different drafts, it is recommended to keep an eye on any patterns in the errors made in the writing or style. This will be helpful if the document at hand is a large one like a dissertation. If you can identify any pattern in the errors, then it will be very easy to spot and correct future instances of the same errors.

Check your Progress:

1. What is academic editing?
-

15.2.7 Proofreading:

Proofreading is the final stage in the editing procedure. While proofreading, we focus on surface errors like mistakes in grammar, punctuation, or spelling mistakes. Proofreading is done after the document is edited thoroughly on all other levels. Content is the most important part of a document. But how the content is presented is also important. To make a good impression on the readers there must not be any grammar errors or spelling errors in the writing. What happens when you have some valuable ideas and thoughts and are presented with lots of grammar errors and mistakes? No matter how brilliant the idea is, the readers will look at the text derisively. Most often, people give very little time to proofreading. This results in several errors. This happens because if you reread a text after you have been working on it for several days, months, or even years, you cannot focus on all the details in the text. You need to take a break and come back to it. Nowadays, there are several facilities for proofreading which makes the task easier for writers. Anyhow, the time spent on proofreading is well paid off in the end.

It is advised to keep editing and proofreading tasks separate and not mix both. While editing the document, the author should not bother with the punctuation, grammar, and spelling errors. They could be rectified during the proofreading process. For example, in a scenario where the author does both editing and proofreading at the same time, he or she may be correcting the usage of a comma in a sentence but might ignore the fact that the entire sentence does not fit into the paragraph where it had been positioned.

Proofreading Process

Here are some proofreading techniques used in the editing process of a document. Every author can have some personal style and tactics. But the ones mentioned below are the levels on which proofreading is done in a written document. The key is to find a systematic way to identify errors in as little time as possible

Do not depend blindly on Spellcheckers Spell checkers are useful and efficient tools, but they are not foolproof. They work with what is given to them as input. So, if a word is not there in the memory of the spellchecker, it may show it as an error.

Grammar Checkers are also prone to mistakes. The grammar checker programs and applications work based on some rules. If you make a valid sentence and if it does not

follow the rules of a particular grammar checker application, it may show it as an error while it is considered a grammatically correct sentence as per English grammar. Sometimes the explanations they give for the error also may not be convincing. While using such applications and software, you have to always cross-check it with what you know about a grammatically correct sentence.

Focus on a single type of error at a time. If you focus on different types of errors at the same time, it will be confusing and less productive. So, it is always best to go one by one with the types of errors.

Read slowly and read every word. Reading out loud will help judge the matches and mismatches among the words. This is a useful method to ensure the harmony between the words and sentences within a paragraph. If you read silently, you may make unconscious connections that may not exist in the text.

Read each sentence as separate from the entire text. This is a productive technique that will ensure each sentence is flawless. Use the return key after each full stop, so every new line will be a new sentence. This way, you can read each sentence separately, and grammar, spelling, and punctuation errors will show up vividly.

Mark every punctuation mark with a circle. This way, you can make sure that the punctuation mark is used in the correct place.

Reverse read the text, from the last word to the first word. This technique is useful to omit spelling errors. If you do this you will only notice purely the words without any relation to other words. The sentences will not make any sense and your prime focus will be on the words and whether they are spelled correctly

Proofreading is also a way to learn. While proofreading, you not only correct the errors but recognize new errors which in the past you had acknowledged as grammatically correct. So, always refer to a reliable dictionary to acknowledge misunderstandings, unlearn, and relearn whenever and wherever needed.

In proofreading, ignorance is not bliss. Certain words, sentences, or punctuation marks may not seem quite right to you. But you may not know exactly what is wrong as well. And maybe the grammar checker tool had authorized it as an error-free sentence even though there was something wrong. In such scenarios, you have to educate yourself and find out the crux of the error, rectify it.

Look for the areas to improve. If you proofread your own writing, you will notice the common mistakes you make in terms of grammar or punctuation. So, while you write your next document, you can correct such repeated errors during the writing process itself. Proofreading not only makes writing flawless, it can reeducate one about how to write well.

Check your Progress:

1. Can spelling errors have an impact on the popularity of a book?
2. What is proofreading in editing?
3. Which errors are corrected during the proofreading process?

15.2.8 Some Useful Tips for Smooth Editing and Proofreading Process:

Although many people use the words, editing and proofreading interchangeably, they are not the same thing. Different aspects of writing are checked during the editing and proofreading process although both functions involve careful reading. Here are some tips that could be applied to make the editing process smooth and flawless.

Keep a distance from the written document. Editing right after the completion of the writing process will not have much effect. Many errors and mistakes go unnoticed because the text will still be familiar to the writer. So, it is advised to keep a distance from the document for some hours, days, or weeks. Rereading the written document after a gap will show even the subtle errors in the writing. This gap is essential if we edit the document ourselves. Another better option is to let a friend or peer read the writing. Someone unfamiliar with the text can do a good job of finding the mistakes in the document better than the one who authored it.

Choose the best medium that fits your style and comfort. Some people would prefer printed paper over the computer screen. So, whichever medium you are comfortable with, you have to choose. If you like the keyboard, use it for editing. And if you can do a better job using pen and paper, then go with them.

Changing the shape will show hitherto unnoticed aspects of the document. Changing the design and default features of the document will make it unfamiliar to the eyes. It will bring to your attention things that may have been unrecognized in the previous shape.

Choose a quiet setting for editing. Distractions hamper attention to the details, which is very key during the editing and proofreading process.

Partition the text into tiny blocks and edit them one by one. When we take the text as a whole unit, the editing process will be tiresome and less productive. So, it is always good to partition the text into different blocks and, in the same manner, decide a fixed time for each block.

Prioritization is the key. If there is limited time at hand for editing, priority should be given to the correction of those errors that are intrinsic to the writing, like grammar, spelling, punctuation, etc. The design and the format only come after that. So, prioritization is important when there is time limitation.

15.3 Learning Outcomes

After learning this chapter the students will understand the process of editing in academic writing. Editing is more important in academic publishing than the actual writing itself. A badly edited document will not get enough recognition in academic spaces. That is the reason why editing is done in many cases by professionals who work with the author to make the draft ready for the publication

The students will learn the different steps involved in the process of academic editing. Multiple readings are done to check for logical and grammatic errors. Students will get used to each and every step involved in producing the final draft of the document.

Also through the chapter students will understand the tips to make the editing process efficient. Different softwares and programs are used to help editing process which increases the time efficiency of the editing process in general. Also the students will learn how much they can depend on such editing tools and programs and what are the pitfalls of following such tools blindly.

15.4 Glossary

Journal: A magazine, newspaper, or website containing news and information about a particular industry or profession:

Incongruity: The fact that something is unusual or different from what is around or from what is generally happening

Ambiguous: Having or expressing more than one possible meaning, sometimes intentionally

Gender inclusiveness: The notion that all services, opportunities, and establishments are open to all people and that male and female stereotypes do not define societal roles and expectations.

Proofreading: The process of finding and correcting mistakes in text before it is printed or put online

Prone to: Likely to show a particular characteristic, usually a negative one, or to be affected by something bad, such as damage or an illness

Bliss: A state of complete happiness or joy

Prioritization: The action or process of deciding the relative importance or urgency of a thing or things.

15.5 Sample Questions

15.5.1 Objective Questions:

1. In which of the following post-writing stage we correct spelling errors in a document?
(a) Editing (b) Proofreading
(c) Printing (d) Transcribing
2. Academic editing is done on different levels. Which among the following is not considered during the editing process of a document?
(a) Cohesiveness (b) strength of the argument
(c) Logical Sequence (d) Creativity
3. Which among the following is the sign of a well-written academic document?
(a) Written only in passive voices (b) Written in long and complex sentences
(c) Simple and Easy to read (d) Only short sentences are used
4. Which of the following is not an example of academic writing?
(a) Journal article (b) Newspaper
(c) Project report (d) Dissertation
5. Which among the following is not part of the editing process?
(a) Grammar check (b) Writing conclusion
(c) Rearranging the sentences (d) Rereading

6. Who among the following is best suited for editing?
- (a) Poet (b) language specialist
(c) Teacher (d) writer
7. Where should we look to check grammar errors during editing?
- (a) Dictionaries (b) Textbooks
(c) Newspapers (d) Other books
8. What is meant by clarity in editing?
- (a) Proper arrangement of sentences
(b) Proper word alignment
(c) Usage of simple language
(d) Start every sentence in new line
9. Which among the following is not recommended in academic writing?
- (a) Abbreviations (b) Contractions
(c) Acronyms (d) Full forms
10. Can we blindly trust grammar check programs for editing?
- (a) No (b) Yes
(c) Cannot say (d) Perhaps

15.5.2 Short Answer Questions:

1. What is meant by a topic sentence in a paragraph?
2. Can we use software tools to check spelling errors?
3. What is editing for expression?
4. How does proofreading help in making us better writers? Explain.
5. What is keeping a distance and coming back to the document after a gap? Why is it beneficial in the editing process?

15.5.3 Long Answer Questions:

1. Elaborate on editing for academic style.
2. Explain five tactics that make the editing process smooth and easier
3. What is the difference between editing and proofreading? Elaborate on proofreading techniques used in academic editing.

15.6 Suggested Learning Resources

1. Ascher, Allen. *Think About Editing: An ESL Guide for the Harbrace Handbooks*. Wadsworth Cengage Learning, 2006.
2. Einsohn, Amy. *The Copyeditor's Handbook: A Guide for Book Publishing and Corporate Communications*, 3rd ed., University of California Press, 2011.
3. Lane, Janet, and Ellen Lange. *Writing Clearly: Grammar for Editing*, 3rd ed., Heinle, 2012.
4. Lanham, Richard A. *Revising Prose*, 5th ed., Pearson Longman, 2006.
5. Tarshis, Barry. *How to Be Your Own Best Editor: The Toolkit for Everyone Who Writes*. Three Rivers Press, 1998.

Unit – 16: Revising

Structure

16.0 Introduction

16.1 Objectives

16.2 Revising

16.2.1 Two approaches to revising: Revising on paper or revising on screen

16.2.2 Principles of revising

16.2.3 Discipline of best revision

16.2.4 Touchstone of revision

16.2.4.1 Argument

16.2.4.2 Architecture

16.2.4.2.1 Rules of revision

16.2.4.2.2 Models of revising

16.2.4.2.3 Modes of revising

16.2.4.2.4 Techniques of revising

16.2.4.3 Audience

16.3 Learning Outcomes

16.4 Glossary

16.5 Sample Questions

16.6 Suggested Learning Resources

16.0 Introduction

Revising is revisiting, reviewing, improving, and changing textual or content-based materials to make them clearer, more structured, well-organized, and efficient. It revisits not only the text but also the relationship to a series of ideas that are being discussed on paper. Revising is not only discovering what the writer intends or what the audience would accept, but also discovering what the work itself demands. The process of revising is an important part of excellent and outstanding writing. It helps turn a raw draft into a flawless, unified, and appealing piece of writing. It not only includes proofreading and editing for grammatical, punctuation, spelling, and syntax errors, but also includes changing phrases or paragraphs for better coherence and flow and improving the general structure of a piece of writing. The purpose of revising is to improve the content quality and clarity so that the intended message reaches the intended

audience. It is a key step in the writing and content development process that follows the first draft.

Writing improves when the writer reviews his work. Revising is not just polishing the writing but more than that. When a writer revises his work, he goes back into his written materials and attempts to hear what's in the words, what's missing, what's obstructed, misplaced, or spoken in the incorrect tone. Revising involves identifying what doesn't function and what doesn't belong. Learning to revise entails admitting that all authors have abysmal ideas or ideas that do not suit what is being written. They revise and learn from their work in progress in this way.

16.1 Objectives

The objectives of this Unit are to:

- understand the meaning of revising.
- explain the process of revising.
- develop the skill of revising.
- develop the mastery of effective, cohesive and persuasive writing.
- develop the skill of reviewing a text systematically to make it a better version for the recipient.

16.2 Revising

16.2.1 Two approaches to revising: Revising on paper or revising on screen

Writing is a paradox; it remains silent until someone reads it, and then it continues talking. The author revises in order to ensure that his writing conveys the intended meaning. He listens, therefore, not just to words but also to their layers, gaps, breaks, and the shapes that they take on to produce ideas. He does this so that language and ideas remain in place for others to engage with them.

Some writers draft and revise on paper, while others do so on screen using a device like a desktop, laptop, smart phone, etc. Working with a draft, changes the ability to hear it. A physical

manuscript keeps the work with its limitations. There is no a quick delete key or search tool. On an irreversible sheet, the text gradually develops and unfolds slowly. Revising on a computer screen is different from paper. A paper draft is fixed, while the screen draft is open for copying and pasting from other writing. The functions of word-processing programs are internalized to such an extent that fingers move over the keys, and the text complies with standards. Moreover, sheets of paper spread out over the surface in a matter of seconds. However, whether on paper or on computer, the draft is a document that should be heard as well as seen. Therefore, if you prefer to revise only on the computer, try printing out everything you're working on at least once at a reasonably advanced stage.

Check your Progress:

1. What should we keep in mind while revising?

2. Which is easier: revising on paper or revising on screen?

3. What is the best way of revising?

16.2.2 Principles of revising:

There are several principles for revising. Keep in mind that revision is an optimistic task, and it passes through different stages. So, while revising, focus on those aspects which are given below:

1. Revising is not correcting errors: Correcting is a quick and easy task. It is also important since nothing draws the reader's attention as quickly as strongly as a typo. You may identify minor flaws with only one complete reading if you have a sharp eye for these types of activities. Usually, we think that revising is fixing errors. That correction is not so important in revising, since we are accustomed to using a computer program called spell check, which compares words in a text to a lexicon kept in its archive and highlights words it believes to violate linguistic standards. Proofreading, too, is not revising. The task of revising is more extensive, and proofreading is just a necessary final touch or polishing.
2. Revising is thinking just like writing: The process of revising is similar to that of writing. Revising is carried out with a keen focus on the unidentified, unknown recipient of the piece of writing. Good revision focuses just as much on the why of writing as it does on

the what and how. The process of revising differs from the process of putting ideas on paper for the first time (writing). Revising is removing ideas that appeared relevant earlier but now not so much, rearranging pieces to create new connections, extending little ideas across big areas or fitting great ideas into small spaces, and converting a large paragraph into a small and a small into a large, or just accepting the hard fact that the first whole draft, few passages or few lines must be rewritten.

3. Good writing is persuasive: Writers get involved in making what they have to say and what strikes their audience as persuasive. Therefore, while revising, the writer keeps in mind the persuasiveness of the text.
4. Revising is looking for the positive aspects of challenges: The writers revise to clarify not only what they want to express but also the limitations of what they can say. They revise to organize the units of writing and fill the gaps and the spaces between them more clearly so that the language becomes comprehensible and what they have to contribute can be communicated. In a nutshell, revising is an attempt to clarify the problem.
5. Every writing is a stage: Revision is a process that involves several steps. Revision may be compared to a voyage or a stop along a path that leads from one point to another. A text goes through various levels of revision. The condition of the text that troubles the writer is the current status of the text. No matter how well-planned or structured the writing and revising process is, arriving at the final manuscript may still need to be more organized. Revisiting the work helps the writer get closer to the text he wants to read and the content he wants to communicate.

The finest writing aims to recreate the writer's standpoint on solving a problem before the reader. It may be lucid and riveting. Experienced writers employ several techniques, including altering the tone and terminology, focusing on one issue at a time, shifting quickly between topics, or devoting pages to a single, passionate thought. Good writing leaves an impression on the reader and makes him feel as if he is in the presence of a mind, thinking something out in words, phrases and sentences. Diligent writers aim for this sort of skill, albeit not all writers are endowed with it. As readers, we stick with it, flipping the page until we hear the voice of the author.

6. Acknowledge the instinct: Instinctual truth may be found everywhere. Consider your drafts; the ones you know should go in a drawer and the ones that can be developed. If you have distinguished between those drafts, you have already used your instincts. A

piece of writing should communicate its meaning succinctly and effectively. Materials, phases, and maps loom over a writer while he revises. Therefore, while you revise, read your work as many different eyes as you can. You get ready to input many inquiries into your online document or make extensive notes on your printed copy. Have faith in your instinct, which develops with practice.

- 7 Pay attention to others' criticism, even if it is painful: Listen to your work and what you say about it as intently as possible, but pay special attention to outside feedback. Friends assist you; be kind to them. Avoid ambiguity and attempt to communicate what your writing aspires to. Understand your text's structure, assess the required structure, and make the necessary changes.

Revising is an optimistic endeavour since it demands a lot of patience. The writer identifies new things in the work that need to be changed during revision. Sometimes, it might be challenging to say the point where revising starts. Sometimes, a sentence needs changes of suitable words just after writing. Sometimes, the writer returns to the entire chapter he has just written and finds that it is not what he intended. So, while revising, bear in mind your interests, your aims for clarity and investigation, the spots where your ideas initially took root, and why you took this task of writing. Remember the roads you avoided and why. Maps are necessary for roads. A map of writing gives direction to your work by indicating what your writing needs and what you have already completed.

16.2.3 Discipline of best revision:

The best approach to learning about revision is to read many excellent writers in your field. Look closely, but pay particular attention to anything you think is well-written or well-argued. Make notes, write them down exactly, and then read them aloud many times. The more positive response you can tell yourself about how you react to excellent work done by others, the closer you will get to realizing what it is that you want from your own. Revision entails torment. You may learn from the people you consider excellent writers because they have worked hard to put the appropriate words on paper.

The first step of revising is reading. Read the work critically and take notes. Think not only about the content and ideas but also the objectives. Don't forget to take an inventory of your writing. Inventory consists of lists of items, and inventoring is the process of organizing concepts and research materials. A draft's inventory is only meant to serve as a reminder, which is a list of topics, subtopics, keywords and other components that the writer has covered. A

simple inventory reminds you of what you have and need in your writing. Make use of your inventory to recall key points from your writing. As you revise, keep your project in mind and always remember why you're writing.

Just as an inventory is a list of elements, concepts, and points of emphasis that might or might not be included in the final product, a map is an outline of the work you have already completed. The map performs spatial operations as it occupies space on the pages. There are stories, histories, theories, and ideas in the space. As you revise, work with these elements, moving them around the spatial structure of the text. Whatever you're writing, your topic will have borders. Within the boundaries of writing, mark spaces and fill them with sentences, paragraphs, or pages the writing requires.

Once you have mapped your text, read it and give names to every section that makes up your draft. You're in a crucial phase of discovery. Write the underdeveloped parts of the writing. Once you have read through your draft, return to it and read through it again, but this time, emphasize only the words that comprise that section. Try to elaborate with additional words until you find that the subhead actually describes the section it leads to. Keep in mind that no one will see your initial draft or any subsequent revisions unless you ask him to do so.

Give it another try if something does not feel quite right. Moving and rearranging paragraphs throughout the text will likely reveal that a label that seemed appropriate a week ago is now inappropriate, awkward, or redundant. So, move, delete or rephrase them accordingly. Always remember that flexibility is the key to revision.

Make the process that works for you. Go through your draft and make a plan for the subsequent steps. Revisit your inventory, keywords, and map. Use them in any way that helps you, either one by one or together. See how much these tools reinforce your ideas and arguments, or some tools give you another direction. Apply all the techniques while revising a chapter, essay or book. The revision aims to know what you have to identify what is missing or what should be there. Just improve your writing and avoid getting caught up in pursuing the ideal structure or argument.

Check your Progress:

1. What is the first step in revising?

2. The process of revising is similar to that of _____.

3. Should you pay attention to others' criticism in the writing/revision process?

16.2.4 Touchstone of revision:

While revising, judge your work on three points: argument, architecture, and audience. A reviser should keep in mind these three aspects of writing and make them objective. Let us understand each of the three.

16.2.4.1 Argument:

Arguments are important in helping the writer crystallize the ideas and hold the reader's attention. Moreover, the argument of any piece of writing is what will leave a lasting impression on the reader. Readers are not merely recipients. They have the right to know why you are occupying their time. The writer keeps the argument in mind while revising. The argument does not mean arguing or fighting; instead, it refers to writing that effectively communicates ideas. Argumentative writing states that something is true and then provides proof to support that claim. Its objective is to make an impression on the reader. Persuading the reader is a challenging task. It is about convincing the reader of the writer's claim. Writing is not locking the knowledge and insight of the writer. It has two purposes: first, it discovers the writer's ideas, and second, it allows him to convey his opinions to others.

16.2.4.2 Architecture:

Writing comprises words organized into shapes, and revising them creates the perfect form of writing. Writing has two kinds of structures: the one you believe you have built and the one the reader sees when he/she reads the text. A reader perceives what he finds within the text regardless of what the writer may have written or intended. Texts are simply collections of words, and the reader is the one who gives them life. The writer's writing may seem well-organized, well-paced, and well-structured, but it is still unclear until the reader interacts with the text.

So, while revising, think about the structure of the piece of writing. You cannot do it in the first draft, but when you revisit the draft and go deep inside to look for possibilities, supporting pieces, a structure for delivering information, the requirements of your discipline for how things are intended to be presented and in what sequence. Therefore, analyse the components and attempt to figure out how they function, particularly when they don't. In writing, architecture is more than simply a way to organize and display your ideas. It makes the writing persuasive.

16.2.4.2.1 Rules of revision:

Remember some simple rules while revising:

1. Try to stick to one central, important concept in your essay, article, or chapter and approach your revision with a sense of direction if the chapter is dedicated to that one big idea. Do not crowd the piece of writing with good words and beautiful sentences, since writing aims to benefit others rather than oneself. Revise to ensure that whatever you include or remove from the chapter throws a brighter light on your central idea.
2. The architecture of writing is not only focusing on themes but also organizing all of the parts of writing in a way that makes the reader feel secure. When revising, remember that building connections in writing is to solve an architectural challenge for which you have given yourself a second opportunity.
3. Try to look at the writing as though it is not yours. In certain respects, you must separate from your work to see it clearly and connect its components, as well as the overall, to your reader.
4. Work on putting the pieces together. As you revise, try to incorporate errant paragraphs and ideas into the main body of your argument. You are here to give the writing proper shape. Despite all the labour of keeping the writing on track, well-structured and argumentative and a fresh take, you will feel uncertain about whether it is good writing or needs more improvement. Don't worry, and be optimistic.

Keeping all the above rules in mind, return to the first page because nothing matters more than the first page of your work. You can lose the reader if you don't nail the opening page. Therefore, the introductory page must clarify the important points on the topic. You have several possibilities, but you must make it feasible for the reader to notice your main point. It might be the argument or a well-articulated viewpoint on your topic that is essential to your writing and has to be emphasized again.

After revising the first page, review the structure of the body of the text. The structure of the writing determines the length. The challenge of academic writing is to avoid pouring a plethora of details and make the writing persuasive with rich information. Strong architecture focuses on one big idea, but weak architecture is filled with details. In order to improve the content, it is sometimes necessary to remove a sentence, a paragraph, or a chapter from the work. It is time to re-review the architecture of the writing. To check the architecture of the writing,

after the first revision, think from the reader's perspective about the content, point of view of the writer, similarity in the length of units and sections, and the rationale for any differences.

Try splitting any paragraph that occupies up to two-thirds of a page. To accomplish that, locate a point in the paragraph where some ideas change. Start a new paragraph and read the entire page aloud. That decisive moment should be audible to you with further clarity and strength. Rewrite it again if you're not getting the focus you want. Making two paragraphs out of one hardly weakens your writing. Moreover, it makes the idea more visible and more accessible for the reader to grasp. A new paragraph may be no more than a pause in the reader's mind. That is a guideline that applies to both your reader and your text.

Now, look at the appropriateness of the conclusion. Endings might be reviews, summaries, an affirmation, an assertion, unresolved questions, or a place to settle down and conclude the performance. However, the type of conclusion you need depends on what you're writing and for whom.

16.2.4.2.2 Models of revising:

Revising is the process of making changes at different levels of writing. It is not only correcting the errors in the writing, but it is an umbrella term that encompasses all the pros and cons of the writing, from the conception of the idea in mind to the final product or final version of the text. Writers have offered different revision models. Some writers like the *compare, diagnose, and operate* model, while others prefer *detecting, diagnosing, and selecting* a strategy. In the first model, writers make comparisons between their mental representations of the planned and produced text. If they find any difference between these two representations, they diagnose the issue and then make the necessary modifications in the text. In the second model, writers read text to comprehend and assess whether their objectives are achieved. The writer detects and diagnoses the problem and makes a strategy to revise it.

16.2.4.2.3 Modes of revising:

(a) Revising for Adding Texts: In spite of all the words, something inadequate on your pages or a vacuum in your writing needs to be filled. The writing demands something more and different. Revising from this angle means filling the gap in the text. It may be a few sentences, a paragraph or a page. While revising, read the text and find out whether the arguments and evidence are strong or thin. If you find them weak, it signifies that the text requires more; therefore, go ahead and add more. You add to improve connections, flow, and persuasiveness. Adding material

through revision is more than just adding content. It's not about word count but about words that matter, words that bridge conceptual gaps and simplify your arguments.

(b) Revising for Refining Style: Removing everything that doesn't contribute to the objectives is not a method of polishing the writing. A competent reviewer doesn't boil down everything, but he knows where to move fast and where to take time, as well as when to summarize and when to delve into considerable depth.

To find out what is missing, you must first identify what you are looking for. Removing, adding, and modifying words are all part of the revision process. However, paying close attention to word choice and adding new paragraphs and sentences might detract from the process of revision, which is figuring out what you currently have and making sure it's what you want. Revising for adding relaxes and expands the text by filling the gap, while revising for refining applies word economy to reinforce your thoughts and improve their effectiveness. Selecting one of these modes is not the matter. When you revise, do both simultaneously: eliminate redundant text, remove weak sentences, add stronger and vital words and develop better and more concise ways to convey your ideas effectively.

(c) Revising for Internal Coherence: A reader gives feedback that your argument on page 10 does not follow on page 15, the ideas mentioned on page 12 are the same on page 8, or the sentences on page 21 are opposite to page 13. Your reader has assisted you in identifying that you have not put everything in the proper sequence. There are concerns regarding coherence, the connections between the sections, and how ideas appear to the reader. Revising for internal coherence is a bit like revising for adding text. The goal of both directing gestures is to make the transitions between ideas easier to follow. Revising for adding text fills in the gaps, while revising for internal coherence ensures that the pieces within your work add up and link to the parts that come before and after them.

(d) Revising for unseen reader's point of view: This mode of revision focuses on your readers rather than you and your words. It serves as a reminder that every effort you've made during your revision is made on behalf of the unidentified, unseen reader in your mind. You're not merely penning. You are producing something. So, in larger projects, the great danger is that parts of the total may fall apart. Revise your writing, connecting its sections to one another, and do it from the reader's point of view on how he will look at the text.

Check your Progress:

1. What are the rules of revision?

2. What are the modes of revising?

3. Why are the beginning and conclusion important in revision?

16.2.4.2.4 Techniques of revising:

The authors differ in their writing habits and styles, and so do their revisions. Some people work in sections, stacking printouts on a table, while some save everything in neatly arranged electronic files and switch between screens quickly to compare different versions. Selecting the finest portions from many versions is a common practice among revisers. Some writers use one version and then switch to the next. Others go through a paragraph to polish and re-polish, adding and removing words, now this, now that, until not a single sentence is precisely the same as it was when it was initially written.

Great writing illuminates the path. Pay close attention to such paragraphs or portions that require explanation for the reader. Moreover, it is the writer's responsibility to dig up, design, develop, dust and draw maps to establish a balance that will be most helpful to your reader and appropriate for your writing.

The conclusion is just as important as the beginning. There are many obligations that the writer wants to fulfill. Therefore, everything that happens at the end of a piece of writing must support the ideas expressed throughout the work. You, as well as your reader, must wait for the conclusion of the writing that should acknowledge the key idea and the intent of bringing it out into the world.

There is, without a doubt, a time to start and stop revision. A reviser's endurance, instinct, and tenacity will be tested when deciding whether to stop. Endurance, instinct, and tenacity are the skills to figure out if you have more to say or have exhausted your ideas, whether you have enough time to continue revamping, adding, or trimming and knowing whether you have an appetite for it. An excerpt from George Plimpton's interview with Ernest Hemingway helps illustrate the significance of revising:

Hemingway: I rewrote the ending to *A Farewell to Arms*, the last page of it, thirty-nine times before I was satisfied.

Plimpton: Was there some technical problem there? What was it that had stumped you?

Hemingway: Getting the words right.

A successful revision indicates that you have reached a point when your writing appears to be the best thing you have ever done, at least for the time being. Therefore, when to cease revising is not indicated by a measure of unit. You will need to ascertain it yourself.

16.2.4.3 Audience:

Writing and revising is not a pessimistic endeavour because readers, your audience, are always ready to appreciate and criticize your writing. If your work fails to engage the audience, your writing remains dormant. Remembering them prepares you for their company. They may be enthusiastic, curious, and judgmental. Consider it carefully. Your writing style will evolve. There will be a big difference in what you write and how you write, as well as how you select and approach your topic, plan and arrange your ideas, and revise and improve form and structure to make it more convenient for the reader.

What the Reader Expects: A reader seeks an idea. He needs to feel that there is something worthwhile to read. Let the reader know exactly how much it's all worth to him. Try to capture his attention. There are various ways to look into why people read a text. Above all, the reader wants an engaging story, irrespective of the matter. It does not mean that matter is unimportant, but comes in the second position. Moreover, a reader craves the writer's attention. Think about it when you write. You are writing not to keep the text on the shelf but to seek the reader's attention for some time. You are letting him engage in the text rather than just giving him. Therefore, read your work aloud, paying particular attention to every section that appears to be misinterpreted. You will not be able to stop every misinterpretation, but if you give your best, you will significantly increase your chances of avoiding this risk. Furthermore, provide links within each chapter and section for your reader to follow because a well-connected text makes it easier to follow without distraction. Readers want to be involved, appreciated, and given generous treatment. Make as much of it available to your reader as possible. Arrange your strongest arguments, ideas, and the necessary illustrations.

The purpose of revising is to make a piece of writing coherent. A written work is considered cohesive when its language, structure, tone, and reader and writer's expectations fall in line. It must not contradict itself but make perfect sense. It's excruciating when you know it's completed, and you can't do anything else, even if it's never exactly how you want it. Clearer, stronger, closer, but not flawless. That is the challenge of the reviser.

The only text matter that has been reached in its final form and it is the only text that you give to your reader. Different stages of drafts and their layers and the path a writer adopts in

revision remain with the writer. The only text that he wants to show goes to the reader. So, make your text as best as you can throughout the pages.

16.3 Learning Outcomes

At the end of this Unit, you should have learned the importance of revising. You should have also understood that initial revision, content revision, structure revision and final revision make the text coherent and persuasive. Moreover, in the light of the principles, aspects, modes and models of revising, you should be able to revise systematically to make the writing organized and effective.

16.4 Glossary

Coherence: A clear relationship between parts, esp. in a work of literature or art.

Abysmal: Extremely bad or of a very low standard.

Typo: A small mistake in a typed or printed text.

Lexicon: A list of all the words used in a particular language or subject, or a dictionary.

Archive: Catalogue.

Persuasive: Convincing, Compelling.

Lucid: Comprehensible, expressed clearly; easy to understand.

Riveting: Having the power to fix the attention: engrossing, fascinating.

Diligent: Constant in effort to accomplish something; attentive and persistent in doing anything.

Instinct: A natural desire or tendency that makes you want to act in a particular way.

Succinctly: In a brief and clearly expressed manner.

Intently: Attentively, with earnest and eager attention.

Spatial: Relating to the position, area, and size of things.

Redundant: Not or no longer needed or useful; superfluous.

Errant: Straying outside the proper path or bounds.

Rationale: A basic reason or explanation for something.

Tenacity: The determination to continue what you are doing.

Revamping: to change or arrange something again, in order to improve it.

Dormant: In a state of rest, Inactive.

16.5 Sample Questions

16.5.1 Objective Questions:

1. Revising includes

- (a) Proofreading and editing
- (b) Changing phrases or paragraphs
- (c) Improving the general structure
- (d) All of the above

2. Revising involves identifying _____.

- (1) What doesn't function
 - (2) What doesn't belong
 - (3) What function
 - (4) What belongs
- (a) Only 1
 - (b) 1 & 2
 - (c) 1, 2 & 3
 - (d) 1, 2, 3, 4

3. Experienced writers do not employ the technique of _____.

- (a) Altering the tone and terminology
- (b) Focusing on four issues at a time
- (c) Shifting quickly between topics
- (d) Devoting pages to a single, passionate thought

4. Revising is a task of an _____.

- (a) Optimistic
- (b) Pessimist
- (c) Defeatist
- (d) Worrywart

5. The key to revision is

- (a) Inflexibility
- (b) Rigidity
- (c) Intransigence
- (d) Flexibility

6. Split any paragraph that occupies up to _____.

- (a) One-third of a page
- (b) Two-thirds of a page
- (c) Half of the page
- (d) A page

7. Modes of revising does not include _____.

- (a) Revising for Adding Texts (b) Revising for Refining Style
(c) Revising for Internal Coherence (d) Revising for relocating the key words
8. The most important portion of revision is _____.
- (a) Beginning (b) Middle
(c) Conclusion (d) Beginning and conclusion
9. Readers are always ready to _____ the text.
- (a) Appreciate (b) Criticize
(c) Appreciate and criticize (d) None of the above
10. The first step of revising is _____.
- (a) Reading (b) Writing
(c) 1 & 2 (d) None of the above

16.5.2 Short Answer Questions:

1. Why is revising necessary for good writing?
2. What are the principles of revising?
3. What are the rules of revision?
4. What are the models of revising?
5. What are the techniques for revising?

16.5.3 Long Answer Questions:

1. Examine in detail the role of revising in the writing process.
2. Write a detailed note on the principles, rules, and models of revising.
3. Discuss the three aspects of revising.

16.6 Suggested Learning Resources

1. Germano, William. *On Revision: The Only Writing That Counts*. The University of Chicago Press Chicago and London 2021.
2. Haag, Pamela. *Revise: The Scholar-Writer's Essential Guide to Tweaking, Editing, and Perfecting Your Manuscript*. New Haven, CT: Yale University Press, 2021.
3. McPhee, John. *Draft No. 4: On the Writing Process*. New York: Farrar, Straus and Giroux, 2017.
4. Lucy, Beth.Ed. *Revising Your Dissertation: Advice from Leading Editors*. Revised edition. Berkeley: University of California Press, 2008.
5. Sword, Helen. *Stylish Academic Writing*. Cambridge, MA: Harvard University Press, 2012.

Unit – 17: Style Sheets

Structure

17.0 Introduction

17.1 Objectives

17.2 What is the Style Sheet?

17.2.1 Types of Style Sheets

17.2.2 Citation Styles and Their Application in Different Disciplines

17.2.3 Components of a Style Sheet

17.2.4 Identify and Correct Style Errors

17.3 Learning Outcomes

17.4 Glossary

17.5 Sample Questions

17.6 Suggested Learning Resources

17.0 Introduction

In the realm of academic writing, style sheets serve as indispensable tools for maintaining consistency and precision in written communication. A style sheet is a set of guidelines that dictates the formatting, citation, and stylistic choices employed in a document. Essentially, it acts as a road-map, ensuring that written works adhere to established conventions and standards.

Academic writing encompasses various disciplines, each with its own unique set of expectations regarding citation styles, formatting rules, and language preferences. Style sheets, often derived from recognized style guides like APA, MLA, or Chicago, provide writers with a standardized framework for presenting their ideas. They cover diverse elements, ranging from the correct placement of commas to the meticulous citation of sources.

Understanding and applying a style sheet is crucial not only for individual writers but also for the broader scholarly community. Consistency in formatting and citation not only enhances the professionalism of academic writing but also facilitates effective communication of ideas. This module will delve into the nuances of style sheets, equipping learners with the skills to navigate and implement these essential tools in their academic writing endeavors.

17.1 Objectives

The objectives of this Unit are to:

- define the concept of style sheets
- identify common style guides
- comprehend formatting guidelines
- master citation and references
- identify and correct style errors

17.2 What is the Style Sheet?

Dear Learners, as communicated previously, we will study about the style guides in detail in this Unit. A style sheet in the context of academic writing is a standardized set of guidelines and rules that dictate the formatting, citation, and stylistic choices used in a document. It serves as a comprehensive reference for writers, ensuring consistency and uniformity in various elements of written communication. The primary role of a style sheet in academic writing is to provide a structured framework that governs how ideas are presented, citations are made, and the overall document is formatted. Here are the key aspects of a style sheet and its role:

1. Formatting Guidelines:

- Style sheets specify rules for document formatting, including font type and size, margins, line spacing, and page layout. This ensures a uniform and a professional appearance for academic documents.

2. Citation and References:

- A crucial aspect of style sheets is their guidance on citing sources and creating bibliographies or works cited pages. This includes rules for in-text citations, footnotes, end notes, and the proper formatting of references according to a specific citation style (e.g., APA, MLA, Chicago).

3. Language and Style Conventions:

- Style sheets outline language preferences and stylistic conventions, such as the use of italics, capitalization, and punctuation. They may provide guidance on

tone, voice, and clarity to enhance the overall quality of writing.

4. Consistency Across Documents:

- The primary role of a style sheet is to ensure consistency across various documents within a specific context, such as an academic institution, journal, or discipline. This consistency helps maintain professionalism and facilitates easy comprehension for readers.

5. Adherence to Academic Standards:

- Academic writing often requires adherence to specific standards and conventions. Style sheets help writers comply with these standards, covering aspects such as academic honesty, ethical citation practices, and other institutional requirements.

6. Discipline-Specific Guidelines:

- Different academic disciplines may have unique conventions and expectations for writing. Style sheets, often derived from recognized style guides associated with each discipline, provide writers with discipline-specific guidelines.

7. Facilitating Communication:

- By providing a standardized set of rules, style sheets contribute to effective communication within the academic community. Readers can quickly grasp the structure and formatting of a document, focusing more on the content rather than deciphering inconsistent presentation.

Hence, a style sheet is a crucial tool in academic writing, acting as a guide for writers to adhere to established conventions and standards. Its role is to maintain consistency, ensure professionalism, and facilitate effective communication of ideas within the scholarly community.

Check your Progress:

1. What is a style sheet?
 2. What is full form of MLA in Documentation?
-

17.2.1 Types of Style Sheets:

Common academic style guides, such as APA (American Psychological Association), MLA (Modern Language Association), and Chicago (Chicago Manual of Style), play a significant role in standardizing the conventions of academic writing. Each style guide has its own set of rules and guidelines, and their significance lies in providing a framework for consistent and uniform presentation of academic work. Let us explore each of these style guides

and their significance:

1. **APA (*American Psychological Association*):**

○ **Significance:**

- widely used in the social sciences, including psychology, sociology, and education.
- emphasizes clarity and conciseness in writing, with a focus on the author's name and the publication date in citations.
- provides guidelines for formatting papers, citing sources, and creating reference lists.

2. **MLA (*Modern Language Association*):**

○ **Significance:**

- Predominantly used in the humanities, including literature, language, and the arts.
- Emphasizes the author's name and page number in citations within the text.
- Provides guidelines for formatting papers, citing sources, and creating works cited lists.

3. **Chicago Manual of Style:**

○ **Significance:**

- Used in a variety of disciplines, including history, literature, and some social sciences.
- Offers two citation styles: notes and bibliography (common in literature, history, and the arts) and author-date (common in the sciences).
- Comprehensive guide covering manuscript preparation, citation, and other aspects of writing and publishing.

4. **Harvard Style:**

○ **Significance:**

- Commonly used in the UK and Australia, as well as in various disciplines globally.
- Uses an author-date citation system, similar to APA.
- Places a strong emphasis on providing detailed references for all sources cited in the text.

5. **IEEE (Institute of Electrical and Electronics Engineers):**

○ **Significance:**

- Primarily used in technical fields, especially in engineering and computer science.
- Emphasizes the use of numerical citations in square brackets within the text.
- Provides guidelines for citing various types of sources, including online documents and conference papers.

6. **AMA (American Medical Association):**

○ **Significance:**

- Commonly used in the field of medicine and the health sciences.
- Follows a numeric citation system for in-text references, with a corresponding numbered list in the reference section.
- Emphasizes clarity and precision in citing sources, especially in scientific and medical research.

Overall Significance:

- **Consistency and Standardization:** These style guides provide a consistent and standardized format for citing sources, formatting papers, and creating reference lists, ensuring that academic work is presented uniformly.
- **Credibility and Professionalism:** Adhering to a recognized style guide adds credibility and professionalism to academic writing. It demonstrates a commitment to scholarly standards and facilitates the easy identification of sources for readers.
- **Ease of Communication:** By following a common set of rules, these style guides enhance the clarity and effectiveness of communication within the academic community.

Understanding and applying these style guides is essential for academic writers to meet the expectations of their disciplines and to contribute to the broader scholarly conversation.

17.2.2 Citation styles and their application in different disciplines:

Citation styles vary across disciplines, reflecting the diverse needs and conventions of different academic communities. The choice of citation style depends on the subject matter, the nature of the research, and the expectations of the discipline. Here, we'll discuss some common variations in citation styles and their applications in different disciplines:

1. **APA (American Psychological Association):**

- **Disciplines:** Social sciences (psychology, sociology, anthropology, education).
 - **Features:**
 - Emphasizes author-date citations in the text.
 - Includes a detailed reference list at the end of the document.
 - Provides guidelines for formatting papers, citing sources, and creating reference lists.
2. **MLA (Modern Language Association):**
- **Disciplines:** Humanities (literature, language, philosophy, arts).
 - **Features:**
 - Emphasizes author-page citations in the text.
 - Requires a "Works Cited" page listing all sources.
 - Provides guidelines for formatting papers, citing sources, and creating works cited lists.
3. **Chicago Manual of Style:**
- **Disciplines:** History, literature, some social sciences.
 - **Variations:**
 - **Notes and Bibliography:** Uses footnotes or endnotes for in-text citations and includes a bibliography.
 - **Author-Date:** Uses parenthetical citations within the text and includes a reference list.
 - **Features:** Comprehensive guide covering manuscript preparation, citation, and writing conventions.
4. **Harvard Style:**
- **Disciplines:** Various disciplines, commonly used in the UK and Australia.
 - **Features:**
 - Author-date citation system, similar to APA.
 - Requires a bibliography or reference list.
 - Places a strong emphasis on providing detailed references for all sources cited in the text.
5. **IEEE (Institute of Electrical and Electronics Engineers):**
- **Disciplines:** Engineering, computer science, technical fields.
 - **Features:**

- Numeric citation system using square brackets within the text.
- Includes a numbered list of references.
- Emphasizes the clarity and precision of citations in scientific and technical research.

6. **AMA (American Medical Association):**

- **Disciplines:** Medicine, health sciences.
- **Features:**
 - Numeric citation system with superscript numbers in the text.
 - Requires a corresponding numbered list of references.
 - Emphasizes clarity and precision in citing sources, especially in scientific and medical research.

7. **AP (Associated Press) Style:**

- **Disciplines:** Journalism, communication, media studies.
- **Features:**
 - Primarily used in journalistic writing.
 - Emphasizes simplicity, brevity, and consistency in citations.
 - Focuses on providing readers with essential information.

Understanding these variations is crucial for researchers and writers to meet the expectations of their specific disciplines. Adhering to the appropriate citation style not only ensures academic integrity but also contributes to effective communication within the scholarly community. It's important for writers to be familiar with the specific rules and guidelines associated with the citation style commonly used in their field of study.

Examples

Let us use a book as a reference and demonstrate how to cite it in APA, MLA, Chicago, Harvard, IEEE, and AMA styles.

Book Reference: Title: "The Great Gatsby"

Author: F. Scott Fitzgerald

Publisher: Scribner

Publication Year: 1925

1. APA (American Psychological Association):

In-Text Citation: (Fitzgerald, 1925)

Reference List: Fitzgerald, F. S. (1925). *The Great Gatsby*. Scribner.

2. MLA (Modern Language Association):

In-Text Citation: (Fitzgerald 23)

Works Cited: Fitzgerald, F. Scott. *The Great Gatsby*. Scribner, 1925.

3. Chicago Manual of Style:

Notes and Bibliography:

Footnote:

1. F. Scott Fitzgerald, *The Great Gatsby* (Scribner, 1925), 45.

Bibliography: Fitzgerald, F. Scott. *The Great Gatsby*. Scribner, 1925.

Author-Date:

In-Text Citation: (Fitzgerald 1925, 56)

Reference List: Fitzgerald, F. Scott. 1925. *The Great Gatsby*. Scribner.

4. Harvard Style:

In-Text Citation: (Fitzgerald 1925, p. 67)

Reference List: Fitzgerald, F.S. (1925) *The Great Gatsby*. [City]: Scribner.

5. IEEE (Institute of Electrical and Electronics Engineers):

In-Text Citation: [1]

Reference List: [1] F. S. Fitzgerald, *The Great Gatsby*. [Place]: Scribner, 1925.

6. AMA (American Medical Association):

In-Text Citation: (Fitzgerald1)

Reference List: Fitzgerald FS. *The Great Gatsby*. [Place]: Scribner; 1925.

Note: In each example, "[Place]" represents the location of the publisher. Replace it with the actual city or location of the publisher. Additionally, the page numbers in the in-text citations are placeholders; replace them with the specific page numbers from the book you are citing.

Check your Progress:

1. List one example of In-Text Citation as per APA.

-
2. List one example of Bibliography entry as per MLA.
-

17.2.3 Components of a Style Sheet:

Let us elaborate on the components of a style sheet, focusing on formatting guidelines with examples:

Formatting Guidelines in a Style Sheet:

1. Font:

- Specify the preferred font type and size for the entire document.
 - Example (APA): Times New Roman, 12-point font.

2. Margins:

- Define the margins for the top, bottom, left, and right sides of the page.
 - Example (MLA): 1-inch margins on all sides.

3. Spacing:

- Clarify the spacing rules for the document, including line spacing and spacing between paragraphs.
 - Example (Chicago): Double-spaced lines with a space between paragraphs.

4. Page Layout:

- Instruct on the overall structure of the document, including the arrangement of title pages, headers, and footers.
 - Example (Harvard): Include a title page with the title, author's name, and institutional affiliation.

Examples of Proper Formatting According to Style Guides:

APA (American Psychological Association):

• **In-Text Citation:**

- (Author, Year, p. Page Number)
- Example: (Smith, 2019, p. 45)

• **Reference List (Book):**

- Author Last Name, First Initial(s). (Year). *Title of Book*. Publisher.
- Example: Smith, J. (2019). *The Art of Writing*. Academic Press.

MLA (Modern Language Association):

• **In-Text Citation:**

- (Author Page Number)
- Example: (Smith 45)

• **Works Cited (Book):**

- Author Last Name, First Name. *Title of Book*. Publisher, Year.
- Example: Smith, John. *The Art of Writing*. Academic Press, 2019.

Chicago Manual of Style:

Notes and Bibliography:

- **Footnote:**
 - Author First Name Last Name, *Title of Book* (Place of Publication: Publisher, Year), Page Number.
 - Example: John Smith, *The Art of Writing* (Chicago: Academic Press, 2019), 45.
- **Bibliography:**
 - Author Last Name, First Name. *Title of Book*. Place of Publication: Publisher, Year.
 - Example: Smith, John. *The Art of Writing*. Chicago: Academic Press, 2019.

Author-Date:

- **In-Text Citation:**
 - (Author Last Name Year, Page Number)
 - Example: (Smith 2019, 45)
- **Reference List (Book):**
 - Author Last Name, First Name. Year. *Title of Book*. Place of Publication: Publisher.
 - Example: Smith, John. 2019. *The Art of Writing*. Chicago: Academic Press.

Harvard Style:

- **In-Text Citation:**
 - (Author Last Name Year, p. Page Number)
 - Example: (Smith 2019, p. 45)
- **Reference List (Book):**
 - Author Last Name, First Initial(s) Year, *Title of Book*, [City]: Publisher.
 - Example: Smith, J. 2019. *The Art of Writing*. [City]: Academic Press.

These examples demonstrate how to apply formatting guidelines according to specific style guides within the context of a style sheet. It's crucial for writers to adhere to these guidelines to ensure consistency and professionalism in academic writing.

17.2.4 Identify and Correct Style Errors:

Identifying and correcting style errors in academic writing is essential for maintaining clarity, professionalism, and adherence to scholarly conventions. Below are common style errors and suggestions for correction:

1. Inconsistent Formatting:

Error:

- Inconsistency in font type, size, or spacing throughout the document.

Correction:

- Ensure uniformity in font, spacing, and other formatting elements according to the specified style guide.

2. Incorrect Citation Format:

Error:

- Improper formatting of in-text citations or references, not following the chosen citation style.

Correction:

- Verify the citation style requirements and adjust in-text citations and reference lists accordingly.

3. Improper Punctuation:

Error:

- Incorrect use of punctuation marks, such as misplaced commas, semicolons, or quotation marks.

Correction:

- Review and correct punctuation errors to enhance the clarity and correctness of the text.

4. Ambiguous Language:

Error:

- Vague or ambiguous language that may lead to misinterpretation.

Correction:

- Clarify language, use specific terms, and ensure that the writing is precise and unambiguous.

5. Overuse of Passive Voice:

Error:

- Excessive use of passive voice, leading to unclear or convoluted sentences.

Correction:

- Rewrite sentences in active voice to enhance clarity and directness.

6. Inconsistent Verb Tense:

Error:

- Shifting between different verb tenses without a clear reason.

Correction:

- Maintain consistency in the verb tense, especially within the same section or paragraph.

7. Redundancy and Wordiness:

Error:

- Use of unnecessary words or repetition can make sentences verbose.

Correction:

- Edit sentences to eliminate redundancies and ensure conciseness without sacrificing clarity.

8. Lack of Parallel Structure:

Error:

- Sentences with parallel construction issues, making the writing sound awkward.

Correction:

- Ensure parallel structure for lists, comparisons, and coordinated elements.

9. Incorrect Use of Abbreviations:

Error:

- Inconsistent or incorrect use of abbreviations and acronyms.

Correction:

- Clearly define abbreviations upon first use and maintain consistency throughout the document.

10. Failure to Follow Style Guide Rules:

Error:

- Non-compliance with specific style guide rules regarding citation, headings, and other elements.

Correction:

- Review the applicable style guide and make necessary adjustments to align with its guidelines.

11. Incomplete or Missing Citations:

Error:

- Failure to provide complete information or citations for sources referenced in the text.

Correction:

- Double-check and ensure that all sources are appropriately cited and referenced.

12. Inconsistent Spelling or Usage:

Error:

- Inconsistency in spelling or usage of terms throughout the document.

Correction:

- Use a consistent spelling style and ensure correct usage of terms according to the chosen style guide.

By identifying and correcting these common style errors, writers can enhance the overall quality and professionalism of their academic writing. Regular proofreading and adherence to style guide rules are essential practices to maintain consistency and clarity in written work.

17.3 Learning Outcomes

At the end of this Unit, you should have gained a comprehensive understanding of the major academic style guides (APA, MLA, Chicago, Harvard, IEEE, AMA) and their specific rules. You should have understood the principles of in-text citation and reference list creation for various types of sources in the chosen style guides.

17.4 Glossary

Style Sheet: A standardized set of guidelines specifying formatting, citation, and stylistic conventions for a document, typically based on a specific style guide.

Citation Style: A set of rules determining how sources are cited within a document, including in-text citations and the format of reference lists or bibliographies.

In-Text Citation: A brief reference to a source within the body of the text, providing key information such as the author's name and publication year.

Reference List: A section at the end of a document listing all the sources cited in the text, formatted according to a specific citation style.

Formatting Guidelines: Rules specifying the visual presentation of a document, covering elements such as font type, margins, spacing, and page layout.

17.5 Sample Questions

17.5.1 Objective Questions:

1. Identify the style guide commonly used in psychology research.
2. Define "parenthetical" as it relates to in-text citations
3. Name one key element covered in the formatting guidelines.
4. Expand the abbreviation "MLA" in the context of academic writing.
5. What is another term for the list of sources at the end of an academic document?
6. Provide one word synonymous with "direct" in the context of writing style.
7. Identify one academic discipline that commonly uses the Chicago style.
8. What does the term "ambiguity" refer to in academic writing?
9. Expand the abbreviation "MLA" in the context of academic writing.
10. Identify the style guide commonly used in literature research.

17.5.2 Short Answer Questions:

1. What is the primary purpose of a style sheet in academic writing?
2. Provide two examples of formatting elements covered in a style sheet, and explain their significance in academic writing.
3. Briefly describe the difference between in-text citation and a reference list in academic writing.
4. Why is it important for writers to be aware of discipline-specific conventions in academic writing?
5. Explain the concept of parallel structure and provide a short example of a sentence that lacks parallel construction.

17.5.3 Long Answer Questions:

1. Select a specific style guide (e.g., APA, MLA, Chicago) and discuss three key formatting guidelines outlined in this guide. Explain how adherence to these guidelines contributes to the professionalism of academic writing.
2. Imagine you are creating a personalized style sheet for your academic writing. Outline five elements you would include in your style sheet, covering both formatting and citation preferences.

3. Critically analyze a given academic text, focusing on the author's style choices. Discuss how the author's use of formatting, citation, and language contributes to the overall effectiveness of the written work.

17.6 Suggested Learning Resources

1. Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Chicago, 2013.
2. Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. University of Chicago Press, 2016.

Unit – 18: In-texting

Structure

18.0 Introduction

18.1 Objectives

18.2 In-texting

18.2.1 Needs or Significance of In-text Citation

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18.2.3 Types of In-text Citation

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18.3 Learning Outcomes

18.4 Glossary

18.5 Sample Questions

18.6 Suggested Learning Resources

18.0 Introduction

In-text citation is a mode or style of quoting someone else idea in one's own project with proper referencing and citations. It is a good idea that is widely used in academic and research writing in order to acknowledge the work of previous writers at one hand, and make one's own writing plagiarism free on the other hand. Exact format and style of in-text citation is the one aspect that is wholly reliant on the style or type of citation or referencing one is using in his or her assignment, research paper or in an article. There are different referencing or in-text citation styles that are widely used in academic and research writing. Each of these formats or styles of referencing has different format, style and structure. In order to fulfill the need of academicians, the students, and the researchers there are a wide range of technical tools that are available in order to build or create referencing with different formats or styles of referencing with accuracy, precision, and correctness.

Though there are different formats and styles of referencing, but one thing is common about in-text citation across the formats and that is it contains last or family name of the writer, year of publication, and page number. The complete referencing of in-text citation is always mentioned in the referencing list at the end of the paper or an assignment. While making in-text

citation, it is always a good idea either to give in-text citation at the beginning of each paragraph or at the end of the passage or text where citation has ended. It makes the readers easy to identify the source text and in-text citation with precision. In an in-text citation especially page numbers and year of publication are most of the time written in brackets. In some paper or assignment there are special script numbers that are assigned to each in-text citation. And their references are given at the end of the paper or assignment. In this format, mostly in-text citation is avoided in a standard format.

18.1 Objectives

After going through the Unit, the students shall be able to:

- get familiarity with the concept of in-text citation.
- distinguish between different types and styles of in-text citation.
- differentiate between parenthetical and narrative citation.
- know the need and significance of academic forms and styles of in-text citation.
- have know how about why in-text citation is essential in academic and research writing.
- know about the key features of academic in-text citation.
- be aware about the key terms i.e. plagiarism, parenthetical, narrative, direct quote, APA and MLA in academic context.

18.2 In-texting

18.2.1 Needs or Significance of In-text Citation:

From the introductory part about in-text citation, it is fully asserted that in-text citation is a requirement as far as academic and research writing are concerned. So, there are certain needs and significant aspects that in-text citation supplies. First of all, it is a need to acknowledge the writer or a number of writers from whose source one is taking the ideas. Secondly, it is also important because in-text citation directs the reader toward the very source from which the writer has taken information and it gives guidance to readers where to look for the exact wording of those texts which have been extracted in the paper or an assignment. Thirdly, it is a good idea to

showcase the sources from where one has taken one's information that are included in a paper or in an assignment. It is also important to cite or make in-text citation because it gives credit and authenticity to the ideas or information.

Another need or significance of in-text citation is that it is the requirement of each and every academic and research based writing. No research paper or an academic text which is written in research based format is complete without in-text citations. In addition, it is also essential for the writer to make his or her work plagiarism free through the help of in-text citation and references. If he or she is avoiding the use of in-text citation or referencing his or her work will be labelled as plagiarized. Another need of in-text citation is that it assists the readers to verify the claims that one has made in his paper or an assignment. In-text citation gives one's idea authenticity and gives the readers with a concept that writer has enough knowledge about the literature relevant to the field or the topic in discussion.

In-text citation is also essential because it creates a link and bridge between one idea with the other people who are doing research or presenting their information relevant to the study. In-text citation is also essential when one is quoting the exact text from some other source. It is always a good idea to put a citation before that quote or after that quote so that one can directly go to that link to confirm and verify the quote that has been quoted in the assignment, research paper or an article. Last but not the least in paraphrased text it is also important to make in-text citation to avoid plagiarism. Though in case of paraphrasing one has paraphrased the idea in one's own words, yet the ideas are not his or her own, so it is essential to make a citation as acknowledgement and give credit to the original writer or an author. However, there are certain information which are general and within the range of common sense, such information need not be referenced to avoid overuse of in-text citation.

18.2.2 Features of In-text Citation:

In-text citation is a technical skill or aspect of academic writing. Therefore, it is very much essential to keep certain rules that are laid down by each citation format and style. In addition to it, there are certain key features of in-text citations. First, it is necessary for the writer to be persistent with in-text citations or references throughout his paper, article or an assignment. Consistency of citation style is very important and it is to carry out throughout the assignment or paper. For example, if one has started APA style, he or she has to maintain that particular style of citation preference throughout the work. It is also necessary for the writer to keep in view the rules and format of the style of the citation he or she has started quoting in his or her paper or in

an assignment. Secondly, it is also important to be sure about the source of reference before references are made or text citation in academic or research paper.

It is labelled as plagiarized if the writer has relied on only assumption and speculation instead of being sure about the source of the text which he or she is making in his or her paper, article, or an assignment as a mean of references or in-text citations. Another key feature of in-text citation is that one has to be very particular about quoting in-text citation, as well as the references of those in-text citations. For that, it is recommended that one should keep in-text citation as well as referencing list furnished right from the beginning so that no in-text citation must be left out without references in the end. Mostly, it is done in the end which always results in left out one, two or more such citations from the reference list which have been quoted in the paper, but are not properly made part of referencing or have not been mentioned and cited in the references list. Another key feature of in-text citation is that it is imperative to keep a balance.

While referencing other sources, it is advisable not to overuse in-text citation or references. In addition, it is also imperative to keep in mind that after each sentence or line that is being quoted from other source need not be cited again and again. It can be cited in the initial point or at the end of the paragraph so that the entire works that have been extracted from some other source will be properly cited. It is also essential to double-check one's in-text citations as well as references. It has many advantages, for example, if one check or double-check his or her references and in-text citation it will make sure that no references are being left out which have been cited in the paper. Secondly, it will assist the writer to keep an eye about the source and the text of the reference that he or she is citing. It is also important to be sure about the different rules, regulation, format, and style of the in-text citation before proceeding.

It is good to double-check the instruction given in the assignment about the referencing style so that one can make it proper right from the beginning till the end. Last but not the least, it is also an imperative part of academic or research writing that there are certain referencing and in-text citation tools that are being available in the market or on the website free of cost. These are always good idea to make citation as well as references consistence, precise, and technically correct because the citations which are generated through software programs are usually accurate, precise, and technically correct. "Cite This for Me" is one of such key tool which is meant for references and citation building and is extensively used by the students. There are so many other tools of similar nature. Google Scholar is one of the most trusted and widely used sources to generate references and citation in diverse formats.

Check your Progress:

1. What makes a text plagiarism free?
2. Mention at least one feature of in-text citation.

18.2.3 Types of In-text Citation:

As it is fully established that in-text citation is a short form of references that is included in any academic and research piece of writing to give basic information about the source, or the reference through which information or ideas have been taken or extracted. Most of the time in-text citation consists of the name of the author followed by the year of publication and some time with page number. It is also observed that in-text citation remains the same as far as its structure or format is concerned whether one is quoting from a book, a journal, a research report or from any web page and source. However, it is necessary to indicate that there are diverse forms or types of in-text citations. The first of such form is parenthetical citations. This type of citation or in-text citation is also known as information prominent citation. Most of the time, this type or form of in-text citation is used in order to emphasize or laid stress on the information which are being quoted from any other source.

In most of the cases, this type or form of citation follows the idea being cited from any other source directly. Then there is another type or form of in-text citation, which is known as narrative citation. In this type of citation, there are no such rules as are followed in a parenthetical citation. But it is important to cite the name of the author followed by the year of publication from the source. This form of citation is known as author prominent citation instead of information prominent. It means that this type of in-text citation lays stress on the importance of the author rather than the information or the ideas being cited. Prominent advantage of this type of in-text citation in one's writing is that it gives natural flavour to one's writing, it adds beauty and variety in one's writing. The flow of the writer becomes natural and oral presentation becomes easy for the writer.

There are different formats or styles of using narrative in-text citation. Sometimes it is used with brackets and sometime even without brackets. In addition, technically, this type of in-text citation is not very difficult either to understand or to utilize in one's writing as compared to parenthetical citation. There is a slight difference when one is using a source with one author, two authors, three authors or more than three authors in in-text citation. It is very common to use an author or a work which contains only one author. If there are two then last name of those authors will include while more than two or three authors one has to use only the first name and

then to add et al. In case it is taken from a report where there is only the name of an organization and company, then it is mandatory to write the full name of the company or institution in in-text citations. However, if the name of the company or institution is long and one has to cite or quote it more than once, it can be used in abbreviated or in short form.

A table or an image can be cited in the same way as the text is cited. But if someone wants to reproduce or recapture that table or image, then it is advisable to add a caption to that table or the image. Then there is another type of citation or in-text citation that is known as direct quotation. It means when one uses the exact word from some source, these words are always enclosed within commas. The quote starts with inverted commas and it also ends in inverted commas. In-text citation can be given at the end of the quote or in the beginning of the quote. One of the major differences between parenthetical, narrative and direct quote form of in-text citation is that in direct quote it is almost considered essential to add page number of the work from where the quote is taken. Some of the common forms of in-text citations examples are given below.

- (Smith, 2017) one author citation
- Smith (2017)
- (Mihirshahi & Baur, 2020) two authors citation
- Mihirshahi and Baur (2020)
- (Hewit et al., 2019) Three or more authors citation
- Hewit et al. (2019)

18.2.4 Styles of In-text Citation:

In-text citation is a way of giving credits and acknowledgement to the work one has quoted, cited or has extracted from the other sources in order to support and verify the argument one has presented in one's paper. There are different methods and modes of citing in text citation. The way the information are managed, ordered, and arranged along with the punctuation is called the style of in-text citation. Keeping in view different modes, styles, and formats of in-text citation, the styles of in-text citation have been categorized into numerous styles. The style and the format of in-text citations in writing is dependent on the discipline in which he or she is writing, along with the instructions provided in the assignment rubric in order to cite. APA style of citation was initially used in psychological studies, but now it is also used in education, linguistic and other departments or disciplines. Then there is an MLA style of in-text citation

which is used extensively in literature and Humanities discipline. The other one is Chicago style of in-text citation which is used in discipline such as business, Economic, History and Fine Art.

APA stands for American Psychological Association and this style of citation was initially meant for Psychology discipline but now it is used in across disciplines. In this style, the family or last name of the author along with year are mentioned. Examples of in-text citation in APA style are given below

- (Dillurd, 2020)
- Dillurd (2020)
- (Wageman & Wiger, 2021)
- Wageman & Wiger (2021)
- (Grade et al., 2019)
- Grade et al. (2019)

MLA stands for Modern Language Association, and this style of citation is used in literature and other areas of Humanities. In this style of in-text citation, the name of the author and page number is mentioned. Some examples of MLA style of in-text citation are given below for reference.

- (Davidsan 175)
- (Hurriss and Rameerez 231)
- (Tsang et al. 33)
- (Andersun, ch. 15)

Chicago's style of references is extracted from "Chicago Manual of Style" and this style of in-text citation is utilized in Sciences as well as in Social Sciences disciplines. This style of in-text citation contains last name, year of publication and page number. Here are some examples of Chicago styles of in-text citation.

- (Dicksten 2022, 71)
- (Einstein 2023, 144–45)
- (Website n.d.)
- (Gen. 12:1–3 Kang Jones Version)

Harvard's style of in-text citation or referencing is another significant style of in-text citation which is mainly used in economic, but in UK it is widely used across disciplines. It has

various versions in terms of styles. In this style of citation, name, and year are mentioned. Some instances of in-text citation of this style of referencing are given subsequently:

- (Smuth, 2018)
- (Smuth and Janes, 2018)
- (Smuth, Janes and Dovies, 2019)
- (Smuth et al., 2020)
- Wilson (2015, pp. 12–14)
- (Singh, 2015, p. 13)
- Jones et al. (2016, p. 155)

Check your Progress:

1. What is the full form of APA?
2. What does MLA stand for?

18.2.5 Conclusion:

To sum up, in-text citation is a short form of reference which is meant to give acknowledgement to the source or the author from which text is cited or information is being derived. In-text citation is an important element of academic as well as research based text. Mostly in-text citation contains two essential elements. One is the last or the family name of the author, followed by its year of publication. In case of direct quote, the in-text citation also contains the page number of the work. As far as the significance and the need of in-text citation are concerned, it has numerous needs, motives, and objective to cite. Firstly, it makes the piece of writing research-based and academic. Secondly, it is meant to give due acknowledgement to the work or the author from which ideas or information are being extracted by the writer. In an academic context, it is meant to avoid plagiarism in a paper, in a review or in an assignment. If one is quoting or taking ideas from someone else work, one is academically duty-bound to cite the work and the author in his or her paper or an assignment.

Fourthly, in-text citation is meant to give the readers direct access to those ideas from which texts are being extracted. Fifthly, it is also meant to give the reader and critics with the opportunity to verify the claims that are being made in the reproduced text extracted from some other sources. With regard to the key features of in-text citation, it is essential to indicate that it is mandatory for the author to keep persistency and consistency in terms of using in-text citations' style and format. It simply means that the one who is citing must follow only one pattern or style of in-text citation throughout his or her work. Another key feature of in-text

citation is that it is necessary for the writer to keep in view all the rules and regulation of the style of in-text citation that he or she is using. It is also necessary for the writer to become sure about the sources which he or she is going to cite, merely based on assumption lead to plagiarism in work.

Though, in-text citation is an essential tool as far as academic and research based writing is concerned, but it is not advisable to overuse it. As far as types of in-text citation are concerned, there are two major types that are extensively used in academic writing. The first is known as parenthetical citation. This type of citation is also known information prominent citation. The other type of in-text citation is narrative citation which is also known as author prominent citation. The key difference between these two forms or types of in-text citation is that in parenthetical citation, citations are mostly enclosed within brackets. But in narrative form, mostly only the year is written within bracket. Then there are direct quotations that are extracted from any other source. It is advisable either to give in-text citation at the beginning or at the end of the quotation. Lastly, there are diverse styles of in-text citation such as APA, MLA, Chicago, and Harvard in academic and research writing.

18.3 Learning Outcomes

After going through the Unit, the students are expected to:

- to grasp the concept of in-text citation.
- highlight the different types, needs, and features of in-text citation.
- mark the difference between narrative and parenthetical forms of in-text citation.
- be in a position to distinguish between different types and styles of in-text citation.
- have know how about why in-text citation is essential in academic and research writing.

18.4 Glossary

Plagiarism: Copying of another person’s ideas, text or other creative work, and presenting it as one’s own specially, without permission.

Reliant: Dependent

Academic: Belonging to an academy or other higher institution of learning
Accuracy: Perfection
Precision: Exactness
Parenthetical: Explanatory, Supplementary
Pinpoint: Point, Meticulous
Subsequent: Following
Distinguish: Differentiate
Familiarity: Acquaintance
Showcase: Exhibit, Show
Consistency: Steadiness, Regularity
Assumption: Conjecture
Speculation: Conjecture
Prominent: Eminent, Noteworthy

18.5 Sample Questions

18.5.1 Objective Questions:

1. _____ in text citation is also known as information prominent citation.
 - (a) Direct Approach
 - (b) Parenthetical
 - (c) Narrative
 - (d) All of these
2. How many major types or forms generally, in-text citation have?
 - (a) One type
 - (b) Two types
 - (c) Three types
 - (d) Four types
3. _____ means that the one who is citing must follow only one pattern or style of in-text citation throughout his or her work.
 - (a) Proper citation
 - (b) In-text citation

- (c) Consistency
 - (d) Academic dishonesty
4. _____ in-text citation lays stress on the importance of the author rather than the information or the ideas being cited.
- (a) Parenthetical
 - (b) Narrative
 - (c) Direct quote
 - (d) All of these
5. If the writer has relied on only assumption and speculation in terms of sources and citation, the text is likely to be labelled as _____.
- (a) Creative
 - (b) Plagiarised
 - (c) Impactful
 - (d) All of these
6. _____ is one of the most trusted and widely used sources to generate references and citation in diverse formats.
- (a) Google Scholar
 - (b) Cite with Me
 - (c) Research Gate
 - (d) None of these
7. It is also imperative to cite or make in-text citation because it gives _____ to the ideas or information.
- (a) Source of origin
 - (b) Credit and authenticity
 - (c) Natural look
 - (d) To enrich writing
8. Format and style of in-text citation is the one aspect that is wholly reliant on the style or type of _____.
- (a) Writing
 - (b) Form of genre
 - (c) Citation and references
 - (d) None of these

9. One thing is common about in-text citation across the formats, and that is _____.
- (a) First name of author
 - (b) Last name of author
 - (c) Year of publication
 - (d) Last name and year of publication
10. _____ is a good idea that is widely used in academic and research writing in order to acknowledge the work being cited.
- (a) Quoting directly
 - (b) Plagiarism tools
 - (c) In-text citation
 - (d) All of these

18.5.2 Short Answer Questions:

1. What is the significance and needs of in-text citation in research writing?
2. Enlist few key features of in-text citation.
3. What care one has to keep in view while writing in-text citation?
4. Give few examples of parenthetical as well as narrative form of in-text citation?
5. Write a short note on APA and MLA style of in-text citation.

18.5.3 Long Answer Questions:

1. What is in-text citation? What is its role in academic writing?
2. What is the difference between parenthetical and narrative form of in-text citation?
3. What are different styles or modes of writing in-text citation?

18.6 Suggested Learning Resources

1. Cook, Claire Kehrwald. (1985). *Line By Line: How to Edit Your Own Writing*. Modern Language Association & Houghton Mifflin.
2. Crème, Phillis and Mary R. Lea. (2003). *Writing at University*, second edition, Philadelphia: Open University Press.
3. Modern Language Association. (2016). *MLA Handbook*, eighth edition, Modern Language Association.

Unit – 19: Keying the References

Structure

19.0 Introduction

19.1 Objectives

19.2 Keying the References

19.2.1 Purpose of Using Citation in Academic Writing

19.2.2 Key Referencing Styles

19.2.3 Creating Citations According to Different Citation Styles

19.2.4 Plagiarism and the Ethics of Academic Writing

19.3 Learning Outcomes

19.4 Glossary

19.5 Sample Questions

19.6 Suggested Learning Resources

19.0 Introduction

A citation style is an organized array of guidelines and rules that regulate how the sources must be cited in the documents written for academic and research purposes. It functions like a map for the academicians and researchers. Just like a geographical map tells the traveler the directions, citation helps academic writers to give credit to other writers and to show from where they got their ideas which are not originally theirs, and makes the process of finding sources easy and clutter-free for the readers.

Referencing and citations seem to be tiresome and hectic tasks for the students. Academic writing is not merely comprised of well-thought-out ideas presented in a well-organized style. How to give proper citations is an important aspect of academic publication. Different styles follow different patterns of citation. These styles function like a backbone of academic publication, making sure knowledge is credited duly and ideas are erected on a firm base. A citation does not merely guarantee the escape from plagiarism but also is a sign of credibility and trustworthiness.

There are two major categories of referencing used across different disciplines. One is in-text citation and the other is endnotes or footnotes. Science subjects and social science

subjects usually prefer in-text citations, while the subjects under humanities opt for footnotes or endnotes.

Reference Styles

If a particular information has been taken from another source, it has to be shown as a reference. References are written in a particular order and structured following certain rules and guidelines. This is called reference style. The styles differ in terms of how many details are given and how they are arranged in order.

Some styles are named after particular associations. For example, the Modern Language Association (MLA) is named after an association of language researchers and the American Psychological Association (APA) which takes its name from its founders from the field of psychology. And some styles are named after certain publishers, like in the case of the University of Chicago Press (Chicago). There are a few styles which take their name from the name of journals. The New England Journal of Medicine is an example which has a particular documentation style in its name. Because there are numerous citation styles and methods, the question is which citation style one should opt for?

The reference style that can be used for a particular academic writing depends on a lot of factors, like the discipline in which the writing is published, the publisher who prints, and the potential readers by whom the text is to be read after its publication. It is always best to get some advance information about all the above-mentioned details beforehand. Different fields use different citation styles. This information is available in print and online as well.

Check your Progress:

1. What is meant by citation style in academic writing?
2. Why are there different citation styles in academic writing?
3. Who decides which citation style is suitable for a particular piece of writing?

19.1 Objectives

The objectives of the study of the different referencing styles in academic writing are to:

- familiarise with different referencing styles of academic writing
- practice using different referencing styles in writing
- differentiate between various reference styles used in academic writing.

- acquaint the learner with the dos and don'ts of academic writing
- encourage students to adhere to academic ethics by not using plagiarised content in their writing.

19.2 Keying the References

19.2.1 Purpose of Using Citations in Academic Writing:

Using citations and references in academic writing is essential to maintain clear communication, honesty, and to ease the process of verification of sources for the readers. Citation is the prime pillar of integrity in academics. The consequences of not using proper citations are many. When we do not give references for any information taken from another source it is called plagiarism. Plagiarism is a serious academic crime which can have adverse effects including loss of personal reputation in academia, and in some cases, expulsion from an academic position or job, also in severe cases, penalties for violating copyright laws. Citing the sources referred to in the text honestly not only save from plagiarism but it is a guarantee of the author's credibility and reliability. So, it is always recommended not to leave any borrowed idea or information without providing sufficient citation details.

There are plenty of citation styles and separate rules bound to each style depending on the field of study and the specific institution like university or publishing house. Some major styles which are most commonly used in the field of humanities, social sciences and history are as follows:

American Psychological Association: This particular style is most commonly used in the field of social sciences, and predominantly in the discipline of psychology. The origin of the APA style was in psychology and later it was borrowed by other disciplines for referencing. The key highlights of this style are precision, accuracy and clarity in writing.

Modern Language Association (MLA): MLA style is particularly used in subjects under humanities which comprise of both literature and language studies. The key feature of MLA style are in-text citations with ample details and the accurate rules for formatting of the written document.

The Chicago Manual of Style: The Chicago style is used in various discipline and its most prevalent use is in the field of history. The key highlights of the Chicago style are the use of both notes and bibliography citation styles, and the flexibility allowed in citing the sources.

So, how to decide which style is most suitable for your paper and accepted in your academic field? Choosing the suitable citation style is very important if you care about how your work is accepted and evaluated in academia. While choosing the right citation style, the following factors can be taken into account:

Academic Requirements:

It is important to make sure that you follow the particular guidelines by the institution, research guides, or the specific publishing house by whom you expect your work to be published on which citation style has to be used for your writing. Usually, the institutions and publishers support their clients by communicating with them through the editors or research guides. These factors are decisive in choosing the right citation style, also they will help to keep consistency and credibility in the writing.

19.2.2 Key Referencing Styles:

MLA Style

The most important thing about the information we share with others is its trustworthiness. We live in a world where the boundaries between the truth and false are fading day by day. “Building confidence in the information we share” has been the driving force behind the MLA style which has been in use for nearly a century. MLA style is a set of standards for documentation and writing used by researchers and writers to find and evaluate information, remind their audience of the originality and reliability of their findings through citation, and formulate their ideas and thoughts in communication with other writers. The MLA style has never been static. According to the demands of the writers the style has been evolving through constant updates and remodifications. But the goal remained unchanged throughout the decades since its first official edition (titled the MLA Style Sheet) in 1951. The goals of the MLA style are:

- To find uniform standards for citation and documentation.
- To encourage the writers across the world to appropriate those standards in their publications.
- To instruct the university students on how to document academically.

Every new edition of MLA style keeps in mind those goals and update and expand the guidelines on updating and expanding the MLA's long-standing guidance on the formatting, prose mechanics, paraphrasing and using quotes, giving in-text references, and the list of works cited.

APA Style

APA style offers the platform for productive and effective academic exchanges because it eases the process of expressing ideas in a precise, transparent and inclusive way for writers and academicians. APA style was introduced in the year 1929. This was the product of a meeting of a group of scholars from the fields of psychology and anthropology along with a few business managers. They were in need of a set of easy procedures and style guidelines, that would systematically arrange the various aspects of scientific writing to make reading comprehension easier and simpler. As an outcome of the meeting and discussion, they published an article of seven pages length in *Psychological Bulletin* describing a standard of procedure, to which exceptions would doubtless be necessary, but to which reference might be made in cases of doubt.

After its first edition, the length and the range of the *Publication Manual* have widened in the wake of the huge response to the *Manual* from the part of the researchers, students, and educators across various disciplines and fields of research. Humanities, social and behavioural sciences, natural sciences, health care, and more disciplines follow the APA style in their citations and page arrangements. All though there has been constant change and update to the *Manual* but the spirit of the original intentions of the founders remains the same. Consistency and uniformity of the written document will help the readers to:

- (a) focus on the thoughts and ideas presented in the document and ignore the formatting and
- (b) scan the academic writings to trace quickly sources, findings and key points.

APA style guidelines persuade the researchers and writers to fully reveal to the readers essential information and to ease the reading process by lessening distractions such as omissions in punctuation, in-text citations, references, captialization, and presentation of statistics. The style works like a foundational framework for ideas and thoughts. If the framework is organized, ideas will flow logically, sources are credited and arranged appropriately, and every page of the writing is organized consistently and predictably. The worth and the dignity of the people are maintained in the description. By following the APA style, the authors show their ethical commitment to the reader and to society in general. They share important details of their research protocol to allow the readers to examine the findings also encourage future researchers to follow

in the footsteps of earlier studies. Figures, tables and diagrams demonstrate the given data in an organized and easy-to-read, at the same time, engaging manner.

The Chicago Style

The Chicago Style which is officially called The Chicago Manual of Style is a style manual of American English. It was published by the University of Chicago Press. The style was accepted in the United States widely, specifically in the field of book publishing and academic publishing. The guidelines of The Chicago style dictate how the style of citations and indices in a paper should be. It also has clear-cut rules in the overall style of the academic document.

The Chicago Manual of Style has been in use in academia and publishing industry since 1906 when University of Chicago Press released its first edition. After the first edition there has been numerous updates on the basic style. Today, the Chicago style is used in several academic fields and is the standard style in the United States for book publishing.

The Chicago Manual of Style has been the reference of writers and editors alike for formatting the written draft for publication. The main reason for its wide popularity is in part the fact that it was the first style guideline published in a complete book form. Other academic styles like MLA and APA had not published their guidelines at that time in a book form. And the particular reason for its popularity among the US academia and the writers from the US is the fact that it was the single writing style guideline published by an academic press in North America while all the other style guidelines were published by certain associations like Language association in the case of MLA and Psychological Association in the case of APA.

The latest edition of the Chicago style is the 17th edition and it has brought some changes to the previous update. 17th edition was published in 2017. The Chicago style also is referred to as CMOS (which is pronounced similar to the word “sea moss”). CMOS is the acronym for Chicago Manual of Style. The Chicago style is available in print format and online with an annual subscription fee. There is a Q&A feature which is free on the website of the Manual. Also, few other resources are also available for free on the website of CMOS.

Chicago style rules are favored massively by the enthusiasts of English grammar. Guidelines related to whether to use italics for the title of the book or whether to use the serial comma-popular in the name Oxford comma are two examples of how much the Chicago style is specific, even about the subtleties of English grammar, while the guidelines of AP, another popular style widely used in the United States, do not have such precision. Although this is the case, the editors who work in the University of Chicago Press claim that the rules are not fixed

and rigid, but they are dependent on the specific context. The style is malleable when the context demands so. So, The Chicago style as per their claim, is not all rigid but has some flexibility as well.

Check your Progress:

1. What is the driving philosophy of MLA style of citation?

2. Why is the APA style so popular among students and scholars alike?

3. What is the key difference between MLA and APA styles in terms of their approach?

4 In which discipline is Chicago style widely used and what makes it peculiar compared to MLA and APA styles?

19.2.3 Creating Citations According to Different Citation Styles:

All the citation styles follow specific rules and guidelines in in-text citations, references, appendices, overall formatting of the paper and list entries. In-text citations and footnotes or endnotes also are written in a particular order while sticking to an MLA or APA or any other reference styles.

Within in-text citation there are three different methods used across different styles:

- 1 Parenthetical Citations: In this method the author's last name and the year when the book or article was published are put inside brackets. In other words, these types of in-text citation method are called author-date in-text citation.
- 2 Note In-Text Citation: In this method the details will be shown as footnotes or endnotes, the readers can go there and see the sources.
- 3 Numeric In-Text Citation: This style is all about numbers. Numbers are assigned for all the sources in the reference page. The same numbers are then used for in-text citations

Each citation style follows particular in-text citation and reference list format. MLA's in-text citation method will be different from the APA's and vice versa. Hence understanding the differences among the styles in how they are used is key to learning citation styles. It is a matter of keen observation and continuous practice.

Each citation style follows a particular sequence while giving the details of the title, author, publisher, publication year etc. So let us look at the guidelines of MLA and APA styles

while giving reference to a source. It is important to note the obvious and subtle differences among the two styles which are most commonly used in the field of humanities and social sciences.

American Psychological Association (APA)

The APA style of citation is commonly used by the students and researchers alike. What makes the APA style most preferred style in the social sciences is the precision and clarity in its citation format.

APA style has evolved through the years and the new updates bring some drastic changes in how the citations are used. The latest in the series is 7th edition which is has considerable differences from its predecessor the 6th edition.

In-Text Citations in APA style

The last name of the author comes first, then comes the year of publication of the document. Only these two are included in the citation (e.g., Baudrillard, 1995). This method follows a simple style as it only shows the last name of the author and the year of the publication of the book. In this style of citation, the page numbers are omitted.

Reference Entry in APA style

Under the reference section at the end of the book or article the following pattern is used. It begins with the author's last name, then the initials of the author's first name, and then the publication year, followed by the title of the work, and at the end, the source. The 6th and 7th editions do not have significant changes in this area.

Here are some examples which show the APA style citation both in the 6th edition and the latest 7th edition.:

In APA 6th Edition in-text citation and reference will be as follows:

In-text Citation: (White, 2015)

Reference:

White, Hayden. (2015). *Metahistory – The Historical Imagination in Nineteenth–Century Europe*, 145-146.

In APA 7th Edition the in-text citation and reference will be as follows:

In-text Citation: (White, 2015)

Reference:

White, Hayden. (2015). *Metahistory – The Historical Imagination in Nineteenth–Century Europe*, 145-146.

Modern Language Association (MLA)

The MLA citation is quite extensively used in the branches of literature, linguistics and art. The key highlights of MLA style citation are as follows:

No separate title page is included in MLA-style papers. All the details about the student and the paper are given as a running header on each page of the document.

In-text citations in MLA format shows the last name of the author followed by the exact page number from where the quote is taken from. And in some case the paragraph number is also added. (e.g., White 145).

References at the end of the paper are given under 'Works Cited'. All the entries are organized under the works cited in alphabetical order.

Just like APA the reference entries should start with the last name of the author followed by the page number and publisher.

Often MLA style is considered as straight forward and direct to the point as it does not allow a separate title page for the document.

Below is a model for MLA style citation and it is for a journal article.:

In-text Citation: (Latour 205)

Reference (Works Cited):

Johnson, Mary L. "The Impact of Climate Change on Biodiversity." *Environmental Science Journal*, vol. 25, no. 3, 2015, pp. 345-359.

The Chicago Style

The Chicago style unlike MLA and APA is widely used in the disciplines and researches which come under history. The key features of the Chicago citation style are as follows:

Chicago style provides two methods for giving in-text references: either as footnotes or within parentheses.

Footnotes are indicated by superscript numbers after the quoted text. For each superscript number the explanation and details are given at the bottom of each page.

Parenthetical in-text citations as the word suggests are citations which happens within the text. Here the last name of the author is given followed by the publication year and then the page number. The Chicago style is popular for its precision and that may be the reason why it is predominantly used in historical subjects and disciplines because historical disciplines demand accuracy and precision in documentation.

Below is a model citation formatted in the Chicago Manual of Style (CMS) for a journal article:

In-text Citation: (Johnson 2015, 347)

Citation:

Johnson, Mary L. 2015. "The Impact of Climate Change on Biodiversity." *Environmental Science Journal* 25, no. 3: 345-359.

Check your Progress:

1. How can you cite a source material using MLA style?

2. How can you differentiate the Chicago style from other citation styles?

3. How can you identify the APA format and what is so unique about its structure?

19.2.4 Plagiarism and the Ethics of Academic Writing:

Plagiarism is the act of replicating someone else's work or idea and pretending that the work or the idea is one's own. It can be word by word duplication of some other author's work and publish it in one's own name or borrow some other writer's idea and converting it into a paper or article without acknowledging the source of that idea. There are plenty of ways plagiarism can be done, especially in the modern world where technology has transformed the academic industry a lot. Because of the availability of academic resources online, the chance for plagiarism is higher these days. Texts, ideas, figures, data or even tables are plagiarised in various disciplines under academia. Reusing the tables or figures someone else has created without giving credit to the original creator or author also comes under the purview of plagiarism. Plagiarism is not limited to the academic field. It is ubiquitous and widespread in the music and film industry as well. Time and again a popular composer or famous filmmaker is criticized for plagiarising some other artist's content without acknowledgement and many a times they are forced to appear before the court for copyright infringement.

Plagiarism is thus a theft, and in some cases gigantic loot. It unravels the dishonesty of person who does that. If someone copies another person's original work extensively it may be brought to the court and the person who copied the content will be penalized accordingly. There are no fixed guidelines as how much one can borrow from another person or text and how much can one quote in an academic writing. The key is to acknowledge wherever and whenever one has reused someone else's idea or work. Plagiarism also is a kind of cheating to the readers,

editors and the reviewers of the content as they read the content as if it is an original piece. So, when the copycat is caught by someone everyone will look at that person derisively lifelong.

In order to ensure the originality of the research work, there are softwares used by higher institutions to make sure the dissertations submitted to them are plagiarism free. A certificate proving that the dissertation is original and does not contain plagiarism is mandatory in almost all the educational institutions these days for being awarded a Doctorate Degree. Also, the development in the artificial intelligence and the ubiquitous usage of AI chatbots like ChatGPT has necessitated to counter the onslaught of the artificial intelligence into the realm of research. So stringent actions are taken by the higher educational institutions and publishing houses to curb the misuse of such software which can fool the brightest of intellectuals. The importance of using proper citations and acknowledging the sources have become an ethical act and it is part of a commitment to the society as a whole. Citations are the roots of knowledge and once they are uprooted everything can appear to be true and telltales' false information will rule the world.

19.3 Learning Outcomes

After reading this Unit on reference styles, you should be able to understand the importance of using reference and citation in academic writing. They will know about the ethics of academic publishing and will learn about the consequences of not using references. You should have learnt how to differentiate between different reference styles and find out the details about the author, title of the book, co-authors, translators, page number etc. by looking at the reference in an academic writing.

19.4 Glossary

Citation: A word or piece of writing taken from a written work

Directiveness: The quality of being directive. specifically: the character of being determined in direction of development

Plagiarism: The practice of taking someone else's work or ideas and passing them off as one's own.

- Draft:** A preliminary version of a piece of writing
- Parenthetical:** A parenthetical remark is said in addition to the main part of what you are saying or writing
- Encompass:** To include different types of things
- Predominantly:** Mostly or mainly
- Extensive:** Covering a large area; having a great range
- Hectic:** Full of activity, or very busy and fast
- Canonical:** According to recognized rules or scientific laws.
-

19.5 Sample Questions

19.5.1 Objective Questions:

1. Key feature of MLA style is _____.
(a) Specificity (b) Ubiquity
(c) Shortness (d) Length
2. APA style originated in the field of _____.
(a) Psychiatry (b) Philology
(c) Philosophy (d) Psychology
3. Which among the following is considered as plagiarism?
(a) Sharing one's own original ideas
(b) Sharing universal truths
(c) Sharing somebody's idea without credits
(d) Quoting one's own idea from another book without credits
4. MLA style is primarily used in _____.
(a) Science (b) Humanities
(c) Law (d) Engineering
5. In APA style of citation we start the reference with _____.
(a) Publisher (b) Title
(c) Author's name (d) Chapter name
6. APA style was introduced in the year _____.
(a) 1925 (b) 1935

(c) 1933 (d) 1929

7. Which is the latest update released by MLA?

- (a) 9th edition (b) 8th edition
(c) 10th edition (d) 11th edition

8. MLA is the abbreviation of Modern _____ Association.

- (a) Linguistic (b) Legal
(c) Language (d) Literature

9. APA stands for American _____ Association.

- (a) Psychiatry (b) Psychology
(c) Phonetic (d) Philology

10. Which among the following is not an important part of reference?

- (a) Title of the book (b) The author
(c) The place of the publication (d) The place where the book is accessed

19.5.2 Short Answer Questions:

1. In which field was APA style originally used?
2. In which year was the MLA style introduced in academic writing?
3. What is the basic philosophy behind the MLA style foreseen by its founders.
4. What is the basic purpose of using reference and citation in academic writing?
5. What is meant by plagiarism?

19.5.3 Long Answer Questions:

1. How do you cite using MLA style of citation? Explain with examples.
2. How do you cite using APA style of citation? Explain with examples.
3. Explain what is plagiarism and what are different types of plagiarism in academic writing.

19.6 Suggested Learning Resources

1. Chicago Manual of Style. Chicago. University of Chicago Press. 2017 (17th Edition)
2. Larson, Michael J.P. *A Concise Guide to Documentation: MLA, APA, and Chicago*. Createspace Independent Publication, 2012.
3. Lipson, Charles. *Cite Right: A Quick Guide to Citation Styles-MLA, APA, Chicago, The Sciences, Professions, and More*. University of Chicago Press, 2011.
4. Mcnamee, Kaitlyn. *APA/MLA Guidelines: Style Reference for Writing*. Quick Study, 2022.
5. *MLA Handbook NINTH EDITION*. The Modern Language Association of America, 2021.
6. Publication Manual of the American Psychological Association. American Psychological Association, 2019.

Unit – 20: Final Formatting

Structure

20.0 Introduction

20.1 Objectives

20.2 Final Formatting

20.2.1 Page Layout

20.2.2 Line Spacing and Paragraph Formatting

20.2.3 Paragraph indentation and alignment

20.2.4 Headings and subheadings

20.2.5 Table of Contents

20.2.6 Citation Styles: Reference List or Bibliography

20.2.7 Footnotes and Endnotes

20.2.8 Visual Elements

20.2.9 Proofreading and Review

20.2.10 Conclusion

20.3 Learning Outcomes

20.4 Glossary

20.5 Sample Questions

20.6 Suggested Learning Resources

20.0 Introduction

The final formatting of an academic text is a significant aspect of any academic writing. Clear, direct and explicit writing is essential to a good academic essay, research paper or article. The reader of your academic text should not be distracted because of the problematic formatting. Otherwise, your credibility as a writer and researcher will become questionable. Although research works go through a detailed formatting process before publication, reaching the final level before publication is challenging. However, your chances of reaching that stage will increase with nicely-formatted academic work. Hence, acceptable academic formatting is a key to entering the academic research domain. It is an essential first stage for an academic writer to learn and polish the skill of academic formatting.

20.1 Objectives

The objectives of this Unit are to:

- familiarise you with the important skills of academic writing, mainly document formatting in academic writing
- enable you to understand and master the process of academic writing
- make you comprehend, understand and become skilled at the process of researching in academic writing, facilitate and improve their skills of undertaking academic research work

20.2 Final Formatting

Academic formatting means standard academic norms followed while writing, documenting, and submitting scholarly academic work such as an essay, research paper, review paper or article. Academic formatting commonly follows standard referencing guides and styles offered by APA (American Psychological Association) or MLA (Modern Language Association). However, there is no fixed method to select a referencing or formatting style. They are often selected for academic texts depending on the course discipline or journal/magazine/book formatting. For instance, a few major referencing styles like APA, MLA, CSE, AMA and Chicago style guides are mentioned with the broad discipline of usage for your reference:

MLA (Modern Language Association) for Literature, Architecture, Arts, Humanities and Philosophy

APA (American Psychological Association) for Anthropology, Business, Communication Studies, Social Sciences, Psychology and Education, Sociology and so on

AMA (American Medical Association) for Medicine, Health and Biosciences

Chicago (created by the University of Chicago) for History, Humanities, Sciences and Social Sciences

CSE (created by the Council of Sciences Editors) for Sciences like Computer Science, Chemistry, Biology, Geology, Engineering, Mathematics, Environmental Sciences and so on

The above-mentioned academic referencing styles or style guides follow the internationally accepted standard formatting. It is also important to note that they are updated regularly. Hence, the latest updated version should be followed while formatting an academic text. For instance, the ninth edition is the latest edition for MLA referencing style, while APA is following the seventh edition as the latest edition.

The final academic formatting includes a cover page, table of contents, references of two types- in-text citation and bibliography, footnotes and end notes - if required, and appendix. It also concludes headings, sub-headings, paragraph spacing, line spacing, page numbers, font style, font size, header, footer, quotation, page indention and so on. Correct grammar, sentence structure, cohesion, and coherence in the academic text, as well as appropriate punctuation marks, are equally important in an excellent academic document. These formatting standards are clearly prescribed in the selected reference styles like MLA, APA, Chicago and so on. You may find those latest editions easily from their respective websites by typing the latest edition/version into Google.

Check your Progress:

1. Define formatting in academic writing.

2. Mention one crucial aspect to consider while formatting an academic document.

3. Which standard referencing style is used for formatting a text in the English literature domain?

20.2.1 Page Layout:

Title Page

The title page is integral to your academic document, whether a dissertation, essay or research paper. A correctly prepared title page creates an excellent first impression of the writer of that academic test. It contains the complete information on the topic or theme. It also included complete information about the author and the university or college with which the author is affiliated, including information about the supervisor who provided guidance (if applicable). The supervisor's guidance is generally required and must be acknowledged in the academic writing assignment.

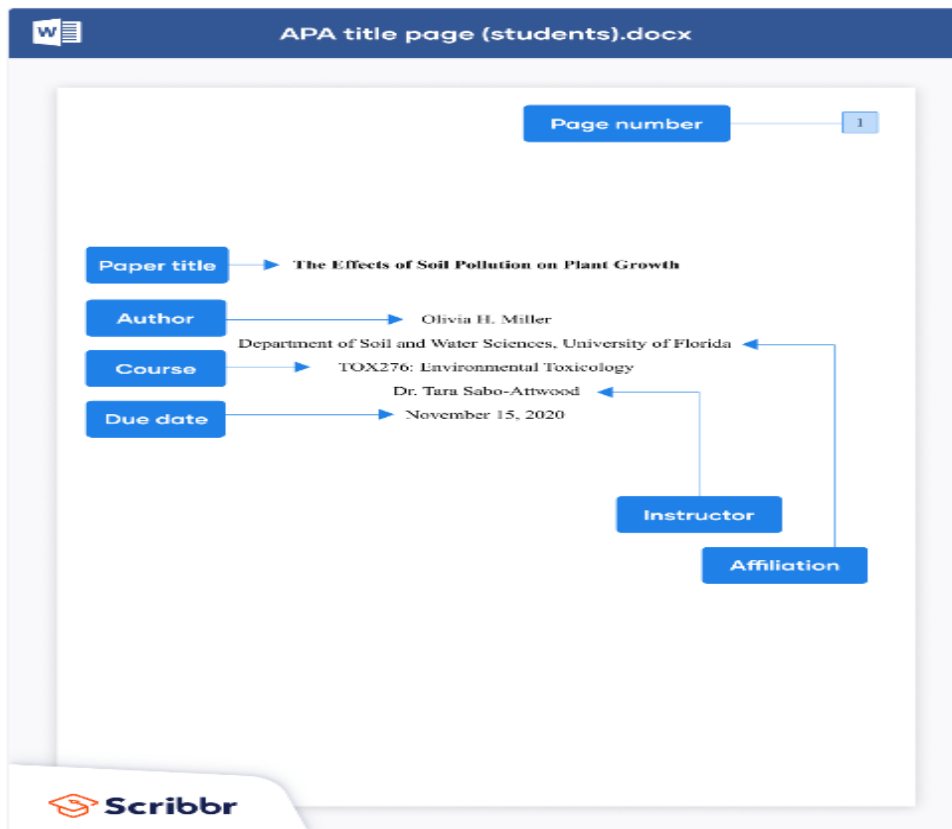
The title page, whether it is of an essay, dissertation or article, generally includes the below-mentioned information:

- Title of the topic or dissertation
- Author's full name, student ID, semester and year
- Name of the university
- Full name and information of the supervisor (if applicable)

To prepare a title page, there are specific indent styles, page set-up, line spacing, font size, font style, and formal layout. A font style generally used is Times New Roman. The font size followed is as mentioned below:

- 16 font size - Topic title
- 12 font size - Name of the author/affiliation/roll number and so on (according to the instructions received from the respective university)
- Line spacing should be maintained according to the standard requirements

A sample title page prepared according to the APA style is shared below for your reference and better understanding,



Taken from here: <https://www.scribbr.com/research-paper/research-paper-format/>

Margins

Correctly set margins of an academic document play a significant role in determining the visual appeal and readability of the academic document. Most academic institutions generally prescribe specific margin requirements for preparing any academic document. You must ensure that they comply with the requisites as described.

The margin setup of an academic document is vital in final formatting. Standard page margins should be followed according to your reference style, like MLA, APA or any other academically accepted style. The standard page margin to be followed while preparing an academic document is generally 1 or 1.5 on all sides of a page. The same will be followed with the title page till the references page. Narrower or wider margins may affect the readability and visibility of the document.

In case of specific instructions received from a respective professor or university style, it can easily be changed by going to the tab ‘Layout’ in an MS Word document. You can change page margins using the tabs Top, Bottom, Left and Right options. You should ensure that the gutter is set to ‘0’ for all the sides, i.e., Left, Right, Top, Bottom.

The gutter setting is of great importance. You won’t be able to manage the formatting without setting the Layout options to ‘0’. The standard setting as Auto comes as “.8. It hinders the setting of the full document.

Check your Progress:

1. Is it essential to maintain a margin in a document?

2. Why should the standard format be followed?

3. What purpose does formatting serve?

Page Size

The page size of a formal document should be checked and maintained according to the standard criteria. Whether you follow the APA style or MLA style sheet, the page size of a formal academic document is generally maintained at an A4 or Letter size in an MS Word document. Getting a proper print of the document is also easy if prepared in an A4 size page setup.

The standard page size or setup is auto-set to Letter size in an MS Word file. The required size should be ensured before the preparation of the document or while printing it. The document will not be printed properly unless you have made the final formatting and ensured an A4 or Letter-size page setup.

In addition, whether a portrait or a landscape orientation will be used in the document will depend on the nature of the content. Generally, the portrait orientation of a page is considered standard for most academic documents, and landscape may be considered suitable for certain types of documents containing visual content such as figures and tables.

Check your Progress:

1. Why should page size be set?

2. Is there any standard format that can be followed?

Header and Footer

Header and Footer in a document provide a consistent way to display essential information such as page numbers, chapter title, author name, footnotes and probably the title of the research paper, essay or dissertation. Again, these settings can be made according to two different options: one is you may follow the standard formatting for the placement and content according to the MLA or APA style, or the other is the standard formatting guidelines provided by the institution. Professional tools can be used to set headers and footers in MS Word or LaTeX to create a professional and uniform appearance through documents.

Check your Progress:

1. Why is a header space set in a document?

20.2.2 Line Spacing and Paragraph Formatting:

Line Spacing

An academic document must be prepared by following the standard line spacing. It enhances the readability of the document. Line spacing is gain set according to the standard norms explained in MLA or APA style. However, generally, 1.5 or 2 line spacing is recommended to be set in a document. It is generally recommended that the main text be double-spaced and quotations, footnotes, endnotes, and block quotations are set in single-line spacing. The institutional guidelines may be considered for the same, if there are any.

Check your Progress:

1. What is a standard line spacing in a document?

2. When is a single-line spacing used in a document?

3. Why is double-line spacing used in a document?

20.2.3 Paragraph indentation and alignment:

An excellent academic document has paragraph indentation and page alignments set up aptly. Such documents seem organised and professionally prepared. A general standard practice of setting up paragraph space is using a tab key for indentation and aligning text to the left side or justified. APA and MLA latest editions will also provide specified and explicit norms to maintain paragraph spacing and indentation in the document. However, excessive indentation should be avoided to showcase the length of the document. It may disrupt the flow of the text and make it look highly unprofessional.

Check your Progress:

1. Why should paragraph indentation be done in a document?

2. Is paragraph indentation essential?

20.2.4 Headings and Subheadings:

Heading Levels

A formal academic generally has the text written with proper headings and sub-headings. Well-organized and suitable headings, as well as subheadings, create a required structure for the text. It showcases a systematic approach towards the text/essay/article/research paper or dissertation. It enables readers to navigate through the systematically presented ideas by the author. It also maintains a consistent document formatting style for different heading stages and phases. Headings may include using bold, underlined or italicised text, varied font sizes, or symbols and numbers to put points in the text.

Check your Progress:

1. Why are headings or sub-headings set in a document?

2. What impact do they create on the reader?

3. Which other components can be considered a part of headings?

20.2.5 Table of Contents:

A well-prepared table of contents offers an excellent roadmap to the academic document. It is also an essential page for a reader to get a quick idea of the list of contents, chapters and broad categorisation into which the document, book or dissertation is divided.

The table of contents used can be set manually by the author in an MS Word file. It can also be set using the automatic feature of the processor for a table of content generation based on the headings and sub-headings in the document. You may use the MS Word version on your laptop or computer to avail the benefit. However, you must ensure that the page numbers provided on different chapters or content are accurate according to the final formatting of the document. It is a good idea to cross-check them once again during a final formatting round. There are advanced writing templates like the Overleaf, which make this easier and fully automated.

Check your Progress:

1. Why is a table of contents prepared in an academic document?

2. What are the ways it can be prepared?

3. Which style of table of contents should the author prefer in a document?

20.2.6 Citation Styles: Reference List or Bibliography

The two most commonly used reference citation styles are offered by MLA (Modern Language Association) and APA (American Psychological Association) in academic writing. They are used in specific domains, as mentioned at the beginning of the Unit. Both the citation manuals provide detailed guidelines for citing all the sources used to prepare the documents. The citations are done in two manners: in-text citation and creating a complete reference style or bibliography at the end of the document or chapter. The details and information on the citation style of APA and MLA latest editions are provided below.

In-text Citation

MLA: 8th Edition

The MLA style sheet has a parenthetical citation system. Detailed and complete examples of the same are provided below. Please note that the examples are provided for reference purposes only.

Example:

- **(Nayak 123):** The author's last name and page number of the source text are provided to quickly locate the author and the referred textbook/research paper/essay or article. This is used for a single-author work.
- **(Nayak and Patel 45):** Sometimes, a document has two authors. In this format, the last names of both the authors are given followed by the page number(s).
- **(Nayak et al. 25):** This citation is used when a document has more than three authors.
- **According to Nayak, this information is crucial (30).**
Only page number(s) are included if the author's name is already in the sentence.
- **("Title of article/essay/research paper" 24)**
This style is used for citations when the author is not known. The shorter version of the title can be used instead of the author's last name.

Reference List/Bibliography:

- The reference list in the MLA style sheet is known as "Works Cited."
- Citations are arranged alphabetically by the author's last name.
- Full publication details for each source cited, including author(s), title of the work, the source of publication (book, edited book, journal, website, newspaper and magazine), publication date and location from where it is taken.

APA (7th Edition)

APA style sheet is currently in its 7th edition for referencing style. Detailed and complete examples of the same are provided below. Please note that the examples are provided for reference purposes only.

Examples:

- **(Nayak 2023):** The source text's last name and publication year are provided to locate the author and the referred textbook/research paper/essay or article quickly. This is used for a single-author work.

- **(Nayak & Patel 2019):** Sometimes, a document has two authors. That is where this style is used.
- **(Nayak, Patel, & Shah 1998):** This citation is used when a document has three authors.
- **(Nayak et al. 2020):** This citation is used when a document has more than three authors.
- **According to Nayak (2023), this information is crucial.**

Only the year is included if the author's name is already in the sentence.

- **(“Title of article/essay/research paper” 2019)**

This style is used for citation when the author is not known. The shorter version of the title can be used instead of the author's last name.

Three samples of reference style or bibliography from APA style, MLA style and Chicago style is provided here for your reference.

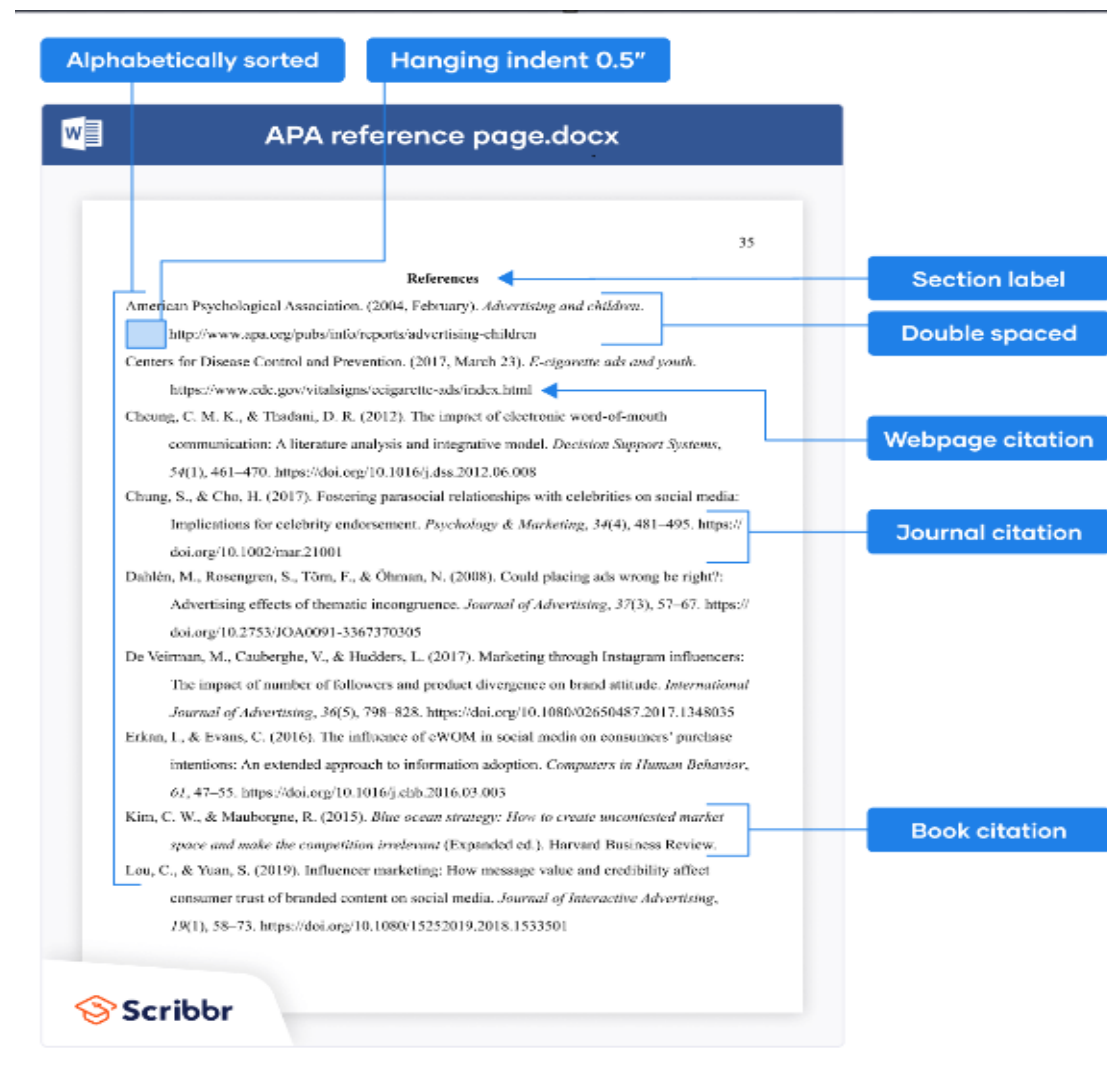


Fig. 1 Source: <https://www.scribbr.com/research-paper/research-paper-format/>

The image shows a Microsoft Word document titled "MLA Works Cited.docx". The document is set to "Double spaced" and has a "Section label" for "Works Cited". The text is indented by "Hanging indent 0.5\"". The page number "35" is in the top right corner. The "Works Cited" section contains the following entries:

Adams, Amanda. *Citing Sources: How to Cite a Book*. Academic Press, 2019.

Barnes, Barney. "A Chapter in an Edited Collection." *A Book of Examples*, edited by John Smith, Academic Press, 2019, pp. 25–35.

Caulfield, Jack, and Eoghan Ryan. "Common Nouns and Proper Nouns." *Scribbr*, 15 Sept. 2022, www.scribbr.com/common-nouns/.

Dayton, Daniels, and Bob Matthew Williams. "Language Retention in Multilingual Children." *Journal of Linguistics*, vol 32, no. 15, 2022, pp. 132–139, doi:10.1080/02626667.2022.150449

The Scribbr logo is visible in the bottom left corner of the document preview.

Fig. 2 Source: <https://www.scribbr.com/research-paper/research-paper-format/>

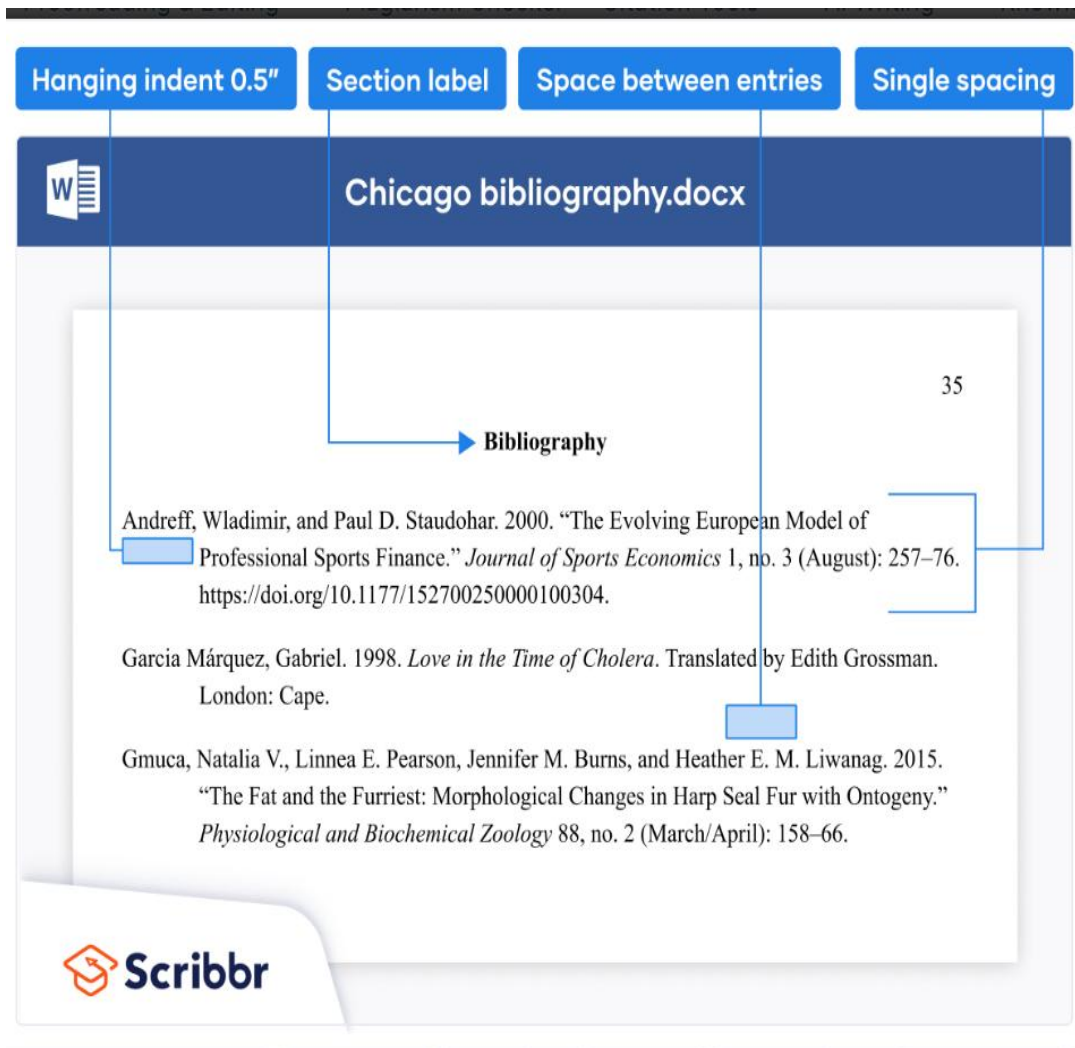


Fig. 3 Source: <https://www.scribbr.com/research-paper/research-paper-format/>

Key Differences between MLA and APA style

- MLA style commonly emphasises keeping the author’s name and page number in in-text citations, whereas APA style focuses on the author’s name and publication year.
- MLA style’s Work Cited page and APA style’s References page have similar formatting structures but differ significantly in the complete required information.
- Both styles have specific guidelines for citing various academic sources (journals, books, websites, newspapers and so on). Hence, it is essential to adhere to the respective reference style manual, either MLA or APA, for detailed instructions.

It is important to adhere to the appropriate and single style for citation to maintain consistency, giving due credit to sources and thereby consciously avoiding plagiarism. References and citations are essential and most significant aspects of academic writing. Plagiarism and research ethics must be followed to produce good academic work. Plagiarism is

unethical. It can get you into legal trouble. Hence, ensuring accurate referencing throughout the document is the most critical part of the final formatting process. It is essential to familiarise yourself with the suitable reference style according to the specified requirements of MLA or APA, depending on your discipline or the preferences of your institutions.

20.2.7 Footnotes and Endnotes:

Interestingly enough, it should be noted that footnotes or endnotes are not added to every academic document. A few reference styles with additional or specific requirements add footnotes or endnotes to some academic documents. Footnotes are added on every page of the chapter. Endnotes are added at the end of the book chapter, essay or research paper. They are added towards the end if it is a book project.

Check your Progress:

1. What is a bibliography?

2. Write one example of reference in APA style for a single-authored book.

3. Write an example of a citation of more than 3 authors to the text in MLA style.

20.2.8 Visual Elements:

Tables and Figures

Visual elements such as tables, figures, and photographs are considered effective tools for presenting complex information in academic documents. They greatly vary to different disciplines. Not every discipline will have its requirement in the academically prepared document for elaboration or better explanation of information purposes. However, apt figures, source and location, and correct identification numbers in the sequence of many figures throughout the essay or research paper should be ensured during the final formatting of academic documents.

Similarly, tables should be prepared uniformly throughout the essay or an academic document. The information added to the table should be double-checked. No mistakes should be left unchecked in tables or figures. Clear titles and factual data should be added without any errors. They should be placed strategically to produce maximum impact in an academic document.

Captions and Numbering

Visual elements generally require the caption to provide suitable detail for the reader to understand smoothly. Readable and understandable yet concise captions should be added for tables and figures in the academic document wherever required. They should be numbered according to the academic document's structure, whether an essay or a research paper. Captions are generally placed above the tables and below the figures. This style and placement may vary according to standard style sheets or institutional requirements.

Check your Progress:

1. What aspect can be covered under the title of visual elements?

3. Define captions in an academic document.

4. Where should the captions be placed in a standard format?

20.2.9 Proofreading and Review:

Grammar, Punctuation Marks and Spelling

The final formatting of an academic document, whether an essay, article, research paper or book, is not only about a page layout and pleasing appearance. It is more than just a visually good document that includes the correctness of the writing. A document should be thoroughly checked for grammar, spelling, typo errors, appropriate punctuation marks, capitalisation, bold italics, underlined words and so on. A thorough proofreading should be done during final formatting to catch any errors made consciously or unconsciously in the document. In fact, a tool for spelling and grammar checking can be used in MS Word documents to catch any minor mistakes. However, it is advisable that you do not solely rely on that tool for detailed proofreading. An excellent academic document is always error-free and thoroughly checked; this is one of the most vital aspects to consider while finally formatting the document.

Consistency check

We have successfully reached the end of what it means to do the final formatting of an excellent academic document. This is the last and final stage where, once again, the complete document should be thoroughly checked for any missed errors.

The entire document should have uniformity maintained in font size, font style (for headings as well as content), page layout, indentation, paragraph spacing, line spacing, quotation

marks, reference style, grammar, punctuation, spelling or auto errors, tables, graphs or any similar visual elements used in the academic document under the final formatting. Please remember that consistency is critical for producing a correct and proofread academic document, whether an essay, research paper, article or book. Any inconsistency left out may distract the reader and undermine your professional ability to produce a correct document.

Check your progress:

1. What is the meaning of the final formatting?

2. Which aspects are supposed to be proofread? Why?

3. Can any inconsistency create a problem for the writer?

20.2.10 Conclusion:

Thus, final formatting can be considered a wonderful finishing touch that has the potential to elevate your academic writing skills. It can turn a document or a draft into a polished and professionally appealing document. However, detailed attention to every component and aspect of the document in the stage of final formatting is essential. The page layout, header, footer, footnote, endnote, referencing style, indentation, spelling, grammar, line spacing, paragraph spacing, typography and visual elements make your document more effective. They enhance the overall quality of the document while creating an appropriate impact on the document. Time should be dedicated to the final formatting stage, which is crucial before submitting a document. By adhering to the final formatting ritual, you follow the institutional guidelines and demonstrate a strong commitment to presenting your ideas with clarity, structure and standard professionalism. Remember, the last impression is as important as the first impression. Your finely prepared and aptly formatted document ensures that it leaves a lasting impression on the evaluators or readers.

20.3 Learning Outcomes

At the end of this Unit:

- You should have understood how to do final formatting of an academic piece of writing.

- You should have also become familiar with the standard style sheets, such as MLA and APA.

20.4 Glossary

Margin: The space around the edges of a document where no text or images appear. Margins are typically set to ensure readability and aesthetics and may be adjusted according to formatting guidelines.

Font: The specific typeface and style used for text in a document. Fonts can vary in size, weight (boldness), and style (italic, underline), and the choice of font can impact the readability and appearance of the document.

Line Spacing: The vertical space between lines of text in a document. Proper line spacing enhances readability and may be adjusted to meet formatting requirements, such as double-spacing for the main text or single-spacing for footnotes.

Header and Footer: The top (header) and bottom (footer) sections of each page in a document where additional information, such as page numbers, document titles, or author names, can be included. Headers and footers provide consistency and organisation throughout the document.

Citation Style: The specific rules and guidelines used to cite sources within the text and create reference lists or bibliographies at the end of an academic document. Examples include APA (American Psychological Association) and MLA (Modern Language Association) citation styles.

Reference List: All sources cited in an academic document are arranged alphabetically by the author's last name. The reference list provides full publication details for each source, allowing readers to locate and verify the information cited.

Proofreading: The process of carefully reviewing a document for errors in grammar, spelling, punctuation, formatting, and overall clarity. Proofreading ensures that the document's final version is free from mistakes and presents information accurately and professionally.

20.5 Sample Questions

20.5.1 Objective Questions:

1. What is formatting in scholarly writing?
2. Can formatting in academic writing be considered a skill? Please answer either yes or no.
3. Mention the full form of MLA referencing style.
4. What key components should be included while formatting an academic document?
5. Why is a referencing style being followed for formatting?
6. Mention one key point not to be missed while formatting an academic document.
7. How is a formatting/referencing style selected in different disciplines?
8. Why is it essential to know different formatting styles?
9. Are in-text citations and references/bibliography different?
10. Which latest version/edition is used for MLA style?

20.5.2 Short Answer Questions:

1. What is the purpose of setting margins in an academic document, and how do they contribute to its overall appearance?
2. Explain the difference between MLA and APA citation styles and why it is important for academic writers to adhere to one specific style consistently.
3. Describe the role of headers and footers in final formatting. Provide examples of information commonly included in headers and footers of academic documents.
4. Why is it necessary to proofread an academic document before finalizing it for submission? List at least three types of errors that proofreading helps to identify.
5. What are some key elements to consider when choosing a font for an academic document, and how can font selection impact the readability and presentation of the text?

20.5.3 Long Answer Questions:

1. Write a detailed note on the importance of formatting in academic writing.
2. Prepare a sample format that can be used as a standard framework for formatting an academic essay.
3. Briefly note all the citation style guides and highlight significant differences.

20.6 Suggested Learning Resources

1. “Academic essay structure and format,” Centre for Writing, University of Minnesota, <https://writing.umn.edu/sws/assets/pdf/quicktips/academicessaystructures.pdf>
2. Research Guides, Academic Writing Style, University of Southern California Library, Los Angeles, USA, <https://libguides.usc.edu/writingguide/academicwriting>
3. Writing Guide, Oregon State University, USA <https://liberalarts.oregonstate.edu/soc/speech/students/writing-guide/formatting-paper/bibliographic-information>
4. Academic Writing in English, Lund University, <https://www.awelu.lu.se/referencing/introduction/>
5. Writing for Publication: Formatting and Editing, Walden University, <https://academicguides.waldenu.edu/writingcenter/publication/formatting>
6. Purdue University, APA Style, 7th edition, https://owl.purdue.edu/owl/research_and_citation/apa_style/index.html
7. Purdue University, MLA Formatting and Style guide, https://owl.purdue.edu/owl/research_and_citation/mla_style/index.html

Unit – 21: Paraphrasing

Structure

21.0 Introduction

21.1 Objectives

21.2 Paraphrasing

21.2.1 Significance of Paraphrasing

21.2.2 Why Paraphrasing?

21.2.3 Types of Paraphrasing

21.2.4 Key Features of Paraphrasing

21.2.5 How to Paraphrase?

21.2.6 Paraphrasing vs. Quoting & Summarizing

21.2.7 Conclusion

21.3 Learning Outcomes

21.4 Glossary

21.5 Sample Questions

21.6 Suggested Learning Resources

21.0 Introduction

Paraphrasing is an act of restatement or rewriting of the original text. In this regard, keeping the original ideas and the themes intact is very much essential. In paraphrasing, the expression and the style along with the language are changed but the key ideas and the contents remain intact. Merriam-Webster Dictionary defines paraphrasing as an act in which “a statement that says something that another person has said or written in a different way.” Cambridge Dictionary elaborates the concept of paraphrasing as an act that is meant “to repeat something written or spoken using different words, often in a humorous form or in a simpler and shorter form that makes the original meaning clearer.” Paraphrasing is an act of reproduction of someone’s ideas in one’s own words. In this regard, paraphrasing is an act in which words, style, and structure are changed but the original meaning and the essence of the content remain intact.

Pears and Shields put the idea of paraphrasing as “a restating of someone else’s thoughts or ideas in your own words. You must always cite your source when paraphrasing.” In an academic context, paraphrasing is taken as an alternative to quotations. Instead of quoting others,

the writer has to reproduce the contents in one's own words and use it. It shows the comprehension level of the reader, how well he or she has understood that contents and how well and smoothly he or she has expressed it in his or her own words. In this regard, it is important to keep in mind to avoid the identical language in paraphrasing that is close to the original text. Moreover, the use of citations, in-text citations and references are also meant to avoid plagiarism. In this way, it can be said that the paraphrased text must be close to the original text in terms of thematic unity as well as content structure.

21.1 Objectives

The objectives of this Unit are to:

- Become familiar with the features of paraphrasing
 - understand the different types, needs, and process of paraphrasing
 - differentiate between paraphrasing, summarizing, and quoting
 - know the need and significance of academic as well as other forms of paraphrasing
 - understand why paraphrasing is termed different from summarizing
 - know about the steps as well as the key features of academic paraphrasing to avoid plagiarism
 - be aware of the key terms i.e. plagiarism, summarizing, quoting, and academic dishonesty in an academic context
-

21.2 Paraphrasing

21.2.1 Significance of Paraphrasing:

As far as the significance and essential role of paraphrasing is concerned, it can be said that a paraphrasing practice is meant to create many versions of a text without altering the meaning of that text. There are numerous benefits of paraphrasing. It makes the text clear. It helps the writer to shorten the long quotations. Furthermore, it elaborates the text. Not only that, but it is an efficient way of communication. Paraphrasing is meant to avoid complex sentence structure and problematic language. In paraphrasing, the language and the sentence structures are

meant to match the calibre of the target audience. The most impressive objective of paraphrasing in the present academic context is to avoid plagiarism. It is meant to avoid copy-pasting through paraphrasing. Paraphrasing is an act of reproduction of the previous ideas in order to expand it to further information. So it is extensively used in academic context especially in research writing such as research paper, research article, thesis, and essay type assignments.

The act of paraphrasing has different motives to fulfill. In an academic context, paraphrasing is mainly done to avoid the academic dishonesty that is known as plagiarism. It is also done in order to make the text more clear, precise and within the range of a common reader. It is also done in order to clear the confusion and linguistic problems that are found in the original text. Paraphrasing is also done in order to make the language more simple, precise and to the point. In order to avoid the lexical, syntactic, and structural problems paraphrasing is done extensively in academic as well as other walks of life. In addition, paraphrasing is also done in order to use more refined vocabulary, style, tone, and manner of communication. It is also done in order to avoid the excessive use of quotations in the text. Paraphrasing is also meant to make the longer text as well as longer quotations short.

21.2.2 Why Paraphrasing?:

There are numerous reasons to paraphrase. Firstly, it is meant to simplify a difficult or a complex idea or ideas for the readers to better understand it with ease. Secondly, it is done in order to explain the given passage in simple words. Thirdly, paraphrasing is meant to clarify and illustrate the given text. It means that paraphrasing makes the confusion and complex things clear. It is also meant to further illustrate and elaborate the given text. Fourthly, it is meant to keep the flow of writing natural. At times, the writer uses complex sentence structures and too many quotations in his or her writing, which makes the flow artificial and breaks the natural flow of writing. So such text needs to be paraphrased to keep the flow of writing in a natural and easy mode. Fifthly, it is meant to eliminate or exclude the irrelevant or less specific information from the given passage. It can be said that the act of paraphrasing is meant for selection of the text and to make the passage more direct and specific for the readers.

The sixth reason for paraphrasing is meant to avoid plagiarism in academic context. Paraphrasing is an imperative tool to avoid the act of plagiarism when one is copying ideas from another source. Moreover, the use of in-text citations and references are also frequent in paraphrasing to make it a plagiarism free work. In addition to the above stated reasons and objectives of paraphrasing, there are other benefits of doing paraphrasing which might be

unfamiliar to common readers. One of the key benefits is better choice of language in paraphrasing. Sometimes the language and sentence structure of the original work is complex, difficult and does not suit one's own writing styles. So, in order to make it in line with one's own projects and according to the general readers' calibre, paraphrasing is a key tool in order to make better words choices, simple sentence structure and to make it at the level of common readers.

Another key benefit of paraphrasing is that it is meant to avoid problematic language probability. Problematic language can be a difficult language and difficult syntax and technical error that may mark its appearance in the original work. So, in order to avoid the structural, linguistic, and semantic confusion and to make language free from problems it is necessary to paraphrase that text. Paraphrasing is also meant to convey the message and the theme of the original work more efficiently. It is done keeping in view the level of the target audience, so it is more efficient than the original work, especially in those works that have been written some decades ago. Last but not the least, paraphrasing makes the longer text short. Due to the lengthy text, it is not always possible for the readers to grasp and read it comprehensively. So it can be shortened in the form of paraphrasing, which can act as an effective tool in this regard. In addition, longer contents can be made short keeping in view the context of the target audience.

Check your Progress:

1. What is the significance of paraphrasing? Mention at least one point.
-

2. Give one reason for paraphrasing a text.
-

21.2.3 Types of Paraphrasing:

There are different types of paraphrasing. Firstly, there is a paraphrasing in which parts of speech are changed, altered or replaced. For example, adjectives and adverbs are replaced with some other parts of speech. In this type of paraphrasing, it is very important to keep the flow of writing as well as put it grammatically correct. The second type of paraphrasing is when sentence structure is changed. It means that the entire fabric of a sentence is altered, modified or changed in order to paraphrase. For example, active voice is changed into a passive voice and vice versa. Similarly, indirect speech can be replaced with direct and vice versa. A third type of paraphrasing is a paraphrasing in which clauses of the sentence are reduced. It means that from the original text, long clauses and those clauses which are causing confusion as well as

complexity in the text, are reduced or altered with some simple and precise clauses in order to make the paraphrasing effective as well as productive.

The fourth type of paraphrasing is a synonym replacement. That is the most common and simple form of paraphrasing in which mere words are replaced or changed with other words of similar nature. It can be said that such words are identical. Words are used to replace the original text in order to fulfill the need to paraphrase a text. Last but not the least, the most creative and academically correct form of paraphrasing is when one puts the idea of the original text in one's own words. That is what is called reproduction, restatement or reinterpretation of the text. And rewriting form of paraphrasing is a type of paraphrasing in which the natural flow of writing is maintained in rewriting or reproducing the original text but keeping in view or keeping intact the original gist of the text. For that purpose, the flow and the content of the writing is maintained through the context of the text.

Then there is a summarizing approach toward paraphrasing in which only the main idea or reduced form of text is reproduced instead of all the text that is there in the original text. It is a good type of paraphrasing, especially when one is dealing with long text or in a short period of time. An expanded approach to paraphrasing is another type of paraphrasing in which instead of mere reproducing or restatement of the original text, additional information is supplied in paraphrasing to make things more clear, precise and to the point for the common reader to understand and comprehend it better. Then there is a different tone approach towards paraphrasing in which the person who is paraphrasing the original text uses different tone other than the writer who has used the original text. This type of paraphrasing is good for those readers or target audience who are different in terms of their context and mental calibre other than the context of the original.

21.2.4 Key Features of Paraphrasing:

There are several key features of paraphrasing that are essential in order to do the act or process of paraphrasing. It means that paraphrasing is a sort of deal, without fully understanding the first step, one cannot move to the second step that is to paraphrase. To put it in another way, one can say that without proper comprehension and understanding of the original text, paraphrasing cannot be done productively and efficiently. So, in order to paraphrase the original text, one has to fully understand and grasp the main idea that is presented in the original text. The second key feature of paraphrasing is that it is a sort of illustration and explanation. The person who is involved in paraphrasing, he or she may not look into the original text time and again.

Neither he or she has to focus on the words, sentences and the structure that is there in the original text, nor he or she has to fully focus on the main idea or the content that are there in the original text for restatement or reproduction of those ideas in one's own mind as a key feature of paraphrasing.

The third key feature of paraphrasing is its accuracy. It means that the one who is paraphrasing the original text must keep the main contents, its themes, and the main idea in its original form. One can replace words, change the sentence structure and linguistic pattern, but he or she cannot replace the idea presented in the original text. So, accuracy of the original content in paraphrasing is very important for effective and accurate paraphrasing. Fourthly, it is imperative to keep in mind that paraphrasing does not mean replacing or changing few words here and there and compile a text. Rather, it is a systematic process in which restatement or reproduction is done in terms of lexical, syntactic, and structural pattern but keeping intact the semantic fabric of the original text. Another key feature is that in paraphrasing one can change the words, sentence structure and pattern of the original text, but he or she has to maintain the content, its original gist, and theme in paraphrasing a text.

Another key feature of paraphrasing is that it is taken as an alternate to quoting or summarizing a text. In order to avoid the excessive use of quotes in a text, paraphrasing is done in order to make the quotations less frequent in the text at one hand and to make the flow of the writing easy and accessible to common readers. Secondly, it is a replacement to copy and pasting text. In academic contexts, copy-pasting is alleged as plagiarism. So, in order to avoid plagiarism or taken as an alternative to plagiarism, paraphrasing is extensively done in academic writing. In academic context, mere copying and pasting from the original source without giving proper credit to the writer of a plagiarized text is termed as academic dishonesty or plagiarized work. So paraphrasing is different from plagiarism in the sense that one can reproduce the work of the original writer in his or her own words with proper citation and references as a credit and acknowledgment.

Check your Progress:

1. What is a synonym replacement?

2. What is the importance of accuracy in paraphrasing?

21.2.5 How to Paraphrase?:

Paraphrasing is an act of reproduction or restatement of the original work. In this regard, it is an adorable skill that needs to be learned, especially in an academic context. In order to master that skill of paraphrasing, there are certain key features that one has to keep in mind in order to be proficient in the act of paraphrasing, reproducing and restating of the original text. One of the most common steps or the practice as far as paraphrasing is concerned, is the use of identical or similar word. It means changing the word order, structure with synonyms. It is extensively used in order to avoid plagiarism, but it is not the standard form of paraphrasing. One has to use the most sophisticated means to paraphrase, and that is to reproduce the words in one's own words. Another step or technique that is used in paraphrasing is the use of a rewording. Though it is considered a more creative way of doing paraphrasing but it does not always work.

Another method of paraphrasing is to change the part of speech. It is more efficient and effective way of paraphrasing which makes one's writing more fresh and new. In this way, one can change the structure and the language of the text without disturbing the furniture of the original content. In this act, for example, an adjective can be replaced with a noun and vice versa. But it is very important to keep the flow of the writing grammatically correct in this method of paraphrasing. Another very common technique is to add new words or discarding the previous words in order to paraphrase in a more effective and efficient way. In this method of paraphrasing, the writer's own commentary and view can also be adjusted, keeping in view the flow and context of the content. Last but not the least, restructuring of the sentences is also very frequent in paraphrasing.

Restructuring has several layers, words restructuring, sentence restructuring, syntactic and linguistic restructuring. These are some of the subdivisions of restructuring as far as different steps that involve in the process of paraphrasing are concerned. The first step is to read the original text in order to fully grasp the ideas that are presented in the original text. Without fully understanding the original text, it cannot be reproduced or restated. The second step is to keep the meanings and the context of the overall text in mind, rather than mere focusing on words and sentences in individual or in separate form. The third step is, after going through the original text, to put the original text aside and restate or reproduce that text in one's own words. Once the paraphrasing is done, then one has to move toward the process of proofreading, re-reading, editing and adding and discarding the things in the paraphrasing text.

21.2.6 Paraphrasing vs. Quoting & Summarizing:

In writing, it is recommended to put one's own words instead of quoting someone else as a reference. It means paraphrasing is recommended over quoting as there are many advantages of paraphrasing instead of quoting or quotations. Firstly, paraphrasing shows that the one who is paraphrasing the original text or quotation has fully comprehended and perceived its meaning and context. Secondly, it shows that he or she has the ability to communicate it in his or her own words the work of someone else without adding quotations. Thirdly, paraphrasing enables the one who is paraphrasing to make his or her voice dominant throughout the paper or in a piece of paraphrasing. It means he or she has not to rely on the contents of the original wording of someone else. Last but not the least paraphrasing shows the flow and reliability of the originality which is reduced in case of quoting someone else. But this does not mean that quotation or quoting a text is irrelevant or does not have any justification in academic writing.

There are certain advantages that quotation or quoting has. First of these is that quotations provide a specific and precise definition of something. Secondly, it enables the readers to have a glimpse through the style, vocabulary, and the manner of presentation of the original writer. Quoting also enables an opportunity for the one who is paraphrasing to put an argument or evidence in spite of one's own viewpoint from the original text or content. In addition, quoting also enables the one who is quoting with the opportunity to analyse and make a critique of the writer's frame of mind about the topic in discussion. Paraphrasing and summarizing are often taken in the same way. But there is a distinctive difference between paraphrasing and summarizing. Paraphrasing is often of the same length as the original text or a little shorter than the original text. But when someone puts just the main idea or the gist of the original text, it is called summarizing.

So the key difference is that paraphrasing is either of the similar length as the original text or a little shorter than the original text but summarization or summarizing is a lot shorter than the original text. The similarity between both paraphrasing and summarization is that both are the restatement or the reproduction of someone's ideas in one's own words, with a striking difference of length. Last but not the least, paraphrasing and quoting are mostly meant to seek out the specific information from the original text and put those specific information in one's own words. But summarizing a text is a search for general information from the original text and put them in a summary form. So, it can be said that all these concepts of paraphrasing, quoting,

and summarizing are different to each other in one or the other way though seem identical and similar.

Check your Progress:

1. What is paraphrasing?

2. What is summarizing?

21.2.7 Conclusion:

To sum up, paraphrasing is an act of reproducing and restating someone else's ideas in one's own words without altering the original content by giving proper credit to those whose work has been cited. The act of paraphrasing shows the comprehension level of the reader and the one who is paraphrasing at one hand, and shows his or her communicative skills on the other hand. There are different steps that are followed in the process of paraphrasing. The first step is a reading of the original text. The second step is making comprehension and mental sketch of the original text. The third step is to put aside the original text and draw a map in the mind. The fourth step is the writing of the paraphrasing process. The last step is proofreading and editing of the paraphrasing. Likewise, there are different methods of paraphrasing. The simplest form of paraphrasing is mere word replacement. Another type of paraphrasing is rewording. The third type of paraphrasing is changing the structure of the original text. Another type of paraphrasing is based on the summarizing approach.

Another type of paraphrasing is based on an expanded mode of paraphrasing. Then there is another type of paraphrasing in which the clauses are reduced. Other than the paraphrasing methods, there are diverse tools or strategies that are being carried out during the process of paraphrasing. For example, the use of synonyms, the use of word replacement, the use of adjustment in terms of part of speech and the change of sentence structure. In paraphrasing skill, it is necessary to keep in mind that, while involved in the process of paraphrasing the original message, contents, and the theme should not be disrupted. It is also important to keep the paraphrasing accurate. It means that paraphrasing should be limited only to the ideas presented in the original text. As it is used in academic context to avoid plagiarism, so it is very important and essential to properly cite the references in order to give credit and acknowledge the original work.

21.3 Learning Outcomes

After going through the Unit, you should be able to:

- grasp the concept of features of paraphrasing.
- mark the difference between paraphrasing, summarizing and quoting.
- comprehend the different types, needs, and process of paraphrasing.
- distinguish between academic paraphrasing and summarizing.
- know why academic paraphrasing acts as an imperative tool to avoid plagiarism.
- know about the steps as well as the key features of academic paraphrasing to avoid plagiarism.

21.4 Glossary

| | |
|-----------------------|--|
| Intact | : Entire, Complete, Whole |
| Essence | : Core, Gist |
| Imperative | : Essential |
| Identical | : Similar |
| Extensively | : Tremendously |
| Eliminate | : Remove, Do away with |
| Probability | : Possibility |
| Efficiently | : Skillfully, Expertly, Masterfully |
| Illustrate | : Explain, Elucidate |
| Compile | : Assemble, Organize |
| Semantic | : The study of meanings in a language |
| Fabric | : A structure or framework |
| Acknowledgment | : The fact of accepting that something is true or right |
| Credit | : Recognition |
| Sophisticated | : Polished, Civilized |
| Discarding | : Abandon, Throw away |
| Syntactic | : Relating to the grammatical arrangement of words in a sentence |

Proofreading : The process of finding and correcting mistakes in text before it is printed or put online

Comprehend : Understand

Dominant : Powerful, Important

Viewpoint : Point of view, Outlook, Perspective

Disrupted : Disturb, Mess up

21.5 Sample Questions

21.5.1 Objective Questions:

1. The most creative and academically correct form of paraphrasing is when one uses _____.
 - (a) Synonym replacement
 - (b) Rewording
 - (c) One own words
 - (d) Clause reduction approach
2. Instead of mere reproducing or restatement of original text, additional information are supplied in _____.
 - (a) Summarizing form
 - (b) Expanded form
 - (c) Synonym replacement
 - (d) All of these
3. Proper comprehension and understanding of the original text in paraphrasing is the _____.
 - (a) 1st step
 - (b) 2nd step
 - (c) 3rd step
 - (d) 4th step
4. _____ provides a specific and precise definition of something.
 - (a) Paraphrasing
 - (b) Quoting
 - (c) Summarizing

- (d) Plagiarism
5. Paraphrasing is an act of restatement or rewritten of the _____.
- (a) Original text
 - (b) Creative text
 - (c) Academic text
 - (d) Literary text
6. Paraphrasing is meant to create _____ of a text without altering the meanings of that text.
- (a) New version
 - (b) Some versions
 - (c) Many versions
 - (d) No version
7. _____ is done in order to make the text more clear, precise and within the range of a common reader.
- (a) Plagiarism
 - (b) Quoting
 - (c) Summarizing
 - (d) Paraphrasing
8. The most impressive objective of paraphrasing in present academic context is to avoid _____.
- (a) Plagiarism
 - (b) Similarity
 - (c) Academic dishonesty
 - (d) All of above
9. Paraphrasing is meant to _____ a difficult or a complex idea or ideas for the readers.
- (a) Explain
 - (b) Clarify
 - (c) Simplify
 - (d) All of these
10. _____ is that it is meant to avoid problematic language probability.
- (a) Academic writing

- (b) Academic dishonesty
- (c) Paraphrasing
- (d) None of these

21.5.2 Short Answer Questions:

1. How is paraphrasing different from summarizing?
2. What care does one have to keep in view while involved in the process of paraphrasing?
3. Enlist some of the key features of paraphrasing.
4. What is the significance of paraphrasing?
5. How does paraphrasing act as an imperative tool to avoid plagiarism in academic writing?

21.5.3 Long Answer Questions:

1. What is paraphrasing? Why is it essential in an academic context?
2. What are the major types and approaches to paraphrasing?
3. What steps are involved in the act of paraphrasing?

21.6 Suggested Learning Resources

1. Bailey, S. (2006). *Academic writing - A handbook for international students*. London, UK: Routledge.
2. Hirvela, A., & Du, Q. (2013). 'Why am I paraphrasing?': Undergraduate ESL writers' engagement with source-based academic writing and reading. *Journal of English for Academic Purposes*, 12(2), 87-98. <https://doi.org/10.1016/j.jeap.2012.11.005>.
3. Keck, C. (2014). Copying, paraphrasing, and academic writing development: A re-examination of L1 and L2 summarization practices. *Journal of Second Language Writing*, 25, 4-22. <https://doi.org/10.1016/j.jslw.2014.05.005>

Unit – 22: Summarizing

Structure

22.0 Introduction

22.1 Objectives

22.2 Summarizing

22.2.1 Guidelines for Summarizing

22.2.2 Summarizing: Some examples

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22.0 Introduction

Summarizing an academic text means re-producing and reformulating what has been written or documented. summarizing requires a reference to the original source. The word ‘summarize’ is also seen as spelt ‘summarise.’ Both forms are generally accepted in British English; however, only ‘summarize’ is accepted in American English. The Cambridge dictionary defines the word ‘summarize’ (verb) as ‘to express the most important facts or ideas about something or someone in a short and clear form’.

Buckley defines ‘summarizing’ as a method where the original text is reduced to one-third or one-quarter of its original size while representing the author’s ideas and retaining the main relevant points from the text. She shares this information in her book *Fit to Print*. On the other hand, Diane Hacker, in her *A Canadian Writer’s Reference* states, that summarizing includes the accurate information of the key points “simply, briefly, and accurately.”

Summarizing is essential for preparing a polished and plagiarism-free academic write-up, like an essay, an article, a research paper or a book. Summarizing in writing differs from the summary prepared for the non-academic texts and academic texts. Summarizing for academic writing requires a significant amount of reading of various available academic sources such as essays, articles, research papers, including books. Academic summary writing requires a factual

reference as mentioned above to establish the validity, requirement for writing and significance of the topic of your choice while ensuring that it will be of interest to the broader reading audience. Taking references and citing them wherever required, appropriately in your academic documents helps establish credibility in your statements. It also tells your readers that you have done the essential detailed research on the topic you are discussing. An academic document cannot be prepared unless you establish a few factual reference points in that context to base your argument, like a reference to how a particular issue was addressed or discussed earlier. It will take you to the next step where you claim that despite some ground work, the perspective you are proposing was not addressed much, or the theory you are applying will bring out a different interpretation of this topic. In any case, the reference essays, articles, research papers, and books you have referred to will be summarized according to the requirements to support your argument. Correct and complete summarizing with total in-text citations and references at the end of the book chapter, essay, article or an opinion piece will save you from committing plagiarism. These are considered good and ethical academic practices. This is how you may begin your journey of academic writing and make your contribution count in the academic fraternity. The summarizing technique is essentially used in preparing academic documents for establishing a point or making a statement in a suitable context. You may not make excessive use of this writing style while writing for a general audience. Summarizing in academic writing is a vital skill that needs to be mastered.

22.1 Objectives

The objectives of this Unit are to:

- familiarise you with the important skills of academic writing, mainly summarizing skills in English
- enable you to understand and master the process of summarizing and paraphrasing
- make you comprehend, understand and become skilled at the process of summarizing an academic text to facilitate and improvise their academic writing skills

22.2 Summarizing

Summarizing is a vital art of writing in academic skills. Preparing a polished, accurate, cohesive, coherent and concise summary requires sincere practice and multiple earnest attempts. Let me explain these above-mentioned terms to you. The prepared summary should be prepared in a manner that the main ideas are structured in a coherent and cohesive style. The crux of the summary should be directly understood by the reader at the very first reading. The hierarchy in presenting ideas in a structured manner is considered cohesive and coherence in writing of an academic text. You should also remember that the summary of an academic text is prepared to be used as a part of a statement or argument that you are trying to address. Hence, it is essential that an academic summary refers to the facts that are relevant and useful in the context of your writing. Sometimes it may happen that the original source in entirety is not written in the context of your problem, but you come across a useful and relevant paragraph from it. In that scenario, you may use that passage with complete citation and references. A summarized passage should also be presented in brief. You do not have to take a 1-page long summary of every text that you have referred to. In fact, sometimes you may use a statement that will have been used in 2 or 3 sources in a similar context. In that case, you may add citations of similar sources with complete reference at the end. This type of summarizing is also used in academic writing.

A good summary in academic writing combines the main ideas and critical arguments rewritten in your own words. summarizing can be done for a single essay or a longer research paper. The summarizing and paraphrasing ensure the correct in-text citation and complete references provided at the end of the chapter, article, essay or book to avoid plagiarism. A good summary does not include reproducing the entire original text. A summary is always shorter than the original text. The key points below can help you summarize an academic document. They are:

1. Detailed reading of the original text (essay, article, research paper, book, etc.)
2. Highlight keywords or phrases
3. Take note of author, year of publication, the crux of the argument
4. Break down relevant points into major sections
5. Identify the main points from those sections to be used for your requirement
6. Prepare a summary as required

7. Proofread and recheck the summary against the original text
8. Ensure correct references are cited in the text and at the end

A good summary should also have these main points included in it. Firstly, the author of the original text, original title of the work and publication details are identified correctly. Secondly, upon finding the suitability of this article with your academic work, vital critical statements or arguments are summarized with proper citations. Thirdly, you must ensure that the information is presented neutrally without your personal opinion. The summary may vary in length. However, the purpose of summarizing remains in varying lengths: to produce a good summary of an academic text and use it with correct citations. Please remember that the objective of summarizing a scholarly text is not to interpret or critique the source text. A good summary offers a clear understanding of the original academic source. It should only provide a concise account of the leading information and critical ideas without directly copying it.

Check your Progress:

1. Define summarizing.

2. Mention one aspect to consider while writing an academic summary.

3. Should the summary reproduce the original reference text?

Paraphrasing

Paraphrasing means rewriting or restating the original ideas almost exactly from a relevant academic source in your own words while maintaining the information reproduced in its entirety. The information should not use your opinion as an author, but an academic writer reformulates and re-writes in one's own language what someone else has already stated. The Cambridge Dictionary of English defines paraphrasing thus: "to repeat something written or spoken using different words, often in a humorous form or in a simpler and shorter form that makes the original meaning clearer." Paraphrasing and summarizing provides significant help in adding relevant research information to your own academic writing. The following critical points should be considered while paraphrasing a text.

1. Accurate and complete references should be provided
2. The paraphrased text should be written in your own words. It means more than just a synonymous use of some phrases here and there or a change in the sentence structure.

3. You should rewrite the paraphrased text into your own words while maintaining the key points from the original academic source.

The aim of paraphrasing should not be to rewrite well-written words with the help of new words. The goal should be to establish a detailed understanding of the ideas presented by the authors and filter them to make them relevant in your context. Let us understand the process through the following important points:

1. Do not copy an entire paragraph from the source text at the note-taking stage. Avoid copying the paragraph verbatim, except using it as a direct quote.
2. Entire original text is not generally required to be used in your academic writing. We use only a few suitable and relevant points from the source text. Therefore, take note of the relevant points and paraphrase them without unnecessarily copying or paraphrasing the entire academic text.
3. Key points and some language, wherever required, should be translated into your words while preparing to paraphrase. The goal is accumulating the original relevant critical points as an existing reference.
4. Do not forget to jot down complete details of the source text (journal paper, article, essay, book chapter) with the page number to be used as a complete in-text citation and reference in your writing.

It is also strongly advised that you should not blindly follow the author's original work. It could have been written in a different context or point of view. It is also strongly advisable to double-check the paraphrasing with the original text to ensure accuracy and credibility. Therefore, refrain from borrowing direct ideas from the primary source and stick to the relevant, suitable information or statements for your work context.

Check your Progress:

1. What is paraphrasing?

2. Why is it used in academic writing?

3. What purpose does it serve?

22.2.1 Guidelines for Summarizing:

Summarizing is considered an essential skill to be mastered for academic writing. summarizing requires a mindful and detailed understanding of the academic source, such as an

essay, article, research paper or book. A good summary varies depending on the aim. Summarizing a passage or general reading will be different than summarizing a research paper, essay, or article to be used for academic purposes. An academic summary generally requires a full title, key points, main ideas and crux, author name, year of publication, page number, complete in-text citation and references of the source. It is also equally important that the information in summarizing is presented with neutrality. The original meaning should be retained and maintained. Summarizing can assist you in building a topic, discussion elements, or section-wise structured argument for a certain context or point of discussion. A few essential points to be considered and remembered while summarizing academic texts are as follows:

- summarizing and paraphrasing are two different aspects of academic writing.
- summarizing for an academic text may require limited reference to a suitable point, contextual facts or limited information.
- Entire reference text may not be required to summarize.
- summarizing requires a detailed reading understanding of the source text.
- summarized passage should include key points from the source text.
- summarized information should be neutral and free from a biased interpretation.
- summarizing should be relevant, contextual and to the point.
- summarized passage should be presented in a brief, clear and direct style.
- The passage should be coherently and cohesively structured.
- Ideas presented should be synthesised appropriately.
- Scattered information does not justify summarizing. Please refrain from it.
- It is equally important to have awareness of the target reader audience. For instance, choice of words and presentation of ideas should be maintained in core technical terms in an academic style because the target audience is almost from the similar domain. However, sometimes certain opinion pieces or academic articles, essays written for a general audience. The language and structure of your write-up should refrain from using jargon and core technical vocabulary. On the contrary, the piece should be prepared in a simple, easy to understand language.
- Last but not the least, ensuring complete and appropriate in-text citations and references with required links must not be missed.

A word of caution

We live in the era of AI. Many types of online summary and paraphrasing generators are available today. They are available as free and paid versions. These summary or paraphrasing generators take a few words and regenerate a direct summary or paraphrase the text. They change a few words and reproduce the text for you. Such auto-generated or AI-generated summaries and paraphrased versions often lack credibility and authenticity. You may risk getting yourself into a vicious web of plagiarism. There are many kinds of software available to detect your submitted text. This software can detect an AI-generated text. Hence, again, you might risk your professional career if caught in such disruptions. A human intervention is still in fashion. You may use the AI for learning and reference purposes, but should not copy and paste any text from there.

22.2.2 Summarizing: Some Examples

The difference between summarizing and paraphrasing an academic text or source is adequate but apparent. It is apparent and easy to understand. Let us know about summarizing and paraphrasing in academic writing using examples from a scholarly published text with an original passage, and its summarizing for your reference. A few sample passages with sample summaries and a paraphrasing are provided for your understanding. These samples are collected from varied already available sources on the open web from Academic Writing sections of known university websites with complete citations and references. They include Oliver Sack's essay "An Anthropologist on Mars," Frankel's essay on "Change in education: The cost of sacrificing fundamentals," Sarah Stickney Ellis's "The Women of England: Their Social Duties and Domestic Habits," "Building healthy communities through equitable food access" including a research paper (review paper) with a sample academic summary with suitable sample reference summary and paraphrasing. It is advisable to keep these points in mind while reading the sample summary provided with sample passages or research paper,

1. Does the summary include information about the author?
2. Does it cover the main point or the crux of the original passage?
3. Does the summary include keywords from the original passage, wherever applicable?
4. Does it include critical or main arguments/ideas?
5. Is it a neutrally written summary?
6. Does the summary retain the meaning of the original source?
7. Are the main ideas presented cohesively?

8. Does it read grammatically and structurally proofread and correct?
9. Does it justify the purpose of preparing a summary for an academic citation?
10. Can you identify the difference between paraphrasing and a summary?

Sample Passage 1

In looking around, then, upon our “nation of shopkeepers,” we readily perceive that by dividing society into three classes, as regards what is commonly called rank, the middle class must include so vast a portion of the intelligence and moral power of the country at large, that it may not improperly be designated the pillar of our nation's strength, its base being the important class of the laborious poor, and its rich and highly ornamental capital, the ancient nobility of the land. In no other country is society thus beautifully proportioned, and England should beware of any deviation from the order and symmetry of her national column.

There never was a more short-sighted view of society, than that by which the women of our country have lately learned to look with envious eyes upon their superiors in rank, to rival their attainments, to imitate their manners, and to pine for the luxuries they enjoy; and consequently to look down with contempt upon the appliances and means of humbler happiness. The women of England were once better satisfied with that instrumentality of Divine wisdom by which they were placed in their proper sphere. They were satisfied to do with their own hands what they now leave undone, or repine that they cannot have others to do for them.

Source: Sarah Stickney Ellis. *The Women of England: Their Social Duties and Domestic Habits*, 1839, pp. 14-15.

Sample summary

The middle class, a significant portion of the nation's intelligence and moral power, is considered the pillar of the nation's strength. England's society is beautifully proportioned, and deviation from this order should be avoided. However, women in England have recently become short-sighted, comparing their superiors in rank and imitating their luxuries. They were once satisfied with Divine wisdom and were content with their tasks or relying on others for help.

Sample Passage 2

America has changed dramatically during recent years. Not only has the number of graduates in traditional engineering disciplines such as mechanical, civil, electrical, chemical, and aeronautical engineering declined, but in most of the premier American universities engineering curricula now concentrate on and encourage largely the study of engineering science. As a result, there are declining offerings in engineering subjects dealing with infrastructure, the environment, and related issues, and greater concentration on high technology subjects, largely supporting increasingly complex scientific developments. While the latter is important, it should not be at the expense of more traditional engineering.

Rapidly developing economies such as China and India, as well as other industrial countries in Europe and Asia, continue to encourage and advance the teaching of engineering. Both China and India, respectively, graduate six and eight times as many traditional engineers as does the United States. Other industrial countries at minimum maintain their output, while America suffers an increasingly serious decline in the number of engineering graduates and a lack of well-educated engineers. (169 words)

Source: Excerpted from Frankel, E.G. (2008, May/June) Change in education: The cost of sacrificing fundamentals. MIT Faculty Newsletter, XX, 5, 13.

Brief Summary

In a 2008 Faculty Newsletter article, “Change in Education: The cost of sacrificing fundamentals,” MIT Professor Emeritus Ernst G. Frankel expresses his concerns regarding the current state of American engineering education. He notes that the number of students focusing on traditional areas of engineering has decreased while the number interested in the high-technology end of the field has increased. Frankel points out that other industrial nations produce far more traditionally trained engineers than we do and believes we have fallen seriously behind.

One line summary

MIT Professor Emeritus Ernst G. Frankel (2008) has called for a return to a course of study emphasising traditional engineering skills, noting that the number

of American engineering graduates with these skills has fallen sharply compared to the number coming from other countries.

Sample passage 3

The cause of autism has also been a matter of dispute. Its incidence is about one in a thousand, and it occurs throughout the world, its features remarkably consistent even in extremely different cultures. It is often not recognized in the first year of life, but tends to become obvious in the second or third year. Though Asperger regarded it as a biological defect of affective contact—innate, inborn, analogous to a physical or intellectual defect—Kanner tended to view it as a psychogenic disorder, a reflection of bad parenting, and most especially of a chillingly remote, often professional, "refrigerator mother." At this time, autism was often regarded as "defensive" in nature, or confused with childhood schizophrenia. A whole generation of parents—mothers, particularly—were made to feel guilty for the autism of their children.

Source: Excerpted from Oliver Sack's essay "An Anthropologist on Mars," 1993, pp.247 – 48.

Sample Summary

In "An Anthropologist on Mars," Sacks notes that although there is little disagreement on the chief characteristics of autism, researchers have differed considerably on its causes. As he points out, Asperger saw the condition as an innate defect in the child's ability to connect with the external world. In contrast, Kanner regarded it as a consequence of harmful childrearing practices (247-48).

Sample paraphrasing

In "An Anthropologist on Mars," Sacks lists some known facts about autism. We know, for example, that the condition occurs in roughly one out of every thousand children. We also know that the characteristics of autism do not vary from one culture to the next. And we know that the condition is difficult to diagnose until the child has entered the second or third year of life. As Sacks points out, often, a child who goes on to develop autism will show no sign of the condition at the age of one (247).

Sacks observes, however, that researchers have had a hard time agreeing on the causes of autism. He sketches the opposing positions of Asperger and Kanner. On one hand, Asperger saw the condition as a constitutional defect in the child's ability to make meaningful emotional contact with the external world. On the other hand, Kanner regarded autism as a consequence of harmful childrearing practices. For many years, confusion about this condition reigned. One unfortunate consequence of this confusion, Sacks suggests, was the burden of guilt imposed on so many parents for their child's condition (247-48).

Sample passage 4

In America today, millions of people leave their homes in a protracted and often futile search for healthy food for their families. Many walk out their front doors and see nothing but fast-food outlets and convenience stores selling high-fat, high-sugar processed foods; others see no food vendors of any kind. Without affordable fresh food options, especially fruit and vegetables, adults and children face fundamental challenges to making the healthy food choices that are essential for nutritious, balanced diets. And without grocery stores and other viable fruit and vegetable merchants, neighborhoods lack a critical ingredient of vibrant, livable communities: quality food retailers that create jobs, stimulate foot traffic, and bolster local commerce.

Source: Bell. J. & Standish, M. (2009). Building healthy communities through equitable food access. *Community Development Investment Review*, 5(3), 75-87.

Summary

Bell and Standish (2009) argue that healthy eating is a difficult task for millions of Americans because many neighbourhoods do not have grocery stores close by, only fast-food restaurants or convenience stores. These neighbourhoods lack the jobs and economic support that grocery stores bring, thus making them less “vibrant” and “livable” (75).

Research Paper Sample 5

A sample review paper on provided a literature review of integrating mobile phones for language learning is summarized here for your reference. Academic

references for academic writing are required to be prepared and cited in this manner. Complete information on the research article is provided here for your reference and easy access:

Darmi, R., & Albion, P. (2014). A Review of Integrating Mobile Phones for Language Learning. International Association for the Development of the Information Society.

Sample summary

Darmi and Albion (2014) reviewed all the significant studies that have been done on analysing the use of mobile technology in the context of the language learning process. Their study establishes that integrating mobile phones in the ESL teaching and learning process is not only satisfactory for learners but also plays a key role in augmenting the linguistic skills of the learners.

22.2.3 Conclusion:

Summarizing in academic writing is an essential skill for students, research scholars, and academicians alike. The skill of summarizing, however, should be polished through consistent practice and mindfulness. It may take a longer time to learn and practice for a beginner. But, for a perspective academic, this is one of the must skills. Summarizing is also a skill that is not only useful for academic writing but any formal writing alike. It emphasises preparing a structured, coherent, cohesive, brief yet to the point passage with complete citation and references while considering the target reader audience on mind. These kinds of writing practices are encouraged across disciplines where formal and factual documentation is expected to be prepared. Therefore, putting in efforts to master the art of summarizing as a part of academic writing skills will certainly pay off well.

22.3 Learning Outcomes

At the end of this Unit, you should be able to know the art of summarizing. You should also be aware of the need for summarizing in academic writing and its importance.

22.4 Glossary

Summarizing: The process of shortening the main ideas, arguments, or findings of a text into a concise form while retaining its essence.

Paraphrasing: Rewriting information from source material in one's own words while retaining the original meaning.

Key Points: The most significant ideas, arguments, or findings in a text that are essential to understanding its main message.

Relevance: The text should be relevant to the topic and the original source

Conciseness: The text should be brief and concise to convey information efficiently.

Clarity: Clear and understandable text to ensure that the intended meaning is communicated accurately.

Coherence: A logical and consistent summary will help understand and flow ideas.

Cohesion: Well-organized and consistently prepared academic text

Synthesis: Integrating information gathered from multiple sources to create a cohesive understanding or argument

Audience Awareness: The consideration of the intended audience's needs, background knowledge, and expectations while preparing a summary

22.5 Sample Questions

22.5.1 Objective Questions:

1. Define the term 'summarizing.'
2. Can preparing a good academic summary be considered a professional skill? Please answer either yes or no.
3. Why should a summary be concise?
4. What is paraphrasing?
5. Are summary and paraphrasing similar? Please answer either yes or no.
6. Mention one key point that cannot be missed while preparing a good academic summary.
7. Why is summarizing considered a skill in academic writing? Give one reason.

8. What is the purpose of preparing a summary?
9. Note one point to consider while preparing a summary of a critical academic text.
10. Can students be taught the art of good summarizing?

22.5.2 Short Answer Questions:

1. Explain the difference between summarizing and paraphrasing with one example each.
2. Why is it considered a necessary skill to be learnt in academic writing? Give 5 reasons to support your answer.
3. Should a summary be organised coherently? Why?
4. What is the importance of a concise summary in academic settings? Cite appropriate reasons for the same.
5. Does a refined and revised summary contribute to the overall effectiveness of summary writing in academic writing? How?

22.5.3 Long Answer Questions:

1. How does learning summarizing help understand and retain complex academic texts, and what cognitive skills does it promote in readers?
2. Write a complete note on properly attributing ideas and avoiding plagiarism while summarizing an academic text.
3. Prepare a summary of the passage given below,

For most people, writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them. Sitting down to write can be an agonising experience, which doesn't necessarily get easier with the passage of time and the accumulation of experience. For this reason, you need to reflect upon and analyse your own reactions to the task of writing. That is to say, the task will become more manageable if you learn how to cope with your own particular ways avoiding putting off the moment when you must put pen to paper (Gordon & Taylor, 1989).

22.6 Suggested Learning Resources

1. Buckley, J. (2004). *Fit to print: The Canadian student's guide to essay writing*. (6th ed.)
2. Bell, J. & Standish, M. (2009). Building healthy communities through equitable food access. *Community Development Investment Review*, 5(3), 75-87.
3. Darmi, R., & Albion, P. (2014). A Review of Integrating Mobile Phones for Language Learning. International Association for the Development of the Information Society.
4. Taylor, G. (1989). *The student's writing guide for the arts and social sciences*. Cambridge University Press.
5. "Paraphrasing and summarizing," Trent University, Canada, <https://www.trentu.ca/academicskills/how-guides/how-use-sources/avoiding-plagiarism/paraphrasing-and-summarizing>
6. "Academic Skills," Trent University, Canada <https://www.trentu.ca/academicskills/how-guides/how-use-sources/avoiding-plagiarism/paraphrasing-and-summarizing>

Unit – 23: Quoting

Structure

23.0 Introduction

23.1 Objectives

23.2 Quoting

23.2.1 Types of Quotations

23.2.1.1 Direct Quotation

23.2.1.2 Indirect Quotation

23.2.1.3 Block Quotation

23.2.2 Signal Phrases and Citations

23.2.3 Punctuation marks in Quotation

23.2.4 Conclusion

23.3 Learning Outcomes

23.4 Glossary

23.5 Sample Questions

23.6 Suggested Learning Resources

23.0 Introduction

Quoting is a significant skill that students should be taught to master while learning academic writing skills. It is a skill that helps learners present their ideas in a structured, precise and persuasive manner with factual evidence from existing literature to validate the point. Learning to quote correctly serves multiple purposes in the academic writing domain. A statement can be proved or supported with references from existing literature in any domain. It also ensures the validity and reliability of the argument with supporting facts while drawing attention to the author's research from fellow academics or established research or expert opinions. For instance, a quote from an established and specialist researcher's work will lead more people to read the author's work and analyse the context in which the quote was used. It enhances the academic visibility of the author. This practice is considered an excellent academic practice because you are not establishing that you are aware of the latest approaches and theories in the field but are using them and working on exploring possibilities through your research.

Academia is also filled with some pseudo-researchers who thrive on unethical practices such as plagiarism; improper and faulty citations and references; not acknowledging due credit to copy-right, academic attribution while not respecting fair use of policies. It is good to know and learn good practices in academic writing, but it is all the more important to understand, get trained, and consciously avoid unethical academic practices. Unfortunately, students often get involved in unethical academic practices because of a lack of awareness and knowledge. Therefore, the chapter discusses quotations in academic writing and provides nuanced information on unethical academic practices.

Check your Progress:

1. Why should quotes be used in academic documents?

2. What is good academic practice?

3. Why should students be provided knowledge of unethical academic practices?

23.1 Objectives

The objectives of this Unit are to:

- familiarize you with the significant skills of Academic Writing, mainly quoting in academic writing
- enable you to understand and master the process of academic writing
- make you comprehend, understand and become skilled at the process of researching in academic writing, facilitate and improvise their skills of undertaking academic research work

23.2 Quoting

Academic writing is considered a foundation for scholarly and scientific writing. Academic integrity, reliability, accuracy, cohesion, coherence in ideas, and importance are the

stepping stones when presenting them in writing or speaking. Quoting is an essential part of academic writing. Quoting enables the writers to ethically use someone's words, ideas and information to make a point validated by prior work in a similar research domain. Ethical quoting is an integral part of an academic document. It plays a significant role in making arguments and offering shreds of evidence by projecting a direct connection with the existing literature in the respective domain. However, using quotations requires utmost care, mindfulness, and correct credit acknowledgement. It also plays a pivotal role in maintaining the highest academic standards while avoiding plagiarism. Incorrect citations and references or no citations and references can land the writer in trouble for not maintaining ethical standards.

It should be noted that not all the points require quotations. Sometimes, a proper argument can be made by paraphrasing the text in your own words from the source with correct and complete citations and references. Quoting is different than paraphrasing. Quoting is an exact copy of the original text with accurate citations and references. In contrast, paraphrasing is a summary of the original text written in the writer's language, based on the requirement for proper in-text citations and references. The chapter shall provide detailed information on quoting, its types, academic usage, the difference between paraphrasing and quoting and punctuation marks while considering ethical considerations, including correct attribution, intellectual copyright, plagiarism, incorrect citation and references, and so on.

Check your Progress:

1. Define quoting.

2. Are quoting and paraphrasing similar?

3. Mention the difference between quoting and paraphrasing.

23.2.1 Types of Quotations:

Direct Quotation

Quotations add reliability, validity and logical justification to your academic document. They strengthen your point and add value addition to your statement. They are supposed to be used as a supporting argument statement and not to make a direct argument. They can not be used as an argument.

A direct quotation will be verbatim. It means someone else's words and arguments are directly used as they were spoken or written in your document with correct citation and reference. No modifications or changes are made in the words spoken by some author, critic or researcher. Direct quotations are generally used to substantiate a statement you are making in your writing. It supports and potentially justifies that someone else has previously worked on this theme or raised this concern. Therefore, I am trying to address it through my academic work.

Quotations are used in double inverted commas with correct and exact attribution to the source. This citation and placement in the academic document may vary according to referencing manuals such as API or MLA. They are also used differently according to different subject domains. For instance, literature students may use direct quotations extensively to bring relevant texts from the source like poetry or prose, both fiction and non-fiction. They may also use direct quotations to share defined theories or statements by critics. The style generally remains the same across literature and social sciences disciplines. Direct quotations are generally used for any of the following situations as the original source passage is well-written, and your paraphrasing will not be able to create a similar impact that the quotation may create; only a few required phrases and sentences are quoted according to the argument; you essentially want to emphasize the source's statement whether in favour or against it; quotation presents an academic authoritative voice to add potential value to your research or educational work in particular context. A direct quotation is generally used and considered justifiable in these situations.

The direct quotation generally requires a suitable integration into the broader paragraph and text you are preparing. It must not look out of place or have odd additions without any context in the document. Please refer to the samples of short quotations or longer quotations provided here for your reference,

1. According to Gross, it is "not only the vocabulary of a language that determines how and what we think and perceive, but also the grammar" (1996, p. 317).
2. In the Hopi language, no distinction is made between the past, present and future; it is a timeless language' compared with English, although it does recognise duration, i.e., how long an event lasts. In European languages, time is treated as an objective entity (Gross, 1996, p. 317).

Check your Progress:

1. What is a direct quotation?

2. Can there be a short, direct quote?

3. How should a direct quotation be used?

Indirect Quotation

Indirect quotation means rewriting or reporting someone's words, ideas, and thoughts but not in their own words. An indirect quote can broadly be understood as a paraphrasing where the meaning of the original source is retained and rewritten in the given context with correct citations and paraphrasing. Indirect quotation is often used with specific grammatical changes to the source text or words to fit into the meaningful sentence of a statement. Indirect quotations are used more in academic writing because an excellent academic document requires many supporting statements and ideas to establish the proposed statement. Indirect quotes also enable a scholarly work to be written systematically and plagiarism-free. An academic document requires multiple references to point out that the existing idea or information has been a part of academic critical discussions. Most of the time, indirect quotes are written using grammatical changes in tense or pronouns, etc., while retaining the original meaning in a context. Indirect quotes should be carefully cited to maintain academic integrity and accuracy. The writer should understand the context before using indirect quotes to ensure suitability and synchronization in a paragraph or chapter.

Indirect quotes can also be used in half parts according to the requirement because it is unnecessary to use whole sentences or paragraphs all the time. It should also be noted that indirect quotes are generally written without inverted commas, just like paraphrasing is written. However, sometimes, inverted commas quote a phrase from the source. Please check the following samples for your reference,

1. **Original Text:**"According to recent studies, regular exercise can significantly reduce the risk of heart disease" (Gross, 1996, p. 317).

Indirect Quotation: Recent research suggests consistent physical activity can significantly decrease the likelihood of developing heart disease (Gross 1996).

2. **Original Text:**"The novel explores themes of identity and belonging through the protagonist's journey of self-discovery" (Gross, 1996, p. 317).

Indirect Quotation: The central themes of identity and belonging are examined in the novel as the main character embarks on a quest to find themselves.

3. Original Text:"The documentary highlights the impact of technology on modern society, emphasizing both its benefits and drawbacks" (Gross, 1996, p. 317).

Indirect Quotation: The documentary underscores the influence of technology on contemporary culture, stressing its advantages and disadvantages.

NOTE: The citations are used for sample reference purposes only. They may not exist.

Check your Progress:

1. What is an indirect quotation?

2. Why do we use them?

3. How should they be used as an academic reference?

Block Quotation

Block quotations are direct text taken from the source text. They are not paraphrased or written indirectly. They are verbatim taken from the source text to enhance the emphasis of the academic paper or essay being written. Block quotations create a strong impact on the reader and catch the reader's quick attention because they are written separately and in between the paragraphs. Block quotations should be used mindfully because sometimes they may subside the point an author is trying to make. On the other hand, the excessive use of block quotes takes away the meaning and point for which they were used.

Block quotations are mentioned differently for APA and MLA referencing manuals. The variation may be seen in formation, writing style, use of paragraphs before and after the quotation, indentation and so on. Some sample block quotations are provided here for your reference and understanding. It is also advisable to refer to the updated versions of various referencing guides such as APA, MLA, Chicago or whichever is appropriate. Different referencing manuals give different word limits to be used as a direct quote and instructions to cite them. According to the APA manual, a quotation of about 40 words or more is a block quotation. It is formatted differently than other quotations, as mentioned below,

1. Block quotation starts with the line from the source text.
2. The entire quotation is double-spaced and indented 0.5 inches, the same as the indentation for a new paragraph.
3. Quotation marks are not used at the beginning or end of the quotations.

4. The punctuation marks, generally commas, used at the end of the quotation, typically go before the citation.
5. The ending citation is included on the last line of the block quotation.
6. The next paragraph or continuation of the argument or statement continues with no indentation space.

Please refer to the following sample block quotation for your understanding,

- A.** Today, digital cameras have practically taken over photography. As Johnson (2010) explained:

Digital cameras now make up 90% of all camera sales at the leading electronic stores. This increase in sales can be partially attributed to the widespread use of email and social networking, which has encouraged the sharing of digital photos (p. 23).

Johnson further noted that, even more than with the shift to digital cameras, the increasing use of phones and iPods with built-in cameras has replaced film cameras.

- B.** Computer users often disagree about the best operating system: Mac or PC. Oyler (2010) stated that one operating system is not better than the other but may be better suited for different purposes. She explained by saying that:

Macs are often the best option for users who wish to work with video or picture manipulation. Macs are also very user friendly, which may benefit consumers who are new to computers. PCs, however, run Microsoft Office Suite the best. Therefore, students might find that a PC is their best option because it can run Microsoft Word and PowerPoint the smoothest. (Oyler, 2010, p. 48)

Conversely, Jones (2010) disagreed with the statement that Macs work with graphics such as video and pictures better than PCs, stating that PCs can be modified to work as well as Macs.

Check your Progress:

1. Why are block quotations used?

2. How should block quotation be used?

3. What aspects should be considered while using block quotations?

23.2.2 Signal Phrases and Citations:

Signal phrases and citations are important components of academic writing. They are short phrases. They play a significant role in establishing a scholarly document's credibility, viability, and structure. Signal phrases enable readers to scroll through varied ideas and information cited from various sources. These phrases are used to introduce paraphrases, quotations, and summaries, signalling to the reader of the source from which they originate. These phrases do a dual job; they are used to initiate quoting with the author's name or the name of the book or research paper title. They are often used with in-text citations in the academic document. A citation identifies the idea, information, image or point referred to in the scholarly work. In-text citations generally help trace the original text, paper, or document found at the end of the reference list.

Signal phrases ensure a smooth introduction and integration of the source. They also establish that the idea is not your own but has been taken from an existing source text. They automatically give credit to outside scholars and ideas, ensuring that the document remains plagiarism-free. In addition, these phrases establish the credibility of trusted academic sources. These phrases allow us to position the source text concerning the new argument being formed. For instance, phrases like “have proven” and “has shown” suggest that we agree. On the other hand, signal phrases such as “proposed” and “has claimed” are considered less definitive and may introduce a counterargument in the academic document. These phrases are generally used at the beginning of a sentence, in the middle of a sentence or sometimes at the end of the sentence. It uses attributing tags like “according to” or “has argued/claims.” For instance,

1. According to the folklorist and scholar Vladimir Propp (Signal phrase), all fictional characters relate to seven basic character types.

2. In his groundbreaking work *The Hero with a Thousand Faces*, Joseph Campbell argues that all myths are variations of a single, earlier myth.

Check your Progress:

1. What are signal phrases?

2. Why are they used?

3. How are they incorporated in the sentences?

23.2.3 Punctuation marks in Quotations:

Punctuation marks are significant aspects of academic writing. Accurate and appropriate punctuation marks enhance the significance of the academically written document. Correct and suitable punctuation marks play a significant role in retaining and emphasizing a meaning in an academic document. The two most used punctuation marks in academic writing are quotation marks, which means inverted commas at the beginning and end of the quote, and ellipses.

Quotation marks are primarily used to directly mention that the write-up is a borrowed text and that the author or the source is given due credit. Quotation marks indicate the beginning and end of the direct quotation in the written text. They signify that these are not the writer's words but are taken from the cited source or sources. Appropriate, correct and complete usage of quotation marks is essential to prepare a plagiarism-free academic document and ensure clarity and trust in your academic writing. Quotation marks are primarily used with signal phrases in academic texts. You may refer to the examples cited above for clarity and better understanding.

Ellipsis is a significant punctuation mark used in quotations. Quotations are longer passages taken from the source text. Taking entire paragraphs is often not required, while a few words and phrases are not even considered beneficial. Hence, ellipses come in handy for separating paragraphs and excluding passages. Ellipses are three dots (i.e. . . .). They are mainly used when certain words or sentences must be omitted from sentences or paragraphs. Ellipses also remove unnecessary words and phrases to ensure the meaning is intact and to the point. It helps preserve the integrity and meaning or point of view of the original text. It is crucial to note that ellipses should be used mindfully and accurately to describe the author's intended meaning without compromising the original meaning of the larger text. For example, check the following sample taken from the Grammarly site on the article written on Ellipses, for your reference,

[ORIGINAL QUOTE]

*It must be obvious, **from the very start**, that there is a contradiction in wanting to be perfectly secure in a universe whose very nature is momentariness and fluidity.*

[QUOTE WITH AN ELLIPSIS]

It must be obvious [. . .] that there is a contradiction in wanting to be perfectly secure in a universe whose very nature is momentariness and fluidity.

—Alan Watts

Check your Progress:

1. Which punctuation marks are used in quotations?

2. Why are they used?

3. What is the importance of using punctuation marks in quotations?

23.2.4 Conclusion:

Quoting is a vital aspect of academic writing. It is a critical skill that needs to be learned and polished regularly. Quoting style changes according to the different referencing manual guides and styles, such as APA, MLA, Chicago, and so on. However, the standard quoting rule remains: use accurate punctuation marks, paraphrase, cite correct sources, and use suitable signal phrases. Three standard types of quoting are also used depending on the requirements of an academic document. It also enriches the writer's arguments with the help of varied cited sources. However, quoting offers varied functions in a scholarly document. Providing accurate and complete citations means factual and evidenced sources. It builds a bridge between the existing literature and the novel theme or topic in discussion while wonderfully upholding academic integrity and ethics. It also ensures that the document remains plagiarism-free and academically correct.

23.3 Learning Outcomes

At the end of this Unit, you should be able to learn the importance of writing a professional document during the process of written communication using quotation marks where necessary. You should be familiar with direct quotation, indirect quotation, block quotation. You should also be aware of the use of punctuation in quoting.

23.4 Glossary

Quotation: A verbatim reproduction of someone else's words, typically enclosed within quotation marks, used to support or illustrate a point in academic writing.

Paraphrase: A restatement of someone else's ideas or words in one's language and style, without altering the original meaning, often used as an alternative to direct quoting.

Verbatim: An exact restatement someone else's words or ideas

Signal Phrase: A phrase or clause that introduces a quotation, providing context and attributing the quoted material to its source in academic writing (e.g., "According to," "Smith argues that...").

Citation: A formal reference to a source of information, usually including the author's name, publication year, and page number, used to acknowledge the original creator of quoted or paraphrased material.

Direct Quotation: The verbatim repetition of someone else's words, enclosed within quotation marks and attributed to the source, supports or reinforces an argument in academic writing.

Indirect Quotation: A paraphrased version of someone else's words or ideas, presented without quotation marks but still attributed to the source, used to convey information or concepts in academic writing.

Block Quotation: A lengthy quotation from the main text is indented and presented in a separate paragraph without quotation marks, commonly used for quotations exceeding a specific length in academic writing.

Attribution: The act of acknowledging the source of a quotation or idea, typically done through citation or reference to the original author, to maintain academic integrity and avoid plagiarism.

Quotation Marks: Punctuation marks (") indicate the beginning and end of a direct quotation in written text, signalling to readers that the enclosed words are not the writer's own but are taken from another source.

Ellipsis: Three dots (...) used to indicate omitted words or passages within a quotation, preserving the integrity of the original text while condensing or focusing on specific portions relevant to the writer's argument in academic writing.

23.5 Sample Questions

23.5.1 Objective Questions:

1. Define "quotation" in academic writing.
2. What is the purpose of using signal phrases?
3. How are direct quotations distinguished in written text?

4. Briefly explain the significance of attribution in academic writing.
5. What is the role of quotation marks in quoting?
6. Define "paraphrase" and its importance in academic writing.
7. What punctuation mark indicates omitted words within a quotation?
8. Why is proper citation essential in academic writing?
9. Explain the purpose of using block quotations.
10. What is the function of ellipsis in quoting?

23.5.2 Short Answer Questions:

1. Describe the difference between direct and indirect quotations with examples.
2. How do signal phrases contribute to the coherence of academic writing? Provide examples to illustrate your answer.
3. Discuss the consequences of incorrect credit and citation in academic writing. Cite specific examples to support your explanation.
4. How is plagiarism avoided while quoting in academic writing?
5. Why is learning best academic practices, especially quotations, important in academic writing? Write at length.

23.5.3 Long Answer Questions:

1. Analyse the strategies for effectively integrating quotations into academic writing. Discuss the importance of context, relevance, and coherence with examples.
2. Evaluate the ethical considerations surrounding using quotations in academic writing, addressing issues such as plagiarism, intellectual property rights, and fair use policies.
3. Explore the role of quoting in developing academic arguments, examining how quotations can be used to support, challenge, or refine existing ideas within a specific discipline at length.

23.6 Suggested Learning Resources

1. Hacker, D., & Sommers, N. (2011). *A Writer's Reference with Writing in the Disciplines*. Macmillan.
2. Academic Writing in English, "Quoting," Lund University, <https://www.awelu.lu.se/referencing/how-to-give-references/quoting/>
3. Iida, P. C., Ruegg, R., De Boer, M., Araki, N., & Agnello, M. F. (2020). *The concise APA handbook: APA 7th edition*. IAP.
4. "Quoting and Paraphrasing," The Writing Center, University of Wisconsin-Madison, <https://writing.wisc.edu/handbook/quotingsources/>
5. Writing About Other's Works: Using Direct Quotations, University of Portsmouth, UK <https://www.port.ac.uk/student-life/help-and-advice/study-skills/research-reading-referencing-and-citation/writing-about-others-works-using-direct-quotations>
6. Writing Center Resources, St. Luise Community College, USA <https://stlcc.edu/student-support/academic-success-and-tutoring/writing-center/writing-resources/>

Unit – 24: Plagiarism

Structure

24.0 Introduction

24.1 Objectives

24.2 What is Plagiarism?

24.2.1 Various Forms of Plagiarism

24.2.2 Introduction to Plagiarism Detection Tools

24.2.3 Consequences of Plagiarism

24.2.4 Importance of Citation

24.2.5 Tips for Avoiding Plagiarism

24.3 Learning Outcomes

24.4 Glossary

24.5 Sample Questions

24.6 Suggested Learning Resources

24.0 Introduction

Plagiarism is the act of presenting someone else's ideas, words, or work as your own without proper acknowledgment or permission. It is a breach of academic ethics and can have serious consequences for students and professionals alike.

The University Grants Commission, India through its notification dated 23 July, 2018 has issued the *University Grants Commission (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018*. Academic integrity is the foundation of a fair and honest educational environment. It encompasses values such as honesty, trust, and responsibility in all academic activities. Upholding academic integrity is crucial because:

1. **Credibility:** Maintaining one's academic integrity ensures the credibility and trustworthiness of one's work, fostering a culture of honesty and reliability.
2. **Fair Evaluation:** Academic integrity ensures a level playing field for all students. Assessments and evaluations are fair when everyone adheres to the same ethical standards.

3. **Skill Development:** Engaging in honest academic practices helps students develop critical skills such as research, analysis, and proper citation, which are essential for success in both academic and professional settings.
4. **Ethical Foundations:** Upholding academic integrity establishes a strong ethical foundation for future professional endeavors. Employers value individuals who demonstrate honesty and integrity in their work.
5. **Prevention of Plagiarism:** Understanding and valuing academic integrity acts as a deterrent to plagiarism. Students who appreciate the importance of ethical conduct are less likely to engage in dishonest practices.

In essence, academic integrity is not just a set of rules but a commitment to personal and intellectual growth, contributing to a culture of respect, trust, and excellence in education.

24.1 Objectives

The objectives of this Unit are to:

- understand the concept of plagiarism and its various forms, including copying, paraphrasing without citation, and self-plagiarism.
- grasp the academic and professional repercussions of plagiarism, including potential damage to one's reputation and career opportunities.
- appreciate the significance of proper citation in academic writing and its role in giving credit to original authors.
- acquire skills to avoid unintentional plagiarism through effective note-taking, paraphrasing, summarizing, and time management.
- familiarize yourself with online tools (e.g., turnitin, grammarly) to detect and prevent plagiarism, and understand how to use them effectively.

24.2 What is Plagiarism?

Plagiarism is the act of presenting someone else's ideas, words, or work as one's own without proper attribution or permission. It involves not only direct copying but also the

appropriation of ideas, concepts, and creative expressions without giving credit to the original author. Plagiarism can occur in various forms and contexts, ranging from academic papers and assignments to professional and creative works.

24.2.1 Various Forms of Plagiarism:

1. Copying:

- **Description:** Directly replicating someone else's work without providing proper attribution.
- **Example:** Copying and pasting text from a source without enclosing it in quotation marks or citing the original author.

2. Paraphrasing Without Citation:

- **Description:** Rewriting someone else's ideas or text in your own words without acknowledging the source.
- **Example:** Rewriting a paragraph from a source with only slight modifications but without providing proper citation.

3. Self-Plagiarism:

- **Description:** Presenting one's own previously published work as new or without proper citation.
- **Example:** Submitting a paper or parts of a paper that has been previously submitted for another course without permission or acknowledgment.

Understanding these different forms of plagiarism is crucial for maintaining academic integrity. It's not only about avoiding direct copying but also about giving credit where it is due, whether the material comes from external sources or from one's own previous work. By recognizing and preventing these forms of plagiarism, individuals contribute to a culture of honesty, intellectual integrity, and respect for the creative and scholarly efforts of others.

Check your progress

1. Define plagiarism?

2. What are various forms of plagiarism?

24.2.2 Introduction to Plagiarism Detection Tools:

Plagiarism detection tools are invaluable resources for educators, students, and professionals to maintain academic integrity and ensure originality in written work. Here are two widely used tools:

1. Turnitin:

- **Description:** Turnitin is a web-based plagiarism detection service that compares submitted documents to a vast database of academic content, including papers, articles, and other written material.
- **Features:**
 - Originality Reports: Highlights potentially plagiarized sections.
 - Similarity Index: Provides a percentage indicating the extent of similarity with existing content.
 - Feedback: Offers constructive feedback to improve writing and citation.

2. Grammarly:

- **Description:** Grammarly is an online writing assistant that, among other features, includes a plagiarism checker. It helps users identify potential instances of plagiarism and provides suggestions for improvement.
- **Features:**
 - Plagiarism Checker: Scans text against a vast database to identify matching content.
 - Writing Enhancement: Offers suggestions for improving writing style, grammar, and sentence structure.

Demonstration: How to Use Turnitin:

1. Access the Turnitin Platform:

- Log in to the Turnitin platform using your credentials.

2. Submit a Document:

- Upload the document you want to check for plagiarism.

3. Review Originality Report:

- Wait for the Originality Report to be generated.
- Examine the report, which highlights any instances of similarity and provides links to the source material.

4. Interpret Similarity Index:

- Understand the Similarity Index percentage, which indicates the proportion of the document that matches existing content.

5. Access Feedback and Recommendations:

- Explore the feedback and recommendations provided by Turnitin to improve the document's originality.

Demonstration: How to Use Grammarly:

1. Access Grammarly:

- Log in to Grammarly or create an account if you do not have one.

2. Upload or Paste Text:

- Copy and paste the text you want to check into Grammarly, or upload a document.

3. Run Plagiarism Check:

- Select the plagiarism checker feature and wait for Grammarly to scan the text against its database.

4. Review Plagiarism Suggestions:

- Examine the suggested edits and changes related to potential instances of plagiarism.

5. Implement Improvements:

- Make necessary revisions to the document based on Grammarly's suggestions to enhance originality.

By integrating these tools into the writing process, individuals can proactively address potential plagiarism issues and ensure that their work adheres to ethical standards. It's essential to use these tools responsibly, understanding the results they provide and taking corrective actions to maintain academic and professional integrity.

24.2.3 Consequences of Plagiarism:

Academic Consequences:

1. Loss of Academic Credit:

- Plagiarism often results in the assignment or paper being rejected, leading to a loss of credit for the work.

2. Course Failure:

- In academic settings, severe cases of plagiarism can lead to failing the entire course or academic program.

3. Academic Probation:

- Students may be placed on academic probation, affecting their academic standing within the institution

4. **Expulsion:**

- In extreme cases, repeated or severe plagiarism may lead to expulsion from the educational institution.

Professional Consequences:

1. **Damage to Reputation:**

- Plagiarism can tarnish one's professional reputation, making it difficult to gain trust from colleagues, employers, or clients.

2. **Career Implications:**

- Professionals who engage in plagiarism risk damaging their career prospects, with potential consequences ranging from missed job opportunities to termination.

3. **Legal Ramifications:**

- Some instances of plagiarism may result in legal action, especially if it involves copyright infringement or breaches contractual agreements.

4. **Loss of Professional Credentials:**

- Professionals in certain fields, such as academia or research, may lose professional credentials or certifications due to plagiarism

Real-World Examples:

1. **Journalistic Plagiarism:**

- Journalists who plagiarize risk damaging the credibility of media organizations.

2. **Academic Scandals:**

- Instances of high-profile academic plagiarism, such as those involving public figures or renowned scholars, can lead to academic institutions reviewing their policies and practices. These cases often attract significant media attention.

3. **Copyright Infringement Lawsuits:**

- Authors, musicians, and other creators may file lawsuits against individuals or entities that plagiarize their work, seeking damages for copyright infringement. Such legal actions can have financial and reputational consequences.

4. **Professional Resignations:**

- Professionals in leadership positions who are found to have plagiarized may face pressure to resign from their positions due to the loss of public trust. This can be observed in cases involving politicians, CEOs, or public figures.

Understanding these consequences serves as a strong deterrent against plagiarism, emphasizing the importance of maintaining ethical standards in both academic and professional settings. It underscores the long-lasting impact that plagiarism can have on an individual's education, career, and overall reputation.

24.2.4 Importance of Citation:

1. Acknowledgment of Sources:

- **Description:** Citations serve as a way to acknowledge the sources of information, ideas, or data that are used in academic writing.
- **Purpose:** Demonstrates respect for the intellectual contributions of others and gives readers the ability to trace the origin of the information.

2. Credibility and Authority:

- **Description:** Proper citation enhances the credibility and authority of the writer's work.
- **Purpose:** By citing reputable sources, writers demonstrate that their arguments and claims are supported by established scholarship, research, or expert opinions.

3. Avoidance of Plagiarism:

- **Description:** Citations are a key tool in preventing plagiarism by providing clear attribution to the original creators of the content.
- **Purpose:** Ensures that writers give credit where it is due and avoid the misrepresentation of someone else's work as their own.

4. Contextualizing Information:

- **Description:** Citations provide readers with the necessary context to understand the broader scholarly conversation.
- **Purpose:** Demonstrates the writer's awareness of existing research and positions their work within the context of the larger academic discourse.

How Proper Citation Gives Credit to Original Authors:

1. Recognition of Intellectual Contributions:

- **Explanation:** When a writer cites a source, they are explicitly recognizing the intellectual contributions of the original author.
- **Importance:** This recognition is a fundamental aspect of academic integrity and ensures that the writer does not take credit for ideas or insights that are not their own.

2. Preservation of Academic Etiquette:

- **Explanation:** Citation is a form of academic etiquette, signaling to readers that the writer is part of a scholarly community that values the proper attribution of ideas.

- **Importance:** Upholding this etiquette contributes to a culture of trust and respect within the academic community.
3. **Facilitation of Further Research:**
- **Explanation:** Proper citation provides a road-map for readers who wish to delve deeper into a topic by exploring the cited sources.
 - **Importance:** Enables the dissemination of knowledge and encourages the continued development of ideas within the academic community.
4. **Validation of Arguments:**
- **Explanation:** Citing reputable sources adds weight to the writer's arguments and strengthens the overall validity of their work.
 - **Importance:** Allows readers to assess the reliability of the information presented and builds confidence in the writer's interpretation and analysis.

24.2.5 Tips for Avoiding Plagiarism:

1. Teach Students How to Take Effective Notes:

- **Active Engagement:**
 - Encourage students to actively engage with the material as they read, asking questions and making connections.
- **Organized Note-Taking:**
 - Emphasize the importance of organized note-taking, using methods such as outlines, concept maps, or Cornell notes.
- **Clear Source Identification:**
 - Train students to clearly identify the source of their notes, including page numbers, publication details, and author names.
- **Quote and Paraphrase Directly:**
 - Teach students to use quotation marks when directly quoting from a source and to paraphrase effectively when summarizing ideas.

2. Discuss Strategies for Paraphrasing and Summarizing:

- **Understand the Material:**
 - Emphasize the need for a deep understanding of the material before attempting to paraphrase or summarize.
- **Use Different Words and Structures:**
 - Instruct students to express the ideas in their own words, using different sentence structures and vocabulary.
- **Check Accuracy:**

- Encourage students to check the accuracy of their paraphrased content against the original source to ensure they haven't inadvertently retained the original wording.
- **Cite Appropriately:**
 - Reinforce the importance of providing proper citation even when paraphrasing or summarizing. Each instance of borrowed information should be credited to the original source.

3. **Emphasize the Importance of Time Management in Avoiding Last-Minute Plagiarism:**

- **Create a Schedule:**
 - Guide students in creating a realistic schedule for their assignments, allowing ample time for research, writing, and revision.
- **Break Down Tasks:**
 - Encourage the breakdown of larger assignments into smaller, manageable tasks, reducing the likelihood of rushed and plagiarized work.
- **Use Time-Management Tools:**
 - Introduce time-management tools and techniques, such as calendars, planners, or task management apps, to help students stay organized.
- **Avoid Procrastination:**
 - Discuss the negative impact of procrastination on the quality of work and the temptation to resort to plagiarism when facing tight deadlines.
- **Seek Assistance Early:**
 - Encourage students to seek help from instructors, peers, or academic support services if they encounter challenges during the writing process, rather than resorting to last-minute shortcuts.

By instilling effective note-taking habits, teaching proper paraphrasing and summarizing techniques, and emphasizing the importance of time management, educators can empower students to produce original, well-researched work while minimizing the risk of unintentional plagiarism. These skills contribute not only to academic success but also to the development of critical thinking and research abilities.

Check your Progress:

1. What are some of the important tools to detect plagiarism?
-

24.3 Learning Outcomes

Upon the completion of this Unit, you should be able to define plagiarism and its consequences, understand the different forms of plagiarism, recognize the importance of proper citation, and learn about tools and resources to prevent plagiarism.

24.4 Glossary

Plagiarism: Presenting someone else's ideas, words, or work as your own without proper attribution.

Citation: A formal acknowledgment of the sources of information used in academic writing.

Turnitin: An online plagiarism detection tool that compares submitted documents to a vast database of academic content.

Grammarly: An online writing assistant that includes a plagiarism checker among its features.

Note-Taking: The process of recording information from sources for later use in research or writing.

Paraphrasing: Rewriting someone else's ideas or text in one's own words while retaining the original meaning.

Summarizing: Condensing the main points or ideas of a text into a shorter form while preserving the essential meaning..

Self-Plagiarism: Presenting one's own previously published work as new or without proper citation.

24.5 Sample Questions

24.5.1 Objective Questions:

1. What is plagiarism?
 - (a) A form of academic excellence
 - (b) Presenting someone else's work as your own
 - (c) A type of citation

- (d) A method of paraphrasing
2. Which tool is commonly used for plagiarism detection and generates Originality Reports?
 - (a) Microsoft Word
 - (b) Turnitin
 - (c) Grammarly
 - (d) Zotero
 3. What is the primary purpose of citation in academic writing?
 - (a) To make the text longer
 - (b) To demonstrate a deep vocabulary
 - (c) To acknowledge and give credit to original sources
 - (d) To confuse the reader
 4. Which of the following is a consequence of plagiarism in the academic context?
 - (a) Enhanced reputation
 - (b) Loss of academic credit
 - (c) Legal rewards
 - (d) Public recognition
 5. What does effective note-taking involve?
 - (a) Memorization of content
 - (b) Randomly jotting down information
 - (c) Organizing information systematically
 - (d) Copy-pasting from sources
 6. Which term refers to presenting one's own previously published work without proper citation?
 - (a) Copying
 - (b) Paraphrasing
 - (c) Self-plagiarism
 - (d) Summarizing
 7. What does Turnitin primarily provide when checking for plagiarism?
 - (a) Grammar suggestions
 - (b) Originality Reports
 - (c) Word count analysis
 - (d) Formatting recommendations

8. When is proper citation necessary in academic writing?
 - (a) Only when directly quoting from a source
 - (b) Always, regardless of the type of information used
 - (c) Only in research papers
 - (d) Never, as it makes the text less original
9. What is the purpose of paraphrasing in academic writing?
 - (a) To confuse the reader
 - (b) To make the text longer
 - (c) To express ideas in one's own words while retaining the original meaning
 - (d) To avoid citing sources
10. Which of the following is a potential consequence of last-minute rushes in academic work?
 - (a) Enhanced creativity
 - (b) Reduced stress
 - (c) Higher quality work
 - (d) Increased risk of plagiarism

24.5.2 Short Answer Questions:

1. Define plagiarism and provide an example.
2. Explain the significance of the Similarity Index in plagiarism detection tools.
3. What is the purpose of providing proper citation in academic writing?
4. Briefly describe one consequence of plagiarism in a professional context.
5. List three strategies for effective time management to avoid last-minute rushes and potential plagiarism.

24.5.3 Long Answer Questions:

1. Discuss the ethical considerations surrounding self-plagiarism. Provide examples and explain how it can impact on academic integrity.
2. Examine the role of plagiarism detection tools like Turnitin in promoting academic integrity. Discuss their benefits and potential limitations.
3. Imagine a scenario where a student unintentionally plagiarized their assignment. Outline the steps they should take to address the situation ethically and rectify the issue.

24.6 Suggested Learning Resources

1. Roig, Miguel. "Avoiding Plagiarism, Self-Plagiarism, and Other Questionable Writing Practices: A Guide to Ethical Writing." *Office of Research Integrity, Department of Health & Human Services*, 2006.
2. Howard, Rebecca Moore. "Understanding 'Internet Plagiarism'." *Computers and Composition*, vol. 24, no. 3, 2007, pp. 311-331.

Maulana Azad National Urdu University

Programme: BA

VI Semester Examination, June -2021

Paper Code: BAEN601DST Paper Title: - Academic Writing

Time:3Hours

Total Marks:70

Min Marks: 28

Note: This question paper consists of two parts: Part – A and Part-B. Number of words to answers each question is only indicative. Attempt all parts.

Part-A contains 10 questions, of which students are supposed to answer 8 questions. Answer each question in approximately 100 words. Each question carries 05 marks. **(8x5=40 marks)**

Part-B contains 05 questions, of which students are supposed to answer 03 question. Answer each question in approximately 250 words. Each question carries 10 marks. **(10x03=30 marks)**

Part-A

1. What is paraphrasing? Explain.
2. What is Plagiarism? Describe with suitable examples.
3. Write a short note on types of academic writing.
4. Make a list of Dos and Don'ts in academic writing.
5. Proof-reading means "checking for minor errors" elaborate with suitable examples.
6. What is an abstract? Which of the following is not a type of an abstract? Justify.
a) Descriptive b) Analytical c) Indicative
7. Write a short note on a literature review?
8. What is the purpose of the conclusion in a research report? Explain
 - a. It explains how concepts were operationally defined and measured
 - b. It summarizes the key findings in relation to the research questions
 - c. It outlines the methodological procedures that were employed
9. What is the difference between academic writing and creative writing? Discuss.
10. Write a short note on Covid-19 precautionary measures to avoid spread the disease.

Part-B

11. Explain the format of in-text citation with examples.
12. Summarize the following passage.

English language Published: 01st May 2021

English Blues: What do the words stay and safe mean when put together in a sentence?

How a friendly farewell expression has become a piece of advice or a warning shows that the language evolves as per changing situations. By: Dr Albert P' Rayan, Edex Live

Of late, when the second wave of COVID-19 is sweeping through the country, we've been hearing the phrase 'stay safe' quite frequently. Almost everyone who speaks English uses the phrase in their daily conversations. 'Stay home; stay safe' is the extension of 'stay safe' during this period of the pandemic. The expression 'Have a nice day!' was a standard way of saying goodbye, but now the most commonly used expression is 'Stay safe'. Why? The answer is that the current situation demands it. What do we really mean when we say 'stay safe' to someone? In the past, the phrase was used as a friendly farewell, as in the examples below: We'll meet again after a week. Stay safe, my friend. Kids, stay safe! Now, when we use this phrase, we remind people to follow COVID-appropriate behaviour such as wearing masks, maintaining social distancing or staying at home in order to not to be infected by the Coronavirus.

As a piece of advice, the phrase expresses our care and concern for the other person. How a friendly farewell expression has become a piece of advice or a warning shows that the language evolves as per changing situations. I have discussed the importance of being familiar with word chunks. Let's look at other useful expressions that collocate with the word 'stay'. Here are some 'stay+adjective' collocations: stay healthy stay focused stay strong stay updated stay informed We also use the expression 'stay in the loop' to keep up to date with the things that are important.

The expression 'stay in the know' also means the same. If a person stays in the know about something, they have information about it. She is good at keeping her friends in the loop with the latest gossip and they enjoy staying in the loop. I want you to stay in the know so that you act promptly when something goes wrong. We use the expression 'stay focused' to tell someone to continue trying something in order to achieve what they have planned. How do we say 'stay focused' in different ways? We can use the phrases 'stay at it', 'stay on track' and 'stay the course'. Here are examples of how the phrases are used in sentences: If you want to become a hacker, you have to stay at it. You should never give up. She got three research papers published in a year by staying on track. I want to find out why they failed to stay the course. The English language is so rich that it allows users to say anything in different ways. Constant exposure to the language in the form of reading (stories, novels, news reports, etc.) and listening (news, conversations, lecture, etc.) helps anyone become familiar with different expressions. It is important to learn word chunks used in different contexts.

13. Write an essay on comparing virtual learning and face-to-face learning styles.
14. Write a detailed essay on the process of academic writing and steps involved in it.
15. Write an essay on work citation with special reference to MLA 8th Edition.
