



**M.A. (SOCIOLOGY)
SEMESTER - IV (CBCS)**

**READING AND WRITING IN
SOCIAL SCIENCE**

SUBJECT CODE : 91713

Prof. (Dr.) D. T. Shirke Offg. Vice Chancellor University of Mumbai, Mumbai.	
Prin. Dr. Ajay Bhamare Offg. Pro Vice-Chancellor, University of Mumbai.	Prof. Prakash Mahanwar Director IDOL, University of Mumbai.

Programe Co-ordinator	: Mr. Anil R. Bankar Associate Professor of History and Head, Faculty of Humanities, IDOL, University of Mumbai.
Course Co-ordinator	: Ms. Pankti Surve Assistant Professor, IDOL, University of Mumbai.
Course Editor	: Dr. Mrs. Sushila A. Yadav Department of Sociology, GES's Shri Bhausaheb Vartak Arts, Commerce and Science College, Borivali - (W.).
Course Writers	: Dr. Rohini Fadte Associate Professor and Head, Somaiya College, Vidyavihar. : Dr. Rajula Shah Assistant Professor, Sophia College for Women. : Dr. Lakshmi Periyaswamy Assistant Professor, Ket's Vaze College and Developer - UNESCPO.

January 2023, Print I

Published by Director Institute of Distance and Open Learning, University of Mumbai, Vidyanagari, Mumbai - 400 098.
--

DTP COMPOSED AND PRINTED BY Mumbai University Press, Vidyanagari, Santacruz (E), Mumbai - 400098.

CONTENTS

Chapter No.	Title	Page No
Module - I		
1.	Academics vs. Common Sense	1
2.	Academic Genre vs. Journalistic Writing	5
3.	Debates on Academic Writing	14
4.	Writing in the Digital Age	18
Module - II		
5.	Techniques of Thematic Reading	27
6.	Understanding the Main Arguments in an Academic Production	32
7.	Academic Reading Skills in Social Sciences	37
8.	Discursive Analysis	45
Module - III		
9.	Contextualizing Academic Writing	55
10.	Citations, Notes, References and Bibliography	62
11.	Description, Analysis, Critique	72
12.	Use of Software and Writing in the Digital Age – Blogosphere	81
Module - IV		
13.	Debates on Scientific Writing	90
14.	Plagiarism	96
15.	Intellectual Property Rights and Intellectual Commons	106
16.	The Politics of Academic Writing	116

SYLLABUS

READING AND WRITING IN THE SOCIAL SCIENCES

Rationale:

This paper aims at equipping the students with the skills needed for academic reading and writing. It assists the students to explore nuances of reading and academic writing by familiarising them with emblematic texts and manuals. Students will be given orientation to the array of open access software available. Issues and debates on plagiarism and implications of intellectual property rights will also be discussed. The applied component of the course entails students to submit a short essay incorporating the insights gained from the discussions in the classroom.

Unit I: Academic Writing

- Academics vs. common sense
- Academic genre vs. journalistic writing
- Debates on academic writing
- Writing in the digital age

Unit II: Reading in the Social Sciences

- Techniques of thematic reading
- Understanding the main arguments in an academic production
- Reading skills
- Discursive analysis

Unit III: Writing Skills

- Contextualising academic writing
- Citation, notes, references and bibliography
- Description, analysis, critique
- Use of Software and Writing in the digital age: the blogosphere

Unit IV: Debates and Issues

- Debates on scientific writing
- Plagiarism
- Intellectual Property Rights and Intellectual Commons
- The politics of academic writing

References:

- Bailey, S. (2015). Academic Writing for International Students of Business. London & New York: Routledge.
- Clark, M.D. et al (Eds.). Creative Writing in the Digital Age: Theory, Practice, Pedagogy. London: Bloomsbury.
- Ekegren, P. (2012). The Reading of Theoretical Texts: A Critique of Criticism in the Social Sciences. London & New York: Routledge.
- Hayot, E. ((2014). The Elements of Academic Style: Writing for the Humanities. New York: Colombia University Press.
- Sword, H. (2012). Stylish Academic Writing. Cambridge, MS: Harvard University Press.
- Vallis, G.L. (2010). Reason to Write: Applying Critical Thinking to Academic Writing. Charlotte, NC: Cona Publishing and Media Group

Further Reading:

- James, A. et al. (Eds.). After Writing Culture: Epistemology and Praxis in Contemporary Anthropology. London & New York: Routledge.
- Jones, J. et al. (Eds.). (2011). Writing for Sociology. Berkeley, Department of Sociology, University of California.
- Thompson, P. Walker, M. (Eds.). (2010). The Routledge Doctoral Students Companion: Getting to Grips with Research in Education and the Social Sciences. London & New York: Routledge.
- Waterstone, A. and Vesperi, M.D. (Eds.). (2009). Anthropology off the Shelf: Anthropologists on Writing. Malden, MA: Wiley-Blackwell.
- Waxler, R.P. (2014). The Risk of Reading: How Literature Helps us to Understand Ourselves and the World. London: Bloomsbury.

MODULE - I

1

ACADEMICS VS. COMMON SENSE

Unit Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 What is academic knowledge?
- 1.3 What is common sense knowledge?
- 1.4 What is more reliable and why?
- 1.5 Questions
- 1.6 References

1.0 OBJECTIVES

- To understand the difference between Academics and Common Sense.
- To familiarize students with the significance of academic knowledge over the common sensical knowledge.

1.1 INTRODUCTION

Sociologists have long advocated a sociological approach to explanation by contrasting it with common sense. All human beings are some types of researchers who give meaning to, interpret, and predict their social world. We may be concerned with both the micro and the macro issues that are happening in our village and to those happening at the global level. We are interested in understanding and explaining our everyday experiences. This basic sense of curiosity is the foundation of social science research.

The social reality, which is always changing, poses many questions to humans to understand, interpret give meaning and predict to this changing social reality. Research in social sciences holds a special place. In such situation scientific research becomes an important tool in understanding the reality and the causes that are leading to changes as well as resisting changes. Therefore, social research is a systematized effort to gain new knowledge. Social or academic/scientific research helps us in adding new knowledge by supporting or disagreeing with the existing forms of knowledge.

1.2 WHAT IS ACADEMIC KNOWLEDGE?

According to Collins dictionary, Academic is used to describe things that relate to the work done in schools, colleges, and universities, especially work which involves studying and reasoning rather than practical or

technical skills. Academic knowledge is a specific form of knowledge that has characteristics that differentiate it from other kinds of knowledge, and particularly from knowledge or beliefs based solely on direct personal experience.

In other words, academic knowledge is a second-order form of knowledge that seeks abstractions and generalizations based on reasoning and evidence. Fundamental components of academic knowledge are:

- Transparency
- Codification
- Reproduction
- Communicability

Transparency means that the source of the knowledge can be traced and verified. Codification means that the knowledge can be consistently represented in some form (words, symbols, video) that enables interpretation by someone other than the originator. Knowledge can be reproduced or have multiple copies. Lastly, knowledge must be in a form such that it can be communicated and challenged by others.

Academic knowledge shares common values or criteria, making academic knowledge itself a particular epistemological approach.

Check Your Progress:

1. What is academic knowledge?

1.3 WHAT IS COMMON SENSE KNOWLEDGE?

Many things that we know today are learned through an alternative to social research. A great part of our knowledge is based on what our parents and others have told us. You may also have knowledge based on personal experiences. In Social Sciences, individual can acquire information/knowledge through research and also by using common sense. Whereas, the social research is more structured, organized and systematic process, these alternatives are not. Some of the alternatives that we encounter in our daily lives are common sense, media myths and personal experiences.

Sociology draws a great deal from common sense as the former touches the everyday experiences of lay persons. As a result, there is a tendency to use one in place of the other. Sociological knowledge tends to be general, if not universal, on the other hand common sense knowledge is particular and localized. Common sense is not only localised it is also unreflective since it does not question its own origin and presuppositions. Further,

sociology also helps us to show that common sense is highly variable. Sociology helps us to understand a society and this could be deepened and broadened by systematic comparison between one society with other whereas common sense is not in a position to reach such an understanding.

This becomes possible because sociology makes use of its tools and techniques for systematic investigation of the object while common sense involves preconception, which is rejected by sociology. Common sense easily constructs imaginary social arrangements which is utopian whereas sociology is anti-utopian in its central preoccupation with the disjunction between ideal and reality in human societies. Sociology is also anti fatalistic in its orientation. it does not accept the constraints taken for granted by common sense as eternal or immutable.

It provides a clearer awareness than common sense of the range of alternatives that have been or may be devised for the attainment of broadly the same ends. Sociology is further value neutral and free of all forms of biases and value judgments but common sense is often a source of biases and errors. Common sense knowledge is the routine knowledge people have of their everyday world and activities.

Check Your Progress:

1. What is common sense?

1.4 WHAT IS MORE RELIABLE AND WHY?

The explosion in academic knowledge is the basis of the knowledge society. It was academic development in sciences, medicine, and engineering that led to the development of the internet, biotechnology, digital financial services, computer software, and telecommunications. Indeed, it is no coincidence that countries most advanced in knowledge-based industries were those that have the highest participation rates in university education.

Thus, while academic knowledge is not ‘pure’ or timeless or objectively ‘true’, it is the principles or values that drive academic knowledge that is important. Although it often falls short, the goal of academic studies is to reach for deep understanding, general principles, empirically-based theories, timelessness, etc., even if knowledge is dynamic, changing, and constantly evolving. Academic knowledge is not perfect but does have value because of the standards it requires. Nor have academic knowledge or methods run out of stream. There is evidence all around us: academic knowledge is generating new drug treatments, new understandings of climate change, better technology, and certainly a new knowledge generation.

Check Your Progress:

1. Explain why academic knowledge is important?

1.5 QUESTIONS

- 1) Differentiate between academic knowledge and common-sense knowledge.
- 2) How to relate academic knowledge and common-sense knowledge.

1.6 REFERENCES

- May, T. (2001). Social Research: Issues, Methods and Process, (3rd edn). Buckingham: Open University Press.
- Mills, C.W. (1970). The Sociological Imagination. Harmondsworth: Penguin; originally published in 1959.
- Laurillard, D. (2013). Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies: Taylor & Francis.
- Williams, M. (2000). Science and Social Science: An Introduction. London and New York: Routledge.

ACADEMIC GENRE VS. JOURNALISTIC WRITING

Unit Structure

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Meaning of Academic Genre
- 2.3 Understanding Journalistic Writing
- 2.4 Differences between Academic Genre Vs. Journalism Writing
- 2.5 Summary
- 2.6 Questions
- 2.7 References

2.0 OBJECTIVES

- To learn about the meaning of Academic Genre and Journalistic Writing.
- To understand the difference between Academic Genre and Journalistic Writing.

2.1 INTRODUCTION

Many students continue to pursue a career in academics after completing Graduation, Post-Graduation or even after PhD in Sociology. Some students also build up their career as content writers, reporters work in the different field related to journalism. If you are also planning to build your career on lines of academics and journalism then this chapter would help you to get a broader picture, nature of work in these areas specially with the view of the types of literature being produced. Though both the disciplines cannot be isolated from one another as both the disciplines interact and even merge at times as both discusses about society specially while studying social sciences and sociology. This chapter would discuss the basic introduction towards Academic Genre and thereafter we would look into its comparison.

2.2 MEANING OF ACADEMIC GENRE

Academic refers to how well a student does in courses of study that are based on formal education, particularly in a higher education institution. a college, academy, school, or other educational facility, particularly one for higher education, or having to do with one. Merriam-Webster Dictionary states that “Academic is a member of an institution of learning”. The meaning of genre is often associated with form, style, category. The genre

becomes popular when other scholars find it useful and convincing. Genre is how writers frequently use language to address recurring circumstances (Hyland, 2008). There are several popular genres like folk tale, poetry, fiction, non-fiction, action, comedy, social issues based, mystery, thriller.

Academic Genres, have guidelines and have certain common formats, used in academic publishing (such as abstracts, conference presentations, book reviews, bibliographical essays, journal articles, book chapters, monograph proposals, book-length studies, edited collections, conference proceedings, etc.). Examples of Academic genre are textbooks, thesis, review, published and unpublished research papers. Academic genre also needs evidence through citation while presenting an argument as this helps in bringing about credibility to the existing work and as research is not carried out in isolation. It also helps for others to know the amount of work carried out in the existing topic and what are the gaps which are left. Citation also acts as evidence to present the view. Hence, citation is very important in academic genre. Academic genre writing is also at times monitored recognized through ranking of journals, classification of journals and even through agencies like UGC List of Journals. Additionally, there are several academic publishing and intellectual pursuits (such as podcasts, grant writing, bibliographical entries, writing for non-profits, editing, blogging, annotating bibliographies, etc.) that offer additional avenues to start conducting and advancing research and this can be seen as academic genre. Academic genre is more of formal in nature. Academic genre contains published material which can be used for reference, citation to solve problems, it also includes scholarly work which is written for expanding literature on a given topic. In Academic writing, if any slang, context is used one has to explain and clear its specific use and at times even the reason behind it. Many a times italics are also used in that context. Additionally, the writing has to be clear with whole phrases and in a specific order. It's likely that academic writing in English differs from academic writing in regional language (Oshima, A., & Hogue, 2007).

The language English has certain politics within it, which overall affects the academic writing and access to literature to a large group. Several texts are still in English and the accessibility to common audience is difficult as the writing is technical, includes jargons and caters to an audience who is majorly from that of academic background. Lack of translation of academic text into regional language is still a problem even today even in the field of sociological literature where vernacular students still find it difficult to get books. For instance, nearly 95% of indexed natural science journals and 90% of social science articles, respectively, use all or some English, according to the Institute for Scientific Information (ISI) (Thomson Reuters 2008a). Similar to this, 4,654 or 50% of social science articles use English as their primary language. (UNESCO DARE 2009).

The Politics of Geolocation in Academic Genre:

Many a times the politics of academic text production are often shaped by the geopolitical location of researchers, texts, and languages (see Belcher

2007; Flowerdew 1999a, Swales 1990, 2004; Salager-Meyer 1997; 1999b; 2002a). Certain texts are considered more seriously or get more coverage when it is produced in specific regions or under popular institutions like Cambridge, Oxford etc. In a way, leading to the geopolitical and academics politics. This is a kind of academic dominance even today by the powerful institutions and elite groups. These locations could be anywhere from West like Europe, America, Central America, Eastern Europe, Portugal, Spain to name a few countries. Even in countries where English is spoken as second language there too this problem exists. Infact, there are two circles existing the Inner circle countries are Australia, United States, United Kingdom, influencing the countries on the outer circles like India, Singapore, Nigeria which were colonised to a large extent and for longer period (Kachru 1992, 2001). Through writings and publications, the centre circle countries are able to influence policies and decisions of other countries too. To use Wallerstein theory (1991) World Systems theory, centre and periphery whereby the centre countries influence the periphery countries (Lillis, Curry, 2010).

Check Your Progress:

1. List out some examples of Academic Genre.

2. Academic genre needs evidence through citation. do you agree or disagree?

2.3 UNDERSTANDING JOURNALISTIC WRITING

Journalism is the process of gathering, preparing, and disseminating news, as well as related commentary and feature materials, through print and electronic media like newspapers, magazines, books, blogs, webcasts, podcasts, social networking and social media sites, as well as radio, movies, and television. Newspapers were the primary medium for reporting on current events when the term "journalism" was first used, but as radio, television, and the Internet became more widely used in the 20th century, the phrase came to refer to all printed and electronic communication that covered current affairs (Britannica).

Journalistic Writing is that aspect of communication that informs us about the evolving events, problems, and people in the outside world. The main purpose of news is to inform the public, even if it is engaging or entertaining. In order for citizens to make the best decisions for their lives, communities, societies, and governments, journalism must therefore give

them the knowledge they need (American Press). There are different types of journalistic writing like:

Investigative journalism:

Investigative reporting necessitates that journalists embrace their inner investigator. This type of journalism exposes hidden truths in every sphere of life—political corruption, accusations of fraud, you name it—and encourages readers to consider the facts more thoroughly. Many fields can benefit from investigative journalism because it can spark peoples' interests and curiosities. Facts, intrigue, and reader interest are crucial components of this kind of journalism. The headline is the most crucial component of investigative journalism. After all, it serves as writing's primary hook to have reader's attention.

News Journalism:

This form of journalism that most closely resembles earlier forms of the profession is arguably news journalism. These articles just deliver a bit of news and should be brief and to the point. Nothing is hidden, no opinions are added, nothing. Because some news is too difficult to handle, they might contain a small amount of understatement, but they always tell the truth. The news itself, and how you present it, are at the heart of this kind of journalism.

Review writing:

Reviews are a well-balanced mixture of truth and opinion. In simple terms a review simply states: Here are the facts regarding this establishment or product that we cannot alter or dispute. In reviews, authors present an item or location, give the readers a description of it, and then state whether or not they would suggest it and why. Reviews can be challenging since there is a sharp line between being subjective and being objective, and a review should fall somewhere in the middle. It shouldn't read like a sponsored advertisement, but it also shouldn't sound like a journalistic article. A well-timed review can become widespread, and keeping that balance is the key to a successful review.

Column writing:

In the present day, a column is popular and an important part of journalistic writing. There are followers of columnist who read it without missing it. A columnist takes ownership of a space in a newspaper, which could be as tiny as a box or as large as a full page, and writes anything they want in it. The author, who occasionally even selects the name for the column, is given complete credit for it. It is the columnist's personal place in the newspaper or magazine where he or she can express views or thoughts. The primary focus of a column is the personality of the author—basically, what they like, what they do, and what they write about. Charles Bukowski, Stephen King, and Mitch Albom are a few well-known authors who have written or currently write columns. Many authors eventually switch to different formats, while writing columns while some don't.

Feature writing:

Feature writing is basically taking a topic and increasing the focus on it to capture every single detail (at least in terms of word count). The journalist's creative mind is unlocked by a feature piece, which allows them to unleash their creative monster and delve deeply into the subject they are covering. The goal of feature articles is to provide you with every detail and every angle on a subject. A feature article is the longest of the previously mentioned article genres.

2.4 DIFFERENCES BETWEEN ACADEMIC GENRE VS JOURNALISM WRITING

Academic genre is many a times written for a section of group who are academicians or students. Those certain texts could go beyond academics and influence people at a long run too. Journalistic writing can be market driven many a times. As what is needed, relevant, what the sponsors needs. However, the serious journalism also involves bringing light to the social issues which are ignored, it also acts as a watcher of the system in the pursuit of truth justice. It also influences and creates opinion among people. Academic writing is backed by theories, facts and accuracy to the closest. Published material are viewed as serious work and even scholarly journals work are viewed as reliable and valid.

Journalist writes for common people. On the other hand, the academic writers write for a group who are studying or in a specific profession. There are several courses which are offered by Institutes like Indian School of Journalism, Asian School of Journalism, is a course which is offered in Journalism where there are professional colleges, institutes offering the courses, especially in copywriting, writing.

The Regional media is more preferred as it develops a proximity to the reader. The tone of the language is also something which is local than that of academic and filled with jargon. The funders interfere is least in terms of academic writing. On the other hand, journalists have to act according to the news, timing, competition, filled with sensationalism.

Writing investigative reports is a difficult undertaking since the reporters must be very careful to avoid provoking legal action and stick strictly to the facts. These reports are likely to spark controversy because they involve a well-known person, a misuse of authority, money, or some form of corruption. Investigative pieces are more challenging to create because several reporters must do months-long investigations to find one such story. Thus, it is a difficult to tie together all the information and interviews obtained throughout the procedure. On the other hand, academic writing as such there is no course offered. The skill is picked up by the student through the course of his academic. Any field student can get by the student into academic writing of his or her own discipline. The case is same with that of academic researcher, the decision is often taken by a committee or the guide/ supervisor when the topic needs to be continued if it is sensitive, or sudo name needs to be given. In the case of established

academicians, they speak on the basis of facts many a times and they face actions, boycotts from people specially if the topics are sensitive. But both whether its journalism or academics ethics plays an important role in directing the writings. Journalistic writing relies largely on fieldwork and field investigation and thereby reporting the news. This may not be to a large extent in terms of academic genre also many a times here, compilation of secondary sources, review is also carried out. Academic materials are most frequently found in journals and textbooks. As a result of their extensive practice utilizing this writing style during their college years, you will discover that pupils are more at ease using it. When composing an article, journalists follow the process, but they have a short deadline. These articles should be succinct, simple to grasp, and free of jargon, especially when it comes to creating news pieces. As the readers are from different background.

Journalistic writings use many a times the anthropological methods of qualitative researchers like storytelling, narrative, interviewing. This helps to connect them with audience at a deeper level and creates relatability to the audience. There are also emotions being used to a large extent with words which invoke fear, happiness, anger, frustration to attract the readers attention in the title of the news article, newspapers. This may not be the case to that of an academic writing where the content plays an important role and the tone of the language too. Being more formal in nature. Even a tiny abstract works on the same formulae of discussing the introduction, methods and findings of the study. However, certain common's themes exist in both academic and journalistic writing like both have to maintain objectivity while writing, recording the information of the co-participants. This would help in limiting the bias developed while studying or learning about the issue/ problem/ topic. There also needs to be balance while writing about any topic this would help in understanding the problem in a better way. Like all the aspects of the topic should be considered. Academic Genres are also many a times subject specific, for example Chemistry or Biology texts would be easily understood by Chemistry or Biology student while, Philosophy student will find it difficult to understand. This would not be the case with that of Journalistic writing where the focus is for common audience who speak simple language and even are speaking multilingual or bilingual words like mixed with English.

Article in Academic Genre vs. Journalistic Writing:

An Academic research article is often published in a journal or presented in a conference, Seminar which could be in National, International, State or even regional level. In the opening section of the research article, one should provide a description of the research problem and an introduction to it. At times, the title of the research piece is frequently followed by an abstract. The research article consists of review of earlier literature on the topic related to the problem studied and written. There are also the arguments which the research paper is trying to address. The main body of the text includes information like quotes, statistics, supporting the

problem. The scholar or writer even uses/employ data from various sources like primary and secondary. At the end of the article the researcher presents his/her views through findings and recommendations. There is also referencing, citation of the sources used in the text and is documented at the end of the text. The referencing style could be APA, MLA etc whereby the place of publication, name of the author, year of publication, article title, book title mentioned.

A journalistic article is entirely different from that of the Research based academic article. Here, there are several other factors which determine the article's publication like news quality, time, content, relevance etc. The audience who are reading the article are common people who belong to different professions, occupations, students, children's hence it has to be written in a simple language. Due to the increasing competition from new media forms like social media, twitter, there is less time to research and produce or even create detailed material among print houses. The aim of the article is also to describe and inform than to always solve problems, though some articles can lead to solving problems through addressing and highlighting a particular issue. Many a times, higher authorities or government authorities get the information about certain issues through newspaper articles and thereafter the problem is resolved. The editorial articles are the one's which are presented in detail and with references. The references pattern unlike the research is not followed. As many a times people are interested in the news than the references. Also there is space crunch in the newspaper as there are articles to be published on several topics right from entertainment to sports to location-based news to global news.

The format of journalistic writing has been evolving specially with the emergence of social media. People have even started reading news in their mobile. Catchy phrases are also used to attract the reader's attention. The dual language is also used or what can be said as the SMS language. This is done to retain the attention of readers and to create a oneness or relatability for the news article to the people.

To summarize the writing process, there are four steps. The phases are as follows: 1.the news topic/ issue/ event 2. Gathering information on the idea or topic (Collection) 3. Organizing the concept and creating related subheadings or sub-themes (Construction) 4. Verifying comprehensibility and consistency during editing, polishing, and proof reading (Correction).

Check Your Progress:

1. What is Column Writing in Journalism Writing?

2. Discuss Investigative Journalism.

2.5 SUMMARY

In this chapter we discussed about the meaning of Academic Genre and that of Journalistic writing. Academic writers are many a times researchers, students who write for publication, thesis etc. They also use theories and arguments. On the other hand, journalistic writing is many a times about fieldwork and reporting the news from the ground level. They form writings related to investigation, news, feature writing, columns etc. Though both are different certain common patterns are found in both academic and journalistic writings like they involve methods like storytelling, narrative methods. Both try to raise problems, report about issues concerned about common public.

We also saw some differences like - in majority of cases, academic papers take weeks or months to write since they require substantial research. Academic writers can cite literature from other authors in addition to their own earlier work to support their writing. Writing an academic article requires extensive study, therefore the work is seen as being more reliable. It is crucial to remember that all the data should be carefully reviewed before being written.

Academic materials are most frequently found in journals and textbooks. As a result of their extensive practice utilizing this writing style during their college years, you will discover that pupils are more at ease using it. When composing an article, journalists follow the process, but they have a short deadline. These articles should be succinct, simple to grasp, and free of jargon, especially when it comes to creating news pieces. As the readers are from different background.

In contrast to academic writing, the fundamental distinction in this form of writing is that texts are not mentioned, and the piece lacks a bibliography. Quotes only occur when the journalist is reading through scholarly scripts. Journalistic writing frequently uses unnamed sources when quoting them.

2.6 QUESTIONS

- 1) Discuss the meaning of Academic Writing Genre and the politics associated within it.
- 2) Write a note on the differences between Academic Genre and that of the Journalistic writing.
- 3) Discuss in brief the Article process difference in Academic Genre and Journalistic writing.

2.7 REFERENCES

- Hyland, K. (2008). Genre and academic writing in the disciplines. *Language Teaching*, 41(4), 543-562.
- Bruce, I. (2008). *Academic writing and genre: A systematic analysis*. Bloomsbury Publishing.
- Paltridge, B. (2004). Academic writing. *Language teaching*, 37(2), 87-105.
- <https://blog.ureed.com/2019/06/02/types-of-journalism-an-introduction/>
- <https://www.americanpressinstitute.org/journalism-essential/>
- <https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/purpose-journalism/>
- <https://www.uniquenewsonline.com/academic-writing-vs-journalistic-writing/>
- Britannica, T. Editors of Encyclopaedia (2003, March 31). journalism summary. Encyclopaedia Britannica. <https://www.britannica.com/summary/journalism>
- Gaillet, L.L., Guglielmo, L. (2014). *Understanding Academic Genres*. In: *Scholarly Publication in a Changing Academic Landscape: Models for Success*. Palgrave Macmillan, New York. https://doi.org/10.1057/9781137410764_3
- <https://unesdoc.unesco.org/ark:/48223/pf00000005427>

DEBATES ON ACADEMIC WRITING

Unit Structure

- 3.0 Objectives
- 3.1 Introduction
- 3.2 What is academic writing?
- 3.3 Debates/issues in academic writing
- 3.4 Summary
- 3.5 Questions
- 3.6 References

3.0 OBJECTIVES

- To understand what constitutes academic writing.
- To familiarize students with the debates in academic writing.

3.1 INTRODUCTION

Academic writing refers to a particular style of expression that scholars use to define the boundaries of their disciplines and their areas of expertise. Characteristics of academic writing include a formal tone, use of the third-person rather than first-person perspective (usually), a clear focus on the research problem under investigation, and precise word choice. Like the specialist languages adopted in other professions such as law. Academic writing is designed to convey agreed meaning about complex ideas for a group of scholarly experts.

3.2 WHAT IS ACADEMIC WRITING?

The linguist and educator James Britton, drew on the work of the linguist Edward Sapir, in developing his theory of language use. Sapir, like Bruner, classified all language into “two distinct orders”: “expressive language,” exemplified by everyday speech; and “referential language,” exemplified by scientific discourse.

Unlike fiction or journalistic writing, the overall structure of academic writing is formal and logical. It must be cohesive and possess a logical flow of ideas, which means that the various parts are connected to form a unified whole. There should be links between sentences and paragraphs so the reader is able to follow your argument. In academic writing, the author is expected to investigate the research problem from an authoritative point of view. One should, therefore, confidently state the strengths of your arguments using language that is neutral, not confrontational, or dismissive.

Clear use of language is essential in academic writing. Well-structured paragraphs and clear topic sentences enable a reader to follow your line of thinking without difficulty. The language should be concise, formal, and express precisely what you want it to mean. Vague expressions are to be avoided in academic writing completely. Citing sources in the body of your paper and providing a list of references are very important aspects of academic writing. It is essential to always acknowledge the source of any ideas, research findings, or data that you have used in your paper. To do otherwise is considered plagiarism.

Interestingly, what is valued in academic writing is that the opinions are based on a sound understanding of the pertinent body of knowledge and academic debates that are currently being debated in your discipline. One need to support its opinion with evidence from academic sources. It should be an objective position presented as a logical argument.

One of the main functions of academic writing is to describe complex ideas as clearly as possible. Often called higher-order thinking skills, these include cognitive processes that are used to comprehend, solve problems, and express concepts or that describe abstract ideas that cannot be easily acted out, pointed to, or shown with images.

Check Your Progress:

1. Write a brief note on academic writing.

3.3 DEBATES/ISSUES IN ACADEMIC WRITING

1. Lexical difficulties:

The problem with words is among the biggest ones a first-year student may encounter. Proper linking of words and phrases is not that simple for many people, to say nothing of inexperienced people who have to write essays, reports, labs, etc. Each of these papers requires linking one idea or argument to another and developing coherence within a paragraph. Therefore, even if people write academic papers themselves, they still may need professional proof reading and editing services.

2. Grammar and punctuation:

It's not a secret that errors in grammar and punctuation are one of the main reasons why people lose their marks in academic papers. This is a great problem for students who may use wrong words, confuse prepositions and conjunctions, miss auxiliary verb or simply are not familiar with punctuation rules. In such a case, hiring a professional proof reader can solve lots of problems indeed.

3. Plagiarism:

While some students find it hard to get their thoughts and ideas down on paper, others just do not know how to properly incorporate quotations into sentences. Trying to do the assignment, they simply borrow passages from articles, books and even websites without identifying them; hence the problem of plagiarism. Professional academic writing services can help such students by showing them how a well-written non-plagiarized paper should look like.

Another common obstacle comes when students have not yet understood the importance of avoiding plagiarism. It is very difficult to integrate researched text into one's own style of writing, and it's something that can also be affected by one's level of proficiency in English. A writer cannot just directly quote a source all the time – paraphrasing text is an important skill to master, and one that takes ongoing commitment and practice to be competent in. Strategies to combat this include using a dictionary and thesaurus to find alternative words, rearranging the phrases in a sentence, modifying the word form, changing between active and passive voice, and condensing or extending the original. In addition to this, a student must use a referencing system like APA, which takes even more time to master.

4. Text structure:

Whether it comes to a thesis, essay or article – each of them has a certain structure. Typically, they all are based on three main components: introduction, main body and conclusion. Many students have problems with structuring their works for a variety of reasons, the main of which is the inability to draw up every single part considering the singularity of all other. To ask for professional paper help in such a case is reasonable and even necessary for obvious reasons.

Check Your Progress:

1. What are issues for the students while writing academically?

3.4 SUMMARY

Writing is a skill that is required in many contexts throughout life. To summarize, academic writing is a special genre of writing that prescribes its own set of rules and practices. 1. These rules and practices may be organized around a formal order or structure in which to present ideas, in addition to ensuring that ideas are supported by author citations in the literature. 2. Further, academic writing adheres to traditional conventions of punctuation, grammar, and spelling. 3. Finally, in contrast to many other personal writing contexts, academic writing is different because it deals with the underlying theories and causes governing processes and

practices in everyday life, as well as exploring alternative explanations for these events.

3.5 QUESTIONS

- 1) How is academic writing different from personal writing?
- 2) What are the main aspects of academic writing?
- 3) State the debates within the discourse on academic writing.

3.6 REFERENCES

- Academic Writing. The Writing Lab and The OWL. Purdue University;
- Academic Writing Style. First-Year Seminar Handbook. Mercer University;
- Bem, Daryl J. Writing the Empirical Journal Article. Cornell University;
- College Writing. The Writing Center. University of North Carolina;
- Sapir, Edward. Culture, Language and Personality. Berkeley and Los Angeles: U of California P, 1961.
- WHITLEY, E. A., & GROUS, A. (2009). Academic writing by “international” students in the internet age: studying diversity in practice. *International Journal of Innovation in Education*, 1(1), 12–34.

WRITING IN THE DIGITAL AGE

Unit Structure

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Meaning of Digital Age
- 4.3 Different aspects of writing in Digital age
- 4.4 Problems associated with writing in Digital age
- 4.5 Summary
- 4.6 Questions
- 4.7 References

4.0 OBJECTIVES

- To understand the writing process.
- To learn about different aspects related to writing in the digital age.

4.1 INTRODUCTION

In this chapter we will learn about the interaction of writing and technology specially in terms of the digital age. This chapter, would be useful in several ways, like as students you are expected to write essays for exams. Later while doing Master's, you may or may not be writing a dissertation, preparing reports, writing letters or any other form of write ups where you would be making use of technology.

In the present digital era it has become easier to write and publish work. As every day we tend to write online. Like we write YouTube comments, we also text each other on WhatsApp. We also tend to express ourselves through emojis, like anger, frustration etc. We use different messenger service platform where we express our emotions, anger, frustration. So much so that it has replaced, in person meeting. An app controlling our physical movement. So, all of us are writing more than ever, only thing is we have put it into a shape and give a direction and make it suitable to social science and academic writing. Even during the Covid-19 pandemic exams were conducted online through multiple choice questions. With access to internet, the amount of information available for a student is very large. Additionally, we are overloaded with information and this is often confusing. The recent pandemic too changed the formal communication happening in the classroom into social media platforms like WhatsApp, whereby informal communication was exchanged through groups, chats, etc. Details about lectures were being shared on WhatsApp or Telegram. This shows how technology can bring about change from the formal method of writing a notice and having a special notice board dedicated to it where a student was expected to visit the notice board and learn the

information discussed in it and even make a note of it. The point to draw is technology has brought new ways of doing things.

Writing is a way of recording a periodic history, which otherwise the later generation may not know about how the past was. Apart from this, writing helps to understand the growth of human kind. Due to the different texts written by various Anthropologists, Sociologists, we are able to understand the world in a better way, at the same time it helps us to learn about the past in order to help us learn about the present. Let us now learn about the meaning of Digital age before understanding further about the topic. As the chapter title is Writing in the Digital age.

4.2 MEANING OF DIGITAL AGE

The Information Age, is a historical era of the 21st century marked by the quick transition from the earlier modes of traditional age. It needs to be noted that the industrial age led to the information technology. The speed at which the Information age spread was far more than the earlier historical period. With the widespread usage of the Internet, the digital age officially started. The computers were been made around 1970s, with the debut of the personal computer there was free and speedy flow of information.

Check Your Progress:

1. What is Digital Age?

2. How does the work of earlier Anthropologists and Sociologists help us today?

4.3 DIFFERENT ASPECTS OF WRITING IN DIGITAL AGE

Writing in the digital age is different from that of the olden times unlike using a typewriter or a pen and paper. There are different problems which one faces like being disturbed by one's own habits like lack of discipline, fear of rejection, use of mobile phones. Let us look into this in detail.

Student and Writing:

In the traditional learning system of Gurukul the 'learners were required to learn about wisdom, knowledge by residing with the teacher. Here, they learn about different life lessons through practice, stories etc. However,

with the arrival of digital age, the tools in the classroom, the authority of textbooks grew and with time even the use of technology (Cope & Kalantzis, 2000; Gee, 2000; Lank-shear & Knobel, 2003; Rostvall & Selander, 2008; Selander & Kress, 2010; Säljö, 2010). With time the writing practices also changed for learners.

Writing by hand appears to be becoming rarer and rarer in daily life as a result of the recent rapid changes in writing practises (Neef, 2010). Digital gadgets are used in its place even for day to day tasks, like for making grocery lists, jotting down a number, and even for texting our loved ones. Thereby, effecting even the classroom interaction. These modern technologies are effective and give us the ability to communicate and store data, as well as manipulate it in different ways than the older ones could not, like editing and revising texts, some students today use computers in schools to write essays, reports, home assignments, and other types of writing (Skol-verket1, 2013a). Students also use internet to write project, assignments, essays than visiting the library and making notes by themselves. As internet become convenient, no procedures to follow and is handy.

Numerous investigations on various writing technologies and their effects on the writing process have been conducted by Haas (1996). She looked at the amount and type of planning under three different scenarios: pen and paper, word processing alone, and word processing in addition with the use of pen and paper permitted (Haas, 1996). She discovered that word processor users depended more on the prospect of text revision and had less of a plan for their content than writers who wrote on paper.

Some scholars have also asked the question like how do college students in the twenty-first century write so much more? Students can write more quickly with computers. The writing speed increased due to the technological change between 1917, 1930, and 1986. Students could write more quickly using ballpoint pens and manual or electric typewriters than they could with ink pens or fountain pens. The internet has also been a useful thing. According to study, K–12 children who have access to the internet on their computers "write more, rewrite more, publish more, receive more feedback on their writing. They also write in a wider variety of genres and forms, and generate higher quality writing."

Writing and Career:

Writing is an important skill which one has to develop as a student of social science. This skill helps in getting quicker jobs like content writing. One can begin one's career by writing about different issues, topics and building a profile. Starting with small publications and later one can join a newspaper too. Earlier writing a blog used to be more of a hobby, but it is now an essential component of content marketing. Today, blogging mostly focuses on informing potential clients about a business or product. Additionally, there are a ton of opportunities.

Writing is also need for email advertising. Email marketing/ advertising requires a particular writing style that is designed to prompt a call to

action from potential customers. It is a practice focused on results. It aids in developing data analytics abilities for ongoing development and also is used for commercials.

Journals and Digital Technology:

Good quality write ups help in solving generating new ideas which in turn could solve several problems faced by one's society and surrounding. Hence journals are very much important as they are published quickly and are more accessible. Digital technology has changed how the academic writing for journals is done, as well as how academic work is shared and preserved. Additionally, it has facilitated the evaluation of the influence of academic journal, publications and increased authors' access to different data. With digital age, the sharing of research materials has been accepted for publication, methods for storing and distributing academic work has also changed. The usage of citation management software is also very important. The introduction of the digital technologies, including plagiarism detection tools, have helped in the assessment of the quality of journal papers. With the emergence of open-access journals there is access to a wide variety of research material available for free. The growth of online publishing of journals has also led to a vast number of resources being saved like time, printing papers, manpower etc.

Writing and Research:

Writing is a integral part of several research methods like Ethnography where we record every single detail, case study etc. Social science writing could be issue based and while studying a certain problem one has scope to even recording one's own emotion and experiences. Those things can be noted down into a personal diary and later it could be used as a reference for recording some important personal experiences to write down as a memoir or to publish it as an independent article. The personal experiences can also be used as a reflexive writing as used in disciplines like Anthropology. Being sensitive in terms of language content is very important specially towards the co-participants of the study and while writing about them.

The digital age has become a boon for the researcher as it has helped to store the massive information collected. There are several software's which even assist the researcher to analyze the data like SPSS, if its quantitative.

Writing and Academics:

Academic writing and academic literature are undergoing several changes as a result of digitization. The three characteristics of academic writing that constitute are formal reference, collaborative principles, and reader interaction. The first trend relates to the increasing significance of identifiers, citation styles, key words, and other information that support the development of data bases enabling academic institutions and scientific centers to make operational and organizational decisions. Second, information technologies for collaborative writing encourage the

transition from individual to collective authorship as well as from thematic to functional authorship distribution. Finally, marketing techniques and tools have been incorporated into academic writing to better convey scientific knowledge to readers.

There are newer problems associated with the online journals. There is still lack of awareness among several scholars who publish in predatory journals, which charge large publication fees and accept manuscripts without a rigorous peer review procedure (Renandya, 2014). The ease of digital publication has led to an increase in the number of such unhealthy or dubious publications (Paltridge, 2020). Yeo et al. (2021) It is advised to publish in a reputable journal that is listed in well-known reliable databases like Web of Science (WOS) or SCOPUS, UGC List in order to avoid being taken advantage of by these profit-driven journals.

Both in terms of Research and Academics the language plays a very important role. As the internet is majorly used in the language of English there is still scarcity of literature, texts on certain topics issues on regional languages. This leads to restricted knowledge being spread out and only to a certain class of people who speak English. Hence, there is urgent need for writers and literature in regional languages. As an individual thinks, connects through one's own language better. The higher the connection there is a closer to reality and enough literature being produced and the problems could be exchanged. This would lead to healthy information being passed on from one generation to another and as a result, knowledge increases. This would also help in creation of 'We' feeling or oneness among the diverse groups and appreciation of other cultures and identities. Specially in a country like India. Hence, one can see even the global platforms like Wikipedia inviting regional audiences to contribute and share.

One of the major problems which even sociology students face is the lack of regional language textbooks and reference material which we all need to overcome. There is another problem of who's text or article is more taken seriously, often it is the article printed in the western press is still carry credibility and reputation, we have to work on this area too and consider the quality as important than the location and publisher's name.

Ways to begin writing:

Writing for general people like newspapers, blogs, websites is comparatively different in terms of social sciences. There can be use of technical language, words, concepts which are specific to the field of sociology, anthropology. You can begin as a student by building your own blog and documenting your experiences, views about different issues. This would help you to learn new skills sets like digital marketing too which is a full-fledged career in itself. This can help you to get jobs related to that of content writing in the future. Many journals also have their own blogs too for people to share, respond and when everything is moving online apart from the print editions. For Example – Economic and Political

Weekly Journal has its own blog called <https://www.epw.in/blog>. One can be a part of this journal by writing, commenting, writing reviews etc.

Plagiarism has to be kept in mind while writing. There is a individual chapter on plagiarism in this paper hence we are not discussing about it in detail here. Citation helps in recognizing other scholars and thinkers, let it be verbal interviews or recordings or published or unpublished sources like Ph.D thesis. This brings credibility to the work and helps the other individuals who read your material to go back to the original sources and read on the topic if they are interested.

After all, research and knowledge, cultures are accumulative, and collective in nature.

One of the ways, to begin writing is also by making book reviews. You can read a book and you could analyze the characters, the narrative style, content if it's a fiction or semi fiction. If it's a nonfiction book then you could see the portrayal of statistics, facts, arguments.

Developing Arguments is one of the important things one has to do when writing an article or research paper. However, this is not needed when it's a blog, fictional writing, it could be just narrating a story. One can even write a case study research paper and you could publish it online. There are several news channel, newspapers inviting citizen journalists to participate and report about local issues and one can begin one's writing through that.

While writing one has to clear with the stand and language. Let us look with the example of Tylor's classic titled primitive culture. Imagine if he was alive and published it at present. The title itself would have come to lot of criticism like whose primitive, how can be say someone primitive. So, the present times the words and meanings have changed now such cultures are called as indigenous.

One of the important points to remember is while writing, one has to remember that in the digital era specially things can be taken out of the context. Hence, one has to write anything based on the facts and data which are reliable and credible. At the same time, voice out one's opinion is healthy way. In addition, there needs to be base built in the writing through other writers or research carried out so far in the similar topic. This would help building reliability and the readers would view that the author has presented his/her view with some reading.

4.4 PROBLEMS ASSOCIATED WITH WRITING IN THE DIGITAL AGE

The digitalization of writing has also brought about newer issues like access to writing and text easily, at times this could also be taken out of the context and the writers are opposed, criticized and even humiliated. There is a artistic freedom curb could be through powerful agency or by several other institutions and even through fake WhatsApp forward. So, its

not always the technology helping the writers and scholars but it could even reverse and suppress them.

There is too much of information on the internet that it becomes difficult to distinguish between reality and fake. Reliability of the information becomes tricky. This can be the case with even prominent websites. However, this is not the case with that of the books in the library. Hence, a student has to be aware about what sites are reliable and the information which is less credible.

Organizing oneself takes time with the vast number of resources available. One has to know the right key works to use while searching a article to get quicker results. Many a times, it could happen that you began writing with the available sources, later on you may find the exact source which you were searching hence, rewriting would take time and mental strength.

Writing itself is an isolated work. While writing any work one of the biggest problems is distraction through platforms like YouTube, phone or any other electronic gadgets. Just by visiting one website and later another one could spend whole day without realizing how much of time has passed away and even feeling guilty at the end of the day for being unable to produce any work, Hence, writing and printing the material written helps.

Self-discipline is required to a large extent to sit at one place and not even checking any social media platforms before writing, as that could influence one's thought process, mood and even self-image and this could affect over all the work or oneself to a large extent – one could pass on through several emotions in one second because of the media hence to produce a good work balance of isolation and clarity of thought becomes difficult specially in the digital time. As a laptop provides several things like entertainment, gaming, video call the multiplicity of use makes it difficult to work and concentrate.

Writing in the digital age with a laptop has also helped in creating a sedentary lifestyle and a isolation from a community. This in turn effects both body and mind and hence balancing it out and regular exercise is needed. In the modern times the social change with technology has brought several health problems among youngsters like neck pain, spinal pain, back pain etc.

Check Your Progress:

1. Discuss two problems associated with writing in the digital age.

2. List out two free resources which can be used for writing

4.5 SUMMARY

In this chapter we began by understanding what is digital age. The age developed with the advancement of computers and technology can be called as digital age. This era has been one of the speediest events in the history of human kind which has impacted massive groups and brought about massive social change. Every sector has been impacted by that of digital technology so is writing. In the chapter we have looked into different areas related to writing like researcher, academicians and their point of views. Students who have been writing more through usage of Ms. Word or through use of internet. Several positive aspects associated with writing are also discussed like exchange of information, storing, saving of resources like time, money, paper etc. The chapter also discusses the problems associated with writing in the digital age like lack of concentration, sedentary lifestyle. We also learnt about how could one begin a career through writing in different journals, content writing and journalism etc. Thus, through this chapter we learnt about the different aspects and interaction of technology, digital age and writing in detail.

4.6 QUESTIONS

- 1) Discuss the meaning of Digital Age and the problems associated with writing in the digital age.
- 2) Discuss some of the ways to begin writing
- 3) Write a note on the different aspects in the writing process due to the use of digital technology.

4.7 REFERENCES

- <https://www.deccanherald.com/supplements/dh-education/the-art-of-writing-in-the-digital-age-982427.html>
- Lauren L. Foxworth, Andrew Hashey & Diana P. Sukhram (2019) Writing in the Digital Age: An Investigation of Digital Writing Proficiency Among Students With and Without LD, Reading & Writing Quarterly, 35:5, 445-457, DOI: 10.1080/10573569.2019.1579011
- <https://daily.jstor.org/student-writing-in-the-digital-age/>
- <https://www.igi-global.com/dictionary/resource-sharing/7562> writing in digital age
- <https://techcrunch.com/2016/06/23/the-three-ages-of-digital/>
- Åkerfeldt, Anna. (2014). Re-shaping of Writing in the Digital Age - a Study of Pupils' Writing with Different Resources. Nordic Journal of Digital Literacy. 2014. 172-193. 10.18261/ISSN1891-943X-2014-03-02.

- Paltridge, Brian. (2020). Writing for Academic Journals in the Digital Era. *RELC Journal*. 51. 1-11. 10.1177/0033688219890359.
- Safonova, M. & Safonov, A.. (2021). Transformation of Academic Writing in the Digital Age. *Vysshee Obrazovanie v Rossii = Higher Education in Russia*. 30. 144-153. 10.31992/0869-3617-2021-30-2-144-153.
- G. Hatano, K. Takahashi, 2001, Cultural Diversity, Human Development, and Education, Editor(s): Neil J. Smelser, Paul B. Baltes, International Encyclopedia of the Social & Behavioral Sciences, Pergamon, Pages 3041-3045, ISBN 9780080430768,
<https://doi.org/10.1016/B0-08-043076-7/02322-6>.
(<https://www.sciencedirect.com/science/article/pii/B0080430767023226>)
- Pérez-Llantada, Carmen. (2016). How is the digital medium shaping new research genres? Some cross-disciplinary trends. 4. 22-42.

MODULE - II

5

TECHNIQUES OF THEMATIC READING

Unit Structure

5.0 Objectives

5.1 Introduction

5.2 Theoretical Understanding of Thematic Reading and Learning

5.3 Application of Thematic Reading and Learning

5.4 Effects of Thematic Reading and Learning

5.5 Summary

5.6 Questions

5.7 References

5.0 OBJECTIVES

- To understand the aspects of thematic reading.
- To familiarize students with ways in which thematic reading can be undertaken.

5.1 INTRODUCTION

Thematic units and integration are student-centered approaches that align with the learner-centered ideology of curriculum pedagogy. A thematic unit is the organization of a curriculum around a central theme. It is a series of lessons that integrate subjects across the curriculum, such as math, reading, social studies, science, and language arts that all tie into the main theme of the unit. Each activity should have a focus toward the thematic idea. They are well compatible with differentiated instruction and students are appropriately challenged, resulting in less boredom or feelings of overwhelming difficulty. Thematic reading and learning are inherently connected to thematic teaching. Thematic teaching is about students actively constructing their own knowledge, drawing on real-life experiences and incorporating issues of social justice that they face in their everyday lives. In classrooms where successful thematic work is in progress, ownership of learning is in the hands and minds of the students and children learn more from thematic, integrated teaching than from traditional single-subject curriculum.

5.2 THEORETICAL UNDERSTANDING OF THEMATIC READING AND LEARNING

Thematic reading, teaching and integration are aligned to the constructivist theory of learning. Constructivists believe that it is impossible to isolate

units of information or divide up knowledge domains according to a hierarchical analysis of relationships. Theorists Piaget and Vygotsky were strong proponents of this constructivist approach. Piaget (1926) believed that knowledge is built in a slow, continuous construction of skills and understanding that each child brings to each situation as he or she matures. His development theory emphasized the cognitive growth that takes place when students cooperate and interact with one another. This process is enhanced by integration.

Jean Piaget's theory of cognitive development suggests that children move through four different stages of mental development. His theory focuses not only on understanding how children acquire knowledge, but also on understanding the nature of intelligence. Piaget's stages are: Sensorimotor stage: birth to 2 years Preoperational stage: ages 2 to 7; Concrete operational stage: ages 7 to 11 and Formal operational stage: ages 12 and up.

The work of Lev Vygotsky (1934) has become the foundation of much research and theory in cognitive development over the past several decades, particularly of what has become known as Social Development Theory. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition, as he believed strongly that community plays a central role in the process of making meaning. Thematic teaching and integration provide a great level of student interaction and community.

Check Your Progress:

1. Write a note on Piaget’s theory.

5.3 APPLICATION OF THEMATIC READING AND LEARNING

Many schools have traditionally held a transmissionist or instructionist model in which a teacher or lecturer ‘transmits’ information to students. In contrast, Vygotsky’s theory promotes learning contexts in which students play an active role in learning. Roles of the teacher and student are therefore shifted, as a teacher should collaborate with his or her students in order to help facilitate meaning construction in students. Learning therefore becomes a reciprocal experience for the students and teacher. Using broad themes (which students can help to formulate) students can apply their own real-life experiences thus making thematic teaching, also called interdisciplinary teaching or integrated instruction, a good vehicle for students to utilize otherwise fragmented knowledge and thought processes to help make connections and solve problems in the real world by involving other disciplines.

Studies have shown that the human brain struggles with isolated pieces of information that are not perceived to be important or relevant and that the brain seeks patterns to create meaning and naturally connects facts and ideas to make sense of the world. The very structure of thematic instruction serves to tie ideas together around a larger whole (theme, concept, and problem).

Thematic reading helps students stay focused and excited about what they are learning. More current research has shown that thematic instruction can also play a key role in boosting student motivation and improving academic achievement. Curriculum integration is an effective means of accomplishing the goal of teaching the content and skills children will need to solve the problems that occur in real life and the interconnectedness of these occurrences.

Check Your Progress:

1. What is the usefulness of thematic reading?

5.4 EFFECTS OF THEMATIC READING AND LEARNING

The thematic learning is more accommodating to differences in students' reading ability because it provides the conditions that encourage students to develop the ability to read. This learning makes students active and engaged no matter how their reading ability is. This leads to students' increased interest in reading, thus leading to increasing reading skills. As previously noted, theoretically, there is a relationship between reading and reading skills. The higher interest in reading is, the better a person's ability to read. In the thematic learning, learning strategies lead to increased students' interest in reading, which will then lead to increased reading ability, and ultimately lead to better learning outcomes. This also applies to the interaction between the learning styles and the reading ability.

Based on the findings, the important effects are summarized into seven points, they are as follows:

- 1) There is a difference in the learning outcomes for the students who use the thematic learning model and the students who use the conventional learning model. The learning outcomes of the students who take the thematic learning are higher than the students who follow the conventional teaching;
- 2) There is a difference between the learning outcomes of students who learn with visual style and ones with auditory learning style. The learning outcomes of students who learn with visual styles are higher than students with auditory learning styles;

- 3) There is a difference in the learning outcomes between the students with high reading ability and the students with low reading ability. The learning outcomes of students who have high reading ability are better than students who have low reading skills;
- 4) There is an interaction between the learning models and students' learning styles in the learning outcomes;
- 5) There is no interaction between the learning models and the reading ability in the students' learning outcomes;
- 6) There is no interaction between learning style and the reading ability in the students' learning outcomes.; and
- 7) There is no interaction between among the learning models, learning styles and reading ability in the students' learning outcomes.

Based on the conclusions, as an empirical implication, several suggestions can be put forward as follows:

- 1) The importance of the thematic learning is to apply the learning in elementary school, especially the lower class;
- 2) The importance of attention to individual differences of students, in particular learning styles;
- 3) Reading ability should also be a concern, considering the elementary students, in general, are still in the early stages of learning to read or early reading.

Check Your Progress:

1. Explain the advantages of having themes in reading.

5.5 SUMMARY

In connection with the model of learning, the thematic models can accommodate differences in students' reading ability. The thematic learning models make all students active and engaged, regardless of reading ability. By using a more-focused student-centred approach, the thematic learning provides opportunities for a variety of potential involvement in the learning process, as well as accommodating students' individual differences including their reading ability.

Thematic units can result in a lot of creativities, colorful centers, thoughtful conversation and fun read aloud. There are so many reasons why using integrated thematic units can benefit your learners.

- Helps students engage with the content being taught

- Allows students to apply content throughout curricula
- Learners are able to make connections
- Draws from past experiences and prior knowledge
- Develops vocabulary and comprehension skills

5.6 QUESTIONS

- 1) What are thematic units?
- 2) Why are themes significant for reading?

5.7 REFERENCES

- Ary D Jacobs LC & Razavieh, A 2002 Introduction to research in education Edisi keenam Stamford: Wadsworth Thomson Learning.
- Bell, L. C. (1988). Let Them Read: Using a Thematic Approach to Teaching Reading. Middle School Journal, 19(2), 16-17.
- Grisham,DL 1995 Integrating the curriculum: The case of an award-winning elementary school Paper presented at the annual meeting of the American Educational Research Association, Berkeley, CA.
- Tudor L S 2013 Primary school skills development through integrated activities Procedia - Social and Behavioral Sciences 127 pp 722—27.

UNDERSTANDING THE MAIN ARGUMENTS IN AN ACADEMIC PRODUCTION

Unit Structure

6.0 Objectives

6.1 Introduction

6.2 Argument vs. Opinion

6.3 Elements of Academic Arguments

6.4 Summary

6.5 Questions

6.6 References

6.0 OBJECTIVES

- To understand the importance of academic arguments.
- To familiarize students with the skills of critical academic production.

6.1 INTRODUCTION

At school, at work, and in everyday life, argument is one of main ways we exchange ideas with one another. Academics, business people, scientists, and other professionals all make arguments to determine what to do or think, or to solve a problem by enlisting others to do or believe something they otherwise would not. Not surprisingly, then, argument dominates writing, and training in argument writing is essential for all students. So, what is an argument? All people, including you, make arguments on a regular basis. When you make a claim and then support the claim with reasons, you are making an argument.

The two main models of argument desired usually as part of the training for academic or professional life are **rhetorical argument** and **academic argument**. If rhetoric is the study of the craft of writing and speaking, particularly writing, or speaking designed to convince and persuade, the student studying **rhetorical argument** focuses on how to create an argument that convinces and persuades effectively. To that end, the student must understand how to think broadly about argument, the vocabulary of argument, and the logic of argument. The close sibling of rhetorical argument is academic argument, argument used to discuss and evaluate ideas, usually within a professional field of study, and to convince others of those ideas. In **academic argument**, interpretation and research play the central roles. However, it would be incorrect to say that academic argument and rhetorical argument do not overlap. Indeed, they do, and often.

6.2 ARGUMENT VS. OPINION

Argument is often confused with opinion. Indeed, arguments and opinions sound alike. Someone with an opinion asserts a claim that what he/she thinks is true. Someone with an argument asserts a claim that what he/she thinks is true. Although arguments and opinions do sound the same what he/she, there are two important differences:

1. Arguments have rules; opinions do not:

To form an argument, you must consider whether the argument is reasonable. Is it worth making? Is it valid? Is it sound? Do all its parts fit together logically? Opinions, on the other hand, have no rules, and anyone asserting an opinion need not think it through for it to count as one; however, it will not count as an argument.

2. Arguments have support; opinions do not:

If you make a claim and then stop, as if the claim itself were enough to demonstrate its truthfulness, you have asserted an opinion only. An argument must be supported, and the support of an argument has its own rules. The support must also be reasonable, relevant, and sufficient.

Check Your Progress:

1. Compare argument with an opinion with examples.

6.3 ELEMENTS OF ACADEMIC ARGUMENTS

Although every piece of academic writing is unique, they all aim to persuade the reader of one main idea or of the integrity of a central finding. This central claim is often referred to as the argument. The key elements of an argument include the:

1. statement of the problem
2. literature review
3. the precise focus of the research stated in the form of an hypothesis, question, aim, or objective
4. method and methodology
5. results/evidence
6. discussion and conclusion

Lets understand this in detail:

1. The 'problem':

Like other academic writing, journal papers open with an unresolved problem or paradox, or an explanation of something important that we need to know. This is done in order to get the reader's attention, establish the significance of the research, and signal the literature/s that the research will contribute to. In some papers, this is accomplished in a few sentences or paragraphs. In others it may take several pages.

2. The 'gap' in the literature':

The statement of the problem is followed by a statement of the 'gap' in the field/s of literature that the research aims to address. The 'gap' could refer to an unresolved question, a paradox, a missing piece of information, a theoretical inconsistency or to some other weakness within existing understandings of the phenomenon under study. Writing about the gap in the literature is often referred to as the 'literature review' although 'literature review' is also used to refer more generally to writing that critically engages with the ideas of others. When we talk about the literature review in this resource, we are referring specifically to that part of the journal article whose task is to outline the 'gap' in the literature that defines the significance of the research.

3. Hypothesis, question, aim, objective:

Classically, the literature review is followed by a statement of the precise focus of the research. This can take many forms including an hypothesis, a question or, more commonly, a statement of the aims or objectives of the research. In order to avoid repetition and to keep the focus precise, it is important to use only one of these forms. Since research aims to produce knowledge, as opposed to directly changing the world in some material way (with the possible exception of action research), the statement of the research objectives should use the language of knowledge production.

4. Method and methodology:

The method and methodology explains how you will answer the question, or how you arrived at your conclusions. A concise statement of the method and methodology is usually provided in the introduction, and/or the abstract. This statement should explain what you did to achieve the research aims, or reach your conclusions, and why this approach was appropriate for your research. You are aiming for a statement that carries the critical information with as few words as possible.

5. Results/evidence:

The next step in the story line is the provision of the results or discussion of the evidence to answer the question or support the argument stated in the introduction. Here you are telling the reader what you found. Evidence might be organized around elements of the method, central themes, theories, ideas, case studies, historical periods, policies, fields of literature,

context, geographical area or other grouping. The important thing is that the discussion is clearly tied to the question or argument of the thesis.

6. Discussion and conclusion:

The final step in the story line is to provide the answer to the question, or to summarize the argument and the main evidence used to support it. This is followed by a discussion of the significance of the research and the implications that arise from the research. The goal of the conclusion is to highlight the importance of the argument, to draw together the discussion into a final point, and to leave a lasting impression on the reader. In the same way that the paper opens with a statement of a problem that is of broad concern, it should close with commentary that highlights the take home message. The aim in the conclusion is to make this message as clear and accessible as possible.

Check Your Progress:

1. What are the elements of academic arguments?

6.4 SUMMARY

Argumentation is a key requirement of the essay, which is the most common genre that students must write. Various researches show that students have only partial or incorrect concepts of argument. Many problems they encounter are caused by their lack of knowledge of what an argumentative essay requires, particularly of the need to develop their own position in an academic debate. The advice they receive does not make the requirements explicit and refers to argumentation inconsistently and vaguely.

Notwithstanding the current deficiency in terms of understanding on the arguments in academic production of knowledge, it continues to be seen as extremely important for the authentic and reliable production of knowledge.

6.5 QUESTIONS

- State the importance of academic arguments.
- What are the consequences of having mere opinions in academic writing?

6.6 REFERENCES

- Andrews, R. (2005). Models of argumentation in educational discourse. Text – Interdisciplinary Journal for the Study of Discourse, 25(1), 107-127.

- Bacha, N. N. (2010). Teaching the academic argument in a university EFL environment. *Journal of English for Academic Purposes*, 9(3), 229-241.
- Hyland, K., & Sancho Guinda, C. (Eds.) (2012). *Stance and voice in written academic genres*. Palgrave Macmillan.
- Toulmin, S. E. (2003). *The uses of argument*. Cambridge University Press. (Original work published 1958).
- Wolfe, C. R. (2011). Argumentation across the curriculum. *Written Communication*, 28(2), 193-219.

ACADEMIC READING SKILLS IN SOCIAL SCIENCES

Unit Structure

- 7.0 Objectives
- 7.1 Introduction
- 7.2 Critical Reading
- 7.3 Preparatory Steps to Reading
- 7.4 Reading Approaches
- 7.5 Improvement of Reading Efficiency
- 7.6 Reading and Analysing Academic Texts
- 7.7 Conclusion
- 7.8 Summary
- 7.9 Questions
- 7.10 References

7.0 OBJECTIVES

- To acquaint the learner with the concept of academic reading.
- To study the steps and approaches in order to build critical reading skills.

7.1 INTRODUCTION

Reading academic texts is a difficult intellectual task. To maximise comprehension and memory, it takes time, effort, patience, and reading strategies. In the social sciences, critical reading entails actively reading with the goals of identifying arguments, weighing evidence, evaluating sources, identifying conflicts of interest, and challenging underlying assumptions. It is distinct from the passive reading associated with leisure reading, which many students apply incorrectly to academic texts. Critical reading is a valuable skill that helps students become more aware and, hopefully, more effective citizens, regardless of discipline. It entails a certain process before, during and after the reading process which involves evaluation of the information at hand. Having a grasp on the concepts and vocabulary of the language of the article written is essential to decode what the author is trying to convey. Reading skills have an irrefutable connection with academic success. Hence this section will introduce patterns of reading which would provide the students with meaningful and positive results.

7.2 CRITICAL READING

Critical reading in the social sciences entails being aware of how a reading fits into an analytic lineage. This means determining what has been said about the question and what the current author is adding to the analysis. Social science texts have their own distinct characteristics and challenges. There are many strategies that can be used to read general texts as well as social science texts. There are some strategies that are specifically used for accurate comprehension of academic texts of the social sciences.

The word ‘critique’ often has a negative connotation to it as it refers to providing feedback. Hence, students may be misled to believe that to critique a piece of work using the tool of critical thinking necessitates the need of providing negative feedback alone; when in reality, it signifies the capacity to appreciate as well as point out the shortcomings of the work. Others may confuse critical engagement with a text with the hopeless task of distinguishing the objective and factual aspects from the opinion-based, biased, or false portions. This misunderstanding stems from a high-school teaching model that teaches students to memorise answers that have been taught as "facts" for one-time testing.

Students have been taught that since the information is presented by an educated figure who seems to portray a command over the subject, by this virtue alone the findings and information presented hence must be true. They have been conditioned to accept information without assessing or verifying it. Students in general, have not been prepared to critically engage with their texts, understand how the texts are part of an intellectual lineage, or question the assumptions that have been developed into specific models of understanding which are unique to every discipline. Hence developing critical thinking is an essential function to assess the facts, figures or opinions presented and thereby critique them. As a result, by urging students to become critical readers in a variety of disciplines at the college level, they are being motivated to develop a skill set that is diametrically opposed to the one they learned in high school. This requires unlearning the old way of comprehension and relearning techniques to see information from various perspectives to analyse them.

7.3 PREPARATORY STEPS TO READING

There are several factors which must be considered before, during, and after the reading process. Following the steps mentioned will help in providing pragmatic insight. It will allow for an understanding that runs deeper than just words that meet the eye.

1. Before the reading process:

It is imperative for the learner to collect information based on the background of the author, their other works, the year in which they have written and how the ideologies present back then impact the work. Usually, the author’s life impacts the work that they have written. Try to also assess the drive and motive which propelled the author to write the

material. Take into account the importance of the title and if it lends itself well the information the article is trying to convey. Note your observation about the title. In the presence of an abstract, note the expectations it sets within the limited number of words. Gather context through the social, cultural, economic and political events which may influence a piece of writing. Make a note of the nature of the source; if it is a journal, primary source, book, etc. Remember to question as to who is the target audience of this text; if it has been written keeping in mind the general public, students, or academicians.

A quick browsing of the text without gaining into the details will allow better comprehension of the topics covered in the article. This process is called previewing the text. It involves quickly glancing over details on pages such as note headings, graphs, images, bold words, subtitles, etc. Reading the abstract, introduction, or summary if present can provide greater understanding of the text in a shorter period of time. It can save the reader the trouble of reading in detail and then realising that the information is irrelevant to their interest. Based on all these steps, the reader will obtain a fair idea to predict the areas which are important and need in-depth reading.

2. During the reading process:

When reading an article for academic purposes, it can be especially daunting as it is important to have a basic understanding of the jargon, theory and concepts. Even then, it is imperative to read the text a few times in order to truly understand what the author is trying to say. In order to understand the author's point of view, posing certain questions helps in the elimination of confusion and gathering appropriate information. It is necessary to assess if an argument is being posed. This argument is often called a thesis. Words such as 'claim', 'contend', 'demonstrate', 'show', etc. signify the existence of an argument within the work. In the presence of an argument, one must evaluate the author's standpoint; contrast it with what other scholars argue by determining if the author agrees or disagrees with the literature that has already been published; and how do the claims made by the author aid in research evolution.

Following are a few steps the reader must cultivate in order to develop critical thinking. Firstly, ask if the arguments posed in the content written by the author are convincing. This has no inherent right or wrong answer to this. It is based on the intuitive quality of the reader to critically analyse and point out the places in the work to which they agree or disagree. This ability is sharpened over a period of time and needs practice. Secondly, critical analysis includes understanding the vocabulary and concepts present within the work. Writing down important words or phrases and locating their definitions forms a vital step to reading academic material. Techniques such as re-reading the sentence and using the new word in a relevant sentence will help retain the new word and help build vocabulary. Thirdly, creation of visuals in the form of a map, index, flow chart will help guide the reader with the relation of one topic to another.

3. After the reading process:

Use other sources which have been cited or referenced to clarify doubts or questions. Talk about the topic aloud to gauge if there are any errors in the flow of the work or if there is a need for a citation. A form of self-testing can be used to assess how well the topic has been understood by the use of a study guide or flash cards.

7.4 READING APPROACHES

1. Surface approach:

This approach refers to reading the text by passive reception of the content presented. The information is viewed in isolation and not as in connection to other pieces of work. This type of reading leads to a surface level approach by allowing retention of the information only for a short-term goal such as an examination. There is a risk of forgetting everything that has been read. The reader while reading using the surface approach focuses on the sign, which is the text itself.

2. Deep approach:

In this approach, the reader not only reads the words presented, but applies the element of pragmatism to analyse the text. This requires a higher order of cognitive skills which promote meta-cognitivity. This approach engages the reader as they try to negotiate the significance of a word and to construct the true sense of all the words put together. Here, there is an emphasis on the message of the author, the ideas being conveyed, the argument presented, and the argument's structure. The puzzle of new concepts are deciphered in context to the knowledge of the already studied concepts. The signified is focused on when reading using the deep approach, which refers to the meaning of the text.

3. The Four Step Approach:

The four step approach is a helpful instrument in overcoming the initial inhibitions and difficulties with regards to critical reading of text. These steps involve reading a text several times in order to obtain as much context as possible.

First reading: Previewing

This step involves glossing over the contents of the text and noting the important aspects such as the role of the introduction, the opening sentence of paragraphs, section headings, etc. It provides an overview of what can be expected while reading the text.

Second reading: Annotating and Analyzing

The second reading is meant to be slow and thorough. It is important to have a pencil handy to make observations which can be placed as tiny notes next to the word, sentence, or phrase which is being clarified. This process is called annotation. Diving into the depth of individual words and

understanding their true meaning. This aid in the analysis of the text by providing a frame of reference, pushing one closer to understanding what the author is trying to convey.

Third reading: Review

This reading must address the questions which may have cropped up in the reader's mind. The questions will usually be added as an annotation wherever the doubt exists. It also entails the clarification of the complicated sections of the text if any by sorting it out into tables, flow-charts or maps.

Fourth reading: Responding

Taking into consideration all the material which has been read several times, the last step involves responding to the material read. In other words, it refers to the process of writing down your reaction and observations with regard to the text at hand. It can also be implemented by speaking to others about it. The last step helps in assuring that clarity has been achieved and the reader has been able to assess the material from their own unique perspective.

7.5 IMPROVEMENT OF READING EFFICIENCY

A free-writing exercise helps in overcoming inhibitions and writer's block. It is suggested to reflect on the text after reading for about fifteen minutes. When writing freely, it is not essential to concern oneself with logic, style, punctuation or any structure of correctness that may have been taught. This exercise helps in promoting a flow of thoughts by paraphrasing or summarising what has just been read into original words. Observing the title, try writing to satisfy the following elements such as what does the title wish to convey, what according to the reader might the article focus on based solely on the title, and to predict what the argument may revolve around. This same exercise can also be conducted with the abstract. One must write these observations down and then compare these notes after finishing reading the whole article.

The reader must locate the central argument of the text and identify if the points being made are able to convince them. Free-writing these notes helps in analysing the text by assessing what criterias are met and those which remain unsatisfied in persuading the reader to be in favour of the argument. The technique of free-writing can also be employed to see if the current text resembles or has common or interconnected topics to the works which may have been read previously. If any such information is retrieved, one can evaluate how the texts are different from each other or where they overlap in the form of similarities.

The reader should list the theoretical approaches used, specify authors cited, and list key concepts. It should also be noted how the author presents the arguments as opposed to the works from which he has referenced his material. A set of questions can be prepared in order to direct the flow of the presentation being made during a viva or a conference.

7.6 READING AND ANALYSING ACADEMIC TEXTS

How the text which is being read will be perceived will depend mainly on two factors: first is the background of the reader and secondly, the environment in which the text is being read. When reading academic texts, it is unlikely that all the information that needs to be found will be found in the text alone. There needs to be a deep approach to the reading where meaning and concepts are being understood, knowledge is being broadened by access to other related literature. This implies that the strategies used to navigate this method will have to be sought from both the discipline in which the text has been written as well as from outside it.

There are several general categories of analysis that can be applied to academic writings, including

- (i) the aim of reading ,
- (ii) the context,
- (iii) the thesis,
- (iv) deconstruction of assumptions,
- (v) assessment of arguments, and
- (vi) implications of arguments.

The expert reader approaches an academic text with a specific goal in mind, such as coming up with deep learning activities, contrasting ideas, delving into the imagery, or exploring the social, psychological or economic perspectives, to name a few. Analysis of the text can be aided by reading about the author and also referring to two or three of their previous works.

The argument or the thesis can be identified by asking the question, ‘What does the author intend to do?’. Is the author wanting to confront and challenge existing concepts? Are they trying to evaluate a variable which has been missed by the previous researchers? Or are they attempting to apply a theory or concept in a novel process. It then becomes imperative to locate the stand of the author on various ideas. Do they advocate them or do they provide a counter-argument? When authors write a piece of work, a lot of the concepts, ideas, theories used are assumed to be understood by the target audience. In case if the person is a novice, it is going to take a few attempts at reading the literature first which the author mentions and then hold into account the new knowledge and insights gained. While reading, the arguments should be tested by checking for any contradictions or irregularities. By following the above suggestions, critical thinking can be fostered by using a deep approach to reading.

7.7 CONCLUSION

In order to be an efficient reader, it is important to use skills such as prediction to anticipate what the author is trying to say and contrast it with the final meaning of the text. Visualisation helps in mapping out how the text has been constructed which will allow the information to sustain itself in the long-term memory. Making connections between multiple texts and also between the text and the world is an essential skill in order to be a critical reader. Questions must be framed and all that has been read needs to be summarized for better comprehension. And lastly, inferring the meaning by reading in between the lines is a crucial strategy which will help in completing deep learning about the text.

7.8 SUMMARY

To maximise comprehension and memory, it takes time, effort, patience, and reading strategies.

Critical reading is a valuable skill that helps students become more aware and, hopefully, more effective citizens, regardless of discipline.

Developing critical thinking is an essential function to assess the facts, figures or opinions presented and thereby critique them.

Take into account the importance of the title and if it lends itself well the information the article is trying to convey.

A quick browsing of the text without gaining into the details will allow you to comprehend the topics covered in the article.

Words such as ‘claim’, ‘contend’, ‘demonstrate’, ‘show’, etc. signify the existence of an argument within the work.

Use other sources which have been cited or referenced to clarify doubts or questions.

The information viewed in isolation and not in connection to other pieces of work is called surface approach.

In a deep approach, the reader not only reads the words presented, but applies the element of pragmatism to analyse the text.

Previewing, annotating, analysing, reviewing, and responding are steps to critical reading.

The reader should list the theoretical approaches used, specify authors cited, and list key concepts.

There are several general categories of analysis that can be applied to academic writings, including (i) the aim of reading, (ii) the context, (iii) the thesis, (iv) deconstruction of assumptions, (v) assessment of arguments, and (vi) implications of arguments.

7.9 QUESTIONS

- 1) What is critical reading? Discuss the steps needed in order to prepare oneself to read academic text.
- 2) Explain the approaches for critical reading? Examine their contribution towards improving reading efficiency.
- 3) Discuss the guidelines that need to be followed while reading and analysing academic texts.

7.10 REFERENCES

- Hermida, Julian (2009): ‘The Importance of Teaching Academic Reading Skills in First-Year University Courses’
- https://www.researchgate.net/publication/228176003_The_Importance_of_Teaching_Academic_Reading_Skills_In_First-Year_University_Courses
- Kucukoglu, H. (2013): ‘Improving Reading Skills Through Effective Reading Strategies’, *Procedia – Social and Behavioural Sciences*, 70:709-714
- https://www.researchgate.net/publication/257718591_Improving_Reading_Skills_Through_Effective_Reading_Strategies/link/551bd6d30cf2fe6cbf75f12b/download
- Banditvilai, Choosri (2020): ‘The Effectiveness of Reading Strategies on Reading Comprehension’, *International Journal of Social Science and Humanity*, Vol.10, No. 2
- <http://www.ijssh.org/vol10/1012-CH06.pdf>
- Reading Skills :
<https://www.jmu.edu/valleyscholars/files/studyreadingskills.pdf>
- Vallee, Manuel: ‘Critical Reading in Social Science’
- <https://gsi.berkeley.edu/gsi-guide-contents/critical-reading-intro/social-science/>

DISCURSIVE ANALYSIS

Unit Structure

- 8.0 Objectives
- 8.1 Introduction
- 8.2 Understanding Discursive Analysis
- 8.3 Michel Foucault
- 8.4 Steps for conducting Discursive Analysis
- 8.5 Summary
- 8.6 Questions
- 8.7 References

8.0 OBJECTIVES

- To learn about the meaning of Discursive.
- To understand how discursive analysis is used in social sciences.

8.1 INTRODUCTION

Discursive analysis has been used in several disciplines' areas like to understand the marginalization of female work force, to understand tourism, violence, psychological aspects, interviews, conversations, transcripts etc. In other words it has been used in multiple disciplines across social sciences. Let us look into it in detail.

The dictionary meaning of Discursive is that of moving from one topic to another without a proper order. Discursive writing is distinctive in that it presents both sides of an argument while eventually presenting a certain stance on the issue. Discursive writing is not an aggressive or loud piece of writing; rather, it considers both sides of the issue before coming to a conclusion. It focusses an essay's structure effectively in order to explore a range of concepts and subjects, hence discursive text is crucial. The introduction, discussion, and summary of the subject are all included in order to persuade the listener to continue reading in a discursive text. Depending on the subject, a discursive writing piece can have both serious and lighthearted tones. Many individuals who would have been turned off by a narrow-minded, one-sided argument now find it simpler to engage with discursive writing. Additionally, by demonstrating that the decision was reached after carefully considering all the available information, it serves to support the main point. There are different types of Discursive writing like Argumentative and Persuasive.

Discursive argumentative writing:

An argumentative essay often employs evidence to support its claims and logical reasoning to support its main points.

Here are some pointers for crafting a well-rounded argument.

The argument is introduced in the first paragraph.

- Both pro and con arguments are covered.
- Your argument is well-supported by enough evidence.
- Jargon is avoided but technical and formal language is used.

Writing discursive persuasive:

A persuasive essay where the writer's feelings and emotions are expressed. Typically, it has less factual support and more opinion than an argumentative essay.

Texts intended to persuade should include:

- A title that expresses the viewpoint.
- Arguments in favor of the position.
- Words that connect concepts like (however, furthermore, therefore).
- Rhetorical inquiries
- A summary and position statement in the conclusion.

Discursive is a multidisciplinary subject that is utilized in psychology, sociology, and literature. Discourse analysis has also been used in regard to understand various issues of psychological significance.

8.2 UNDERSTANDING DISCURSIVE ANALYSIS

Discursive analysis is a great educational tool as well for improving understanding of systemic processes and observing how relational negotiations take place between psychological and interpersonal processes. Discursive analysis can enhance supervision by supplying a more thorough understanding of critical awareness of what works and what doesn't in written or spoken form of communication. There are several advantages to discursive analysis as a method and as a field of study. For professionals, academics, researchers and teachers. Professionals can use it to evaluate their work and to resolve some problems. While using discursive analysis one needs to pay attention and listen to the talks, exchange, not unnecessarily privileging their own internal monologue. For example – Listen from the actor's view point that one's own assumption, thoughts. The researcher can also focus on the unchecked presumed (and assumed) information about the client, qualities, reasons for doing things, and interactions. It is advised to do so while

evaluating one's work, the analyst can take help of a team through which there is encouragement development of many viewpoints, criticisms, and discussions.

There are certain preconditions before carrying out any subject, topic discursive analysis. Like one should not look at any topic in isolation but within the history, location and the context of the discourse. Discourse can be verbal spoken communication or that of a text. While discussing the benefits of discursive analysis the researcher should view and try to deconstruct a discourse, body of knowledge as a key and researchable element of human affairs, rather than seeing construction as a taken-for-granted start point. In other words, researcher has to give importance to the constructions about individual identity too which are created, maintained, or modified rather than reacting to previously accepted established and unique psychological notions. One should also look into how certain discourse becomes dominant while certain do not receive so much attention. How people create meanings to certain discourse and to some they don't.

It is crucial to first establish a theoretical framework for comprehending interaction before giving methodologies and recommendations for discursively studying conversation. Theories help in learning certain relationship and manner of being with language in use in addition to providing a conceptual framework (Stancombe, & White, 1997). This needs to be made clear while doing discursive analysis. As theories help to give a direction, framework, research approach. Three characteristics of discursive analysis needs to be adopted like responsibility, relational positioning, and structured structures and sequences.

Additionally, it's crucial for analysts to reflect on the conclusions which they draw from their work are genuinely supported by the conversation that they interact with. The analyst can also question each assertion about how they interpret the participants' ongoing production of meaning while using the phrase "how do I know this?" like a mantra. This helps in letting go of one's chosen sets of interpretations and values that are based on certain theories, therapeutic models, and ideologies. It involves learning to shift one's perspective and being receptive to what one hears and sees in a way that values each speaker's orientation and ways of producing meaning, focusing on what each utterance means to the speaker, in their context, not what it means to you in your context.

Let us take an example:

To understand a organisation setup one needs to know what are the underlying issues. Like to know the deep-rooted power relations the researcher can take into account if he/she wanted to do a discourse analysis of a certain nation's occupational health and safety legislation. Therefore, to draw details the researcher thereafter can enquire as to how workplace health, safety, and rules are produced discursively. Which viewpoints on workplace safety are accepted, and which ones are silenced? Who and what kind of knowledge are produced? And who, and

how authority is used in respect to this regulation? In other words, a discourse analysis that is in line with Foucauldian concepts does not point to the genuine meaning of what is said or left unsaid. Because "discourses are not only what they say," it examines assertions in terms of what they really do. As "discourses are not objects but rules and procedures that make objects thinkable and governable, and they do not "determine" things but rather interfere in the relations of what may be known, spoken, or practiced," it examines statements in terms of what they do rather than what they say (Arribas-Ayllon & Walkerdine, 2008, p. 120).

There are several discourses specially the one's which are communicated verbally. In such discourse transcribing is needed. Transcribing is an important component of discursive analysis and practice for cultivating a critical and non-judgmental attitude. It is not a prerequisite for analysis. The value of the study is in part due to the long and careful nature of transcription. The researcher has to be fully immersed in the talk-in-interaction by having to pay close attention to each word, rhythm, and emphasis, as well as pauses, interruptions, overlaps, repetitions, and breath intakes and exhales. During carrying out research one needs to watch the video for visual cues and any pertinent movement, and you must do all of this repeatedly. The process of transcription entails both the recording of clinical discourse and the meticulous transcription of the talk-in-interaction. This entails mastering and using detailed transcribing notations that are crucial for illuminating the specifics of how distinct phenomena are co-constructed. Finding out patterns is also a part of discursive analysis. This is done by looking into repetition and nuisances of the issue. Finding out patterns takes time and there is requirement of classification so that the patterns emerge. This could be done on verbal text or even nonverbal texts.

Check Your Progress:

1. Discuss the Discursive persuasive writing.

2. Write about Discursive argumentative

8.3 MICHEL FOUCAULT

The primary focus of Foucault's writing is discourse, or the structured forms of knowing that are both produced exchanged and have an impact on society. Discourses are more than just verbal exchanges they also take the form of institutionalized activities and are restricted with power. For example, medical discourse takes into consideration more than simply a

set of terms or signifiers; it also considers how medical care is institutionally structured as well as how much influence the doctor has over how the patient perceives the situation.

Michel Foucault writings try to document how power is used in society. He uses discourse analysis to explain it. According to Michel Foucault (1978), power is a relational concept. Power, according to Foucault (1978), is also productive which shapes how society constructs its members and ourselves. For Foucault (1978), power produces "discursive practices" or "discursive knowledge" in which people are expected to behave in certain ways supported by common sense truths. Through Discipline power is followed, which includes both bio-power (e.g., and via through the subjugated physical body) and disciplinary power (e.g., via school, religion), plays a part in this. As a consequence, a person's worth is determined by how closely they conform to the established norms.

The History of Sexuality, is a important text of Foucault published in 1978, is a striking example of Foucault's genealogical analysis. Rather than merely analysing truth, Foucault was more interested in the functions of power and in describing the "history of the present," which included the processes by which truth is formed and the circumstances under which some utterances, statements, propositions, and a particular version of knowledge come to be seen as truth. Consequently, this truth-making process is discursive, grounded in power relations, and involves the construction of a subject's subjectivity (Waite, 2005).

Foucault points out that through the processes of normalization, power is what shapes who we are. Foucauldian power is, to put it simply, all-universal, productive (rather than only destructive), diffused, performed, discursive, rooted in discourse, knowledge, and regimes of truth, forming (the subject), embodied, and consensual rather than coercive. According to Foucault (1978), power is relational, and resistance is an essential part of and overlaps with power relations. Power is diffuse; thus, Foucault demonstrates that in order to fight it, it must be dispersed across social structures and ingrained in daily life. Both the power of hegemony and the strength of resistance are "fragmented and inconsistent, each always possessing components of the other" (Raby, 2005, p. 161).

It is crucial for a discourse analyst to move outside of hegemonic discourses as one of the main goals of any discourse analysis is to try to find hegemonic discourses in action. This may be viewed as an effort to read a text "with new eyes and ears," as well as a step in the reflective analysis process when the analyst considers their own place in the discourse and how that place contributes to unique understandings of the problems they are analysing. Interestingly, the greatest approach to develop the abilities to reject hegemonic discourses like liberalism is probably to immerse oneself in readings in critical social theory.

8.4 STEPS FOR CONDUCTING DISCURSIVE ANALYSIS

1) Learning about the context:

Before making Discursive Analysis one can write out the details about the source material and how it fits into the overall scheme. The researcher should also consider the social and historical background of the production of each of your materials. Note the language, origin, and publication information for your source, as well as the author(s), publication information, and country of origin (and when) it was published. Additionally, make an effort to keep track of when and how you acquired your materials, as well as one has to describe where others could get copies. Check your sources' comments to any significant events, whether they relate to larger discussions, and how they were perceived at the time of the publication.

2) Gather your research materials:

It is advisable to set up the text for analysis in a way that will enable you to interact with the source, focus on particulars, and create accurate references afterwards. Making more copies of the source material, if one is working from a hard copy, make points and highlight crucial details. Try to digitize your source or get a digital copy if you haven't already. Then provide references so that readers can follow your work later: include numbers for lines, headings, paragraphs, figures, or any other elements that will help you stay on track.

3) Making note of the text's organization:

After gathering your resources and coding the discourse strands, it is necessary to examine the texts' structural elements. Exist any sections that focus primarily on a single argument? Exist any instances in the text when various discourse threads overlap one another? Try to recognize the argument's structure: does the text move over many concerns one at a time? Does it present a counterfactual situation first, then present a refutation of that case and the primary argument? At this stage, you should also think about how the argument is guided by the headers and other layout elements, as well as how the introduction and conclusion fit into the bigger picture.

The following stage of your research will probably be the most time-consuming, but it will also be the most instructive in terms of examining how a discourse functions in depth. You will need to determine how each statement operates linguistically. You might need to make different coding categories for your digital files or employ numerous copies of your text for each work-step in order to do this. Some of the things to watch out for include the following:

Word groups:

Are there any words in the text that have a contextual background? For instance, the terminology may be taken straight from corporate, military, or excessively informal youth lingo. Look more closely

Modalities:

Look for any assertions about what "should" or "could" be in the text. These words might convey hypothetical situations, a sense of urgency, or a call to action.

Evidentialities:

Lastly, are there any words or phrases that imply factuality in the text? The words "of course," "clearly," or "as everyone knows" are a few examples. What types of "facts" the book actually delivers to support its thesis is a related subject. Does the text state factuality, actively support it, or just make it seem obvious? One of discourse's main characteristics is the way it "naturalizes" some claims as "facts" or "common sense," even when they are in reality debatable (and in discourse theory, all statements are controversial).

4) Compile and evaluate discursive assertions:

You can focus on the specific assertions or discourse fragments once you have a clear understanding of the text's major elements. Collecting all statements with a certain code and analysing what they have to say about the relevant discourse strand is an effective technique to accomplish this. You may use this list of assertions to chart the "truths" the text establishes for each important subject.

5) Identify any cultural connections:

The source material's context has to be clearly described. Make a note of how the argument is influenced by the context. Does your writing include references to outside sources or indicate that you are an expert on a different field? What significance does the text provide to this other? All these points have to be taken into consideration while making a discursive analysis.

6) Interpretation:

The entirety of your study is now complete, but the key issue is left unanswered: what does it all mean? To explain what the discourse is about and how it functions, you must bring together all of your findings in your interpretation. This entails combining your understanding of structural elements and specific claims, setting your results in the larger framework that is created at the beginning, and then moving forward. Other questions like Who was the author of the content you are analysing? What is their stance on the subject you looked into? In what ways do their arguments build upon and add to the currently held beliefs about the subject?

7) Present your conclusions:

It's time to communicate your findings to your target audience after which you have the answer to your initial query. If your analysis was successful, you now have a ton of notes on which to base your presentation, paper, or thesis. Be careful to emphasize the relevance and organize your analysis depending on the points you wish to make. Always ask yourself: Why should anybody care about my discoveries, and what makes them interesting? Try to concentrate on developing a strong argument rather than merely listing discourse features in a lecture or paper. When necessary, you may then add your work's supporting documentation, such as by including

Limitations:

Although discourse analysis is an effective technique for analysing political communication, it is not without its drawbacks. The notion that you simply need to follow a particular number of steps to attain your outcomes might be deceiving in addition to being quite labour-intensive. Every approach is only as good as its underlying question. Create a strategy that works for your project if your question doesn't lend itself to this kind of research or if many of the procedures, don't be a methodologist—someone who, in a fit of activism, leaps at a set of methods and applies them to everything. Never stop evaluating your own effort.

Avoid making statements that your evidence does not support the topic, this means being aware of the flaws in your methodology. One typical error is to assert that a discourse analysis reveals what individuals believe or think (or what entire societies think or believe). Discourse analysis will never yield sufficient proof of what goes on inside people's thoughts.

A discourse analysis may teach us how particular actors put together an argument and how that argument fits into broader social practices. More significantly, we can confidently show the kind of claims actors make in an effort to make them seem accurate and self-evident. We can clearly demonstrate the rhetorical strategies they used to convey those realities in ways they believed would be convincing, successful, or even natural. Through discursive analysis we can show how communication strategies spread their claims and the conceptual frameworks they rely from through discursive analysis.

Check Your Progress:

1. Discuss few discursive analysis steps.

2. Write about limitations of Discursive analysis in few lines.

Discursive analysis

8.5 SUMMARY

The chapter discusses the dictionary meaning of Discursive is that of moving from one topic to another without a proper order. Discursive writing is distinctive in that it presents both sides of an argument while eventually presenting a certain stance on the issue. Discursive writing is not an aggressive or loud piece of writing; rather, it considers both sides of the issue before coming to a conclusion. Further the chapter discusses meaning of Discursive analysis Discursive analysis is a great educational tool as well for improving understanding of systemic processes and observing how relational negotiations take place between psychological and interpersonal processes. Discursive analysis can enhance supervision by supplying a more thorough understanding of critical awareness of what works and what doesn't in written or spoken form of communication. Foucault uses Discursive analysis in his writing. He notes Discourses are more than just verbal exchanges; they also take the form of institutionalized activities and are restricted with power. For example, medical discourse takes into consideration more than simply a set of terms or signifiers; it also considers how medical care is institutionally structured as well as how much influence the doctor has over how the patient perceives the situation. He documents how power plays a role in dominant discourse and uses the institution. The chapter discusses the different procedure one can use to make a discursive analysis like focussing on context, transcribing texts, communication, Interpretation drawing out conclusion, raising important questions, reading the sources and making enquiry into the topic or text under study.

8.6 QUESTIONS

- 1) Discuss the different steps to carry out discursive analysis.
- 2) Write a note on Michel Foucault on discursive analysis.
- 3) Write a note on Discursive.

8.7 REFERENCES

- Gale, J. (2010). Discursive analysis: A research approach for studying the moment-to-moment construction of meaning in systemic practice. Human Systems: The Journal of Therapy, Consultation & Training, 21(2), 7-37.
- <https://www.twinkl.co.in/teaching-wiki/discursive-writing>

- <https://www.apa.org/pubs/books/essentials-discursive-psychology-sample-chapter.pdf>
- McMullen, L. M. (2021). Essentials of discursive psychology. American Psychological Association.
- Andersen, N. Å. (2003). Discursive Analytical Strategies: Understanding Foucault, Koselleck, Laclau, Luhmann. Policy Press.
- Khan, T. H., & MacEachen, E. (2021). Foucauldian Discourse Analysis: Moving Beyond a Social Constructionist Analytic. International Journal of Qualitative Methods, 20. <https://doi.org/10.1177/16094069211018009>
- <http://www.politicseastasia.com/studying/how-to-do-a-discourse-analysis/>

CONTEXTUALIZING ACADEMIC WRITING

Unit Structure

- 9.0 Objectives
- 9.1 Introduction
- 9.2 Importance of Positioning arguments
- 9.3 Contextualization
- 9.4 Significance of contextualization
- 9.5 Types of contexts in writing
- 9.6 Academic text versus context
- 9.7 Networking and writing process
- 9.8 Conclusion
- 9.9 Summary
- 9.10 Questions
- 9.11 References

9.0 OBJECTIVES

- To examine the relevance of context in academic writing.
- To understand the relation between academic discourse and knowledge production.

9.1 INTRODUCTION

When writing a research topic, apart from reading texts to understand the scope of the research and analyzing it, one also needs to string together words to express complicated concepts and the methodology of the research. Using the technique of contextualization allows the reader to gain an understanding of the information surrounding the subject that validates that analysis. Such information is crucial to justify how certain conclusions are made. Relevant information needs to be presented in a detailed manner in order to satisfy these criteria. Conceptualization allows researchers to elucidate on the topic and write in great detail which can add depth to the dissertation. The author who writes research must be able to clarify specialized, narrow or sometimes even obscure topics. In the following section we will be dealing with the importance of contextualizing in order to provide depth to the topic of research.

9.2 IMPORTANCE OF ‘POSITIONING’ ARGUMENTS

If one is to observe the research material that has been written on in the past, one can see that the information mentioned may not be detailed or even about the specific chosen topic. Rather information is provided regarding the topics that are connected to the topic chosen which may also have an impact on it. Scholars also take time to explain to the reader the importance of the research and how it impacts the fabric of society at large. They try to present the clarity that can be obtained by studying this niche topic. This is also termed as “positioning” the argument.

9.3 CONTEXTUALIZATION

Contextualization refers to the setting in which a work of writing is being situated. Contextualizing in writing is meant to give intended information the needed significance and clarity. It also seeks to establish a link between the writer and the reader and gives the better understanding of the author’s goal and direction. It refers to information that helps reading to interpret the meaning of a text. Contextualising in writing may take several forms such as: background information of the story, or specifics of the phenomenon under observation, setting or timeline in which work is being performed. Thus contextualizing helps in clarification of a work’s meaning.

9.4 SIGNIFICANCE OF CONTEXTUALIZATION

Contextualizing in academic writing gives depth to a work of literature and allows readers to get immersed in the material. Context adds richness to a research work and helps to engage readers in the text, thus it is important to writers and readers alike. It is essential to accurately convey and understand the meaning of a work of writing. When writers ‘write in context’, they incorporate contextual information which will help readers digest and accurately interpret the text. Readers may consider factors or variables relevant to the context of the work. This will help the readers to look through the lens of relevant perspective when they examine variables related to the setting of the research work. Without context, a book or an essay or any other text will not be able to provide the reader a framework for interpreting the concepts or ideas presented in the work, thereby depriving the reader of a rich reading experience.

9.5 TYPES OF CONTEXTS IN WRITING

There are several types of context in writing which will help readers to gain better insights into the material.

Historical context:

Here the researcher provides the time period and its current events can provide more information regarding the era, thus, setting the stage for the tone of the researcher’s piece of writing. It involves factors like economic conditions, societal norms of the day, major events, technological

landmarks, etc. This will also help to create an understanding of the society at the time. Historical context can create a clear picture of the atmosphere to the reader, giving them context for how people felt and behaved during that period of history, their lives and clothing styles or use of language specific to that era.

However, historical analysis entails more than merely examining the social context of the research subject. Additionally, it entails examining how the researcher's background may influence biases, perspectives, and worldview as a scholar. Scholars will also often disclose their ideologies through their writings.

Physical context:

The specific attributes of a place can provide clarity on how a topic unfolds and how each dimension develops. The extra information on the physical environment will help readers to see how actors interact with their environment. The environment will dictate how the topic evolves, but it is important to provide readers with sufficient details for them to understand why.

Cultural context:

Varied elements of culture such as; beliefs, religion, marriage, food and clothing, etc. need to be introduced in order to fully understand the topic. Sometimes readers may be unfamiliar with the traditions of certain groups, which is a vital and integral part of the traditions and belief systems of the group under study. Without expressing the fears or expectations embedded in the culture which is written about, a culture divide may be created which would further impact the connection between the reader and writer. As a result the reader may lose a potential audience.

Situational context:

Situational context is the reason why a phenomenon occurs based on the event itself. Within situational context, the readers are able to understand how the circumstances of the event occurring affect those involved.

9.6 ACADEMIC TEXT VERSUS CONTEXT

Text structure and meaning are social constructions that adapt to the demands of the present moment and cultural tradition. Thus, context and text can predict each other. Students can place their writing in the system of genres that shape academic interactions by being aware of this bi-directionality between text and context. This will help them understand the connection between the text they write and the research activity.

Academic discourse is the linguistic expression and construction of shared concepts, values, and practices among members of an institution. It is distinguished by the use of technical language. Language is a "system of meaning creation" according to SFL (Systemic Functional Linguistics),

which means that meaning is "the result of the interrelations among the parts" of the system of language and context.

Register and genre are geared toward the context. Genres are the intersubjective representations of the types of situations and texts that frequently co-occur in that social group and set it apart from other social groups and their respective cultures, according to "Context of Culture". It is defined by the actions and meanings (and the values attached to them) produced by the members of a social group.

Register is "the configuration of semantic resources that the member of the culture associates with a situation type". "Context of Situation" means the environment of the text, the set of meanings that are possible/probable in a given situation. For example a research article can be considered as a genre as opposed to a book review or a dissertation. The differences can be seen consistently with reference to content, format, and style especially when compared to the format used to report research in applied linguistics or rural sciences. Hence, these can be considered as two different registers. The "Context of Culture" is recognized to be the ideas, ideals, and principles associated with academic life that students, teachers, and staff interact through written materials. It is possible to think of each student's experience with a discipline as a cultural context as a unique "Context of Situation" for texts. These SFL variables that correlate to linguistic factors that specify the situation's register can be used to construct these "Contexts of Situation" which are as follows:

Field:

The characteristics of social practice: the activity, the acts taken by participants in a certain circumstance or event with a communication goal in mind.

Tenor:

Participant roles, relations, and interactions: the nature of the connections between participants in the event, as well as their roles and relations. It is represented by lexicogrammatical phrases (verb, noun, adjective, adverb);

Mode-Text organisation:

The type of semantic unit being used, its coherence and cohesion, the type of transmission medium being used, and its written/oral format. It is reflected by the mood and modality elements of the text.

Each genre is thus actualized as a certain register that finds concrete expression in a specific text. Understanding the nature of social practice, the activities taking place in the pertinent context, the participants' roles and relationships, and the way these conditions are construed in the text with a particular organisation will help us get insight into how a text is configured. By presenting language as a socio-semiotic system that comprises each social group's practices rather than a collection of separate texts, novice writers can become accustomed to academic culture.

Motta Roth prescribes the use of the ‘Academic writing cycle’ which has been developed by her on the basis of previous research work on the subject. It is based on the concept that “the text and concept are two sides of experience that can be pedagogically explored in writing courses in order to foster students’ critical awareness of the kairos (a decisive moment) of a text, the adequacy in content, form and style of a text to a rhetorical moment.”

Text v/s context:

According to the Academic writing cycle, it is imperative for the student to analyze discourse before attempting to write in their fields. This can be done by reading, analyzing the linguistic elements, the use of specific vocabulary, the context of the content, and the interaction the text has with its structure. Students also need to be aware of how the text could interact with other fields with reference to cross-disciplinary setups or even how the language can form a sociointeractionist perspective in the subject they are attempting to analyze. In simple words, the social practices applied with regards to grammar and text structures are different to those used in rigorous academic writing and those should be taken into consideration when making an analysis. The student needs to read and deconstruct the elements of language in academic works in order to write, revise and edit the text they are attempting to write. Adhering to this framework will help students avoid ‘writing-in-the-vacuum syndrome’ which is writing without holding in mind the target audience and the purpose.

Three principles of Context Exploration, Text Exploration and Text Production must be adhered to, which are as follows:

1. Context exploration:

It entails interaction with the environment, observation of research practices and comprehending the role language plays in producing knowledge. In order to initiate students into this cycle, it is important for them to participate in finding relevant material to engage with that refers to their academic context. Exploratory questions must be presented to the students and they must attempt to respond to these through the knowledge they have gained with the material. Questions such as “Which approach to a specific topic seems interesting?”, “What research practices are used in your area?” are important to content exploration.

2. Text Exploration:

It requires analysis to be used to forge the relation between the text and the context. It indicates the construction of context with the help of language and vice versa. The concept of Genre Systems is used to process the knowledge production by researchers, peers, students, departments, editors, etc. It emphasizes the interaction the text has with the audience in the oral or written forms such as research proposals, articles, talks, etc. The concept of Genre Systems on the other hand is crucial as it helps to analyze the impact the former content has on the various genres.

Students will need to look into the following aspects: type of information that is currently in circulation, number of pages written on average on the topic, information that may seem crucial to the student, speech acts that have been used, lexicogrammatical patterns, choices made and distinctive style of the author.

3. Text Production:

Revising and editing with the understanding of how language plays an integral part in this process is a part of text production. There is an emphasis on the writing process. Textual features of writing, revising, and editing are central. Linguistic features, analytical competencies of textual language could be a starting point. Answering the following questions can help gain insight. What is the structure of the text? What points of connection are being utilized? Are the connectors expressing addition, opposition, cause, consequence, etc.? What are the stages of the writing process? How is the definition of the concept taking place? What tone is being used by the author? Is there a use of passive voice or active voice? etc.

4. A discussion of the creation, dissemination, and consumption of texts is part of genre pedagogy. By asking questions like those listed above, teachers and students can better understand the social context of each target community's relevant genres. In order to effectively teach students how language is used in particular academic situations, it is important to clearly identify the links between the text and the context in which they are reading it. There appear to be three major issues in academic writing instruction that genre pedagogy can address: the need for novice writers to comprehend what a genre is and how it works; the need for teachers to successfully instruct students on how to engage in the genres that make up academic life; and the requirement that novice writers participate in the discourse of science.

9.8 CONCLUSION

Contextualization can be applied by students to serve their own interests based on the conditions they identify in their immediate research context. For this, they should become aware of how the language system operates in terms of semantic field, interpersonal relations, and text structure. This system will help novice academic writers in developing writing skills by guiding them through the exploration of social and discursive practices within their disciplinary culture. As new writers learn to write, they must consider contextual regulations as well as social, and thus dynamic, collective discursive practices. The important task for students is to observe their academically rigorous environment in order to develop a framework for better understanding how academic discourse and knowledge production practices are dialectically built. By doing so, texts can be viewed as socio-rhetorical processes and artefacts, i.e., tools that writers use to realize goals of serious academic writing.

9.9 SUMMARY

Contextualization refers to the setting in which a work of writing is being situated. Contextualizing in writing is meant to give intended information the needed significance and clarity.

Contextualizing in academic writing gives depth to a work of literature and allows readers to get immersed in the material.

There are several types of context in writing which will help readers to gain better insights into the material such as; historical, physical, cultural, situational contexts.

Text structure and meaning are social constructions that adapt to the demands of the present moment and cultural tradition. Thus, context and text can predict each other.

The text and concept are two sides of experience that be pedagogically explored in writing courses in order to foster students' critical awareness of the kairos (a decisive moment) of a text, the adequacy in content, form and style of a text to a rhetorical moment.

9.10 QUESTIONS

- 1) Discuss the significance of context in academic writing.
- 2) Differentiate the relation between Academic text and Academic context.
- 3) Elucidate on the concept of Academic Network and writing process.

9.11 REFERENCES

- Nystrand M. (2006): The social and historical context for writing research,
file:///C:/Users/Lenovo/Downloads/NystrandSocialHistorical.pdf
- Desiree Motta-Roth: The Role of Context in Academic Text Production and Writing Pedagogy (pp.321-340)
- <https://wac.colostate.edu/docs/books/genre/chapter16.pdf>

CITATIONS, NOTES, REFERENCES AND BIBLIOGRAPHY

Unit Structure

- 10.0 Objectives
- 10.1 Introduction
- 10.2 Citation
- 10.3 References
 - 10.3.1 Approach
 - 10.3.2 Referencing Methods
- 10.4 Notes
- 10.5 Bibliography
 - 10.5.1 Branches of Bibliography
 - 10.5.2 Types of Bibliography
- 10.6 Conclusion
- 10.7 Summary
- 10.8 Questions
- 10.9 References

10.0 OBJECTIVES

- To understand the importance of citations, references, notes, and bibliography in academic writing.
- To familiarize the learner with the skills needed for academic reading and writing.

10.1 INTRODUCTION

Research in any field allows for the subject to evolve through collective input. It allows for information gaps to be filled. In order to do research, the first step is to review the literature that has already been studied in that field on the subject that is being worked upon. In the process of doing so, one needs to provide information about the sources being accessed. This ensures steering clear from plagiarism and giving credit to the original researcher whose work then becomes a foundation on which further research is conducted. In order to do so, there are various aspects such as references, citation, notes, and bibliography that can be incorporated to refer the readers of the research to the resources accessed during the process.

Journals, publishers, and institutions encourage using these methods as a part of ethical academic writing. A researcher can therefore find this process tedious as it takes up a great amount of time and effort. Resources

such as term papers, essays, articles, research projects, blogs, videos, etc. are used to substantiate the material and create a contextual background for the research. Apart from these, print media in the form of books, journals, magazines, newspaper reports, etc. can also serve to broaden the review process. Keeping a track of this information is an essential part which will enable us in citing the references.

This process of citation, references and noting materials is to be conducted from the beginning of the research rather than waiting to collate the data at the end of the project. The researcher is expected to make notes of the important information as well as the page number and project title from where the references are being taken. In case if physical copies are being referenced to, it is recommended to make a copy of the cover page along with all the other details. In this section the learner will be introduced to the varied skills needed in reading, jotting down important information and making relevant citations so as to make the academic endeavor more robust.

10.2 CITATION

A citation allows the readers of the research to know where the material used for the project is being sourced from. It also gives the original author credit by letting the readers know that this piece of information has been taken from someone else's work and is not an original idea. In doing so, it provides the reader information about the author, date of publication, the title of the work and in which journal the article was published.

Importance:

Citing sources is an indication that the ideas are not just based on opinion. It concludes that the author has done substantial research and has used facts to support the ideas. Citing sources introduces an element of authenticity and gives a firm theoretical foundation to the process of knowledge production. When work has been cited, the reader can verify facts and figures for themselves which increases the dependability and credibility of the research findings. The readers are further encouraged to cite the new research and critique the findings of the research. Plagiarism can be avoided by the use of citation. If the work referred to has not been cited, the researcher can be reprimanded by denial of bonus, promotion, grade, certificate, etc.

Usage:

The first step in citation of material is to deliberate the requirement of the journal, publisher, or institute. Each department has different requirements and formats. The Harvard Method is used by the departments of Language Studies, History, Arts, Literary Studies, Theology, Sociology, Criminology, etc. The APA Method is used for social and behavioral sciences such as Education Library and Information Science, Management Sciences, Nursing, etc. The Vancouver Method is used by the fields of Medicine, Computer Science, Mathematics, Statistics, Physics, Zoology,

Plant and Biotechnology Departments, etc. The MLA Method is used by Linguistics and the Literary Subjects.

Quotations:

Indirect: Indirect quotations are used to summarise the ideas of the author and apply them by paraphrasing the content in our own words. The synthesis of information from two or more sources demands a certain level of command over language and subject knowledge while paraphrasing and summarising. When such a difficulty obstructs originality, one is plagued with the possibility of plagiarism. Methods of citation, notes, references and bibliographies help solve this dilemma by providing the credit to the work that has been used as a foundation to continue with further research. Quotations serve the six functions of providing support, exemplify action, introduction, conclusion, explanation, and definition of the text.

Direct: Direct quotation can be used if the words of the author cannot be paraphrased and must be used as they are in order to express the idea as clearly as possible. In this case, less than 40 words can be incorporated into grammatically sound sentences and need to fit within a coherent paragraph. Quotes longer than 40 words are indented and placed in a separate paragraph without quotation marks. Citations made in the text are systematically included as references at the end of the essay, or as a bibliography if it includes a list of other pertinent works that were not consulted and/or cited.

10.3 REFERENCES

A reference provides an “address” of the information which is being sourced. It helps the reader locate the work as it mentions important details about the title, author, year of publication, etc. The reader is then able to cross-check the details from the original source and use it if needed in further research.

10.3.1 Approaches:

1. Source Referencing:

When referencing a source, the citation is put in brackets right after the passage that contains the borrowed information.

2. Secondary Referencing:

The citation used in the secondary source which has been quoted from the primary source is being referenced and cited by the researcher which is used in the third article written by the researcher. In such a case, the primary and secondary sources have to be cited together. Ex. “Men are stronger than women. (Uzuegbu, 2012, cited in Ibegwam, 2014).” Here Uzuegbu’s citation is being referenced to even though it was originally taken by him from the work of Ibegwam. The first name in the citation will specify the source the researcher is directly reading and accessing information.

3. Cross-Referencing:

It is the practice of direct referencing details and specifications such as chapter, section, table, paragraph, etc. It focuses on the number of the item and not the page number. For ex. “(See Table A.), (see Figure 3.4), (see Chapter 6)”. When a sentence is being cross-referenced to, one must make sure that the reference forms a part of the sentence. For ex. “...is called a killer (see Chapter 10).” But when a whole paragraph is being referenced to, the reference will be placed after the paragraph. Here, the word “see” which is used to reference will start with a capital letter as opposed to the examples mentioned thus far. For ex. “...is called a killer. (See Chapter 10.)

4. Content Referencing:

This type of referencing is used when the reader is to be provided with supplementary information regarding the topic. According to M. Burger (1992), content referencing can be used to:

- (a) permit access to additional sources of information to the reader that will help gather data and context to the article at hand,
- (b) provide clarification for the content present in the text such as explanation of foreign words or information on people or places,
- (c) avoid the obstruction to the continuity of a sentence by providing vital information that corresponds to the current sentence separately,
- (d) elucidate on a topic, and
- (e) make provision for the primary wording (possibly in a foreign language) of a translation which is being used in the work.

10.3.2 Referencing Methods:**1. Harvard Method:**

Term papers, essays, articles, projects, etc written by the students or faculty of Humanities, often use the Harvard method. It is also called the “author-date method”. The distinctions of this method are as follows:

- The author(s) name(s), date of publication and page in the text (ex. Patil, 2015:26). For plural authors (Patil, 2015:26; Mohanty, 2011:46), etc.
- Add the date and page number in brackets if the author’s name(s) is mentioned in the sentence.
- Page number(s) must be mentioned only if the work is paginated.
- A comma (,) should be used to distinguish an author and the date, a colon (;) should be used to distinguish the date and the page number(s)

- The last punctuation mark comes after the closing bracket of the following citation if the quote is a part of the sentence.
- Ellipses are used to denote missing words in quote marks (...)
- References are listed in an alphabetical order
- Solely headings for works that have been only published are italicised. Titles of non-published work are not italicised.
- The work's title is used as the author in the text and reference list when the author is not listed or the work is anonymous.

2. APA Method:

The social and behavioural sciences utilise APA method. The most recent edition was released in 2010 mentioning the rules to be closely adhered to in the APA's 6th edition (2nd printing) when writing sample articles. The guidelines are as follows:

- Only the name(s) of the author and date of publication is to be cited.
- Direct quotations and following citations for paginated books need to include the page number(s).
- When entering a page, the page number is written as "p.5" or "pp. 12-17,"
- The date should be the only detail enclosed in brackets if the author(s)' name(s) appears in the phrase.
- When a page number is required, separate the author from the date and page using a comma, as in the following example: (Uzuegbu, 2012, p.5).
- Less than 40 word quotations are grammatically included into the sentence as a paraphrase or as a quotation that should conform into a coherent paragraph.
- The last punctuation mark appears after the closing bracket of the following citation if the quote is a part of the sentence.
- Ellipses are used to denote missing words in quote marks (. . .)
- The letter "and" serves the same purpose in in-text citations as the conjunction "&," which is used in reference lists where it is required.
- Only the names of the works appear in italics at the reference entries.

3. MLA Method:

The Modern Language Association prescribes this method for linguistics and literary subjects in the humanities. The characteristics are as follows:

- Brackets are used to indicate the author's name and the page numbers.

- The date is not mentioned in the text because it is not as significant when using this referencing style.
- The titles of the works are crucial and should be mentioned in the text whenever it is possible. Using the ellipses symbol, some lengthy titles can be condensed (...).
- A list of works at the end of the work accompanies every citation found in the text. "Works cited" is the title of the list.
- The list of Works Cited is categorized alphabetically by the authors' last names or the sources' titles.
- The second and following lines in the list of "Works referenced" are indented, and a space is left between each entry.
- No initials are used in the "Works cited" section when using the MLA style; only the full names of the authors are listed.
- With regard to punctuation, the first author's surname is written first, followed by their entire names. A comma is put before the word "and" and the name(s) and surname of the second author are given in the usual order (first the name(s), then the surname), for example, Uzuegbu, Chimezie, and Cletus Okafor.

4. Vancouver Method:

The Vancouver method is a form of numerical referencing technique that is mostly employed in the fields of mathematics, computer science, and medicine. The Vancouver technique frequently includes the following:

- When a source is cited for the first time, a number is assigned to it.
- The assigned number is displayed in the text in square brackets or superscript.
- The number designates the specific source and is used to refer to that source throughout the text.
- The assigned number is still used while the researcher still cites the authors' names.
- A list of all cited sources is included at the conclusion of the text and is arranged numerically. Only the sources listed in the text are included in this list, which is referred to as the reference list.
- There are no indented lines in the reference list, but there is a blank line between each entry.

10.4 NOTES

There exist some common writing tool features that are implemented when using various citation styles. They provide writers with a clear method in directing the reader to further information on the research topic

and additional citations. Though the terms are sometimes used interchangeably, footnotes and endnotes have a few differences. Thus content referencing can be applied using two formats:

1. Endnotes:

These can be accessed at the end of the written material on a separate page. They are placed before the references and bibliography. The page should be titled as “ENDNOTES” or “NOTES”. Superscript is used to indicate that the reference is mentioned in the endnotes. Superscript refers to raised Arabic numerals; numbers which are placed slightly above or below the regular baseline of the alphabets. Endnotes are less convenient than footnotes as the reader often has to traverse back and forth through pages, which may need a longer attention span and take up time.

2. Footnotes:

They can be accessed at the bottom of the page. There is a line or additional space which separates the major written text from the footnote which forms a small section at the bottom. The footnotes are written in a tinier font. It also uses superscript like Endnotes for signification. The superscript is placed after the word or sentence which requires elaboration.

The referencing techniques mentioned are not permanently associated with a particular subject, rather a method that is inclined to facilitate the understanding of the reader by highlighting the most relevant details a

10.5 BIBLIOGRAPHY

A Bibliography not only refers to the works which have been cited and referenced to in the research, but also the works which may not have been directly quoted. It addresses the works which have been read and have helped shape the idea and hypothesis even if they haven't been paraphrased or quoted. A Bibliography serves to function as a selection tool for collection of resources for reading material. It helps in tracing specific titles of books. It provides a systematic guide on the literature that can be found relating to subject matter at hand or for conducting retrospective research. It saves a lot of the researcher's crucial time and effort by assisting with a selection of topics which are pertinent to the subject. It provides the researcher a bird's eye view with regards to the overall status and progress of the research. It is also helpful in avoiding the duplication of research areas which have already been researched. A Bibliography is listed in alphabetical order just like references.

10.5.1 Branches of Bibliography:

1. Analytical / Descriptive:

It studies the physical factors of a document. Aspects such as structure, description, and history are taken into consideration. It helps to define the data and facts regarding a publication. It takes into account the process of book making, making of pages, printing, and publication as a way to

understand the impact of materials and production on the book. Such a bibliographic report will include information like the author's name, the work's title, and published specifics like the format, pagination, typographical features, illustrations, characteristics, and the type of paper and binding used. It is a type of bibliography that analyses the signatures, catchphrases, cancels, and watermarks of a publication to determine its facts and data before recording the findings in an authorised format.

2. Systematic of Enumerative:

This format classifies research topics and places them using systems of alphabetical order or logic. This arrangement is useful in order to locate the material without wasting time sifting through individual material. This system focuses primarily on effective access to the data. Types of systematic bibliographies include physical form, intellectual form, inner form; language; subject; geographical area; factor of time; and producing agency.

3. Textual:

Textual bibliographies aid in determining the impact of writing or printing processes on the text's validity. This type of bibliography is concerned with textual differences between a manuscript and a printed book, which means that the concern of this type of bibliography is to determine the exact words that the author intended to convey in his work. It is also the study and comparison of texts and how they have been transmitted through various printings and editions.

10.5.2 Types of Bibliography:

- The majority of enumerative bibliographies are subject bibliographies. It deals with the information pertaining to a specific topic, which can be a thing (such as Solid State Physics), a place (such as the United States), a person (Pandit Jawaharlal Nehru), a broad subject (such as the Social Sciences or Computer Science), or a small subfield of any subject (Computers). A subject bibliography, according to Ranganathan, is a document bibliography that is restricted to a single subject area as opposed to covering all possible themes. The subject bibliographies may appear as standalone works or as fragments within other sources. They will be constrained in terms of the type of content, the length of time, the origins of the sources, and the language. They can be either current or retrospective and are often either selective or comprehensive. Subject bibliographies can be categorised into a number of groups according to their content such as reference bibliographies, bibliographical reviews, reading lists, subject indexes and abstracting services.
- National bibliographies contain a series of publications within a particular country. A set of books, documents, pamphlets, serials, theses, dissertations or other materials which have been printed in the country by the citizens will be categorised here. It archives the intellectual property of the citizens. Indian National Bibliography

(INB), British National Bibliography, Cumulative Book Index; are few examples.

- A trade bibliography is a list of publications that are printed and offered for sale through publishers, booksellers, or trade organisations in a particular nation. Their main duty is to encourage book sales. They contribute by increasing sales because they are used for business purposes. A catalogue of books and other reading materials that are offered for sale by bookstores, printers, publishers, and distributors of such publications is known as a trade bibliography. They may have a local, national, or even global reach. Unpriced books, government books, dissertations, theses, publications of societies, etc. that have not been published are typically not included in trade bibliographies.
- A universal bibliography is one that covers all knowledge-related publications, issues, and processes from the beginning to the present. It must contain all published works, including books, excerpts from books, magazines, essays, and combinations thereof, on all topics, in all languages, across all continents, at all times. It is a list of all publications made in all languages and in all nations without regard to subject matter. For the past several years, bibliographers have been working toward this goal. Due to the enormous growth of information and literature over the past 30 to 40 years and language barriers, there are several complications in creation of such a bibliography.

10.6 CONCLUSION

Techniques of providing citation, notes, references and bibliography all form a part of the ethical practice of academic writing. Each of them have their own set of rules which must be followed in order to maintain cohesion and uniformity to enhance comprehension of a subject. Plagiarism is also avoided by providing credit where it is due. It helps outline the contribution of others on whose works further research is based on. These techniques help the reader access details which would have otherwise been eliminated.

10.7 SUMMARY

Research in any field allows for the subject to evolve through collective input.

The process of citation, references and noting materials is to be conducted from the beginning of the research rather than waiting to collate the data at the end of the project.

A citation allows the readers of the research to know where the material used for the project is being sourced from. It also gives the original author credit by letting the readers know that this piece of information has been taken from someone else's work and is not an original idea.

A reference provides an “address” of the information which is being sourced. It helps the reader locate the work as it mentions important details about the title, author, year of publication, etc.

There exist some common writing tool features that are implemented when using various citation styles, such as endnotes and footnotes.

A Bibliography not only refers to the works which have been cited and referenced to in the research, but also the works which may not have been directly quoted.

10.8 QUESTIONS

- 1) Examine in detail the skills needed for academic reading and writing.
- 2) What is a citation? Explain the uses, importance, and the concept of quotations.
- 3) Which are the approaches and methods used for referencing? Explain the role of notes within referencing.
- 4) What is bibliography? Explain in detail about the branches and types of bibliographic representation.

10.9 REFERENCES

- Reference/research skills (1997, February 13): English for Academic Purposes, 208–218. <https://doi.org/10.1017/cbo9780511733062.016>
- Uzuegbu, C. (2015): ‘Bibliographic Citation and Referencing Method’,
- https://aliah.ac.in/upload/media/04-04-20_1585985599.pdf
- https://link.springer.com/chapter/10.1007/978-0-387-95901-6_1?noAccess=true
- <https://egyankosh.ac.in/bitstream/123456789/33139/1/Unit-3.pdf>

DESCRIPTION, ANALYSIS, CRITIQUE

Unit Structure

- 11.0 Objectives
- 11.1 Introduction
- 11.2 Meaning of Description
- 11.3 Steps to begin with Descriptive writing
- 11.4 Analysis
- 11.5 Critique
- 11.6 Summary
- 11.7 Question
- 11.8 References

11.0 OBJECTIVES

- To understand the meaning of Description and how to use it writing in social sciences.
- To learn about the critique and analysis in a text and while writing.

11.1 INTRODUCTION

Writing a research paper or project is a piece of art, it takes time to shape up and there are lots editing and drafts involved. There are certain steps/tool which one needs to use to complete the final product. Some of them are description, analysis, critique which we will discuss in this chapter. As Sociology students you will be writing your dissertation, writing research papers, or reading them, here the topics discussed in the chapter would help. This chapter would be also useful whenever you are asked to write essays in competitive exams, you can expect to learn some useful techniques which you can apply later whenever you are writing on your own and publishing or submitting any article for higher studies.

11.2 MEANING OF DESCRIPTION

Regardless of the discipline, all academic writing will contain some level of description. Whether you are writing an essay, paper, dissertation, critique, or literature review, there will always be items that need to be discussed. For example, you can be asked to present a summary of recent research findings on a certain topic. Description is used specially in terms of ethnographical work. Every detail is recorded which is observed in the field. This helps the reader to get an overall picture. However, the description has to be focused with reference to the study location and in order to understand the problem in a better way.

Descriptive writing is defined as writing that portrays images using precise, sensory language. The field story comes to mind when we read the phrase in the descriptive writing. As we read, the location is made to feel real to us by the foreground, landscape, passages, actions, and voice of the characters. There is a narrative writing element included in this kind of writing as well. It gives descriptions of at least two characters, as well as details about their behavior and body language. (McCarthy, Tara, 1998).

Description precisely, methodically listing the characteristics of a certain population or subject of interest. In order to create an accurate picture or account of characteristics of a certain person, circumstance, or group, these studies are a way of discovering new meaning, explaining what already existing, determining how frequently something occurs, and/or categorizing information. In order to highlight the characteristics of individuals, situations, or groups as well as the frequency with which particular events occur, these studies observe, describe, and document numerous aspects of a scenario as it occurs spontaneously. establishing relationships or correlations between various factors to respond to inquiries with information based on recent events. (Dulock, 1993).

Description can be about a particular issue or circumstance (e.g., medical, environmental, psychological). It can be about a particular instance (e.g., historical event, natural disaster, emergency) or it could be about a review or profile of a particular person or group (e.g., for social work, nursing or education). or it can be about an event, symbol, ritual. In other words, description pertains to describing anything and everything. Description many a times need not contain a argument or that of taking a stand by the writer. It's more of documenting what one can observe in the field or text. Here field refers to fieldwork and text could be written sources like books, thesis, published or unpublished material.

11.3 STEPS TO BEGIN WITH DESCRIPTIVE WRITING

Before making any description certain things one needs to keep in mind. Like think about things for a while before writing. You begin with writing down on a piece of paper about the different ideas related to the topic. Let us take an example that you need to write about pizza. You can begin with describing what is pizza, what are ingredients used in it like sauce, cheese, crust, pepperoni, sausage, spices, spicy, melted, etc. You can begin compiling lists of descriptions for each word once you have a list of terms. You can write about the history of pizza. How it originated and how it spread across other countries. Make sure to use clear, concise language. This suggests that your choice of words was deliberate, with special consideration paid to how well they applied to the topic of your intended description.

Always bear in mind that you must appeal to the reader's senses when describing something. Describe the object's appearance, sound, taste, and/or sensation. To make the moment better, use your senses. What made you believe that? If you can express the feelings or emotions related to your subject, you will establish a stronger connection with the reader.

Excruciating loss, ecstatic joy, or calm complacency are all common life experiences. Draw from this emotional reservoir to the fullest extent possible to describe. Evoking emotions to a large extent are carried out through writing is mainly carried out in literary kind of work like novels.

Make an impactful statement for the reader. Making the reader feel a strong sense of familiarity and appreciation should be one of your goals. Writing a descriptive essay can easily devolve into a meaningless jumble of sensations. However, you must attempt to provide a systematic and logical description if you want the reader to leave the essay knowing what you are trying to convey.

You might occasionally be speaking about isolated occurrences or events. A chronology of events with cause and effect may also be presented at other periods, with a focus on tracking patterns, changes, and developments across time. While doing this, you might need to interpret and describe graphical or statistical data. For the reader to fully comprehend each of these scenarios, clarity is essential.

In description one needs to record (dates, locations, prominent persons, documents, and events) but also Why it happened (causes, consequences, underlying issues, theoretical perspectives,). It can also consist of opinion (subjective, interpreted), but the higher focus is upon facts which are (objective, verifiable), and has critical analysis. You can also discuss, analyze the relevance of the significant facts, dates, events, and procedures and can even provide information in response to a question or title using published research and the most recent theoretical perspectives on the subject.

When it comes to writing description about a text it is better to use own language. Simply repeating the author's words, phrases, or sentences does not demonstrate understanding; rather, it demonstrates your ability to copy and paste. Furthermore, if you use the language of the original too closely, you could be charged with plagiarism, which is something you should avoid at all costs.

11.4 ANALYSIS

Analysis has been used to a large extent in research and in text. Analysis in simple words means detailed examination, this could be of a research problem or a material which could be written or verbal. Once the data have been gathered, Analysis is carried out so that the researcher is able to draw the findings and conclusion.

The six primary data analysis techniques used in quantitative research are as follows. Researchers who use narrative analysis, commonly referred to as narrative inquiry, analyse texts or visual data that have a storied form. The primary focus of grounded theory (GT), which employs a structured but adaptable technique, is typically social processes or behaviors.

Some of the steps involved in making analysis are as follows. These steps are very crucial.

Data exploration:

Here the data is categorized based on the responses obtained. The important interviews are probed further in terms of context, language, stressing on certain words etc. At this level, we examine the information and present the connected responses collectively.

Data communication:

Here the data is presented in order to help readers understand the meaning of the collected data. The data is sorted out in a presentable way like tables, graphical representations, and summaries of statistics. Even pie-charts are made if needed. There is also use of pie chart, bar chart, histogram and additional tables.

Analysis:

In this step of the analysis of the data, text is made either through use of software or manually like classification, coding, repeating words during interview, even by observing commonly found statements, themes etc.

Quantitative Research and Qualitative Data Analysis:

Quantitative data must first be prepared using the following three procedures before it can be analyzed:

- The first step is data validation, which is the act of comparing acquired data to predetermined rules to make sure it is within the necessary quality parameters and free of bias. Typically, it entails looking for fraud, screening, protocol, and completeness.
- In the second step Editing Data is carried out. Data editing is the process of analyzing and altering after examining the data records for any gaps, errors, or inconsistencies.
- The third step is data coding, which entails deriving codes from observable data as the name suggests. It describes the method of arranging obtained data into a collection of relevant and coherent categories.

In quantitative research, there are two primary methods of data analysis used:

- **Descriptive statistics:** This quantitative approach of data analysis provides straightforward summaries of the measures and sample and is used to highlight the fundamental characteristics of data in a study. It assists researchers in comprehending the specifics of a sample group rather than attempting to infer anything about the complete population. Before moving on to inferential statistics, descriptive analysis is typically the first set of statistics studied. Mean, median, mode, skewness, and standard deviation are a few frequent statistical tests used in descriptive statistics.

- **Statistics using inference:** As opposed to descriptive statistics, inferential statistics seeks to draw conclusions about the population as a whole rather than just a particular data set or sample. As a result, it enables researchers to draw conclusions and forecasts about a whole population. Predictions about the disparities between groups within a population and predictions about the relationships between variables significant to a population are two of the basic types of predictions generated using inferential statistics.
- Researchers can also concentrate on a wide range of topics thanks to quantitative data analysis, which aids in a larger generality of the findings. Compared to qualitative data analysis, results are more accurate and objective. Quantitative data analysis is challenged, nevertheless, because it tends to concentrate on much smaller and frequently contradictory datasets.

Check Your Progress:

1. What are the few steps to follow while making an Analysis?

2. Make a description note of a social issue you observed in your local area.

11.5 CRITIQUE

Critique, criticism is not new in the times of social media. All of us have now a space to express our opinion through various means and platforms like twitter, instagram or the legal means like filing complaint or even giving feedback. We have in fact started expressing our views and negative experiences more and specially with the cheaper internet plans in the country to a large extent. This can be seen from youtube comments to that of any comments or emojis used. Even as a student you must also have had criticism from parents, teachers related to your writing or working process or style. In other words, you are aware of what is critique in simple words. In today's time Critique can be that of an article in a journal, or a writeup in a newspaper or that of a thesis, dissertation. At times a single article brings scope for discussion and critique. In a way, developing different perspective. Critique in social sciences is very much essential. As Sociology students who are observing studying about society, critiquing also becomes a part of the process. Critique helps the problems to be questioned, it helps in raising the voice of the marginalized which helps in reaching the issue to that of the policy makers.

The word, Critique in Greek is known as kritike tekhnē ("the critical art"). This shouldn't come as a huge surprise because the Greeks are responsible for giving us critics like Socrates, Plato, and Aristotle. We continue the legacy of the critique today through book reports, argument papers, and critical essays, which is one of the most significant talents we'll ever learn in school.

Writing a critique about a problem is very important this helps in knowing the flaws and addressing them. As social science students one of the important question while studying a problem is it to asking why? What lead to the given situation and even criticizing the system, events which lead to it. Infact, there is a school of thought which is dedicated to the critical approach, which discusses about inclusion of ideas from different disciplines and even question the hierarchy, thereby providing voice to the voiceless.

The dictionary meaning of critique means questioning the unreal choices. Analyze, appraise, and assess something's strengths and weakness is also Critique. Critique is a review or commentary that is critical, particularly critique when it concerns literary, artistic works or a critique of a certain subject. Critique is a skill. Criticism looks for issues/structure. Criticism focuses on what is lacking while also highlighting what is effective.

Criticism demands clarification and rejects what it doesn't grasp. Criticism is delivered with a harsh wit, but praise is kind, sincere, and unbiased.

Criticism is constructive, especially when it focuses on things that don't work. While criticism is general and nebulous, criticism is concrete and precise. Criticism lacks humor and demands on laughing as well. Critique searches for weaknesses. Criticism needs to be that of scientific in nature. i.e., there needs to be discussion on the methods used by the researcher, there needs to be enough proof by the critiquing individual about the issue with the text or problem under study. It would be more credible if the criticism is backed up with a theory. Methodological critique has also been an important part of researching and writing process in social sciences.

Every theory emerges after criticism. Hence, in terms of academic scholarship too critique is very much essential for the growth of knowledge. For example, in Anthropology itself, after the theory of evolution was criticised and some scholars found flaw in it and hence the other schools like cultural relativism, functionalism and culture and personality, marxian school etc. to name few schools emerged. In terms of Sociology – when the positivism school emerged it was critiqued for being following one method, leaving no scope for meanings, symbols and hence the qualitative, symbolic interactionism similar other schools of thought tried to fill that gap.

To critique others, work firstly one has to start reading. The more one individual reads the more is the clarity about the arguments one could present be there. Consider all of the ideas expressed and then reach an informed conclusion that either agrees with or disagrees with what is being said. It is not so much to disagree with what is being said (as

perhaps a common sense understanding of "critical" might lead you to believe) (or indeed agrees to some extent, but not entirely). The process of how you interact with the argument, not whether you agree or disagree at the end, is what matters most in this situation. Connected to critique there is a theory too called Critical Theory. Although several thinkers have criticized several institutions time and again like Karl Marx critiquing the Capitalist system.

Critical theory is a social and political philosophy movement with Marxist roots that was first connected to the work of the Frankfurt School. Critical theorists contend that one important aim of philosophy is to comprehend and aid in dismantling the social structures through which individuals and rules are oppressed, drawing primarily on the works of Karl Marx and Sigmund Freud. They warn against an uncritical faith in scientific advancement because they think that science, like other forms of knowledge, has historically been a tool of oppression and should not be sought as an aim in and of itself without consideration of the pursuit of human emancipation. Critical theory has had a significant impact on the study of history, law, literature, and the social sciences since the 1970s (Britannica). Critical thinking is also an important thing in sociology.

Critical thinking is the ability to:

- (1) dissect a problem into its component parts to reveal its underlying logic and assumptions,
- (2) it also recognizes and account for one's own biases in judgment and experience,
- (3) gather and assess pertinent evidence from either personal observations and experimentation or by gathering external information, and
- (4) adjust and reevaluate one's own thinking in response to what is learned from other sources.

Beginning Critique:

One has to remember in mind the condition of others specially when you are criticizing. Here working like a cultural relativist helps i.e., looking from the other person's point of view. Remember if someone is criticizing your work, they are just criticizing your idea or thought but not you as a person hence one has to be objective and learnt to separate career and that of work. Structuring critique helps – discussing the themes in the work. One can even discuss about the similar works and thereafter discussing the critical points which could be worked upon. While writing critique one has to be professional in writing or while one is speaking too.

As an author or as a reader you can even recommend some other points, resources which one could use in the research or writing. Criticism can help you to improve and develop good piece of work. For example – during the process of Ph.D. you would be writing many drafts, and present it to a committee or that of your supervisor. Any kind of critique would

develop certain fears, negative feelings but the criticism is to make you a better writer hence have to be taken positively.

Check Your Progress:

1. Discuss critical thinking.

2. Discuss how to begin critique writing in your own words.

11.6 SUMMARY

We began the chapter by understanding the meaning of description. Descriptive writing is defined as writing that portrays images using precise, sensory language. Description precisely, methodically lists out the characteristics of a certain population or subject of interest. In order to create an accurate picture or account of characteristics of a certain person, circumstance, or group, these studies are a way of discovering new meaning, explaining what already existing, determining how frequently something occurs, and/or categorizing information. In order to highlight the characteristics of individuals, situations, or groups as well as the frequency with which particular events occur, these studies observe, describe, and document numerous aspects of a scenario as it occurs spontaneously. Analysis has been used to a large extent in research and in text. Analysis in simple words means detailed examination this could be of a research problem or a material which could be written or verbal. Once the data have been gathered, analysis is carried out so that the researcher is able to draw the findings and conclusion. The chapter also talks about Critique. The dictionary meaning of critique means questioning the unreal choices, analyze, appraise, and assess something's strengths and weakness is also Critique. Critique is a review or commentary that is critical, particularly when it concerns literary or artistic works, a critique of a certain subject. Critique is a skill. Criticism looks for issues/structure. Criticism focuses on what is lacking while also highlighting what is effective. The chapter also discussed about critical thinking, criticism. Every theory emerges after criticism. Hence, in terms of academic scholarship too critique is very much essential for the growth of knowledge. For example, in Anthropology itself, after the theory of evolution was criticised and some scholars found flaw in it and hence the other schools like cultural relativism, functionalism and culture and personality, marxian school etc to name few schools emerged. In terms of Sociology – when the positivism

11.7 QUESTION

- 1) Explain in brief the meaning of Description.
- 2) Discuss the steps to begin with descriptive writing.
- 3) Discuss the Analysis in Qualitative and Quantitative research.
- 4) Write a note on Critique.

11.8 REFERENCES

- Dulock, H. L. (1993). Research Design: Descriptive Research. *Journal of Pediatric Oncology Nursing*, 10(4), 154–157. <https://doi.org/10.1177/104345429301000406>
- McCarthy, Tara. Descriptive writing. Scholastic Inc., 1998.
- https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/descriptive_essays.html
- <https://libguides.uos.ac.uk/academic/writing/DescriptiveWriting>
- <https://blogs.ed.ac.uk/criticalturkey/what-does-critical-mean-in-social-science-writing-and-how-can-i-be-critical-in-my-essay/>
- Juan Ignacio Staricco (2020) Reclaiming critique in social sciences – or why ‘non-normative critique’ constitutes a contradiction in terms, *Distinktion: Journal of Social Theory*, 21:2, 195-213, DOI: 10.1080/1600910X.2019.1658614
- Fakir, A N M Asaduzzaman. (2016). Quantative Data Analysis in Social Science Research.
- <https://www.voxco.com/blog/data-analysis-for-social-research-using-qualitative-and-quantitative-techniques/>
- Juszczuk, Stanislaw. (2018). Methodological Critique in Social Sciences – Chosen Aspects. *Athenaeum Polskie Studia Politologiczne*. 59. 67-81. 10.15804/athena.2018.59.05.
- Britannica, T. Editors of Encyclopedia (2022, September 5). critical theory. Encyclopedia Britannica. <https://www.britannica.com/topic/critical-theory>
- Gosner, W. (2022, September 19). critical thinking. Encyclopedia Britannica. <https://www.britannica.com/topic/critical-thinking>
- <https://style.mla.org/critique-versus-criticize/>
- <http://abacus.bates.edu/~rrichar2/learn/ui/critique.html> Difference between critique and Criticism, Taken from Writing Alone, Writing Together; A Guide for Writers and Writing Groups by Judy Reeves.

USE OF SOFTWARE AND WRITING IN THE DIGITAL AGE - BLOGOSPHERE

Unit Structure

- 12.0 Objectives
- 12.1 Introduction
- 12.2 Meaning of Digital age
- 12.3 Writing in Digital age
- 12.4 Meaning of Blogosphere
- 12.5 Summary
- 12.6 Questions
- 12.7 References

12.0 OBJECTIVES

- To learn about the use of software in research and writing.
- To get acquainted with the concept of blogosphere.

12.1 INTRODUCTION

In this chapter we will discuss about how computer and software's help in writing. Writing here could be creating research papers, assignments, blogs etc. The chapter also discusses about Blogosphere. Studying these topics are very much useful in the present time where we ourselves are in a digital technology, relying heavily on internet for information, connecting with each other, work, doubts, maps etc. Specially in the pandemic we witnessed the whole of our education system running completely with the help of digital medium. In the future, too we could witness more of blended learning opportunities. As student's this chapter could be very much useful for you and even as individuals who have witnessed and is a part of digital age where every day you use mobile phones as a part of one's life. Here we would have discussions about how software's, digital age has brought about part of social change in the society.

12.2 MEANING OF DIGITAL AGE

According to the Merriam Webster dictionary, the meaning of Age is that cultural period in the history. Digital age is that period in the history when the usage of digital technology became widespread and common at a global scale. With the widespread usage of the Internet, the digital age officially started. The introduction to the age was even shared in schools by teaching students how to use computers. The Digital age is also known as the Information Age, a historical era of the twenty-first century which is

marked by the quick transition from the old industry to that of the Industrial Revolution. The digital age also made use of the industrialization and information technology. The impact of Industrialization and that of digital age is far more than another other age in the history of human beings. In fact, the speed at which the digital age spread out was more than that of any other age in the society. The digital age though can be seen to be developing around that of 1970s with the invention of the personal computer and technologies which helped in the free flow of information.

One of the important phases of digital age is that of social media. Studies like Pew Data Centre have shown that social media users are more regularly the young than older generations. This trend has statistically been stable since 2018. With approximately 70% of individuals reporting the use of media, Facebook is the most widely used platform across demographics, however Instagram and Snapchat are especially popular among millennials. Over 75% of Facebook users check in daily, the report finds, while 80% of young adults use Snapchat and Instagram often or daily.

Social media provide users the opportunity to have their opinions heard more broadly, yet this voice can easily be lost in the online space. The share function must be used by a community in order to spread a message and get momentum. This technique of signal boosting takes place when other social media users share a single message. When done properly, signal amplification may help information become viral. Social media may be utilized in many different ways; to network, raise awareness, and spark online discussions, but it's important to bear in mind that businesses and colleges also monitor online accounts. Participants should always act professionally and with etiquette since they can increase the credibility of a debate or movement. In a way, writing has increased through social media.

Social media now reaches a broader audience because of the Internet's universal use. ICTs have apparently been utilized by some social movements to reach wider audiences more rapidly and inexpensively than they could have done with more traditional methods (Bennett, 2003). More recently, social networking sites like MySpace, Facebook, and Twitter have had an impact on political mobilization (Greengard, 2009; Gueorguieva, 2008). In order to fight a powerful corporation (Shirky, 2008) or organize massive protests throughout the globe (Pérez, 2008), these technologies began to offer efficient means to mobilize forces.

With the greater number of users and the access to internet and mobile during pandemic has led the next generation that is children's to be more technology and gadget friendly, this would help in the growth of people using a greater number of devices. This use of device starts from the childhood onwards where some parents tend to give their own mobile to infants when they are crying or busy to retain the attention. Even children imitate the behaviour of parents when they tend to use the phone.

12.3 WRITING IN DIGITAL AGE

The availability of a wide range of information, the global networking of like-minded individuals and groups, and the electronic promotion of a movement's stances, goals, and tactics have all transformed the digital age and writing. The fast growing worldwide mobilizing forces and advocacy networks have gathered dozens of social activist organizations (e.g., Arquilla & Ronfeldt, 2001; Gillan, 2009; Kahn & Kellner, 2004). Resources, tools for mobilization, spaces created for social movements, the promotion of collective identity, and the use of ICTs as a framing strategy all help the social movements. In the modern era, when people are connecting to one another and more and more globally, writing and sharing has grown to a large extent. We spend more time online browsing than previous generations.

Student Population:

Students are using the digital platform more than that of the traditional physical library. This is the case of several universities and a concern too. Many a times the expensive Britannica, Encyclopaedia which are physical in form are untouched by any reader for years. The replacement is seen from that of Digital platforms, websites and even open and free sharing platforms like that of Wikipedia. Students now in every course specially in India, with semester pattern and grading systems have to complete assignment, here several of these free and open resources are used which is easy to copy, paste, cite, refer. Hence, enough encouragement, orientation towards library also has to be made. There are cases where the libraries in Institutions are very small in this case access to digital libraries and softwares can help the students.

Advantages of Writing Online:

In the olden times, when printing machine was not available one had to travel to copy a material and if students stays in suburbs and the copy material was available in metropolitan city it took longer time to travel. As a result, the amount of time the student would spend in the library would be very less. All this could affect the writing produced by that of the student. It is here that the online materials help and comes to rescue which saves both travel time and that of accessibility. At a click of a button one can even check whether the book, material is available in a specific library or not. This has become a mass cultural practice specially in countries because of the access to internet which makes communication quick, handy, easy which can be passed on from one person to another in matter of seconds or even real time basis.

Software's for writing:

There is several software like Mendeley, endnotes which are these days used for citation or to build reference bank. However, certain sections of the software are free to use. There are also tools like Grammarly for editing and reworking on the grammar, sentence correction, punctuation.

All these software's have certain sections which are free to use. These are also simple software's which one can use for writing, editing, proof reading etc. The use of this software is that it would speed up the writing process. There are software's today to convert voice to written material. Software's or application which one uses in writing can be used as a aid it cannot complete the entire work. For example – A software cannot think a new idea, but you can search whether similar ideas have been used by others. Notes application are useful tool to make notes of the important points which arises at any point of time in any place and day.

The language dilemma is also taken care by the computer like transcribing software, devices and even devices to translate the field notes. One can even use google translate to find the close by or translate the well-known or popular words. This could have taken lot of time in the earlier times. Here both time, energy, resources is saved. One has to proof read with someone who knows to read and write that language as in this case one cannot trust the google translate completely because several words have context which the application won't understand hence human intervention becomes necessary. There are also free Software's to translate material from one language to another. Even typing platforms are there where one can use the sms language and get it converted to the regional language. For example – Kidhar jaa rahe ho – this can be in Hindi as किधर जा रहे हो. Though the content is not exact the translation but it is closer to that of the needed form many a times. Platforms like easytyping.com provide such options. This would have been tedious in the olden times where a language expert, several years would have taken to translate manually large number of materials like textbooks, field notes. Hence, writing in the digital age has become more simpler with etc the advancement of technologies and accessibility of it. Those who are digitally not aware or not literate are in a way marginalized from knowledge. Let it be the case of less developed countries or parents and students who cannot afford internet or laptop. Hence, technology is also creating a knowledge divide.

There are platforms like Google Doc which is very much helpful for writing. For example- If you make some notes in a piece of paper, and after some days if you can misplace it anywhere. This may not be the case with that of the Google doc. Once you type a material here, it gets automatically saved, plenty of files you can open here. Any given period of time you can edit. It's even easier than saving in a single computer, once its stored you can open your file from anywhere. There are other advantages too like collaboratively from different parts of the world one can work on the same file. It's not just google doc but google slides, google excel. All these platforms are free to use. Same is the case of google drive where one could upload all the research papers and can refer it whenever one needs it. Instead of having a physical book, a downloaded book is handier as one could always use control find command and can search a particular word or even edit it. This would have been very difficult to search in a physical book.

For example:

A first world country researcher has access to wide range of journals because the university he/ she is enrolled to has access to those journals on the other hand the third world country library do not have access to them. The same can be said within metropolitan cities and rural areas.

Let us take the example of video vlog in a platform like YouTube where big concepts are explained in simple language for individuals. In other words, media has helped in developing the informal communication through that of text and even localizing it to suit one's needs.

Check Your Progress:

1. Discuss meaning of Digital age in few lines.

2. List out few platforms of google through which one can use while writing.

12.4 MEANING OF BLOGOSPHERE

The word Blogosphere was coined by that of Brad L. Graham. He passed away at the age of forty-one. In 1999, he had created the word just as a joke. He called the word as that of 'blogosphere'. He used to work as a publicist for a theatre. In the worlds of technology and social media, Repertory Theatre of St. Louis is regarded as a pioneer in the field. He was renowned for fostering a feeling of community online. During Austin's SXSW, he organized the annual "Break Bread with Brad" event and searched for methods to harness the potential of social media. He launched a personal blog Brad Lands in 1998 (Al.com). We can observe that he had forecasted the power of social media and digital tools ahead of time.

In the social network the platform that people have built utilizing web log publishing tools is known as the blogosphere. Simply described, the word "blogosphere" refers to all of the websites with blogs. Because any participant in the blogosphere is free to publish on any subject that develops their own interest, the blogosphere is sometimes compared to grassroots journalism. The Britannica describes blogosphere as that of all the blogs which are written and the bloggers who express, write their stories, view points over the Internet as a single group belonging to the larger community.

The blogosphere is an effective social network since many well-known bloggers have a following of thousands or even millions. The blogosphere

is incredibly varied, but it also does not represent a single social group, despite the fact that some of its social sub-groups do. Despite the shorter post lengths, post-based messaging systems like Twitter are sometimes seen as being a component of the blogosphere (Technopedia). By utilizing blogs, companies can increase online sales too. Numerous blogs are devoted to subjects that either touch on or entirely cover e-commerce, demonstrating how successful bloggers may build an audience. While many bloggers unintentionally promote (or disparage) specific online shops and product categories, some have a close connection to the companies they write about. All e-commerce shops should think about utilizing bloggers and, at the very least, maintaining awareness. In other words, a group of people who create and maintain personal blogs on the internet is referred to as the blogosphere. (Big Commerce). There are several blog platforms one of them is Wordpress. It is free to use. Here one writes long articles and publishes it online. These posts can be read by fellow bloggers, or even available through google searcher. There are other sites like Blogger.com, Rediff.com, Google blogs too where individuals can write on difficult issues and topics. One of the popular sites where blog format is used is Medium.

Blogs in education:

The educational blogosphere is always growing. Sifry's Alerts estimates that approximately 120,000 new weblogs and 1.4 million new entries are published per day (April 2007). In the subject of education, the number of educator blogs is continuing to increase, this tendency is evident. Interactivity and collaboration are two key characteristics of blogs that may appeal to educators (Godwin-Jones, 2003). The usage of comments and hypertext, which promote linkages to relevant information and provide users a place to respond, both demonstrate the potential for interaction. Both blog posts and comments are saved for later access. Blog postings are also linked, cited, and disputed.

Godwin-Jones (2006, p. 13) refers to blogs as "one, huge, loosely connected net of information." As readers have the opportunity to reference, link, respond to, or add material, they may also be rich sources of collaborative activity, helping to shape the blog's content and foster a sense of virtual community. Readers even share the blogs quickly or even cite it out in their works.

Blogs are described by Oravec (2003) as a "middle place" that exists between traditional and online learning environments (p. 225). In the context of education, blogs can serve as social and student-owned learner spaces. Kadjer and Bull (2003), stated that blogs are "engaging, rich writing spaces that need minimal technical understanding of HTML while offering access to an instant printing press". Blogs provide a favorable setting for social constructivism because of its accessibility, interaction, simplicity, and social advantages (Vygotsky, 1978). Social connection becomes essential to studying a second language because students engage as readers and writers as they co-construct their own learning. Through

their contacts, kids might form friendships or even feel a sense of community with other readers or writers (Murray & Hourigan, 2006).

Sharing one's work:

Sharing experiences allows us to highlight pressing needs or movement victories in addition to transferring knowledge. allowing for the freedom to tell a story that can demonstrate to the audience that there is still work to be done but that it is also having an effect. Along with raising awareness, these stories might encourage continued support for the organization's or campaign's ongoing work.

In today's time several platforms help ones written work to share to others like google scholar, academia.com. Here, the researcher can make one's own profile and thereafter the material could be shared. With sharing there is wider audience who is able to read and cite the paper and furthering the information and knowledge about a particular area or topic.

Blogs help the students to connect with fellow students, learners, researchers from other discipline, from other country and provides them a platform to exchange their knowledge and expertise. Many a times students tend to ask questions which they are hesitant to ask their own teacher or supervisor. They also discuss about emotional problem which they themselves face and seek advice. In a way, this blog provides a sense of community, group and develops a feeling of fellowship. One of the important things about these online spaces is that there is vast scope, ranging from networking to job opportunities to that of building one's own team. There are also range of scope like to collaborate

Prior to the development of computers, a Ph.D thesis was presented to universities in handwritten formats specially the thesis on regional languages. With time came the typewriter and then the material were presented in that of typed format. With time the thesis has been presented in printed copy. Now, universities are asking for soft bound copies without the black book and even just E-copy to save the space and flexibility of using it. This shows how systems and technology kept on evolving with time.

At times student find it difficult to search from the wide range of information available. As in today's time the information availability is massive in nature. In fact, narrowing down information is the skill which the student has to know or even there could be massive confusion and delay in writing. Right keywords have to be used while searching any material. This would help in generating quicker results and proper sources and material.

There is some difference between blogging and writing. Writing is a part of blogging. Writing can be seen as something which is written in a diary, paper, exams etc. However, blogging has a proper structure like that of an introduction, its written online over a web page or a website.

Check Your Progress:

1. List out names of few blogging sites.

2. Which method is more convenient for you to write, pen and paper or that of typing online? share your observations.

12.5 SUMMARY

In this chapter, we learnt about the meaning of blogosphere and Digital age and we also saw how internet has helped students and learners to improve writing. The word Blogosphere was coined by that of Brad L. Graham. He passed away at the age of forty-one. In 1999, he had created the word just as a joke. With the widespread usage of the Internet, the digital age officially started around 1970s. The digital age has been one of the speediest age which has impacted billions of lives at a short span of time. Clubbed with that of industrialization and the digital technology today the mass media has impacted millions of lives and cultures. The chapter discussed how the digital age has changed the amount of information available and the real time where information is available and shared. It also discusses how students, researchers, academicians are able to use vast number of resources anywhere anytime. There are several important discussions made like that of different e-platforms like google drive, google doc which is useful for writing, sharing, collaborative work in the present times. The chapter also discussed the advantages of the online world where writing has become easier, quicker both in terms of storing the data and sharing the data.

12.6 QUESTIONS

- 1) Write a note on the meaning of Blogosphere.
- 2) Discuss the use of software in Writing.
- 3) Explain the meaning of digital age and sharing one's work in the digital age.

12.7 REFERENCES

- Lara, C.D. & Anderson, Lara. (2008). Adventures in the Blogosphere: From Blog Readers to Blog Writers. Computer Assisted Language Learning. 21. 9-28. 10.1080/09588220701865474.

- https://www.researchgate.net/publication/233050700_Adventures_in_the_Blogosphere_From_Blog_Readers_to_Blog_Writers
- <https://www.merriam-webster.com/dictionary/blogosphere>
- https://www.everydaysociologyblog.com/about_the_site.html
- <https://www.igi-global.com/dictionary/resource-sharing/7562>
- <https://www.techopedia.com/definition/4862/blogosphere>Merchant, G. (2007). Writing the future in the digital age. Literacy, 41(3), 118-128.
- <https://www.bigcommerce.com/ecommerce-answers/what-is-the-blogosphere/>
- https://www.al.com/scenesource/2010/01/brad_l_graham_coined_the.html
- <https://www.bigcommerce.com/ecommerce-answers/what-is-the-blogosphere/>
- <https://www.merriam-webster.com/dictionary/age#:~:text=%3A%20a%20period%20in%20history%20or,prominence%20of%20a%20particular%20item>

DEBATES ON SCIENTIFIC WRITING

Unit Structure

- 13.0 Objectives
- 13.1 Introduction
- 13.2 Elements of Scientific Writing
- 13.3 Debates in Scientific Writing
- 13.4 Importance of Debates in Scientific Writing
- 13.5 Summary
- 13.6 Questions
- 13.7 References

13.0 OBJECTIVES

- To understand the what is scientific writing.
- To familiarize students with the debates in scientific writing.

13.1 INTRODUCTION

Scientific writing is not just writing about science; it is the technical writing that scientists do to communicate their research to others. Scientific writing is predicated on the rigors of scientific inquiry, so it must reflect the same precision as that demanded in the research process. Scientific communication demands precision (the precise use of words and phrases), clarity, and economy. This distinction is an important one because the writer is communicating highly technical information to others who might, or might not, be as knowledgeable; they may be from a different discipline; they may, or may not, be a native speaker of the language used.

Many journals have international audiences, so precise communication helps prevent misunderstandings and mistranslations in other contexts. Communicating facts, figures, and methods used in research—as well as the description of the results—must be precise and exact. Scientific writing is an important and precise type of technical writing that requires an understanding of technical document structure and the information you are presenting. Learning scientific writing skills can help you craft more informative, engaging scientific documents.

Scientific writing has certain features/elements that help set it apart from other technical documents and styles of writing. These features typically include:

1. Precision:

Scientific writing relies on unequivocal accuracy, as the mission of a scientific document is to provide relevant information to the scientific community. Precision in scientific literature can take the form of the following writing elements:

- **Objectivity:** A scientific paper takes an objective viewpoint toward the subject, meaning that it doesn't offer the author's opinion. Instead, the author focuses on presenting and analyzing facts.
- **Thoroughness:** Scientific writers offer as many details in their publications as are necessary for their readers to thoroughly understand the subject.
- **Exact language:** A scientific paper minimizes the use of figurative or imaginative language. Scientific writers use words and phrases that convey their literal meaning.

2. Clarity:

Scientific writers typically write for their peers, but even scientists expect clarity in the writing. The writer clarifies the meaning of any uncommon terms and summarizes the results of the writing in a way that anyone can understand. Writers explain any experimentation and its results, using the metric system for measurements to ensure consistency and readability for a worldwide audience. Clarity also helps the writer establish a trusted voice within the scientific community.

3. Peer reviews:

Some scientific documents contain peer-reviewed changes or information directly within the document. Colleagues in the same industry often review one another's work to verify the results of experiments, confirm hypotheses or hold one another accountable for honesty and clarity. Typically, a writer includes any peer requests or findings in revised versions of the document to uphold their commitment to honesty and integrity in the face of new information.

4. Primary audience:

A scientific document is almost always for a specific audience. Good scientific writing includes information that applies to the audience and is easy to understand. For example, if a pharmaceutical scientist is creating a scientific document for a drug in the approval stage, the primary audience is the drug evaluation board. However, colleagues may also read the document for peer review and consumers may view it for personal interest.

This requires a good balance of scientific terms and common language to ensure readability.

5. Formal language:

Keeping language formal in scientific writing helps maintain professionalism on behalf of the writer. Using common language can help appeal to a larger audience, but be mindful of the words and phrases you use in your writing. You can use synonyms for simple words and avoid things such as slang or idioms. Formal language also includes proper punctuation and grammar, so check your work before you submit it.

6. Organization:

Scientific papers follow a clear organizational structure. Here’s the standard organizational system for a scientific paper: introduction, methods, results, discussion and conclusion.

7. Awareness of existing scientific literature:

Most scientific authors express their awareness of the existing body of scientific literature and knowledge pertinent to their studies. Science is a continually evolving field where professionals continually make new discoveries, studies, connections and experiments based on the findings of previous scientists. A scientific author references the existing studies or experiments related to their findings and explains how their research connects to, revises or builds upon previous knowledge.

Check Your Progress:

- 1. Write a note on the language component of the scientific writing.

13.3 DEBATES IN SCIENTIFIC WRITING

Decades of academic research have proven that the benefits that accrue as a result of engaging in debate are numerous. Debate provides experiences that are conducive to life-changing, cognitive, and presentational skills. In addition, through debate debaters acquire unique educational benefits as they learn and polish skills far beyond what can be learnt in any other setting.

At the very least, debate helps learners to see the power of deploying rational, reasoned arguments and compelling evidence in action. It enables them to elucidate their standpoint through utilizing rhetorical eloquence. It instills in debaters a great sense of poise and confidence. It teaches them the skills of researching, organizing, and presenting information in a compelling fashion.

In general, the benefits of debate include:

- Gaining broad, multi-faceted knowledge cutting across several disciplines outside the learner’s normal academic subjects.
- Increasing learners’ confidence, poise, and self-esteem.
- Providing an engaging, active, learner-centered activity.
- Improving rigorous higher-order and critical thinking skills.
- Enhancing the ability to structure and organize thoughts.
- Enhancing learners’ analytical, research and note-taking skills
- Improving learners’ ability to form balanced, informed arguments and to use reasoning and evidence.
- Developing effective speech composition and delivery.
- Encouraging teamwork.

With the long history of academic debate, it is important that one is clear on what form of debate is being discussed. “Debate is a competitive speaking activity between two or more people arguing about a proposition of policy or judgment under mutually agreed-upon rules in front of a listener(s) who has the responsibility to decide who did the better job of debating, using whatever criteria the listener deems important.” Debate also entails, “the joint presentation of the best available evidence and reasoning, on both sides of a proposition, under established rules. Importantly, the term proposition, often referred to as the solution being tested, may also be an alleged truth, belief, or value that is being subjected to critical study.” Under these broader definitions academic debate takes on more specific forms.

Check Your Progress:

1. What is the position of debates in scientific writing?

13.4 IMPORTANCE OF DEBATES IN SCIENTIFIC WRITING

Debates are structured discussions about specific topics, with the purpose of presenting positions for and against, arguing and, finally, drawing conclusions. The academic debate is considered a teaching and learning tool in the classroom. Many authors have stated the capability of helping opening minds and promoting critical thinking and the power of in-class debates. Debates usually focus on the reasoning of controversial arguments. As opposite arguments need to be strong enough to resist the

dialectal battle, participants must invest some effort in strengthening their positions. Hence, debates are also a good instrument to increase knowledge.

Scientific debate provides the added value of requiring that the ideas, arguments, and explanations have to be evidence-based. Therefore, although possessing good oratory skills and being fast, clever and articulate are good qualities, they should never be enough to win an argument. An in-depth knowledge of the scientific literature on the topic, as well as of the methods that are suitable to study it is a most needed requisite for an scientific debate. Science is based on demonstrable and reproducible data, and aims for measurable results through testing and analysis. It is based on facts, not opinions or preferences and the process of science is designed to challenge ideas through research.

Although these very basic concepts are generally accepted among academics and students from the so-called «hard-science» disciplines such as Physics, Chemistry or Biology, among many others, it is debatable that they constitute a commonly accepted ground for scholars in other academic disciplines, especially in the field of Humanities and Social Sciences. The risk of studying, accepting and sharing full bodies of theoretical knowledge which have not been derived from a serious and rigorous empirical research gets higher when the audience (the students) are not trained to challenge, question and subject to a thorough analysis the content that is offered to them in academic contexts.

An important difference between ideological and science-oriented debates is the ability to reach conclusions, not just through agreement and consensus but also through the proper scientific tools of stating hypotheses and searching for evidence that could prove them false or get them provisionally accepted. To that effect, a bibliographical search may be an excellent tool and may provide a solid basis to start and direct a discussion whenever all contenders have had the opportunity to examine it beforehand.

Check Your Progress:

1. Explain the importance of debates in scientific writing.

13.5 SUMMARY

Thus, scientific writing is a technical form of writing that communicates scientific information to other scientists in a document, book or presentation in written form. It requires a lot of research and exact wording and can include grant requests, peer reviews and summarized findings. While there are many documents that fall under the category of

scientific writing, typically anything written in a research environment is scientific writing.

13.6 QUESTIONS

- 1) What are the elements of scientific writing?
- 2) How does debates contribute in scientific writing?

13.7 REFERENCES

- David S. Egilman (2013) The importance of scientific debate, International Journal of Occupational and Environmental Health, 19:3, 157-159.
- Patterson, J.W. & Zarefsky, D. (1983). Contemporary debate. (Boston: Houghton Mifflin Co.) 313.
- Freeley, A. & Steinberg, D. (2000). Argumentation and debate: Critical thinking for reasoned decision making (10th ed.). Belmont, California: Wadsworth Publishing Company.
- Nencel, L & Pels, P. (1991). Constructing Knowledge: Authority and critique in social science. Newbury Park, California: SAGE Publications.

PLAGIARISM

Unit Structure

- 14.0 Objectives
- 14.1 Introduction
- 14.2 Intellectual Property
- 14.3 Ethical Writing
- 14.4 Plagiarism and Its Factors
- 14.5 Paraphrasing and Summarization
- 14.6 Copyright Law
- 14.7 Citation Practices
- 14.8 Guidelines
- 14.9 Conclusion
- 14.10 Summary
- 14.11 Questions
- 14.12 References

14.0 OBJECTIVES

- To understand the basis of ethical writing.
- To examine the challenges of plagiarism and assess its effects and solutions.

14.1 INTRODUCTION

Writing academic material can be a very challenging and laborious task because it must be exceptionally clear and concise. Additionally, precision and transparency are crucial elements of the scientific process. Unfortunately, a variety of restrictions and opposing forces are frequently present during academic study. Therefore, it is possible that some of the academic literature, whether it is produced by young academicians or by seasoned experts, is lacking in one or more of the aforementioned elements. Faulty observations and incorrect interpretation of results may fall under accidental inaccuracy which can have negative effects. The greatest threat to scientific endeavour comes from deliberate transgressions of research integrity. These transgressions pose hurdles on the path of the primary objective of science, which is the pursuit of truth. Therefore, Plagiarism is considered as the most serious and widely acknowledged ethical lapse.

‘Plagiarisation’ according to the American Heritage Dictionary is defined as “to steal and use the ideas or writings of another as one’s own.” It is a form of unethical and immoral behaviour. The author is robbed of their legitimate profit due to credit theft. Academic plagiarists make benefits

through public acknowledgment for work that is not original. They enjoy several advantages such as: receiving grants, bonuses, salary hike, compensation, promotions, patents, or other forms of recognition. Plagiarism has posed a threat in academia as recent research shows that over 70,000 abstracts of articles were plagiarised. In addition to being unethical, plagiarism causes issues for the original author if they discover their work has been used in another article. Even if a case is reported, there is little possibility of the author getting justice.

There are several technical advancements related to plagiarism-detection algorithms. However it is important to question whether overlapping alone constitutes plagiarism, and if so, to what extent? Outlining what plagiarism comprises and what makes it harmful are two different aspects of overlapping topics. It raises the question whether all forms of plagiarisms are to be condemned or if there are legitimate methods of plagiarisation.

14.2 INTELLECTUAL PROPERTY

Intellectual property (IP) comprises original ideas, art, inventions, digital programs, written works, etc. which impact cultural and economic life. Intellectual Property Rights provide an opportunity for the creator to profit from their own creation and take credit for it. Therefore, laws are necessary to safeguard the intangible original creations in a world of readily-available, one click-away access to information which can endanger originality without consequences.

Forms of Intellectual Property:

1. Patent:

Once a patent is provided by the government, it allows the inventor to control or exclude the use of their invention for the duration of twenty years. Post this duration, the patent is open to the public for its use and consumption. A patent is region specific, meaning that it does not ensure international safety of the invention on the reception of a patent, rather, it applies only within the confines of the country that grants it. Patents can be shared amongst two or more individuals. A fee can be levied on the licensing and selling of the patent. A patentee has the authority to bring legal action against an infringer. Throughout the duration of the patent, the patentee is free to use it commercially without worrying about imitation or copying. Patents are applicable to new and useful inventions related to machinery or the manufacture of substances or articles.

2. Trademark:

A distinctive marker or identifier used by an organisation or individual to highlight the distinction in the goods and services provided by to the consumers that sets their brand apart from their competitors can be described as a trademark. Certification markings which emphasise the quality compliance of the goods and services can comprise a trademark too. It is applicable for every ten years and can be renewed. Words,

phrases, logos, symbols, designs, images are some of the elements which can be trademarked.

3. Copyright:

Works of literature, art, drama, music, cinema, sound and recording, software programming, performances, broadcasting, etc. can be subject to copyright. The copyright belongs to the person who created the piece of work and not the people who are a part of the project. For eg. The copyright of a professionally created melody or song belongs to the music record label company like T-series and not to the composer as the rights have been purchased. Hence the composer will not be able to dictate the platforms on which his creation gets showcased on. A copyright lasts usually for sixty years since the publication of the content; the period varies depending on the nature of creation.

Intellectual assets in the modern world are one of the most precious forms of property that has enabled the possibility of immeasurable wealth and fame. Inability to protect it may result in major financial losses as the original work may be considered an imitation if a plagiarised version is protected first. Protection of IP is essential as it aids in the progress of society and preservation of culture.

14.3 ETHICAL WRITING

Ethical writing underlines the necessity of the author to be clear, fair and honest in their article. It is an implied contract between the reader and the writer of the article. It is assumed by the consumer of the article that the author is the original creator of the work unless it is specified through the use of quotation marks, footnotes, indented text, or other academic conventions, indicating that the information is indeed loaned from another creator.

Types of errors in ethical writing:

- Disregard for new or existing data which may contradict with current line of research, hence, those counter-arguments may not be taken into consideration, leaving the reader with a biased point of view in an attempt to avoid controversy.
- Failure in providing credit to a theoretical perspective or methodology in the research.
- Claiming originality to ideas without finding out if they have been expressed before (possibility of similar ideas emerging independently without contact of the other author or having read and forgotten the idea of an established author previously, also known as cryptomnesia or unconscious plagiarism).
- Failure to cite source from which the research information is borrowed.

Plagiarism can be equated to “literary kidnapping” which results in theft and fraud of concepts, ideas, words, or phrases which are taken without giving due credit. It can therefore mislead the consumers of this literary work to assume that the effort to make certain analysis has been applied by the plagiarist, hence awarding them accolades for their (unethical) success.

Plagiarism of ideas:

Ethical writing in scientific research demands the acknowledgement of any ideas which may be borrowed. In scientific writing literature review citations can span up to one third of the written article. One can gather information on a subject only through referring to the works already written in order to gauge the extent to which research has been conducted in the field. We may access information that may not adhere to the parameters of scientific writing, but accessing their point of view makes it imperative for their acknowledgement when we cite our sources as any piece of work may influence us in unknown ways. For example,

“We now have a promising lead to how the visual system determines the shade of gray in these rooms, although we do not yet have a complete explanation. (John Robinson helped me develop this lead.)” (p. 122; Gilchrist, 1979).

One might consider John Robinson as a co-researcher on the topic Gilchrist was working on; but that is far from the truth as John Robinson was a local plumber with whom Gilchrist casually discussed his research. Robinson provided his insight which proved to be an essential element in taking Gilchrist’s research forward. In order to extend his gratitude and give credit where credit is due, Gilchrist ensured that he did not plagiarise his plumber’s ideas.

Cryptomnesia is an error which occurs as a form of unconscious plagiarism of ideas. The author states an idea assuming that they have originally brainstormed over it but it quite often has already been published and possibly read by the person who makes this error. Ideas are exchanged during constant research and scholarly interactions. These ideas lie dormant in the subconscious, frequently losing the details as to where and when this idea has been acquired

Some instances are intentional misappropriation of ideas. This is viewed when dynamics of power are involved. According to Resnik, professors often steal ideas from students and fail to give them due credit. Sometimes, the process of plagiarisation can be subtle and stealthy as it takes place by gaslighting the masses over a long period of time. For example, Albert Schatz discovered an antibiotic called ‘streptomycin’ while he was a graduate student under the guidance of Selman Waksman. Waksman began to take credit for the discovery over time even though Schatz was the primary author in the initial publication. Waksman

accepted the Nobel Prize for this discovery in 1952 at the expense of his own student. Similarly, the perpetrator could also be a journal or a conference referee who is part of a confidential peer review committee, in which an article is read and rejected on the basis of negative assessment. Although, at the same time, the individuals who have access to this paper steal the idea or methodology and publish it as their own through another granting agency.

Plagiarism of text:

There can be various ways in which plagiarism of text can present itself: text that has been copied from one or more sources, edited—either by adding or removing words, or by replacing them with synonyms—without referencing the original source or enclosing the quoted content in quotation marks can be categorised as plagiarism of text. This method of plagiarism has been termed as ‘patchwriting’ by Howard in 1999 and ‘paraphragiarism’ by Levin and Marshal in 1993. This pattern of mosaic plagiarism leads to a creation of ‘confused plagiarised mass’ according to Iverson as the plagiarist weaves the original author’s work with their own opinion resulting in a corrupt version of the original idea. Material that has been accessed during the research phase, even though thoroughly paraphrased, must credit the original author and work which has been used as a crutch to support the length and depth of the research.

Plagiarism and common knowledge:

When writing an academic article, it is necessary to distinguish common knowledge from the ideas one may have picked up while researching the topic. It is also important to address if the readers are aware of the facts which are assumed to be part of common knowledge, which is an indicator that citation may not be necessary. For example, if a college student is writing an article on the subject of history and mentions that India was freed from British rule on the 15th of August, 1947; this piece of information is assumed to be common knowledge to the people of India and a widely accepted fact for which one need not provide citations. Although, if in this same article, one was to mention the 15th President of India, one will need to cite the details, as it is not common knowledge to the general public. If a seasoned researcher was writing about the Bengal famine, and this article was written for other seasoned researchers as the target audience, in this case, the case of the Bengal famine during the British rule will be considered as common knowledge. To an unseasoned reader this information may seem new, and possibly even complicated. The understanding of common knowledge is dependent on several facts such as the background of the author, the background of the readers, the knowledge base and expectations of both of the groups which interact.

Self-plagiarism:

The process of self- plagiarism involves the re-use of material written previously by the same author, and passing it off as new information without citing the previous publication. One might wonder how we can steal from the work that has already been written by us. Such work is

assumed to be plagiarised as the reader accepts that the author's material is new and precise unless mentioned specifically by them. By plagiarising one's own work, this unwritten contract of trust between the author and the reader is breached. It is possible that a paper that has been published by one journal is used again with little or no changes made in the findings, database or images. There is also no acknowledgement of the paper being published elsewhere. Although, this type of plagiarism has comparatively lesser implications as the intellectual property continues to be owned by the same person and is non-intrusive, it is still considered to be an unethical practice.

Plagiarism and the internet:

Having access to the internet makes plagiarism comparatively easy as the information is available at the tap of a finger. Work that has already been published in journals is usually available to the public online either free of cost or for a fee. Even though plagiarising with the material available online is fairly unchallenging, the plagiarist also equally risks being caught. The internet proves to be an open source to investigate if any material has truly been stolen with the facility to find the source material as well as making it a time efficient process. There are various plagiarism checking websites that offer accurate results that indicate to what extent plagiarism has taken place and whether the work has been credited through citation.

14.5 PARAPHRASING AND SUMMARIZATION

Summarization:

Sometimes there may be a compulsion to provide a general idea in a brief and cohesive manner in order to create context for the new findings in the field. Hence, such a brief overview of a general idea can be achieved through summarization of work that has already been published. A summary is a shortened version of the text while retaining the essence that the full length text is trying to convey. A summary helps the reader to choose if the article they wish to refer to is worthy of accessing in a short period of time. Phrases and sentences must not be copied from the article in order to create a summary, but rather it should be condensed after a thorough reading in our own words. A summary should avoid the use of jargon as it should be accessible to novice as well as seasoned researchers. An academic summary follows a framework: the search question, the relevance of work, theoretical framework, methodology, results or arguments, and a conclusion.

Paraphrasing:

Paraphrasing roughly equates to the textual length of the original work with changes in the sentence and paragraph structure. Paraphrasing any material that is relevant to the article that is being written adds credibility and provides foundation material necessary to begin the preliminary research work. This material allows for opinions and viewpoints to be

formed based on the work of others which has already been published. Ethical writing takes into consideration to ensure that the text being referred to is thoroughly modified in order for it to be categorised as a fresh piece of work. Changing the structure of the paragraph with sentence structure is necessary. However, it does not exempt the paraphraser from the responsibility of citing the source from which the new article is inspired. The inability to sufficiently modify a text by the use of synonyms or retaining the structure can be termed as ‘near plagiarism’ or plagiarism depending on who is assessing the work.

Unique perspective:

Adding the author’s unique perspective to the already paraphrased articles is an essential element in filling a gap which may exist within a research topic. This ensures that the new work is not just a montage of existing pieces of research, but in fact actually contributes to filling gaps of knowledge in the area in which research is being conducted. It is acknowledged that the foundational terminology pertinent to any specialised subject may be retained as substitutes to them may not do justice to the perspective the article is trying to convey.

Paraphrasing jargon:

The author’s ability to paraphrase and summarize majorly depends on their ability to comprehend the material at hand, simplify it and then reconstruct it in their own words. This exercise requires not only an expert grasp on the subject, but also a comprehensive vocabulary and a mastery over the language in which it is being written. The author may often be posed with alien ideas or concepts which may take several readings to comprehend its true meaning. The technical terminology used in academic writing is called jargon. These words may translate differently from subject to subject. For example, the word ‘sublime’ will mean beautiful or excellent to critique art or literature, but in the field of chemistry it means the ability of a specific solid substance to change directly into vapour when heating by avoiding turning into a state of liquidation.

Academic writing can be complicated, as it uses specific stylistic standards like passive voice, and uses jargon to express complicated ideas and concepts. This can be specifically challenging to new academic writers due to inexperience or to those who may not use English as their first language. It can be a tricky process as there is a great likelihood of plagiarism. If a text proves to be impossible to paraphrase by substantial modification or contains a complex process or methodology, it is ideally a better option to encase it in quotation marks, block-quoted, or with an indicator such as a footnote; all with a mentioned citation.

14.6 COPYRIGHT LAW

Unrestrained use of copyrighted material can be subject to copyright infringement even if such information is cited as per the citation conventions. Use of short quotes is permissible as it falls under ‘fair use’

provision along with necessary citations. It is not necessary for a piece of work to be published for it to be copyrighted but even the final draft and formation of this work entitles itself towards protection from theft in the form of copyright. Hence, copyright infringement can take place if the information is mentioned without credit from an unpublished manuscript too. The ratio of information that can be used in the form of quotations and citations corresponds to the amount of text that has been written. Some publishers mention the percentage or number of words that can be quoted from other articles. In such cases, self-plagiarism is also categorised as plagiarism as the ownership and copyright of the written material is in the hands of another publisher.

14.7 CITATION PRACTICES

Application of quotation marks (“...”) is a universally accepted sign to indicate that words have been copied as they are, i.e. verbatim from the original text. Quotations must include references to the cited material which include the author’s name and the page number from which the quote is borrowed. Large texts which cover more than four typewritten lines need to be in a block-indented format. The style manual that guides citation formats are Turabian, American Psychological Association (APA), American Medical Association (AMA), etc.

When citing sources, it may be possible that the original work may not be cited as the successive research based on the first one may contribute to a more holistic finding by filling in the gaps of research and answering the unanswered questions. Unless the first research is common knowledge in the domain, the original work along with the following research must all be cited. Sometimes, this may not be possible if the publisher has a word limit for citations, in which case only, can this rule be an exception.

14.8 GUIDELINES

- It is necessary to acknowledge the ideas contributed by others when writing any kind of research.
- Any text that is borrowed verbatim must be enclosed in quotation marks followed by a citation and page number to indicate where it originated.
- Summarization entails condensation of ideas in our own words to communicate the existing contributions made by others.
- Paraphrasing must contain use of our own words and a revision of sentence and paragraph structure and syntax.
- Source of paraphrased material must always be cited.
- Command over language along with a foundational understanding of concepts of the subject is essential in avoiding plagiarism.

- It is safer to provide a citation when one is doubtful if the information that one is providing is common knowledge.

14.9 CONCLUSION

Plagiarism is when intellectual property that belongs to someone else is used intentionally or unintentionally as one's own. It entails unfair acquisition of fame and academic credit which does not truly belong to the plagiariser. It is possible for the plagiariser to fabricate evidence or data, and replicate existing information. Researchers should be instilled with a moral compass from the beginning of their education rather than coercing and threatening them after the error has been made. If preventive measures are taken, universities and publications can lower their guard and allocate this time to ensure the quality of the papers published. The extent of the punishment for plagiarism should be decided according to the severity of the error made by classifying the intent, whether the material is a wholesale copy without citation, or if citation is missing as it has been presumed that the knowledge is common. The punishment usually culminates into legal action, public humiliation, and penalty. Plagiarism is an unethical practice as it encroaches upon someone else's intellectual property while the plagiarist receives recognition and credit for the breakthrough and new findings.

14.10 SUMMARY

'Plagiarisation' according to the American Heritage Dictionary is defined as "to steal and use the ideas or writings of another as one's own".

Intellectual Property Rights provide an opportunity for the creator to profit from their creation and take credit for it.

Ethical writing underlines the necessity of the author to be clear, fair and honest in their article.

Plagiarism can mislead the consumers of the literary work to assume that the effort to make certain analysis has been applied by the plagiarist, hence awarding them accolades for their (unethical) success.

Claiming originality to ideas without finding out if they have been expressed before (possibility of similar ideas emerging independently without contact of the other author or having read and forgotten the idea of an established author previously, also known as cryptomnesia or unconscious plagiarism)

The process of self- plagiarism involves the re-use of material written previously by the same author, and passing it off as new information without citing the previous publication.

Even though plagiarizing with the material available online is fairly unchallenging, the plagiarist also equally risks being caught.

A summary is a shortened version of the text while retaining the essence that the full length text is trying to convey.

Researchers should be instilled with a moral compass from the beginning of their education rather than coercing and threatening them after the error has been made.

14.11 QUESTIONS

- 1) Examine the interrelation between intellectual property and plagiarism.
- 2) What is ethical writing? In what ways is ethical writing flouted through plagiarism?
- 3) Discuss the key elements of paraphrasing and summarization?

14.12 REFERENCES

- Bahadori, M., Izadi, M. et.al (2012): ‘Plagiarism: Concepts, Factors and Solutions’, Iranian Journal of military Medicine, Vol. 14, No. 3, (pp: 168-177)
- Roig, M. (2015): ‘Avoiding plagiarism, self-plagiarism, and other questionable writing practices: A guide to ethical writing’
- <https://ori.hhs.gov/sites/default/files/plagiarism.pdf>
- Shahabuddin, Syed (2009): ‘Plagiarism in Academia’, International Journal of Teaching and Learning in Higher Education, Vol 21, No. 3, 353-359
- <http://www.isetl.org/ijtlhe/>
- Helgesson, G. and Eriksson, Stefan (2015): ‘Plagiarism in Research’, Med Health Care and Philos, 18:91-101
- https://www2.philosophy.su.se/carlshamre/texter/Helgesson_plagiarism.pdf

INTELLECTUAL PROPERTY RIGHTS AND INTELLECTUAL COMMONS

Unit Structure

- 15.0 Objectives
- 15.1 Introduction
- 15.2 Meaning of Intellectual Property Rights
- 15.3 Intellectual Property Rights History in India
- 15.4 Different aspects of IPR
- 15.5 Intellectual commons
- 15.6 Summary
- 15.7 Questions
- 15.8 References

15.0 OBJECTIVES

- To learn about the Intellectual property Rights.
- To understand the intellectual commons and its relevance and necessity.

15.1 INTRODUCTION

This chapter we will learn about Intellectual Property Rights and Intellectual commons. Both these topics are useful and intellectual property Rights is in itself a specialized area. There are several diploma and specialized courses which deals with Intellectual property Rights. Studying Intellectual Property Rights could help you get jobs in corporates and several law firms. In terms of Indian market Intellectual Property Rights is an emerging area, and there is immense future as with time people are getting aware about the intellectual property rights hence there is requirement of awareness, professionals who can even fight out litigations related to this. In this chapter you can expect an introduction to the topic so that later if you are interested you can specialize on this area. Understanding how patents, trademarks, copyrights, and trade secret's function and are created is essential to learning how to protect these valuable firm assets.

15.2 MEANING OF INTELLECTUAL PROPERTY RIGHTS

Intellectual property rights give the creators temporary, exclusive rights to commercially utilize one's own ideas as well as ownership over the creations. Intellectual Property Rights grant certain exclusive rights to the creators or developers of that property in order for them to make a profit

economically off of their creative activities. Trademark, copyright, and patent are a few examples of intellectual property protection.

If the general public is ready to acknowledge ideas, innovations, and creative works as property, then those things are said to be protected by Intellectual Property Rights (IPR). IPR give the property's inventors or developers specific exclusive rights so they can profit financially from their artistic endeavors or reputation. Examples of intellectual property protection include patents, trademarks, and copyright. IPR is an important tool for defending time, money, and effort investments of the inventor. IPR consequently plays a role in the economic development of a nation. The Trade Related Intellectual Property Rights Agreement (TRIPS), formed by World Trade Organization governs intellectual property, grants rights such as patents, copyrights, trademarks, geographical indicators, protection of undisclosed information, integrated circuit layout designs, industrial designs, and traditional knowledge (Lakshmana Prabu, et.al 2012).

15.3 INTELLECTUAL PROPERTY RIGHTS HISTORY IN INDIA

The concept of intellectual property rights (IPR) was brought to India from the west. The Indian Trade and Merchandise Marks Act of 1884 was the first Indian law addressing intellectual property rights. The first Indian Patent Law was enacted in 1856, and more Acts were made after it. There are different Acts like the Indian Patents and Designs Act from 1911 and the Indian Copyright Act from 1914. With time, the Indian Trade and Merchandise Marks Act and the Indian Copyright Act have been replaced by the Trade and Merchandise Marks Act of 1958 and the Copyright Act of 1957, respectively.

The patent recognition in India has a long history. In 1948, the Indian government established the first committee to study the current design and patent laws. The Justice Rajagobala Ayyangar Committee (RAC) was constituted by the government in 1957 to draft the Patent Law. In its 1959 report, the Rajagobala Ayyangar Committee attempted to strike a balance of rights by taking into account the preamble's guarantee of economic and social justice as well as other contending interests. (Lakshmana Prabu, et.al 2012).

There are several periodically workshops being held for creating awareness among people to assist them in filing quicker patents. One can find events in this link. <https://ipindiaservices.gov.in/events-ipr/home/Home.aspx>.

With time there were also different statutes which discussed the Intellectual Property Rights have been created like the Patents Act of 1970, the Trade Marks Act of 1999, the Designs Act of 2000, the Geographical Indications of Goods (Registration and Protection) Act of 1999, the Copyright Act of 1957, the Protection of Plant Varieties and Farmers' Rights Act of 2001, and the Biological Diversity Act of 2002.

The National Intellectual Property Rights (IPR) Policy, which will serve as India's IPRs' future road map, was adopted by the Union Cabinet on May 12, 2016. The Policy recognizes the abundance of imaginative and creative energy present in India and the importance of exploiting and channeling these energies toward a brighter and more promising future for everybody.

A forward-thinking document that combines and integrates all IPRs under one roof is the National IPR Policy. It takes a comprehensive approach to IPRs, taking into consideration all relationships, and aims to create and capitalize on synergies across all forms of intellectual property (IP), pertinent statutes, and agencies. It creates a formal framework for implementation, management, and assessment. The phrase used in the policy is "Creative India; Innovative India" "रचनात्मक भारत; अभिनव भारत".

15.4 DIFFERENT ASPECTS OF IPR

There are different subparts of the Intellectual property Rights like Patents, Copyrights, Trademark let us look into it in detail.

Copyrights:

A subpart of the Intellectual Property Rights is Copyrights. Patent applications are made for physical objects like equipment and crops. Many times, copyright is granted for intangible items like music and textual content. The World Trade Organization also highlights the fact that copyright protects authors' have rights for at least 50 years after their passing (such as books and other publications, musical compositions, paintings, sculptures, computer programs, and films). The rights of performers (such as musicians, actors, and singers), phonogram (sound recording) makers, and media companies are likewise protected by copyright and associated regulations (often referred to as "neighboring" rights). To promote and value intellectual activity, copyright and related rights protection is to encourage more creators. The Indian copyright amendment Act 2012 is the latest one.

Patents:

A patent is an intellectual property right connected to an innovation. The grant of the patent is contingent upon full disclosure of the innovation and a restriction on the production, use, sale, and importation of the patented good or processes that lead to the same good. The government gives the patentee exclusive rights through a patent for a set amount of time. The rights of the inventor are supported and protected by the patent. Additionally, it aids in stressing the use of inventions and their promotion to support industry growth, which in turn aids in the transfer and diffusion of technology as well as the improvement of technological knowledge.

Trademark:

A trademark is any symbol or group of indicators that can be used to separate the goods or services of one firm from those of other companies.

The use of such distinctive trademarks is protected. According to the Agreement, both the initial registration and each renewal must be for a minimum of seven years, and registrations must be continually renewed. Trademark licenses cannot be made obligatory.

Plants variety:

Another facet of intellectual property rights is the defense of unusual plant varieties, which aims to reward plant breeders for their accomplishments by granting them a temporary exclusive right. For the new plant kinds to be eligible for this protection, they must fulfill specific requirements. The lowest known rank grouping of plants within a single scientific taxon is called a variation. As long as the plants are fresh, distinctive, dependable, regular, and given a reputable denomination, the protection is also granted. UPOV is the name of the organization in charge of managing the protection of novel plant species. (The International Union for the Protection of New Varieties of Plants) Lakshmana Prabu, et.al 2012)

The Turmeric Patent Case study:

Suman K. Das and Hari Har P. Cohly, two Indian-born American researchers from the University of Mississippi Medical Center, filed a claim with the US Patent and Trademark Office, claiming to have discovered haldi's therapeutic potential. And surprise, they received a patent in March 1995 for something our ayurvedic systems have known for millennia. This was challenged by the Council of Scientific and Industrial Research, also known as CSIR—which houses all these large government laboratories—applied to the US Patent Office for a reexamination last year. As proof they provided massive literature based on ayurvedic texts and historical records. After this, the US Patent office recognized their mistake and withdrew the patent given to the American researchers.

Basmati Rice:

Several multinational companies from first world countries like United States patent products though the products are indigenous and used by a large section of people in India. Due to the lack of knowledge of patent laws, many a times, many countries and poor people suffer. With regard to Basmati Rice a US based company named Ricetech filed patent claiming it was their own rice variety in the year. The hybrid rice crop was covered by patent number 5,663,484 ("Patent '484"), which was given to Ricetec Inc., a US business with its headquarters in Texas, on September 2, 1997. Only the United States accepts plant variety protection in the form of a patent, despite the fact that all WTO members exclude plant variety protection from patentability. In particular, US law allows plant breeders to acquire exclusive rights to new plant varieties in one of three ways (independently and without mutual exclusion): Utility patents, plant patents, and plant variety protection certificates are listed in that order (PVP) (paraphrased). Indian Government officers thereafter submitted 50,000 pages document. After several protests from all over the world and opposition the Patent was revised. The company also withdrew large

section of their own patent due to opposition. Finally the patent has serial no. as rice and they dropped Basmati in their patent claim as Rice lines Bas 867, RT1117, and RT112 is the amended title of Patent '484". However, there is still several developing countries whose indigenous products are patented by US which has been used for generations by the developing countries. After this incident the Government of India, introduced the geotag system whereby the location of the product is also mentioned which helps in getting the consumers and the exporters the real value, recognition and in terms of customer they get the authentic product. When one or more of a good's qualities can be connected directly to a particular area, that location is designated as the source of the good via geographic indications (GIs).

The protection of such distinguishing markers aims to stimulate and ensure fair competition as well as to safeguard consumers by enabling consumers to make informed judgments about various goods and services.

Another Ancient Knowledge is Yoga, which Indian government said that it is for the betterment of humanity living all over of the world and hence it is free to learn and share and hence its not patented.

There are several debates around the Intellectual property rights like many a times, the access to capital makes the inventor produce innovation. As some innovations need capital for creating and implementing. The lack of capital leads to there by failure in innovation and thereby in the lack of production and lack of patenting knowledge too. This leads to the poor countries unable to take ahead their invention and fall behind.

Check Your Progress:

1. What is Trademark?

2. Explain meaning of Patent.

15.5 INTELLECTUAL COMMONS

The intellectual commons are the ideal complement to markets supported by intellectual property. They represent non-commercial sectors for the production, exchange, and distribution of consumables that take place separately from the interchange of tangible and intangible goods. Culture, non-aggregated data, language, and prior knowledge are only a few examples of the common, common infrastructures provide for the creation of ideas. Wikis, open scientific publications, publicly accessible user-

generated information, online content are covered by Creative Commons licenses, collaborative media, voluntarily crowdsourcing, and political discourse are examples of new intellectual commons.

The Intellectual commons are social practices for exchanging intangible resources and re-creating the bonds between individuals that surround these positive behaviors. They are associated with areas of human activity that largely use thought as opposed to manual labor. They are arranged as power blocs between societal forces that are opposed to each other, commodification and commonization. The concept is a newly emerging one and hence, the literature on intellectual common is limited. There is further scope in research on intellectual commons.

Language, shared symbols, shared ideas, shared values, shared practices, shared traditions, folk art, and social systems of care are just a few examples of the commons in culture and technology that serve as the cornerstone of our civilization. Other examples include all of our earlier scientific and technological advancements (Merges, 2004). According to Hess, Ostrom Commons are those resource which groups share, these are publicly available forms of knowledge.

Theories:

Within the greater scientific community as well as among academics who research the relationships between information and communication technology and society, theorizing about the intellectual commons has undoubtedly grown in popularity over the past twenty years. The rational choice theory is one of the intellectual commons theories that focuses on how people cooperate, form communities, and establish norms to protect intellectual resources or seek desired outcomes. (Ostrom 1998; Hess and Ostrom 2007b, 42).

Intellectual common and Academic Work:

People have started to create open, unrestricted intellectual commons by creating cooperative peer-to-peer methods of intellectual resource development and management. The rapid development of new intellectual commons, such as wikis, open-access publications in science, open standards, and open hardware development have helped large sections of people all over the world. There are several articles, photographs which are having free licensing, no copyright required logo of late. Due to the global movement of open resources and open knowledge sharing.

The artistic endeavors of humanity throughout history have been characterized by acts of collective cooperation and sharing. From the start of civilization until the era of information and communication networks, the greatest artistic achievements have sprung from the collaborative creativity of many minds working together in community. Any new cultural advances are constructed upon the immense common pool resource of our cultural history, which has been accumulated over time by the joint intellectual labor of preceding generations. In general, cultural

commons serve as both the foundation of human civilization and the means through which sociocultural diversity is maintained.

Research is still needed to learn about recent discoveries of the links of commonification in circulation of social value in order to comprehend the actual formations of the intellectual commons, both offline and online, in the current socio-historical context. Intellectual commons are of academic interest as well as general social interest because they have the potential to increase access to information, knowledge, and culture support independent creators and productive communities. They also help to improve the quantity and quality of intellectual production and even democratize creativity and innovation. They also support independent creators and productive communities. As a result, the intellectual commons ought to be controlled in a manner that considers the aforementioned possibilities (Broumas, A. 2020). Intellectual commons aided by increased scientific knowledge, resource conservation and sustainability, and participation needs. fiscal equivalency for equity, financial effectiveness, and equity in redistribution.

Debate between Intellectual Rights and Intellectual Common:

Intellectual rights are given to individuals as reward, encouragement as financial incentive for creativity and innovation in any field. Yet, intellectual stands as different as it focusses on knowledge and human culture. There still exists the debate surrounding culture vs property and freedom of knowledge. As many knowledge has be developed as communities as a group like traditional knowledge of medicine among tribes, development of crops randomly through certain seed variety or practices through trial and error historically. Hence, as a community the knowledge has been passed on from one generation to another. For example – In India context, herbal medicines, healing practices. At times this cultural knowledge is also preserved through rituals and practices. If certain scientists later on conduct experiment on already proven practices followed by generations of people and patent it on their own name claiming it as their own, it turns out to be ethically not appropriate. Here, even comes the question of it is morally right to own by certain scientists knowledge of people who are living in forest, unaware of existence of intellectual property rights drawn out by the first world countries.

Van der Walt, A. J., & Du Bois, M. (2013) point out that both the intellectual property and intellectual common should be enlarged and preserved. In order for the commons to continue to be usable in creative works in the future, it must be protected from excessive propertization. At the time for the creation of intellectual property the “raw ingredients” in which the commons are found should be untouched so that more innovations are there. This would help in the future too. At the same time using resources that have been stolen from the commons for the production of intellectual property should also be acknowledged.

Check Your Progress:

1. Discuss the theory related to Intellectual common.

2. Discuss intellectual property rights related to Plant varieties.

15.6 SUMMARY

In this chapter we began with understanding the meaning of Intellectual property rights. Intellectual property rights give the creators temporary, exclusive rights to commercially utilize one's own ideas as well as ownership over the creations. Intellectual Property Rights grant certain exclusive rights to the creators or developers of that property in order for them to make a profit economically off of their creative activities. Trademark, copyright, and patent are a few examples of intellectual property protection. The Trade Related Intellectual Property Rights Agreement (TRIPS), governed by World Trade Organization governs intellectual property, grants rights such as patents, copyrights, trademarks, geographical indicators, protection of undisclosed information, integrated circuit layout designs, industrial designs, and traditional knowledge. The concept of intellectual property rights (IPR) was brought to India from the west. The Indian Trade and Merchandise Marks Act of 1884 was the first Indian law addressing intellectual property rights. The first Indian Patent Law was enacted in 1856, and more Acts were made after it. With time there were also different statutes which discussed the Intellectual Property Rights have been created like the Patents Act of 1970, the Trade Marks Act of 1999, the Designs Act of 2000, the Geographical Indications of Goods (Registration and Protection) Act of 1999, the Copyright Act of 1957, the Protection of Plant Varieties and Farmers' Rights Act of 2001, and the Biological Diversity Act of 2002. The National Intellectual Property Rights (IPR) Policy, which will serve as India's IPRs' future road map, was adopted by the Union Cabinet on May 12, 2016. We further looked into different aspects of IPR like copyrights which is given for intangible things like singing, poems, music, art forms, writing. Patents which is given to inventor of objects, designs, materials, manufacturing style etc. There was also discussion about Trademark like logos which is again registered to protect the rights of the company or individual. In addition, we also saw biodiversity like plants and species protection. In the chapter, discussion of two case studies like Turmeric and that of Basmati Rice whereby Western individuals and companies like Rice Tech was trying to patent and later Indian government rejected their claims by

providing documents and the patent was rectified, withdrawn by the patentee.

The second section of the chapter discusses about Intellectual commons. The intellectual commons are the ideal complement to markets supported by intellectual property. They represent non-commercial sectors for the production, exchange, and distribution of consumables that take place separately from the interchange of tangible and intangible goods. Culture, non-aggregated data, language, and prior knowledge are only a few examples of the common, also common infrastructures provide for the creation of ideas. Wikis, open scientific publications, publicly accessible user-generated information, online content are covered by Creative Commons licenses, collaborative media, voluntarily crowdsourcing, and political discourse are examples of new intellectual commons. There are different issues surrounding the Intellectual property rights like at times this cultural knowledge is also preserved through rituals and practices. If certain scientists later on conduct experiment on already proven practices followed by generations of people and patent it on their own name claiming it as their own, it turns out to be ethically not appropriate. Here, even comes the question of it is morally right to own by certain scientists' knowledge of people who are living in forest, unaware of existence of intellectual property rights drawn out by the first world countries.

15.7 QUESTIONS

- 1) Write a brief note on meaning of Intellectual Property Rights and IPR in India.
- 2) Discuss two case studies related to IPR
- 3) Write a note on Intellectual Commons.

15.8 REFERENCES

- Saha, C. N., & Bhattacharya, S. (2011). Intellectual property rights: An overview and implications in pharmaceutical industry. *Journal of advanced pharmaceutical technology & research*, 2(2), 88–93. <https://doi.org/10.4103/2231-4040.82952>
- [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3217699/#:~:text=Intellectual%20property%20rights%20\(IPR\)%20refers,a%20given%20period%20of%20time](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3217699/#:~:text=Intellectual%20property%20rights%20(IPR)%20refers,a%20given%20period%20of%20time).
- World trade organization
https://www.wto.org/english/tratop_e/trips_e/intel1_e.htm
- Broumas, A. (2020). *Intellectual Commons and the Law: A Normative Theory for Commons-Based Peer Production*. University of Westminster Press. <https://doi.org/10.2307/j.ctv1g4rtsw>
- https://www.youtube.com/watch?v=bd322bqSJY&ab_channel=MITSchoolofArchitecture%26Planning

- https://www.researchgate.net/publication/346326180_The_Commons_Economic_Alternatives_in_the_Digital_Age
- Broumas, A. (2020). Theories of the Intellectual Commons. In Intellectual Commons and the Law: A Normative Theory for Commons-Based Peer Production (pp. 27–62). University of Westminster Press. <https://doi.org/10.2307/j.ctv1g4rtsw.8>
- <https://copyright.gov.in/documents/handbook.html#:~:text=The%20Copyright%20Act%2C%201957%20protects,no%20copyright%20in%20an%20idea.>
- <https://ipindia.gov.in/index.htm>
- <https://www.drishtiias.com/to-the-points/paper3/intellectual-property-rights>
- https://www.youtube.com/watch?v=ClZEIQQjG6g&ab_channel=IIT_KharagpurJuly2018
- Lecture by Prof. Gauri explaining the Patent filing process in India.
- <https://dpiit.gov.in/sites/default/files/national-IPR-Policy2016-14October2020.pdf>
- Lakshmana Prabu, Sakthivel & Timmakondu, Suriyaprakash & Kumar Chellappan, Dinesh. (2012). Intellectual property rights and its development in India. Pharma Times. 44. 19-22.
- <https://sciencebusiness.net/news/72228/The-story-of-the-basmati-rice-patent-battle>
- <https://www.lexology.com/library/detail.aspx?g=3b46692a-8b13-416a-b35d-f766f69a52e2>
- <https://www.law-right.com/the-battle-between-intellectual-commons-and-intellectual-property/>
- Van der Walt, A. J., & Du Bois, M. (2013). The importance of the commons in the context of intellectual property. Stellenbosch Law Review, 24(1), 31-54.

THE POLITICS OF ACADEMIC WRITING

Unit Structure

- 16.0 Objectives
- 16.1 Introduction
- 16.2 Understanding the Politics of Location
- 16.3 Challenges of Academic Writing
- 16.4 Conclusion
- 16.5 Summary
- 16.6 Questions
- 16.7 References

16.0 OBJECTIVES

- To understand the importance of academic writing in a globalized world.
- To examine the challenges to effective academic writing.

16.1 INTRODUCTION

Academic writing for publication is a worldwide phenomenon, as it involves millions of scholars, thousands of publishers and institutions of higher learning. While research work takes place at the local level, no academic text or publishing activity can be considered as isolated from the many complex globalizing practices and systems. These have a powerful impact on the way academic text are produced, evaluated and disseminated. English plays a central role in a globalized world, and therefore is considered as the global ‘language of Science’ by leading educational institutions. All participants in the text production which include; scholars, reviewers, translators, editors, consider English as a default language of communication.

It is necessary then to understand the impact of the growing dominance of English as the global medium of academic publications on the lives and practices of multilingual scholars who work and live in a context where English is not the official or dominant language of communication. Developing insights into how scholars experience and practice in specific context may help in contributing to debates and understanding about academic production and knowledge creation in a globalized world. In this section, students will gain insights into the challenges related to the forms of production and reproduction of knowledge and the politics that shape the transmission of knowledge.

16.2 UNDERSTANDING THE POLITICS OF LOCATION

Several scholars argue that the geopolitical location of scholars, texts, and language plays a central role in the politics of academic text production. The book, “Academic Writing in a Global Context – The politics and practices of publishing in English” by Theresa Lillis and May Jane Curry (2010) discusses this issue in depth. The book concentrates on specific geopolitical sites described as European, Southern Europe, Central and Eastern Europe and covers specific nation states such as Slovakia, Hungary, Spain and Portugal. The four national sites can be described as the ‘Expanding Circle’ of English language users, in which English is used as a foreign language and increasingly as a medium of instruction in schools and colleges. This ‘Expanding Circle’ contrasts with the ‘Inner Circle’ which includes nations such as United Kingdom, the United States and Australia, as well as ‘Outer Circle’. The ‘Outer Circle’ represents former colonies such as India, Singapore, Nigeria, where English is a second or official language. In economic terms the relations between these nations could be understood in terms of Centre-Periphery interface as reflected in the World Systems Theory.

When trying to understand politics of location and its role in academic text production, three key dimensions are important:

- 1) **the geographical:** the immediate local context relating to the department, institution, state, region, etc.
- 2) **the geolinguual:** relates to the languages used or not used in writing for academic publication and their differential status, and the
- 3) **the geopolitical:** relates to the policies influencing research and evaluation systems at local, national and supranational levels.

All three are important for understanding what is involved and what is at stake in academic text production in the context of specific sites.

16.3 CHALLENGES OF ACADEMIC WRITING

There are several challenges to effective academic writing. Here it would be pertinent to understand the challenges at the global level and move to more student-specific level. There is a serious dearth of explicit discussion of what constitutes ‘good’ writing. It is somehow assumed that students will absorb a concept of what is ‘good’ through the painful process of trial and error and practice. While these aspects play an important role in the process, scholars observe that there is a lack of explicit, clear-cut discussion of writing styles, strategies, forms and genres. To write in an academic way, it is necessary to become an academic. Effective written communication is crucial for the students’ success at every level. Students need to articulate their thoughts and observations in a way that their writing is recognizable as ‘academic’, while retaining its distinctiveness. In the absence of any academic support, students look to other sources for writing help, such as academic

writing blogs, or paid editors. However, scholars and critics of academic communication observe that students are not introduced to the challenges in the form of political issues in action that shape academic writing. Students need to be encouraged to know about the implications of how they choose to write. It is important to be aware of the context in which they are communicating and the manner in which these influence their choices.

Since the emergence of “Students’ Right to Their Own Language” in 1974, American teachers have struggled with varied means to represent, characterize and teach “academic language”. The introduction of terms such as “Pluralization” and “World Englishes” have reflected the tensions that exist when valuing students’ multiple language varieties and ensuring that they write in “standard English” which is considered suitable for academic discourse. These tensions have increased as new research has continued to draw a connection between language with identifying factors like race, class and ethnicity. As more and more educational institutions move towards translanguaging movement, academicians and scholars have advocated for classroom to be a pluralistic and diverse linguistic space. This can ensure the establishing of a socially just and inclusive classroom.

Several scholars have recognized that the inherent politics of academic language makes its necessary for make shifts in our writing pedagogies. However, these do not often match our professional artifacts and pedagogical materials. In other words, our scholarship may be progressing, but our everyday materials are not necessarily progressing with it. In the late 1970s new approaches to writing instruction were being introduced. The expressivist and social approaches to writing instruction were branches or offshoots of the current-traditional approaches. Richard Fulkerson worried that writing instructors may be using the classroom practices of one pedagogical philosophy, while the assignment demands another, and evaluation is done on the basis of still another approach. This is a major lacuna which he calls as “value-mode confusion”.

Language and Identity:

It is seen that our professional artifacts and pedagogical materials can perpetuate certain ideologies about academic language. These ideologies may be in conflict with the academic field’s larger goals towards social justice and inclusion. A precursory look into academic textbooks taught at school and university level reflect value judgments about academic language. Alisa Russel analyses and compares three popular First Year Composition textbooks, *The Norton Field Guide to Writing*, *Everyone’s an Author*, and *They Say, I Say*, represent academic language in seven major categories: name, placement, definition, characterization, features, examples and instruction. Throughout the analysis, the author uses the vague term “academic language” to refer to the language variety mostly represented within different textbooks. It is important to understand the politics of academic language and examine how any language variety, including academic language, is tied to identity, values and ways of knowing.

All languages are strongly linked to their user's identities and community membership. This fact is important to understand the politics of academic language. In his work titled "3/5 of a Language?" David Bloome begins with the observation that, "A definition of language is always, implicitly or explicitly, a definition of human beings in the world". According to Bloome, languages are not merely functional tools, but are connected to histories, cultures and communities. This means that language is not just a means of communication but a reflection of community memberships. Each of these communities does not simply require the understanding of grammar, vowels or syntax, but also requires us to adopt ways of speaking, thinking, feeling, acting and valuing. While identifying factors like race, caste, class and ethnicity do not determine language varieties, they are definitely markers of those varieties since languages reflect community membership.

H. Samy Alim and Geneva Smitherman have effectively described the link between language, being and community. They state that language is a source of pleasure, entertainment, reflection and socialization. Language is one of the first formative experiences of being a member of a family, a community, and a culture. It helps an individual to understand and develop the first notions of where he/she is and who they might become. Thus language is always intertwined with community membership and ways of being. Many speakers shuttle between languages as they shuttle between their communities. However, Bloome notes that some language/s may be of crucial importance and are more compatible than others. Thus which languages are valued by social institutions becomes an issue of politics.

The Translinguism movement:

Sometimes students could be at a disadvantaged position if there is little or no compatibility between their language varieties and academic language. Most of the times, language policies give privilege to English as compared to other languages. The language space is strongly linked to our cultural histories and social identities. Scholars observe that by diversifying the language varieties, there would be more space for including different speakers, thinkers and writers who speak, think and write differently. Diverse language varieties need to be valued as they help in cultivating diverse knowledges. This has been the specific objective of the translinguism movement, which states that the difference in language should not be seen as a barrier to overcome or a problem to be managed. Rather it should be used as a resource for producing meaningful writing, speaking, reading and listening. This movement observes that increased fluidity between and across all language practices can lead to 'new ways of knowing' and 'more peaceful relations'.

The norms and standards for language are not about language itself, but are about ways of thinking and ways of valuing certain social identities or communities. Students whose language communities already are very

similar to the academic language may be able to make a slight shift to meet the standards of academic language. However, for other students, from vernacular backgrounds the shift is more dramatic. This may require the student to leave behind cultural and social values in order to adopt the academic language taught in institutions.

Academic language as Hegemonic:

Scholars such as Peter Elbow recognize the exclusive power of academic language. The academic world makes it very clear that it will not hear from the student unless the learner uses their language. There is an inflexibility to accept other language varieties in academic writing. This supports Asao Inoue's observation that language can act as a "hegemonic discourse".

Academic language as a hegemonic discourse follows the general hierarchal organization of most varieties of English. Bloome observes that the varieties of English spoken by white, northern, middle and upper-class communities (in this case America) is considered to be superior to those associated with groups such as African Americans, Mexican and other Latino communities, Southerners and people from working-class backgrounds. It is a fact that the blend of cultural and social values enacted through language leads to new and enriched ways of knowing. If this is true, then solely valuing academic language using monolingual perspective could be unjust and disadvantageous to certain student population (especially from the marginalized groups). This could lead to the disastrous effects of homogenizing or silencing the voice of the groups.

Since academic language as a hegemonic discourse places white, northern, middle and upper-class varieties of English above other, it is ultimately linked to whiteness (Language of the whites as superior). This means there is a tendency to link academic language as the only "correct", "proper", or "right" variety for entering academic conversations. Doing so goes against the goals of social justice and inclusion. In a recent blog post, "Is Academic Writing White?" Andrea Lunsford writes about how writing is aligned with power, and power is aligned to whiteness. She observed that certain vernaculars struggled to be seen as legitimate, and examined how academic language can act as a "form of submission" against those struggles. A recent study has revealed how judgments on language are a stand in for race. Criticizing language was seen as a lesser taboo than criticizing race. But earlier researches have shown that language and race cannot be separated so easily.

Knowledge as Political:

Several scholars have tried to understand the political aspects of how knowledge is shared. Linguist Steven Pinker, Harvard professor and author of books such as 'The Language Instinct' and 'How the Mind Works' has spoken about academic writing and its challenges. Pinker's article titled, 'Why Academics Stink at Writing', is very critical of

academic writing stating that it is too dense and uses complex language. This is also true of writing produced by eminent and acclaimed scholars.

Pinker draws our attention to some serious issues. The first point is that writing is personal, but it is also a matter of professional identity. The second point is that if knowledge is political, then writing is also political because it is one way that knowledge is shared with the world. Academic writing concerns with topics of a serious nature, which are referred to as specialist topics, but may contain insights which are relevant to the broader readers. The manner in which this knowledge is communicated affects who 'can' access it and who 'cannot'.

Since the importance of writing in academic work cannot be denied, it is expected that such skills would be developed during the coursework for the research scholars. While writing is an essential part of scholarship, it is seen that students receive no formal instruction on how to write academically. Professors generally assume that students already know academic writing and therefore put more focus on developing and fine-tuning content.

Professional Pressures of Academic Writing:

Generally universities expect research students to develop a style that conforms to the guidelines put forth for academic success. Students can use style to mark themselves as "insiders" who can begin to lay claim to a professional identity. This is necessary if they desire to participate in academic activities such as presenting papers at conferences and publishing. While students may not mimic "bad writing", scholars observe that there are few incentives for writing well within the academic world. This has a detrimental effect on the students as they make decisions not just about how they write, but more about what work is "worth" doing. Thereby academic writing may not be taken seriously in the context of the influences of such professional pressures.

16.4 CONCLUSION

Several aspects are at play in the process of academic production of text. A 'social practice approach to literacy' views reading and writing as basic social activities. The individual is considered as a socially situated actor who has both the 'context of situation' and the 'context of culture'. 'Practice' signals that language use in the form of spoken and written texts do not exist in isolation, but are bound up with what people do in the material and social world. Academic writing is rarely an individual process or product. It is pertinent to understand that besides the author, there exists a number of people involved in text production, reception and negotiation. Such activity is always refracted through political and institutional conditions that govern academic text production in a global context.

16.5 SUMMARY

Academic writing for publication is a worldwide phenomenon, as it involves millions of scholars, thousands of publishers and institutions of higher learning.

Several scholars argue that the geopolitical location of scholars, texts, and language plays a central role in the politics of academic text production.

Students need to be encouraged to know about the implications of how they choose to write. It is important to be aware of the context in which they are communicating and the manner in which these influence their choices.

The inherent politics of academic language makes it necessary for us to make shifts in our writing pedagogies.

It is seen that our professional artifacts and pedagogical materials can perpetuate certain ideologies about academic language. These ideologies may be in conflict with the academic field's larger goals towards social justice and inclusion

The translinguism movement states that the difference in language should not be seen as a barrier to overcome or a problem to be managed. Rather it should be used as a resource for producing meaningful writing, speaking, reading and listening.

Academic language as a hegemonic discourse follows the general hierarchal organization of most varieties of English.

It is pertinent to understand that besides the author, there exists a number of people involved in text production, reception and negotiation. Such activity is always refracted through political and institutional conditions that govern academic text production in a global context.

16.6 QUESTIONS

- 1) Discuss the importance of academic writing in a globalized world.
- 2) Evaluate the politics of location with specific reference to academic writing.
- 3) Examine the challenges to academic writing in English.

16.7 REFERENCES

- Lillis, T. and Curry, M.J. (2011): Academic Writing in a Global Context: The Politics and Practices of Publishing
- https://www.researchgate.net/publication/42798576_Academic_Writing_in_a_Global_Context_The_Politics_and_Practices_of_Publishing_in_English

- Melonie Fullick (2015): 'The Politics of (Academic) Style' published in *Speculative Diction*
- <https://www.universityaffairs.ca/opinion/speculative-diction/politics-academic-style/>

The Politics of Academic
Writing
