

**Research Writing**  
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**Lecture - 13**  
**Literature Review: Supporting your Claim**

Welcome back to the MOOC course on Research Writing. My name is Aradhna Malik and I am helping you with this course, and in the previous class we were talking about; how you establish credibility? Now in this particular class we are going to finish the discussion on how you formulate.

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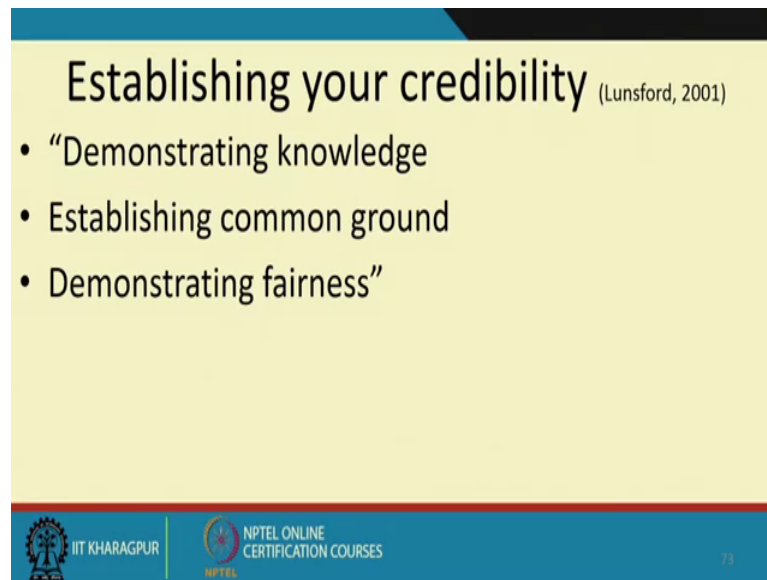
**Formulate good reasons to support your claim**  
(Lunsford, 2001)

- “Reasons that establish credibility
- Reasons that appeal to logic
- Reasons that appeal to emotion”

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Good reasons to support your claim. This is going to be a very brief class

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## Establishing your credibility (Lunsford, 2001)

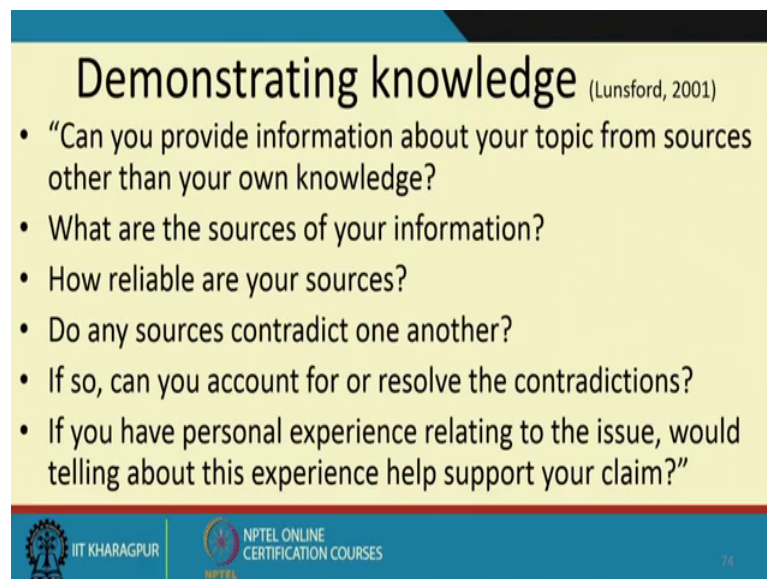
- “Demonstrating knowledge
- Establishing common ground
- Demonstrating fairness”

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73

So, establishing your credibility was one we talked about.

(Refer Slide Time: 00:38)



## Demonstrating knowledge (Lunsford, 2001)

- “Can you provide information about your topic from sources other than your own knowledge?
- What are the sources of your information?
- How reliable are your sources?
- Do any sources contradict one another?
- If so, can you account for or resolve the contradictions?
- If you have personal experience relating to the issue, would telling about this experience help support your claim?”

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74

Demonstrating knowledge.

(Refer Slide Time: 00:41)

### Establishing common ground (Lunsford, 2001)

- “What are the differing perspectives on this issue?”
- What common ground can you find – aspects of the issue on which all sides agree?
- How can you express such common ground clearly to all sides?
- How can you discover – and consider – opinions on this issue that differ from your own?
- How can you use language – occupational, regional, or ethnic varieties of English, or languages other than English to establish common ground with those you address?”
  - “Language implying approval or disapproval”
  - Stereotypes, references to race, religion or gender, potentially sexist language

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Establishing common ground.

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### Demonstrating fairness (Lunsford, 2001)

- “How can you show that you are taking into account all significant points of view?”
- How can you demonstrate that you understand & sympathize with points of view other than your own?
- What can you do to show that you have considered evidence carefully, including evidence that does not support your position?”



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And demonstrating fairness.

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## Using logical appeals (Lunsford, 2001)

- “Providing examples, precedents (Specific examples of similar situations taken from the past), & narratives
- Citing authority & testimony
- Establishing causes & effects
- Using inductive & deductive reasoning”

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79

Now, in this class we are going to talk about using logical appeals. Now how do you use logical appeals? You provide examples; you provide precedents, you and may be you also provide narratives. So, examples are, and then you can cite authority and testimony, you can establish cause and effect and you can use inductive and deductive reasoning.

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## Providing examples (Lunsford, 2001)

- “How representative are the examples?
- Are they sufficient in strength or number to lead to a generalization?
- In what ways do they support your point?
- How closely does the precedent relate to the point you’re trying to make? Are the situations similar?
- How timely is the precedent? (Applicability couple of decades ago may not be valid today)
- Does the narrative support your thesis?
- Will the story’s significance to the argument be clear to your readers?
- Is the story one of several good reasons, or does it have to carry the main burden of the argument?”

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80

Now, how do you provide examples? Providing examples you can see, you need to find out whether examples are really, the examples that exemplify, whatever it is that you are talking about are they sufficient in strength or number to lead to a generalization, in what ways do they support your point. So, are they strong enough, are they, you know are

they, the quantity is the, quantity of the examples enough, are they enough to support your to lead to a generalization.

Then how do they support your point, how do the examples establish your point. Today I was having a discussion with one of my students who again you know we had final exams, and I was grading papers and the student came up to me and said we were talking about some diagnostic model, I do not know if you heard of; so anyway; so a diagnostic model. Now this gentleman had written the answers to a question in such a way that the diagnostic part of that model was not coming out, he had written everything about not everything, but a lot of things that could be generalised. So, those things could be applied to a variety of things; however, the diagnosis part was not really written. So, I did not give him any marks and he said madam, but all of this is true, I said yes, but the title of the question was specifically to elaborate on some diagnostic model.

Now, even in the example the diagnosis was not really coming out as well as it should have. So, he did not get any marks. So, that is what I am trying to tell you, you say all of this you know the situation. For example, say let us talk about change management; that is the subject that I am teaching here and there a, there is something called as the nitro diagnostic model. Now unless you start whatever you are saying, by saying that in this diagnostic model, according to this model the first step is to identify the dysfunctions in an organisation, everything else that you talk about is immaterial; why, because if the example should also talk about identifying the dysfunctions, identifying where the problems are in order for the change to come about and solve those problems.

So, now when we talk about examples, unless the example highlights whatever it is that you are trying to say, it is of no use. So, the fit between your example and whatever you are saying is very important. You can go on talking about how, why change management is important organizations, you know depend on the change is propelled through a change in culture and this and that, but till you specifically mention that one has to really go and find out what is stopping the organization from performing, as well as it should, you cannot talk about a diagnostic model. So, that is what I am talking about. So, your examples need to be, you know hand in with whatever you are saying, then it will justify whatever it is that you are saying.

Now, how closely does the precedent relate to the point that you, that you are trying to make, are the situations similar what is the precedent, precedent is the specific example of similar situations taken from the past examples, are the things that highlight a concept? Precedents are when you say this kind of study was undertaken 10 years ago. So, I am also going to do it along similar lines. This was the justification provided 10 years ago and I am also going to do it, because it is valid, even now precedents are what the law profession rests on. In many cases we pull out the precedent and then say you know in case number so and so in x verses y, this is what was done and this judgement was passed. So, taking that precedent has been established. So, we will fall back on that precedent, because we feel here is how the precedent applies to our situation ok.

So, how closely does the precedent relate to the point you are trying to make are the situations similar. If the situation is similar by all means use that precedent, and it will only support your claim; otherwise it will not how timely is the precedent applicability of a couple of, you know of something from a couple of decades ago, may not be valid today, use of technology in the 1980s was very different from the use of technology today. So, going back to my own dissertation impact of media screen usage on the communicative competence of children; now when I was growing up that time media screen usage the only media screen, we knew about was a Television the Doordarshan India would start it is telecast at 5:30 and close at 9:30. So, we just had access to the television for 4 hours in a day and I am not that old ok.

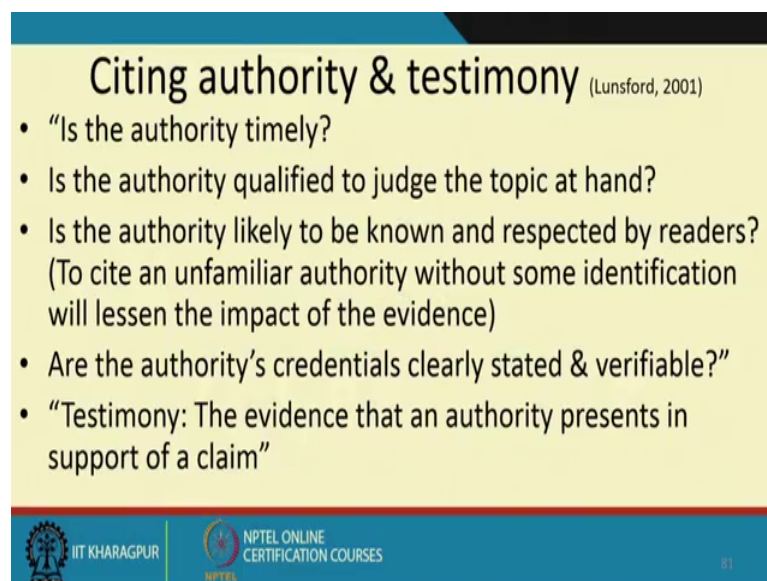
So, I am talking about several decades ago when I was growing up. Now if you take studies from that point, at that time people did not even think that it becomes such a big problem, the idea of the internet did not even exist ok. So, if you take some study that was conducted on how the television is likely to effect children's, child development on communicative development in children, it would not have made any sense; however, if you take studies and since this is such a dynamic discipline, may be if you were to take studies from the time you know these cable television channels started broadcasting their shows 24 hours and comparative to today that might be of more relevance than taking a study that was may be 20 years ago or 25 years ago would have.

So, I now this field is changing so fast that I cannot take the output of my own dissertation, and use it today, because my own dissertation was completely 10 years ago or more than 10 years ago. So, I cannot take that and apply it to the, to life today, because

things have changed so much; however, for certain things like how you know deviance in or may be, how management schools are run, how is the, are the administration of management schools or the training of teachers in engineering colleges or something like that. So, you know if you want to take something different, like that or maybe you know talk about some historical aspect for which this time line does not matter, may be you know pre and post partition of India would matter. So, something like that would be more I mean it would be applicable there.

But the timeliness of the example that you provide is absolutely critical ok, does the narrative support your thesis, whatever does, whatever you are saying, support the claim that you made in the beginning will the stories significance to the argument, be clear to your readers ok, is the story one of several good reasons or does it have to carry the main burden of the argument. So, is the story that you are telling, the only reason why you believe that whatever your saying is true, or have you considered other diverse points of view to support whatever you are saying, so that is very important.

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**Citing authority & testimony** (Lunsford, 2001)

- "Is the authority timely?"
- Is the authority qualified to judge the topic at hand?
- Is the authority likely to be known and respected by readers?  
(To cite an unfamiliar authority without some identification will lessen the impact of the evidence)
- Are the authority's credentials clearly stated & verifiable?"
- "Testimony: The evidence that an authority presents in support of a claim"

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How do you cite authority and testimony, is the authority timely. So, you are talking about the authority, the person who has talked about something. So, you say an eminent researcher so and so. Now, you are talking about a history, in the case of history, historical evidence may be you know something that someone studied 100 years ago

would also will be valid, but when we talk about technology, the authority, again it depends on when the authorities points of view were shared with the people.

Is the authority qualified to judge the topic at hand? I have to very you know avid, one avid researcher, one budding researcher soon to be researcher sitting in the room with me right. Now they have very good ideas, they have a lot of you know they are very hard working whatever they say carries a lot of value; however, till now they have not establish their credibility as eminent researcher. So, whatever they say will be taken with the pinch of salt. So, if I cite whatever they have done, it will not hold as much value as something that is being said by an established professor or a serving professor or somebody who has proven research capabilities.

So, is the authority qualified to judge the topic at hand, what, how credible is the authority I was trained in the social sciences, I am working in a engineering college, I have been asked to comment on engineering practices, I have been asked several times to comment on the authenticity of, or the quality of presentations in areas; like finance and operations and even information technology. I have no training or experience in these areas. So, my response to such request is that. I am sorry I am not qualified to asset these things, and then I am asked. Well you know about research, you know what research should be and can be, so why not you comment on this, and I say yes I know about research in the social sciences, I learnt about, I learnt research in the social sciences, but I do not know what kind of research can be done or should be done or is applicable in say operations management or operations research or finance or information technology. I am not qualified to assist the topic at hand. So, me commenting on something on operations, even on teaching in a management school will not be and should not be considered to be of any value ok.

Is the authority likely to be known and respected by readers to cite unfamiliar authority without some identification, will lessen the impact of the evidence. Now if you are a researcher, you would have seen that the affiliation of the author is typically mentioned somewhere in the paper, either an Asteriskis Putor superscript numbers are superscripted, and then you know you will find a foot note where the affiliation of the author is mentioned, or it may appear right alongside the title. Now who is the author, what is the author saying, why is the author saying or why should you believe what the author is saying. The affiliation of the author matters these days, because of internet connectivity



people know so much about each other. You know you always look up a university if it is mentioned there, you can always look up where the person is working, and the quality of what is written also gives you an idea. The quality of the publication that has accepted, whatever has been said also gives you an idea about the quality of what might have been written.

But it is also very important to know where you know who the author is, who is saying what. For example, if you were to take say something written by, if I were to take something written by professor Frank Dance and you know he is well respected in the area of communication, he was my guide if I were to take something that he wrote people in the area of communication would know it, but these two people sitting in the room with me have probably never heard of him. So, they do not know who he is, I know who he is; however, for management people for these people say the person of professor C K Prahalad would carry much more value why, because he is well known, well respected in the academic circles in management and people in theory of communication studies would probably not know who he is ok.

Similarly, in India now we are working, I am working at IIT Kharagpur, my colleagues are studying at IIT Kharagpur. So, you know when we mention IIT Kharagpur immediately people recognise and we say we belong to IIT Kharagpur, you would have also have some affiliations, you mention the name of your university college or school people know about it, but if it is some place that people have not, you mentioned your name people may not recognise you by the name. So, it is very important to know who is saying what, and occasionally if whatever is being said is somehow, you know you are not able to relate to it, it is also important to know who, where this person is coming from and that in turn gives you an idea of how credible this person's work may be.

Now, whatever I am saying may be subject to discussion people will say. Does this mean that people from lesser known colleges may not be writing anything of value; that is not what I am saying, but the affiliation of the author at least telling people that the author is working in a school or college as a post to an independent researcher, who is sitting at home and may be doing very good work would be considered much more reliable and credible.

Are the authority's credentials, clearly stated and verifiable these days? Thanks to the internet this is, it is very, it is relatively easier to find out whether authorities credentials are verifiable, what is testimony. Testimony is the evidence that an authority in support of a claim. So, I say, I would all research scholars should undergo training in research writing, and the testimony for that would be a comparison between research scholars, who have not undergone, undergone training. In research writing the comparison of the research output of research scholars who have not undergone training in research writing with the output of the research scholars, who have undergone training in research writing. So, the difference is clear, and I say well people who go through training in research writing are more likely to produce better quality research or better quality output or publish in more places or in better places or in you know good, more accepted or credible or reputed journals than people who have not undergone training in research writing. So, that becomes the evidence that say a faculty member at IIT Kharagpur is presenting in support of a claim that research scholars must undergo training in research writing that becomes your testimony alright.

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**Using effective emotional appeals** (Lunsford, 2001)

- Using concrete descriptive details: Vivid description can bring a moving immediacy to any argument
- Using figurative language: "Paint a detailed & vivid picture by making striking comparisons between something you are writing about & something else that helps a reader visualize, identify with, or understand it."

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Using effective emotional appeals, when we use emotional appeals in research writing, emotional appeals are not really counted as credible; however, when you write a qualitative research paper effective emotional appeals might be helpful, I am sorry about this word, it should be can and not cab here. I am sorry about this spelling mistake. Using concrete descriptive details, vivid description can bring a moving immediacy to

any argument, when you describe something vividly when you describe something in detail, it provides a you know a strength to whatever you are saying, and it helps the author relate or so the reader to relate to whatever it is, that you are saying.

Now this can be done in terms of, when you when you are writing about literature, when you writing a qualitative study, when you are presenting a ethnographic detail or ethnographic paper, where you are talking about your own experiences in a particular situation, and then distancing yourself an un situating yourself, and talking like a researcher and then going back and becoming a part of that situation, and then talking about your experiences and dancing between the two. So, at that time these descriptive details would be very helpful. Then using figurative language.

Now what you mean by figurative language? You play paint a detailed and vivid picture by making striking comparisons between something you are writing about, and something else that helps a reader visualise identify with or understand it. So, you use metaphors and smiley's etcetera to highlight the importance of what you are saying. Again this is of much more use in literature in qualitative research, especially in or in biographies and ethnographic studies than it is in hard core data based or example, sorry or experimental studies, but this is of value. So, that is all. We have time for in this lecture, we will discuss some more about how you can fit or how can go about writing your draft and then you know making outlines, and then finally, wrapping up your argument and that will mark the end of the lectures for week 2.

So, thank you very much for listening.