

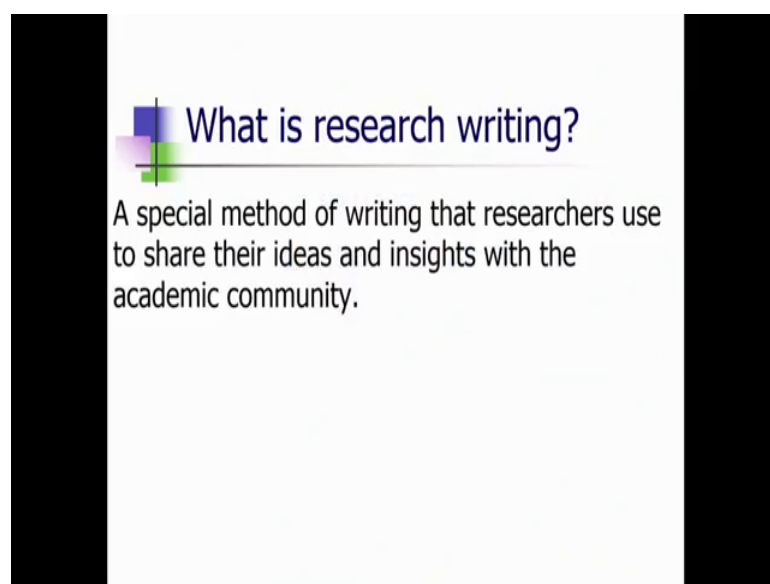
Research Writing
Prof. Aradhna Malik
Vinod Gupta School of Management
Indian Institute of Technology, Kharagpur

Lecture -31
Wrap Up

Welcome back to the M O O C course on Research Writing. My name is Aradhna Malik and I will help you with this course from the beginning. So, this is the last lecture today. So, what we will do in this lecture is, I like to tie loose ends, I like to go through the whole series of slides that I have shown you. So, Shantu [FL] focus [FL]. We will start again.

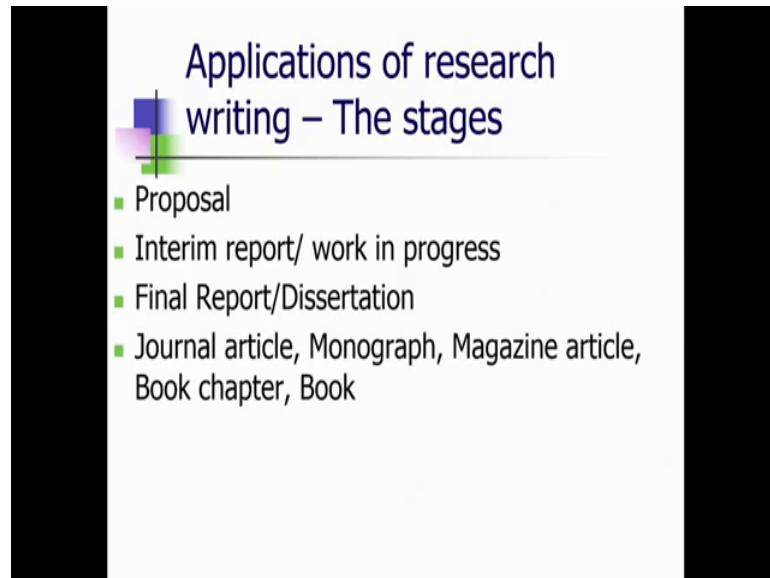
Welcome back to the M O O C course on research writing. My name is Aradhna Malik and I am helping you with this course and today this is the last lecture of this course. So, in this lecture what we will do is, we will wrap up I like to wrap up the whole series of lectures and I like to go through the material that I have discussed with my students and then reach you know tie and loose ends and then highlight the sections that could have been confusing for you all. So, that is what we will do in this lecture and I like to term this last lecture as a wrap up session. So, that is what we do here. So, let us see what we discussed through the course of the the the the four weeks that you were with us.

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So, we started off we talked about research writing. We discussed what research writing was.

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We talked about the applications of research writing the different stages.

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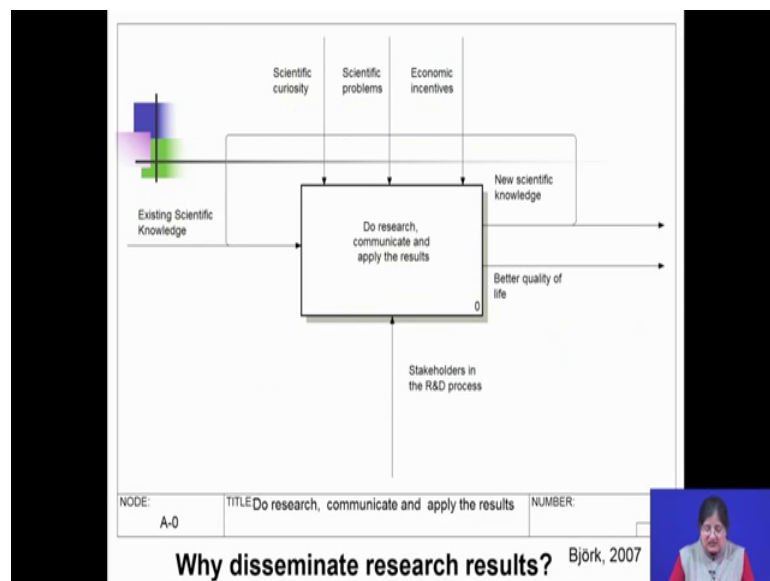
We talked about up you know we discussed this, these in detail.

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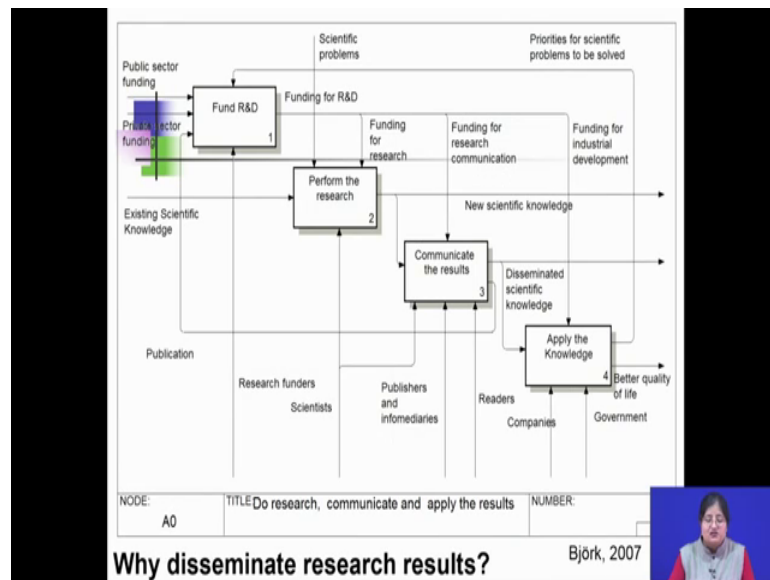
Then we discussed why it is important for you to disseminate research.

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We also discussed the diagrams from the Bjork paper that you know detailed why it is important to disseminate research results, what are the impacts of dissemination of research results.

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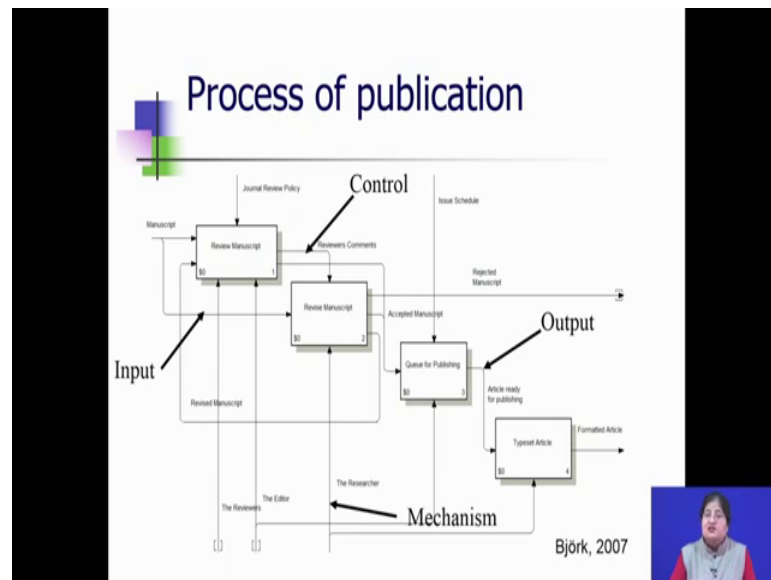


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Then we talked about how you can disseminate your research, how you can share it with others who can make use of it we talked about.

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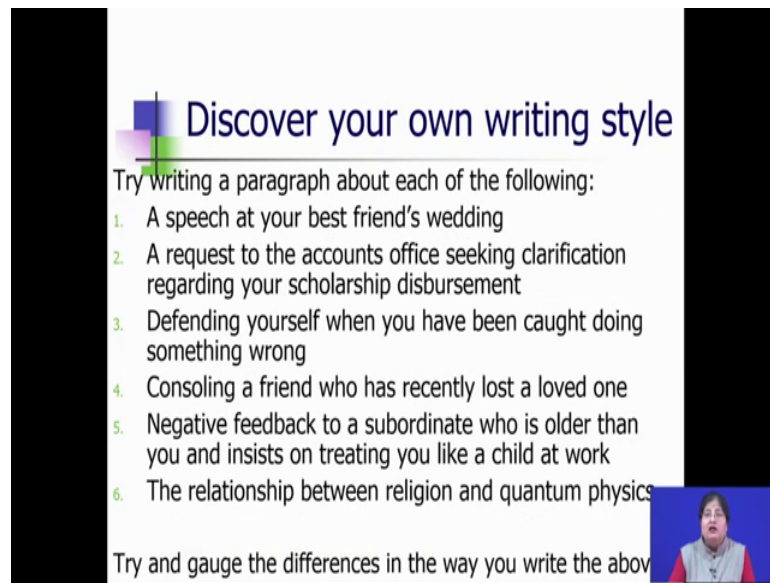
Then we moved on to the process of publication. We discussed again from the Bjork's paper you know, how you can get your articles published or how you can get a manuscript published.

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We discussed various communication styles.

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Discover your own writing style

Try writing a paragraph about each of the following:

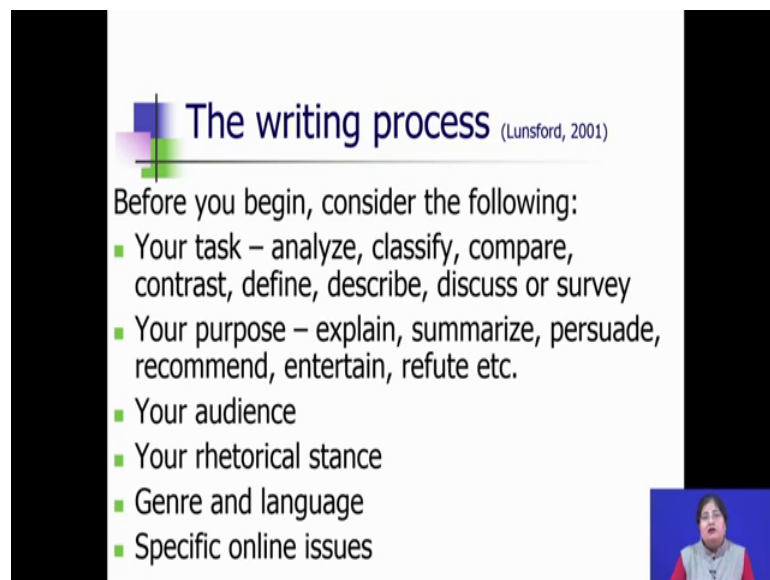
1. A speech at your best friend's wedding
2. A request to the accounts office seeking clarification regarding your scholarship disbursement
3. Defending yourself when you have been caught doing something wrong
4. Consoling a friend who has recently lost a loved one
5. Negative feedback to a subordinate who is older than you and insists on treating you like a child at work
6. The relationship between religion and quantum physics

Try and gauge the differences in the way you write the above



We talk about you know I give you exercise that you could do on your own in which you could discover your own writing style.


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The writing process (Lunsford, 2001)

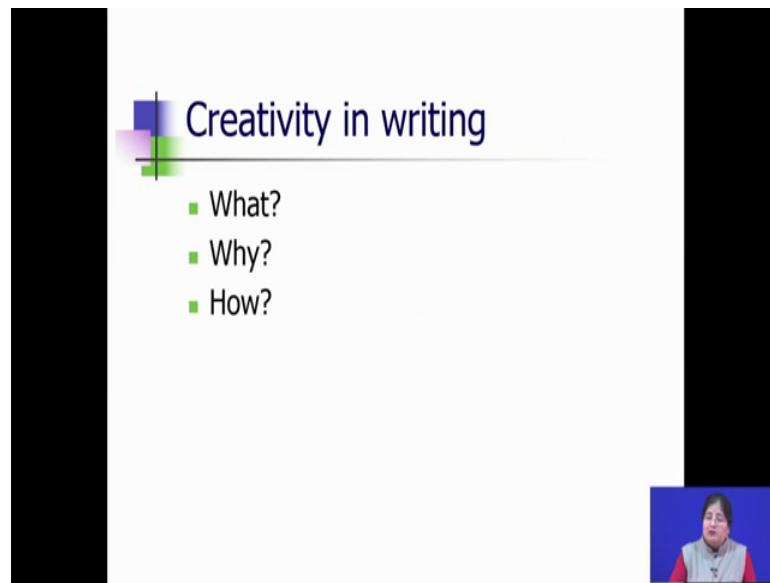
Before you begin, consider the following:

- Your task – analyze, classify, compare, contrast, define, describe, discuss or survey
- Your purpose – explain, summarize, persuade, recommend, entertain, refute etc.
- Your audience
- Your rhetorical stance
- Genre and language
- Specific online issues



Then we talked about the writing process. We discussed how you can you know how you can start writing your papers.

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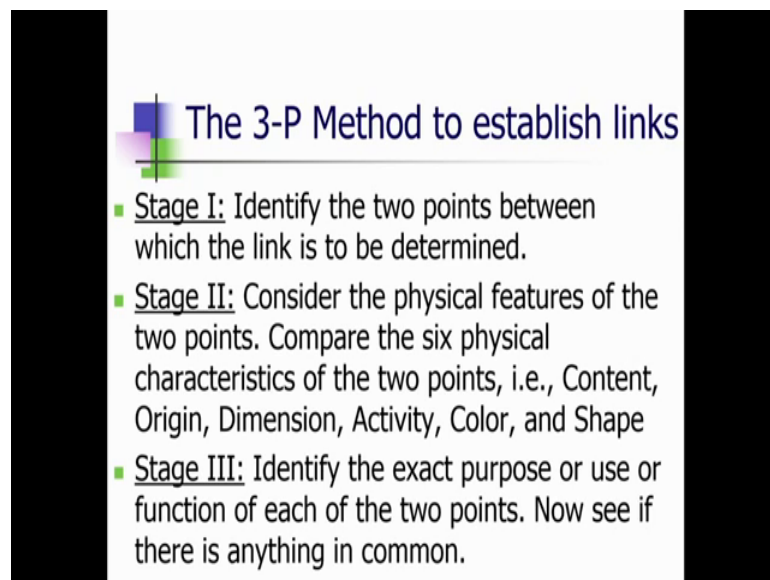
A presentation slide with a white background and a black border. The title 'Creativity in writing' is in a dark blue font, preceded by a small graphic of overlapping purple and green squares. Below the title is a horizontal line, and then a bulleted list with three items: 'What?', 'Why?', and 'How?'. Each item is preceded by a small green square. In the bottom right corner, there is a small video inset showing a person with dark hair and a grey vest over a red shirt, speaking against a blue background.

Creativity in writing

- What?
- Why?
- How?

We talked about creativity; we discussed various methods of brainstorming or bringing about creativity in your writing.

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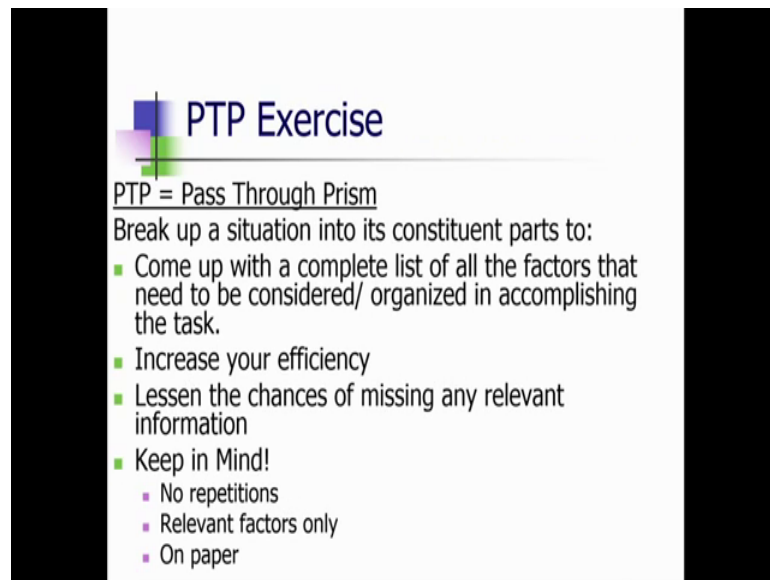
A presentation slide with a white background and a black border. The title 'The 3-P Method to establish links' is in a dark blue font, preceded by a small graphic of overlapping purple and green squares. Below the title is a horizontal line, and then three stages are listed, each preceded by a small green square. Stage I is 'Identify the two points between which the link is to be determined.' Stage II is 'Consider the physical features of the two points. Compare the six physical characteristics of the two points, i.e., Content, Origin, Dimension, Activity, Color, and Shape'. Stage III is 'Identify the exact purpose or use or function of each of the two points. Now see if there is anything in common.'

The 3-P Method to establish links

- Stage I: Identify the two points between which the link is to be determined.
- Stage II: Consider the physical features of the two points. Compare the six physical characteristics of the two points, i.e., Content, Origin, Dimension, Activity, Color, and Shape
- Stage III: Identify the exact purpose or use or function of each of the two points. Now see if there is anything in common.

And we talked about the 3-P method. The 3-P is being the points, the physical features and the purpose.

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PTP Exercise

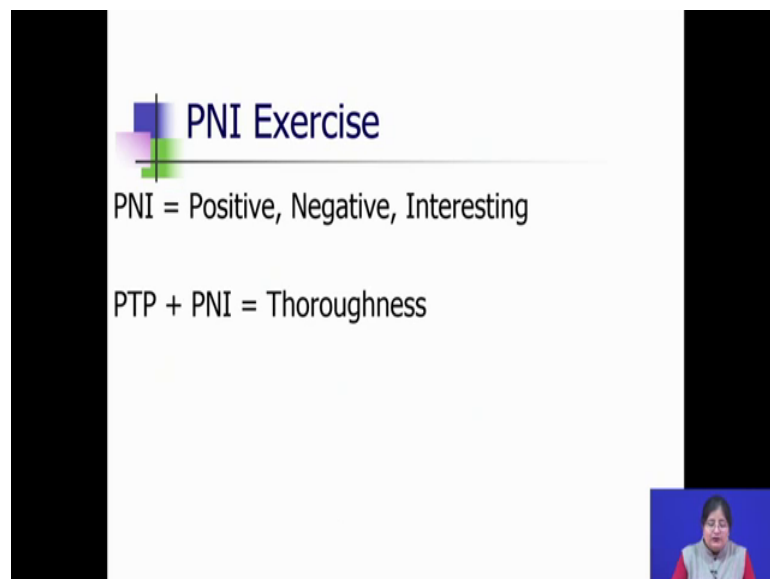
PTP = Pass Through Prism

Break up a situation into its constituent parts to:

- Come up with a complete list of all the factors that need to be considered/ organized in accomplishing the task.
- Increase your efficiency
- Lessen the chances of missing any relevant information
- Keep in Mind!
 - No repetitions
 - Relevant factors only
 - On paper

And then we talked about the PTP exercise; the Pass Through Prism exercise.


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PNI Exercise

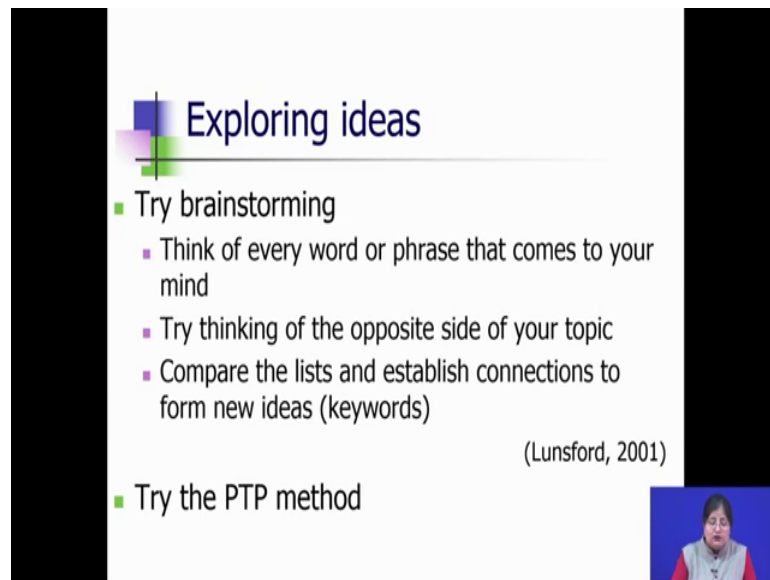
PNI = Positive, Negative, Interesting

PTP + PNI = Thoroughness



We talked about the PNI: Positive, Negative, Interesting exercise.


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Exploring ideas

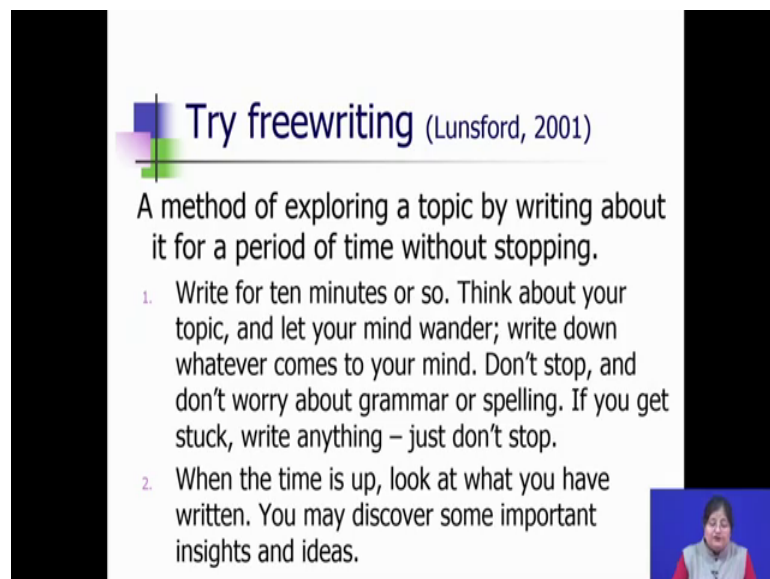
- Try brainstorming
 - Think of every word or phrase that comes to your mind
 - Try thinking of the opposite side of your topic
 - Compare the lists and establish connections to form new ideas (keywords)
- Try the PTP method

(Lunsford, 2001)



We talked about brainstorming and you know as a way of exploring ideas.


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Try freewriting (Lunsford, 2001)

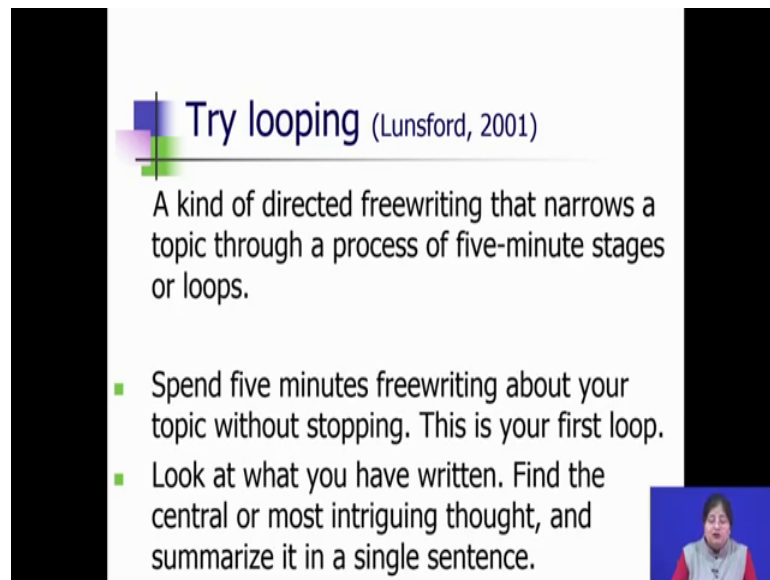
A method of exploring a topic by writing about it for a period of time without stopping.

1. Write for ten minutes or so. Think about your topic, and let your mind wander; write down whatever comes to your mind. Don't stop, and don't worry about grammar or spelling. If you get stuck, write anything – just don't stop.
2. When the time is up, look at what you have written. You may discover some important insights and ideas.



Then we talked about freewriting.


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Try looping (Lunsford, 2001)

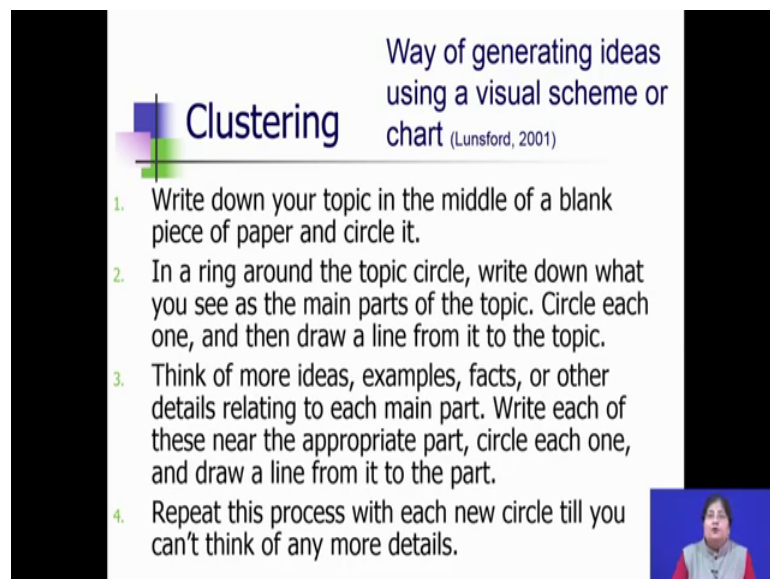
A kind of directed freewriting that narrows a topic through a process of five-minute stages or loops.

- Spend five minutes freewriting about your topic without stopping. This is your first loop.
- Look at what you have written. Find the central or most intriguing thought, and summarize it in a single sentence.



We talked about looping.


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Clustering (Lunsford, 2001)

Way of generating ideas using a visual scheme or chart

1. Write down your topic in the middle of a blank piece of paper and circle it.
2. In a ring around the topic circle, write down what you see as the main parts of the topic. Circle each one, and then draw a line from it to the topic.
3. Think of more ideas, examples, facts, or other details relating to each main part. Write each of these near the appropriate part, circle each one, and draw a line from it to the part.
4. Repeat this process with each new circle till you can't think of any more details.



We talked about clustering, various ways of generating ideas that you may come across. So, we discussed how to start your research or to start before you start writing. You need to lay everything out and then you keep getting ideas and you digging, keep digging more, you find out more and research writing and actually doing the research go hand in hand and that is something that I am not really talked about. So, I am going to you know add that to this lecture, that writing about what you doing and actually doing it go hand

in hand. You cannot do a research and conduct your research, till you written a portion of it, till you have your thoughts in order. In order to get your thoughts in order, first you need to know what is out there.

So, you first your you open your mind to the different ideas that are there. And that is why this whole these exercises on brainstorming are very important. You need to, you narrow down and area and then you start wondering, you know what is going on between these two or three things that you want to connect or what you want to explore. So, first you let your mind free and you find out everything there is to find out. And then you start digging digging digging and then you start reading what are the people have said.

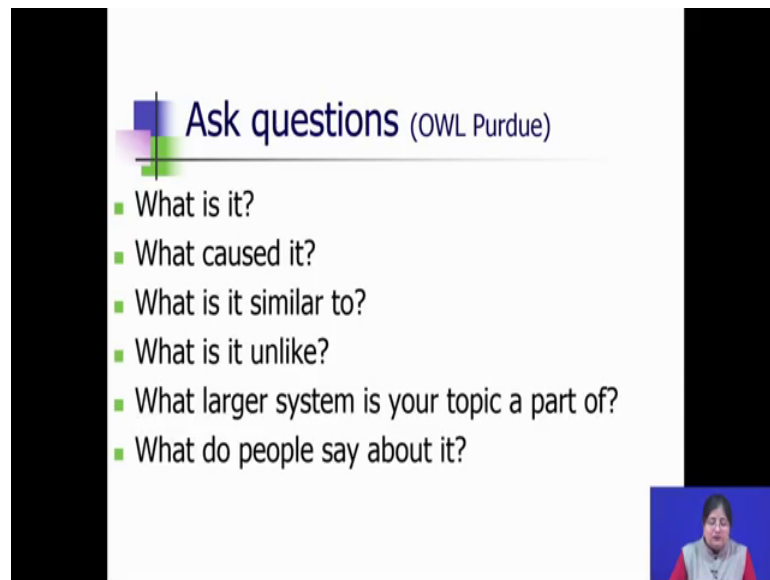
And then certain gaps emerge and then you start connecting the dots and say, that you know this is what is known, this is what is not known and I need to go to the part where things are not known and then find out something that I can do you know and start doing it. So in order to first you are in ring, where you trying to find out what there is to know. In order to find out more you need to brainstorm, you need to think, you need to let your mind free. So, that is what is creative exercises will help you do, and they will provide you leads that you can use to find literature.

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We discussed the various questions to explain a topic.

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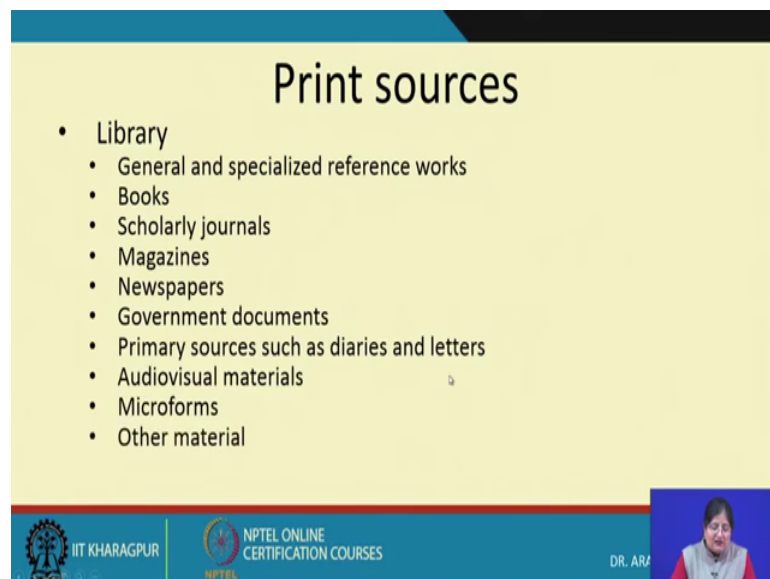
Ask questions (OWL Purdue)

- What is it?
- What caused it?
- What is it similar to?
- What is it unlike?
- What larger system is your topic a part of?
- What do people say about it?

A small video inset in the bottom right corner shows a woman with dark hair, wearing a grey vest over a red shirt, speaking.

We talked about asking questions. A different set of slides that I will just open here.

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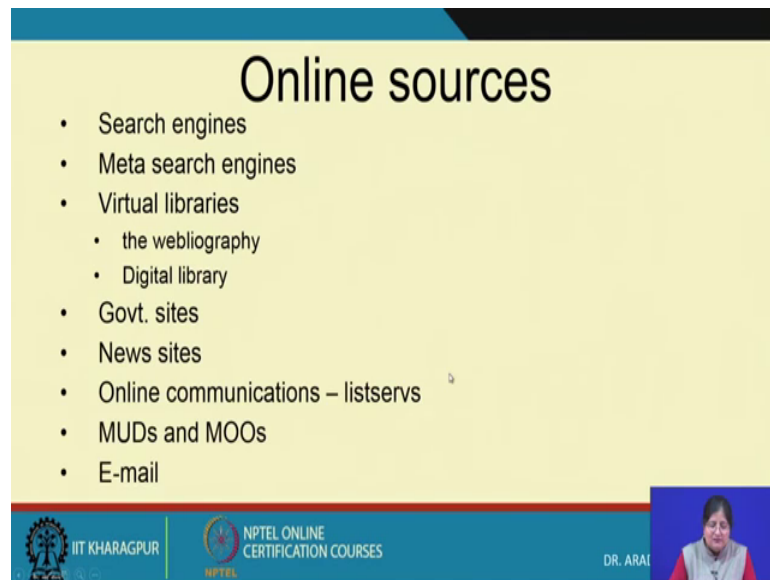
Print sources

- Library
 - General and specialized reference works
 - Books
 - Scholarly journals
 - Magazines
 - Newspapers
 - Government documents
 - Primary sources such as diaries and letters
 - Audiovisual materials
 - Microforms
 - Other material

The slide has a yellow background. At the bottom, there is a blue banner with logos for IIT KHARAGPUR and NPTEL ONLINE CERTIFICATION COURSES. A small video inset in the bottom right corner shows the same woman from the previous slide.

And then we talked about finding what to read. We talked about different sources you know the library etcetera.

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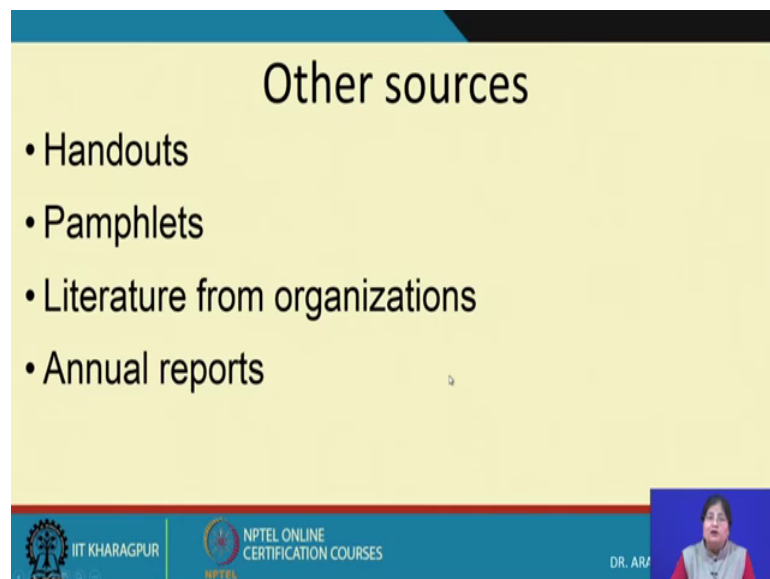
Online sources

- Search engines
- Meta search engines
- Virtual libraries
 - the webliography
 - Digital library
- Govt. sites
- News sites
- Online communications – listservs
- MUDs and MOOs
- E-mail

The slide features a yellow background with a blue header and footer. The footer contains the IIT Kharagpur logo, the NPTEL Online Certification Courses logo, and a small video inset of Dr. Arun Kumar in the bottom right corner.

And then we moved on to online sources.

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Other sources

- Handouts
- Pamphlets
- Literature from organizations
- Annual reports

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Then we moved on to other sources.

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Evaluating library and internet sources

- “Selecting sources worth your attention
- Distinguish between primary and secondary sources
- Read with an open mind and a critical eye”

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We talked about evaluating library and internet sources.

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Checking for signs of bias

(Lunsford, 2002; Purdue OWL)

- “Do the author and publisher have reputations for accurate and balanced reporting?
- Does the author or publisher associated with a special interest group, such as the National Society for Prevention of Cruelty to Animals see only one side of an issue?
- How fairly does the author treat opposing views?
- Does the author’s language show signs of bias?”

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We talked about checking for signs of bias. You know how do you find out if these sources can be trusted, if they are credible.

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Pay attention to the following when choosing what to read (Lunsford, 2002; Purdue OWL)

- Authorship
- Credibility
- Objectivity
- Audience and purpose
- Documentation – is the link still valid? Is the material available?
- Quality of presentation

The slide footer includes the IIT Kharagpur logo, NPTEL Online Certification Courses logo, and a video inset of Dr. Aral.

Then we talked about chosen what to read and then we moved on to reading research documents.

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Characteristics of technical text (Lunsford, 2002; Purdue OWL)

- “Articles in the physical sciences are more likely to have multiple authors than articles in the social sciences
- Articles in the natural sciences are likely to be shorter than articles in the social sciences
- Articles in the humanities are more likely to have larger bibliographies, more footnotes and refer to a greater number of different scholars, than articles in the natural and social sciences
- Articles in the natural and social sciences are more likely to rely on visual aids than articles in the humanities
- Articles for each discipline have a good deal of jargon and specialist language, the audience for professional journals is usually small, similarly educated specialists and professionals.”

The slide footer includes the IIT Kharagpur logo, NPTEL Online Certification Courses logo, and a video inset of Dr. Aral.


So, we discussed two broad categories of documents. You know we talked about characteristics of technical texts and identifying structural elements of technical documents.

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Identifying structural elements of technical documents

(Lunsford, 2002; Purdue OWL)

- An abstract or an introductory summary
- A list of keywords and phrases
- An introductory section
- A methodology section
- A results section
- A discussion section




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Reading technical documents

(Lunsford, 2002; Purdue OWL)

- First reading – determine:
 - Credibility
 - Appropriateness
 - Readability
- Second reading – determine:
 - Sections of articles to read
 - Significance of the research
 - Applicability of material to your own work




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Then we discussed reading technical documents. You know how do you start reading them? How do you start making sense of them?

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Causes of confusion while reading

(Lunsford, 2002; Purdue OWL)

- Assumptions
- Habits
- Lack of recognition
- Specialized use

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We talked about case of confusion while reading.

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Before you start reading

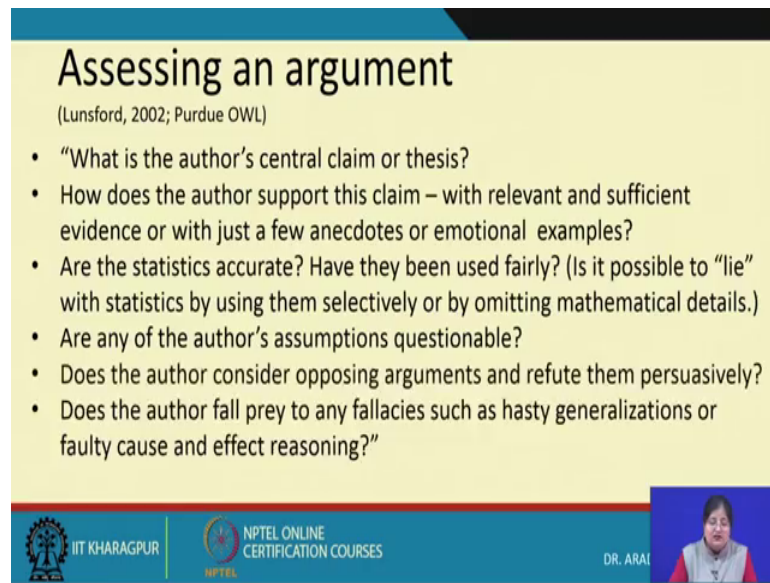
(Lunsford, 2002; Purdue OWL)

- “Consider your assumptions
 - Presuppositions about the material
 - Presentation of the text
 - Presence of authors
- Understand the characteristics of technical text.”

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And then you know how do you prepare yourself to start reading something.

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Assessing an argument

(Lunsford, 2002; Purdue OWL)

- “What is the author’s central claim or thesis?
- How does the author support this claim – with relevant and sufficient evidence or with just a few anecdotes or emotional examples?
- Are the statistics accurate? Have they been used fairly? (Is it possible to “lie” with statistics by using them selectively or by omitting mathematical details.)
- Are any of the author’s assumptions questionable?
- Does the author consider opposing arguments and refute them persuasively?
- Does the author fall prey to any fallacies such as hasty generalizations or faulty cause and effect reasoning?”

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Then how do you assess an argument.

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Paying attention to what you read


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And then we moved on to paying attention to what you read.


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The contexts of meaning (Angell, 2007)

- “Context: The physical, social, and psychological situation in which a communication even occurs.
- Semantics: The relationship between words and the meanings we attach to them. Words do not contain independent meanings. People attach meanings to symbols and create connections between symbols to generate meaningful concepts and ideas. The more overlap we have in our experiences together, the more likely we are to interpret the meanings of words in the same way.”




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We talked about various contexts of meaning.


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Types of words (Angell, 2007)

- “Concrete words: Associated with objects or events that we have experienced through our senses.
- Abstract words: Ideas or concepts we cannot directly experience through our senses are symbolized by direct words.”




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We talked about different types of words and interpreting meanings.


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Categories of words (Hacker, 2002)

- Jargon: A specialized language used by members of a specific profession or field.
- Slang: Informal set of terms used within a social group or culture.
- Language Limiters: Categories of words that, if not used appropriately, limit the use of and interpretation in a particular language."




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And then different categories of words.


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Language Limiters (Contd.) (Hacker, 2002)

- Adjective cramming: In an effort to be clear and descriptive, sometimes communicators use far too many adjectives in their messages. e.g. "The small, dark, stuffy, crowded, smelly, damp office belonged to Mr. Sad." Instead of clarifying a concept and describing it fully in a succinct way, adjective cramming actually makes the message harder to understand.




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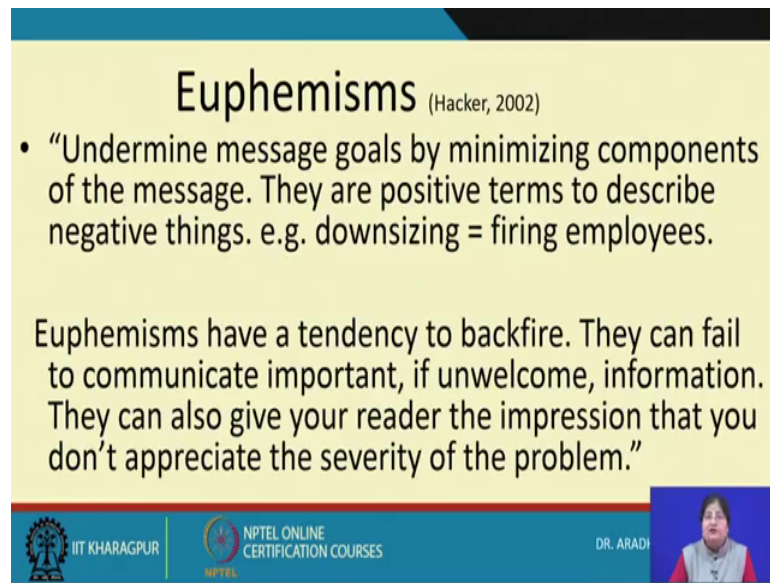
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We talked about language limiters. And we talked to again, about language limiters.

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Euphemisms (Hacker, 2002)

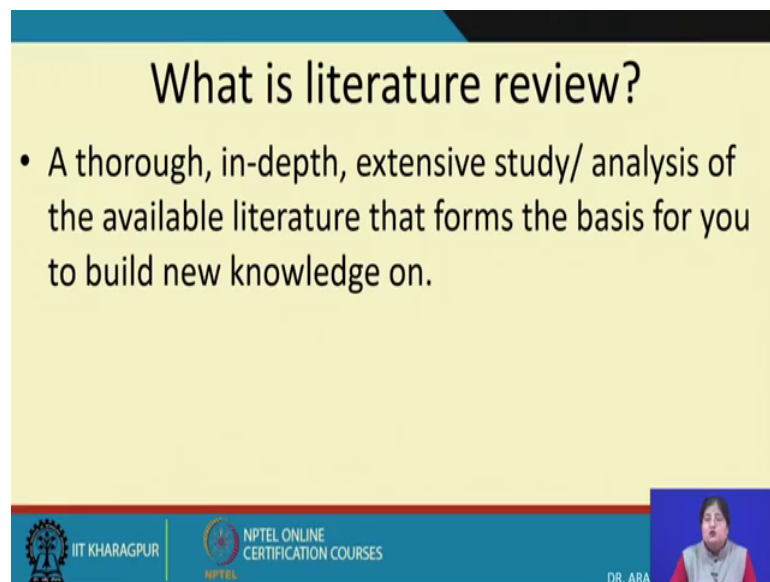
- “Undermine message goals by minimizing components of the message. They are positive terms to describe negative things. e.g. downsizing = firing employees.

Euphemisms have a tendency to backfire. They can fail to communicate important, if unwelcome, information. They can also give your reader the impression that you don’t appreciate the severity of the problem.”

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In the last set of slides where we talked about the mistakes that we make, we talked about Euphemisms.

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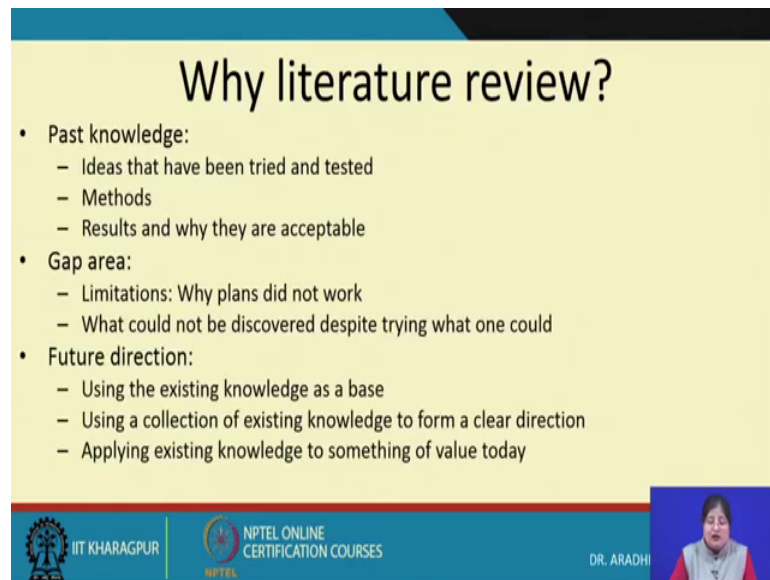
What is literature review?

- A thorough, in-depth, extensive study/ analysis of the available literature that forms the basis for you to build new knowledge on.

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Then we moved on to reviewing literature and we discussed what literature review was.

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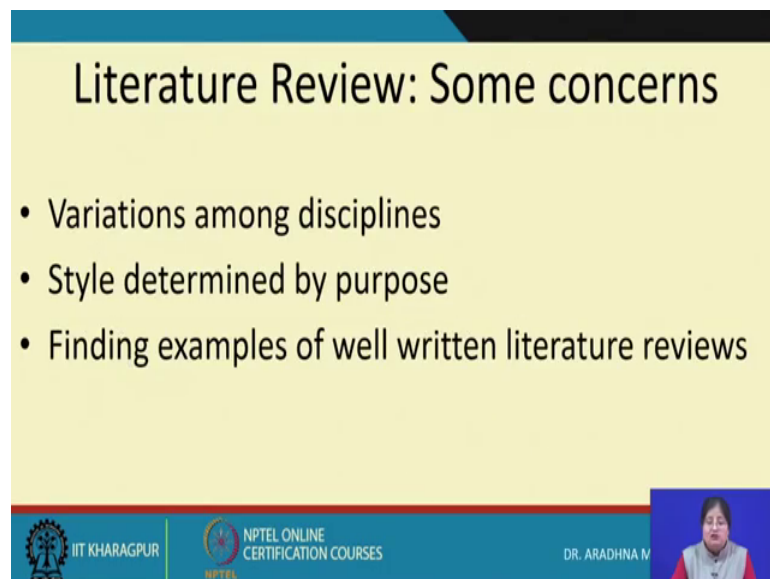
Why literature review?

- Past knowledge:
 - Ideas that have been tried and tested
 - Methods
 - Results and why they are acceptable
- Gap area:
 - Limitations: Why plans did not work
 - What could not be discovered despite trying what one could
- Future direction:
 - Using the existing knowledge as a base
 - Using a collection of existing knowledge to form a clear direction
 - Applying existing knowledge to something of value today

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And you know how do you, why do you conduct a literature review?

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Literature Review: Some concerns

- Variations among disciplines
- Style determined by purpose
- Finding examples of well written literature reviews

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You know some concerns or something that you must be careful of.

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Keeping Records of What You Read									
Date	Keywords	Database	Database specifications	Citation of downloaded matter	Author's take	Benefit to you	Limitations of the study	Questions that still remain unanswered	New keywords emerging from the document
23 rd of Nov 17	Research writing	Google scholar	Full text articles available free of cost	Claire Aitchison & Alison Lee (2006) Research writing: problems and pedagogies, Teaching in Higher Education, 11:3, 265-278.					

And then I showed you one method of keeping your records in place. So, this is just one of the methods you can I am sure you have other methods, but this was just one of the method that you could use. This is what I like to use, it becomes as this is something that I suggest to my students and they found it useful as well.

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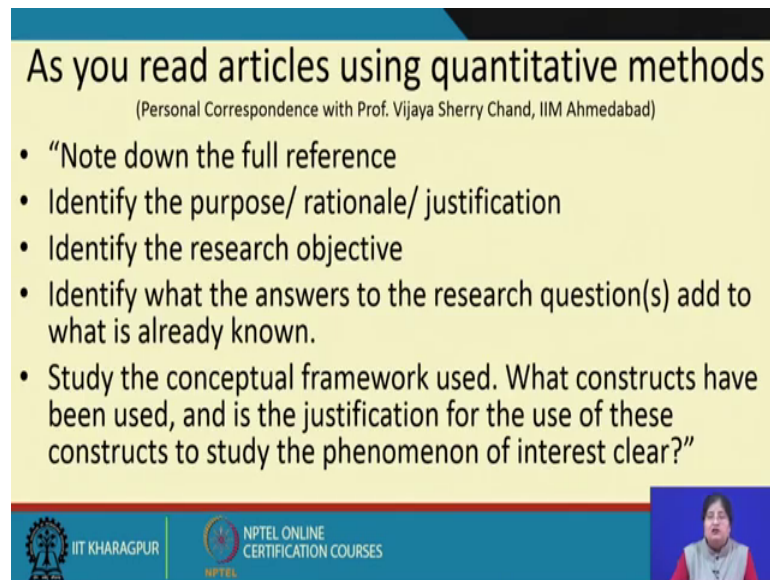
Literature Review

Before you write the lit review:

- Have a clear problem statement
- List the research questions
- List your assumptions
- Make a clear and detailed outline
- Have a detailed annotated bibliography, match it with the outline, and organize the references
- List your references in a separate document

So, then we moved on to reviewing literature.

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As you read articles using quantitative methods

(Personal Correspondence with Prof. Vijaya Sherry Chand, IIM Ahmedabad)

- “Note down the full reference
- Identify the purpose/ rationale/ justification
- Identify the research objective
- Identify what the answers to the research question(s) add to what is already known.
- Study the conceptual framework used. What constructs have been used, and is the justification for the use of these constructs to study the phenomenon of interest clear?”

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And we talked about some personal correspondence I had with the Professor and with senior mentor. And then we discussed how you read articles using quantitative and qualitative methods.

(Refer Slide Time: 07:52)



Why English?

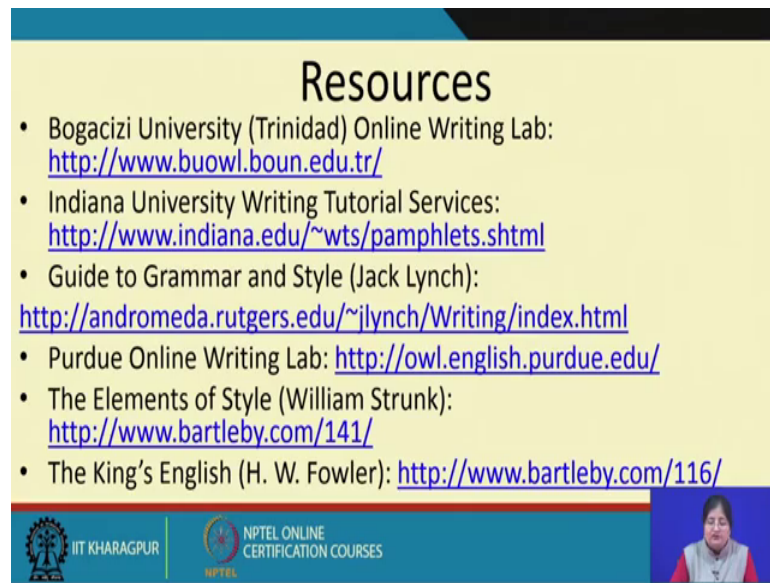
- Common language of the educated Indian
- International business
- Electronic communication

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And then we discussed why do you need to you know why English and the role of English in when you start writing.

(Refer Slide Time: 07:59)



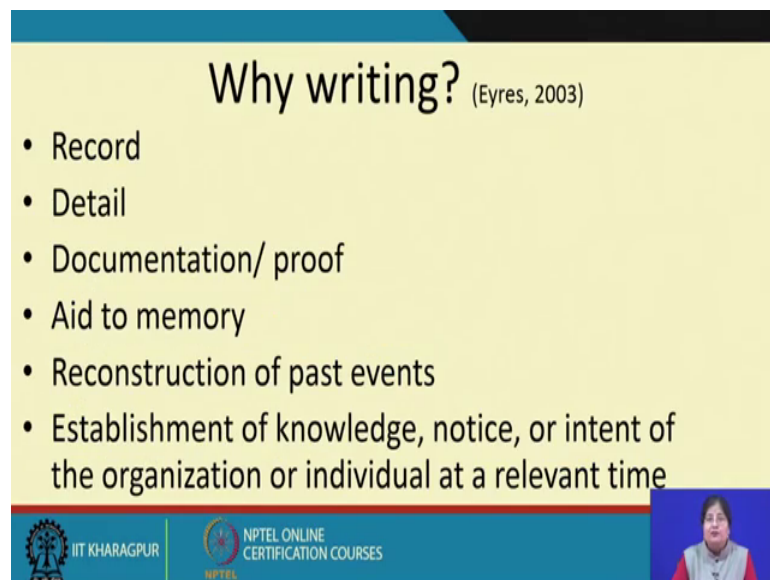
Resources

- Bogacizi University (Trinidad) Online Writing Lab: <http://www.buowl.boun.edu.tr/>
- Indiana University Writing Tutorial Services: <http://www.indiana.edu/~wts/pamphlets.shtml>
- Guide to Grammar and Style (Jack Lynch): <http://andromeda.rutgers.edu/~jlynch/Writing/index.html>
- Purdue Online Writing Lab: <http://owl.english.purdue.edu/>
- The Elements of Style (William Strunk): <http://www.bartleby.com/141/>
- The King's English (H. W. Fowler): <http://www.bartleby.com/116/>

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So, we talked about various resources that can help you improve your are gross over the language.

(Refer Slide Time: 08:01)



Why writing? (Eyres, 2003)

- Record
- Detail
- Documentation/ proof
- Aid to memory
- Reconstruction of past events
- Establishment of knowledge, notice, or intent of the organization or individual at a relevant time


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We talked about while writing, why do you need to write? Why do you need to share things when you write? So, some elements of good writing.

(Refer Slide Time: 08:08)


Elements of good writing (Fielden, 1964)

- Readability: Judge the complexity and the abstractness of the material you are dealing with and cut your sentences down in those areas that are especially difficult to grasp.
 - Reader's level
 - Sentence construction
 - Paragraph construction
 - Familiarity of words
 - Reader direction
 - Focus





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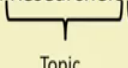


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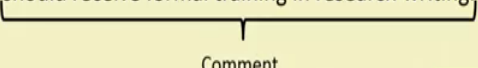
The Thesis (Lunsford, 2011)

- Thesis: "A thesis states the central idea of a piece of writing. [...] It functions as a promise to the readers, letting them know what the writer will discuss"
- A working thesis: A thesis that you use to get focused about your work and revise it if and where necessary.
 - *Topic part*: "States the topic"
 - *Comment part*: "Makes an important point about the topic"


e.g. Researchers should receive formal training in research writing.




Topic




Comment





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Then we talked about reviewing literature, designing meaning. We talked about drafting; we talked about stages of drafting, the working thesis or regular thesis.

(Refer Slide Time: 08:27)


Characteristics of a successful working thesis

(Lunsford, 2001)


- “It is potentially *interesting* to the intended audience
- It is as *specific* as possible
- It limits the topic enough to make it *manageable*”



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Then, we talked about characteristics of a successful working thesis.

(Refer Slide Time: 08:33)


Selecting a critical stance

(Lunsford, 2001)


- “Text-based stance: supports a thesis or a central idea, by focusing on specific features in the literary text in question
- Context-based stance, which supports a thesis by focusing on the context, or outside environment, in which the literary text exists
- Reader-based stance, which creates a thesis based on the response of a particular reader to the literary text & an interpretation that grows out of his or her personal response”



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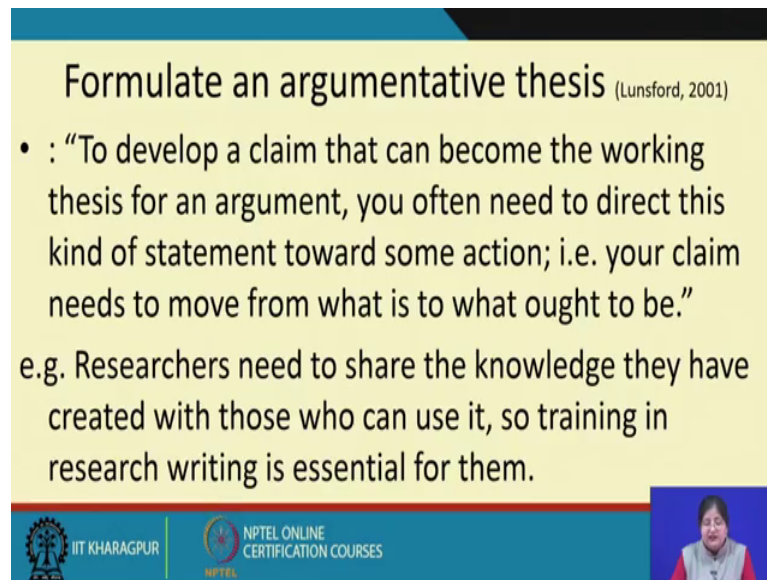


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We talked about selecting critical stances, drafting guidelines. And then we moved on to supporting your claim.

(Refer Slide Time: 08:40)



Formulate an argumentative thesis (Lunsford, 2001)

- : “To develop a claim that can become the working thesis for an argument, you often need to direct this kind of statement toward some action; i.e. your claim needs to move from what is to what ought to be.”

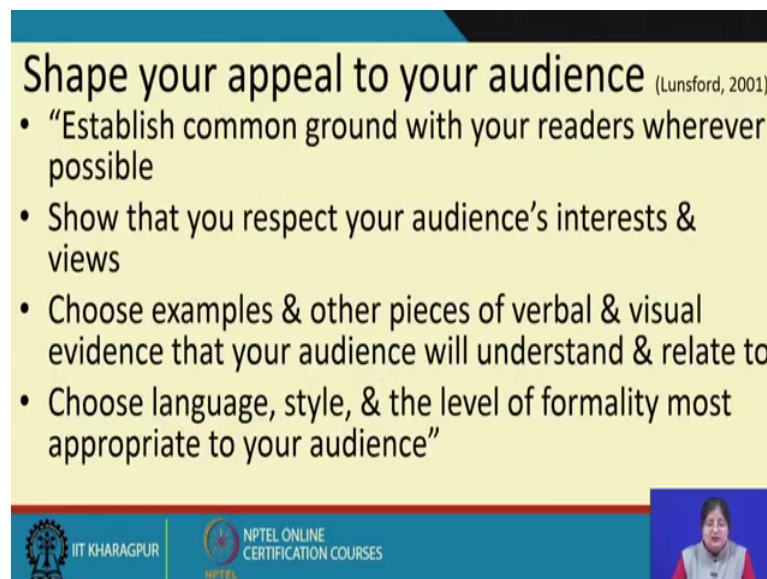
e.g. Researchers need to share the knowledge they have created with those who can use it, so training in research writing is essential for them.

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A small video inset in the bottom right corner shows a woman with dark hair, wearing a grey vest over a red shirt, speaking.

We talked about formulating an argumentative thesis.

(Refer Slide Time: 08:42)



Shape your appeal to your audience (Lunsford, 2001)

- “Establish common ground with your readers wherever possible
- Show that you respect your audience’s interests & views
- Choose examples & other pieces of verbal & visual evidence that your audience will understand & relate to
- Choose language, style, & the level of formality most appropriate to your audience”

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A small video inset in the bottom right corner shows the same woman from the previous slide, speaking.

We talked about shaping your appeal.

(Refer Slide Time: 08:46)

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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We talked about formulating good reasons to support your claims. How do you actually start writing your literature and review of the literature? And how do you start convincing the reader about whatever it is that you are saying. And how do you convince the reader about why you are convinced about certain things in the literature. So, that is what we do through these exercises.

(Refer Slide Time: 08:49)

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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Then we started talking about demonstrating knowledge. You know how do you demonstrate your knowledge.

(Refer Slide Time: 09:18)

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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How do you establish common ground? How do demonstrating fairness?

(Refer Slide Time: 09:19)

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 then we moved onto using appeals, logical emotional appeals and then we talked about outlining. So, we discussed you know how you actually start drafting your document. So, you put your thoughts down on paper. Now, you need to get them organised. So you make an outline.


(Refer Slide Time: 09:41)

Components of Effective Outlines (Purdue OWL)

- Parallelism: Each heading and subheading should preserve parallel structure. If the first heading is a verb, the second heading should also be a verb.
- Coordination: All the information in Heading 1 should have the same significance as the information in Heading 2.




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DR. ARAI




We discuss the various components of a vector outlines.

(Refer Slide Time: 09:45)


Why should you create an outline? (Purdue OWL)

An outline

- “Aids in the process of writing
- Helps you organize your ideas
- Presents your material in a logical form
- Shows the relationships among ideas in your writing
- Constructs an ordered overview of your writing
- Defines boundaries and groups”




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DR. ARAI



We discussed the reasons for creating an outline.

(Refer Slide Time: 09:49)

How do you create an outline?

http://www.bestessaytips.com/developing_outline.php

- Determine the purpose of your paper
- Determine the audience you are writing for
- Develop your thesis/ problem statement and research questions

↓

Brainstorm: List all the ideas that you want to include in your paper
Organize: Group related ideas together
Order: Arrange material in subsections from general to specific or from abstract to concrete
Label: Create main and sub-headings

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We discussed how you can create an outline.

(Refer Slide Time: 09:52)

Inverted Triangle Approach

http://educ.ajou.ac.kr/_common/board/download.jsp?file_path...file...

The diagram illustrates the Inverted Triangle Approach using a large inverted triangle. The text inside the triangle, from top to bottom, is: 'General Information: Introduction, significance etc.', 'Focusing direction of your paper: Telling', 'Getting more specific: Showing', 'Supporting details: Data', 'Conclusions and wrap up:', and 'Warrant'.

General Information: Introduction, significance etc.
Focusing direction of your paper: Telling
Getting more specific: Showing
Supporting details: Data
Conclusions and wrap up:
Warrant

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And then we talked about the inverted triangle approach.

(Refer Slide Time: 09:56)

Outlines

- Problem Statement
- Research Questions
- Introduction: What do I know about this problem?
- Body: How do I solve this problem?
- Conclusion: How will my solution contribute to the existing body of knowledge?

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And then we moved on to what outlines can contain as for as research document are concerned.

(Refer Slide Time: 10:06)

Types of Outlines (Purdue OWL)

- Alphanumeric outline
 - Roman Numerals
 - Capitalized Letters
 - Arabic Numerals
 - Lowercase Letters
- Full sentence outlines
- Decimal outlines

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Now so different types of outlines: Alphanumeric and Full sentence outlines, Decimal outline. We talked about reverse outlining.

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Organize an argument (Lunsford, 2001)

- The classical system:
- The Toulmin system

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And then we talked about organising an argument. The two different systems: the classical system and the Toulmin system and we talked about these two different types of systems of creating outlines.

(Refer Slide Time: 10:31)

Methodology

- Extended reviews of the methods you shortlisted before the final selection
- Critiques of available methods:
 - Who used which method, how and when,
 - what were their experiences with the method,
 - how do those experiences inform you about that particular method
- Details of your method, including descriptions of procedures, samples etc. if applicable



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Then we moved onto in the third week we moved onto Methodology. Now, when we talk about methodology we, we talked about different, the difference between method and methodology.

(Refer Slide Time: 10:38)

Reviewing available methods (for collection, analysis and application)

- Name and description of method
- Creator(s)
- Year of discovery/ creation/ publication
- What was the method originally designed for?
- What does the method accomplish (an idea of result categories): Traits measured, process etc.
- Reliability
- Validity





We talked about examples of reviews of methods. We discussed in method for keeping records or for conducting or methodology of representing your study of methods. I shared something that I like to do and you know I shared something that I do with my students. And something that I like to use and I discussed this with you and this sort of tabulating everything you do and that really seems to help me in my students. So, so this might help you as well.

(Refer Slide Time: 11:02)

Methodology

- Study of methods to select the method most appropriate for answering the question you asked


	Parameters			
Methods				




(Refer Slide Time: 11:21)

Methodology influences

- Choice of method
 - Tools & techniques of data collection
 - Sampling strategies and quantity of sample
 - Tools and techniques of data organization
 - Tools and techniques of data preservation



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Then we moved on to methodology you know what methodology can influence, and then we moved onto the choice of method etcetera.

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Tools for writing up literature reviews and methodology



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And then we have started talking about tools for writing of literature reviews and methodology. We talked about definitions, descriptions, different types of descriptions. We talked about composing descriptions, instructions, different types of instructions and then we talked about presenting quantitative and qualitative data various challenges, deciding when and how to quantify data, suggesting the suggestions regarding appearance of quantify.

(Refer Slide Time: 11:46)

Suggestions regarding appearance of quantified data

(Thody, 2006)

- “Tables, graphs and figures as near & adjacent to related text as possible
- A variety of formats, graphs, bar and pie charts, tables and figures, so that readers are not bored by repetition (but where the same tests have to be applied to several sets of data, you will need to report them similarly or consider how far data sets can be collated)
- Alignment of text and data in columns
- Sanserif fonts for figures”
- Consistency of format for presentation of figures, tables, charts etc.





So we talked about, we discussed some suggestions regarding appearance of quantified data then we moved on to reducing data.

(Refer Slide Time: 11:59)

Reducing data

(Angell, 2007)



- Infographics: “Visual designs that present numerical or statistical information in a condensed visual format.”
 - Tables
 - Line and area charts
 - Pie charts
 - Bar graphs
 - Gantt charts



We talked about Infographics, different types of infographics.

(Refer Slide Time: 12:03)



Selection of infographics (Angell, 2007)	
Message	Visual Channel
Demonstrate how a relative portion compares to the whole	Pie chart
Show relationships, similarities, or different pieces of information, objects or ideas	Bar/ Line chart
Depict the progress or status of information or events over time	Line chart
Rank the importance or size of an idea, event, or object	Bar chart
Present specific numeric information or brief comparative text	Table
Chart the duration of scheduled activities for a project/ task	Gantt chart



How you select different types of infographics, depending on what you need to do, the message you need to send. Then we talked about you know we discussed these in detail.

(Refer Slide Time: 12:17)

Purposes of qualitative data writing & presentation (Thody, 2006)	
<ul style="list-style-type: none">• “To convey the reader to the research site. This creates ‘the conditions that will allow the reader, through the writer, to converse with (and observe) those who have been studied.’” (Denzin, 1998, in Thody, 2006).• To produce a rich picture of reality, detailed, extensive, reliable in its internal consistency & representative in the width of voices it reports. The whole must be believable.• To provide the facts that make a worthwhile, substantive contribution to knowledge & comprehension.• To communicate atmosphere, emotion and attitudes of both the subjects & the researcher. This can include political, social, economic, gender & religious affiliations.”	



And then we moved on to presenting qualitative data, the purposes of qualitative writing. And again here I have received some queries about different types of data. Now, I would strongly urge you to do you know for specific details about qualitative research. I have a and M O O C, NPTEL, NOC course on qualitative research methods, where I describe different types of qualitative research methods. So, I would strongly urge you to go through those videos and you know those videos are available on YouTube. Please go

through those videos. The material is there, if you want to know more about specific qualitative methods.

(Refer Slide Time: 12:56)

Purposes of qualitative data writing & presentation (Contd.) (Thody, 2006)

- “To demonstrate researcher reflexivity through the researcher’s commentary on his/her effect on the data gathering & reporting.
- To transmit the direct experiences of the research respondents and of the researcher in interacting with the respondents, the literature or the history.
- To make the voluminous data comprehensible so that readers can enjoy the ‘theatre in the round’ experience. Categorization helps this but qualitative researchers have to be cognizant that the lone voice still has rights to presentation (whereas erratics in quantitative data normally do not).”

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So, we talked about various reasons for qualitative data writing and presentation.

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Polyvocality (Thody, 2006)

- Polyvocality refers to the dance of different voices while presenting qualitative data and analysis of qualitative data. These voices can be your own as a researcher, a participant, an observer, or merely as a reviewer of the data you have received, or a combination of the above.

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Then we talked about, we discussed Polyvocality.

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Presenting polyvocal data (Contd.) (Thody, 2006)

- "Voice: Middle ground
- Extent of raw data: A substantial portion, 33-66%
- Researcher presence: Overly present; the researcher describes his/her own values so readers can judge the attitudes through which the data have been filtered
- Intentional reader involvement: Partial – the researcher will draw some conclusions but will leave space for readers to empathize with the data too
- Format: Conventional literature & methodology critiques precede raw data. The tone is of justified, emotional researcher involvement."

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And, how you present polyvocal data.

(Refer Slide Time: 13:18)

Writing & presenting individual interview data: Requirements for all formats (Thody, 2006)

"The extracts selected should:

- Be as short as possible because your fascination with the data is unlikely to be felt as strongly by readers.
- Be representative.
- Be entertaining.
- Be few since 'overuse of quotes can become tedious and the point being made can get lost in the words' (Darlington and Scott, 2002, in Thody, 2006).
- Respect confidentiality. Interviewees should have given permission for you to quote their words but other people to whom they have referred in their speeches have not.
- Be checked with the interviewees if possible
- Cite the source (if anonymity has not been requested)."

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And then, we talked about presenting individual interview data, presentation of historical literary and legal data etcetera. So, then we moved on to writing the results section of your paper. So, this was again a very important section where we talked about you know how you move on from methodology to method to writing the results.

(Refer Slide Time: 13:28)


Presentation of historical, literary, & legal data

(Thody, 2006)


- “Avoid swapping the text with citations:
 - Designations common to all sources should appear at the beginning of the text
 - Select those items that must have citations (those central to the thesis you are expounding) but leave unsourced any material that could be deemed ‘generally accepted’ knowledge.
 - Use footnotes with end-of-text citations to produce an uncluttered text
 - The sum of the text should exceed the sum of the quotations and examples. One or two per page is more than enough”



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(Refer Slide Time: 13:41)

Purpose


- To report what you found out as a result of the methods you employed



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Now, then you move on to purpose, reasons, content; what you put in the section, the significance of a good result section, we talked about how you organise your result section, we talked about the content what goes into your result section, the problems you should avoid. And then we moved onto discussion of results: analysis and discussion of results.

(Refer Slide Time: 13:56)


Importance of a good results section

(<http://libguides.usc.edu/writingguide/results>)


- “When formulating the results section, it is important to remember that the results of a study do not prove anything
- Avoid providing data that is not critical to answering the research question”



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(Refer Slide Time: 13:59)


Organization & approach

(<http://libguides.usc.edu/writingguide/results>)


- “Present a synopsis of the results followed by an explanation of key findings
- Present a result, then explain it, before presenting the next result then explaining it, & so on, then end with an overall synopsis”



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Content

(<http://libguides.usc.edu/writingguide/results>)


- “An introductory context for understanding the results by restating the research problem
- Inclusion of non-textual elements (Infographics) to further illustrate key findings, if appropriate
- A systematic description of your results, highlighting for the reader, observations that are most relevant to the topic under investigation
- A short paragraph that concludes the results section by synthesizing the key findings of the study”



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Purpose


Interpretation and explanation of the key findings in light of previous literature, leading to a robust justification of key findings, thereby clarifying your contribution to the existing knowledge base.



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So, the purpose of this section, the significance, the general rules, the content that goes in, the organisation and structure of the session and section and the overall objectives and the problems you should avoid while writing up this section.

(Refer Slide Time: 14:29)

Problems to avoid

(<http://libguides.usc.edu/writingguide/discussion>); Bavadekar, 2015

- Restatement of results
- Introduction of new results
- Verbosity
- Overgeneralization

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(Refer Slide Time: 14:37)

Purpose

(<http://libguides.usc.edu/writingguide/conclusion>)

- “Presenting the last word on the issues you raised in your paper
- Summarizing your thoughts & conveying the larger significance of your study

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So, then we moved on to the in the fourth week we talked about the conclusion section. So, the purpose of the conclusion section, reasons for writing the conclusion section what it helps to achieve, general rules.

(Refer Slide Time: 14:46)


General rules

(<http://libguides.usc.edu/writingguide/conclusion>)


- “State your conclusions in clear, simple language. Restate the purpose of your study, then state how your findings differ or support those of other studies & why
- Do not simply reiterate your results or the discussion of your results. Provide a synthesis of arguments presented in the paper to show how these converge to address the research problem & the overall objectives of your study”
- Indicate limitations of your study
- Tie in the research question, results and limitations of the study with opportunities for future research



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(Refer Slide Time: 14:47)


Presenting the conclusion well

(<http://libguides.usc.edu/writingguide/conclusion>)


- “If the argument or purpose of your paper is complex, you may need to summarize the argument for your reader
- If, prior to your conclusion, you have not yet explained the significance of your findings or if you are proceeding inductively, use the end of your paper to describe your main points & explain their significance



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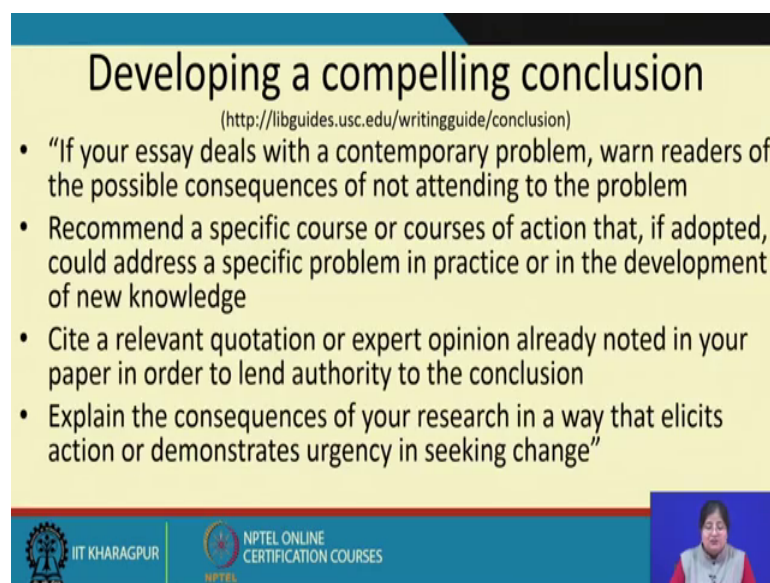


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We talked about you know the importance of presenting a conclusion well.

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Developing a compelling conclusion

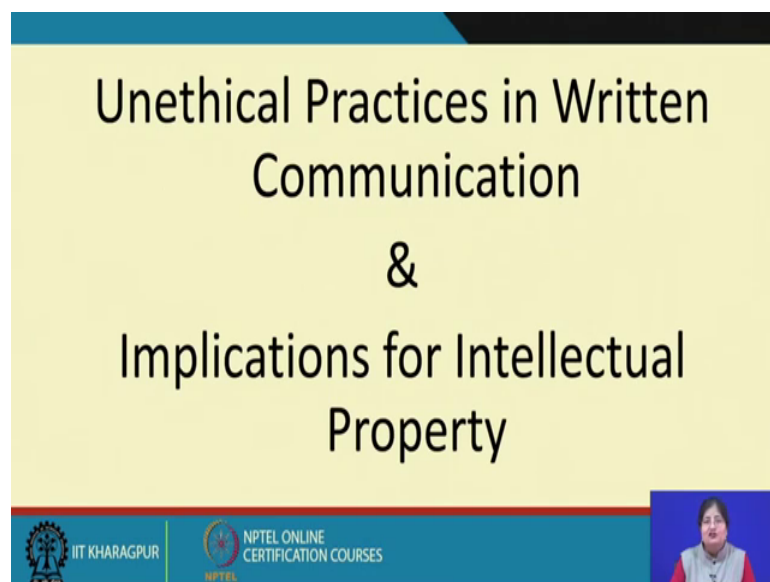
(<http://libguides.usc.edu/writingguide/conclusion>)

- “If your essay deals with a contemporary problem, warn readers of the possible consequences of not attending to the problem
- Recommend a specific course or courses of action that, if adopted, could address a specific problem in practice or in the development of new knowledge
- Cite a relevant quotation or expert opinion already noted in your paper in order to lend authority to the conclusion
- Explain the consequences of your research in a way that elicits action or demonstrates urgency in seeking change”

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We discussed some techniques or some methods of developing a compelling conclusion and then some problems that you should avoid. Then we moved on to academic integrity.

(Refer Slide Time: 15:05)



Unethical Practices in Written Communication & Implications for Intellectual Property


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So, assuming that you finished your document, we talked about Unethical Practices in Written Communication and Implications for Intellectual Property, we discussed some codes and policies, we discussed a checklist for ethical dilemmas, we talked about management and mismanagement of the ethical information.


(Refer Slide Time: 15:05)

Checklist for ethical dilemmas (Resnick, 2010)


- “Which choice could stand up to further publicity and scrutiny?”
- Which choice could you not live with or be unable to defend?
- Think of the wisest person you know. What would s/he do in such a situation?
- Which choice would be the most just, fair, or responsible?
- Which choice will probably have the best overall consequences?”



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Academic Misconduct


- “Plagiarism (Latin:*plagiarus*= plundered; from *plagium*= kidnapping). Plagiarism is the kidnapping of another’s words.” (Sutherland-Smith, 2009)
- “*Plagiarism* means to *take* and use another person’s ideas and or manner of expressing them and to *pass them off* as one’s own by failing to give appropriate acknowledgement. This includes material from any source, staff, students or the Internet – published and un-published works.” (Sutherland-Smith, 2009)
- Plagiarism is the act of “...tak[ing] (borrow[ing], st[ealing], misappropriat[ing], pass[ing] off) an ‘object’ (language/ [style of expression], work, computer images, choreography, graphics) from a source (books, journals, Web, [published or unpublished document]) by an agent (student, person, academic) without adequate acknowledgement **with or without intention to deceive.**” (Sutherland-Smith, 2009)



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We talked about academic misconduct.

(Refer Slide Time: 15:24)


Academic Misconduct (Contd.)

- Copying: Using someone else's work and not acknowledging the person
- Cheating: Fabrication of data, procedures etc.
- Contract cheating: Having someone else do your work for you. (Lancaster & Clarke, 2008 in Sutherland-Smith, 2009)
- Patchwriting: is "copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym-substitutes."


(Howard, 1993 quoted on <http://english.ttu.edu/kairos/2.1/features/brent/patchwri.htm>)



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We talked about the different types of academic misconduct.

(Refer Slide Time: 15:33)


An example of patchwriting

- Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.
- Since women's wages often continue to reflect the mistaken notion that men are the main wage earners in the family, single mothers rarely make enough to support themselves and their children very well. Also, because work is still based on the assumption that mothers stay home with children, facilities for child care remain woefully inadequate in the United States.


Source: <http://www.ccc.commnet.edu/mla/plagiarism.shtml>



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We talked about we discussed an example of patchwriting. I hope you found this very useful and I hope you are going to these links that I have mentioned, you know in different parts of these presentations.

(Refer Slide Time: 15:42)


Other forms of plagiarism

(Purdue OWL)


- “Claiming originality regarding material copied directly from outside sources. In other words, deliberately failing to cite sources.
- Improperly documenting quoted, paraphrased or summarized source material.
- Extending the length of a bibliography to meet project requirements by including sources not used in your research or making them up all together”



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Then we discussed other forms of plagiarism.

(Refer Slide Time: 15:44)


Common forms of contract cheating

(Purdue OWL)


- “Purchasing an essay or paper from a "dealer" on the Internet, friends, hostels or anywhere else and calling it your own.
- Borrowing another author's paper from a previous assignment and calling it your own.
- Having someone else do your work, for free or for hire. Agreeing to do someone else's work is equally wrong”



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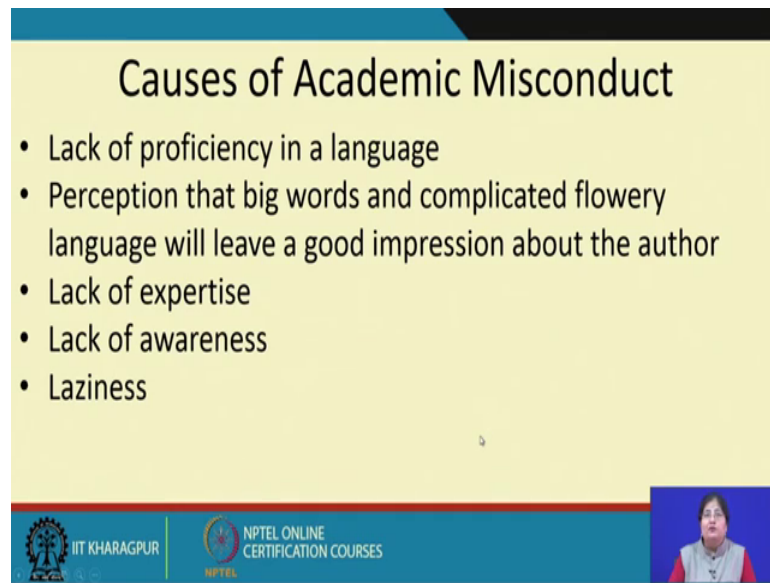


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We talked about some common form of contract cheating.

(Refer Slide Time: 15:54)



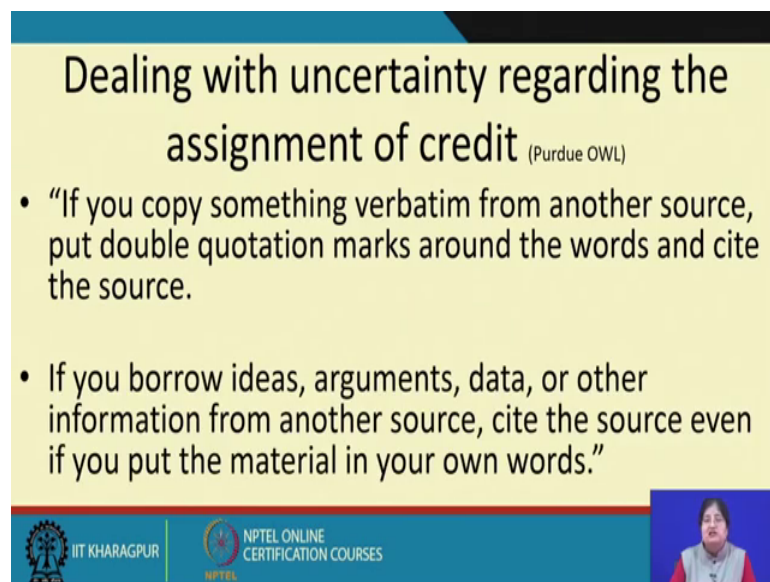
Causes of Academic Misconduct

- Lack of proficiency in a language
- Perception that big words and complicated flowery language will leave a good impression about the author
- Lack of expertise
- Lack of awareness
- Laziness

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You know various types of misconduct, academic misconduct. And then we moved on to causes of academic misconduct. Why do people resort to? Why do researches resort academic misconduct?

(Refer Slide Time: 16:05)



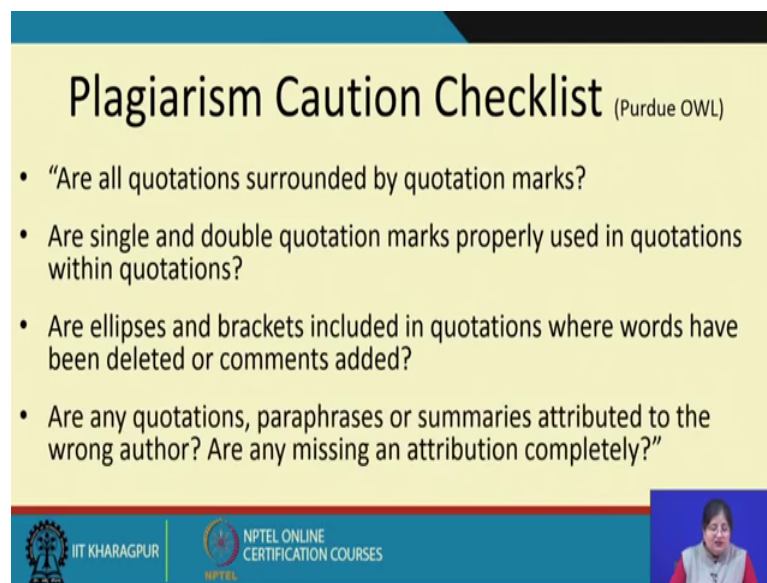
Dealing with uncertainty regarding the assignment of credit (Purdue OWL)

- “If you copy something verbatim from another source, put double quotation marks around the words and cite the source.
- If you borrow ideas, arguments, data, or other information from another source, cite the source even if you put the material in your own words.”

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Then we moved on to the fact about plagiarism and dealing with uncertainty regarding the assignment of credit. When I you uncertain and what you do about it?


(Refer Slide Time: 16:10)



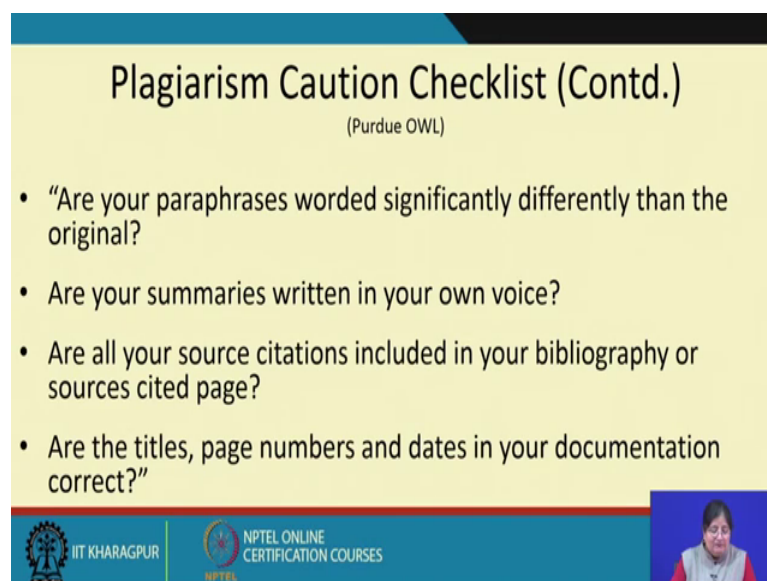
Plagiarism Caution Checklist (Purdue OWL)

- “Are all quotations surrounded by quotation marks?”
- Are single and double quotation marks properly used in quotations within quotations?
- Are ellipses and brackets included in quotations where words have been deleted or comments added?
- Are any quotations, paraphrases or summaries attributed to the wrong author? Are any missing an attribution completely?”

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(Refer Slide Time: 16:15)



Plagiarism Caution Checklist (Contd.) (Purdue OWL)

- “Are your paraphrases worded significantly differently than the original?”
- Are your summaries written in your own voice?
- Are all your source citations included in your bibliography or sources cited page?
- Are the titles, page numbers and dates in your documentation correct?”

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And eventually we talked about you know Plagiarism Caution Checklist, things that you should be careful of.


(Refer Slide Time: 16:18)

Consequences of academic misconduct


- Credibility
- Reputation
- Professional implications
- Legal implications
- Cost to funding agencies
- Cost to academia
 - Future knowledge creation
 - Professional careers of future scholars
- Cost to society



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So, the consequences of academic misconduct: what can happen to you?


(Refer Slide Time: 16:24)

Avoiding Academic Misconduct


- Do your own work
- Get into the habit of acknowledging the original author every time
- Establish your own voice
- Do your research carefully
- Report results accurately
- Keep records of all your work and copies of all your drafts



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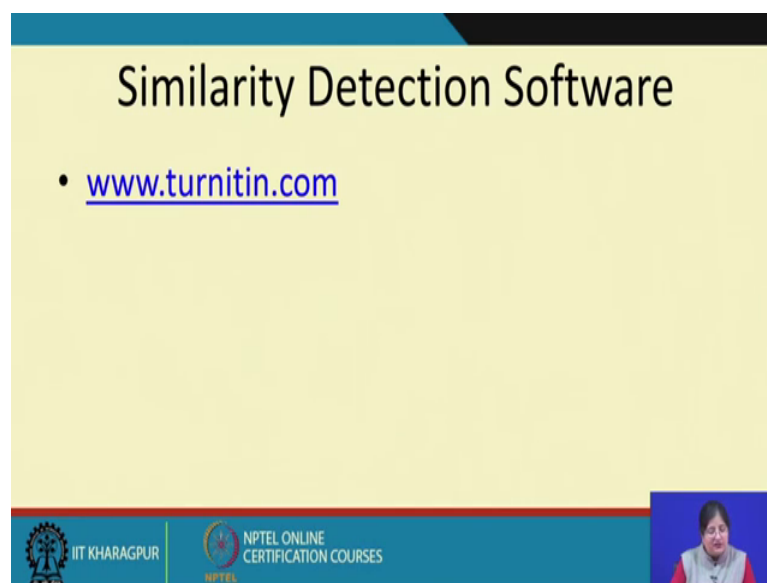


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Avoiding academic misconduct you know do your own work. How do you avoid misconduct?

(Refer Slide Time: 16:36)



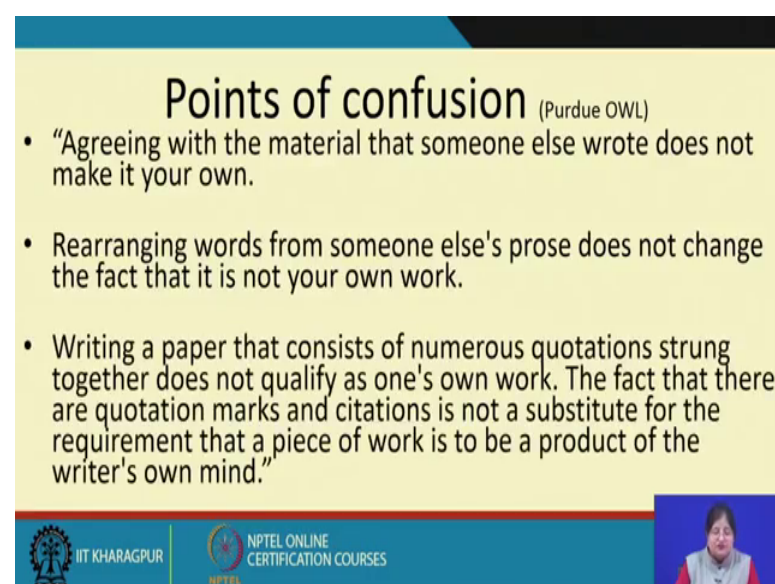
Similarity Detection Software

- www.turnitin.com

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And I give you references for these slides on academic integrity. And I did not get a chance to show you the similarity detection software for positive time between go through it and see it. Then we talked about using and acknowledging sources.

(Refer Slide Time: 16:47)



Points of confusion (Purdue OWL)

- “Agreeing with the material that someone else wrote does not make it your own.
- Rearranging words from someone else's prose does not change the fact that it is not your own work.
- Writing a paper that consists of numerous quotations strung together does not qualify as one's own work. The fact that there are quotation marks and citations is not a substitute for the requirement that a piece of work is to be a product of the writer's own mind.”

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We talked about some points of confusion. When do you not need to give credit we discussed what common knowledge is. When do you need to give credit, deciding whether to quote, paraphrase or summarize, we discussed a some special concerns and quotations.

(Refer Slide Time: 17:03)

Special concerns in quotations

(Axelrod & Cooper, 1997)

- Underlining or italicizing for emphasis
- Using ellipsis marks (...) for omissions
- Using brackets for insertions or changes
- Integrating quotations:
 - In text
 - Block quotations

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(Refer Slide Time: 17:05)

When do you need to give credit?

(Purdue OWL)

- “When you reprint any diagrams, illustrations, charts, pictures, or other visual materials
- When you reuse or repost any electronically-available media, including images, audio, video, or other media”

Bottom line: Reference any words, ideas, or other productions that originate outside of you.

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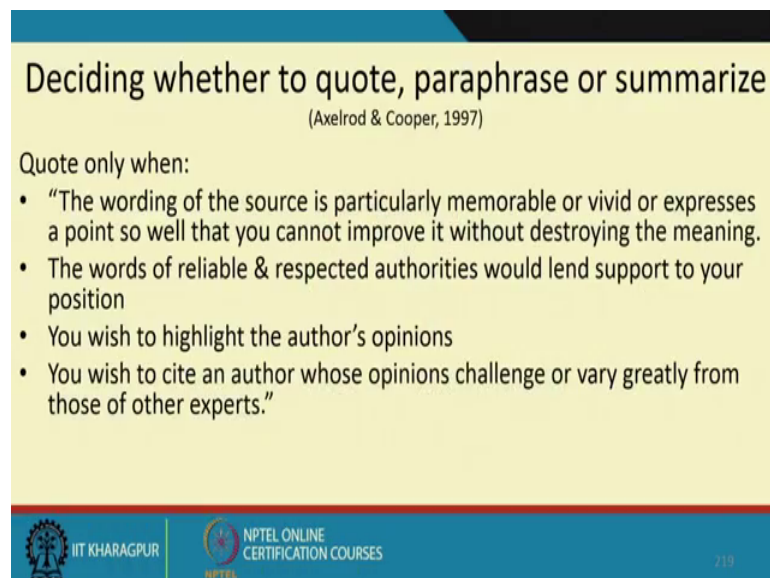
We also discussed the bottom line. You know anyone that you are confused as to whether you need to give credit or not, you should reference any word, idea or any production that generates out of you. I told you that after you finish your PhD you know, after I finish my PhD I reached the point. Where and you know where my we joke about this fact that, now you know if I have to tell somebody my name say; My name is Aradhna Malik and in bracket, I will write in brackets I will write down my parents name, and the year of my birth. So, you know that by indicating that whatever I am saying is with reference to somebody, the knowledge generated by somebody else. I did not name

myself Aradhna, somebody else did in so in so year. So that is the stage you reach when you know do go through such a rigorous program.

So, that is I mean you know that is that is a joke. But then that is what you should really do. Reference anything and everything that you feel that you have not generated and as you start generating newer knowledge, the proportion of referencing comes down and the proportion of your own ideas starts increasing. But till that point it is always helpful to give you credit to the information other people have generated. Many times you be self referencing, something I did not cover your; what is that, if you have written your own papers, you need to reference your own papers.

If you have written and published your own paper, at that point reference yourself. If it is information that you generated say 2 years ago or 3 years ago, 10 years ago, it is found in a paper that you have consulted, paper has been published. So, you must you know reference yourself that even though this was knowledge generated by yourself. So, that is another aspect that I think at I missed during the lecture, but I am telling you now. But those, you know since it is already in the public domain, it will help if you can just reference yourself.

(Refer Slide Time: 19:10)



Deciding whether to quote, paraphrase or summarize
(Axelrod & Cooper, 1997)

Quote only when:

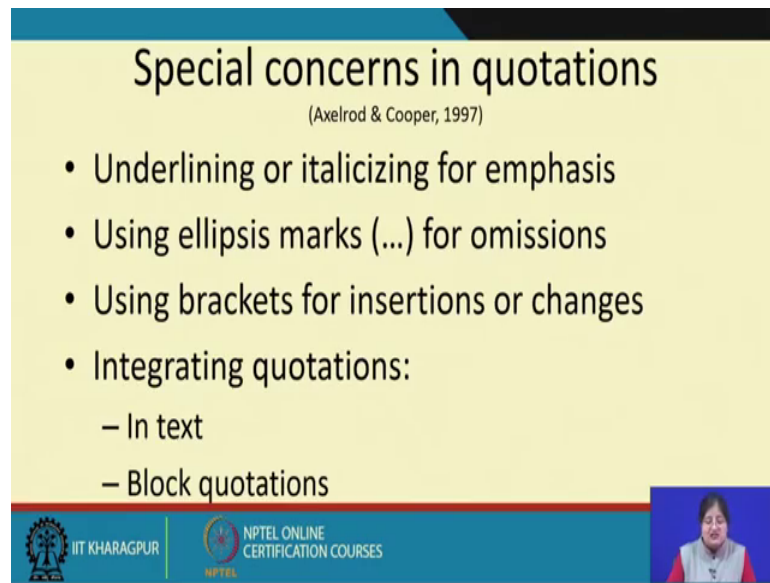
- "The wording of the source is particularly memorable or vivid or expresses a point so well that you cannot improve it without destroying the meaning.
- The words of reliable & respected authorities would lend support to your position
- You wish to highlight the author's opinions
- You wish to cite an author whose opinions challenge or vary greatly from those of other experts."

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So then you know, deciding whether to be discussed about how you decide, how to whether to quote paraphrase or summarize.

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Special concerns in quotations

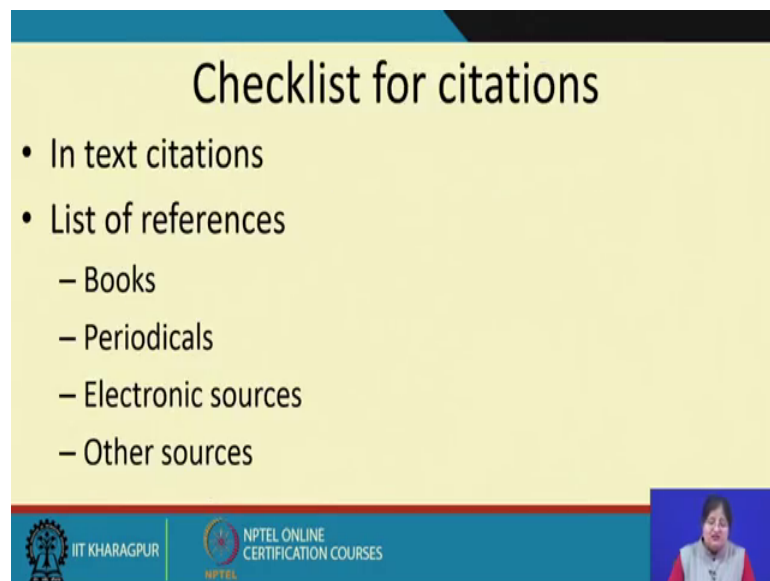
(Axelrod & Cooper, 1997)

- Underlining or italicizing for emphasis
- Using ellipsis marks (...) for omissions
- Using brackets for insertions or changes
- Integrating quotations:
 - In text
 - Block quotations

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We discussed some special concerns in quotations.

(Refer Slide Time: 19:19)



Checklist for citations

- In text citations
- List of references
 - Books
 - Periodicals
 - Electronic sources
 - Other sources

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We discussed some checklist for citations, in text citations different types of citations list of references, I mean this is how detailed this gets.

(Refer Slide Time: 19:25)

List of references: Periodicals

- Article in a journal paginated by volume
- Article in a journal paginated by issue
- Article in a magazine
- Article in a newspaper
- Editorial or letter to the editor
- Unsigned article
- Review
- Published interview
- Two or more works by the same author in the same year

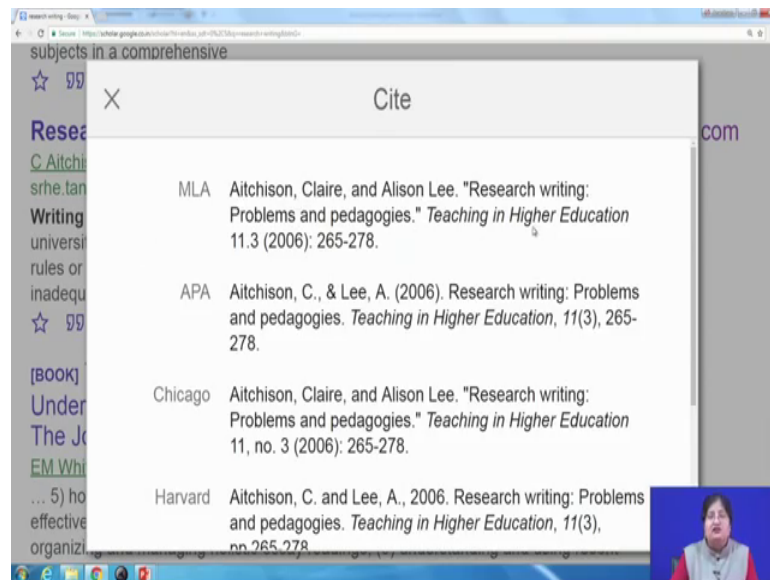
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And list of references: other sources. There something that I want to show you. Actually I forgot to show this to you when the lecture was going on. But maybe I will take this opportunity to show you something right now and yeah the internet is working here.

So, I want to show you something very interesting. When you are writing references, many times you do not have the, you know it is very difficult to remember how to reference certain things or to get the complete reference. Many times you lose the complete reference do not lose it, but if you do lose it. One very interesting resource that helps you get the full references in a format that you; obviously have to go through and do again. But you do not have to physically type the hold reference and formatting of course, becomes easier, if you use Google Scholar. So, let us say a research writing for example. And let me see if I can find a full text paper.

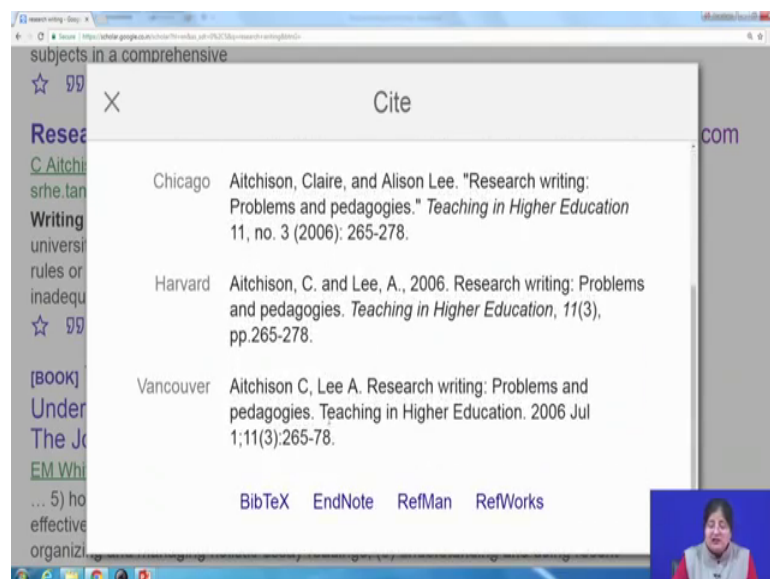
Ok I found a full text paper here ok. Now I want to get a citation here. So, Google Scholar ok, sorry I think the size is too small. I just increase the size here. So I went to Google Scholar and I am looking for academic papers ok. So, maybe this is a book all of these are books. I am looking for a citation, for a paper, Research writing, problems and pedagogies. So, I click on this and this gives me the citation in different styles.

(Refer Slide Time: 21:19)



So, if you are following MLA style it will give you the citation here, if you following APA style it gives you the citation in APA. If you following Chicago, Harvard and Vancouver.

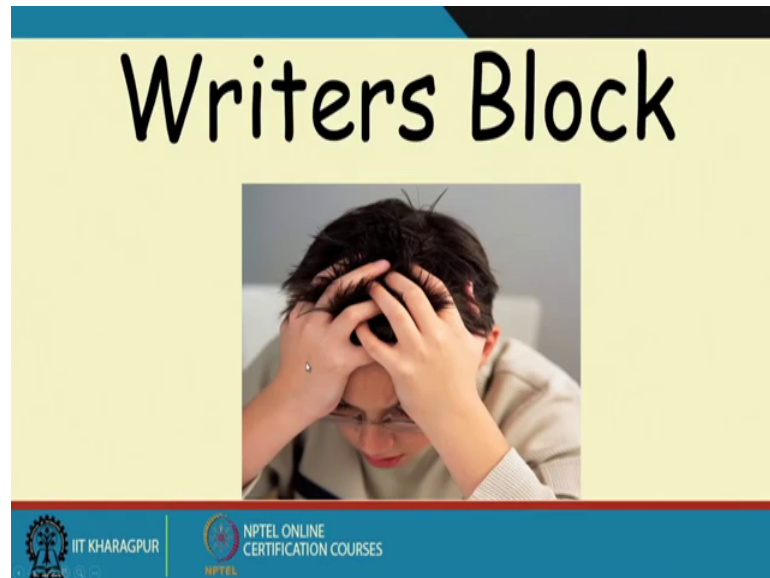
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But again what this does is at least you know you do not have to hunt for specific you know or many times you can just copy and paste and of course. Like for example the, the APA method is very nicely you know this is perfect as far as the APA style is concerned. But if it were not at least you could get this and then make the necessary corrections

from there. So, what happens is when you click on this here, just one click and the whole thing is copied. And then you copy it and you paste it on to your word document. So, this is one place where you can get full at least the complete reference, the accurate reference, but again you must cross check it. So, that is something that I should have shown you I missed it anyway.

(Refer Slide Time: 22:16)



So, then we talked about the Writers Block. And we discussed how different writers traps can you know effect. What you are doing?

(Refer Slide Time: 22:24)

A presentation slide with a yellow background and a blue header. The title 'Amplification' is written in a large, black, sans-serif font, followed by '(Kukla, 2007)' in a smaller font. Below the title is a bulleted list: '• Working harder than necessary to achieve your aim'. Underneath the list is a paragraph: 'The end you are working towards remains valuable, but your work does not advance you towards it'. Below this is a red text box with the text: 'CAUTION: DETERMINE THE OPTIMAL QUANTITY OF DATA AND QUALITY OF PRESENTATION WITH THE HELP OF YOUR SUPERVISOR'. At the bottom of the slide is a blue footer containing the IIT Kharagpur logo and the text 'NPTEL ONLINE CERTIFICATION COURSES'.

- Working harder than necessary to achieve your aim

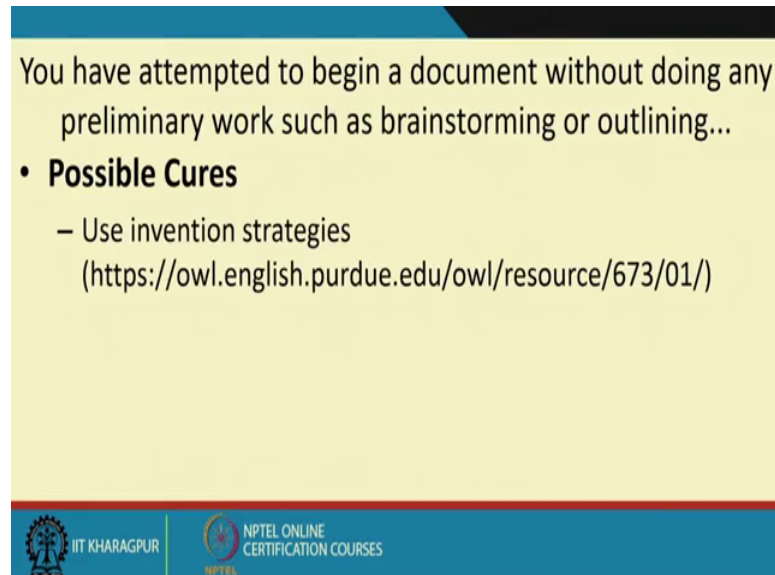
The end you are working towards remains valuable, but your work does not advance you towards it

CAUTION: DETERMINE THE OPTIMAL QUANTITY OF DATA AND QUALITY OF PRESENTATION WITH THE HELP OF YOUR SUPERVISOR

- Accumulation (Vertical amp.) – more data
- Repetition (Horizontal amp.) – more perfection

And discuss different types of writers traps traps. We talked about different blocks: writers blocks we talked about you know where you get stuck.

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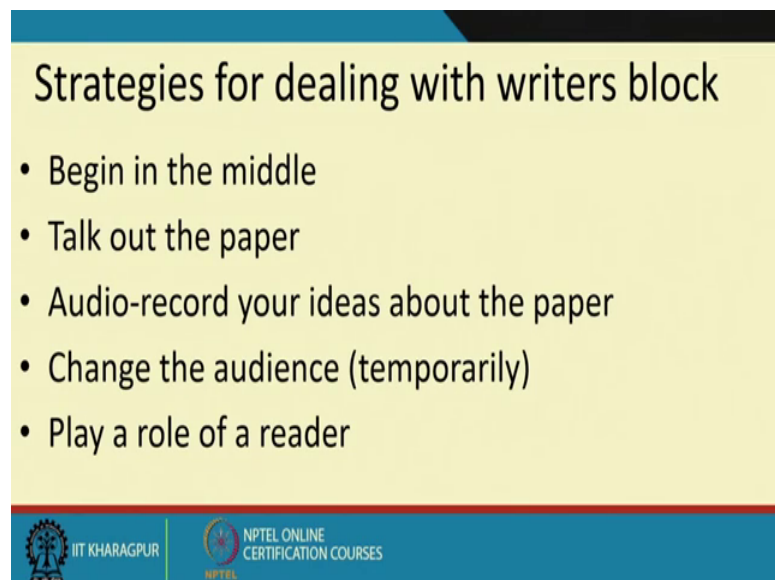


You have attempted to begin a document without doing any preliminary work such as brainstorming or outlining...

- **Possible Cures**
 - Use invention strategies
(<https://owl.english.purdue.edu/owl/resource/673/01/>)

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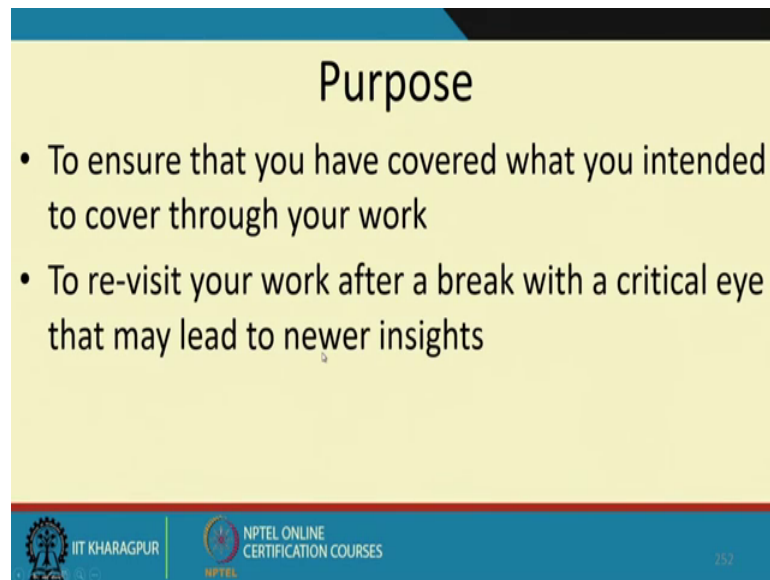
Strategies for dealing with writers block

- Begin in the middle
- Talk out the paper
- Audio-record your ideas about the paper
- Change the audience (temporarily)
- Play a role of a reader

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And then we talked about different strategies for dealing with writers blocks. Then we moved on to revising your document. You written your document it is doing well. Now, you want to revise it.

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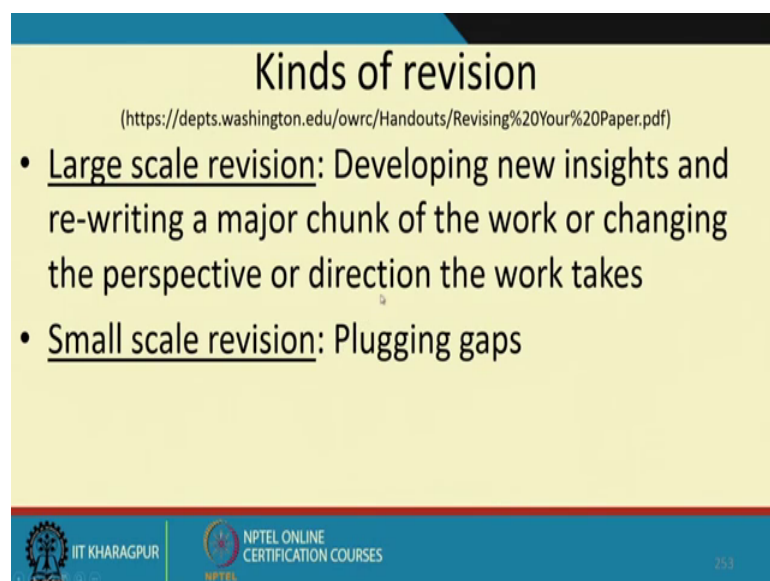


Purpose

- To ensure that you have covered what you intended to cover through your work
- To re-visit your work after a break with a critical eye that may lead to newer insights

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Kinds of revision

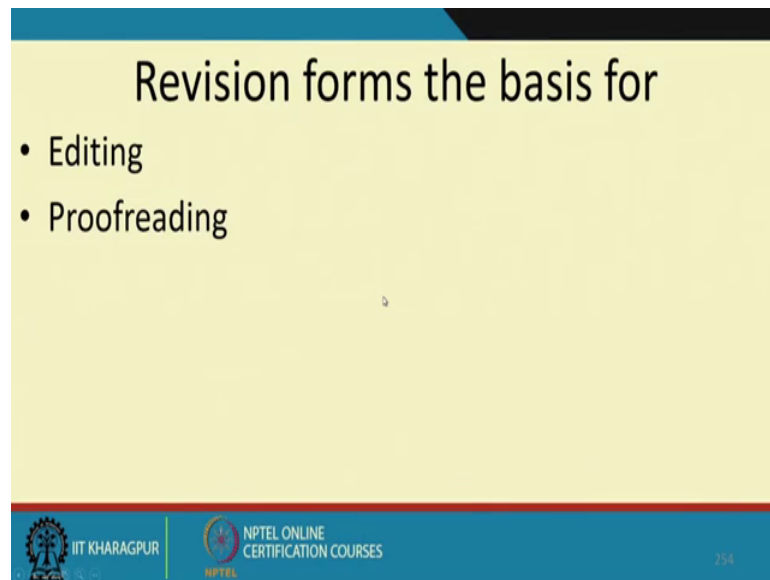
(<https://depts.washington.edu/owrc/Handouts/Revising%20Your%20Paper.pdf>)

- Large scale revision: Developing new insights and re-writing a major chunk of the work or changing the perspective or direction the work takes
- Small scale revision: Plugging gaps

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So, we discussed revisions, purposes different types of revisions, revision what revision leads you to.

(Refer Slide Time: 23:00)



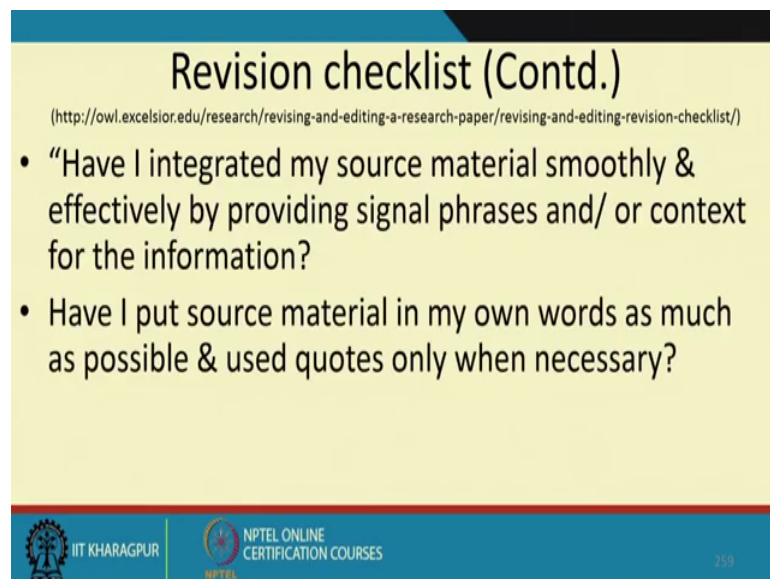
Revision forms the basis for

- Editing
- Proofreading

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We talked about different methods of revision and a checklist for revision.

(Refer Slide Time: 23:09)



Revision checklist (Contd.)

(<http://owl.excelsior.edu/research/revising-and-editing-a-research-paper/revising-and-editing-revision-checklist/>)

- “Have I integrated my source material smoothly & effectively by providing signal phrases and/ or context for the information?”
- Have I put source material in my own words as much as possible & used quotes only when necessary?

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So, we talked about a checklist for revision and we discussed how you can revise your documents ok. Then we talked about strategies for detailed revisions how you look for patterns of opposition, what you find, some you know how do you value the logic of an argument, testing for believability, consistency and completeness and a checklist for global revisions.

(Refer Slide Time: 23:36)

Checklist for global revisions (Hacker, 2000)

- Focus
- Organization
- Content
- Style
- Use of quotations
- Use of other source material

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Focus (Hacker, 2000)

- “Is the thesis stated clearly enough?
- Is it placed where readers will notice it?
- Does each idea support the thesis?”

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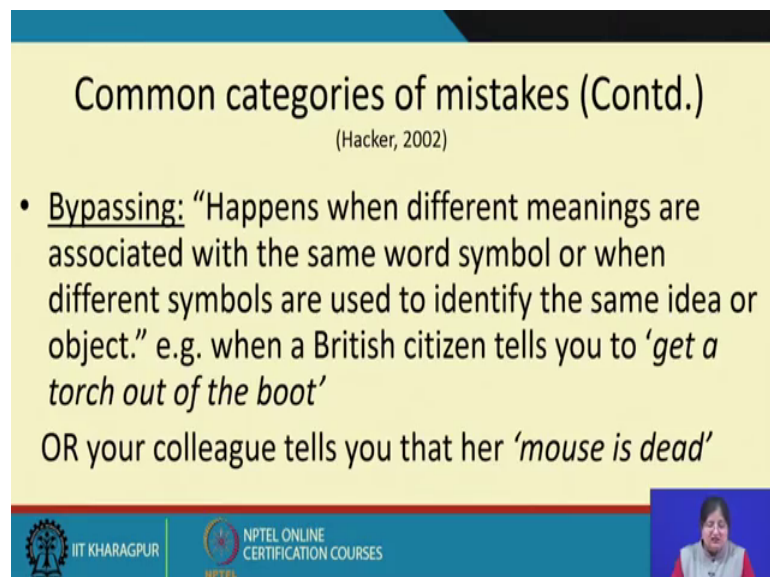
Then we discussed the mistakes and policies that you can fall prey to while writing your document and that forms a part of the revision.

(Refer Slide Time: 23:46)



So, you must not check for these policies and mistakes that you may make and we discussed various policies here. Then we talked about some common categories of mistakes, we had talked about some language limiters in the earlier lecture also and those came up here again.

(Refer Slide Time: 24:04)




(Refer Slide Time: 24:06)


Common categories of mistakes

(Hacker, 2002)


- Abstraction: Use of complicated rather than concrete language. e.g. "She plunged into a sea of platitudes, and with the powerful breaststroke of a channel swimmer, made her confident way towards the white cliffs of the obvious." OR
"The deterioration of the corpus at the margin of the vehicular thoroughway made a substantive finding as to its original genus difficult to determine."



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So, then we talked about editing and proofreading; and how you prepare yourself to proofread, some strategies to help identify your errors and how do individualize the act of proofreading some suggestions for the use of tense in different parts of the paper.

(Refer Slide Time: 24:29)


Individualize the act of proofreading

(<http://libguides.usc.edu/writingguide/proofreading>)


- "Think about what errors you typically make
- Learn how to fix those errors
- Use specific strategies
- Where you proofread is important!
- Proofread in several short blocks of time"



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(Refer Slide Time: 24:30)

Suggestions for the use of tense

(<http://libguides.usc.edu/writingguide/proofreading>)

- Abstract: Past tense [a summary description of what I did]
- Introduction: Present tense [I am describing the study to you now]
- Literature review: Past tense [The studies you are reviewing have already been written]
- Methodology: Past tense [The way that you gathered & synthesized data has already happened, otherwise how could you write your paper?]
- Results: Past tense [The findings have already been discovered]
- Discussion: Present tense [I am talking to you now about how I interpreted the findings]
- Conclusion: Present tense [I am summarizing the study for you now]



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Then we moved on to choosing a journal to publish in. We discussed some factors you could consider. We discussed the identification of impact and reputation of journals, the matrix be, I showed you some websites where you can find these metrics.

(Refer Slide Time: 24:42)

Identifying impact & reputation of journals

- Impact Factor: The numerical value assigned to a journal based on its usage. (No. of times articles from that journal have been used in other peer reviewed literature)
 - H-index (Hirsch Index): Measures the productivity and citation impact of individual publications or scholars.



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Journal metrics

(<https://guides.library.ualberta.ca/c.php?g=565326&p=3894639>;
<https://scholarlycommunication.uottawa.ca/research-impact/author-metrics>)

- InCites Journal Citation Reports (<http://ipscience-help.thomsonreuters.com/incitesLive/JCRGroup/jcrOverview.html>)
- SCOPUS Journal Metrics: <https://www.elsevier.com/solutions/scopus>
- Google Scholar Metrics (https://scholar.google.com/citations?view_op=top_venues)
- Web of science (https://apps.webofknowledge.com/WOS_GeneralSearch_input.do?product=WOS&search_mode=GeneralSearch&SID=C1XyaVqbnvgQ2MiSBSF&preferencesSaved=)
- Publish or Perish (<https://harzing.com/resources/publish-or-perish>)

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(Refer Slide Time: 24:50)



Predatory Journals

- Journals that prey on the work of sincere scholars for their own benefit.

References:

- <http://www.thehindu.com/sci-tech/science/what-is-a-predatory-journal/article21039351.ece>
- <https://researchmatters.in/news/precarious-prevalence-predatory-journals>
- http://hlwiki.slais.ubc.ca/index.php/Predatory_journals_discourse_2017

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Then we talked about author matrix and we had a discussion on predatory journals.

(Refer Slide Time: 24:57)

Identifying predatory journals
(<https://scholarlycommunication.uottawa.ca/publishing/predatory-publishers>)

- “Look at the journal’s scope to determine if it is overly broad & vague, or includes completely unrelated fields of research.
- Check the journal archives for highly irregular publication cycles, e.g., 1 issue in one year, 6 in another etc. Be particularly wary if archives are inaccessible due to repeated website crashes & redirect loops.
- Check if the publisher has a large fleet of journals that contain very little content.
- Verify that the journal’s peer review & manuscript handling process is clearly described. If the promised turnaround time for peer-review is very short & features prominently this is a sign of a predatory publisher.
- Evaluate the professionalism of the website.”

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We also talked about how you can identify predatory journals. So, then we moved onto some list of predatory publishers.

Then we, the last lecture focused on responding to reviewer comments. So, we assumed that you submit your paper and the reviewer has given you some comments. And very last lecture discussed various types of reviews you can get and how you deal with those reviews. So, responding to major and minor revisions, submitting your responses etcetera. So this pretty much covered the whole part the whole course.

As such now, I know there are some things that you would asked me to include, but because the course has sort of you know through your suggestions and while teaching various things were accidentally or inadvertently left out and so, those I will try to put in maybe in video form or at least in text form, in the you know as additional material. For example, the types of journal papers that you can write now. There was a request for that, but unfortunately I cannot include it in the course anymore. So, I am going to write it up and get the resource material and add it, as additional material in addition to your slides.

So, somebody asked me about writing a proposal. So, maybe I will share that with you. If I can find an online book on research writing, I will try and upload that for you also. I already share the link with you on the for. But it is been a real treat interacting with you on the forum I am recording this in the second week of classes. So, you know by the time you hear it. I mean the recording will be over, the recording needs to be processed and

then it is put up. So, I will get more queries from you as the course progressive and I will respond to you and I will try and accommodate your request to the extent possible.

But do participate on the forum and do stay connected even after the course is over. The material will be given to after the deadline for the reassignment has past. So, you can you know read it and then you can mail over it. And I wish you all the best for your exams and I wish you all the best with your carrier and with your attempts to write about your research. So, thank you very much for being such a fabulous audience for this course.

Thank you.