



COURSE INFORMATION

PROGRAMME	: Ph.D.
SEMESTER	: FALL / SPRING
SUBJECT CODE	: DS-C-003
NO. OF CREDITS	3
SUBJECT	: ACADEMIC WRITING
MEETINGS	: 3 HOURS / WEEK
MODE	: HYBRID

INSTRUCTOR INFORMATION (SECTION A & B)

INSTRUCTORS	: Dr. Jyoti & Prof. Shivani Kapoor
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COURSE DESCRIPTION

This course is aimed to equip doctoral candidates with critical reading and writing skills and enable them to formulate clear and coherent arguments and articulate them within the conventions of academic writing. Through this 15-week-long course, doctoral candidates will be introduced to the essential structural elements of academic writing including summary, analysis, argument, connections, referencing, annotation, claim, and evidence, facilitated through academic texts. The course will familiarize the students with crucial concerns of academic writing including plagiarism and the question of developing one's own writing voice. Students will also engage with necessary aspects of research writing, including constructing an annotated bibliography and doing a review of the literature.

The pedagogy of this course is based upon interactive workshops and expects equal participation in the process of learning from the students. While we collectively read, write, and learn from each other, In-class reading and writing exercises, guided discussions, quizzes, group work, and peer review are some of the methods that this course will rely on.

COURSE LEARNING OUTCOMES

After completing this course, students will be able to:

- a) Identify structural elements of research papers.
- b) Write summaries, coherent paragraphs, and essays.
- c) Synthesize multiple sources to articulate a coherent argument.
- d) Understand the use of in-text and end-of-text references.
- e) Understand some essential aspects of research writing including writing an annotated bibliography.
- f) Critically evaluate existing theories, research methodologies, and techniques within the relevant field; identify gaps in the existing body of work and feel confident to write those clearly and coherently.
- g) Clearly articulate steps for undertaking an independent research investigation to contribute to the discipline.

FORMATIVE ASSESSMENT BREAKUP

ACTIVITY/TASK	WEIGHTAGE
Annotating an academic article from the scholar's discipline	15 %
Annotated Bibliography (with at least 5 references)	15%
Short Writing Assignment (700-800 words)	20%
Writing Assignment (500-600 words)	20 %
Oral presentation + Essay (in June during the residency)	30 %

EVALUATION RUBRIC

The Rubrics for assessment will include the points mentioned below but will not be limited to them:

1. Logical arguments in a well-structured and cohesive writing style.
2. Groundwork is laid, accurate conclusions are drawn from the evidence, and points are argued and linked appropriately.
3. Writing Style: Strong, clear sentences; appropriate academic tone.

4. Grammar/Usage/Mechanics are paid attention to.
5. Editing of spelling; punctuation; typographical errors among others.

The details of the grades as well as the criteria for awarding such grades are provided below with an attention to the rubrics described above.

Letter Grade	Percentage of marks	Grade Definitions	
O	80% and above	Outstanding	Outstanding work with strong evidence of the rubrics described above. Evidence of Research Evaluation
A+	75 to 79.75%	Excellent	Sound knowledge of the subject matter, thorough understanding of issues; Evidence of Synthesis and analysis
A	70 to 74.75%	Good	Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems. Evidence of application of critical and analytical skills.
A-	65 to 69.75%	Adequate	Adequate knowledge of the subject matter Evidence of reasonable critical and analytical skills.
B+	60 to 64.75%	Marginal	Limited knowledge of the subject matter, and poor critical and analytical skills.
B	55 to 59.75%	Poor	Poor comprehension of the subject matter; poor critical and analytical skills
B-	50 to 54.75%	Pass	“Pass” in a pass-fail course. “P” is indicative of at least the basic understanding of the subject matter.
F	Below 50%	Fail	Fails in the subject

ATTENDANCE

Daily participation is a part of your grading criteria in this class, therefore, it is to your advantage to attend the classes regularly. Failure to attend class consistently will result in a failing grade. If you are absent, ask a classmate or your instructor about the work that you missed. Please try not to come to class late.

As per ODS rules, students are required to have a minimum attendance of 75%. Students with less than the said percentage shall not be allowed to appear in the final examination.

CLASSROOM PUNCTUALITY/CONDUCT:

ODS conducts all classes on a foundation of professionalism. It is expected that students should be present in class and seated within five minutes of the class start time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. Please show courtesy to your instructors and co-learners by observing punctuality.

Please also note that the seminar room is a place for free expression and critical thinking and this comes with a responsibility on the part of students to respect the opinions expressed and actively participate in the work of the classroom discussion. This course may discuss a range of issues and events that might provoke strong emotional responses. It is critical to ensure that all the students collectively benefit from the course and do not feel disturbed due to either the content of the course or the conduct of the discussions. Therefore, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers.

A NOTE ON PLAGIARISM:

In line with JGU policy, ODS operates with a zero-tolerance approach to plagiarism. The unacknowledged use of material by others within your work is a violation of academic integrity and all reported cases will be investigated before potential disciplinary action. Instructors will address methods of citation and presentation within written work.

DETAILED SESSION PLAN

	Topic	
Week # 1	Introduction to Academic Writing, Course Manual, Pedagogy	
Week # 2	Reading Strategies, Key Words, Summary and Analysis,	
Week # 3	Anatomy of a Research Paper	
Week # 4	Constructing an Annotated Bibliography	
Week # 5	Building Blocks of an Argument: Claim and Evidence	
Week # 6	Building Blocks of an Argument: Claim and Evidence (contd.) Citations	
Week # 7	Writing Introductions and Conclusions	
Week # 8	Reading: developing critical approaches, asking the right questions	

Week # 9	Paraphrasing and summarizing texts	
Week # 10	Citing sources, avoiding plagiarism	
Week # 11	Synthesizing sources	
Week # 12	Ethos of writing: Finding our voice	
Week # 13	Literature Review	
Week #14	Coherence and cohesion in writing	
Week #15	Rewriting and proofreading	
Mid-November	Workshop +Final assignment	