

Reading, Writing and Reflexivity (DISSERTATION I) (Practical)

MA Sociology, Semester III

Total Credits: 4

Total Marks: 100

Course Objectives:

- To learn critical and creative engagement with academic texts.
- To acquire and hone the skills required to produce academic texts.
- To learn to build upon existing body of knowledge while developing an independent argument.
- To bring awareness to the subjective position of the researcher and to learn to conduct research ethically and responsibly.
- To familiarize with issues of academic integrity.

Learning Outcomes

- Learn research planning and academic writing
- Assess and review academic work
- Identify and acknowledge issues of subjectivity in academic writing
- Review literature and write it on a theme of one's choice
- Write proposal for a Master's dissertation.

Unit I: Reading

- Reading to write (Examining sources, annotation, analysis/ synthesis)
- Reading strategically (Selective/ focussed reading, context and meaning)
- Critical analysis (Making claims, critique and defence)

Unit II: Writing

- Producing Readable Writing (Stylistic convention, jargon, editing)
- Planning, organizing and drafting an argument (structuring an academic essay, introduction/ conclusion, literature review, discussion and findings)
- Tools for Writing (Handwritten/ Typed manuscripts, digital tools, writing software)

Unit III: Reflexivity

- Reflexive research (Subjectivity, shifting identities, bias, positioning the self)
- Research Ethics and Academic Integrity (Informed consent, Nuremberg Code, Tuskegee Syphilis Study, Laud Humphrey's Tearoom study; Citation, referencing, plagiarism)
- Research proposal writing


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Suggested Readings:

- * Becker, Howard S. *Writing for Social Scientists-How to Start and finish Your Thesis, Book, or Article*. The University of Chicago Press, Chicago and London, 1986, 2007.
- * Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research*. 3rd ed. Chicago Guides to Writing, Editing and Publishing. Chicago, IL: University of Chicago Press.
- * Crème Phyllis and Mary R. Lea. 2008. *Writing at University: A guide for Students* (3rd edition), Open University Press, McGraw Hill, England.
- * Ellis, Carolyn. 2004. *The ethnographic I: A methodological novel about autoethnography*. Walnut Creek, CA: AltaMira Press.
- * Ellis, Carolyn, Tony E. Adams and Arthur P. Bochner. 2011. ‘Autoethnography: An overview’ in *Historical Social Research / Historische Sozialforschung* , Vol. 36, No. 4 (138), Conventions and Institutions from a Historical Perspective / *Konventionen und Institutionen in historischer Perspektive* (2011), pp. 273-290.
- * Flesch, Rudolf. *The Art of Readable Writing*. Harper and Row Publishers, New York and Evanston, 1949.
- * Finlay, Linda and Brendan Gough (Eds.). 2003. *Reflexivity: A Practical Guide for Researchers in Health and Social Sciences*. Blackwell Science Ltd.
- * Heard, Stephen B. *The Scientist’s Guide to Writing: How to Write More Easily and Effectively Throughout Your Scientific Career*. Princeton University Press, 2016.
- * Henderson, Eric. 2015. *The Active Reader: Strategies for academic reading and writing*, Oxford Univ Press, Oxford.
- * Roberts, Jamie Q., and Caitlin Hamilton. 2020. *Reading at University: How to Improve Your Focus and Be More Critical*. Bloomsbury Study Skills. Bloomsbury Academic. <https://books.google.co.in/books?id=zxm1yAEACAAJ>.
- * Sarnecka, Barbara W. (2019). The writing workshop: Write more, write better, be happier in academia. (n.p.): Author. <https://osf.io/z4n3t>
- * Trimble, John R. *Writing with style-Conversations on the Art of Writing*. Prentice Hall, New Jersey, 1975.

Mode of Evaluation:

The evaluation will be on the basis of practical examination in workshop mode. No end-semester theory examination shall be conducted in this course.

Modalities of conducting classroom sessions and Evaluation:

1. Given the emphasis on honing reading and writing skills, classes would involve close reading of a variety of texts.
2. The exercises would require active participation on the part of students as they learn to navigate academic texts independently.


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3. Guided discussions would be carried out for identifying key theoretical arguments in academic texts and analyzing them critically.
4. Writing exercises would be conducted in the classroom, peer reviewed and revised.
5. Depending upon the course instructor's choice, students could be divided into groups and given exercises to work on collectively.
6. External resource persons may be called upon where the course instructor considers it beneficial for the students.

Modalities for Assessment:

1. The assessment would be for 65 marks, which would be completely internal based on classroom exercises.
2. The assessment would be entirely ongoing on the basis of reading and writing exercises.
3. The research proposal submitted at the end of the semester would be for 25 marks.
4. The research proposal will be presented by each student in a viva-voce examination, which would carry 10 marks.

The break-up of evaluation will be as follows:

Total marks: 100

Practical in Workshop mode: 65 marks

Unit I:

25 marks: Classroom assessment

Unit II:

25 marks: Classroom assessment

Unit III

15 marks: Classroom assessment

Practical: Proposal Writing and Presentation: 35 marks

- Research Proposal: 25 marks
- Presentation of research proposal: 10 marks


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