COURSE TITLE: ACADEMIC WRITING IN HISTORY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	**SEC**	200-299	KU3SECHIS201	3	3

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	2

Course Description: The paper has an object to introduce the content and relevance of the research oriented academic world. As frequent researches are going on in different fields, the researcher should know the updates in the field. The paper aimed at introducing the conditions, norms and standards of a academic writing by walking in lines with the supreme rule, the academic ethics. The paper therefore, introduces the methodology, structuring of the contents, tools of analysis, referencing styles, etc.

Course Outcome :

1. Familiarise the concept of the academic writing and develop an ability to differentiate theacademic writing from others.

2. To know the patterns and rules of academic writing.

3. To well understand academic ethics.

4. To promote knowledge on the historic evolution and objectives of academic writing.

5. To acquaint the students the methods of writing, citation and bibliographical methods.

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Contents :

Module I

Module	Unit	Content	Hrs
I	**Need for academic writing**		**15**
	1	Evolution - The concept of journal -	
	2	Seminar method - Ranke	
	3	Annales	
II	**Methodology of academic writing**		**15**
	1	Textual analysis - Hermeneutics - Text, in text	
	2	Context- Barthes - Derrida and Lacan	
	3	Categorisation - ISSN, ISBN, CARELIST, PEER - REVIEWED IMPACT FACTOR	
III	**Referencing**		**15**
	1	Citation - Plagiarism checking software - Turnitin - Urkund, Zotero- in text references -	
	2	MLA, CHICAGO MANUAL, APA, HARWARD styles -	
	3	Footnotes - Endnotes - Methods of exposition - Indexing, glossary, appendices, bibliographical aids.	
IV	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

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Essential Readings :

Modern Humanities Research Association, MHRA style guide: A *Handbook for Authors, Editors, and Writers of Theses, Modern Humanities Research Association, London, 2008.*

Dunleavy, P, *Authoring a PhD, Bloomsbury Publishing, 2017.*

Raworth, K n.d., *Writing Terms of Reference for Research, Oxfam, 2005.*

Turabian, KL, *Student's Guide to Writing College Papers, University of Chicago Press, 2019.*

Muguiro, N, *Citations in Interdisciplinary Research Articles, Cambridge University Press, 2020.*

Pears, R & Shields, Cite *Them Right: The Essential Referencing Guide, Palgrave Macmillan, Basingstoke, 2010.*

Coghill, AM & Garson, LR, ACS Style Guide, Oxford University Press, 2006. Lenburg, J, *The Facts on File Guide to Research*, Infobase Publishing, 2009. Letherby, G, Scott, J & Williams, M, *Objectivity and Subjectivity in Social.Research*, SAGE, 2012.

Thomas, CG, *Research Methodology and Scientific Writing*, Springer Nature, S.L, 2021. 4. Yates, S & Open University, Doing Social Science Research, Sage,London, 2004.

Barzun, J & Graff, H, *The Modern Researcher*, 6th edition, Wadsworth Publishing Co, 2003.

Best, JW & Kahn, JV, *Research in Education*, Pearson India, 1989.

Oman, C, *On the Writing of History*, Routledge, 2018.

Chartier, Roger, "Texts, Symbols and Frenchness," *In Cultural History: Between Practice and Representations*, Polity Press, Cambridge, 1988.

Darnton, Robert, "The Great Cat Massacre," *In The Great Cat Massacre and Other Episodes in French Cultural History*, Basic Books, New York, 1984.

Elton, G.R., *The Practice of History*, Fontana Press, London, 1997.

Evans, Richard J., *In Defence of History*, Granta Books, London, 1999.

Gaddis, John Lewis, *The Landscape of History: How Historians Map the Past*, Oxford University Press, Oxford, 2004.

Jenkins , Keith, *Rethinking History*, Routledge, London, 2003.

Lynn, Hunt, *Writing History in the Global Era*, W.W. Norton & Company, New York, 2014.

Ricoeur , Paul, *Time and Narrative*, University of Chicago Press, Chicago,1984.

Southgate, Beverley, *History: What and Why? Pearson Education*, Harlow, 2017.

Stuart, Hughes H., *History as Art and as Science*, Joanna Cotler Books, New York, 1964.

Taylor, Charles, *Interpretation and the Sciences of Man*, Cambridge

University Press, Cambridge, 1991.

White, Hayden, *Metahistory: The Historical Imagination in Nineteenth-Century Europe*, Johns Hopkins University Press, Baltimore, 2014.

Assessment Rubrics :

Evaluation Type	**Marks**
End semester evaluation	50
Continuous evaluation	25
a) Test paper – 1	
b) Test paper – 2	
c) Assignment	
d) Seminar	
e) Book/article review	
f) Viva – voce	
g) Field	
Total	**75**