RESEARCH METHODOLOGY

VI SEMESTER

CORE COURSE

ENG6 B22

B.A. ENGLISH

(2019 Admission onwards)

UNIVERSITY OF CALICUT

**School of Distance Education,
Calicut University P.O.,
Malappuram - 673 635, Kerala.**

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UNIVERSITY OF CALICUT

School of Distance Education

Study Material

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RESEARCH METHODOLOGY

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READING LIST

MLA Handbook for Research Writing VIII edition

MODULE I

RESEARCH

INTRODUCTION

Research is as old as human civilization. The progress from the 'Stone Age' to the present concept of 'Global Village' is a result of one or the other kind of research people have conducted. Research is, thus, a very powerful instrument of knowledge and development. It is a movement —a movement from known to the unknown. In fact, the instinct for research is already present in human nature. The inquisitiveness within us is stimulated when the unknown confronts us. Research is an attempt to make the 'unknown, that is invisible, visible'. Thus, the method we employ for obtaining the knowledge of the 'unknown' is research. It is necessary for a beginner in the field of research in literature and language to understand the basic terms like search, research, thesis, criticism, scholarship, research degrees like M.Phil., and Ph.D., literature, philosophy and philosophy of literature, etc.

The term 'search' means to find out, to know, to learn, to explore or to investigate. Research is basically an academic activity that involves certain techniques. Research consists in defining and redefining problems, formulating hypotheses or possible solutions to the research problem, collecting information ('data'), organizing and evaluating it, reaching to some findings (conclusions) on the basis of the organization, analysis and interpretation of the information collected. It also includes testing the findings with reference to the hypothesis.

Research is, thus, a close, careful and systematic study of a subject.

Some definitions of 'research':

- Research is "a systematic investigation for the purpose of gaining new knowledge. In a broad sense, research is any study that leads to new knowledge for the person doing research" (New Standard Encyclopaedia).

- According to the Oxford English Dictionary, "Research is a search or investigation directed to the discovery of some fact by careful consideration or study of a subject, a course of critical or scientific inquiry…"

- According to Rusk, research is "a point of view, an attitude of inquiry or a frame of mind. It asks questions which have hitherto not been asked and it seeks to answer them by following a fairly definite procedure. It is not a mere theorizing, but rather an attempt to elicit facts and to face them once they are assembled."

- According to Francis Bacon, research is scientific planning. He says, "Research is a power of suspending judgment with patience, of meditating with pleasures, of asserting with caution, of correcting with readiness and of arranging thought with scrupulous planning."

First, research is a systematic and critical investigation. Second, it aims at certain discovery of new facts and their correct information. Third, it can also be a revision of accepted laws or theories in the light of discovery of new facts. Fourth, it can be a practical application of new or revised conclusions or theories or laws. Fifth, research is an objective inquiry with an open-mind.

Sixth, research is directed towards a solution to a problem. Seventh, it is a study of cause and effect. Eighth, it follows a definite (Scientific) method or procedure. Nineth, it is some genuine contribution to knowledge. Tenth, it can be a new insight, a new relationship that may lead to a new frame of reference. A thesis is a product of research.

THESIS

A thesis can be defined as, "a statement or an opinion that is discussed in a logical way and presented with evidence in order to prove that it is true (Advanced Learner's Oxford Dictionary).

Some other definitions on thesis are:

- A thesis is, "a dissertation advancing an original point of view as a result of research, especially as a requirement for an academic degree" (Webster's II New College Dictionary).

- According to Beckson and Ganz, a thesis is "a proposition to be maintained, especially one laid down for formal defence or proof" (Literary Terms: A Dictionary).

In our normal academic discussion, the terms 'thesis' and 'dissertation' are used interchangeably.

A thesis should not be: An imitation

A repetition

A compilation

An emotional appeal

A biased document, guided by patriotism, implied propaganda etc.

A thesis should be: An argument with a purpose.

A document with a clear framework or frame of reference.

A logical (rational) discourse, complete in itself.

A document contributing 'something new' to the stock of the knowledge or a new interpretation capable of forming the necessary scientific habit of mind.

A thesis is, thus, a pursuit of truth with the help of observation, analysis, comparison, interpretation verification and evaluation. A research student has to go through these stages and that process itself develops research skills in him. Research is therefore, as Thorpe James puts it, "Becoming and being a scholar (vii)." The three terms, 'criticism', 'scholarship' and 'research' do not mean the same thing. Literary criticism is a systematic commentary on a literary work of art, a literary genre, a literary period or on anything that concerns literature.

Therefore, for such a judgment, an extensive reading, the proper perspective and perception of the literary activities along with a certain amount of research is necessary and that makes a person a literary scholar. Research is the way of becoming a scholar; and criticism means an expert's comments and judgement. Scholarship is, thus, the knowledge that results from extensive study and research. Research requires scientific, objective investigation. It requires documentation and proof which is not always (necessarily) present in criticism. In criticism, first person narration is accepted practice, but it is not accepted in research. Research is, thus, more disciplined and methodical

activity than criticism. Research is problem oriented scientific investigation while criticism is an expression of an opinion, a point of view, a judgement. Research and critical judgment make a person a scholar.

Much of the research conducted in our country (in the field of literature) is for the purpose of acquiring a degree from a university, either M.Phil. or Ph.D. Research is also conducted to write a research paper or a research article. In fact, Post-doctoral research in the same subject area is a significant contribution to the growth of knowledge. It is because of the UGC grants that research in the form of 'minor' and 'major' projects is possible. It is very significant and necessary to reconsider the meaning of our research degrees. 'M.Phil.' Stands for 'Master of philosophy' and 'Ph.D.' stands for 'Doctor of Philosophy.' 'Master' means one whose teachings or doctrines are accepted by his followers; it also means a teacher.' 'Doctor' means 'an expert' , an authority – also one who treats a patient's illness or disease. In Latin, it means a 'trained person,' a "teacher" also.

If our subject area of research is literature and the language in which it is written, we must know what literature is. The dictionary meaning of 'literature' is not enough. We must know what it stands for; and for that we must perceive the relationship between literature and philosophy. The term 'philosophy' means "a study of the nature and meaning of the universe and of human life" (Advanced learner's Dictionary).

The term 'literature' is very difficult to define. However, for a research student it is a search for the nature and meaning of the universe and of human life by creating in words imaginary patterns of life artistically, based on certain experiences of life. It is an expression of life in the medium of language.

SELECTING A TOPIC

One should choose a topic in which one already has, or can easily create an interest. The topic should be interesting to the readers also. Research is some possible solution to a problem or it is a systematic response to an opinion, argument or a proposition. Such opinions, arguments, or propositions are generally discussed in learned conferences, seminars, workshops or even in some committee meetings on syllabus formation, deciding conference themes or policy making of departments. If one is attentive enough, one can find such 'area of concern' in the paper presentations or lectures also. On such occasions, topics for 'concern' are discussed and debated. If one consults one's guide in this connection one can find a good topic for the research endeavour. There is nothing final in literature as it is in mathematics. Literary debates continue and very significant statements are made during them. They provide good topics for the researcher. However, it requires the student to be the insider, at least for a while. For this, a certain amount of pre-reading is essential.

Ideally the selection of a topic should be the natural outcome of the reading by the researcher. It creates genuine interest in the topic, because reading generates the necessary curiosity, the motivation to find out some solution to the problem emerging from such reading. It should be noted carefully that prior reading simultaneously provides the researcher two things:

    1) The topic for further exploration and also

    2) The objectives of such exploration.

It is better if the topic selected is 'slightly familiar' to the researcher, who has been waiting to just understand for a considerable span of time. It should not be completely alien or new to the researcher and also very familiar to him since it will lose the thrill in its pursuit. When the 'topic area' is decided, it asks for its appropriate wording. The wording means the final 'Title' of the research work. It should be clear, precise having direct bearing on the procedure or proceedings of the research. There are some practical considerations also, involved in the selection of a topic. The topic should be relevant, useful and of the required magnitude. It should be befitting to the degree to be awarded or to the research paper to be presented and published. It should not be too small or too big for the thesis or the paper. For example, the topic "E.M. Forster's *A Passage to India*."

An appropriate topic, well defined and justly worded is the mark of a good thesis. The second practical consideration is the availability of the primary and secondary sources of the topic. The candidate will be unable to proceed further if he does not get the necessary material on his topic. This must be carefully considered before finalizing the topic. Thirdly, the topic should be suitable to the specialization or interest area of the guide. Better not to select a topic from 'linguistics' if your guide does not have any prior study of Linguistics or if he is not interested in the area.

The selection of a topic by the research student is not enough. It must be accepted by the guide (the supervisor) also. He may suggest some modifications, suggestions in the topic or in its wording. Yet, even this corrected version needs to be approved by the university. It takes two to six months for the official

decision of the university. The topic is discussed in the university 'Scrutiny Committee' and its decision is communicated to the candidate. The committee considers the 'initial synopsis' before arriving at a decision. Therefore, the preparation of the initial synopsis is very significant. It is a research proposal.

A well-defined, appropriate topic, justly worded, and accompanied by an appropriate 'initial synopsis' is a mark of an ideal research. Another very significant factor that needs consideration at the time of the selection of a topic is its suitability for publication. Nowadays the key phrase in the academic field is "publish or perish." Research and publication go hand in hand. The future publication may be in the form of a research paper/article or it may be a book. There are publication agencies like the publishers or the university or the journals devoted to certain areas. Publication of the abstracts is also a mark of merit. Such consideration provides a significant dimension to the selection of a topic for research.

An important criterion for the selection of a topic for research is the knowledge of the previous work done on the topic. This perception is acquired through 'reading' on the topic. In other words, it is an understanding of the critical opinion available on the topic. It is in fact a survey of the previous work done on the topic under consideration. This knowledge is very helpful, not only for the selection of the topic but also for the formation of the hypothesis and for the method to be used for the research. Thus 'previous reading' wins half of the battle of research. It is likely that one may find a book or an article recently published (on the topic under consideration) in which the author might have taken such a survey of the critical opinion on the topic. The help rendered to a researcher in this regard by modern

information technology, like the internet, is very significant in this context.

The time factor is also very significant in the selection of a research topic. In research, time is sometimes more than money. The longer the time spent the greater the budget (the expenditure). Often academic opportunities are missed for the want of the Ph.D. degree. Interruptions, breaks, blockages and wastage of time not only delay the acquisition of the degree but disturbs the "link" or the "thought process" required for research. One has to strike when the iron is hot. Therefore, one should select a topic which can be studied within the planned span of time. This is achieved by justly limiting a vast topic.

Application of the research is also another important criterion for the selection of a topic. Often research is encouraged to fulfil certain academic needs. Sometimes, the research work is useful as teaching material. This is evident in linguistic research and translations. History of literature is now recognized as research like translation. An authentic history of Literary criticism in Marathi is now the need of the hour. In fact, selection of a topic for research should depend on the candidate's own satisfaction and pleasure. According to Dr. Vasant Joshi, a research student should adopt the following method for the selection of his/her topic:

- Contemplation on the topics already dealt with by the others. It means close and careful observation of the thesis/dissertations accepted by the universities (in the field of literature).

- Giving a long thought to the areas of research and the points to be noted while selecting a topic.

- Writing down three topics of one's own choice in the order of their preference (choice merit or liking).

- Preparing an index or bibliography of the easily available material on the selected topics.

- Jotting down some important points from the available material, after its careful reading, in the context of all the three topics already chosen.

- Preparing an essay of 3 to 4 pages on each topic indicating the significance, scope and limitations and the proposed approach of study.

- Discussing the three essays with the guide and finalising one of the three topics. One may prepare the first essay for the first time, show it to the guide and if that topic is approved (with modifications) one need not go for the second essay). (Joshi)

Thus, the selection of an appropriate topic depends on:

1. Previous reading in the area of the topic.

2. Defining the purpose and the objectives in the context of the topic.

3. Wording the topic in the proper form.

4. Checking the availability of the required material (data/information)

5. The guide's area of specialization or interest.

6. The need and suitability of the publication of the research work when completed.

7. Knowledge of the previous work done on the topic.

8. The time available for the work

9. Application of the research

10. Self-satisfaction.

These ten commandments, if well taken care of, will save a lot of trouble in future. On the contrary, a topic hurriedly selected without due consideration (or blindly accepted as dictated by someone else) will lead the research student to confusion and bewilderment.

THE LIBRARY

In the 5th century, there was a big Library called 'Dharmaganj' in the University of Nalanda. 'It occupied the three buildings named 'Ratnasagar,' 'Ratnodadhi' and 'Ratnaranjak.' The thousands of books stored in that library were written on 'Sheela,' 'Ishtika' 'Jamalpatra,' 'Bhurjapatra,' 'Tamrapatra' and 'Vastra,' (stone, bricks, leaves and barks of trees, copper plates and cloth). The Chinese invented the method of preparing paper in 105 A.D. and the Indians the art of printing in 1556. However, though people realised long ago that books are the head of their culture, the idea that books are the best means of human progress was fully developed and accepted only in the 20th century.

Against this background one can say that the history of the constant human endeavour for the search for knowledge is the history of mankind. The books in which the knowledge acquired from this continuous process is stored are the invaluable assets of human achievements. They contain inspiration and means of future knowledge. That is why Bacon says that reading makes man perfect. Reading is a meaningful dialogue of living minds. It should not only be a hobby; it should be a way of life. Therefore, it is necessary for all of us to know the various methods and means of acquiring knowledge and wisdom from the books, like microfilms, book catalogues and the methods of classifications, reference system, the way of using encyclopedias and taking notes etc. This is the age of information explosion, the internet, and above all, advanced information technology; and we must know what to select and how to select from the huge collection of information. What we need is the proper library technique that saves our time, energy and money.

We all know the dictum, "Books are the teachers;" but it has acquired a new meaning and a new dimension in the last three or four decades of the 20th century. Nowadays, the teacher is not the only agent of help in the system of education. A student has to learn by himself with the help of the library. Therefore, libraries are no longer the 'secondary sources,' as in the past, they have become the educational institutions themselves. It is essential for the students in the colleges, universities and other institutions of higher education to perceive the change in its right perspective.

In the beginning a reader should decide which book he needs and for what purpose. He will not know it only by looking at the title, he should be trained enough to grasp the significance of a book in his hand by surveying it very quickly, because he has to

make his decision within a short span of time. For such a quick decision, a reader should note carefully the year of publication of the book, its edition/contents, preface, the index given at the end and especially the information given in the back page of its cover i.e., on the wrapper. Such a quick but careful glance helps us to decide the usefulness of a book.

A good reader must have the habit of referring to dictionaries. There is a specific system of it, the knowledge of which is essential for a reader. The index that is given at the end of a book is a list of names of persons or books or subjects. This index is arranged alphabetically and the page numbers are given against each entry. For example, "Tagore, Ravindranath: 7, 13, 56, 58, 77–85, 113…" It means the information of Tagore is on the pages whose numbers are mentioned there. It means if we need information about Tagore only, we need to refer to the pages given against the name (Tagore) and hence we need not read the complete book. Thus, the index system saves reader's time, helps collect the information quickly and gives time to the reader to ponder or contemplate on the information received by reading. The xerox facility also saves reader's time. Nowadays big libraries have made xerox facilities available to the readers.

As we obtain necessary information from dictionaries and indexes immediately, we can obtain it from encyclopedias and reference books also. At present, we find separate reference books and encyclopedias for each subject. For example, *Oxford Companion to English Literature, Oxford Companion to American Literature* etc. are very useful books. The information is also preserved in the form of microfilm digitised forms in some big and renowned libraries. In this system, a reader can read the rare matter projected on a screen from an easy chair. He can control the speed of reading with the help of a device at his

hand. Today, the computer can provide even a new print of the matter immediately. The internet has made it possible to obtain the required information from any part of the world within some minutes.

Some libraries have the facility of 'vertical file.' In this system, we find a collection of 'cuttings' from various periodicals and journals in one file; these cuttings are about a specific subject or topic. Thus the 'vertical file' provides us with the information already collected from various sources. Today, some modern libraries have the video cassettes giving information on a specific topic or subject and the V.C.P. shows it on the screen. Thus, some interviews, lectures are taped by V.C. Rs. and the cassettes are available in the library.

In a developed nation like the United States of America, the information on a specific subject, collected from the world, is preserved in the form of 'abstracts.' These Abstracts are given specific numbers. In such places up-to-date indexes are also available. These save the time, energy and money of the researcher. After having such a very brief survey of the ways, means and equipment available in libraries for the benefit of a reader it is better to consider some of the significant features of the process of reading itself.

We read for a variety of purposes. Reading only for the preparation for examinations, reading just to pass the time, reading with a purpose of summoning sleep, reading to forget our suffering, unpleasant events and deeds (to engage our mind in an entirely different field), reading to move in the world of imagination and to get aesthetic pleasure, reading just to get required information, reading to recapture the past pleasure etc.

Such were the purposes of reading in the past, but today, reading has become a way of life – an inseparable part of our occupation, service, profession, reading in order to search something, reading in order to have effective participation in discussions, seminars, symposiums and dialogues etc., reading for the purpose of making our work (even the duty assigned) still better, reading to be able to communicate ourselves to others in an effective way. We read even to be able to cope up with the speed of time.

Reading is a science and an art also. In order to be a good reader, one requires to have at least some basic knowledge of the process of reading. There is a very close relationship between reading and our eyes. It is expected that in reading there should be minimum movement of the eye balls and the eyes should as far as possible be fixed on the resting spots. This accelerates the speed of reading. Reading becomes a fruitless (and therefore, useless) endeavour if we miss the punctuation marks and fail to understand the 'sound' of the meaning. Sometimes it is an experience of the 'sound of music,' as is in the case of Earnest Hemingway's *Old Man and the Sea.* It is essential to keep the balance and the rhythm of reading at a time. The speed of reading depends on the understanding capacity of the reader – his power of reception and perception leading to quick understanding of the whole matter. Reading 400 words in a minute means speedy reading; and one should increase it if it is less than 300 words.

While reading, the state of mind should be natural, easy and happy; no part of the body be left in an awkward position. Reading while leaning completely on one side of our body or in a bus, car or train that is running, is not at all healthy. Generally, we read from left to right (except in Urdu script). We need not

read all the books very carefully; we are required to go ahead by skipping over some matter to save our time without losing the benefits of the book. At this juncture, we should glance the complete page from the upper left corner to the down right corner of it and note carefully but quickly the paragraphs, dialogues, figures, matter in bold type, titles, foot-notes etc. The aesthetic descriptions of the natural scenes, places, persons can be finished quickly by skilled omissions with an ease of good practice. Obviously enough, we cannot become one with its complete beauty and pleasure at this time as our role here is that of mere collector of information. This type of reading is the continuous, rather speedy process of dialogue with our own mind that is full of introspective self-silent expressions like "this is already known, this is not relevant, this is to be remembered, etc." It is possible to make some signs by pencil in the side margins of the printed pages to indicate the matter that is very significant for the reading purpose, if the book belongs to the reader himself. However, the printed matter should not be underlined. One can decide one's own method of such marking by having some practice and the system helps the reader to prepare his 'notes.' Such a habit of marking and making notes, on that basis, is really necessary for the students of research.

It is necessary for a reader to consider his own thoughts, parallel quotations, use of words and comparative concepts along with his similar experiences and memories during the process of his learning. This provides his reading the third dimension and makes it enriched and meaningful in its true sense. However, it is not as easy as it appears to be, because during the process of reading one should not lose the rapport established with the author of the book. One should try to read in order to enrich and enjoy one's reading—not to oppose the author or to build within one's own mind a conscious counter argument. Reading, like

listening, should be 'proactive' and not 'reactive.' This kind of proactive and contemplative process during and after reading, forms our opinions about the book. Do not avoid any opportunity of discussing the subject you have read about with those who also have the same interest in it. Such discussion helps us to confirm, adjust, reform or modify our views on the subject. Our personality goes on developing as this process goes on expanding our vision, understanding,

perceptions and knowledge leading to wisdom. The real reward of reading books is such a type of formation and expansion of our personality which is continuously revealed in our daily life by way of our dialogues with others, in our writings, speeches, interviews, in fact in our normal routine work itself.

The basic aim of our life is to enrich our personality by making it more and more disciplined, thoughtful, attractive, strong, pleasant, lively, active, influencing and even as far as possible spiritual. In order to achieve it we require the company of books with which we can establish a sound rapport. Therefore, it is necessary to train our college students in the field of reading and making the best use of libraries before putting them in the bathrooms (class-rooms) under the showers of ready-made notes.

Libraries make men and women progressive leading to making the entire society progressive. For this, the "library movement "should be strengthened, and expanded all over our country. Our libraries should be made modern with decent equipment of recent times, and for this the efforts should be supported by the leadership of great thinkers, active participation of devoted workers, financial support by the donors, planning and

administrative skill of Govt. officials and the genuine interest, affinity and concern of the general public in our country.

DATA COLLECTION

It is the collection of the relevant information to be used in the body of the thesis. The entire thesis is made of the information collected with labour and with a sense of relevance.

The 'collection of data' depends on two principles:

i) The principle of selection and omission and

ii) The principle of classification as primary and secondary sources.

In the past, research students had to face the question: where to find the information? Today they have to face the question: how to select the 'data' (information)? Here, the internet and the encyclopaedias, author and subject catalogues in the libraries, annotated bibliographies and year books, histories of literatures and dissertation abstracts, current and past issues of journals and periodicals, published letters, diaries, interviews and lectures, special collections of manuscripts – a number of avenues and resources are available. Today big libraries have reference experts and xerox machines, Microfilms and vertical files (collections of articles on specific topics), Inter – library, loan library and 'sharing' systems of information etc. The research student is required to prepare his own plan for his data collection. It needs 'time management' and cooperation of several people like the librarians, computer experts, library assistants and friends abroad if necessary.

The data is of two types - primary and secondary. This distinction is useful for preparing bibliography. The primary sources include all the writings of an author – his literary texts (poems, novels, plays, essays), autobiography, diary, letters, memoirs and other documents having first hand and authentic value. The secondary sources include books on the works of that author. Such books are generally research works, critical books, reviews of literary works of art or of literature that includes the author's works, comments etc. It means such sources are of secondary importance since they are created by 'others' and not by the author himself.

The basic difference between the primary and the secondary sources is that 'primary' sources form the proper subject matter of investigation or enquiry, while the secondary sources help us to understand, analyse and interpret the primary sources. Both are significant for research purposes.

It can be said that collection of data is discipline-specific. It means statistical data is useful for scientific research; it is presented with tables and diagrams. It is full of measurements and figures. It involves mathematical calculations. Research in social sciences also uses statistical data; but the field work, questionnaires, and interviews are necessary for its collection. In literature, such quantitative data is rarely used unless it is linguistic calculations. Each type of data is generally associated with one or more approaches to analysis. Statistical analysis and questionnaire surveys go hand in hand. Theoretical analysis and interview-data are closely related together. Statistical or quantitative data is used for inferences since that is generally based on theory of probability.

For research in literature, the library is the main source for data collection. Libraries function on the principle of catalogue classification. Card catalogues are useful to obtain books, journals and periodicals and online catalogues are also stored in computers. In libraries, material useful for research in literatures and languages is stored in a systematic way and a comprehensive view of it can be shown as follows:

English has been very conscious in preparing the material for research. People concerned in Indian universities, colleges, libraries and in other institutions of higher education should come forward to prepare such material for the development and enrichment of the regional languages and literatures.

A very brief and even tentative list of the research sources available in English will indicate how they have made English literature and English language a power to control world affairs. It is now necessary that one of the criteria for departmental accreditation (and so for a university accreditation also) should be its contribution to the resource material for research activities. A university or an institution of higher learning is and should be recognized on the basis of its real contribution to 'recognized research' – in its various disciplines or departments.

Tentative List of the Research Resources in English:

Oxford Companion to English Literature.

Oxford Companion to American Literature

Oxford Companion to Canadian Literature

Oxford Companion to Classical Literature

Penguin Companion to Classical, Oriental, and African Literature

Penguin Companion to European Literature

Penguin Companion to English Literature

Europa year Book

Encyclopaedia Britannica

Cassell's Encyclopaedia of World Literature

Webster's Bibliographical Dictionary

Cambridge Bibliography of English Literature

MLA Bibliography (Published every year)

American Academic Encyclopaedia

Collier's Encyclopaedia

Columbia Encyclopaedia

Dictionary of American Biography

Dictionary of Canadian Biography

Such a wealth of information is the outcome of the academic integrity and intellectual hard work of the English and the Americans. Their universities are accredited on the criteria like number of Nobel Prizes won and number of patents obtained in a given time. Efforts are now started in India to proceed on the lines of these developed universities; and preparation of the

authentic and quality documents and sources for research is one of them.

Scholarship depends on the sense of selection and omission. A research student in a big library has to select a lot and that too in a limited span of time. There are certain clues for the quick selection of expected material. Some of them are:

1. Checking the reputation of the author of the book in hand.

2. Looking at its date of publication to see if it is out of date.

3. Looking at the content page.

4. Surveying the chapters hurriedly

5. Looking at the appendixes and indexes.

Collection of data needs three basic things:

1. Survey reading – it means reading as far as possible with a speed while trying to know which material would be of use to us and which would not be.

2. Preparing bibliography cards and note-cards and

3. The system of note taking and note-making.

NOTE TAKING AND NOTE MAKING

The Process

This process mainly rests on the chapter scheme which is decided after very meaningful discussion with the guide or the

supervisor. The right procedure is to divide each chapter into subtopics and each subtopic into some points of essential consideration. For example, in the illustration we have been using, the 1st chapter called 'Introduction' is divided into sub-parts or sections. One of the sections is about the life and works of each of the two novelists –Hardy and Pendse. Even that subsection has two main parts:

i) the life of the novelist and

ii) his works.

His life can be discussed with chronological order-birth, education, occupation, major events, marriage, career……death. Notes are taken from the biography of Hardy according to that sequence, say within 15 cards. These 15 cards can be arranged with that sequence and that set will be used to prepare the draft of Hardy's life. Thus, making note-cards, arranging them – preparing draft according to the chapter-scheme or the design of the thesis is the right procedure of research.

George Watson has made a significant comment on the quantity of notes. He says:

> ……examiners are inclined to look with sour disfavour upon a thesis which strives to achieve a special advantage through mere bulk… The mastery of an author is seen in what he leaves out. To collect exhaustive evidence is one thing: to dump it inconsiderately into the thesis without selection is another. In most discussions it is entirely proper to summarize an argument in a manner which carries conviction. Only conclusions which are profoundly

> contrary to established opinion need, on the whole, to be protected by a battery of all the evidence" (1970, 30)

It is important to note that the "battery of *all* the evidence" is not always necessary. Only selected but more important evidence is to be recorded in the thesis. Note-taking is, thus, a very selective process. Lecture notes, notes from texts or books and notes from interviews are very common sources of data collection. While taking down, one should look for specific facts, ideas and significant statements which provide some definite substance to one's thesis.

Generally, three types of notes are prepared.

 i)   Direct quotations mean taking down all the 'material' as it is in the original source,

 ii) **Summary**: The entire discussion, in the source book, on a certain issue or point can be well summarized to suit one's purpose of writing the thesis. By this method the original argument made in say 4–5 pages in the source book, can be summarized with a few paragraphs.

 iii) The third method is to paraphrase the original material in order to make it clear and understandable if it is in some complex or rhetorical language.

There are some established techniques of writing a thesis. When some part of the original text is not relevant to our purpose and makes unnecessary repetition, that is dropped from the quotation. To indicate that omission, three dots of the ellipsis mark are used. If the research student wishes to record his response immediately, he can include it in square brackets and

then continue the original quotation again. In addition to this, standard abbreviations are also used while taking down notes. One is even free to invent one's own way of abbreviations, because after all they are meant for the private use in the notes.

Note taking and note making requires some skill and at the same time a certain amount of practice that provides the researcher some insight in and private techniques of taking down and making notes. There are no set rules for that. In fact, note taking and making largely depends on the purpose of the person taking or making notes. The reasons dictate the way of it.

One of the significant aspects of note-making is to combine the central idea of a lecture, of an article or of seminar discussion with our own intellectual and academic views, convictions or impressions. This habit is really rewarding in two ways –

i)   It cultivates originality and sense of synthesis and,

ii)   It provides good self-training for original drafting.

Much of the material in university thesis and dissertations is mere imitation or reproduction of the material collected from the sources. Analysis, synthesis, comparison, interpretation and a rational original approach (individual one) is what is needed.

In fact, research is meant for the cultivation of all these intellectual skills. This habit of making new combinations of concepts, facts, events and to interpret them in an innovative way is the real mark of scholarship. If research is the way of being and becoming a scholar, note making is the method of being and becoming a researcher. The skill of taking down relevant notes and explaining (not merely dictating) them in the class makes a person a good 'Reader' and 'making' new

combinations of concepts and ideas and applying these new combinations to the issues of one's own subject make a person capable of having his own views and convictions: and one who has such convictions and approaches (cultivated by long 'reading' and 'making' notes) has something to 'profess.' And one who has something of his own to profess is called a "professor."

Note taking and note making is, thus a royal road that leads a scholar to the seat of a "professor." Accidents and highwaymen are to be taken care of. Post modernism and globalization have bribed the traffic police giving way to international terrorism.

DOCUMENTATION: CITATION OF REFERENCES

To document is to "record the details of something" or "to prove or support something with documents; and 'documentation means the documents that are required for something, or that give evidence or proof of something" (Oxford Advanced Learner's Dictionary).

To 'Cite' means "to mention as a reason or an example, or in order to support what you are saying" or "to speak or write the exact words from a book, an author etc., to quote" and 'citation' means words or lines taken from a book or speech, quotation," (ibid). Joseph Gibaldi has made a very comprehensive statement about documentation. He says:

> Nearly all research builds on previous research. Researchers commonly begin a project by studying past work in the area and deriving relevant information and ideas from their Predecessors. This process is largely responsible for the continual expansion of human knowledge. In presenting their work researchers

generally acknowledge their debts to predecessors by carefully documenting each source, so that earlier contributions receive appropriate credit. (American Psychological Association 114)

So, every borrowing must be clearly documented. If it is not done the researcher incurs on him the charges of 'Plagiarism'. The word "Plagiarism" is derived from the Latin word 'Plagiarius,' meaning 'Kidnapping.' In research plagiarism means, "…The wrong act of taking the product of another person's mind and presenting it as one's own." (Lindey 2).

Though everything borrowed by the researcher must be documented (quotations, paraphrasis, concepts, ideas and information etc.), well-known facts and proverbs need not be acknowledged.
Documentation has two major types –

i)   Bibliography at the end of the thesis or paper. But it is not sufficient since the exact page numbers etc. useful to locate the information are not given in the end bibliography.

ii)   The second type is the citation of the reference in full. It is either in the 'foot-notes,' or in the "Notes and References" given at the end of every chapter. Short parenthetical notes within the text are also used. The citation in the References' given at the end of every chapter ensures the exact place from which the borrowed material is taken. The citation must be accurate and as precise as possible. If the book is in more than one volume, the citation should indicate the Vol. no. along with the page no.

A thesis should be suitable for good reading, that means the flow of the reading, its pace should not be disturbed every now and then. In order to achieve that the parenthetical citation should be kept, as far as possible, to the minimum and it also be made as brief as one can do it, without sacrificing its clarity. It is possible to make abbreviations of the text names or of the names of institutions etc. which occur often in the text. In that case a list of the abbreviations and their long forms should be given at the beginning of the thesis.

If more than one references occur in the thesis, from the same book in succession or sequentially the name of that author need not be repeated every time in the parenthetical matter. In that case just page number citation is sufficient. The parenthetical reference is always written before the full stop. For example, Hardy has described Tess in the following way:

"She was a fine and handsome girl-her mobile peony mouth and large innocent eyes added

eloquence to colour and shape (Tess 7) ..." She was a fresh, fine and picturesque country girl. She was so modest, so expressive that Angel felt stupid for not having danced with her. Both Angel and Alec are greatly affected by her physical charm. Her lips and teeth could be compared to roses filled with snow. To Angel she is 'a fresh and virginal daughter of Nature (140).

The citation principle is that any brief parenthetical citation must be justified by the complete

bibliographical entry in the final bibliography. When the author's name is mentioned in the parenthesis followed by the page number, there is no punctuation mark between them, for

example: (Tate 115) The letter 'P' or 'PP' is not at all required here.

In rare cases when the original source cannot be made available and the matter is taken from another or secondary source, the abbreviation 'Qtd in' should be used. It means 'quoted in.'

Very commonly used abbreviations in citation are:

1. ibid – means in the same place

2. idem – means the same.

3. loc. cit. – means in the place cited.

4. op. cit – means in the work cited.

Ibid should only be used to refer to an Ibid item immediately preceding.

Generally, in humanities the MLA Style has been used as it is a widely known and accepted form of documentation. 'Modern Language Association of America has evolved the style that is called MLA style of documentation. There is another style called APA style prepared by the American Psychological Association.' MLA and APA styles are not the only styles of documentation. Many disciplines have their own documentation style. However, MLA style is very convenient and as precise as possible hence it is used widely. Once a researcher knows MLA style, it becomes easy for one to know other styles also. MLA bibliography documentation is as follows:

Forster, E.M. *Aspects of the Novel*. Atlantic Publishers and Distributors, 1995.

The same entry in APA style will be as follows:

Forster, E.M. 1995. *Aspects of the Novel* New Delhi: Atlantic publishers and Distributors.

The only difference between the two styles is the difference in the place of the year of publication. In MLA style the year of publication occurs at the end, but in APA it is immediately after the name of the author. In any style the author's last name is taken first followed by a comma and then by his initials or the first name. If the author's name is mentioned in the text itself only the page number appears in the citation (in the text) in the parenthesis. For example, if Hardy's novel is mentioned earlier and his brief quotation is mentioned in the text, the parenthesis will have only page no. as:

'Hardy Says, "When they were together, the Jacobean and the Victorian ages were juxtaposed (15)."

Here the name of the book is already mentioned in the text earlier. When the author's name and the name of the book is not mentioned in the text the citation is as follows:

(Cross, W.L. *Develop. Eng. Novel*: 85)'

When a reference is taken from an article included in a book edited by someone the citation at the end will be as follows:

"Tate Allen: 'Tension in Poetry' in *Essays in Modern Criticism* ed. by West Ray B, New York: Holt Rinehart and Winston, (1962, 272)." This is not the citation in the text. It is the citation at the end of the chapter under the title 'Notes and References.'

In the case of translation: "Homer. *The Odyssey*. Translated by Robert Fagles, Viking, 1996."

It is interesting to know that the modern research 'documentation science' is developed by the English and the Americans and the Scholars in Indian languages and literatures have heavily relied on the English system of citation and documentation.

QUOTATIONS

When a quotation is of less than four typed lines, it is usually given in the usual running matter, but if it is of more than four lines it is typed with indent, that means rather away from the left margin in order to make it distinct to the eye. It avoids mixing a quotation into the text matter. In such a case, the passage is typed double space without quotation marks. The long quotation is indented ten spaces from the left margin. Sometimes, the long quotation is not given as it is. Some unnecessary part of it is dropped. This omission is indicated in the quotation itself by giving three periods (three dots) only. ("…"). The three periods show that some part of the quotation is not taken (since it is not relevant to the point).

Quotations should be used to support the argument, the point of view, not to form it. In the main text, a quotation is annotated with the surname of the author, the date of publication of the work and the page number from which the quotation is taken. For example, after the quotation, (Beach 1962: 180–81).

Citation of a book review is given as follows;

"Rev. of *'Anthology of Danish Literature'* ed. F.J. Billoskov Jansen. *Times Literary supplement*, 7th July, 1972: 785."

A reference for internet is given with reference to

i)   The date on which it is seen and

ii)   ii) the exact address of the website i.e., URL (Uniform Resource Locator). There is a separate book, *"A Reference Guide To* Using *Internet Resources*, 2003, Andrew Harnack, Eugene Kleppinger. Here, the author's name is followed by "On line! A Reference Guide to Using Internet sources (2003) RetrievedJuly,25,2006 from   http//www.bedfordst   Martins.Com/online index.html.''

Here, 'http' means hypertext transfer protocol. 'www.bedfordstmartins.com' means host name. It is a website; index.htm/means it is a file name of the book we look for. There are several names given to bibliography according to their functions such as, 'Annotated Bibliography,' 'Select Bibliography' and 'Works cited' or 'Works consulted.' 'Works cited' is different from 'Bibliography' because all the works in the 'Bibliography' may not be cited in the text of the research. 'Bibliography' indicates which sources are available but 'works consulted' or 'cited' indicates that all those sources have been used or cited in the text.

Nowadays, newspaper columns, films, radio and T.V. programmes and nonprint sources are also used for data collection. A word about the use of 'foot-notes' is necessary here. The main purpose of 'foot-notes' is to make the exact reference available to the reader, if he is interested in it, immediately on the same page. In this system the reader need not turn the pages up to the end of the chapter in order to get the references. Thus, the foot-note system is reader oriented. However, the percentage of readers being eager to know the

source is to be considered here. The foot-note system is not easy to operate because it is very tedious and complex work to adjust the matter and the footnotes on the same page. The typing work takes time. Therefore, nowadays majority of the theses adopt the chapter-end 'Notes and References' method. Those interested in the details of sources can see them in the chapter end references easily.

There are various types of resources used for data collection and a detailed account of how to cite or document the information taken from all of them needs very exhaustive treatment. It is a subject of an independent book like the *MLA Handbook for Writers of Research papers* by Joseph Gibaldi. Documentation and citation form a major part of research activity. It teaches discipline and honesty to the research student. The fundamental principle of research of any kind is its sincerity; in research honesty is always the best policy.

PLAGIARISM

Merriam Webster's Collegiate Dictionary defines plagiarism as committing "literary theft". Plagiarizing means presenting another person's ideas, information, expressions, or entire work as one's own. It is thus a kind of fraud: deceiving others to gain something of value. Whereas, plagiarism has legal repercussions only sometimes. For instance, when it involves copyright infringement, i.e., violating an author's exclusive legal right to publication. It is always a serious moral and ethical offense.

Plagiarists are seen both as dishonest and incompetent who are incapable of doing research and expressing original thoughts. When professional writers are exposed as plagiarists, they are likely to lose their jobs and are certain to suffer public

embarrassment, diminished prestige, and loss of future credibility.

The charge of plagiarism is serious because it calls into question everything about the writer's work: if *this* piece of writing is misrepresented as being original, how can a reader trust any work by the writer? One instance of plagiarism can cast a shadow across an entire career. Students who plagiarize deprive themselves of the knowledge they would have gained if they had done their own writing. Plagiarism also can undermine public trust in educational institutions, if students are routinely allowed to pass courses and receive diplomas without doing the required work.

What Does Plagiarism Look Like?

Plagiarism can take a number of forms, including buying papers from a service on the Internet, reusing work done by another student, and copying text from published sources without giving credit to those who produced the sources. All forms of plagiarism have in common the misrepresentation of work not done by the writer as the writer's own. Even borrowing just a few words from an author without clearly indicating that you did so constitutes plagiarism. Moreover, you can plagiarize unintentionally; in hastily taken notes, it

is easy to mistake a phrase copied from a source as your original thought and then to use it without crediting the source.

Is it possible to plagiarize yourself?

Yes, it is. If you reuse ideas or phrases that you used in prior work and do not cite the prior work, you have plagiarized. Many academic honesty policies prohibit the reuse of one's prior

work, even with a citation. If you want to reuse your work, consult with your instructor.

It is important to note that you need not copy an author's words to be guilty of plagiarism; if you paraphrase someone's ideas or arguments without giving credit for their origin, you have

committed plagiarism.

How Can You Avoid Plagiarism?

Avoiding plagiarism begins with being scrupulous in your research and notetaking. Keep a complete and thorough list of all the sources that you discover during your research and wish to use, linking each source to the information you glean from it, so that you can double-check that your work acknowledges it. Take care in your notes to distinguish between what is not yours and what is yours, identifying ideas and phrases copied from sources you consult, summaries of your sources, and your own original ideas. As you write, carefully identify all borrowed material, including quoted words and phrases, paraphrased ideas, summarized arguments, and facts and other information. Most important is that you check with your instructor if you are unsure about the way that you are using a particular source.

Does Absence of Documentation Indicate Plagiarism?

Documentation is not required for every type of borrowed material. Information and ideas that are common knowledge among your readers need not be documented. Common knowledge includes information widely available in reference works, such as basic biographical facts about prominent persons and the dates and circumstances of major historical events. When the facts are in dispute, however, or when your readers

may want more information about your topic, it is good practice to document the material you borrow. Documentation begins well before you put together your list of works cited. Sound academic use of sources starts with evaluating them and selecting the appropriate information from them.

QUESTIONS:

1. Define research

2. What is the thesis?

3. What is plagiarism?

4. Expand MLA

5. Expand APA

MODULE II

THE FORMAT OF RESEARCH PAPER

INTRODUCTION

Research should be taken as a studious inquiry or examination for the purpose of gaining new knowledge. One should try to grasp the fundamentals like what are the modes of research and what is the difference between Academic research and classroom research. What are the various Tools for research? The other things to be discussed are Variables (Attributes, values, types of variables) and the features of good research. It should be done after consulting Guides for writing research papers (APA, MLA, Chicago Style, Oxford, Cambridge) – general requirements and specific rules.

RESEARCH PAPER

Like 'research guide' and 'research supervisor,' the two terms 'research paper' and 'research article' are used as synonyms. As the literary genre called 'essay' comes nearer to 'paper' or 'article,' sometimes, it is also used in that connection. Webster defines the term 'paper' as, "An essay, treatise or scholarly dissertation. A written academic assignment or examination." An article is defined as, "A non fictional literary composition, as a report or essay that forms an independent part of a publication." And the term 'essay' is defined as, "A short literary composition on a single subject, usually presenting the author's viewpoint" (All definitions. are from Webster, 1995). It

is interesting to note that the word 'essay' is present in the two definitions of the two terms – 'paper' and 'article.' When we add the word 'research' to the two terms 'paper' and 'article' the concept is made clearer. As the term research cannot be used before the word essay, it is supposed to be a composition free from 'research discipline' like citation of references and documentation. In the light of these considerations the term 'Research Paper' seems to be acceptable since it suits our present context of the methodology of research.

Nowadays 'research papers' have become an integral part of the system of higher education – especially at graduate and postgraduate levels. It is almost an imperative part of the degree courses. Even for the teachers in the universities and colleges, the present dictum is 'publish or perish.' NAAC (Bangalore) has made it almost the 'call of the hour.' Therefore, publishing research papers, at least presenting them in the learned conferences, has now become a part of the academic pursuits.

The third dimension of the research paper is the recent addition in the rules and regulations of the research degrees. Some Indian universities have made it compulsory for the M.Phil. and Ph.D. candidates to publish a certain number of research papers (though a few) before granting them their degrees. The difference between a paper and a thesis is quite clear in terms of their length and range, though their methodology is generally identical. Sinha has given a comprehensive account of a research paper. He says:

The research paper is usually a documented article of moderate length. It is analytical,

argumentative and interpretative in nature and discusses a topic limited in range…it should be limited in range,

deep in study, moderate in length and explicate an important point (111)

It includes the 'incorporation of references' to the sources and the methods of documentation. In case of research papers, the students are expected to establish a kind of rapport with the library procedures and systems of data-collection. They are also expected to demonstrate their ability to present their say with reference to research methodology and discipline of documentation.

A research paper is generally a composition between 6 to 15 pages in print, though longer papers have more space in rare cases. But the M. Phil dissertation is wider in scope; it is about a hundred typed pages. The Ph.D. thesis is supposed to be 250 to 350 pages approximately. The M. Phil scholar is supposed to study all the primary sources and a 'large bulk' of the secondary sources and develop his own point of view. The doctoral thesis is still wider in scope and deeper in critical investigation than the M. Phil dissertation. It requires a thorough investigation of the subject or the problem selected for the study and the student is expected to demonstrate his analytical, argumentative and interpretative abilities. It is said that a Ph.D. thesis should have some 'original contribution of knowledge' though that phrase does not specify the concept accurately. The meaning of 'original' is difficult to define. Research paper, thus, is the first step in the field of research. It is a training in research methodology, data collection, documentation, citation of references and in developing a point of view or an argument on a topic limited in range.

Apart from the students, learned scholars usually write research papers for conferences, journals and reputed magazines. A research paper is not a mere collection of data, however well documented, nor is it a compilation of expert comments on the selected topic. A research paper is an organization of data, in terms of research methodology, to present a point of view in a limited range. A research paper is an exercise of a thesis in its brief form—a miniature form one can say. So, it is developed like a thesis in the following way:

1. Selection of a topic.

2. Defining the objectives and the scope.

3. Choosing a methodology.

4. Collecting the data – taking notes.

5. Framing the outline.

6. Writing the rough draft.

7. Revising the draft – final draft and

8. Submission.

A research paper must have, like the thesis, appropriate documentation, citation of references and the bibliography or 'works cited' or works consulted. Within its limited scope (of 6 to 15 pages), a research paper is usually developed on the following lines:

i. The introduction.

ii. The objectives.

iii. Intensifying its significance by introducing the line of the argument.

iv. The full development of the argument (though within the limits) and

v. The conclusion.

The above considerations constitute the 'theory' of a research paper.

Publishing papers is very important because the individual's merit and scholarship depends on the publication of his/her papers in reputed journals. Therefore, it is necessary for a scholar to select the right journal that has the expected reputation. Its availability, its general publication policy, and its specific area of publication are some of the things one has to consider before submitting the paper. When your paper is published and you receive a copy of it, you experience what John Keats meant by "A thing of beauty is a joy forever," though in a unique way.

STRUCTURE OF A RESEARCH PAPER

Even though every research paper is unique, there is an organizational pattern that many research papers manage to follow. In this context, it is important to remember that the process of writing and research is recursive-you may write a section, move on to another section, and then go back and revise. In that sense, writing a research paper is not always a straightforward process. The standard form of the research paper can be used as a checklist at the early stage of your research project, and again later as a writing model at the final phase of your research.

TITLE AND HYPOTHESIS

Creating a good title for a research paper does not usually receive attention, but for many TREEs (Teacher-**R**esearcher-**E**ducator-**E**valuator) it can be a challenge. The title of a research paper is important because it creates the first impression of a paper. People may decide to read or not read a paper simply by the title. If you send your manuscript to a journal, your title may determine to whom the journal editor assigns it for review. A major consideration is that the title will be catalogued in various databases. Title case refers to a system in which the first letters of main words in a title are capitalized, but all other letters are in lower case. An example of the title case is: Feminine Psyche and Theatre. You will notice that the word 'and' is not capitalized.

A title contains keywords to describe your topic that can be used by others to explore the same. For example, if you write a paper on LSRW, you would want others interested in LSRW to be able to explore your paper. If you have titled your paper as "The Right and the Wrong," but which does not contain key search words can result in ephemeral satisfaction because this rhythmical title seizes your feelings, but readers may not identify what your topic is. This title could be changed to "Basics of LSRW: The Right and the Wrong." One approach is to enclose the "working title" to hold your preliminary thoughts. Another approach is to select keywords from the paper and arrange them in several ways to create Research Paper titles and finalize the most appropriate title according to your theme and abstract idea.

The research hypotheses (if any) also need to be clearly stated and presented as part of a theoretical framework in the research

report. It is important to note that not all quantitatively oriented papers specify hypotheses or predictions.

• Are the hypotheses clearly stated?

• Do the hypotheses clearly specify the variables that might be related?

• Are the hypotheses appropriate for the theoretical framework?

• Are the hypotheses testable given the methods adopted for the research?

• Will the results lead to the generation of additional hypotheses to be tested in subsequent research?

THE ABSTRACT

Abstracts force us to amalgamate and integrate what our research is about. An abstract must include a lot of information in a short space, and is typically limited to a specified number of words. There are principally three reasons for writing abstracts:

They are submitted as part of paper manuscripts to journals;

They are sent as part of the application package for conference presentations;

And they function as a summary that readers use to decide if they want to read the whole paper or not.

The abstract provides a brief overview that readers will usually use to determine whether the study is relevant to their current interests and research needs.

Below are some guidelines from Brown (1988) that might be helpful in writing an abstract. An abstract can include a statement of topic, the purpose of the article, a description of participants, a list of materials used in the research, an explanation of materials, the statistical analyses used, a summary of results, and implications for the field.

Tuckman (1999) suggests that an abstract should be 100 to 175 words, single-spaced in block form, which means no indentations, and include sections on problem, method, results, participants, type of research design, statistical significance levels, and conclusions. Finally, use only standard abbreviations and acronyms in the abstract.

• Does it provide a concise yet representative overview of the topic and aim of the research?

• Are the sample and materials/methods briefly described?

• Are the results of the study summarized, and is the relevance and importance of the study clear?

THE INTRODUCTION

The word "Introduction" is not used, one just begins. Introductions to academic papers/research have no specified size but it must convey sense. One can get its experience by going through some good articles. Swales (1994) suggests beginning your paper by stating in a general way why this topic is interesting to your academic field. Second, include a statement of the problem using the present tense. Citation is optional for this step. Also narrate the importance of the problem.

"This step has several possible versions. If you see a gap in the literature, your paper fills that gap. You can begin with words such as "however," or "nevertheless." If you are raising a question, your paper answers this question, if you are continuing a tradition, your paper is making a contribution, and if you are refuting a claim, your paper substantiates a counterclaim.''

Many research papers put their purpose next followed by a literature review and research questions (RQs). A literature review can be understood as its own form of research, which is called secondary research and is sometimes referred to as library research. If you do not study any literature or background information, then your only resource is your personal experience. It is not good because it appears you are unaware of the published findings of others. 'The literature review keeps TREEs from "reinventing the wheel" in that it tells them and their readers what researchers in the field have done, so they can build on their results and not keep repeating.'

A complete introduction to a research paper includes five parts: a general topic indicator, a statement of the specific aspect of the topic or a statement of the problem, a literature review, the purpose of the paper, and one or more research questions (see Swales, 1990; 2004). It is not always necessary to follow this order strictly. For example, if the literature review is long, it might be good to put a preliminary purpose before the literature to remind readers of your research purpose while they are reading the long literature review. You do not want readers asking themselves halfway through your literature review, "Why am I reading this?" Another approach is to spread the literature review throughout the entire paper (Boote & Beile, 2005), in which case a research question might be the final product of a

paper using an ethnographic design rather than a starting point of a paper using an experimental design.

DATA GATHERING

Questions addressing how the data were gathered should also be considered.

• Is it clear that the choice of sample (e.g., random, non-random, stratified random) was appropriate given the purpose of the study?

• Is it clear that the means for gathering data was appropriate for the research question?

• Was evidence of the validity and reliability of the instruments provided in the write-up?

• Is sufficient and detailed information provided about how, when, and where the data were gathered?

• Was the status of the researcher made explicit in the data-gathering process? (Was the researcher an observer? A participant? What, if any, was the relationship of the researcher to the participants?)

USE OF TENSE

It is the problem of every researcher, which tense is to be used in writing various parts of a research paper. Generally using the past tense in all sections is common because the research had already been accomplished. However, Swales and Feak (2004) have surveyed research papers using the IMRD (Introduction, Methods, Results, Discussion) model, and conclude that the present tense is more common in the introduction and discussion

while the past tense is more common in the method and results section. While "common" does not mean "always", this is good advice.

HOW TO WRITE A LITERATURE REVIEW

The literature review is evident and many TREEs, if they do not read journal articles carefully, may overlook other important parts of the introduction such as the statement of the problem, the purpose, and the research questions. The most obvious feature of a literature review is the discussion and citation of relevant published material, including journal articles, books, reviews, reports, conference papers, and even personal communication, all of which taken together can be called the literature.

Citation of claims is important because at this point, readers are not interested in opinions. A literature review can be from one paragraph to several pages, but regardless of length, it should be a synthesis of what is relevant, not just a list of one thing after another, and it must directly support your research questions.

"First, state why this problem is interesting to your field. It is generally acknowledged that textbooks play an important role in language classes. For example, Author (19xx) states that textbooks provide significant language input. Second, state a problem, contradiction, gap, or question using words such as: however, nevertheless, yet, but. Nevertheless, some researchers (Author, 19xx; Author, 20xx) have shown that many text authors employ artificial dialogues that lack normal language features. Third, state the purpose of the paper. The purpose of this paper is to investigate current textbooks comparing their dialogues with those of native speakers.''

LITERATURE REVIEW

What usually happens is that we receive an assignment to do a research paper, go online or to the library, find some material, read the materials, take random notes, and from our notes write our literature review. Often, we are sensitive to certain issues that are on our mind at the time. Then, later, we read another paper with another set of interests and issues. This random note taking process makes it very difficult to write a synthesis, because our notes reflect our various interests at different times. As a result, we often write a "beads-on-a-string" literature review-- a one-thing-after another literature review.

For many TREEs, there is a misinterpretation about what goes into a literature review and why. It is often alleged that a literature review is a collection and evaluation of the written material available on a topic, but it must be pertinent to your topic as well. It may be helpful to look at your research question (RQ). The RQs guide the composition of a literature review. If material doesn't justify your research question, then it is not significant to your literature review. The literature review is also concerned with the location of theory in your paper. 'Even if there is no formal theory about your topic, the selection, argument, and synthesis of relevant papers constitute the working theory of your paper.'

The literature review explains the context for the research, together with details about the findings, strengths, and weaknesses of previous studies in the area. Some of the questions maybe:

Are all the relevant studies surveyed?

Does the review provide an accurate and objective summary of the current state of the art and the theoretical framework of the study?

Does the review present readers with enough background to understand how the study fits in with other research?

PURPOSES OF A LITERATURE REVIEW

The literature review serves many purposes:

1. It motivates the study and provides background (Bill Van Patten, personal correspondence, February 14, 2009).

2. It informs readers about the relevance of your topic.

3. A literature review identifies your academic records by expressing whatever knowledge you have gained and from which source.

4. The literature review stipulates a paper track indicating where to find the articles, books, and other resources used. In that sense, it is a source file for others to access.

5. It provides researchers and readers alike ideas for further research.

6. Literature read for the literature review may give a researcher idea as well as possible research designs to draw from, replicate, or modify. For example, in doing a literature review, you may come across problems, which can be addressed or may become research questions.

PROBLEMS

The obstacle is that it is arduous to write a literature review. Sometimes it is difficult to know what to include or exclude, find sources, and other times there is too much material. Knowing how to combine material is a major problem for most writers. Lastly, it is often difficult to know how or where to begin a literature review because it requires special search skills.

The relationship of Literature Review, Purpose, and Research Questions

It would appear when reading a typical journal article that RQs come from the literature review, since if one reads a paper from the beginning, one reads the literature review before reading the research questions. However, probably the reverse is true. The literature review is inspired by and must support the research question, not the other way around.

A statement of purpose and one or more research questions (RQs) typically follow the literature review. Since the purpose statement is often only a paragraph and a single research question is often only one sentence, it is easy to ignore the significance of this critical section. There is no rule as to how many RQs to have, but most papers have two or three. On the other hand, a thesis or dissertation may have five or six since it is typically a book-length work.

The purpose and RQ function as the fulcrum balancing the question (statement of the problem, literature review) and the answer (method, results, discussion). The power of this image is that it illustrates that the purpose and RQ not only balance the question and answer, but they connect them. For example, a literature review is justified by the purpose and RQ in that it is

the purpose and RQ that help the researcher decide what in the literature review to include and exclude.

REFERENCES

At the end of all pieces of academic writing, you need a list of materials that you have used or referred to. This usually has a heading: references but may be bibliography or works cited depending on the conventions of the system you use.

The object of your writing is for you to say something for yourself using the ideas of the subject, for you to present ideas you have learned in your own way. The emphasis should be on working with other people's ideas, rather than reproducing their words. The references of the ideas and people need to be made explicit by a system of referencing. This consists of a list of materials that you have used at the end of the piece of writing and references to this list at various points throughout the essay. The purpose of this is to supply the information needed to allow a user to find a source.

Therefore, at the end of your assignment you need a list of the materials you have used - a bibliography or a reference list. There are many ways of writing a list of references which will be discussed in the next module (Module III).

Most style guides require researchers to ensure that all citations in reports of research, (whether books, articles, chapters, etc.), and only those citations, are included in the correct format in the reference list. Also, all citations in the research report should be consistent with the same style guide. It is important to consider carefully how secondary sources will be cited (e.g., when to include the complete and original reference in cases when you cite someone who cited someone).

To illustrate the variation in referencing, the following is a list of the different referencing styles used in seven journals specializing in second language research: The style guide also needs to be followed for details such as the ordering of references in the text. Some guides require multiple citations to be in alphabetical order; others allow ordering to be chronological or selected by the researcher, perhaps in order of relevance to the point being made. Guidelines as to how to cite multiple publications by the same author in the same year—for example, Smith (1994a, 1994b)—also need to be checked with the style guide used. Meticulous checking of references and reference formatting, especially in cases in which multiple revisions have been made to a document, can be one of the most tedious and time-consuming factors involved in preparing reports of research.

Software programs such as EndNote1 (ISI Research Soft) have been designed to automate this task. In terms of the content, it is also obviously the responsibility of the author to ensure that the references are appropriate for the study described. The selection of sources is usually seen as related to the issues involved in writing the literature review and statement of the problem.

Citations consist of standard elements, and contain all the information necessary to identify and track down publications, including:

● author name(s)

● titles of books, articles, and journals

● date of publication

● page numbers

● volume and issue numbers (for articles)

Citations may look different, depending on what is being cited and which style was used to create them. Choose an appropriate style guide for your needs. Here is an example of a citation using two different citation styles.

Modern Language Association (MLA) style:

Tandon, Neeru. *Feminism: A Paradigm Shift*. Atlantic Publishers and Distributors, 2008.

American Psychological Association (APA) style:

Tandon, N. (2008). *Feminism: A paradigm shift*. New Delhi: Atlantic.

All references cited should be presented in the alphabetical order of the first author, and where necessary by the second and subsequent authors.

FOOTNOTES, ENDNOTES, FIGURES, AND TABLES

Like the reference list, footnotes, endnotes, figures, and tables must adhere to a standardized presentation that is consistent with a single style guide. Whereas for theses and dissertations they are customarily placed at appropriate points throughout the text (footnotes), journals and other publications often require that they appear at the end of the research article (endnotes). As many style guides suggest citing authors parenthetically within the text itself, footnotes and endnotes are generally not used for citing sources; rather, they are used to include information that, although relevant, does not fit into the flow of the text. They may include supplemental content supporting an idea expounded on in the text, concessions to a contrasting point of view, additional sources for further reading on the topic, or copyright

information. It is generally advised that footnotes containing supplemental content should explain only one basic tangential idea. If they are longer or more involved than this, style guides suggest that authors consider incorporating the information into the body of the paper or including it as an appendix. Both footnotes and endnotes are usually indicated and referenced with superscript Arabic numerals, consecutively numbered. 'Endnote (www.endnote.com) is a software program designed to organize bibliographic references and place them in an appropriate format for the journal for which one is preparing an article.

Figures are used to display information discussed in the text in a concise format that is easy to comprehend. They generally consist of graphs, diagrams, charts, illustrations, or photographs. Second language researchers commonly use figures when an image would make an arrangement or relationship easier to visualize, or when a pattern of results would be dearer in visual format to augment or supplement a list of numbers in a table. A general rule of thumb is that a figure should not be used simply to duplicate textual information, nor as extra material, but rather as a helpful complement to or amplification of what is expressed verbally in the text. Stylistically, each figure should be referred to in the body of the paper, where the author should also indicate what in the figure is relevant to the issue under discussion. Also, each figure must be identified by a number, ordered consecutively, and given a brief and descriptive caption. It is often the case with most theses or dissertations, in which figures appear in the text itself, that the figures are also listed in a separate table.

Tables are often used to present quantitative data, statistics, and analyses in a format that makes them easy to understand and facilitates comparisons. In writing research reports, it is important for researchers to decide what in their data is relevant and worthy of notice rather than to present every aspect of a large dataset. When discussing the data in a table, researchers should guide the audience toward the information they feel is significant. As with figures, tables must be identified numerically, numbered consecutively, and referred to in the text. They should be given brief, descriptive tides, and notes can be added to the bottom of the tables to explain specific aspects of their content. Even though they are discussed in the text, tables should also be relatively freestanding; any abbreviations and units of measurement should be defined, and all of the rows and columns must be appropriately labelled.

Tables are placed at the end of articles submitted for publication. In the text of a thesis or dissertation, however, it is important that they be placed as close as possible to where they are mentioned in the body of the paper.

Table formatting:

Table 1

Title of Table Underlined with Key Words in Caps but No Period.

Content of the table between the lines here

Figure formatting:

Insert the figure.

Figure 1 in (italics).

In the caption, capitalize only the first word and proper names.

If the caption takes more than one line, double-space and continue aligned left.

AUTHOR'S NOTE/ACKNOWLEDGMENTS

Many reports of research include a section in which people who have helped with the research are thanked. These notes appear in different sections, depending on the format of the report. For example, in journal articles and book chapters, an author's note of thanks may appear either as a footnote or as an endnote, whereas in a book it may be part of the preface or even the dedication.

Researchers often wish to thank

(a) their participants—for example, learners, native speakers, teachers, and so on;

(b) any colleagues who may have read earlier drafts of the work and offered suggestions or feedback;

(c) any assistants—including students, colleagues, or co-workers—who may have helped with data collection, materials development, transcribing, coding, or library work, etc.; and (d) any consultants who may have helped with statistics or ideas.

Grant support is also often acknowledged in the author's note, usually with the grant number included. Anonymous reviewers are often thanked as well. Many authors finish their notes by

stating that despite the help they have received with their articles, they are solely responsible for the content and for any errors.

Furthermore, MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. MLA style specifies guidelines for formatting manuscripts and using the English language in writing. MLA style also provides writers with a system for referencing their sources through parenthetical citation in their essays and Works Cited pages.

RESEARCH ETHICS

The research demands objectivity, balanced views, exact reference to source and presentation of facts. The researcher must take care of following research ethics:

1. PLAGIARISM: Borrowing the material from others without acknowledging them. In all cases it should be avoided. Plagiarism occurs when you borrow another's words (or ideas) and do not acknowledge that you have done so. In this culture, we consider our words and ideas intellectual property. The best way to avoid plagiarism is to cite your sources - both within the body of your paper and in a bibliography of sources you used at the end of your paper.

2.STYLE: Style of research should be different from an essay, prose, biography or autobiography. Colloquial words and expressions should be avoided. Even contractions like won't, shouldn't, I'll he's are not permissible. The sentences should not be ambiguous. Balanced, short and precise sentences are always preferred.

3.THESIS WRITING: Research projects should make a tangible research contribution. Researchers need to evaluate the quality of any work before citing it. In summarizing, paraphrasing or quoting, keep an accurate record of the original source. Try to be both thorough and concise. Above all, strive for accuracy and originality. Do not expect your first draft to be the finished project. Review and rewriting are always necessary. Then a researcher may eliminate, rearrange or add some material as per their thought process. In later drafts one can pay more attention to mechanical kind of revision, economy of words, typographical errors, formatting, font size and above all proper method of giving references and Bibliography. Effecting writing depends as much on clarity and readability as on content. The organization and development of our ideas, the unity and coherence of your presentation, and your command of sentence structure, grammar and diction are all important considerations.

4.CITING SOURCES: Most scholars use the MLA (Modern Language Association) format. Anytime you cite a source, whether it be a direct quote or a paraphrase you must then insert an in-line citation into the text of the paper. Typically, the in-line citation would consist of the author's last name followed by the page number with the entire citation in brackets.

5.PARAPHRASE: A paraphrase is an important part of writing a paper. Simply put, the paraphrase is when you read another author's work and put it into your own words. It is also considered paraphrasing when you use statistics and research from another source. This is the most common citation in a paper. Proper paraphrasing is an art. This does not mean changing a few words around. It means taking the author's ideas, summarizing them into your own words and then using them. Of course, you must cite every paraphrase with an in-line citation.

Paraphrases are mostly used to summarize paragraphs and main themes. Paraphrases are also used to cite statistics and other information. YOU DO NOT USE QUOTATION MARKS WHEN PARAPHRASING.

6.DIRECT QUOTE: A direct quote is when you use someone else's words directly in your paper. Do not quote everything. Most things should be paraphrased. Use a direct quote when you want the reader to read an important historical line or it is something someone said that is important. Use direct quotes sparingly, there should only be a few in the paper and they better be good ones. The key difference in citing a direct quote is that you must put quotation marks around the sentence and then cite at the end. IF YOU FAIL TO USE QUOTATION MARKS AROUND A DIRECT QUOTE YOU ARE SAYING YOU WROTE THE SENTENCE. THIS IS PLAGIARISM!!!

7. WORKS CITED PAGE: This is the last page of your paper where you list, using the format shown below, all the books, articles, web sites, SIRS articles, magazines articles, etc. you have used. This must be done in the proper format.

Justify the left-hand margin only.

LOGISTICS

In the final stages of research and before reporting, researchers should also carefully address practical issues with a series of checks.

 For example:

• Has the appropriate permission or consent from the participants and all other relevant bodies (e.g., school boards,

guardians, teachers, parents) been appropriately checked and filed?

• Are the data from the study kept in a secure place?

• Have all identifying details been kept confidential in the report wherever possible?

• Was there a contingency plan for a problem or unforeseen event that arose? If so, is information about how this was solved conveyed in the research report to assist future researchers who might face the same problem?

• Did any problems interfere with the basic timeline for the completion of the study? If so, should they be reported in order to help others who collect data in the same context?

SUBMITTING THE RESEARCH PAPER:

When the researcher is ready to draft the final paper, it is useful to carefully evaluate the research before submitting it for publication or review. It is best if researchers can consider where they might want to submit research for publication before writing the final sections, because research may need to be written up differently depending on the target journal or publisher. The Research problem and questions need to be clearly stated and presented as part of a theoretical framework. Some relevant questions posed by critics should be answered.

• Are the research questions motivated by the literature review?

• Are the research questions clearly formulated and unambiguously worded?

• Are the research questions appropriate for the theoretical framework?

• Why is the central research problem worth investigating?

• Does the study fill a gap in the literature by addressing a relatively under researched area or an unresolved problem?

• Now that the study is concluded, are any organizational changes or new inclusions to the literature review necessary to better contextualize the discussion of the results?

• Is the literature review relevant; that is, are studies that are peripheral to or irrelevant to the research question excluded?

• Does the study address a methodological concern observed in previous research?

• Does the study replicate previous research? If it is a partial replication, is the new element clear and well motivated)?

• In general, how does addressing these research questions make an original contribution to the field?

• How have practical constraints that the researcher has faced— such as time, money, availability, and energy limits—impacted the investigation?

• Are the implications of the results for either theory or pedagogy (or both) discussed?

• Are suggestions as to the direction of future research provided?

FINAL TOUCHES AND FORMATTING

When writing reports in a manner appropriate to the research paradigm, in addition to the content and organization of what is being reported, it is important to consider how the report is presented. For example, the front and back material (title page, abstract, author note, references, and appendixes) and the formatting can be very important to publication. This material will differ depending on where the report is to be submitted for publication.

Whether the research is to be submitted for conference presentation or poster display, clear guidelines are usually provided in the calls for papers. Researchers should carefully consult the relevant style manual when preparing to submit their manuscript. These manuals contain clear guidelines as to how the manuscripts are to be formatted. For example, as mentioned earlier, tables and figures are often treated as back matter and not included in the text. Style guides also often suggest that researchers practice gender-neutral writing wherever possible, for example, by using the term the learner. As far as research proposals are concerned, when soliciting grants, researchers must pay close attention to the format requirements laid out by the relevant agency. Researchers should pay attention to the front and back material that needs to be included ahead of time, because scrambling to complete these at the last minute can lead to problems. For example, a grant-awarding institution may require the inclusion of such items as customized (and often abbreviated) curriculum vitae or biographical statements, a timeline for the research, and usually a budget proposal together with a prose justification for the budget. Reviewers can use all of these when determining whether the researcher has an appropriate research background, realistic expectations, and a

feasible financial plan and timeline for implementing the proposed research. Equally important in reporting research are the guidelines outlined by particular universities for theses and dissertations. For example, some universities require that students follow a style manual approved by the mentor regarding formatting issues such as quotations, footnotes, and other stylistic details. Much of the front and back material, however, may also need to follow specific university guidelines. Among other elements, guidelines are often required with regard to the layout of the title page, the table of contents, the type of paper used, and the spacing and margins. Other common specifications include information about the formatting of the abstract; for example, for many schools, the abstract must contain a statement of the problem, the procedure or method followed, the results, and the conclusion; there is often a word limit. Stories of excellent dissertations that were sent back for revision by universities because of formatting violations often make the rounds of graduate schools, together with stories about how reformatting then held up graduation. In short, the "packaging" of a research report is crucial, whether it is being submitted to a university committee, a grant-awarding agency, a journal for publication, or a publisher for a book. In summary, the final stages of research consist of creating a complete product. Not only must ideas, theories, results, and conclusions of quantitative and qualitative research be clearly communicated, but the professionalism of the researcher should also be demonstrated through careful attention to the formatting and presentation of his or her work.

GENERAL GUIDELINES

Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper. Double-space the text of your paper, and use a legible font (e.g. Times New Roman). Whatever font you choose, MLA recommends that the regular and italics type styles contrast enough that they are recognizable one from another. The font size should be 12 pt. Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor). Set the margins of your document to 1 inch on all sides. Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times. Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.) Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis. If you have any endnotes, include them on a separate page before your Works Cited page. Entitle the section Notes (centered, unformatted).

CONCLUSION

The word 'research' originally had the same connotations as the words rewrite and redo mean in the context of language writing. But in fact, it is purely a technical term, which means a systematic investigation in a field of knowledge to discover or establish facts or principles. It also means a fresh approach to a subject or interpretation of facts. Research should be a genuine contribution to knowledge. Nature of research differs from subject to subject. There are three steps in research writing that

cannot be avoided: Selecting the topic, using the library for data collection and compiling a working Bibliography.

QUESTIONS:

1.   Define abstract

2.   What is a research paper?

3.   What are the basic steps involved in developing a thesis?

4.   What is the purpose of Literature Review?

MODULE III

THE MECHANICS OF WRITING

SYNOPSIS

After selecting the topic, enumerating the objectives, contemplating and forming the hypothesis, making the rough outline of the thesis, deciding the method to be used and defining the key terms and concepts, the research student is ready to draft his initial synopsis which necessarily includes the chapter scheme. The initial synopsis is required by the university in order to approve the topic and to register the student's name for the research degree. It is to be countersigned by the guide. The initial synopsis is to be attached to the application form for the registration along with other documents.

There are two different synopses in research to be submitted to the university –

i)   The initial one which is a brief frame-work or outline of the proposed study with the brief information about the topic selected, its objectives, significance, scope and limitations, its method and sometimes (Some universities require it) the initial bibliography.

ii)   The second is the 'final synopsis.' It is the actual synopsis of the work already completed – a brief summary type account of the work done (the thesis).

The basic question, for a beginner, is how to draft the initial synopsis? Obviously, each topic will have its own initial synopsis appropriate to its own nature. However, the following guidelines will render some help to the research student in drafting the 'initial synopsis':

1.   The total length of the initial synopsis should not exceed the limit of 15 pages – typing on one side of the paper (A/4 size) – including the 'Tentative Bibliography.' It is for Ph.D. degree thesis; and for M.Phil. dissertation, the limit should be less than 10 pages.

2.   The title page.

3.   A few introductory paragraphs regarding the choice of the author, text or the topic.

4.   A very brief account of the life and works of the author selected for the study.

5.   A few paragraphs regarding the significance of the topic, its relevance or its applied value, if any.

6.   A few paragraphs about the scope and limitations of the study.

7.   A few paragraphs about the approach (that is the method to be used) of the study.

8.   A few paragraphs about the survey of the criticism (critical opinion) available up to the date. This is a very brief account (the gist) of the criticism (already in print) on the selected work/author/topic.

9.   The proposed chapter scheme, may be with a brief comment.

10.   A short paragraph, summing up, in the form of a statement. For example:

"It is hoped that the present study will be a modest contribution to the interpretation of the novels of R.K. Narayan."

"It is hoped that the present study will be a comprehensive statement on the theme of conflict in the novels of R.K. Narayan." etc. as the case may be.

11.   A tentative (brief) initial bibliography.

12.   Signatures and the dates

The synopsis should have the title page at the beginning. It is to be noted carefully that the draft of the initial synopsis should include, before the short paragraph summing up the synopsis, the complete chapter-scheme of the thesis. The synopsis and the chapter scheme should be approved by the guide whose counter signature is necessary according to the university rules. Therefore, the initial synopsis and the chapter scheme needs revisions till the approval of the guide and till the complete satisfaction of the researcher.

The university needs the initial synopsis because it is to be approved by their 'scrutiny committee' before the registration. But the research student needs it for the following purposes:

●   It is a useful guide for the collection of material to be searched for.

● It helps to keep the related material together with due classification.

● It sharpens his questions and

● It suggests "gaps" to be filled in (Rajannan 4).

A word about the chapter-scheme is necessary here. The broad chapters can be illuminated, theoretically and logically, with some appropriate sub-topics.

In the example cited above, (the M.Phil. dissertation: Hardy and Pendse) the chapter scheme would be as follows:

Chapter I: Introduction

Significance and the objectives of the study.

Selection of the novels.

The scope and limitations of the study.

The approach (the method used)

Brief introduction to the novelists: a) Thomas Hardy b) S.N. Pendse.

Brief summary of the critical opinions on the novels.

Chapter II: Analysis of the Novels (in terms of the five selected basic categories of the novel form)

Plot

Characterization

Atmosphere

Style

Theme: With consideration of the concept of 'Fate'.

Chapter III: The Novelists' vision of life

Formation of novelistic vision

Hardy's vision of life

Pendse's vision of life

A comparative perspective

Chapter IV: Conclusion

Annexure Maps: i) Wessex ii) North Ratnagiri Region.

BIBLIOGRAPHY

It would be seen in the above illustration that the opening chapter forms the introduction of the study. Therefore, it is 'comprehensive,' brief yet adequate enough to explain the significance, objectives, scope and the limitations, approach (method) and the hypothesis. It is drafted with reference to the objectives and method intended by the researcher and with reference to reader's expectations. A reader forms his expectations when he reads the title of the topic of the study. The first chapter 'Introduction' enables the reader to predict what would be (or what should be) in the subsequent chapters. The next two chapters are designed and named in the order of the argument the student wishes to present. So, they have the necessary logical sequence, relevance and gradual but definite development of thought. The continuity and coherence are carefully ensured here.

The last chapter is the summation of the earlier chapters plus the findings of the research efforts. The main headings of the chapters should be self-explanatory, precise and comprehensive with reference to the respective chapters. Just a glance at the chapter scheme should reveal the entire line of the argument and the method used. That means the chapter scheme should indicate that the thesis is complete in itself with the necessary logical sequence, coherence and comprehensiveness. In literary research, there is hardly anything 'perfect' or 'ideal'; the more 'relevant' it is the better. However, in any way, a well-drafted 'initial synopsis' provides confidence to the research student and a definite direction to the proceedings of the thesis.

The approval of the synopsis by the university really gives an intellectual pleasure to the researcher. It is like a green signal given to the research train to leave the station and to march towards its destination – the reservations are over; the engine is in order and the departure is at the right time – yet 'miles to go before' its destination.

PARTS OF THE DISSERTATION

Dissertations and journal articles may have:

● Abstract

● List of contents

● List of tables

● Introduction

● Main body

● Literature review

● Case study

● Findings

● Discussion

● Conclusion

● Acknowledgments

● Notes

● References

● Appendices

In addition to these sections, books may also include:

● Foreword

● Preface

● Bibliography/Further reading

Organising Paragraphs

A paragraph is a group of sentences which deal with a single topic. Dividing up the text into paragraphs helps both writer and reader to follow the argument more clearly.

I.   The length of paragraphs varies significantly according to text type but should normally be no less than four or five sentences.

II.   Usually (but not always) the first sentence introduces the topic. Other sentences may give definitions, examples, extra information, reasons, restatements, and summaries.

III.   The parts of the paragraph are linked together by the reference words, conjunctions and adverbs shown in bold in the table. They guide the reader through the arguments presented.

INTRODUCTION AND CONCLUSION

Introduction

An introduction is typically the first paragraph of your paper. The goal of your introduction is to let your reader know what he or she can expect from your paper. While there is no one formula for writing a good introduction, in general, an introduction should do the following:

1. **Attract the Reader's Attention**

 Begin your introduction with a "hook" that grabs your reader's attention and introduces the general topic. Here are some suggestions on how to create a "hook":

●   State an interesting fact or statistic about your topic.

●   Ask a rhetorical question.

●   Reveal a common misconception about your topic.

●   Set the scene of your story: who, when, where, what, why, how?

●   Share an anecdote (a humorous short story) that captures your topic.

2. **State Your Focused Topic**

After your "hook", write a sentence or two about the specific focus of your paper. What is your paper about? Why is this topic important? This part of the introduction can include background information on your topic that helps to establish its context.

3. **State your Thesis**

Finally, include your thesis statement. The kind of thesis you include depends on the type of paper you are writing, but, in general, your thesis should include:

● Your specific topic

● Your main point about that topic

● The points of discussion you will include in your paper

Introducing paragraphs and linking them together

There may be a paragraph that begins with a phrase which links it to the previous paragraph in order to maintain continuity of argument:

Despite this (i.e., the lack of a conclusive link)

In order to begin a new topic, you may use phrases such as:

Turning to the issue of child labour . . .

Rates of infection must also be examined . . ..

Inflation is another area for consideration . . .

Paragraphs can also be introduced with adverbs:

Traditionally, few examples were . . .

Finally, the performance of . . .

Currently, there is little evidence of . . .

Originally, most families were. . .

Introduction structure

There is no standard pattern for an introduction, since much depends on the type of research you are conducting and the length of your work, but this is a common structure:

a) Definition of key terms, if needed

b) Relevant background information

c) Review of work by other writers on the topic

d) Purpose or aim of the paper

e) Your research methods

f) Any limitations you imposed

g) An outline of your paper

Sections of an Introduction

a)   Definition

Certain words or phrases in the title may need clarifying because they are not widely understood or are used in a special sense.

b)   Context

It is useful to remind the reader of the wider context of your work. This may also show the value of the study you have carried out.

c)   Reference to other researchers

While a longer article may have a separate literature review, in a shorter essay it is still important to show familiarity with researchers who have studied this topic previously. This may also reveal a gap in research which justifies your work.

d)   Aim

The aim of your research must be clearly stated so the reader knows what you are trying to do.

e)   Method

The method demonstrates the process that you undertook to achieve the given aim.

f)   Limitations

You cannot deal with every aspect of this topic in an essay, so you must make clear the boundaries of your study.

g)   Outline

Understanding the structure of your work will help the reader to follow your argument.

It is important to avoid opening sentences which are over-general and vague.

CONCLUSIONS

A conclusion works to remind your reader of the main points of your paper and summarizes what you want your reader to "take away" from your discussion.

Consider these tips when writing your conclusion:

· Begin with your rephrased thesis statement to remind your reader of the point of your paper. · Summarize the points you made in your paper and show how they support your argument; tie all the pieces of your paper together.

· Tell your reader what the significance of your argument might be. Why is the discussion important? Do you want your reader to think differently, question something, or perform some action? Make a recommendation of what your reader should "do" with the information you just gave them or share the importance of the topic.

In other words, conclusions tend to be shorter and more varied in format than introductions. Some articles may have a 'summary' Or 'concluding remarks'. But student papers should generally have a final section which summarises the arguments and makes it clear to the reader that the original question has been answered.

Conclusion structure

Although there is no fixed pattern, a common structure for an essay conclusion is:

a) Summary of main findings or results

b) Link back to the original question to show it has been answered

c) Reference of the limitations of your work (e.g., geographical)

d) Suggestions for future possible related research

e) Comments on the implications of your research

MECHANICS OF WRITING

The following suggestions are presented as a guide to writing and as in avoiding some of the most common mistakes.

Paragraph structure: Each paragraph should begin with a topic sentence that provides an overall understanding of the paragraph. Since each paragraph should have a single theme or conclusion, the topic sentence states that theme or conclusion.

Sentence length: Sentences should be kept as short as possible so that their structure is simple and readable. Long sentences require complex construction, provide an abundance of opportunity for grammatical errors, take considerable writing time, and slow the reader down. Long sentences are often the result of putting together two independent thoughts that could be stated better in a separate sentence.

Pronouns: There is no room for any ambiguity between a pronoun and the noun for which it is used. Novices commonly use "it", "this", "that", etc., where it would be better to use one of several nouns. It may be clear to the writer, but it is often ambiguous to the reader. In general, Personal pronouns (I, you, he, she, my, mine, our, us) are not used in technical reports.

Spellings and punctuation: Errors in these basic elements of writing in the final draft of the report are inexcusable.

Tense: use the following rules when choosing the tense of the verb:

Past tense: Used to describe work done when you are building or designing a sentence, or in general to the past events.

Present tense: Use in reference to items and ideas in the report itself.

Future tense: Use in making predictions from the data or results that will be applicable in the future.

Error-free writing entails more than using good grammar. The mechanics of writing specifies how words should be used when printed, whereas grammar reflects the form of words and their relationships within a sentence.

Presentation Style: Unlike the advertising executive, the engineer is ill-equipped to sell his ideas. Second hand information represented by the company officials may not answer all clients' questions.

Productions and conclusions are important components of any essay. They work to book-end the argument made in the body paragraphs by first explaining what points will be made (in the introduction) and then summarizing what points were made (in the conclusion).

CAPITALIZATION

Writers tend to err on the side of too much capitalization. The chief reason to capitalize a word is that it is proper not because

the word has greater status than other words. A proper noun identifies a specific member of a class, whereas a common noun denotes either the whole class or any random member of the class. For example, King Henry VIII (a particular member of a class) was a king of England (the class itself).

CONTRACTIONS

You cannot write naturally without using contractions, but:

Don't overuse them.

Avoid obscure contractions and nonstandard usages and regionalisms. mustn't mightn't shan't "ain't" "don't" to mean "does not"

Never create your own contractions.

Use "it's" correctly. "It's" is the contraction of "it is." "Its" is the possessive of "it." It's the correct contraction to use. Its features are many.

Likewise, use "you're" correctly. "You're" is the contraction of "you are." "Your" is a possessive adjective. You're looking at the data entry window. Check the settings on your modem.

NUMBERS AND NUMERALS

A number is a characteristic that describes a unit within a collection. A number is expressed by numerals (1, 2, 3, 4) or by words. Cardinal numbers use words such as "one, two, three," while ordinal numbers use words such as "first, second, third."

CAPITALIZATION AND PUNCTUATION

When you copy an English title or subtitle, capitalize the first word, the last word, and all principal words, including those that follow hyphens in compound terms. Therefore, capitalize the following parts of speech:

Nouns (e.g., *flowers*, as in *The Flowers of Europe*)

Pronouns (e.g., *our*, as in *Save Our Children*; *it*, as in *Some Like It Hot*)

Verbs (e.g., *watches*, as in *America Watches Television*; *is*, as in *What Is Literature?*)

Adjectives (e.g., *ugly*, as in *The Ugly Duckling*)

Adverbs (e.g., *slightly*, as in *Only*

Slightly Corrupt; *down*, as in *Go Down, Moses*)

Subordinating conjunctions (e.g., *after*, *although*, *as if*, *as soon as*, *because*, *before*, *if*, *that*, *unless*, *until*, *when*, *where*, *while*, as in *One If by Land*)

Do not capitalize the following parts of speech when they fall in the middle of a title:

Articles (*a*, *an*, *the*, as in *Under the Bamboo Tree*)

Prepositions (e.g., *against*, *as*, *between*, *in*, *of*, *to*, as in *The Merchant of Venice* and "A Dialogue between the Soul and Body")

Coordinating conjunctions (*and*, *but*, *for*, *nor*, *or*, *so*, *yet*, as in *Romeo and Juliet*)

The *to* in infinitives (as in *How to Play Chess*)

Capitalize quotations in titles according to the guidelines above.

"'I'm Ready for My Close-Up': Lloyd Webber on Screen"

When an untitled poem is known by its first line or when a short untitled message is identified in the works-cited list by its full text, + the line or full text is reproduced exactly as it appears in the source. Dickinson's poem "I heard a Fly buzz—when I died—" contrasts the everyday and the momentous.

Use a colon and a space to separate a title from a subtitle, unless the title ends in a question mark or an exclamation point. Include other punctuation only if it is part of the title or subtitle.

Storytelling and Mythmaking: Images from Film and Literature

Whose Music? A Sociology of Musical Language

The following examples illustrate how to capitalize and punctuate a variety of titles:

The Teaching of Spanish in English-Speaking Countries

Life As I Find It (Here *as* is a subordinating conjunction.)

The Artist as Critic (Here *as* is a preposition.)

"Italian Literature before Dante"

"What Americans Stand For"

"Why Fortinbras?"

"Marcel Proust: Archetypal Music—an Exercise in Transcendence"

ITALICS AND QUOTATION MARKS

Most titles should be italicized or enclosed in quotation marks. In general, italicize the titles of sources that are self-contained and independent (e.g., books) and the titles of containers (e.g., anthologies); use quotation marks for the titles of sources that are contained in larger works (e.g., short stories).

The Awakening (book)

The Metamorphosis (novella)

"Literary History and Sociology" (journal article)

Stanford Encyclopedia of Philosophy (Website)

"Free Will" (article on a Web site)

This convention has a few exceptions. Names in the following categories are capitalized like titles but are not italicized or enclosed in quotation marks.

Scripture

Bible

Old Testament

Genesis

Gospels

Talmud

Koran *or* Quran *or* Qur'an

Upanishads

Titles of individual published editions of scriptural writings, however, should be italicized and treated like any other published work.

The Interlinear Bible

The Talmud of the Land of Israel: A Preliminary

Translation and Explanation

The Upanishads: A Selection for the Modern

Reader

Laws, Acts, and Similar Political Documents

Magna Carta

Declaration of Independence

Bill of Rights

Treaty of Trianon

Musical Compositions Identified by Form, Number, and Key

Beethoven's Symphony no. 7 in A, op. 92

Vivaldi's Concerto for Two Trumpets and Strings in C, RV539

Series

Critical American Studies

Bollingen Series

Conferences, Seminars, Workshops, and Courses

International Symposium on Cultural Diplomacy 2015

Introduction to Calculus

Anthropology 102

Geographic Information Analysis Workshop

MLA Annual Convention

Words designating the divisions of a work are also not italicized or put in quotation marks, nor are they capitalized when used in the text ("The author says in her preface . . . ,'"In canto 32 Ariosto writes . . .").

preface

introduction

list of works cited

appendix

scene 7

stanza 20

chapter 2

bibliography

canto 32

act 4

index

SHORTENED TITLES

When you refer to a title in your discussion, state the title in full, though you may omit a nonessential subtitle. If you refer to a title often in your discussion, you may, after stating the title in full at least once, use an abbreviation, preferably a familiar or obvious one (e.g., "Nightingale" for "Ode to a Nightingale"). If the abbreviation may not be clear on its own, introduce it in a parenthesis when the title is first given in full: "In *All's Well That Ends Well* (*AWW*), Shakespeare. . . ." It is common in legal scholarship to refer to a law case by the first nongovernmental party. For instance, when commenting on a case named *NLRB v. Yeshiva University* (involving the National Labor Relations Board, a federal agency), scholars are likely to use *Yeshiva* as a short title. But in MLA style, readers need the first part of the name (*NLRB*) to locate the full citation in the list of works cited. Thus, if you follow the standard practice of using *Yeshiva* in your text discussion, you will need to include *NLRB* in your parenthetical citation.

PUNCTUATION WITH QUOTATIONS

Whether incorporated into or set off from the text, quoted material is usually preceded by a colon if the quotation is formally introduced and by a comma or no punctuation if the quotation is an integral part of the sentence structure. Shelley held a bold view: "Poets are the unacknowledged legislators of the World" (794). "Poets," according to Shelley, "are the unacknowledged legislators of the World" (794). Shelley thought poets "the unacknowledged

legislators of the World" (794). Do not use opening and closing quotation marks to enclose quotations set off from the text, but reproduce any quotation marks that are in the passage quoted.

Use double quotation marks around quotations incorporated into the text and single quotation marks around quotations within those quotations.

In "Memories of West Street and Lepke," Robert Lowell, a conscientious objector (or "C.O."), recounts meeting a Jehovah's Witness in prison:

"'Are you a C.O.?' I asked a fellow jailbird. / 'No,' he answered, 'I'm a J.W.'" (38, 39).

When a quotation consists entirely of material enclosed by quotation marks in the source work, usually one pair of double quotation marks is sufficient, provided that the introductory wording makes clear the special character of the quoted material.

Meeting a fellow prisoner, Lowell asks, "Are you a C.O.?" (38).

Except for changing internal double quotation marks to single ones when you incorporate quotations into your text, you should reproduce internal punctuation exactly as in the original. The closing punctuation, though, depends on where the quoted material appears in your sentence. Suppose, for example, that you want to quote the following sentence:

"You've got to be carefully taught." If you begin your sentence with this line, you need to replace the closing period with a punctuation mark appropriate to the new context.

"You've got to be carefully taught," wrote Oscar Hammerstein II about how racial prejudice is perpetuated.

If the quotation ends with a question mark or an exclamation point, however, the original punctuation is retained, and no comma is required.

"How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form?" wonders Victor Frankenstein in Mary Shelley's *Frankenstein* (42). +

"What a wonderful little almanac you are, Celia!" Dorothea Brooke responds to her sister (7).

By convention, commas and periods that directly follow quotations go inside the closing quotation marks. When a quotation is directly followed by a parenthetical citation, however, any required comma or period follows the citation. Thus, if a quotation ends with a period and falls at the end of your sentence, the period appears after the reference.

N. Scott Momaday's *House Made of Dawn* begins with an image that also concludes the novel: "Abel was running" (7).

If a quotation ends with both single and double quotation marks, the comma or period precedes both. "The poem alludes to Stevens's 'Sunday Morning,'" notes Miller.

All other punctuation marks—such as semicolons, colons, question marks, and exclamation points—go outside a closing quotation mark, except when they are part of the quoted material.

Original

Have you felt so proud to get at the meaning of poems?

From Walt Whitman's "Song of Myself," in *Leaves of Grass* (McKay 1892)

Quotations

Whitman refers to "the meaning of poems." Where does Whitman refer to "the meaning of poems"? but Whitman asks, "Have you felt so proud to get at the meaning of poems?"

If a quotation ending with a question mark or an exclamation point concludes your sentence and requires a parenthetical reference, retain the original punctuation within the quotation mark and follow with the reference and the sentence period outside the quotation mark. In Mary Shelley's *Frankenstein*, Victor Frankenstein wonders, "How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form?" (42). Dorothea Brooke responds to her sister, "What a wonderful little almanac you are, Celia!" (7).

TRANSLATIONS OF QUOTATIONS

If you believe that a significant portion of your audience will not understand the language of a quotation you present, you should add a translation. Give the source of the translation in addition to the source of the quotation. In general, the translation should immediately follow the quotation whether the two passages are incorporated into or set off from the text, although the order may be reversed if it is unlikely that readers will be able to read the original. If the pair of passages are incorporated into the text,

distinguish them from each other by placing the second one in double quotation marks and parentheses or in single quotation marks and not in parentheses. Separate elements in parentheses with semicolons.

At the opening of Dante's *Inferno*, the poet finds himself in "una selva oscura" ("a dark wood"; 1.2; Ciardi 28).

+ Or

At the opening of Dante's *Inferno*, the poet finds himself in "una selva oscura" 'a dark wood' (1.2; Ciardi 28).

If you created the translation, insert *my trans.* in place of a source in the parenthetical citation.

Sévigné responds to praise of her much admired letters by acknowledging that "there is nothing stiff about them" ("pour figées, elles ne le sont pas"; my trans.; 489).

Or

Sévigné responds to praise of her much admired letters by acknowledging that "there is nothing stiff about them" 'pour figées, elles ne le sont pas' (my trans.; 489).

If your project includes many translations that you created, it may be more convenient to introduce an endnote describing which translations are yours. The endnote would be located immediately after your first translation. Then *my trans.* would not appear after any translation covered by the note.

Do not use quotation marks around quotations and translations set off from the text. Dante's *Inferno* begins literally in the middle of things:

Quotations from works in a language not written in the Latin alphabet (e.g., Arabic, Chinese, Greek, Hebrew, Japanese, Russian), as well as the works' titles, should be given consistently in the original writing system or in romanization. Names of persons, places, and organizations, however, are usually romanized. As Chekhov's *The Cherry Orchard* (   ) opens, Lopakhin remembers being called a "little peasant" ("   ") when he was a boy (4; 117-18; act 1).

Genesis 6.4 looks back to an earlier state of society: ". . . "

'There were giants on the earth in those days . . .' (*Bible Hub*).

CITATION STYLE

A citation/ documentation is a way of giving credit to individuals for their creative and intellectual works that you utilized to support your research.

A citation style dictates the information necessary for a citation and how the information is ordered, as well as punctuation and other formatting.

Commonly used citation styles include:

APA: Commonly used in social sciences, psychology, education etc.

MLA: Commonly used in humanities.

Chicago: Commonly used in business studies, history, and fine arts.

IEE: Commonly used in engineering disciplines

MLA CITATION STYLE: A BRIEF HISTORY

The Modern Language Association was formed in 1883 to "strengthen the study of language and literature". MLA is known for its activities to promote academic and scientific study of modern languages (encompassing all languages except the classical languages).

● MLA International Bibliography

● PMLA

● MLA Handbook

MLA Handbook can trace its origin to MLA Style sheet (1951), a 31-page booklet on documentation. MLA Handbook for Writers of Research Papers, Theses, and Dissertations was published from 1977 to 1999. Since 2003 (6th edition), it has been called the MLA Handbook (for Writers of Research Papers).

MLA Handbook is far from being a monolithic set of commandments ("Style-bible") on how to document sources, the handbook covers matters relating to all aspects of academic writing. The stylebook embodies certain values that one must inculcate in themselves with regard to their standard of research. It is a commitment to share and further knowledge. It is a belief that knowledge / scholarship is a collective effort of a broader scientific community. It is the conviction that while documentation styles or modes of transmission change over time, the basic principles of research remain the same.

Let us have a short overview of MLA Eighth Edition (2016). The eighth edition of MLA Handbook brought about a paradigm

shift in the way research documentation was understood. It proposed the shifting of "focus from a prescriptive list of formats to an overarching purpose of source documentation". Therefore, unlike the seventh edition or those that came before, the expressively pedagogical aim was replaced by a rather lucid system of citation. In this way, one could incorporate newer forms of resources and technologies without having to issue a new stylesheet to prescribe a format. More importantly, MLA admits that there are multiple correct ways of citing a single source replacing its previous formulaic model.

The ninth edition of MLA Handbook came out in April, 2021. This edition retains the MLA's unique system of documentation, established in the eighth edition of the handbook in 2016. The new edition however, contains more examples and explanations on how various mediums should be cited, as it was a constant demand made by students. While the eighth edition functioned more like a text book on documentation and research, the ninth one works both as a text book and a guide to documentation with detailed examples for each case.

"Above all, we aimed to strike a balance between providing guidelines for those who want them and establishing a method that gives writers discretion to cite sources in ways that work best for their projects."

Basics of Manuscript Formatting

Margins and Fonts	Text	Titles	Work Cited
1 inch from all sides	Double spacing must be used	Centralized on a double-	Works cited is placed after Endnotes (if

	throughout.	spaced line	any)
½ inch for page number on the upper- right handed corner written after the last name of the author	Indent the first line (1/2 inch) and indent a block quotation completely (1/2 inch).	Do not type it in capital letters, instead follow rules of capitalization and italicizing	Double-spaced, hanging indent
Ex: (Kuriakose 123)	Justifying to the right margin is not necessary	Capitalize: Nouns, Pronouns, Verbs, Adjectives, Adverbs	
Any legible font. Times New Roman – an example, not a rule.	Provide 1 space after each period.	Do not capitalize: Prepositions, coordinating conjunctions, the to-infinitives, articles (unless the titles begins with one)	
Font size can be set from 11 to 13 unless the instructor specifies something else		Internal Headings and subheadings must be arranged consistently	

WHY DOCUMENT/ CITE SOURCES?

Like we discussed earlier, documentation refers to the process of acknowledging works that influenced or contributed to one's research using standard techniques. Any academic writing must be understood as part of a discussion among scholars about a particular topic or issue. As with any discussion, here, one must understand what has already been said and respond or build upon the existing discussion.

"Scholars write for their peers, communicating the results of their research through books, journal articles, and other forms of published work."

Considering how important each of these responses is to the scientific study of a particular topic, it is important that authors provide comprehensible, verifiable means of referring to one another's work. This reference or acknowledgement is what documentation entails.

Documentation in MLA Style had two parts.

1.   Parenthetical citation (In-text citation)

2.   List of works cited (End- text citation)

Citation is a matter of

        Academic honesty

        Competence of the writer

        Giving credit to an original idea

Situating one's own work within a larger academic community

Credibility of the work

Aiding a potential researcher reading your work

Any text or idea that is not cited is considered to be a "literary theft", which is otherwise called plagiarism.

GUIDING PRINCIPLE FOR CITATION

Cite simple traits by most works:

● Instead of focusing on the format of source, basic facts that are common to most works are to be focused on. Otherwise, if a new medium comes up, one will have to wait for MLA to bring out a formula for it.

● There is more than one correct way to document a source. There will be contexts in which focus is to be given to uncertain aspects of a work. In case if a writer focuses on a particular edition of a text, it will be important to give details of that specific text.

● Make your documentation careful readers. Creating a citation is to aid the reader in his/her large enquiry into the subject matter. Therefore, it is important for the writer to demonstrate his/her commitment in selecting and organizing sources.

● The reader should be able to quickly find the sources that have been used in the text due to the adoption of a comprehensive and consistent structure.

DOCUMENTATION IN MLA STYLE

PARENTHETICAL CITATION

The primary role of an in-text citation is to provide a quick and unobtrusive way for the reader to find the source of a quotation, an idea, or any kind of borrowed material.

It is important that the reader gets access to an error free text with correctly structured citations, to minimize his/ her engagement with the text.

The in-text citation is a brief reference inserted at required areas to direct the reader towards the actual entry within the work cited.

An in-text citation is generally composed of the last name of the author (also the first entry in an end-text citation) and a page number.

In some cases, if the name of an author/s is not mentioned a shortened title may also be used.

In normal cases, an in-text citation can be as follows:

"Reading is "just half of literacy. The other half is writing" (Baron 194).

If the author's name is mentioned with the text, one needs to provide only the page number.

Naomi S Baron has famously argued that reading is "just half of literacy" (194).

If one quotes authors who share the same last name, add the author's first initial or name to the citation.

Reading is "just half of literacy. The other half is writing" (N. Baron 194).

If one quotes more than a single book of the same author, one has to include a shortened title of the source.

Reading is "just half of literacy. The other half is writing" (Baron "Redefining" 194).

If one is to cite a text written by two authors.

"A life of feminine submission of 'contemplative purity', a life of silence, a life that has no pen and no story, while a life of female rebellion of significant action, is a life that must be silenced, a life whose monstrous pen tells a terrible story" (Gilbert and Gubar 22)

If one is to cite a text written by three or more authors,

The authors argue that the truth value of statements- their premises and conclusions- is one factor that affects how people are persuaded by arguments (Nickerson et al. 135).

If one is to cite a text with no acknowledged author, you can start with the title of the source.

"Every three out of four people on earth constitute 75 percent of the world's population ("inexplicable").

The female bhakti poets "faced overwhelming challenges through their rejection of societal norms and values ("Bhakti Poets")

BLOCKED QUOTATION

Blocked quotation refers to a quotation whether of prose or poetry, which is so long that it is set off from the text. In prose, if a quotation extends to more than four lines, it has to be considered a block quotation. In poetry, if the quotation is of more than three lines, it has to be set as a blocked quotation. In both cases, the text is to be indented half an inch from the left margin. Quotation marks are to be used in the case of block quotation.

Block quotation is introduced with a colon (:). Some examples are given below:

In Moll Flander, Defoe follows the picaresque tradition by using a pseudo autobiographical narration:

My true name is so well known in the records, or registers, at Newgate and in the Old Bailey, and there are some things of such consequences still depending there relating to my particular conduct, that it is not expected I should set my name or the account of my family to this work…

It is enough to tell you, that…some of my worst comrades, who are out of the way of doing me harm… know me by the name of Moll Flanders… (1)

Block quotation integrated into the sentence structure of your prose.

At the conclusion of *Lord of the Flies*, Ralph, realizing the horror of his actions, is overcome by emotion, and

sobs, shook him. He gave himself up to them now for the first time on the island, great, shuddering spasms of grief that seemed

to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island; and infected by that emotion, the other little boys began to shake and sob too. (186)

Example of poetry:

> Making a couplement of proud compare
>
> With sun and moon, with earth and sea's rich gems,
>
> With April's first-born flowers, and all things rare,

That heaven's air is this huge rondure hems.

> (Shakespeare, sonnet 21)

END -TEXT CITATION

In MLA style, End-text citation or Works Cited in the alphabetically arranged list of sources from which ideas and quotations have been borrowed from. Works that are not directly borrowed from are not listed under the title works cited. The entries in a "Work Cited" list includes all the information that is required to refer to or even check the veracity of claims made in the dissertation.

1. Author.

2. Title of Source.

Container

3. Title of the Container,

4. Contributor,

5. Version,

6. Number,

7. Publisher,

8. Publication Date

9. Location.

I. Author's Name

Author's name is written in the work cited list as

Last Name, Rest of the Name.

Kincaid, Jamaica

Baron, Naomi S.

When the source has two authors

Last Name (1), Rest of the Name (1), and First Name (2) Rest of the Name (2)

Dorris, Michael, and Louise Erdrich

When the source has three or more authors

Last Name (1), Rest of the Name (1), et.al

Baron, Alcorn, et.al.

If the individual holding the primary responsibility of a work is not its author, the name must be followed by a label which describes that role.

Last Name, Rest of the Name, editor/ translator.

Nunberg, Geoffrey, editor.

If the work is published without an author's name, begin the entry with the work's title.

Beowulf

Who Wake Me Up?

II.   Title of the Source.

Titles must be given in the entry in full.

Titles must be placed within quotation marks if they are part of a larger source.

Essays, stories, or poems taken from a collection.

Dewar, James. "Cultural Consequences of Printing"

Title must be italicized if the source is self-contained.

A book or a novel.

Gorky, Maxim. *Mother.*

Container

III.   Title of the Container,

When the source being cited is part of a large text, the latter may be understood as a container that holds the source. Title of the container is normally italicized and is followed by a comma, as the information that comes next describes the container. A

container could be an anthology of essays, collection of stories or poems, a periodical or website.

Bazin, Patrick. "Towards Metareading". *The Future of the Book***;**

IV.   Other Contributors,

If there are other individuals who are important to your research or to the work, they may be credited here.

They may be described as

●   adapted by

●   directed by

●   edited by

●   translated by

In the case of anthologies or critical editions, editors and/ or translators are usually recorded.

Dewar, James A, and Peng Hwa Ang. "The Cultural Consequences of Printing and the Internet." *Agent of Change*, edited by Sabrina Alcorn Baron et.al.

V.   Version

If the source contains an indication that it is a particular version of a work (that has more than one form or version) it is important to identify the version.

Books often have different editions that are either numbers or called a revised edition.

Newcomb, Horace, editor. Television: The Critical View, 7ᵗʰ ed.,

Miller, Casey. Words and Women. Updated ed.,

VI.   Number

If the source is a part of a series or a sequence that is numbered, the number of the source within the series must be indicated.

If your source is a journal, it might have volume and issue numbers.

Generally, all the issues published in a year constitute a volume and they are numbered consequently.

The numbering of issues starts over with 1 with each new volume.

Wellek, Rene. *A History of Modern Criticism*, Vol.5,

Boggs, Colleen Glenney. "Public Reading and the Civil War Draft Lottery." *American Periodicals*, Vol.26, no.2,

VII.   Publisher

Examples,

Jacobs, Alan. *The Pleasure of Reading in an Age of Distraction.* Oxford UP, 2011.

Kuzui, Fran Rubel, director. *Buffy the Vampire Slayer.* Twentieth Century Fox, 1992.

The publisher's name may be omitted in certain cases.

A work published by the author

Website which has the same name as the publisher.

Website is not involved in the production of the source.

VIII. Publication Date

Sources, including magazines, articles on a news website, and books may carry a date of publication.

While citing printing books, the year of publication would suffice.

In the case of an article published online, the date of publication online is required.

In the case of a video on a website, include the date when the video was posted there.

Issues of a periodical may carry a date or season, month, week or day.

IX. Location

Location can refer to a page number, a range of page numbers, a URL, a DOI, a Disc Number or even a physical location.

Page Numbers may start with pp.

In the case of URLs, one runs the risk of them being outdated within a short span of time.

Instead, one may opt to use DOIs (Digital Object Identifiers) which remain the same even if the URL changes.

Another option is to find and use stable links or permalinks, which remain relatively constant.

Optional Elements

● Date of Original Publication

● City of Publication.

● Date of Access (DOA)

● Unexpected Type of Work.

Digital Resources for Documentation

The rise of reference management software has made documentation easier in many senses.

Organize and store Bibliographic Information

Format Citations and prepare bibliographies automatically.

Provide access to certain bibliographic repositories or libraries.

Backup and store documents.

Most popular software include:

1. Mendeley

2. Endnote

3. Zotero

4.   www.easybib.com

5.   JSTOR – a digital library founded in 1995 by the Andrew Mellon Foundation. It provides e-access to more than 1900 journals and it digitized back issues.

6.   Shodhganga – reservoir of theses submitted in various Indian Universities. It is accessible to everyone and it can be an excellent resource for undergraduate and postgraduate researchers.

SOME TIPS FOR WRITING THE WORKS CITED LIST

This is a list of all the sources you have used to research your paper.

1.   The list of works cited appears on a separate page at the end of the essay. It is titled (centred, no quotation marks, no underline):

<div align="center">Works Cited</div>

2. The list is arranged alphabetically by the author's last name, or, if there is no author, by the first word in the title. When arranging the list, ignore, but do not omit, "The", "An" or "A" at the beginning of the title.

3. After the first line each entry is indented ½ inch or 5 spaces. This is called a hanging indent. 4. Each entry presents information in a specific order: the author's name, the title, the publication information.

5. Double-space the entire list, both between and within entries.

6. If a book does not give the publisher, or the date of publication, then give what information you might know in square brackets [ ].

7. Each citation in a works cited lists, ends with a period.

8. Citations must appear both in the text of your paper (in-text citations) and in the works cited list at the end of your paper.

9. With a few exceptions, the punctuation for citations in the works cited list is restricted to commas and periods and follows a format. Periods are used after the author, after the title of the source, and at the end of the information for each container. Commas are used in the author's name and between elements within each container.

BOOKS

Book, One Author

Reference: Alexis, Andre. *Fifteen Dogs: An Apologue*. Coach House Books, 2015.

In-Text: (Alexis 58)

Book, Editions of a Book

Reference: Lutgens, Frederick K., and Edward J. Tarbuck. *The Atmosphere: An Introduction to Meteorology*. 13th ed., Pearson, 2016.

In-Text: (Lutgens and Tarbuck 219)

Book, Edited

Reference: Bartol, Curt R., and Anne M. Bartol, editors. *Current Perspectives in Forensic Psychology and Criminal Behavior*. 4th ed., Sage, 2016.

In-Text: (Bartol and Bartol 78)

Book, Corporate Author

Reference: Canadian Health Information Management Association. *Fundamentals of Health Information Management*. Canadian Healthcare Association, 2013.

In-Text: (Canadian Health Information Management Association 87)

Comments:

"When a work's author and publisher are separate organizations, give both names, starting the entry with the one that is the author. When an organization is both author and publisher, begin the entry with the work's title, skipping the author element, and list the organization only as publisher." (The Modern Language Association of India 104)

Book, No Author

Reference: *American Heritage Dictionary for Learners of English*. Houghton, 2002.

In-Text: (American Heritage 49)

Comments:

"When a work is published without an author's name, do not list the author as "Anonymous." Instead, skip the author element and begin the entry with the work's title." (The Modern Language Association of India 24). If there are other contributor's such as translators, they would come after the title of the book.

"When an entry in the works-cited list begins with the title...your in-text citation contains the title. The title may appear in the text itself or abbreviated, before the page number in parenthesis." (The Modern Language Association of India 55-56).

Book, Three or More Authors

Reference: Guttman, B., et al. *Genetics: A Beginner's Guide.* Oneworld, 2002.

In-Text: (Guttman et al. 77)

Comments:

"If the source has three or more authors, the entry in the works cited list begins with the first author's name followed by et al. The in-text citation follows suit." (MLA Handbook, 8th ed., p. 116)

In the example above, the book does not provide the full first names of the authors. If only the first initial is provided, add that to your citation.

Book, Book in Translation

Format Author's Last Name, First Name. Title of Book. Other contributors, Publisher, Publication Date.

Reference: Paz, Octavio. *In Light of India.* Translated by Eliot Weinberger, Harcourt, 1997.

In-Text: (Paz 37)

Comments:

This example shows a citation highlighting other contributors (the translator). This format could also be used to highlight roles such as illustrators or adaptors etc. (The Modern Language Association of India 37)

Book, Chapters and Works in Anthologies with an Author

Reference: Brant, Beth. "Coyote Learns a New Trick." *An Anthology of Canadian Native Literature in English*, edited by Daniel David Moses and Terry Goldie, Oxford UP, 1992, pp. 148-150.

In-Text: (Brant 149)

Book, Chapters and Works in Anthologies without an Author

Reference: *"Is Abortion Immoral?" Taking Sides: Clashing Views on Bioethical Issues*, edited by Carol Levine, 14th ed., McGraw Hill, 2012, pp. 136-137.

In-Text: ("Is Abortion Immoral?" 137)

Book, From a Website

Reference: Seton, Ernest Thompson. *The Trail of the Sandhill Stag*. Charles Scribner's Sons, 1914. Project Gutenberg, www.gutenberg.org/ebooks/32319. Accessed 14 Jan. 2018.

In-Text: (Seton 6)

Library eBook

Reference: Fraihat, I. Unfinished Revolutions: Yemen, Libya, and Tunisia after the Arab Spring. Yale UP, 2016. ebrary, orca.douglascollege.ca/record=b1940699~S9. Accessed 14 Nov. 2016.

In-Text: (Fraihat 76)

Reference: Barrett, Louise. Beyond the Brain: How Body and Environment Shape Animal and Human Minds. Princeton UP, 2011. MyiLibrary, orca.douglascollege.ca/record=b1865693~S9. Accessed 14 Sept. 2016.

In-Text: (Barrett 189)

Comments: Use the permanent link to the eBook but omit http:// or https://

ENCYCLOPEDIAS AND DICTIONARIES

Encyclopaedia or Dictionary Entry, (Online) with an Author

Reference: Friesen, Gerald. "Assiniboia." *The Canadian Encyclopedia*, 3 Apr. 2015, Historica Canada. www.thecanadianencyclopedia.com/en/article/assiniboia/. Accessed 29 July 2016.

In-Text: (Friesen)

Encyclopedia or Dictionary Entry, (Online) without an Author

Reference: "Maelstrom." *Merriam-Webster Dictionary*, 2017, *Merriam-Webster*.
www.merriamwebster.com/dictionary/maelstrom. Accessed 19 Oct. 2016.

In-Text: ("Maelstrom")

Encyclopedia or Dictionary Entry, (Print) with an Author

Reference: Lewisohn, Leonard. "Sufism." *Encyclopedia of Philosophy*, edited by Donald Borchert, 2nd ed., vol. 9, Thomson Gale, 2006, pp. 300-314.

In-Text: (Lewisohn 307)

Encyclopedia or Dictionary Entry, (Print) without an Author

Reference: "Mystic." *Oxford Concise Dictionary of Phrase and Fable*, edited by Elizabeth Knowles, Oxford UP, 2003, p. 349.

In-Text: ("Mystic" 349)

ARTICLES

Journal, Article (Print)

Reference: Conatser, Phillip, and Martin Block. "Aquatic Instructors' Beliefs Toward Inclusion." *Therapeutic Recreation Journal*, vol. 35, no. 2, 2001, pp. 170-184.

In-Text: (Conatser and Block 177)

Journal, Article from a Library Database without a DOI

Reference: Williams, George R. "What Can Consciousness Anomalies Tell Us about Quantum Mechanics?" *Journal of Scientific Exploration*, vol. 30, no. 3, 2015, pp. 326-354. Academic SearchComplete,0search.ebscohost.com.orca.douglascollege.ca/login.aspx?direct=true&db=a9h&AN=1   18525144&site=ehost-live&scope=site. Accessed 6 Nov. 2016.

In-Text: (Williams 344)

Comments:

 Always use a DOI number if one is available. Otherwise use a URL. Use a persistent link or stable URL for the article if one is available and remove the beginning "http://" or "https://" from the link in your citation. For instructions on persistent links, go to the Douglas College Library home page and click on A-Z at the top of the page (and then P, Persistent links).

This example is from Academic Search Complete (an Ebsco database). If you are using one of the Ebsco databases, on the right side of the screen, under Tools, click on Permalink. The Permalink (persistent) link will be displayed above the title of the article. Click in the box to select and highlight the link and then copy that link. Paste this URL into the citation. Remember to remove the beginning "http://" or "https://" from the link in your citation.

Journal, Article from a Library Database with a DOI (Multiple Authors)

Reference: Rabb, Nathaniel, et al. "Truths About Beauty and Goodness: Disgust Affects Moral but not Aesthetic Judgments." *Psychology of Aesthetics, Creativity and the Arts*, vol. 10, no. 4, 2016, pp. 492-500. PsycINFO, doi:10.1037/aca0000051. Accessed 12 Nov. 2016.

In-Text: (Rabb et al. 494)

Comments:

"When possible, cite a DOI (preceded by doi:) instead of a URL. (MLA Handbook, 8th ed., p. 110) "If the source has three or more authors, the entry in the works cited list begins with the first author's name followed by et al. The in-text citation follows suit." (The Modern Language Association of India 116)

Journal, Article from the Internet

Reference: Cianciolo, Patricia K. "Compensating Nuclear Weapons Workers and Their Survivors: The Case of Fernald." *Michigan Family Review*, vol. 19, no. 1, 2015, pp. 51-72, quod.lib.umich.edu/m/mfr/4919087.0019.103?rgn=main;view=fulltext. Accessed 21 Sept. 2016.

In-Text: (Cianciolo 61)

Magazine Article from a Library Database

Reference: Agren, David. "Here Comes the Rain Again." *Maclean's*, vol. 124, no. 29, 8 Aug. 2011, p. 43. CBCA Complete,0-search.proquest.com.orca.douglascollege.ca/docview/879703108?accountid=10545. Accessed 14 July 2016.

In-Text: (Agren 43)

Comments:

Always use a DOI number if one is available. Otherwise use a URL. Use a persistent link or stable URL for the article if one is available and remove the beginning "http://" or "https://" from the link in your citation. For instructions on persistent links, go to the Douglas College Library home page and click on A-Z at the top of the page (and then P, Persistent links).

This example is from CBCA Complete (a ProQuest database). To access an article's persistent link in a ProQuest database, find the article and click on Citation/Abstract (not the Full text or PDF link). Near the bottom of the page, copy the link next to the Document URL. Paste this URL into the citation. Remember to remove the beginning "http://" or "https://" from the link in your citation.

Magazine, Article (Internet)

Reference: Miller, Laura. "The Evolutionary Argument for Dr. Seuss." *Salon*, 18 May 2009, www.salon.com/2009/05/18/evocriticism/. Accessed 29 Nov. 2016.

In-Text: (Miller)

Magazine, Article (Print)

Reference: Bolster, Mary. "Energize Your Life." *Natural Health*, Mar. 2009, p. 10.

In-Text: (Bolster 10)

Newspaper, Article from a Library Database

Reference: Zacharias, Yvonne. "Robofuture." *The Vancouver Sun*, 6 Aug. 2004, p. F1. *Canadian Newsstream*, 0-search.proquest.com.orca.douglascollege.ca/docview/242295984?accountid=10545. Accessed 15 July 2016.

In-Text: (Zacharias F1)

Comments:

To access an article's persistent link in the Canadian News stream, find the article and click on Abstract/Details (not the Full text link). Near the bottom of the page, copy the link next to the Document URL. Paste this URL into the citation. Remember to remove the beginning "http://" or "https://" from the link in your citation.

Newspaper, Article from the Internet

Reference: Skerritt, Jen. "Local Liver Specialists Struggle to Keep up with Hep-C Influx." *WinnipegFreePress*,20May2009, www.winnipegfreepress.com/arts-and-life/life/localliver-specialists-struggle-to-keep-up-with-hep-c-influx-45462112.html. Accessed 28 Dec. 2016.

In-Text: (Skerritt)

Newspaper, Article (Print)

Reference: Fayerman, Pamela. "Body Degenerates as Patients Wait." *The Vancouver Sun*, 3 June 2005, p. A12.

In-Text: (Fayerman A12)

Newspaper, Article – No Author (Print)

Reference: "Oval Distinguished for Innovative Design." *The Vancouver Sun*, 16 May 2009, p. A14.

In-Text: ("Oval Distinguished" A14)

WEBSITES

Date of Access

The Date of Access is an optional element in MLA 8th edition. The MLA Handbook 8th edition states "since online works typically can be changed or removed at any time, the date on which you accessed online material is often an important indicator of the version you consulted." (MLA Handbook, 8th ed. p. 53) When providing the URL, copy the full URL from your browser but do not include the http:// or https:// (MLA Handbook, 8th ed., page 110)

Website

● **Reference**: Galewitz, Phil. "In Depressed Rural Kentucky, Worries Mount Over Medicaid Cutbacks." *NPR*, 19 Nov. 2016, www.npr.org/sections/healthshots/2016/11/19/502580120/in-depressed-rural-kentucky-worries-mount-overmedicaid-cutbacks. Accessed 21 Nov. 2016.

In-Text: (Galewitz)

Comments:

"When a source has no page numbers or any other kind of part number, no number should be given in a parenthetical citation. Do not count unnumbered paragraphs or other parts." (MLA Handbook, 8th ed., p. 56)

● **Reference:** Valki, Cathy. "Pesticides and Your Health - A Family Physician's Perspective." *David Suzuki Foundation*, 25 Feb. 2010, www.davidsuzuki.org/blogs/docstalk/2010/02/pesticides-and-your-health---a-family-physicians-perspective/. Accessed 17 Oct. 2016.

In-Text: (Valki)

● **Reference**: "Drugged Driving by the Numbers." *MADD*, 2015, www.madd.org/druggeddriving/drugged-driving-by-the.html. Accessed 18 June 2016.

In-Text: ("Drugged Driving")

Comments: If there is no personal author, start the citation with the title of the document/website. (MLA Handbook, 8th ed., p. 24)

● **Reference:** "Four Main Components for Effective Outlines." *OWL Purdue Online Writing Lab*, 2016, owl.english.purdue.edu/owl/resource/544/01/. Accessed 21 June 2016.

In-Text: ("Four Main")

● **Reference:** Ellis, Ralph. "Dakota Pipeline: Army Corps Orders Protesters Out." *CNN*, 25 Nov. 2016, www.cnn.com/2016/11/25/us/dakota-pipeline-access-army-corps/index.html. Accessed 25 Nov. 2016.

In-Text: (Ellis)

Wikipedia, Articles

Reference: "Hypnosis." *Wikipedia*, 26 Nov. 2016, en.wikipedia.org/wiki/Hypnosis. Accessed 26 Nov. 2016.

In-Text: ("Hypnosis")

Blog Post

Reference: Minchilli, Elizabeth. "Eating Outside in Rome." *Elizabeth Minchilli in Rome*, 13 April 2016, www.elizabethminchilliinrome.com/2016/04/eating-outside-rome/. Accessed 18 July 2016.

In-Text: (Minchilli)

GOVERNMENT DOCUMENTS

Document Where the Author is also the Publisher

Reference: *Agriculture in Harmony with Nature: Agriculture and Agri-Food Canada Sustainable Development Strategy 2001-2004*. Agriculture and Agri-Food Canada, 2001, publications.gc.ca/collections/Collection/A22-166-1-2001E.pdf. Accessed 12 Dec. 2016.

In-Text: (Agriculture in Harmony 18)

Comments:

"When a work's author and publisher are separate organizations, give both names, starting the entry with the one that is the author. When an organization is both author and publisher, begin the entry with the work's title, skipping the author element, and list the organization only as publisher." (The Modern Language Association of India104)

Government Document where the Author is also the Publisher

Reference: *Canada's Greenhouse Gas Emissions: Understanding the Trends, 1990-2006.* EnvironmentCanada,2008,publications.gc.ca/collections/collection_2009/ ec/En81-4-2006-2E.pdf. Accessed 19 Jan. 2017.

In-Text: (Canada's Greenhouse 17)

Government Document with a Personal Author (Statistics Canada)

Reference: Pearson, Caryn. "The Impact of Mental Health Problems on Family Members." *Statistics Canada*, 7 Oct. 2015, www.statcan.gc.ca/pub/82-624-x/2015001/article/14214-eng.pdf. Accessed 19 Nov. 2016.

In-Text: (Pearson 4)

Comments: When providing the URL, copy the full URL from your browser but do not include the http:// or https:// (The Modern Language Association of India110)

Government Document - Print

Reference: *Information Use by the Ministry of Health in Resource Allocation Decisions for the Regional Health Care System*. Office of the Auditor General of British Columbia, 2002.

In-Text: (Information Use 22)

AUDIO VISUAL MATERIALS

Film, DVD, Video

To cite the film:

Reference: *The Grand Budapest Hotel*. Directed by Wes Anderson. Performance by Ralph Fiennes, Twentieth Century Fox Home Entertainment, 2014.

In-Text: (Grand Budapest 01:18:29-49)

Comments:

"If you are writing about a film or television series without focusing on an individual's contribution, begin with the title. You can include information about the director and other key participants in the position of other contributors." (The Modern Language Association of India 24)

For audio visual material which is time-based, "cite the relevant time or range of times. Give the numbers of the hours, minutes, and seconds as displayed in your media player, separating the numbers with colons." (The Modern Language Association of India 57)

To emphasize the performance of a director:

Reference: Moore, Michael, director. *Bowling for Columbine*. Alliance Atlantis, 2003.

In-Text: (Moore)

Comments:

It is optional to include performers.

MLA allows the writer to emphasize the focus of particular people responsible for a work. "If your discussion of such a work focuses on the contribution of a particular person - say, the performance of an actor or the ideas of the screenwriter - begin the entry with his or her name, followed by a descriptive label." (The Modern Language Association of India 24)

Streaming Video from a Website, YouTube etc.

Reference: Griggs, Ben. "A Day in the Life of a Librarian." *YouTube*, 1 Oct. 2013, www.youtube.com/watch?v=Mcn-B7X7HwQ. Accessed 9 Oct. 2017.

In-Text: (Griggs 00:02:26-27)

Comments:

"For works in time-based media, such as audio and video recordings, cite the relevant time or range of times. Give the numbers of the hours, minutes, and seconds as displayed in your media player, separating the numbers with colons." (The Modern Language Association of India 57)

Streaming Video (Films on Demand)

Reference: "The Long Shadow: Treasures of Ancient Greece." BBC Worldwide, 2015, *Films on Demand*, 0-fod-infobase-com.orca.douglascollege.ca/p_ViewVideo.aspx? xtid=95225. Accessed 25 Jan. 2017.

In-Text: ("Long Shadow" 00:17:44-58)

MUSIC - SOUND RECORDINGS

CD

Reference: Tragically Hip. *Road Apples*. MCA Records, 1991.

In-Text: (Tragically Hip)

Song on a CD

Reference: Cohen, Leonard. "Jazz Police." *I'm Your Man*. Columbia, 1988.

In-Text: (Cohen)

Photograph (Web)

Reference: Dobbs, Charles. "Zabriskie Point Sunset." FineArtAmerica, 7 Apr. 2016, fineartamerica.com/featured/zabriskie-point-sunset-charles-dobbs.html. Accessed 16 Dec. 2016.

In-Text: (Dobbs)

Podcast

Reference: Kennedy, Paul. "Hope Within Horror: Marina Nemat." *Ideas,* CBC/Radio-Canada, 6 Dec. 2016, www.cbc.ca/radio/ideas/hope-within-horror-marina-nemat-1.3470823. Accessed 12 Dec. 2016.

In-Text: (Kennedy 00:14:11-47)

COURSE PACKS, CLASS HANDOUTS, CLASS LECTURES

Course Pack, Journal Article Reprinted in

Reference: Johnson, Victor. "A Labour of Love?: Mothers and Emotion Work." *NURS 3130: Supplementary Readings*, edited by Lucinda Robertson, Douglas College, 2016, pp. 30-44. Originally published in Journal of Midwifery, vol. 17, no. 10, 2009, pp. 636-640. Course Pack.

In-Text: (Johnson 35)

Comments:

MLA does not give specific instructions on how to cite custom course packs. It is always best to check with your instructor. Our example is based on SFU's recommendation to treat the course pack as an anthology when they are reprinting articles, chapters etc. The instructor would be the editor with this approach.

With reprints, MLA states "when a source was previously published in a form other than the one in which you consulted it, you might include information about the prior publication. (The Modern Language Association of India 53)

MLA states "If the source is an unexpected type of work, you may identify the type with a descriptive term. For instance, if you studied a radio broadcast by reading its transcript, the term Transcript will indicate that you did not listen to the broadcast. (The Modern Language Association of India 52). In the example above, including Course Pack at the end of the citation will indicate the type of work.

Class Handout

Reference: Smith, Donald. "Rhetorical Analysis." *ENGL 1130: Academic Writing*, Douglas College, Coquitlam, 14 Nov. 2016. Class Handout.

In-Text: (Smith)

Comments:

Douglas College is the publisher core element in this example.

Class Lecture

Reference: Cannon, Dolores. "Accessing Theta." *PSYC 2341: Abnormal Psychology*, Douglas College, New Westminster, 28 Oct. 2016. Class Lecture.
In-Text: (Cannon)

Comments:

This citation format was created using an example of an Address in the MLA Handbook, 8th ed., p. 52. If in doubt, check with your instructor.

OTHER SOURCES

Interviews Conducted by Yourself

Reference: Rewniak, Christopher. Personal Interview. 4 June 2017.

In-Text (Rewniak)

Comments:

"Personal interviews refer to those interviews that you conduct yourself. List the interview by the name of the interviewee. Include the descriptor Personal interview and the date of the interview." (Purdue Online Writing Lab, https://owl.english.purdue.edu/owl/resource/747/09/).

Brochures/Pamphlets

Reference: *Not Everyone Has a Home*. National Coalition for the Homeless. Pamphlet.

In-Text: (Not Everyone)

Comments:

"When an organization is both author and publisher, begin the entry with the work's title, skipping the author element, and list the organization only as publisher." (The Modern Language Association of India 104)

Often pamphlets do not provide publication dates. Do not include n.d. as was done in the past.

MLA states "If the source is an unexpected type of work, you may identify the type with a descriptive term. For instance, if you studied a radio broadcast by reading its transcript, the term Transcript will indicate that you did not listen to the broadcast. (The Modern Language Association of India 52). In the example above Pamphlet is used to indicate the publication type.

Email

Reference: Selig, Pauline. "Re: Knowledge topics." Received by Russell Moore, 22 July 2016.

In-Text: (Selig)

Comments:

"When you document an e-mail message, use its subject as the title. The subject is enclosed in quotation marks and its capitalization standardized." (The Modern Language Association of India 29)

Tweet

Reference: @persiankiwi. "We have report of large street battles in east & west of Tehran now - #Iranelection." *Twitter*, 23 June 2009, 11:15 a.m., twitter.com/persiankiwi/status/2298106072.

In-Text: (@persiankiwi)

Comments:

"Pseudonyms, including online usernames, are mostly given like regular author names." (The Modern Language Association of India24)

CITING INDIRECT SOURCES

"Whenever you can, take material from the original source, not a second hand one. Sometimes, however, only an indirect source is available - for example, an author's published account of someone's spoken remarks. If what you quote or paraphrase is itself a quotation, put the abbreviation qtd. in ("quoted in") before the indirect source you cite in your parenthetical reference. (You may wish to clarify the relation between the original and secondhand sources in a note.)" (The Modern Language Association of India 124)

Lawrence Christy remarked that Lindsay Ryan had a "unique style of debate" (qtd. in Anderson 107).

For your list of works cited, give the indirect source (Anderson) not the source quoted (Christy).

IN-TEXT CITATIONS

In-text citations are intended to direct the reader clearly and easily to the full citation in the works cited list. These are references in the body of the paper that document quotations, paraphrases, and the direct use of information and ideas. They are used instead of footnotes or endnotes. They are sometimes called parenthetical references because the references appear in parentheses within the text of the essay.

The parenthetical references correspond to the list of works cited. In other words, the information given in the parenthetical reference should make it absolutely clear to the reader which source is being referred to in your list of Works Cited. In-text citations are typically composed of the author's surname (or whatever comes first in the citation in the works cited list) and a page number. If your Works Cited includes only one title by a particular author or editor, you only need to place the author's last name and the relevant page number(s) without any intervening punctuation in your parenthetical reference.

Keep the references in parentheses as brief as possible. If you mention the author's name or the title of the source in your text, then you do not include that information in the parenthetical reference.

e.g.   This point has been argued before (McMann 16-19).

McMann has argued this point (16-19).

Others, like Blocker and Plumer (52), hold an opposite point of view.

Stress and a poor diet can have a detrimental effect on proper liver functioning (American Medical Association 209).

If the work has three or more authors, follow the form in the bibliographic entry in your works cited list: give the author's last name followed by et al., without any intervening punctuation. (The Modern Language Association of India 116)

Give the first author's last name followed by "et al." then the page number(s).

e.g.   Some interesting interpretations of this concept have recently been suggested (Jones et al. 25-37).

If there are citations to material by different authors with the same surname, add the author's first initial. If these authors have the same initial as well, use the full first name (The Modern Language Association of India 55)

e.g. Neurological pathways are created through habitual actions (J. Stevens 87).

If there are two or more titles by the same author in your Works Cited list, give the author's last name, the title, followed by the page number(s). Abbreviate the title if it is longer than a few words. When abbreviating the title, begin with the first word. (The Modern Language Association of India 55)

e.g. The fashion was very popular in certain parts of Northern England (Pollack, Dickinson 32- 33).

(In the example, 'Dickinson' is the shortened title of Pollack's Dickinson: The Anxiety of Gender).

If there is no author, the in-text citation would contain the title. "The title may appear in the text itself or, abbreviated, before the page number in the parenthesis." (The Modern Language Association of India 56)

e.g. Classical Mythology of Greece notes that he was cut up and boiled in a cauldron by Titans sent by Hera (78).

or

e.g. He was cut up and boiled in a cauldron by Titans sent by Hera (Classical Mythology 78).

Web documents usually do not have fixed page numbers or any kind of section numbering. If your online source does not have numbering, you have to omit numbers from your parenthetical references. Do not count unnumbered paragraphs. (The Modern Language Association of India 56)

e.g. Winkfield compares it to the current political environment of Zimbabwe.

The works cited list would include an entry that begins with Winkfield.

If a source, such as a web document, does provide definite paragraph numbers, give the abbreviation par. or pars. or sections (sec., secs.) or chapters (ch., chs.) along with the paragraph number or numbers. (The Modern Language Association of India 56)

e.g. Devereux states that "Finley introduced energy psychology to modern psychiatry in the late twentieth century" (par. 30).

For audio visual material which is time-based, "cite the relevant time or range of times. Give the numbers of the hours, minutes, and seconds as displayed in your media player, separating the numbers with colons."

Buffy's promise that "there's not going to be any incidents like at my old school" is obviously not one on which she can follow through ("Buffy" 00:03:16-17).

(The Modern Language Association of India 57)

QUOTATIONS

Short Quotations

If a quotation runs no more than four lines, put it in double quotation marks and incorporate it into the text. Put single quotation marks around quotations that appear within those quotations.

Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical reference. Other punctuation such as question marks and exclamation marks should appear within the quotation marks if they are part of the quoted passage, but after the parentheses if they are part of your text. (The Modern Language Association of India 75-76)

Examples

Shelley thought poets "the unacknowledged legislators of the World" (794).

Dorothea responds to her sister, "what a wonderful little almanac you are, Celia!" (7).

Long Quotations

If a quotation runs to more than four lines in your paper, set it off from your text by beginning a new line, indenting half an inch from the left margin. For a single paragraph or part of a paragraph, do not indent the first line more than the rest of the quotation.

Do not use opening and closing quotation marks.

For long quotations, a period at the end of a quotation is placed before the parentheses.

If starting a new paragraph within the block quotation, indent its first line.

Example

At the conclusion of Lord of the Flies, Ralph, realizing the horror of his actions, is overcome by great, shuddering spasms of grief that seemed to wrench his whole body. His voice rose under the back smoke before the burning wreckage of the island; and infected by that emotion, the other little boys began to shake and sob too. (186)

(The Modern Language Association of India 76-77)

Questions:

1.   What is a citation?

2.   Define synopsis.

3.   Distinguish between work cited and bibliography

4.   Write a short note on the mechanics of writing

5.   What is the difference between Parenthetical quotation and blocked quotation?

REFERENCES

Dawson, Catherine. *Practical Research Methods.* UBS Publishers' Distributors, 2002.

Deshpande, H.V. *Research in Literature and Language: Philosophy, Areas and Methodology.* Notion Press, 2018.

Kothari, C.R. *Research Methodology- Methods and Techniques.* Wiley Eastern Limited, 1985.

Kumar, Ranjit. *Research Methodology-A Step-by-Step Guide for Beginners*, 2nd.ed., Pearson Education. 2005

Lindey, Alexander. *Plagiarism and Originality*. N.Y. Harper, 1952.

The Modern Language Association of India. *MLA Handbook*, 8th ed., 2016.

The Modern Language Association of India. *MLA Handbook*, Ninth ed., 2021.