



Gyanmanjari
Innovative University

Course Syllabus
Gyanmanjari Institute of Arts
Semester-6 (BA)

Subject: Research Methodology and Academic Writing- BATEN16321

Type of course: Major (Core)

Prerequisite: A basic understanding of literary studies, critical thinking, and textual analysis gained from previous semesters.

Rationale:

This course introduces students to the foundations of academic research in the Humanities, focusing on how to identify research problems, conduct literature reviews, and develop logical arguments. It equips students with essential skills in research writing, source evaluation, and ethical academic practice. By combining theoretical frameworks (ontology, epistemology), practical research strategies (literature review, argument building), and technical skills (MLA documentation), the course prepares students for higher studies, project-based work, and professional writing.

Teaching and Examination Scheme:

Teaching Scheme			Credits	Examination Marks			Total Marks
CI	T	P	C	SEE	CCE		
					MSE	ALA	
4	0	0	4	100	30	70	200

Legends: CI-Classroom Instructions; T – Tutorial; P - Practical; C – Credit; SEE - Semester End Evaluation; MSE- Mid Semester Examination; V – Viva; CCE-Continuous and Comprehensive Evaluation; ALA- Active Learning Activities.

*4 Credits * 25 Marks = 100 Marks (each credit carries 25 Marks)*

SEE 50 Marks will be converted into 25 Marks

CCE 50 Marks will be converted into 25 Marks

It is compulsory to pass in each individual component.



Course Content:

Sr. No	Course content	Hrs.	% Weightage
1	Thinking Like a Researcher <ul style="list-style-type: none"> • Introduction to research in Humanities. • Nature, scope, and objectives of research. • Theoretical foundations: Ontological and Epistemological Questions. • Framing research problems and formulating research questions. 	15	25 %
2	The Craft of Research <ul style="list-style-type: none"> • Research, the researcher, and the reader: relationship and responsibility. • Asking questions and finding answers. • Literature Review: What, Why, and How. • Textual Scholarship: "The History of the Book" (Simon Eliot – overview). • Structuring a research paper: introduction, body, and conclusion. 	15	25 %
3	From Questions to Argument <ul style="list-style-type: none"> • Moving from a topic → question → problem. • Developing a logical argument. • Building claims and supporting them with evidence. • Drafting and revising research writing 	15	25 %
4	Mechanics of Writing, Plagiarism, and Research Ethics <ul style="list-style-type: none"> • Quoting, paraphrasing, and summarizing sources. • Avoiding plagiarism and maintaining academic integrity. • Documentation styles: MLA 9th edition (in-text citation & works cited). • Formatting the research paper: margins, headings, pagination, and layout. • Principles of clarity, concision, and scholarly tone. 	15	25 %



Continuous Assessment:

Sr. No	Active Learning Activities	Marks
1	Case Study Analysis – Academic Integrity Students shall analyze real or hypothetical case studies of academic misconduct (e.g., self-plagiarism, accidental plagiarism). In small groups, they'll discuss alternative approaches to avoid plagiarism, simulating decision-making scenarios in academic integrity. Upload the findings on GMIU Web Portal.	10
2	Drafting a Research Proposal: Students will draft a brief research proposal on a topic of their choice, focusing on constructing a clear research question, objectives, and methodology outline. They will present their proposals to peers for feedback, simulating real-world proposal submissions and peer review. Upload the proposal on GMIU Web Portal.	10
3	Mini Research Symposium: Students will present research papers in a simulated academic conference setting, engaging as presenters and discussants. This exercise will help them practice formal academic communication, respond to feedback, and refine their scholarly arguments. Upload the paper and photos on GMIU Web Portal.	10
4	Peer Editing for Clarity and Style: Students will exchange short essays with classmates, focusing on grammar, clarity, coherence, and academic tone. They will provide constructive feedback, emulate editorial roles and enhancing skills in peer review — a valuable aspect of academic and professional writing. Upload the findings of peer evaluation on GMIU Web Portal.	10
5	Annotated Bibliography Compilation: Students will create an annotated bibliography consisting of at least five scholarly sources. Each entry will include a citation, summary, and critical comment on the source's contribution to their topic, helping them organize literature efficiently. Upload the assignment on GMIU Web Portal.	10
6	Argument Building Workshop: Students will transform their research questions into clear argumentative claims supported by textual or theoretical evidence. Through guided exercises, they will practice constructing logical, evidence-based arguments to strengthen their academic writing. Upload the findings on GMIU Web Portal.	10
7	Attendance	10
Total		70



Suggested Specification table with Marks (Theory):100

Distribution of Theory Marks (Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weightage	30%	30%	20%	10%	10%	00%

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from the above table.

Course Outcome:

After learning the course, the students should be able to:	
CO1	Explain the nature, scope, objectives of research and understand ontological and epistemological foundations of Humanities research.
CO2	Identify, conduct, and evaluate literature reviews by selecting, organizing, and synthesizing academic sources.
CO3	Develop research topics into questions, convert questions into research problems, and construct coherent arguments supported by evidence.
CO4	Apply MLA 9th edition rules, follow academic writing conventions, avoid plagiarism, and maintain research ethics in written assignments.

Instructional Method:

The course delivery method will depend upon the requirement of content and the needs of students. The teacher, in addition to conventional teaching methods by black board, may also use any tools such as demonstration, role play, Quiz, brainstorming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical/Viva examination will be conducted at the end of semester for evaluation of performance of students in the laboratory.

Reference Books:

- [1] Brookbank, Elizabeth, and H. Faye Christenberry. *MLA Guide to Undergraduate Research in Literature*. Modern Language Association of America, 2019.
- [2] Booth, Wayne C., et al. *The Craft of Research*. 4th ed., University of Chicago Press, 2016.
- [3] Eliot, Simon, and Jonathan Rose, editors. *A Companion to the History of the Book*. Wiley-Blackwell, 2007.
- [4] Gray, Ann. *Research Practice for Cultural Studies: Ethnographic Methods and Lived Cultures*. Sage Publications, 2003.
- [5] Hart, Chris. *Doing a Literature Review: Releasing the Social Science Research Imagination*. 2nd ed., Sage Publications, 2018.
- [6] Modern Language Association of America. *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.

