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ACADEMIC WRITING AND COMPOSITION

B.E.G.G.- 173

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of the
Solved
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QUESTION PAPER

June – 2024

(Solved)

ACADEMIC WRITING AND COMPOSITION

B.E.G.G.-173

Time: 3 Hours]

[Maximum Marks: 100

Note: Answer all questions.

SECTION-A

Q. 1. Write short notes on any six of the following:

(a) What are the tasks involved in the 'pre-writing stage' in the process approach to writing?

Ans. Ref.: See Chapter-2, Page No. 12, 'The Pre-writing Stage'.

(b) What do you understand by the term 'plagiarism'? How can you avoid plagiarism in your academic writing?

Ans. Ref.: See Chapter-8, Page No. 73, 'Plagiarism'.

(c) What is a 'body paragraph' in academic writing? Describe its structure.

Ans. Ref.: See Chapter-6, Page No. 56, 'Body Paragraphs'.

(d) How is persuasive writing different from argumentative writing? Give examples of both.

Ans. Ref.: See Chapter-12, Page No. 115, 'Are Argumentative and Persuasive Text Similar or Different'.

(e) Why is feedback important in the writing process?

Ans. Ref.: See Chapter-5, Page No. 50, Q. No. 9.

(f) Why are citations essential elements in academic writing?

Ans. Ref.: See Chapter-6, Page No. 57, 'Citation'.

(g) What aspects should be considered while writing a business proposal?

Ans. Ref.: See Chapter-14, Page No. 136, 'Types of Proposals'.

Q. 2. Answer any four of the following questions:

(a) What are the techniques that are considered to be foundational elements of critical thinking? How can they be useful in developing good writing skills?

Ans. Ref.: See Chapter-1, Page No. 1, 'Foundational Elements for Critical Thinking'.

(b) What is copyright? Who is the owner of copyright?

Ans. Ref.: See Chapter-8, Page No. 71, 'Introduction' and Page No. 72, 'Who Owns a Copyright?'

(c) Identify any four disciplines covered under the "humanities" stream. Discuss the general features of academic writing in these disciplines.

Ans. Ref.: See Chapter-4, Page No. 33, 'Humanities'.

(d) What aspects should be considered while writing a book review? Write a brief review of any book that you have read recently.

Ans. Ref.: See Chapter-15, Page No. 146, 'Writing a Good Review' and Page No. 153, Q. No. 1.

(e) Why is it important to edit your writing? How is editing different from revising?

Ans. Ref.: See Chapter-16, Page No. 162, Q. No. 5 and Chapter-2, Page No. 15, 'The Editing and Revising State'.

Q. 3. (a) What are the essential requirements of a "promotional paragraph" written to promote a particular product?

Ans. Ref.: See Chapter-12, Page No. 115, 'Write a Promotional Paragraph for a Product' and Page No. 116, Q. No. 4.

(b) Your company is launching a new laptop. Write a promotional paragraph to convince your clients why they should choose your product.

Ans. Get ready to experience computing like never before! We're thrilled to announce the launch of the revolutionary New Star Laptop, a powerhouse designed to redefine your productivity and entertainment experience.

Here's what makes the New Star Laptop stand out:

Unmatched Performance: Blaze through tasks with the latest Dual Processor and 512 GB of RAM, handling even the most demanding workloads with ease.

Immersive Entertainment: Dive into stunning visuals on the 15.6 inches display, brought to life by Rainbow graphics.

All-Day Power: Stay productive all day long with a long-lasting battery that can keep up with your busy schedule.

Effortless Design: Experience sleek, modern design and feather-light portability, making it your perfect companion wherever you go.

Some of the product highlights are listed below:

Style Name: i5 12th gen

Processor: Intel Core i5-120P

Ram Memory: 512 GB

Operating System: Windows 11

Experience design, performance, and powerful battery with this new i series of HP. It is packed with a micro-edge display and full HD.

With new windows and improved RAM, this laptop will give you a new-tech feel.

- Visuals without compromise
- Built-in Entertainment
- The speed you not only need but you love.
- Reliability for life.
- Durability you want.

Q. 4. Write a well-structured composition on the topic:

“Measures to be taken to preserve our historical monuments.”

(Your essay should have a clear introductory paragraph, body and concluding paragraph)

Ans. In India many historical monuments are present in Indian history and it is all about the rise and fall of kingdoms and empires. The monuments built by the kings and they perform of India. These monuments show the glory of India and it is a part of our cultural heritage. Almost all the states of India have some or the other important historical monuments. Thousands of tourists visit India in order to have a glimpse of its important historical places. Today's competitive world, we have to preserve the monuments and showcase them to the next generation as the contributions or achievements of our ancestors. Proper legal work to preserve monuments at national and global level is important to conserve, preserve and protect monuments.

The preservation of historical monuments is a one-way street. There is no choice to renovate or to save a historic site once it is gone. This reality brings to light the importance of locations and saving buildings of historical significance because once a piece of history is destroyed it is lost forever. Heritage conservation is important for identifying, recording, analyzing and protecting heritage and culture resources. Conservation of heritage monuments is very important because it provides a sense of identity and continuity in a fast-changing world for future generations.

Reasons of Preserving Heritage:

1. Every historical site has an impact and story to tell and these stories have inspired many people to strengthen their convictions and commitment to fight injustice and oppression.

2. Heritage sites are our connection to the past. Heritage sites are living monuments and records of certain happenings and this is our real connection to our past. It proves the existence of our ancestors.

3. Heritage sites are great for economic-heritage conservation has proven to be a thriving place for entrepreneurship and innovation. It has also shown that it increases property values. Also, since the work is very labor-intensive it actually ends up creating more jobs.

How to Preserve Historical Monuments?

Some of the steps that we as students can follow to do our share in their protection are:

1. Prevent ourselves and others from scribbling on the walls.
2. Participating in the regular cleanliness drives.
3. Being a part of or adopting a heritage initiative.
4. Spreading awareness around about these monuments and their importance.

5. **Contemporary Awareness:** The citizens of India in general and students in particular should spread awareness and advertise about the preservation of the heritage. Many seminars are being organized every year where the students are lectured not only about the amount of money, expertise and labor that goes into protecting these structures via chemical and other methods.

We have to preserve the monuments and showcase them to the next generation as the contribution or achievements of our ancestors. A little effort on our side can create drastic changes that will make the past, the present and the future generations of the country and the world proud of India.



Sample Preview of The Chapter

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ACADEMIC WRITING AND COMPOSITION

BLOCK-1 : IMPROVING THE BASICS

Developing Critical, Analytical and Interpretive Thinking Skills



INTRODUCTION

Critical thinking needs to be practised to live more purposefully. It improves our ability to contribute to social change and, more significantly, it helps us understand why individuals act the way they do. The term “critical thinking” has numerous definitions. The three crucial elements that are present in all definitions are:

(a) It is the ability to evaluate various things, concepts, and even persons in comparison. Additionally, one has the ability to reflect on the assumptions that underlie judgments and develop better judgement through time. For instance, if you had to evaluate a politician’s speech, you wouldn’t only consider how well it sounded or whether it catered to your pre-existing preconceptions. Instead, as a critical thinker, you would assess the speech’s arguments and viewpoints to see whether they were ethically sound and based on accurate information.

(b) It is the ability to carefully examine various texts. Identifying context and analysing the specifics of a text are required for this. For instance, you shouldn’t just accept the opinions expressed in editorials of a newspaper. As a critical reader, you must determine whether the sentences flow logically from one another and evaluate the arguments and supporting details by doing more research.

(c) It is the ability to challenge and generate new meanings. It suggests that you don’t take things for granted and that you don’t just accept what established authorities tell you to be “true.” For instance, as a critical thinker, you ought to contrast, carefully examine, and query the definitions offered here.

CHAPTER AT A GLANCE

FOUNDATIONAL ELEMENTS FOR CRITICAL THINKING

The process of critical thinking is best understood as a synthesis of numerous separate mental processes. Here we will know some methods for developing the

ability to read, write, and think critically in this article. These methods can be thought of as the building blocks for the development of critical thinking abilities.

(a) Listening and observing: Active listening entails both paying close attention to and grasping the spoken word in context. Without strong prejudices or preconceptions, observation entails taking note of the different details that make up any given event or text. Consider a situation where you and a friend disagree. Depending on how you are listening and paying attention, the talk will either finish in a yelling fight or in a fruitful exchange of ideas.

(b) Gathering data: To collect the information and data by which you may make sense of the world, listening and observing are both necessary. Gathering the necessary information or data is always the initial step in any study or research, after which you will organise and interpret it.

There are some helpful routines that can aid in data collection, such as taking notes as you observe what is going on around you, underlining and highlighting text while reading, recording audio or video while conducting interviews, and making a list of all the pertinent information you have learned through observation. It’s crucial that you acknowledge your biases when you gather data. You will end up developing constrained and false interpretations if you simply obtain selective facts that support your preconceptions.

(c) Organising and labelling the data: After assembling the necessary data, you will organise and label the data. Finding patterns and deciding how the data can be categorised or labelled will be necessary for data organisation. For instance, you must be monitoring various types of data as you read a chapter. You are receiving many kinds of information. You might wish to mark them as headings, definitions, explanations, and examples if you had to organise them.

Applying Critical Thinking Skills to Writing

We will understand how the foundational elements we learned in the previous section can help develop crucial writing habits.

(a) Learning to accurately summarise: A summary is a shorter, condensed version of a longer piece. To accurately summarise what someone is saying or what you are reading in an article, you will need to listen and observe carefully. Before making your own judgment about the content you are reading, it is necessary to ensure that you are properly comprehending the content. To do this, you will also need to carefully read the argument of what is presented and understand how the ideas in the argument are logically connected.

Task 1: Summarise ideas you disagree with: Practice summarising concepts that you disagree with or have negative feelings about is one technique to improve this skill. Our disputes are frequently the result of misinterpretations of the notion or biases that make it difficult for us to adequately study and consider the thought. You may still find the theory objectionable after meticulously summarising, but your assessment will be far more convincing this time.

The ability to effectively summarise allows you to increase conversational trust. Before summarising, you might want to seek up encyclopaedia or dictionary entries on those concepts to get a sense of how to write a summary of a subject.

The summary is descriptive and merely enumerates a few general traits of academic writing. There are no overt biases or prejudices presented. For all types of critical thinking, the summary is a crucial first step. It assists you in gaining a thorough comprehension of a subject before proceeding to critically analyse it.

(b) Learning to detail: It is important to take down all the many details you can notice while you read or observe something. Your comprehension will be more comprehensive and complex as you pay more attention to the details. Detailing will help you consider the various facets of the subject, whereas summarising will only provide you a general understanding of what you are reading or watching.

Task 2: Detailing everyday activities: You can think of routine actions you carry out and write them down in greater detail as you get better at taking down specifics. Consider how the straightforward act of sitting on a chair can be explained in progressively more detail:

Level 1: I am sitting on a chair.

Level 2: I am happily sitting on a plastic chair.

Level 3: I am happily sitting on a plastic chair, wondering what I can read next.

The first sentence's components—"I", "sitting", and "chair"—can each be expanded upon to convey the concept in deeper social and psychological complexity. The same exercise can be done using various items, occasions, and concepts.

Task 3: Summative detailing: You can perform a similar exercise using texts you have read. However, you will need to include a variety of levels of depth in this summary. Imagine you were required to summarise the passage below:

"Summary is indispensable in preparing for and writing an argumentative essay. When you summarize a text (or describe visual material), you distill the ideas of another source for use in your own essay. Summarizing primary sources allows you to keep track of your observations. It helps make your analysis of these sources convincing, because it is based on careful observation of fact rather than on hazy or inaccurate recollection. Summarizing critical sources is particularly useful during the research and note-taking stages of writing. It gives you a record of what you've read and helps you distinguish your ideas from those of your sources."

Summaries in levels of increasing detail:

Level 1: Summarizing sources is useful to write an argumentative essay.

Level 2: Summarizing primary sources and critical sources is useful to write an argumentative essay, in order to extract the ideas from the sources.

Level 3: Summarizing primary sources, to note down observations, and summarizing critical sources, to record one's reading and distinguish one's ideas from the sources, are useful to write an argumentative essay. Summarizing helps extract the ideas from the sources.

Each summary includes additional information. A similar technique might assist you decide which specifics to include when you lengthen or shorten the summary's word count. Before you can analyse and comprehend what you have read, you must first have a solid comprehension of the summarising details.

(c) Learning to organise and evaluate: Learning to recognise patterns in what you read and observe, as well as organising the information and data into labels and categories, are the main components of critical thinking. You must assess what you are seeing and reading in order to do this. The evaluation process has two components. To begin, we can group everything we read and see into many categories in order to comprehend how a bigger whole can be divided into smaller components. We will refer to this process as "analysis." Second, we can form our own opinions based on what we read and see; this process is known as "interpretation."

LEARNING TO ANALYSE

To make a more qualitative assessment of how the specific elements are, you would then need to observe and investigate them. To help you with the analysis, you'll also need to master the relevant conceptual or technical language. A larger entity is divided into smaller components, and both the pieces and the whole are examined and critically evaluated as part of the

DEVELOPING CRITICAL, ANALYTICAL AND INTERPRETIVE THINKING SKILLS / 3

analysis process. Three fundamental techniques are discussed below.

(a) Identifying the parts of a narrative: You will note that different sections of any lengthy piece serve various purposes as you read it. It's crucial to dissect the text into its component pieces and then consider any possible purposes each one might be serving. For example, let us read the following passage:

“We are what we say and do. The way we speak and are spoken to, help shape us into the people we become. Through words and other actions, we build ourselves in a world that is building us. That world addresses us to produce the different identities we carry forward in life: men are addressed differently than are women, people of color differently than whites, elite students differently than those from working families. Yet, though language is fateful in teaching us what kind of people to become and what kind of society to make, discourse is not destiny. We can redefine ourselves and remake society, if we choose, through alternative rhetoric and dissident projects. This is where critical literacy begins, for questioning power relations, discourses, and identities in a world not yet finished, just, or humane.”

The passage's central thesis is that language influences who we are and what we do, and that by altering our language use, we may transform our identities and reimagine society. Even though that is the overarching concept, we can dissect it into several portions and examine what each of these sections is focused on. The passage can be broken down into three pieces or portions. A context is being established in the first section, a contrast is being introduced in the second section, and a definition is being established in the third section. Each section is examined individually.

Section 1: Establishing a context

(a) ‘We are what we say and do. The way we speak and are spoken to, help shape us into the people we become. Through words and other actions, we build ourselves in a world that is building us.’

(b) ‘That world addresses us to produce the different identities we carry forward in life: men are addressed differently than are women, people of color differently than whites, elite students differently than those from working families.’

A number of opening statements are made in this section. You must understand the second half of the passage. It is creating a context. This section could alternatively be further divided into subsections A and B. The generalised statements in part A (such as “we are what we say and do”) are supported by the reasons and instances in subsection B. You might also dissect subsection B in more detail to look at the many instances provided. To carefully consider the function of each component, you can continue to divide the big idea into as many smaller ones as you can.

Section 2: Introducing a contrast

‘Yet, though language is fateful in teaching us what kind of people to become and what kind of society to make, discourse is not destiny. We can redefine ourselves and remake society, if we choose, through alternative rhetoric and dissident projects.’

Here, a contrast is being brought to the prior notion or the already-established context. Although it was said in the preceding section that language shapes identity, it is now being clarified that even if this is true, people do not have to accept it on a passive basis. Alternative decisions can be made as an alternative. The word “Yet” in this sentence should be highlighted for attention. The reader is now encouraged to consider the prospect of redefinition through language as a result of this word's announcement of a contrast. In general, pay attention to the transitions in arguments and language when determining how a piece might be broken up into smaller parts.

You can understand the logical relationship between the various elements of the narrative by paying attention to specific words that clearly proclaim the writer's or speaker's intention.

Section 3: Establishing a definition

‘This is where critical literacy begins, for questioning power relations, discourses, and identities in a world not yet finished, just, or humane.’

This section concludes the passage by defining and elaborating on the concept from the preceding section through the use of the word “critical literacy.” By pointing out how this definition lists the three components of power relations, discourses, and identities, this part can be further separated. You will now need to recognise and analyse the various arguments that comprise the larger narrative in addition to getting better at breaking down and segmenting lengthy paragraphs into distinct, smaller pieces.

(b) Decoding the argument: Finding the “argument” in the text is necessary for a thorough analysis of the text. Any proposition that is supported and backed up by reasons and facts is an argument, to put it simply. We must first become familiar with a few terms before learning how to interpret arguments:

Claim: It is a declaration, affirmation, or suggestion that expresses an idea or point of view. An example of a claim is that “Climate change is a serious threat to the future of humanity.” Now, if we can provide arguments to support this assertion will determine whether we can consider it to be reliable and trustworthy.

Reason: A form of statement known as a reason acts as proof or logical support for a proposition. For instance: We may cite the fact that “The Intergovernmental Panel on Climate Change (IPCC) expects a temperature rise of 2.5 to 10 degrees Fahrenheit

over the next century, which would bring major harm to diverse parts of the world” to bolster the aforementioned point. However, just because a claim is backed up by evidence does not automatically make it a strong argument. We could invent countless illogical justifications to back up false and harmful claims.

If a person makes the following argument, consisting of a claim (symbolised as C) supported by reasons (symbolised as R1 and R2).

C: I believe the world is flat.

R1: Because my parents believe so.

R2: Because I read it on the internet.

Since there is a claim that is supported by two reasons, this is undoubtedly an argument, but are these justifications sufficient for us to accept the claim? It’s crucial to confirm the allegation from other, more trustworthy and knowledgeable sources because what we read online or hear from relatives and friends may not be accurate. In other words, in order to analyse the argument, it is important to look at the claims and reasons themselves.

(c) Examining ideas and arguments: It’s crucial to pose a series of questions that will help you comprehend an argument better in order to investigate it. These queries can look at several facets of the story and argument. There are many other questions that can be posed, but a few fundamental ones are as follows:

(i) Can the statements and justifications be corroborated by numerous trustworthy sources?

(ii) What potential objections or challenges to the assertions and justifications could there be?

(iii) What is the author’s purpose and viewpoint?

(iv) What are the arguments’ biases?

You can start analysing the argument critically by posing these queries. However, asking questions is a rather arbitrary act. You are posing these queries in light of your personal viewpoints, biases, and interests. Based on your personal experiences, you have opinions and sentiments about what you are reading and seeing. In other words, you can never evaluate concepts and claims with a detached, unbiased viewpoint. The subjective parts of thinking and evaluating, or the process of interpretation, will be discussed in more detail in the next section.

LEARNING TO INTERPRET

A paradox could exist in the process of learning to interpret. You are already continuously, consciously and unconsciously, evaluating the environment around you. Being functional in the world requires at the very least being able to understand what is happening around you. You might not always be aware of how you are viewing the world and how you might want to develop it further. Furthermore, you might not even be aware of how the forces at play in your environment are affecting your perception. Because of this, it is crucial to practise

critical interpretation so that you may purposefully start a dialogue between your own worldview and other people’s viewpoints.

Reflection and synthesis are the minimum requirements for an interpretation. Reflection is the act of thinking back on what you have read and seen. Synthesis is the process of fusing our comments and observations into a logical story or argument.

Task 4: Reflecting on everyday life: Asking yourself how you interpret routine activities is an excellent place to start. Write down your comprehension of some everyday activity you engage in, such as reading, singing, walking, cooking, or taking care of your family. You might consider the following inquiries:

(i) How do I feel after doing this task?

(ii) Why am I participating in this activity? What does it mean to me, exactly?

(iii) How should I talk to others about this activity?

(iv) What are others saying about this activity? Do I concur with them or not?

(v) Would I like to carry it out otherwise?

This reflective exercise can be practiced for any activity, relationships and events. This will help generate greater self-awareness about each aspect of your life.

Task 5: Reflecting on what you read: Reading reflectively entails paying attention to what we are reading, clarifying anything we don’t understand or aren’t sure about, and pursuing our individual interests. Let’s read the passage below:

‘When reading a book, we should be receptive to any passage that triggers a deeper reflection on any topic, even if it’s not the main subject of the book. Sensing a possible relationship between the read passage and our preoccupation, we as good readers should concentrate on analyzing the text, looking for a connection between the main idea and our own interest.’

You had some ideas, feelings, and probably even some words once you had completed reading. Note down your initial thoughts. Reread the passage, pausing every time a term or idea comes to you to research its meaning or the opinions of others, make connections to your own life and the social circumstances you observe around you, and then share your comments with friends and family. You will be able to interpret the passage more fully when you ponder on it more.

CHECK YOUR PROGRESS

Q. 1. Go over the three components of critical thinking mentioned above. Now think of an everyday activity that you do (listening to a lecture, watching the news, reading a book) and reflect on how you can apply these three components to that activity.