

PAPER IX - RESEARCH METHODOLOGY AND RHETORIC

PART A - RESEARCH METHODOLOGY

Course Objectives :

1. To introduce the students to the basic concepts of researching, giving them a clear idea of the philosophy and meaning of research.
2. To help the students to understand the differences between research in the sciences on the one hand and the humanities and literature on the other.
3. To train the students in the art of thesis writing and the methods of analysing and organising the material and the mechanics of thesis.

SYLLABUS - RESEARCH METHODOLOGY

Unit I

1. Research : Definition – Types of Research – Qualities of Research – Literary Research – Nature of inquiry in physical science – The philosophy of research.
2. Choosing the topic
3. Note-taking-primary and secondary sources-Use of standard Abbreviations – Library and its uses.
4. Field work
5. Organization of the material
6. Format of the thesis
7. The First Draft.

Unit II

8. Different kinds of Writing : Explanatory, argumentative, narrative, descriptive and reflective types of writing only basic principles to be studied with suitable illustration
9. Form and style of thesis writing: General principles various kinds of style and the suitability of the topics chosen.
10. Foot Notes: The Rules of foot-noting-practical exercise to be given latest changes.
11. Bibliography : The Principles of bibliography preparation – preparation of bibliographic cards – practical exercise to be given.
12. Viva Voce : its meaning and purpose – Defending the thesis and establishing its authenticity.

BOOKS RECOMMENDED FOR STUDY :

1. C.J.Parsons : Thesis and Project work
2. Jonathan Anderson, et al: Thesis and Assignment Writings.

3. M.L.A. Hand Book
4. G.Watson, The Literary Thesis

PART B - RHETORIC

Objectives :

This part of the syllabus aims at familiarizing the learner with the logical structure of a thesis and how it can be presented effectively. Mode of argument, types of narration, description, techniques of choice of diction and the strategies for the realisation of the essential features of coherence. He should be enabled to identify effective communication strategies on the basis of the superiority of one over the other. The major aim is to test the learner's ability to use Rhetorical devices rather than his memory about notions of Rhetoric.

Unit III

Modes of exposition, definition, classification, comparison and contrast, Analogy – Description, objective subjective – Models of Narration – Point of view – Modes or Reasoning ; Inductive, deductive – Modes of Argument : From Definition, cause and effect, circumstances, comparison, Evidence – logical fallacies – Purpose – Audience – Persons.

Unit IV

Sentence structure : Fragmentary sentences, comma, splices, Fused sentences, Fused sentences, balanced sentences, loose sentences, periodic sentence – Position and use of word classes – Mood-case, Subordination – co-ordination, complement, Antecedent, - Position of modifiers Ambiguity Punctuation : the comma, the semicolon, the colon, the dash, the parenthesis, square brackets, question marks, and punctuation, capitalization, the apostrophe, the hyphen.

Unit V

Diction and style – Standard English, Slang, archaism, idioms, improprieties, wordiness, repetition, vagueness, specific and concrete words, connotation, denotation, figurative language, jargon, assertion, assumption, pejorative language, value judgement, euphemism, metaphor, tone, irony.

Reference Books :

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| 1. Brooks & Warren | Modern Rhetoric |
| 2. Wayne C. Booth | Rhetoric |
| Marshal, W.Gregory | Harper & Row, New York 1987. |
| 3. Holt Guide | Effective Writing (Mac Millan) |