



**Department of Open & Distance Learning**

**Punjabi University, Patiala**

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**Medium : English**

**Unit : 2**

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***Lesson No.***

2.1. : School Magazine

2.2. : Wall Magazine

2.3. : Engaging with Educational Writing

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***Department website : [www.pbidde.org](http://www.pbidde.org)***

**TITLE: School Magazine- Objectives, Significance and Lay out****STRUCTURE OF THE LESSON**

- 3.1 Objectives of the lesson
- 3.2 Introduction of the lesson
- 3.3 Meaning of School Magazine
- 3.4 Objectives of School Magazine
- 3.5 Significance of School Magazine
- 3.6 Lay out of School Magazine
- 3.7 Summary
- 3.8 Suggested Questions
- 3.9 Suggested Reading and Web Resources

**3.1 Objectives of the lesson**

- The students will be able to write the meaning of a school magazine.
- The students will be able to state the objectives of a school magazine.
- The students will be able to understand the significance of a school magazine.
- The students will be able to describe the layout of a school magazine.
- The students will be able to describe the way to prepare a good magazine.

**3.2 Introduction of the lesson**

Now a days, it seems that magazine shapes our lives, telling us what to wear, what to eat and what to think about. Although this is the age of internet, we continue to enjoy magazines, admire their pages, photos, illustrations and headlines. This popularity is due to the fact that magazines cater to all sorts of interests and passions. Most of the magazines look more or less the same at the first glance, but they target different audiences.

### 3.3 Meaning of School Magazine

To understand the meaning of word “ School Magazine”, let us first understand the meaning of the word “magazine”. The word “magazine” is derived from Arabic word *makhazin* or “storehouse”, which contains a collection of facts and fiction, all bundled together in one package. Functionally, a magazine still represents the idea of a bunch of thematically-related content put together as one package. A magazine can also be considered as a cabinet of curiosities; i.e. a display case in which interesting, unusual and occasionally ‘ eccentric’ objects are collected and displayed as a conservation piece or an expression of the writer’s wide-ranging interests or tastes. The readers are treated with a fascinating, mind-expanding and unique set of wonders they had never dreamt of.

As have been already said that various types of magazines target to various audiences and hence are categorised as General interest magazines, Special interest magazines. Special interest magazines can be further categorised as Farm magazines, Sports Magazines, Business magazines, Environmental magazines, Entertainment magazines, Automobile magazines, Children’s magazines, Women’s magazines, Men’s magazines and literary magazines.

School magazine is also one of the types of magazines which have staff and students of the school as target audience and who also contribute in its preparation. The **school magazine** is a historical document of the growth of the school. It informs the future generation of students about the traditions built up of their school. This valuable publication is the opportunity that students require to show their creative talents.

A school magazine is the embodiment of the corporate life of an institution and affords suitable opportunities to the students for giving expression to their thoughts and ambitions. It develops their power of expression and trains them in the art of writing. It develops a literary taste through writing short stories, essays, etc.

In the words of Jacobson, “The school magazine offers great opportunities for those who participate in it. It is not uncommon to find that pupils and their parents consider the editorship of the school paper the most valuable experience which has come to a pupil, particularly when directed by a wise sponsor who makes it a very purposive educative experience. All pupils who serve on the magazine secure some experience in creative writing. Usually the form of their writing improves because a powerful incentive for correct form exists when the material is to be printed or mimeographed for public examination.”

School magazines are published with the view to enable them to learn how to write and express their views in a good form and different languages. The school magazines contain a collection of articles, poems, stories and plays. Besides literary and scientific articles, the school magazine contains information of the work done by the students in different spheres. They also contain information regarding the games and sports organised by the school. It may also contain the description of events held in the school, progress made during a specific time and new programmes introduced in the school. The articles are written mainly by the students and sometimes by the teachers and past pupils. School magazines are generally published annually. For the management of the school magazine, an editorial board is formed comprising of some teachers and students. The editor is very often a senior member of the school. He/ she is assisted by good and intelligent students of higher classes, but they are advised in all matters by a senior teacher. The students send their articles to the editor or any member of the editorial board. Then a selection is made and the best articles are published in the magazine with necessary addition and changes.

### **3.4 Objectives of School Magazine**

The objectives of school magazine are listed below:

- (i) To provide opportunity to the students for self-expression in written form.

- (ii) To develop and cultivate in students the literary taste and study habits.
- (iii) To act as a means of unifying the school.
- (iv) To provide training to students for better utilisation of their leisure time.
- (v) To develop in students a sense of loyalty towards the institution and feel pride for its achievements.
- (vi) To develop in students right standards of conduct.
- (vii) To provide encouragement for and to stimulate worth-while activities.

Spears and Lawshe list the following functions of the school paper as an aid to the school:

1. To educate the community as to the work of the school.
2. To publish school news.
3. To create and express school opinion.
4. To capitalize the achievements of the school.
5. To act as a means of unifying the school.
6. To express the idealism and reflect the spirit of school.
7. To encourage and stimulate worthwhile activities.
8. To aid in developing right standards of conduct.
9. To promote understanding of other school.
10. To provide an outlet for student suggestions for the betterment of the school.

11. To develop better inter-school relationships.
12. To increase school spirit.
13. To promote co-operation between parents and school.

### **3.5 Significance of school magazine**

Along with academic studies, students are encouraged in games and athletics, art and craft, science clubs, dramatics and various other activities. These make the years in school interesting and worth remembering. But intellectual activities like debates, elocution and essay-writing competition are rarely found. Writing does not come from experience alone. It also requires a lot of reading. The literary and intellectual abilities of the student compile him to read books on a variety of subjects. Such students are quick to realize the value of their time and learning. They do not waste their efforts in futile activities. Not all students can be good writers but those who have the ability to form opinions can develop their power of expression by writing for their school magazine. The school magazine is the window to the activities of the school. Proper initiative by the teachers can help in improving the views and expressions of the students which in turn will raise the standard of the magazine. Even the parents can take an active part in the affairs of the school. Inter-class and inter-school competitions can provide a good practice for student publications. Unfortunately only a few schools continue to bring out their school journals. Every school must consider the importance of the school magazine for the benefit of its students. It serves as a link between the school and the parents as it reaches them through the students.

A foundation for interstate and international understanding can be laid by exchanging magazines with schools in other States and countries. Class-room work is

supplemented to some extent through it. The students learn to write their thoughts in an effective, clear and concise manner. Study habits are developed as the students consult some books or journals to write for their school magazine and make the best use of their leisure time. It helps in giving publicity to the school.

School magazines are very important as these are useful in many ways which are as given below:-

1. They have a great educative value. They encourage students to think and write. So they develop their writing skills and talent.
2. These magazines are a means of bringing the ex-students and all the members of the school.
3. In schools, students are taught to read books and to acquire knowledge from the works of great authors. But mere reading of books is not sufficient for education. So the students are also taught how to write and express their own ideas in a good form and in different languages.
4. Besides literary and scientific articles, the school and college magazines contain information of the work done by students in different spheres. The magazine records the achievements of students and congratulates them for their hard work.
5. They also contain information regarding the games and sports organised by the school. Sometimes, group photographs of the students and the staff are published. Thus, the school and college magazines highlight important activities of the school/college.
6. School magazines develop the power of thinking and strengthen the imagination of the students. In this way the general knowledge of the students increases and they acquire the habit of reading and writing.

7. School magazine is a team work of all the students and teachers. School and college magazines also teach the students the value of co-operation and encourage healthy competition.
8. They are a source of self-help and self-confidence for students.
9. Students find real joy when they see their names published in the school and college magazines, respectively.
10. Besides, school and college magazines are interesting for the ex-students of the school. They read articles and their memory of the past days becomes fresh again. These magazines are a means of bringing the ex-students and all the members of the school in touch with one another.

### **3.6 Layout of School Magazine**

#### **Meaning of Layout;-**

Layout is the way of arrangement or plan or design of a thing. It may also be called as the act or process of planning or laying out details of something. Layout means the act or an instance of laying out or an arrangement or plan, especially the schematic arrangement of parts or areas.

#### **Layout of a magazine**

With reference to a magazine, Layout may be described as Master Plan or blueprint that lays out the arrangement of its different graphic elements such as body, copy, colours, headline, illustration and scale. Layout of a magazine shows the details as to how the different kind of text and pictures will be arranged in the magazine on each page. It not only describes the details of a single page, but also the blue print of the whole magazine. It may be said that layout describes the whole structure of a magazine.

**A. Structure of a Magazine:-**Structure of a magazine consists of four parts:-



1. **Cover page:-** The first cover is reserved, of course, for the cover page. The Second and third page is reserved for advertising. Last cover page is on the back of the magazine and it is most expensive ad page.
2. **Front of the Book:-**This part of the magazine consists of several key pages.
  - (a) **Table of contents** – This is always the first page of the magazine. Table of contents can be laid out on one page, two page spread, or on two pages intersected with advertising. Ad pages are almost always on the right. Advertisers prefer the right hand side of the magazine because it is more visible than the left hand pages. Table of contents can be designed with or without the images but it is important to distinct the TOC elements so that the reader can understand what is page number, what is the headline of the topic.
  - (b) **Impressum** – This is the part of the magazine that is usually placed in the front of the book, although some magazines place it at the back of the magazine. Impressum or masthead is the list of all people that work in the magazine. From the editorial staff to marketing and ad sales people to publishers and key people in the publishing house that is producing the magazine. The design of this page is pretty straightforward and clean. Magazine masthead (logo) is usually placed at the top of this page.
  - (c) **Editor's Letter** – This is first editorial page in the magazine. It is welcoming letter from the editor-in-chief in which he or she explains the content of the issue. It depends on the style of the publication and the editor's journalism voice but it basically covers the main topics in the issue but also it can contain some thoughts about the topics this magazine covers in general.

**(d) Other key pages in front of the book** – Generally every magazine wants to start with short one page topics. Depending on the topic that magazine covers, these pages can contain news sections, reviews, topics about society, culture, arts, events and so on. Short one page interviews, columns and opinions can be placed here also. These pages have a uniform, standardized design that is changed just slightly from issue to issue. Everything is set in its place and follows rigid grid structure. Readers' letters and opinions are almost always placed at the front of the book just after editor's letter. Another page that is used a lot lately is so called "section start" page. This is the page that generally opens a certain section of the magazine (news section, beauty section, listings...). It can be used both in front and in the back of the book.

3. **Feature well:**-This is the largest part of the magazine. It contains main features. These articles can be short ones, just a few pages long or longer ones, spanning for more than ten pages. When organizing features, it is better to interject short ones with long ones. Design related these are the articles in which designers have the biggest freedom, although certain style of the publication should be followed. Each feature should be visibly different than the other one because the reader may get confused if he doesn't know where one feature ends and another starts. Use of different colours can be helpful in distinction.
4. **Back of the book:**-This part of the magazine contains the remaining content from the front of the book, shorter articles, news, listings, remaining columns, horoscope and so on. Although the back of the book is considered less important than the front, especially from the advertiser's point of view, editors should not place only less interesting stuff here. This part should also be filled with good useful information.

**B. Way to right the articles in a magazine;-**

The following points should be kept in mind while writing the articles for a magazine:-

1. Articles should be written from the readers' point of view.
2. Be enthusiastic and believer of your views in the article.
3. Follow the convincing way of writing.
4. Information should be presented in an interesting manner.
5. Write using the words which involve readers by giving a personal touch.
6. The format of the articles should be- Title, introduction, Body and Ending.
7. The level of the language used should be according to the seriousness of the topic.

**C. Organisation of School Magazine**

(i) The selection of material should be done by Editorial board very judiciously. While making selection the Editorial board should pay due attention and select only quality articles. The Editorial board should also make necessary corrections in the language, style etc., of the articles selected for publication in school magazine.

(ii) The magazine should be printed in an appealing manner.

(iii) All the efforts be made to see that magazine is provided to every students and that too only at nominal cost.

(iv) A copy of magazine should be sent to some other schools in the vicinity.

(v) A copy of school magazine must also be sent to various prominent persons who take interest in school activities and its welfare.

(vi) The hard bound copies of all the previous numbers of magazines be made available in school library,

(vii) All efforts be made to select a competent editorial board for publication of magazine.

(viii) All the essential formalities such as registration of magazine with the registrar of publications etc., be completed in time.

(ix) The notice inviting articles for publication in magazine is widely circulated and that too well in advance.

(x) Some of the articles be selected from wall magazine for publication in school magazine.

(xi) All possible efforts are made by the teacher for maximum participation of students in publication of school magazine.

### **3.7 Summary :-**

The school magazine is an important publication by the school which is an outlet to students' emotions, ideas and creative talents of the students. It motivates the students by displaying their creations. It is very important for the students, faculty, parents and the community. Every magazine has a layout which generally consists of cover page, front of the book, feature well and back of the book. Selection, organisation and presentation of the material in the magazine should be paid much attention so as to make it a good magazine. Every magazine should be prepared in such a manner that it is capable of attracting the attention of the readers and is easily understood by them.

**3.8 Suggested Questions:-**

1. What is a school magazine? What are the objectives of a school magazine?
2. Write the importance of school magazine. What contents are included in the school magazine?
3. Explain the meaning of layout of a magazine. Describe the layout of a magazine in detail.
4. What points should be taken care of so as to prepare a good school magazine?

**3.9 Suggested Reading and Web Resources**

Aggarwal, J.C. (2003). "Teaching of Commerce ; A Practical Approach, Vikas Publishing House Pvt. Ltd., Noida, Uttar Pradesh.

Nandra, I. D. S.(2017). Strengthening Language Proficiency, Twentyfirst Century Publications, Patiala, Punjab.

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<http://www.publishyourarticles.net/knowledge-hub/essay/importance-of-school-magazine-and-its-uses/5430/>

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<http://www.magazinedesigning.com/structure-of-the-magazine/>

**Wall Magazine- Objectives, Significance and preparation**

**STRUCTURE OF THE LESSON**

- 4.1 Objectives of the lesson
- 4.2 Introduction of the lesson
- 4.3 Meaning of wall Magazine
- 4.4 Objectives of wall Magazine
- 4.5 Significance of wall Magazine
- 4.6 Preparation of wall Magazine
- 4.7 Summary
- 4.8 Suggested Questions
- 4.9 Suggested Reading and Web Resources

**4.1 Objectives of the lesson**

- The students will be able to write the meaning of wall magazine.
- The students will be able to state the objectives of wall magazine.
- The students will be able to understand the significance of a wall magazine.
- The students will be able to describe the how to prepare a wall magazine.
- The students will be able to describe the point to be take care of while preparing good wall magazine.

**4.2 INTRODUCTION OF THE LESSON:-**

Wall magazine and school magazine both are part of the co-curricular activities of the school which provide a platform to the students and other stakeholders to showcase their hidden talents. School magazine involves all the stake holders whereas wall magazine

is concerned with the school students only. Wall magazine has a great significance for the students who get a platform for them to display their creative, intellectual and literary talents. It is used by the schools with an objective of enhancing linguistic and independent writing skills among the students. Preparation of wall magazine though appears to be a very simple activity but it needs to have certain preparations in advance. It needs a board on the wall and literary and artistic creations of the students for displaying on the board. Designing of the articles by the students must be done carefully. Certain inter house and inter school competitions can be organized by fixing a theme for the wall magazine.

#### **4.3 MEANING OF WALL MAGAZINE:-**

A wall magazine is a periodical run on a notice board, especially in an educational institute where the students and other members of the institution can post their articles, poems, drawings and other such compositions to share with each other. They can be in the form of collage giving a message. Wall magazines are a medium within the educational institutions for the students to express their creativity. It can also be utilized as a medium to increase interaction between students by having regular fortnight quizzes, so making it widely known. Certain topics can be discussed by regular posts on an open section. Wall magazine is an important means to enable the students to express their inner feelings. It also helps them in developing the positive and desirable qualities. According to Wikipedia, "a wall magazine is periodical run on a notice board, especially in an educational institute, where the students and other members of the institution can post their articles, poems, drawing and other such compositions to share with each other. They can be in the form of collage giving a message." One can compose or post articles of various types including writing based on current incidents, inspiring stories, poems, precious quotations, specially-significant dates etc.

#### **4.4 OBJECTIVES OF WALL MAGAZINE**

The main objectives of a wall magazine can be stated as follows:-

1. To initiate writing tendency in pupils and attract their attention on current incidents.
2. To build a systematic mental state among the learners.
3. To constantly endeavour in the clarity of the hand writing and making them conscious regarding spellings.
4. To draw the learners interest towards artistic works.
5. To enable them in building a cooperative and collaborative learning situation.
6. To inspire the learners by the publish of their own writings and drawings.
7. To enable the learners know the utility of colours.
8. To draw the eagerness towards tender and delicate arts.
9. To ensure joyful and fruitful learning among the learners.
10. To enable them building a friendly attitude with the teacher.
11. To bring a sense of inspiration in creative activity among the learners.
12. To enable the learners in growing their concentration.
13. To eradicate youth diversion among the learners by systematic mental thinking.
14. To inspire the young generation in being peaceful.
15. To build up a pleasant environment amongst the school encompassing the natural, cultural, all round environment of the school.
16. To enable in building a emotional bound of the society with the school and will also help in growing and inspiring the artistic taste among the learners.

#### **4.5 SIGNIFICANCE OF WALL MAGAZINE**

School use wall magazine for enhancing teaching learning process. Wall magazines have many benefits to the students. Some of these benefits are give below which show the importance of wall magazine for the students:-

1. It develops literary talents of the students as students write some poem, essays and other articles for displaying on the wall magazine.



2. It develops artistic tastes of the students as it provides an opportunity to students to draw their own drawings and sketches for display.
3. It develops linguistic, intellectual and writing skills in the students because the students while writing the articles learn to express their views logically and systematically in a grammatically correct language.
4. It enables the students for searching information through various sources.
5. It enhances critical thinking, understanding and self-study skills.
6. It enables students to plan, organize and manage their own time while writing for wall magazine.
7. It explores the potentialities of the students to the maximum. They can explore their hobbies. Some of the hobbies acquired through this activity can help the students to choose vocations in future.
8. It gives outlet to students emotions also.
9. The articles of wall magazine , which are related to latest themes most of the time, keeps students updated about the things happening around the globe.
10. The ability of writing independently on a topic is developed among the students.
11. It also develops the quality of original creative and good articles instead of copying.
12. Wall magazine is a source of teaching students to write on a variety of topics.
13. It encourages the students by providing motivation when some of the selected articles from the wall magazine are selected for publication in Annual school magazine.
14. It provides self satisfaction to the students as they look at the articles displayed on the wall.

So the above points show that wall magazine have a great significance for school students.

#### 4.6 PREPARATION OF WALL MAGAZINE

Wall magazine is created by students after writing and designing articles and displaying these on the notice board or board for the wall magazine. The preparation of wall magazine though appears a simple activity but needs much preparation in advance. The following steps are to be followed in preparing for a wall magazine.

i) Preparation of wall magazine board:-

A board for wall magazine is required on which the articles are to be displayed. The size of the board is 4 feet by 6 feet which gives it a rectangular shape. The size of the wall magazine board must be appropriate so as to have enough space for displaying articles from a large number of students. The board should be made up of soft and good quality wood.

ii) Preparation of the Articles:-

The article for the wall magazine can be any scientific paper, facts about a topic or thing, story, essay, poem or any visual creation on a paper. These articles need to be prepared with an aim of presenting information in the form of gist about a topic and that too in an attractive manner. It should be prepared with an objective of sharing the information with others. These articles help the students in exchange of ideas also. The following points must be taken into consideration for preparing articles:-

- a) Preparing informative articles.
- b) Attractive and useful graphical presentations.
- c) Headings must be given and highlighted if the article needs to present that kind of information.
- d) Level of the students must be taken into consideration.
- e) Articles should not be very lengthy.

- f) Presenting much interesting points.
- iii) Designing of the Article:-
- a) Articles must be designed on a paper of good quality. Use of coloured paper can make it more attractive.
  - b) The size of the paper used should be A4 or 8 x 11 inches or use may call it a standard sheet.
  - c) Whatever the size of the sheet, the type font chosen should be considered large than standard. It should be visible to all readers and attractive font.
  - d) The title of the article and the name of the author should be presented a highlighted form.
  - e) Experimentation with colours using their creativity by students in designing articles can make the articles more attractive and presentable.
- iv) Display of the articles on the wall magazine board:-
- Display of the articles on the wall magazine board should be in such a manner as to make all the articles visible to the readers. The presentation should be in such a manner that each article catches the attention of the readers. Though articles can be displayed in any pattern or giving any shape to the presentation like a collage, but if articles are to be presented in the form of a matrix, any of the two layouts can be made:-
- a) Horizontal layout: - it means arranging or presenting the articles across the rows.
  - b) Vertical layout: - it means arranging or presenting the articles across the columns.
- v) Qualities of a good wall magazine
- A good wall magazine must have the following qualities:-
- a) A presentable good quality board should be used.

- b) Face of the board must be having a smooth surface and suitable colour.
  - c) Information presented must be bold enough so as to make it readable.
  - d) Eye catching titles should be used for the articles.
  - e) Articles must not be very lengthy and should be informative enough.
  - f) Use of colours should be made aesthetically.
  - g) The designing of the article should have balanced pattern and proper contrast, brightness and shade of colours.
  - h) Display of article can be in the form of collage, horizontal pattern or vertical pattern.
  - i) Lay out should be consistent and clean.
  - j) The theme of the wall magazine, if it is these, must be presented on the wall magazine board in an highlighted and attractive manner.
- vi) Organising wall magazine competitions in the schools.

Wall magazine preparation can be used as an co-curricular activity by the schools. Inter-house and inter school competitions can be organised for preparing wall magazines so as to motivate students to have healthy competition.

For organising such a competition, a good theme should be chosen and students should be informed about the theme well in advance. It will provide enough time to the students so as to collect information and present it effectively in their articles. The students can be told the about the qualities of a good articles and wall magazine in advance so that they prepare, design and present their articles in an meaningful, informative, presentable and attractive manner. They are to be made aware of proper colour combination, patterns , shapes and designs for various drawings in advance.

This activity is organised in schools with the aim of improving information collection and analytical skills of the students of also aims at

developing aesthetic sense and healthy completion among the students. This activity can include awarding certification and giving prizes to the students for their excellence in the activity.

The selection of the theme in such competition is also a matter of great concern. It needs themes which are latest and of the level of students and according to the needs and interest of the students. While organising wall magazine competition at the house level, the theme or topics should be changed after every three- four months and the winner house of the year can be awarded prize at the school annual function.

#### **4.7 Summary**

Wall magazine is one of the co-curricular activities of the display students self prepared articles in an interesting manner so as to share information among the students. It is an activity which shows cases the hidden talents of the students and it enhances their written communications skills. It also develops aesthetic qualities in the student's. Wall magazine preparations must be done carefully so as to achieve its purpose in true spirit. The objectives of its preparation must be taken into considerations. Wall magazine competitions can also be organised to give way to healthy competitions in schools.

#### **4.8 Suggested Questions**

- 1 Explain the meaning of wall magazine. Why wall magazine is important for the students?
- 2 “ Wall magazine is an important co-curricular school activity” . Elaborate.
- 3 How a wall magazine should be prepared? What points must be considered while preparing a wall magazine?
- 4 What do you mean by wall magazine? How can wall magazine competitions be made useful for the students?

**4.9 Suggested Reading and Web Resources**

Aggarwal, J.C. (2003). “Teaching of Commerce ; A Practical Approach”, Vikas Publishing House Pvt. Ltd., Noida, Uttar Pradesh.

Nandra, I. D. S.(2017). “Strengthening Language Proficiency”, Twentyfirst Century Publications, Patiala, Punjab.

<https://bnmes.wordpress.com/magazine/>

**Engaging with educational writing: Extracts or chapters from authors who deal with themes from education, schooling, teaching or learning**

- 5.0 Structure of the Lesson
- 5.1 Objectives of the Lesson
- 5.2 Introduction
- 5.3 Meaning of Educational Writing
- 5.4 Need and Importance of Engaging with Educational Writing.
- 5.5 Types of Educational Writing
  - (I) ESSAY
  - (II) RESEARCH PAPER
  - (III) CONFERENCE PAPER
  - (IV) ACADEMIC JOURNALS
  - (V) DISSERTATION AND THESIS
  - (VI) ABSTRACT
  - (VII) EXPLICATION
- 5.6 Suggestions for Improving Educational Writing.
- 5.7 Summary

## 5.8 Suggested Questions.

### **5.1 Objectives of the Lesson:-**

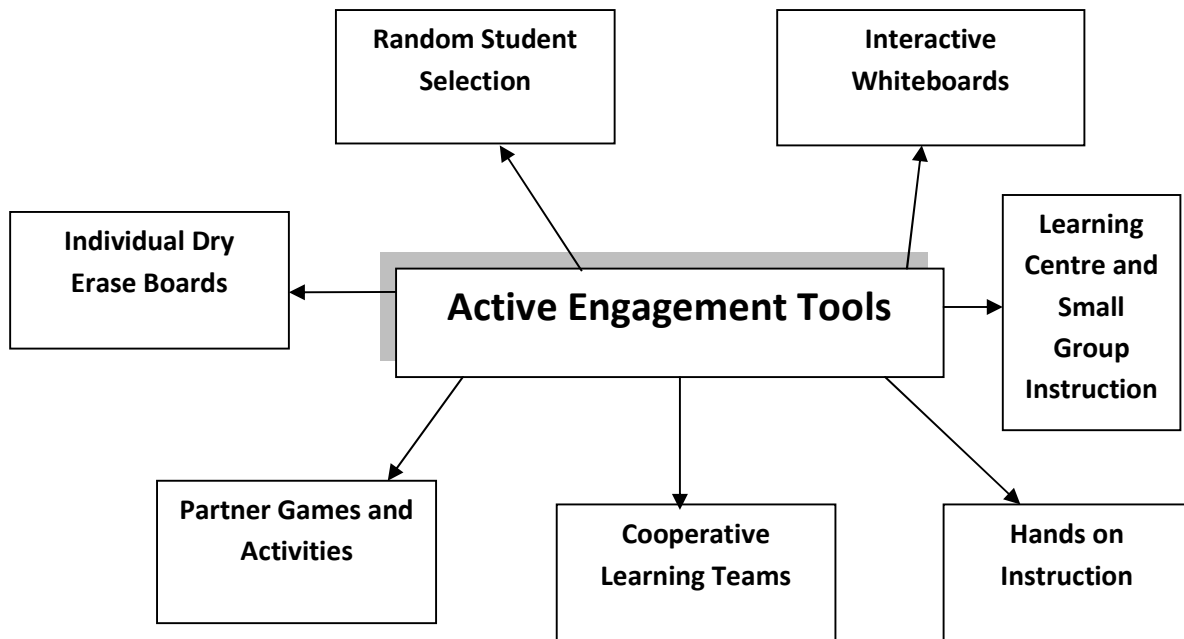
After study of this lesson, students will be able to do the following:-

1. They will be able to coin the definition of educational writing.
2. They will be able to comprehend the need and importance of educational writing.
3. They will be able to understand the type of educational writing.
4. They will be able to understand how to write an essay, Conference Paper, Research Paper, an Abstract, Dissertation and Thesis.

### **5.2 Introduction**

Increasing student engagement is not a small task. It takes something vastly different to motivate each unique student. However, there are ways to bring your students into more actively learning tasks that require their thoughtfulness and participation. High- quality writing program will provide a balance between opportunities for children to engage in writing that is meaningful to them and to receive explicit instruction in the skills and strategies they need to become proficient writers. Development of the self regulation strategies and motivation needed for independent writing are also important. It is the need of the hour to study the original as well as written essays of the great ideas of those writers who have written on Education, Schooling, Teaching and Learning. Minds and Hands are necessary for active engagement of students. When students are fully engaged in a task, they are actively doing and actively thinking. While hands are engaged minds should be questioning, sorting through sensory input and making connections.





### 5.3 MEANING OF EDUCATIONAL WRITING

A Simple definition of educational writing is hard to come by because it refers to writing done for several reasons. An academic writing is used in many different forms. In general meaning of educational writing about or related to education or writing for education. Educational writing is some time called by the name 'Academic Writing'.

Academic writing is process of the breaking down ideas and using deductive reasoning, formal voice and third person point of view.

A broad definition of educational writing is any writing done to fulfil a requirement of a college or university. It is also used for publications that are read by teachers and researchers or presented at conferences. A very broad definition of educational writing could include any writing assignment given in an academic setting.

Educational writing begins at the knowledge level of the audience and increases their learning. More than reporting information, writing to education explains the meaning of personalities, locations, events, objects and concept. The educational writer studies audiences to meet their intellectual expectations. Research with accuracy keep this type of writing interesting and fair.

#### **5.4 Need and Importance of Engaging With Educational Writing**

When we think of student engagement in learning activities, it is often convenient to comprehend students engagement with an activities as being represented by good behavior, positive feeling and good thinking. This is because students may be emotionally or behaviorally invested in given activities without the mental effort to understand and master the knowledge, craft or skill. Following points show the need and importance of Engaging student with educational writing.

- **Make the students activities Meaningful:-** In aiming for full engagement it is essential that students perceive activities as being meaningful. To ensure that activities are personally meaningful, we can connect them with students previous knowledge and experience. Expert modeling can help to demonstrate why an individual activity is worth pursuing, and when and how it is used in real life.
- **To Inculcate a sense of Competence:-** The idea of competence may be understood as a student's ongoing personal evaluation. To strengthen students sense of competence in learning activities, the assigned activities could be only slightly beyond students current levels of proficiency, make students demonstrate understanding throughout the activity, show peer coping models and Include feedback that helps students to make progress.
- **Provide Autonomy Support:-** Autonomy support as nurturing the student's sense of control over their behavior and goals. Autonomy support can be implemented by welcoming students opinions and ideas into the flow of the activity. Using informational non-controlling language with students and giving students the time they need to understand and absorb an activity by themselves.

- **To promote Collaborative Learning:-** Collaborative learning is another powerful factor of engagement in learning activities. When students work effectively with others, their engagement may be amplified as a result (Wentzel,2009), mostly due to experiencing a sense of connection to others during the activities.
- **Establish Positive Teacher- Student Relationships:-**

High- quality teacher-student relationships are critical factor in determining student engagement, especially in the case of difficult students and those from lower socioeconomic backgrounds. When students form close and caring relationships with their teachers, they are fulfilling their developmental need for a connection with others and a sense of belonging in society. Teacher-student relationships can be facilitated by caring about students social and emotional needs, displaying positive attitudes and enthusiasm, increasing one-on-one time with enthusiasm, Treating students fairly, Avoiding deception or promise-breaking.

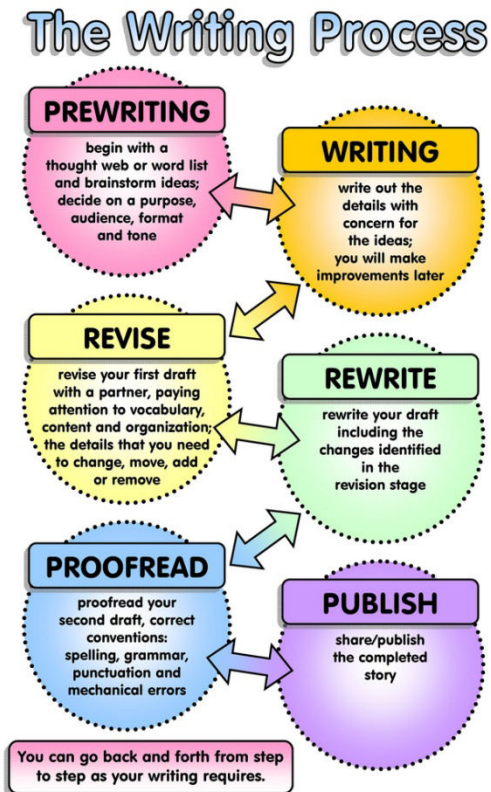
- **Promote Mastery Orientations:-** Finally, students perspective of learning activities also determines their level of engagement, When students pursue an activity because they want to learn and understand (i.e mastery orientations), rather than merely obtain a good grade look smart, please their parents or outperform peers (i.e. performance orientations), their engagement is more likely to be full and through (Anderman & Patrick, 2012). To encourage this mastery orientation mindset consider various approaches, such as framing success in terms of learning (e.g. criterion-referenced) rather than performing (e.g. obtaining a good grade). You can also place the emphasis on individual progress by reducing social comparison (e.g. making grades private) and recognizing student improvement and effort.

## 5.5 Types of Educational Writing:-

There may be many types of educational writing but most important are given here:-

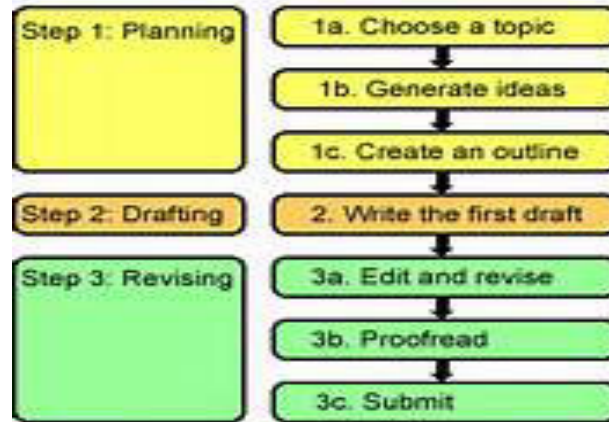
1. Essay.

2. Research paper or research articles.
3. Conference paper.
4. Academic journals.
5. Dissertation and Thesis.
6. Abstract.
7. Explication.



**(i) Essay:-** An essay is an academic paper that works to answer questions, defend arguments or state personal opinion on a topic through supported evidences. An essay can be roughly one page in length or in between 1000 to 5000 words.

## Steps to Writing an Essay



According to Kathy Livingston's there are 7 steps of writing a successful essay:-

- (1) **Pick a Topic:-** First of all topic is assigned and you may be given free reign to write on the subject of your choice. If topic is given to you, you should think about the type of paper that you want to produce and make rough notes.
- (2) **Prepare an outline or diagram of your idea:-** In order to write a successful essay, you must organize your thoughts and you should make connections and links between your ideas. Use either an outline or diagram to joint your ideas and organize them. If you want to create a diagram, write your topic in the middle of your page.
- (3) **Write your thesis statement:-** When you have selected a topic and sorted your ideas into relevant categories, you must create a these statement. Thesis statement will have two parts. The first part states the topic and the second part states the point of the essay.
- (4) **Write the Body:-** The body of the essay argues, explains or describes our topic. Each main idea that we wrote in our diagram or outline well become separate section within the body of our essay. Each body paragraph will have the same basic structure.
- (5) **Write the Introduction:-** The introduction should tract the reader's attention and show the focus of your essay.

- (6) **Write the conclusion:-** The conclusion should be precise and consists of three to five strong sentences. It should be review of your main points and provide reinforcement of your thesis.
- (7) **Adding the finishing touches:-** After writing conclusion, you must think that you have completed your essay. Before you consider this a finished work, you must pay attention to all the small details.
- (ii) **Research Paper or research articles:-** A research paper is an expanded essay that presents your own interpretation or evaluation or argument. In fact, this guide is designed to help you navigate the research voyage, through developing a research questions and these, doing the research, writing the paper and correctly documenting your sources. Following are the steps of writing a research paper:-

### Steps to Writing a Research Paper



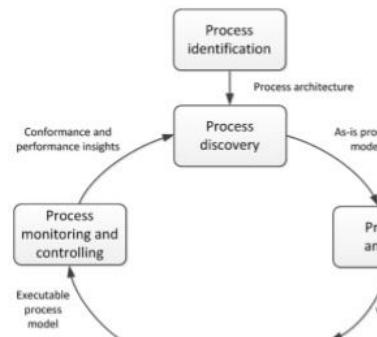
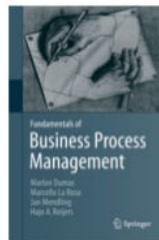
1. **Select a Subject:-** Choose your subject carefully, keeping in mind the amount of time you have to write the paper, the length of the paper, your intended audience and limits of the resources. However, avoid controversial and sensational subject that are not scholarly, or too technical.
2. **Narrow the topic:-** The topic of the research paper deals with what you want say about the subject. As you read, ask questions like the following:-
  - Who are the important people involved?
  - What are the major issues?
3. **State your objective:-** Objectives should be relevant and according to one topic.

- 4. Form a Preliminary Bibliography:-** A Preliminary Bibliography is a list of potential sources of information. Moreover, card catalog and the guides to references books should be included in a preliminary bibliography.
- 5. Prepare a Working Outline:-** It is important because it gives order to over note taking. It provides a good starting points to our writing.
- 6. Start Taking Notes:-** After you have gathered your material prepare a working outline. Each note should relate in some way to one of the topics on your working outlines.
- 7. Outline the paper:-** The final outline is similar to the working outline, but it is more complex, with each topic being further divided into several topics. To accomplish this, sort your note cards into separate piles according to the topics.
- 8. Write the Rough Draft:-** After you have completed your final outline, you can begin to write your rough draft. It is important to remember that this rough draft will be revised. Therefore, at this time, you do not need to worry too much about spelling or punctuation. Instead, you should concentrate on the content of the paper, following your outline and expanding the ideas in it with information from your notes.
- 9. Edit Your Paper:-** When you have finished the rough draft, read through it again and revise it. Pay particular attention to the content and organization of the paper. Does each paragraph have a topic sentence that relates to the thesis? Is each idea supported by evidence? Are there clear transitions from one section to another, from your words to quotations? Are there clear transitions to indicate to the reader when one idea is ending and another one is beginning? Revision often requires many readings, each with its own purpose.
- 10. Write the Final Draft:-** The final draft of your paper should be typed and must include citations and a bibliography; some paper might require a title page, depending on the formatting style. The title page should include the

title of the paper, your name, the name of the course, the instructor name, and the date the paper is due.

- (iii) **Conference Paper:-** Conference Paper refers to articles that are written typically an annual venue with a specific scope where you can present your results to the community, overall as an oral presentation, a poster presentation or a table discussion. Following are the steps of writing a conference paper:-

## The presenters



### Outline:-

- Select your Topic
- Write/ Submit your paper
- Reviews: How to use them
- References

- (iv) **Academic Journal:-** Academic Journal is written by someone with academic qualification or expert knowledge, is evidence based (end include references) and aimed at a Scholarly audience. Not all scholarly journals are peer reviewed. Scientific journals contain article that report on new research. Steps involved are as following:



**1. Identify a subject**

What is the focus? Why is this significant? Who would be interested?

**2. Identify a journal**

Which journals are interested in this subject – according to their aims and scope?

Which journals have editors and readers who are likely to be interested in this?

**3. Check the journal**

Download four articles from the last four years that could be in the literature review.

If this isn't possible, select another journal.

**4. Answer these questions**

What is the focus?

Why is it relevant to this audience?

What are the relevant wider debates, what position will the article take on them and how does it develop them?

How will this article relate to the conversation in this journal?

Is the methodology convincing? Why should readers trust the findings?

Why is this significant for readers?

### 5. Convert the abstract into a framework

Check the word count for articles in the journal.

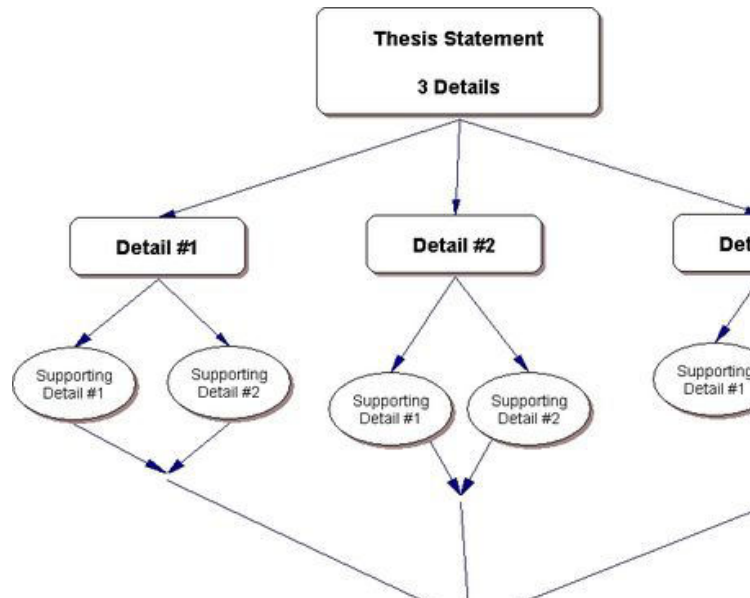
A 15-item bibliography will take approximately 350 words. Deduct these. Decide how to allocate the remaining words to the five sections in the abstract.

### 6. Pick a reader

Choose someone who should find this work interesting and useful. Write the five sections for them.

No section need be more than six times longer than this blog post. Some need only be twice as long.

**(v) Dissertation and Thesis:-** It is a structured piece of writing that develops a clear line of thought (an 'argument') in response to a central question or proposition ('thesis'). A dissertation is an extended piece of work, usually divided into chapters, and containing a significantly more detailed examination of your subject matter and evidence than is the case for most essays. There has much more responsibility in choosing your research topic and for sourcing your supporting materials, your dissertation provides evidence of your ability to carry out highly independent study and research. You are typically expected to be clear about the methodology (investigative procedures and rules) you have used to gather and evaluate your evidence. This aspect of producing a dissertation has much greater emphasis than in a typical essay.



**(vi) Abstract:-** An abstract is a brief summary of a research article, thesis, review, conference proceeding or any in-depth analysis of a particular subject and is often used to help the reader quickly ascertain the paper's purpose. An abstract always appears at the beginning of a manuscript or typescript, acting as the point-of-entry for any given academic paper or patent application. Abstracting and indexing services for various academic disciplines are aimed at compiling a body of literature for that particular subject. Writing an efficient abstract is hard work, but will repay you with increased impact on the world by enticing people to read your publications. Make sure that all the components of a good abstract are included in the next one you write.

#### **Writing an abstract including these elements**

1. Locate paper in relation to larger debates and identify perspective
2. Focus on the questions/issues/problems to be explored/examined
3. Anchor the argument by outlining research, sample and analysis

4. Report on major findings relevant to the argument
5. Argue open out the argument and return to this article's perspective.

**(vii) Explication:-**

An explication is a mini-essay (a page or less) on a very short passage (a paragraph or two) from a literary work. In an explication, it is important that you discuss a cultural issue that the novel addresses (like the issues Professor Mott brings up in lecture), but you must do so only as the issue is evoked by the passage and through close reading, or analysis of the passage's language and structural devices. Your explication should do as many of the following as possible:

- Name the work and the author; identify the speaker and/or characters involved; briefly explain the context of the passage (where it occurs in the work, and any important incidents associated with it) and the cultural issue that you will examine.
- Assert an argument about how the passage illustrates the novel's attitude toward or stance on a specific cultural issue. Support this argument by pointing to literary characteristics (sentence structure, figurative language, imagery, tone, plot, word choice) that elucidate the meanings of the passage.
- Support your argument by explaining how the passage is significant in relation to the whole work.
- Do NOT merely summarize or paraphrase the passage.

**Steps of Explication:-**

- Begin by reading the passage carefully and underlining any provocative words or phrases that catch your eye and relate to your topic. Circle any words that you don't understand. Look them up.

- Look for the ways that the author uses figurative language (similes, metaphors, symbols) to convey meanings. What other words might the author have used instead of the ones that s/he did? Why choose these words instead of the others? What affect do the words s/he chose have on this passage's significance to the cultural issue that you are examining.
- If you get stuck or have trouble getting started, ask yourself: What is the author leaving out or not saying? What is simply "interesting" or "weird" about this passage? What words or other characteristics "jump out" at you or seem particularly striking or even incongruous? What words seem to have multiple meanings? What connotations do these words carry? How do these connotations relate to your topic?
- You might consider any of the following that apply: from whose point of view do you get this passage? What is the passage's tone (sad, foreboding, celebratory?), imagery (stark, beautiful, inconsistent with the passage?), style (flowery, grandiose, plain?), sentence structure (long, short, flowing, choppy?), point of view (first, third, omniscient, limited?). Remember, these elements only matter in so far as they affect your interpretation of the topic you are investigating.

## 5.6 Suggestions for Improving Educational Writing :-

- **Let Students know that you value good writing:-** Teaching writing is not only the job of the English department alone. Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all faculty.
- **Regularly assign brief writing exercise in your classes:-** To vary the pace of a lecture course, ask students to write a few minutes during class. Some mixture of in-class writing, outside-ended questions will give students the practice they need to improve their skills.
- **Provide guidance throughout the writing process:-** After you have made the assignment discuss the value of outlines and notes, explain how to select and narrow a topic, and critique the first draft, define plagiarism as well.
- **Don't feel as though you have to read and grade every place of your students writing:-** Ask students to analyze each other's work during class, or ask them to critique their work in small groups. Students will learn that they are writing in

order to think more clearly, not obtain a grade. Keep in mind, you can collect student's papers and skim their work.

- **Find other faculty members who are trying to use writing more effectively in their courses:-** Pools ideas about ways in which writing can help students learn more about the subject matter. See if there is sufficient interest in your discipline to warrant drawing up guidelines. Students welcome handouts that gives them specific instructions on how to write papers for a particular course or in a particular subject area.
- **View the improvement of students' writing as your responsibility.**

Teaching writing is not only the job of the English department alone. Writing is an essential tool for learning a discipline and helping students improve their writing skills is a responsibility for all faculty.

- **Remind students that writing is a process that helps us clarify ideas:** Tell students that writing is a way of learning, not an end in itself. Also let them know that writing is a complicated, messy, nonlinear process filled with false starts. Help them to identify the writer's key activities:
  - ❖ Developing ideas
  - ❖ Finding a focus and a thesis
  - ❖ Composing a draft
  - ❖ Getting feedback and comments from others
  - ❖ Revising the draft by expanding ideas, clarifying meaning, reorganizing
  - ❖ Editing
  - ❖ Presenting the finished work to readers
- **Explain that writing is hard work:** Share with your class your own struggles in grappling with difficult topics. If they know that writing takes effort, they won't be discouraged by their own pace or progress. One faculty member shared with students their notebook that contained the chronology of one of his published articles: first ideas, successive drafts, submitted manuscript, reviewers' suggested changes, revised version, galley proofs, and published article.

- **Give students opportunities to talk about their writing:** Students need to talk about papers in progress so that they can formulate their thoughts, generate ideas, and focus their topics. Take five or ten minutes of class time for students to read their writing to each other in small groups or pairs. It's important for students to hear what their peers have written.
- **Encourage students to revise their work:** Provide formal steps for revision by asking students to submit first drafts of papers for your review or for peer critique. You can also give your students the option of revising and rewriting one assignment during the semester for a higher grade. Faculty report that 10 to 40 percent of the students take advantage of this option.
- **Explain thesis statements:** A thesis statement makes an assertion about some issue. A common student problem is to write papers that present overviews of facts with no thesis statement or that have a diffuse thesis statement.
- **Stress clarity and specificity:** The more the abstract and difficult the topic, the more concrete the student's language should be. Inflated language and academic jargon camouflage rather than clarify their point.
- **Explain the importance of grammar and sentence structure, as well as content:-** Students shouldn't think that English teachers are the only judges of grammar and style. Tell your students that you will be looking at both quality of their writing and the content.
- **Distribute bibliographies and tip sheets on good writing practices:** Consider giving your students a bibliography of writing guides, for example:

Crews, F.C. Random House Handbook. (6th ed.) New York: McGraw-Hill, 1992.

A classic comprehensive textbook for college students. Well written and well worth reading.

- **Ask a composition instructor to give a presentation to your students:** Invite a guest speaker from the composition department or student learning

center to talk to your students about effective writing and common writing problems. Faculty who have invited these experts report that such presentations reinforce the values of the importance of writing.

- **Let students know about available tutoring services:-** Individual or group tutoring in writing is available on most campuses. Ask someone from the tutoring center to give a demonstration in your class.
- **Use computers to help students write better:** Locally developed and commercially available software are now being used by faculty to help students plan, write, and revise their written work. Some software available allows instructors to monitor students' work in progress and lets students collaborate with their classmates.
- **Ask students to write what they know about a topic before you discuss it:** Ask your students to write a brief summary of what they already know or what opinions they hold regarding the subject you are about to discuss. The purpose of this is to focus the students' attention, there is no need to collect the summaries.
- **Ask students to respond in writing to questions you pose during class:** Prior to class starting, list two or three short-answer questions on the board and ask your students to write down their responses. Your questions might call for a review of material you have already discussed or recalling information from assigned readings.
- **Ask students to write from a pro or con position:** When presenting an argument, stop and ask your students to write down all the reasons and evidence they can think of that supports one side or the other. These statements can be used as the basis for discussion.
- **During class, pause for a three-minute write:** Periodically ask students to write freely for three minutes on a specific question or topic. They should write whatever pops into their mind without worrying about grammar, spelling, phrasing, or organization. This kind of free writing, according to



writing experts, helps students synthesize diverse ideas and identify points they may not understand. There is no need to collect these exercises.

- **Have students write a brief summary at the end of class:** At the end of the class period, give your students index cards to jot down the key themes, major points, or general principles of the day's discussion. You can easily collect the index cards and review them to see whether the class understood the discussion.
- **Have one student keep minutes to be read at the next class meeting:** By taking minutes, students get a chance to develop their listening, synthesizing, and writing skills. Boris (1983) suggests the following: Prepare your students by having everyone take careful notes for the class period, go home and rework them into minutes, and hand them in for comments. It can be the students' discretion whether the minutes are in outline or narrative form.
- **Decide on one to two good models to read or distribute to the class.** At the beginning of each of the following classes, assign one student to take minutes for the period. Give a piece of carbon paper to the student who is taking minutes so that you can have a rough copy. The student then takes the original home and revises it in time to read it aloud at the next class meeting. After the student has read their minutes, ask other students to comment on their accuracy and quality. If necessary, the student will revise the minutes and turn in two copies, one for grading and one for your files.
- **Structure small group discussion around a writing task:** For example, have your students pick three words that are of major importance to the day's session. Ask your class to write freely for two to three minutes on just one of the words. Next, give the students five to ten minutes to meet in groups to share what they have written and generate questions to ask in class.
- **Use peer response groups:** Divide your class into groups of three or four, no larger. Ask your students to bring to class enough copies of a rough draft of a paper for each person in their group. Give your students guidelines for

critiquing the drafts. In any response task, the most important step is for the reader to note the part of the paper that is the strongest and describe to the writer why it worked so well.

- **Ask students to identify the characteristics of effective writing:** After completing the read-around activity, ask your students to reconsider those papers which were voted as excellent by the entire class and to write down features that made each paper outstanding. Write their comments on the board, asking for elaboration and probing vague generalities. In pairs, the students discuss the comments on the board and try to put them into categories such as organization, awareness of audience, thoroughness of detail, etc. You might need to help your students arrange the characteristics into meaningful categories.

### 5.7 Summary

In a nutshell, we can say that students perspective of learning activities also determines their level of engagement, When students pursue an activity because they want to learn and understand rather than merely obtain a good grade look smart, please their parents or outperform peers (i.e. performance orientations), their engagement is more likely to be full and through. To encourage this mastery orientation mindset consider various approaches, such as framing success in terms of learning rather than performing.

### 5.8 Suggested Questions

1. What is an educational writing? Write down the need and importance of educational writing.
2. How educational writings are written? Present the important steps of educational writing.
3. Describe some important types of 'Educational writing' being used presently in our Educational institutions.
4. Suggest some ideas for improving students engagement with educational writing.
5. Write a short note on the following:-
  1. Essay

2. Steps of writing a conference paper.
3. Dissertation or thesis
4. Explication

### **5.9 Suggested Books**

Sachdeva M.S (2013). *Teaching of English*.

Grellet, F. (1981) *Developing Reading Skills: A practical guide to Reading comprehension exercise*.

Kaul Lokesh, *Research Methodology*.