# JAYPEE UNIVERSITY OF INFORMATION TECHNOLOGY, WAKNAGHAT

## Make-up Examination-Nov-2025

COURSE CODE (CREDITS): 23P1WHS102 (3)  MAX. MARKS: 25

COURSE NAME: ESSENTIALS OF ACADEMIC WRITING

COURSE INSTRUCTORS: Dr. Ramesh Narwal  MAX. TIME: 1 Hour 30 Min

*Note: Note:* *(a) All questions are compulsory.*

*(b) The candidate is allowed to make Suitable numeric assumptions wherever required*

*for solving problems*

| Q.No | Question | CO | Marks |
|---|---|---|---|
| Q1 | Summarize Karen I. Spear's main ideas in "Thinking and Writing: A Sequential Curriculum for Composition" and discuss its relevance to teaching writing. | 1 | 5 |
| Q2 | "Reading is no longer a solitary cognitive act but a socially mediated practice." Critically evaluate this statement in the context of Naomi S. Baron's "Redefining Reading: The Impact of Digital Communication Media". Discuss how the shift from print to digital media affects reader agency, comprehension, and interpretation, using examples from contemporary digital reading environments. | 3 | 5 |
| Q3 | What challenges do faculty face in preparing students for academic writing, and how can these challenges be addressed according to the readings? Also, define key nomenclature and common vocabulary used in academic writing. | 2 | 5 |
| Q4 | Explain a) How does Bloom's Taxonomy of Cognitive Skills relate to the art of academic writing? b) Compare and contrast the different types of academic writing: research proposal, research paper, Ph.D. dissertation, and book review. | 3 | 5 |
| Q5 | Using Norman Fairclough's model of Critical Discourse Analysis (CDA), examine how digital reading interfaces (e.g., e-books, news apps, or social media feeds) shape readers' perceptions and interpretive authority. What linguistic and visual cues contribute to the construction of power, ideology, and reader positioning in digital texts? Provide at least one real-world digital example to substantiate your argument. | 2 | 5 |