



Magazine Article Writing Guidelines – 2024

BCA, First Semester

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Background

Magazine article writing, including training, crafting, and publishing articles in the college magazine “*United Luminary*”, holds immense academic significance for students in the BCA program at United College. This hands-on experience serves as a vital bridge between theoretical learning and practical application, allowing students to develop essential skills like critical analysis, research proficiency, and effective communication. By contributing to *United Luminary*, students not only demonstrate their expertise but also gain recognition within the college community, enhancing their academic profile. The process of writing and editing articles allows students to refine their writing abilities, deepening their understanding of how to present ideas clearly and persuasively. Moreover, the collaborative nature of the publication process fosters teamwork, encourages creativity, and promotes a culture of constructive feedback. Through this peer-to-peer exchange, students learn how to critique and improve their work, while also contributing to a supportive academic environment. Ultimately, involvement in the magazine is a valuable aspect of students' academic journeys, equipping them with practical experience that will serve them well in future professional endeavors. Additionally, it instills a sense of pride in their scholarly contributions, enhancing their sense of belonging and achievement within the college community.

Objectives

The primary objective of the writing and publishing magazine article is to equip BCA first-semester students with the essential skills required to publish articles in esteemed publications, such as *United Luminary* and other reputable magazines. This begins with comprehensive instruction on writing, where students learn to craft engaging, well-structured articles that capture the reader's attention. In addition to writing, students are trained in the critical skills of editing, ensuring their work is clear, concise, and free from errors. The final step involves understanding the article submission process, where students gain insight into editorial guidelines, deadlines, and professional communication with publishers. By mastering these skills, students develop the expertise necessary to produce high-quality content that meets the rigorous standards of respected publications.

Outcomes

The outcomes of magazine article writing by BCA first-semester students are manifold. Firstly, students develop a refined understanding of the journalistic process, from ideation to publication, honing skills in writing and editing. Secondly, contributing to *United Luminary* fosters a sense of pride and ownership in their work, bolstering confidence and encouraging further exploration of diverse topics. Additionally, publication provides valuable exposure and recognition within the college community, enhancing students' academic standing and paving the way for future opportunities in writing related fields.

Article topic selection

For the magazine article topic, students are allowed to select a subject related to one of the five courses they are studying. Concerned subject teachers may suggest specific article topics to students, ensuring their work aligns with the course's learning objectives and remains focused on the key themes of the subject. However, if students prefer to select their own topic, they may do so, provided it falls within the boundaries of the course's core themes and learning outcomes, and is subject to teacher approval. Combining teacher guidance with student choice fosters a sense of ownership over their work, encouraging both academic growth and creative expression.

Words limitations

The magazine article should be crafted within a word count range of 400 to 1000 words, allowing students to explore into their chosen topic with sufficient depth while adhering to the constraints of the assignment.

Deadlines

The deadline for submitting the article is set before the first terminal exam, providing students with ample time to conduct research, write, draft, and refine their work. However, in exceptional cases where circumstances may warrant an extension or adjustment to the deadline, the concerned subject teacher holds the authority to make such decisions.

Outlines

While there isn't a rigid template for writing a magazine article, general outlines typically encompass several key elements. Firstly, there's the introduction, which sets the stage by grabbing the reader's attention and providing context for the topic. Following this, there's the body of the article, where the main ideas are developed, supported by evidence, examples, and expert opinions. Each paragraph within the body should focus on a specific aspect or subtopic related to the article title. Transition sentences help maintain coherence and flow between paragraphs. Additionally, incorporating relevant visuals such as photographs, graphs, or charts can enhance the reader's understanding and engagement. Finally, the conclusion summarizes the main points, offers insights, and leaves the reader with something to ponder. Throughout the article, maintaining clarity, accuracy, and an engaging writing style is essential to captivate the audience and effectively convey the message.

Further, detailed outlines will be provided by the trainer before or during the training session to guide students in structuring their articles. These outlines serve as a framework to help students organize their ideas and ensure they cover all necessary elements in a cohesive and logical manner.

Technical guidelines

When writing a magazine article, use Times New Roman font with the title set to font size 14, subheadings at font size 12, and the body text also in font size 12. Line spacing should be set to 1.15, and margins should be 1 inch on all sides to provide ample white space. The word count should range from 400 to 1000 words, with justified text alignment for a clean and professional appearance. To enhance readability, keep paragraphs short and focused, especially in online magazines where readers tend to skim. Incorporate relevant photographs, illustrations, graphs, or charts to complement the text. Ensure that all data, statistics, and claims are accurate and up-to-date, and always cite reliable sources. Maintain consistency in tense, person (first, second, or third), and point of view throughout the article. The tone should match the publication and its audience, ranging from formal and informative to casual and conversational, with a slightly informal, engaging tone often preferred in magazines. Adhering to these technical guidelines ensures both consistency and readability throughout the article.

Plagiarism policy

Articles submitted by students must not exceed 10% plagiarism, as detected by the college's plagiarism software, **iThenticate**. If an article contains more than 10% plagiarism, the student will be notified and asked to correct the plagiarized sections and resubmit the article. If, after corrections, the article still contains more than 10% plagiarism, it will be rejected. This policy ensures that all submissions reflect genuine effort and uphold academic standards.

Evaluation

Students are assigned a magazine article task, which carries weight as it contributes five additional marks to their internal assessments. This assignment provides students with a valuable opportunity to apply their knowledge of business management concepts to real-world situations, enhancing their research, writing, and communication skills.

Additionally, the best articles are selected for publication in the college magazine, **"UNITED LUMINARY"**. This recognition offers students the chance to showcase their work to a wider audience, providing a platform for their ideas to be seen by faculty, peers, and the broader college community.

Sample

**ChatGPT and Academic Performance: Revolutionizing Education or
Creating Dependency?**

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The world of education is constantly evolving, shaped by technological advancements that introduce new tools and methodologies for learning. One of the most significant developments in recent years has been the rise of artificial intelligence (AI) in educational settings. Among the various AI applications, ChatGPT, developed by OpenAI, has emerged as a popular tool for students seeking academic assistance. With its ability to generate human-like text in response to queries, ChatGPT has become a valuable resource for learners across disciplines. However, as its usage grows, concerns have emerged about the impact of ChatGPT on academic performance. Is this tool truly a game-changer in education, enhancing students' learning experiences, or is it fostering dependency and undermining critical academic skills?

The Rise of ChatGPT: A New Educational Tool

ChatGPT is a powerful AI language model capable of generating coherent and contextually relevant text based on user input. Students have quickly adopted this tool for various academic tasks, including answering questions, summarizing articles, generating essay outlines, and even drafting full-length essays. The tool's ability to generate content almost instantly has made it an attractive option for students looking for quick answers or help with their coursework.

The popularity of ChatGPT has been fueled by its versatility. It can assist students with a wide range of tasks, from answering simple factual questions to providing detailed explanations on complex topics. The tool is available 24/7, making it an accessible resource for students, regardless of their schedules or geographical locations. This availability has led many to believe that ChatGPT can level the playing field, offering assistance to students who may not have access to additional educational support.

ChatGPT as an Academic Aid: Benefits to Students

ChatGPT can offer significant academic benefits to students. For one, it can serve as a personalized tutor that is available at any time. Students struggling with a particular concept or topic can quickly turn to ChatGPT for help. The model can explain difficult concepts in simpler terms, provide additional context, or suggest resources for further

study. This kind of immediate support can be particularly beneficial for students who may feel lost in large lectures or who lack one-on-one access to instructors.

Moreover, ChatGPT can help students improve their writing skills. Whether drafting an essay or creating a research proposal, students can use the tool to refine their grammar, structure, and language. ChatGPT can also generate ideas for essays or research topics, helping students overcome writer's block. This can boost confidence and provide students with the direction they need to start their work.

The tool also encourages self-directed learning. Rather than relying entirely on textbooks or instructors, students can engage with ChatGPT to explore topics more deeply, ask questions, and clarify their understanding. In this way, ChatGPT can act as a supplemental resource that supports independent study and enhances academic exploration. Students who use the tool responsibly are able to develop their research and critical thinking skills, as they need to evaluate the answers provided and decide how to integrate them into their work.

Potential Drawbacks: Over-Reliance on AI

While ChatGPT has many potential benefits, there are several concerns regarding its impact on students' academic development. One of the most significant risks is the potential for over-reliance on the tool. The ease with which students can access information from ChatGPT may discourage them from engaging deeply with the subject matter. Instead of reading textbooks, researching academic journals, or conducting original research, students might turn to the AI for quick answers, bypassing the essential process of learning.

In academic writing, for example, students who rely on ChatGPT for drafting essays or reports may neglect the critical thinking and synthesis skills required for successful academic writing. The AI can generate text that is grammatically correct and coherent, but it does not encourage students to form original ideas, develop their arguments, or connect different concepts. These are vital skills that are cultivated through the process of writing and revising. If students use ChatGPT to generate their essays without adding their own analysis, they risk producing superficial work that lacks depth.

Another concern is that over-reliance on ChatGPT could lead to a decrease in intellectual curiosity. Learning is most effective when students actively engage with material, ask questions, and seek out additional resources. If students begin to see ChatGPT as a shortcut to learning rather than as a supplementary tool, they may not develop the curiosity or motivation needed to pursue knowledge independently.

ChatGPT and Academic Integrity: A Growing Concern

Perhaps the most pressing issue surrounding the use of ChatGPT in academia is the challenge it poses to academic integrity. As the tool becomes more sophisticated, the lines between AI-generated and human-generated content are increasingly blurred. This raises the question: when a student submits work that has been partially or entirely generated by ChatGPT, is it considered plagiarism or cheating?

Some students may view ChatGPT as a convenient way to bypass the intellectual labor of research and writing. While the tool can assist with brainstorming and idea generation, it can also be used to produce entire essays or assignments. This creates an ethical dilemma. If a student submits content that is generated by an AI, they may be taking credit for work that they did not fully create themselves. Furthermore, since AI-generated content is not always accurate or reliable, students may unknowingly submit misinformation, which can affect the quality of their work and their academic reputation.

Educational institutions are beginning to address these concerns by implementing measures to detect AI-generated content. However, the widespread use of tools like ChatGPT presents new challenges for educators, who must now figure out how to assess the authenticity of student work in an age of AI-assisted learning. Many educators argue that the focus should be on teaching students how to use AI responsibly and ethically, rather than banning the technology altogether.

Striking a Balance: Using ChatGPT Responsibly

The key to maximizing the benefits of ChatGPT while minimizing its drawbacks is teaching students how to use the tool responsibly. Rather than relying on it as a crutch, students should be encouraged to view ChatGPT as a supplementary resource that aids their learning rather than replacing it. For example, students could use ChatGPT to clarify concepts or generate ideas but should still be expected to engage in deeper research, critical thinking, and original analysis.

Educators can play a pivotal role in guiding students on how to use ChatGPT responsibly. By incorporating AI tools into the classroom in a controlled manner, teachers can show students how to leverage these resources for academic enhancement without compromising the development of essential skills. Assignments could focus on using ChatGPT as part of a broader learning process, where students are required to critically evaluate the information provided by the AI, cross-reference it with other sources, and synthesize it into their own work.

Moreover, instructors can emphasize the importance of academic integrity and teach students how to cite AI-generated content appropriately, just as they would with any

other resource. Encouraging transparent use of AI tools will help mitigate the risks of plagiarism and maintain the integrity of academic work.

Conclusion: The Future of ChatGPT in Education

ChatGPT has the potential to significantly impact academic performance, providing students with a powerful tool for enhancing learning, improving writing, and conducting research. When used appropriately, it can serve as a valuable supplement to traditional educational methods, supporting self-directed learning and fostering critical thinking. However, the widespread use of ChatGPT also presents challenges, particularly in terms of over-reliance, academic integrity, and the potential loss of critical skills.

As AI technology continues to evolve, it is essential for educational institutions to adapt their teaching strategies and policies to accommodate these new tools. By teaching students to use ChatGPT responsibly and ethically, educators can help them unlock the full potential of this technology while ensuring that it does not hinder their intellectual growth. In the end, the key to successfully integrating ChatGPT into academia lies in striking a balance—using the tool to enhance learning while preserving the fundamental skills that make education truly transformative.

Closing note:

While preparing to write the magazine article, students must work closely with their assigned supervisor, who is responsible for guiding them throughout the process. Supervisor should ensure that the magazine article writing follows the prescribed guidelines regarding structure, content, and formatting. Adherence to this guideline is crucial for maintaining the quality and consistency of the magazine article writing, ensuring it aligns with academic and institutional requirements. This collaborative approach helps students present their work effectively and meet the expected academic standards.

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