0:00:03.520,0:00:09.840

so i'll welcome you again to the university

seminar friday speaker series this is part of

0:00:09.840,0:00:17.680

our combined courses um dr abby rao is here one

of our instructors and also in his other role as

0:00:17.680,0:00:23.200

the academic support zone um coordinator

position as well he'll be speaking about

0:00:23.200,0:00:28.640

academic and academic writing particularly and

then we have joel simmons from student conduct

0:00:28.640,0:00:33.600

and he'll be speaking to us about academic

integrity and we've designed these speaker

0:00:33.600,0:00:39.840

series to introduce you to resources and services

at lakehead university but also to enhance

0:00:40.400,0:00:47.440

your experience of your university seminar

course and to increase some of your skills as

0:00:47.440,0:00:52.480

you move forward on your educational journey

so we're delighted to kick this week off

0:00:52.480,0:00:57.920

avi and i have both met with our students

i see lots of familiar faces folks have

0:00:57.920,0:01:03.200

already met in our group and i'm sure um and

avi as well so so happy to have you with us

0:01:04.000,0:01:09.360

um i want to start today by acknowledging um the

indigenous lands that we are on the traditional

0:01:09.360,0:01:15.040

lands of the national bay people here in thunder

bay um that our lakehead university campus is

0:01:15.040,0:01:22.480

on the fort william first nations signatory to

the robinson and superior treaty of 1850. also

0:01:22.480,0:01:26.400

um from our folks here in irelia which we

have lots of folks um that will be attending

0:01:26.400,0:01:30.720

the aurelia campus aurelia is located on

the traditional territory of the national

0:01:31.360,0:01:37.680

and the national bank include the ojibwe the

ottawa the ottawa and the padawatami nations also

0:01:37.680,0:01:43.920

collectively known as a three fires confederation

particularly during the spring and summer as there

0:01:43.920,0:01:48.800

has been lots happening in the discovery

of the armored graves of residential school

0:01:49.440,0:01:54.240

children in canada and if this is new to you

you'll be learning more about it as you come

0:01:54.240,0:01:59.520

to canada lakehead university particularly wants

to acknowledge the history that many nations hold

0:01:59.520,0:02:04.160

in the areas around our campuses and that

we have a commitment to relationship with

0:02:04.160,0:02:11.040

first nations metis and inuit people based on the

principles of mutual trust respect reciprocity and

0:02:11.040,0:02:15.520

collaboration in the spirit of reconciliation

so that will be integrated into our courses

0:02:15.520,0:02:21.840

as well i also want to acknowledge the covet

context that we are all living through right now

0:02:22.560,0:02:27.040

we tend to just kind of go on to the next

meeting go on the next class go on to work

0:02:27.920,0:02:34.240

without really pausing to say we have been at this

for a long time depending on where you are on the

0:02:34.240,0:02:40.080

planet your cases might be up they might be low

you may have been infected with covert yourself

0:02:40.880,0:02:46.480

you may have your vaccines you may be in the

process of doing that regardless everyone here is

0:02:46.480,0:02:51.440

making this transition to university and we want

to acknowledge that this is a very special time

0:02:51.440,0:02:57.680

to do that in a very challenging time so courage

courage to everyone with lots of heart to jump

0:02:57.680,0:03:03.120

into university and join us this summer i

know you're balancing families and lives and

0:03:03.120,0:03:07.200

work and also it's friday so hopefully

you're going to have a little bit of fun

0:03:07.760,0:03:13.920

as the weekend unfolds so let's get to um a couple

things before we get started we talked about the

0:03:13.920,0:03:18.480

live transcript so again if you want to turn

off the subtitles go to the bottom ribbon there

0:03:18.480,0:03:23.520

and go ahead and indicate that you don't

need the um the live transcript and the

0:03:23.520,0:03:29.520

closed caption also i'll be monitoring the chat

during our time together and so feel free to

0:03:30.080,0:03:35.840

share questions and then when it's an appropriate

time i can bring those to joel and abi um also you

0:03:35.840,0:03:41.440

can also just unmute yourself and ask a question

at that point as well um our zoom session is

0:03:41.440,0:03:47.360

being recorded for you to go back to with

transcripts as well and review over things as you

0:03:47.360,0:03:52.400

take in all this in new information um also

the slides that are posted that abi and

0:03:52.400,0:03:56.560

and joel will be using will be posted to our d2l

site as well just to give lots of different ways

0:03:57.120,0:04:03.440

of accessing all of the information that you'll

be receiving today plus the folks who are not able

0:04:03.440,0:04:11.680

to join us can view the recording later as well

so without further ado i'd like to introduce um

0:04:11.680,0:04:17.040

our our two guest speakers and and abby um as our

one of the other instructors the two of us have

0:04:17.040,0:04:21.520

designed this course have been collaborating

last year and this year um let me hand it over

0:04:21.520,0:04:28.160

to first to say anything that you went to to our

group before we get started with joel good morning

0:04:28.160,0:04:35.120

everybody i'm i'm hoping you can hear me well

yes awesome okay good uh it's such a pleasure to

0:04:35.120,0:04:40.080

welcome you all i've met some of you on

tuesday and i'm really really glad to see

0:04:40.080,0:04:46.720

jill scohart here as well and so i'm very excited

about uh this course we are really excited about

0:04:46.720,0:04:53.520

this course we really uh want this experience to

be something that gets you really prepared for

0:04:53.520,0:04:59.440

your journey at lakehead and we really hope that

this course will do that for you and so welcome to

0:04:59.440,0:05:05.200

the first friday series we have a lot of ground to

cover so i'll stop now and i'll pass it on to joel

0:05:07.040,0:05:10.720

all right well thanks jill thanks

abee i'm going to quickly just

0:05:11.680,0:05:15.440

get my slide deck up here on the screen so

bear with me one second because everybody

0:05:15.440,0:05:19.600

see that and it's no is it the whole

powerpoint screen or is it just my slide

0:05:22.960,0:05:30.800

it's just a slide yeah perfect okay i'm not that

techy so this is this is great okay it's working

0:05:30.800,0:05:37.120

out all right well uh good morning everyone uh as

jill and abby mentioned my name is joel simmons um

0:05:37.120,0:05:42.000

and i'm the manager of student conduct and case

management which i know that title every time

0:05:42.000,0:05:47.200

i say it i always have to acknowledge it it's

a little bit of a mouthful but in a nutshell

0:05:48.240,0:05:52.880

i work in student affairs and my job is to oversee

all things related to student behavior here at

0:05:52.880,0:05:59.200

lake university i am really very excited to have

the opportunity to speak with you today the title

0:05:59.200,0:06:04.720

of my presentation as you can see on the screen

here is how to succeed as a student with academic

0:06:04.720,0:06:10.080

integrity and really this presentation is just

intended to be a brief introduction to the topic

0:06:10.080,0:06:15.440

of academic integrity i understand uh that there's

the aim course that you'll be uh going through as

0:06:15.440,0:06:21.280

well there will be a lot of overlap so if you've

done some of that course some of this might be um

0:06:21.280,0:06:24.640

you know just fresh on your mind because you've

just already gone through it for those of you who

0:06:24.640,0:06:29.040

haven't done the aim course yet um this is great

to sort of like a little bit of a prep to to that

0:06:29.040,0:06:36.160

so it should be easy once you get to that um so

i'm going to speak to the academic integrity just

0:06:36.160,0:06:40.400

in general and then we're going to shift gears

sort of part way through the presentation today

0:06:40.400,0:06:44.960

and abby's going to take over and talk more about

academic writing and plagiarism specifically

0:06:46.160,0:06:53.680

um before yeah before can we get into

talking about student contact uh conduct

0:06:53.680,0:06:59.040

um i'm not sure if you're aware but as a student

uh there are expectations for you to behave in

0:06:59.040,0:07:04.880

a certain way and it's we have this university

policy uh it's in the fine print i always make the

0:07:04.880,0:07:09.440

joke about any time we get like that uh you know

you terms and conditions on any sort of app we

0:07:09.440,0:07:12.800

download or whatever usually we always just like

scroll right through it and just click the little

0:07:12.800,0:07:19.280

box at the bottom um that could often be the same

with you know our student code of conduct and as

0:07:19.280,0:07:22.960

students like i said there's a responsibility for

you to behave in a certain way and that goes for

0:07:23.840,0:07:29.280

non-academic conduct so how you treat fellow

students professors university property and

0:07:29.280,0:07:34.800

it also covers academic behavior as well

so when it comes to academic conduct the

0:07:34.800,0:07:38.320

university just in general is taking this

stuff more seriously or has over the last

0:07:38.960,0:07:44.080

you know last few years and that's mainly because

you know it is actually quite a challenge for

0:07:44.080,0:07:48.800

us and not just at lakehead but this is a serious

problem at all institutions it's mostly related to

0:07:49.360,0:07:55.120

to changing technology and just you know access to

information and things like that so uh at lakehead

0:07:55.920,0:08:00.080

we've taken basically some some steps to protect

academic integrity so it's really important

0:08:01.040,0:08:05.600

excuse me as you begin your time here as a

lakehead student that you clearly understand

0:08:05.600,0:08:10.560

what the expectations are uh when it comes to

academic integrity and that you're starting off

0:08:10.560,0:08:15.040

on the right foot and that you know our hope

is that we're setting you up for success okay

0:08:21.600,0:08:28.080

there we go so let's start here first

i'd like to just begin with a question

0:08:29.200,0:08:32.400

i want to just ask the question what

is academic integrity how would you

0:08:32.960,0:08:37.280

define it and i'm sure that you know many of

you are already familiar you know and have

0:08:37.280,0:08:41.680

a firm understanding of the concept some of

you it might be a new concept and that's okay

0:08:41.680,0:08:46.560

too um i just want to get some conversation

going in the chat if you could actually just

0:08:46.560,0:08:51.520

put in some some key words uh that come to

mind when we say what is academic integrity

0:08:51.520,0:08:55.920

just start in a chat just you know doesn't just

start hammering out some some words that come to

0:08:55.920,0:09:01.680

mind you can put in more than one if you want um

just let's get i just want to get a feel for for

0:09:01.680,0:09:09.600

where our starting point actually is it doesn't

have to be cited then no no citations necessary

0:09:12.160,0:09:16.800

okay jill i don't have my chat up for some reason

can you read some of those off as they come in

0:09:16.800,0:09:25.680

absolutely honesty honesty in the use of materials

honesty again honesty and fairness reliability

0:09:27.280,0:09:28.000

integrity

0:09:31.680,0:09:32.180

trust

0:09:34.960,0:09:43.920

okay just accurate information

respect quality no stealing okay

0:09:45.600,0:09:49.760

there you go this is great okay this is great

and i can tell that obviously you've started to

0:09:49.760,0:09:55.120

interact with the material a little bit because

um often when we ask our you know students what

0:09:55.120,0:09:59.600

academic integrity is everybody automatically

typically okay this is maybe before that you

0:09:59.600,0:10:04.880

know they started looking at the aim material you

typically go to you know not cheating not copying

0:10:04.880,0:10:10.720

not plagiarizing and they focus on what academic

integrity is not um which is which is useful it's

0:10:10.720,0:10:14.560

helpful to you know to understand sort of where

the limitations are and what's not allowed and

0:10:14.560,0:10:18.960

things like that that's part of understanding

um academic integrity and especially the student

0:10:18.960,0:10:23.680

code of conduct but um we like to focus on

the more positive values and characteristics

0:10:23.680,0:10:28.240

of academic integrity um you know and what we're

striving for as members of an academic community

0:10:28.800,0:10:32.080

so i've already you know in the in the chat

you already sort of alluded to some of those

0:10:32.080,0:10:38.640

you know the the international center for academic

integrity defines uh academic integrity in this

0:10:38.640,0:10:46.080

way it says academic integrity is a commitment

to five fundamental values honesty trust

0:10:46.080,0:10:52.320

fairness respect and responsibility and these

five values plus the courage to act on them

0:10:52.320,0:10:58.160

in the face of adversity are truly foundational

to the academy and its integrity okay so your

0:10:58.160,0:11:04.720

job as a student is to take these principles

and with wisdom and with some courage in some

0:11:04.720,0:11:09.120

cases is to apply them to various situations that

you're going to encounter during your time here

0:11:09.120,0:11:16.000

at lakehead now in addition to these five

values uh and you know what we end up seeing is

0:11:16.720,0:11:22.080

um i i like to also sort of add another definition

to it just so we can kind of really understand its

0:11:22.080,0:11:26.000

purpose of like you know why do we have these

values what is it what's the purpose of these

0:11:26.000,0:11:30.960

values and it really comes down to this um

you know there are specific conventions and

0:11:30.960,0:11:35.840

different ways that things are done and i want to

just acknowledge right away that these can and do

0:11:36.720,0:11:41.440

differ slightly depending on what you know field

of study you're coming from or what your field

0:11:41.440,0:11:47.360

of study you're going into and it does also

sometimes differ by culture as well but what

0:11:47.360,0:11:52.720

we see is that there are some some basic rules

and standard practices that are followed by all

0:11:52.720,0:11:57.360

academics and the purpose of these rules and i'll

bring these up now it's just to make sure that

0:11:59.520,0:12:03.120

their purpose of these rules is to make

sure that everything is being put out

0:12:03.840,0:12:09.200

you know content that's being produced is that

it's reliable uh that it's trustworthy and it's

0:12:09.200,0:12:12.720

a particular quality okay so that's like the

reason why we're trying to adhere to these

0:12:12.720,0:12:18.640

values because when you read a journal article you

want to make sure that uh you know it was done and

0:12:18.640,0:12:23.440

it was the research was performed in an ethical

way that the you know the statistics were done

0:12:23.440,0:12:28.400

properly they're not manipulating data to sort

of you know show something that not really was

0:12:28.400,0:12:31.280

not really found in the study and things like

that you want to be able to read it and go

0:12:31.280,0:12:35.840

with a certain level of confidence i can

trust this material right and it does

0:12:35.840,0:12:39.040

also have to do with acknowledging the work

of others too which we'll get to later on

0:12:42.800,0:12:46.160

so this is really what we're

hoping that you know you you

0:12:46.160,0:12:50.720

develop this type of understanding we also

just want to make sure specifically because

0:12:50.720,0:12:56.720

it does academic integrity and it's sort of

rules and and uh the practices do differ by

0:12:57.280,0:13:02.800

um by field of study you want to make sure that

you come out you know come away from your your

0:13:02.800,0:13:08.000

time at lakehead with a firm understanding of

what those rule our rules are within your field

0:13:08.000,0:13:13.360

um that you've met your program requirements um

you've earned your degree you know in a fair and

0:13:13.360,0:13:17.440

ethical way you know by following lakehead's

rules so that when you have that degree

0:13:17.440,0:13:22.160

mounted on your wall um it actually means

something it's not just a piece of paper okay

0:13:26.800,0:13:31.600

when we're talking about academic integrity at

lakeheads we have to mention the student code

0:13:31.600,0:13:38.480

of conduct for the academic integrity code

specifically okay this is our policy that

0:13:38.480,0:13:44.000

it clearly lays out academic expectations

that we have for our students it it covers

0:13:44.000,0:13:50.240

information such as what behavior qualifies

as a violation of academic integrity it's it

0:13:50.240,0:13:56.800

covers what the process looks like if there is a

suspected violation what penalties or sanctions

0:13:57.440,0:14:02.240

can be implemented if you're caught plagiarizing

or cheating and it also explains uh your rights as

0:14:02.240,0:14:07.440

a lakehead student and you know so if you're

ever accused of breaching academic integrity

0:14:07.440,0:14:11.520

which i know is not going to be the case for

any of you but if but if it happens you know

0:14:11.520,0:14:15.280

there's a mistake or something came up and

you're you know your instructor approached

0:14:15.280,0:14:20.000

you and said hey i think that you plagiarized

well you have certain rights as a student too

0:14:20.640,0:14:23.760

you have a right to be heard you know sit down

with the professor and talk through things

0:14:24.320,0:14:29.360

you have the right to fair investigation process

the right to a support person you know the right

0:14:29.360,0:14:34.480

to appeal a decision and and those are just kind

of to name a few so this policy that we have this

0:14:34.480,0:14:41.280

document is is really important um and we realize

that you know well first of all just say there's

0:14:41.280,0:14:45.520

two different ways you can get to it i won't spend

much time on this you basically just go to the

0:14:45.520,0:14:51.280

lakehead website and just type in student code of

conduct it will bring you to the student life page

0:14:51.280,0:14:55.840

or the student code of conduct page and you can

just click on it and and read through it but i

0:14:55.840,0:15:00.880

realize that it's a lengthy document it has a lot

of legal jargon in there and it could be a little

0:15:00.880,0:15:05.120

bit intimidating to try to sort through and get

kind of glean all the information you need from it

0:15:05.760,0:15:11.760

so what we've done um you know we try to make some

more you know bite size easy to digest types of

0:15:11.760,0:15:17.760

you know materials that we put out for students

so if you're on our student contact page if you

0:15:17.760,0:15:24.080

go to the resources section there's a student

conduct one pager you can click on it and um

0:15:25.600,0:15:29.760

you know this basically summarizes both the

non-academic and the academic integrity code

0:15:29.760,0:15:33.760

so i just encourage you at least read through

this document in addition to the aim course

0:15:33.760,0:15:39.360

that you're doing um which i'll mention here too

if you don't i mean i i'm not sure how much time

0:15:39.360,0:15:44.080

jill and the bu sort of spent on explaining what

the aim course is again i don't want to spend too

0:15:44.080,0:15:48.560

much time on that but you it's it's got eight

modules it covers all all that you need to know

0:15:48.560,0:15:53.520

about academic integrity um you self-register

for it on my course link which i think all of

0:15:53.520,0:15:58.160

you have done that at this point if you haven't

super easy my course link go to self registration

0:15:58.160,0:16:03.200

put in your username password click on academic

integrity matters and then it shows up on your

0:16:03.200,0:16:09.840

um your d2l page your homepage in your own

time uh the way that we've done the aim course

0:16:10.400,0:16:14.640

is that it typically is just both primarily

video based but we do have the text like the

0:16:15.200,0:16:19.040

transcript of basically what's being said in the

video so you can read through it if you'd rather

0:16:19.600,0:16:25.600

but most students we find just watch a short three

to four minute video of the module there's a five

0:16:25.600,0:16:29.600

question quiz afterwards the questions aren't

that complicated they're not that difficult

0:16:30.480,0:16:35.040

it takes about an hour to complete the whole

hour to two hours to complete the whole thing

0:16:35.040,0:16:40.240

and in the end when you've got 100 on each of the

the quizzes you get this certificate of completion

0:16:40.240,0:16:44.560

which um you know i think it's great that that

you're being required to do this in the seminar

0:16:44.560,0:16:50.640

course because what you'll find is a lot of your

first year professors will require you to submit

0:16:50.640,0:16:55.120

this before you uh you know hand in you know

your first assignment or something or they might

0:16:55.120,0:17:03.840

even allocate some some marks uh for completing

the course so you'll be one step ahead for sure

0:17:05.120,0:17:09.120

i just want to take a quick second and you

know talk about the harsh realities of you

0:17:09.120,0:17:14.160

know students who don't take this seriously and

i don't like to use scare tactics okay that's not

0:17:14.160,0:17:18.720

my game that's not what i like to do i i hate that

or just like don't plagiarize or else you're gonna

0:17:18.720,0:17:24.640

get kicked out of school like that's not the way

that we roll here but it is actually still helpful

0:17:24.640,0:17:31.440

to be completely informed right to know okay there

is there actually is some significant consequences

0:17:31.440,0:17:36.160

um you know if a cheater plagiarized and what

would that what what could that potentially be so

0:17:36.960,0:17:43.120

any time there's an allegation or suspected you

know academic integrity breach or violation of

0:17:43.120,0:17:50.800

student uh academic integrity code there has to

be or there should be a formal uh investigation

0:17:50.800,0:17:55.680

process that's initiated okay the student you

know gets a formal notification letter there's a

0:17:55.680,0:17:59.600

meeting with the professor that's scheduled and

all this is documented and it's not a it's not

0:17:59.600,0:18:03.760

a fun process it's very stressful even just going

through the process for our students i feel awful

0:18:03.760,0:18:10.400

it's it's it's horrible so when the student um

you know is is falsely accused i feel especially

0:18:10.400,0:18:17.280

bad but i mean the processes here you know to

keep our students basically to make sure that

0:18:17.840,0:18:23.920

if there is an allegation to make sure that

that what each student experiences is a fair

0:18:23.920,0:18:30.160

consistent pro process so it was implemented uh

back in 2019 but it is a little bit daunting and

0:18:30.160,0:18:33.600

it's intimidating so i just wanted to cover again

like i don't want to use scare tactics but just

0:18:33.600,0:18:38.160

to show you just for an example the student is

found guilty of violating the code you know we

0:18:38.160,0:18:42.960

do try to give second chances we realize that you

know you're still students you're still learning

0:18:43.520,0:18:46.080

we want this to be an opportunity

for for growth and development

0:18:46.720,0:18:50.800

but there are significant consequences and you

can see here in this summary table you're caught

0:18:50.800,0:18:56.320

plagiarizing for example you know maybe you just

get a warning right which which is you know it

0:18:56.320,0:19:02.160

happens a lot or sometimes you know you'll get

a chance to resubmit that assignment um maybe

0:19:02.160,0:19:07.280

you'll get a reduced grade on that assignment

if it's a significant degree of plagiarism or

0:19:07.280,0:19:12.320

if it's like really bad you know you could get

zero on the assignment something like that um

0:19:15.440,0:19:20.240

if it's something more severe more significant

like you're caught cheating on an exam for example

0:19:20.800,0:19:26.400

pretty much the standard sanction if you're caught

cheating on an exam is you get zero on that exam

0:19:26.400,0:19:30.880

which obviously is going to affect your ability to

pass the course you could even just right away get

0:19:30.880,0:19:34.800

zero on the course and if that's the case it shows

up as acting big misconduct on your transcript

0:19:35.440,0:19:40.480

and in extreme cases you know we're talking

about like repeat violations um you know we

0:19:40.480,0:19:44.000

have students that can potentially get suspended

or expelled as well it all really depends on

0:19:44.000,0:19:47.120

the nature of the violation but the point here i

just want to get across is that there's there is

0:19:47.920,0:19:53.200

uh significant consequences and it's it's not

worth it so i just want to you know use this as

0:19:53.200,0:19:58.000

a little bit of a springboard to say when you're

writing which you know b we'll talk about in a

0:19:58.000,0:20:03.920

little bit you really have to be careful because

plagiarism can occur unintentionally right

0:20:05.680,0:20:10.000

and you know keeping to those five values of

academic integrity you know we want to make

0:20:10.000,0:20:14.480

sure that in everything that we do you know

we're we're doing it doing it with honesty

0:20:14.480,0:20:20.800

trust respect fairness and responsibility you got

to stick to those values as closely as you can

0:20:23.200,0:20:27.520

now um just want to take a again

to sort of wrap up by covering just

0:20:27.520,0:20:31.520

you know we're going to talk about plagiarism in a

minute but i want to talk about a couple of other

0:20:31.520,0:20:35.360

types of violations that have

we've been seeing more often

0:20:36.080,0:20:41.680

especially you know with online learning um and

during the pandemic it's really a lot of stress

0:20:41.680,0:20:46.720

on students it's for students to sort of um i

think operate in an environment that they're

0:20:46.720,0:20:51.600

not normally familiar with so then we have seen a

lot of these these challenges come up so i want to

0:20:51.600,0:20:56.240

just like hit it straight on talk about uh just a

couple of these violations and give you some fair

0:20:56.240,0:21:02.800

fair warning and just talk about again the rules

and expectations so um if we're talking about

0:21:02.800,0:21:08.320

cheating okay cheating is you know we kind

of say that's more of a a broad category um

0:21:10.560,0:21:14.000

obviously i think most of us would be

like yeah okay yeah cheating it's bad

0:21:14.000,0:21:19.040

uh it's gonna get you into trouble that even

with this uh understanding you know i think

0:21:20.560,0:21:24.160

every term we do see students attempt to

break the rules you know whether it's you know

0:21:24.160,0:21:28.160

writing an exam they're using materials that

they're not supposed to be using or whatever

0:21:29.120,0:21:34.000

and we do catch students so it and it doesn't

end well anyway so i'm getting off into a little

0:21:34.000,0:21:40.160

bit of a tangent here i just want to say um

let's let's talk about the different types of

0:21:40.160,0:21:43.840

of feeding that we can sometimes see okay just

so we know exactly what we're talking about

0:21:45.040,0:21:51.040

uh first and probably the most common uh is

possession or use of unauthorized materials so you

0:21:51.040,0:21:54.560

know this is when this you know student would use

a you know if we're in person it would be having

0:21:54.560,0:21:58.880

a cheat sheet or something for example but now in

an online environment it can you can mean a whole

0:21:58.880,0:22:03.760

lot of other things it could mean you know using

you're doing an online exam on your your laptop

0:22:03.760,0:22:08.720

you've got another computer ipad phone or whatever

open where you're looking up answers to things

0:22:10.320,0:22:16.720

and i think that one thing that sometimes

gets lost as well is um if you actually

0:22:18.240,0:22:23.840

have access to you know an exam an old exam or

from access to an exam bank that your professor

0:22:23.840,0:22:28.400

hasn't approved that that would also be considered

possession or use of unauthorized materials

0:22:29.920,0:22:33.360

another form of cheating would

be unauthorized collaboration

0:22:33.360,0:22:39.120

so this uh you know would occur kind of during

tests examinations when you know if you're working

0:22:39.120,0:22:44.080

with you're working together you're collaborating

um and you know in these contexts exams

0:22:44.720,0:22:48.240

typically you know online and in person they're

designed to be individual assessments they're

0:22:48.240,0:22:52.800

not intended to be done with others uh

it's not a you know a group exam typically

0:22:54.560,0:22:58.720

so that's something you have to to watch out

for and i think again in an online environment

0:22:59.360,0:23:03.680

we have seen a lot more cases where students

are taking an exam and they've got their

0:23:04.400,0:23:07.840

their phone out and they're you know they're

texting back and forth with their friends

0:23:08.800,0:23:14.480

classmates uh they got a group chat open or

something like that i know just hopefully you're

0:23:14.480,0:23:21.680

feeling like oh my god like i can't imagine anyone

doing that but let me just say it it happens okay

0:23:21.680,0:23:31.680

so just um yeah so obviously during an exam don't

text with your friends don't you know don't have

0:23:31.680,0:23:37.920

another computer open with your friends and kind

of working on it collaboratively um falsification

0:23:37.920,0:23:42.400

this is one that uh it doesn't happen very

often but to something that i might mention

0:23:42.400,0:23:46.880

briefly here is this would be if you're kind of

misrepresenting yourself you know or someone's

0:23:47.920,0:23:51.760

basically claiming to be you or you claiming

to be someone else and it happens most often in

0:23:52.800,0:23:57.760

seemingly small ways so let's say you have a

biology lab for example and you're required to

0:23:57.760,0:24:01.600

sign an attendance sheet and your friend's

not there but you're assigned some marks

0:24:01.600,0:24:07.040

for attendance you know signing your friend's

name that would be uh considered falsification

0:24:07.040,0:24:11.520

okay again it might seem like a small innocent

thing but it's you're trying to gain grades

0:24:11.520,0:24:19.760

you know um in an i guess dishonest manner

so something to keep in mind facilitation

0:24:19.760,0:24:25.760

um this really has to do with facilitating the or

enabling someone else to cheat so this could be

0:24:26.320,0:24:30.320

again this is one that's maybe not on your radar

as much but by like you know you give someone else

0:24:30.320,0:24:35.600

your lab report or an essay for example and maybe

your intention is just hey i want to give it to

0:24:35.600,0:24:38.160

them so they can have a look at it you don't

necessarily know how they're going to use it

0:24:38.960,0:24:42.160

maybe you know you just think they're going to

skim over it and get an idea as if they're sort of

0:24:44.000,0:24:50.400

am i am i right on on on the mark am i sort of

is my lab report much different than yours but

0:24:50.400,0:24:53.600

then that person ends up taking material

and in the digital world this is really

0:24:53.600,0:24:57.040

easy to do they could just copy and paste

and they start taking some of your material

0:24:57.040,0:25:00.960

and then all of a sudden your professor goes

hey these two lab reports are almost identical

0:25:01.760,0:25:05.600

you guys collaborated on this or someone's cheated

from someone and then you end up getting uh

0:25:06.400,0:25:10.880

in trouble for facilitation okay

again it can happen unintentionally

0:25:10.880,0:25:16.400

so you just gotta watch out how much you share you

know your information which it's tricky because

0:25:16.400,0:25:20.400

you want to obviously work we'll talk about

working groups in a second too but you want to be

0:25:20.400,0:25:23.760

able to collaborate you want to be able to share

it's all part of the university experience but

0:25:23.760,0:25:28.480

you got to just watch how your classmates

are using your material potentially

0:25:31.920,0:25:32.420

um

0:25:34.320,0:25:38.480

the last thing i want to mention and this is

something that we didn't have in last year's

0:25:38.480,0:25:43.040

presentation and it's relatively new and it's

new and i think it sort of exploded because of

0:25:43.040,0:25:47.680

the pandemic and the fact that we're all

now operating in an online environment

0:25:48.640,0:25:53.120

and that is you know it's kind of a

broad category of just called contract

0:25:53.120,0:25:59.440

cheating and there's our websites and i have two

mentioned there we have chegg.com and course hero

0:26:00.160,0:26:03.760

there are a whole bunch of other ones and i can't

give you a whole you know exhausted list of all

0:26:03.760,0:26:08.880

those websites but they market themselves as

homework help websites right so you pay a fee

0:26:09.840,0:26:16.000

to have access you have an account you can you

know post your questions you can post uh you

0:26:16.000,0:26:21.040

know assignments that you have and potentially

it was let's give them the benefit of the doubt

0:26:21.040,0:26:24.160

that it was designed in a way that's supposed

to be honorable and you're supposed to get some

0:26:24.160,0:26:29.440

tutoring assistance which would be fantastic but

then what has happened now with these websites

0:26:29.440,0:26:34.560

is they're used to just basically you pay a fee

and you have someone answer the questions for you

0:26:34.560,0:26:38.320

you copy and paste and you're basically paying

for someone to do your material or to do your

0:26:38.320,0:26:43.360

exams your assignments or whatever for you and

obviously that's you know not sticking to the

0:26:43.360,0:26:48.640

fundamental principles of academic integrity um

you're not learning the material yourself and some

0:26:48.640,0:26:54.480

students would go as far as even doing this during

an exam which i again i feel is that you should be

0:26:54.480,0:27:00.000

just like shocked oh my goodness i can't imagine

someone posting an exam question during an exam

0:27:00.000,0:27:07.120

on check for example but um it happens and i and

and i guess the the silver lining here is that

0:27:07.120,0:27:10.480

within the digital world it's really easy to

track and it's really easy for students to

0:27:11.200,0:27:16.960

get caught so warning there um even if you think

you know you're needing some help with things you

0:27:16.960,0:27:21.760

got to be really careful utilizing these websites

because something else that happens too and this

0:27:21.760,0:27:25.280

is think you know i put out some communications

for our students because there are inherent

0:27:25.840,0:27:32.640

risks in involved is that sometimes students

get blackmailed financially as well so if they

0:27:32.640,0:27:37.840

you know got someone to assist them on an essay

for example then that person wants more money

0:27:37.840,0:27:42.960

from the client or this from the student they

can basically say unless you pay me x number of

0:27:42.960,0:27:47.360

dollars and it could be hundreds of dollars

i'm going to report you to the to your dean

0:27:47.360,0:27:53.360

report you to your institution and then your

student career is over so very you know very

0:27:53.360,0:27:57.520

strong caution hope you're hearing this loud

and clear like i think there potentially could

0:27:57.520,0:28:02.160

be some good stuff on those websites but they're

just really dangerous so proceed with caution and

0:28:02.160,0:28:06.320

definitely don't use them during an exam which i

think hopefully should be pretty straightforward

0:28:07.200,0:28:14.000

um i you know i think sometimes when i talk

about specific rules um it's easiest just

0:28:14.000,0:28:20.560

to take a step back and look at cheating as you

know this this type of uh definition of like does

0:28:20.560,0:28:26.720

what i'm doing give me an unfair advantage over my

fellow students right and then if you start to get

0:28:26.720,0:28:31.360

into territory you're like wait a second i have

access to this exam that nobody else has access

0:28:31.360,0:28:37.840

to you know beforehand before the exam or i have

access to this support that most students don't

0:28:38.640,0:28:42.880

um that's when you start to go okay maybe there

should be some bells ringing your flags raised

0:28:42.880,0:28:48.240

that you're getting into that territory where you

could be considered you know it could be some form

0:28:48.240,0:28:56.640

of cheating and so it's just use that definition

just as a guy to guide your way okay last thing i

0:28:56.640,0:29:01.920

want to talk about here is just working in groups

um a b i want to make sure i give you as much time

0:29:01.920,0:29:06.240

as possible because i know you've got quite a bit

of content to cover so i'm going to stray from any

0:29:06.240,0:29:12.240

notes that i have and i'm going to just skim this

really quickly okay you should be okay all right

0:29:12.240,0:29:17.360

um obviously when you're you know you're

coming to university working in groups

0:29:18.800,0:29:24.080

in most programs should be a big part of your

university experience um but there are some

0:29:24.080,0:29:31.040

things again that you have to just to be careful

about i want to first talk about study groups

0:29:32.240,0:29:38.080

you know obviously as you're preparing for for

quizzes for for tests it's incredibly helpful to

0:29:38.080,0:29:42.400

organize and participate in study groups with

your peers you know this is going to be you

0:29:42.400,0:29:46.160

can quiz each other you can talk through

concepts that you're learning in class

0:29:46.800,0:29:50.800

make sure that you're you're understanding

and retaining all that information clarifying

0:29:50.800,0:29:53.840

any sort of confusing subject matter that

you may be covered in class you don't have

0:29:53.840,0:29:59.600

a grasp on but your your classmates

do um i guess however there is some

0:29:59.600,0:30:04.880

behavior that you have to be careful about uh i

just listed here to sort of breaking out into like

0:30:04.880,0:30:08.960

two different categories like what is acceptable

behavior within study groups what's unacceptable

0:30:10.640,0:30:15.440

obviously you know when you think about what's

normal acceptable study group behavior that's not

0:30:15.440,0:30:20.640

getting into that volume violations of student

code of conduct it would be comparing reviewing

0:30:20.640,0:30:26.240

study notes discussing and classifying concepts

developing and evaluating study strategies

0:30:26.240,0:30:31.280

together studying together for tests and exams and

reviewing graded assignments and examples i mean

0:30:31.280,0:30:36.720

like after an exam has been returned to you you

kind of regroup go through everything and start

0:30:36.720,0:30:42.080

to learn because often you know quizzes midterms

whatever are cumulative and obviously you want to

0:30:42.080,0:30:46.800

like learn from your mistakes and you can do that

together as a group the stuff that is unacceptable

0:30:46.800,0:30:52.400

is you know when you're i i phrased it here maybe

it seems a little bit obvious but like copying

0:30:52.400,0:30:56.720

written texts tables diagrams code charts from

other students and submitting it as your own work

0:30:57.920,0:31:01.600

what probably it there is a more of a

gray area there because let's say you are

0:31:01.600,0:31:05.120

permitted to work together you have to

make sure that everything you develop

0:31:05.120,0:31:08.080

you know whether it's the table you can't just

take the table that you know can't sort of

0:31:09.120,0:31:12.800

break down the assignment and be okay you do the

tables i'm gonna do the chart i can do this write

0:31:12.800,0:31:17.040

up and then we sort of put it all together

switch things around and then make it seem

0:31:17.040,0:31:23.440

like it's completely uh individually produced

so just just use some caution there just make

0:31:23.440,0:31:27.760

sure that whatever is in your reports or your

assignments it was produced by yourself and not

0:31:27.760,0:31:33.920

from somebody else um and then the other thing is

sometimes your professors will specifically state

0:31:34.880,0:31:38.000

this is an individual assignment if

you're not to work with anybody else

0:31:38.720,0:31:42.480

you know this is an individual activity don't

collaborate and then really it should be

0:31:43.120,0:31:48.240

blinders on you know as much as possible and

like i said that doesn't happen too often because

0:31:48.240,0:31:52.880

uh instruct your instructors realize that working

together groups is uh is extremely beneficial

0:31:52.880,0:31:59.840

sort of depends on which program you're in there's

sometimes unspoken rules um but for this that your

0:31:59.840,0:32:06.320

instructor would be very specific unauthorized

collaboration we've sort of talked about in the

0:32:06.320,0:32:14.960

exam context you know so texting chatting or

whatever with uh friends peers during an exam

0:32:15.520,0:32:23.360

but again it happens in assignments as well um if

you have any doubts you know whether something's

0:32:23.360,0:32:28.880

supposed to be an individual assignment ask okay

so when in doubt ask most often students get into

0:32:28.880,0:32:33.040

trouble when they work together on a material

that they're submitting for an individual grade

0:32:36.080,0:32:37.840

when you do actually get assigned group work

0:32:41.280,0:32:44.080

yeah i guess there are some specific things

that i'd like to just keep in mind i'll just

0:32:45.440,0:32:50.400

you know briefly cover these now is it one is

you want to make sure that each person in your

0:32:50.400,0:32:54.160

group is participating um you want to make

sure that there's fair contribution as much

0:32:54.160,0:32:57.040

as possible so you're sort of sharing that

workload one person's not kind of taking the

0:32:57.040,0:33:01.920

lead on everything and then the other group

members are sort of taking a backseat role

0:33:01.920,0:33:05.040

and you want to make sure you're able to actually

give credit because what ends up happening in the

0:33:05.040,0:33:09.600

end sometimes is your instructor will go who

was responsible for what so i can you know

0:33:09.600,0:33:13.600

make sure that i'm creating this appropriately

so you gotta keep track of that and it does

0:33:13.600,0:33:18.080

get tricky sometimes um i like to just always

use the example of what do you do if you're in

0:33:18.720,0:33:25.120

uh you know group assigned group work context

and you notice that your group member uh

0:33:25.760,0:33:29.920

plagiarized or you're like that they didn't write

that and then you kind of like look into it more

0:33:29.920,0:33:34.560

you have a responsibility because you're named on

it to make sure that that doesn't get submitted

0:33:34.560,0:33:39.680

because then collectively as a group you

could get caught for for plagiarizing even

0:33:39.680,0:33:45.760

though you didn't you didn't you know copy

and paste or specifically enter that material

0:33:48.800,0:33:52.720

lastly i just want to mention

feedback and review um

0:33:55.280,0:33:58.960

you know no matter how skilled you know if he's

going to give you some some tips on academic

0:33:58.960,0:34:05.600

writing no matter how skilled you you are at it

everyone benefits from having their work reviewed

0:34:05.600,0:34:12.320

um and edited and refined and getting feedback

from others um you know this is extremely valuable

0:34:12.320,0:34:18.640

although there's some things you have to to just

be careful about academic integrity again it's

0:34:18.640,0:34:25.440

broken down into acceptable versus unacceptable

behavior um what's acceptable is making sure that

0:34:25.440,0:34:30.640

you're involved in the editing process making sure

that you're not excluded from any decisions that

0:34:30.640,0:34:36.560

are being made even about you know minor editing

choices in your paper um you know learning from

0:34:36.560,0:34:42.640

the feedback that someone gives you becoming a

better self editor it's using how to to to best

0:34:42.640,0:34:48.720

make use of that feedback because you might get

feedback from you know a colleague and and realize

0:34:48.720,0:34:52.080

okay that i'm not actually going to make that

change because that's that's not great feedback

0:34:52.640,0:34:57.280

um that's something that you learn along the

way as well and yeah just making sure that

0:34:57.840,0:35:01.840

you're carefully considering the feedback

and the rationales that are really driving

0:35:02.960,0:35:08.560

or that you're the one in the driver's seat so um

you know you look at the unacceptable list here

0:35:08.560,0:35:13.680

is that allowing others to make those editorial

decisions for you so i just use the example of

0:35:13.680,0:35:19.760

you know you have a word document or google google

doc and you can track changes so someone let's

0:35:19.760,0:35:24.240

say goes in you want to avoid having someone go

into your document and make those changes for you

0:35:24.880,0:35:30.160

you want to avoid having someone go in there you

know even in it within the the comments contract

0:35:30.160,0:35:35.920

comments um function within you know any sort of

word processing software and then you just kind of

0:35:35.920,0:35:41.440

go accept all click you know without even looking

at each individual edit or comment that someone

0:35:41.440,0:35:46.640

made you want to look at each comment and go yeah

i see oh i missed that punctuation or oh yeah i

0:35:46.640,0:35:51.360

like how they move those words around because that

flows better you know you want to be kind of still

0:35:51.360,0:35:54.960

i guess in the driver's seat you don't want

to allow them to make those changes for you

0:35:55.680,0:36:02.560

or like i said click the accept all comments which

gets you you know then all of a sudden it really

0:36:02.560,0:36:08.320

is more like a co-author more of a co-author

type of relationship which we want to avoid

0:36:10.400,0:36:15.680

so that's that's basically it now i'm going

to turn things over to a bee who's going to

0:36:15.680,0:36:20.400

talk about probably the most common form of

academic misconduct which is plagiarism and you

0:36:20.400,0:36:25.440

know the only way that you can ensure that you're

avoiding plagiarism is through the development of

0:36:25.440,0:36:31.120

good academic writing skills which takes time

and practice and exercising those skills so

0:36:32.480,0:36:37.120

yeah i guess i'll disclose by this by saying this

if anyone has any questions specifically about the

0:36:37.120,0:36:43.120

aim course academic integrity um i am always

happy to hear from from students and interact

0:36:43.120,0:36:49.920

um you know and answer questions and you know

through confusing concepts and things like that so

0:36:49.920,0:36:53.840

feel free at any point in time to reach

out give me a call or send me an email

0:36:57.200,0:37:03.440

thank you joel thanks for kicking us off and

giving us lots of great information as we start

0:37:03.440,0:37:09.440

our transition to university and i know that avi

will will help maybe if those anxieties start

0:37:09.440,0:37:14.160

creeping up as joe is sharing some things that

can really get you into trouble um knowing that

0:37:14.160,0:37:19.280

if you're well prepared and you know what you're

doing and if you don't know how to make those

0:37:19.280,0:37:24.960

citations that's why we're here to start learning

that process and um abi is going to take it away

0:37:24.960,0:37:31.040

and start bringing us to some skills that will

help us so that we can be successful and not be in

0:37:31.040,0:37:36.720

those positions um to breach those that academic

integrity so joel i would love it if you'd like

0:37:36.720,0:37:40.240

to stick around but i know that it's friday you

probably have lots of things you'd like to do as

0:37:40.240,0:37:46.880

well um so feel free to stay as long you'd like or

to take off but we're really grateful that you are

0:37:46.880,0:37:53.760

here to help us get going this morning and look at

academic integrity and for sure reach out to joel

0:37:53.760,0:37:56.960

um everyone if you have other questions

and you can always share those with me

0:37:56.960,0:38:00.000

and he'll be sharing his slides

so that we can post those as well

0:38:01.040,0:38:04.480

it was a pleasure uh jill thank you

for having me and i i actually will

0:38:05.120,0:38:10.000

stick around for the remainder of the presentation

because there potentially could be some questions

0:38:10.000,0:38:16.000

that you know i could help with later on

absolutely thanks so much okay on to avi

0:38:17.760,0:38:22.960

um thank you joel for that really

nice segue into academic writing and

0:38:23.920,0:38:29.920

understanding what academic writing is all about

so um we'll get right into it the first point to

0:38:29.920,0:38:35.280

keep in mind with respect to academic writing is

i knowledge is key like knowing this information

0:38:35.840,0:38:42.240

is very very important and joel has covered

a really good basis in terms of like what

0:38:42.240,0:38:46.240

constitutes plagiarism and you have a really

good idea i mean you have a decent idea about

0:38:46.240,0:38:51.680

what plagiarism is once you complete the aims aim

course for those of you who haven't done that so

0:38:51.680,0:38:56.880

you will have a much broader understanding

of what could constitute plagiarism because

0:38:58.000,0:39:02.720

most of the times i mean work i work as the

academic support zone coordinator so i work

0:39:02.720,0:39:06.880

one-on-one with students helping them

with their writing needs helping them with

0:39:06.880,0:39:13.840

um with writing papers as well and i found most

of the times like when students i meet with

0:39:14.480,0:39:19.200

have plagiarism issues it's unintended it's

something that they haven't they don't realize

0:39:19.200,0:39:25.040

that they are committing plagiarism it

could be culturally a sense i mean for

0:39:25.040,0:39:29.840

for students for international students coming

from different countries maybe we haven't spent

0:39:29.840,0:39:34.640

much time understanding what plagiarism means

and how citations are done so sometimes it's the

0:39:34.640,0:39:40.640

case of doing proper citation it sometimes is the

question of what information should be cited and

0:39:40.640,0:39:45.920

what information might be considered general so

the point i would like to begin with is knowledge

0:39:45.920,0:39:50.960

is really key uh and so kind of understanding so

what we're going to do today is again academic

0:39:50.960,0:39:59.280

writing is a very very broad topic um like offers

multiple courses uh on just academic writing so um

0:39:59.280,0:40:05.840

i'm not promising that we're going to cover like

two courses worth of material in in one hour or 45

0:40:05.840,0:40:10.000

minutes that we have right now but it's going to

be a good start right it's a good be a good start

0:40:10.000,0:40:14.720

it's going to be a more bird eye view in terms of

understanding where academic writing comes from

0:40:14.720,0:40:21.040

and what does that mean to you as a as a student

who is embarking on your journey at the university

0:40:21.040,0:40:25.280

so we'll be talking about two specific things

academic writing as well as academic integrity

0:40:25.280,0:40:30.000

and so there'll be some kind there will be

connections between what joel is covered and

0:40:30.000,0:40:38.000

what i'll be talking about um and so you'll be

able to make those connections so uh when we talk

0:40:38.000,0:40:44.880

about academic writing and what i would like us

to do is um in the chat if you can i want you to

0:40:44.880,0:40:49.360

just the way you wrote about academic integrity

i want you to go into the chat and just write

0:40:49.360,0:40:56.480

down what does academic writing mean to you what

is academic writing how is that different from

0:40:56.480,0:41:02.400

posting on social media how is that different from

writing an email what is academic writing to you

0:41:04.480,0:41:06.800

and so while we do that i'm

just going to pull up this

0:41:07.760,0:41:13.280

uh typically when we think about academic writing

we think about like five paragraphs we think about

0:41:13.280,0:41:18.160

a body structure uh but i want you to write

down what does academic writing mean to you

0:41:19.200,0:41:22.880

and i'm going to try to open my

chat and see what we have here

0:41:24.240,0:41:33.840

so we have proper citations when using others

work uh formal informative writing okay

0:41:36.480,0:41:41.440

researched and accurate a complete list of

references provided so well-referenced papers

0:41:42.880,0:41:49.200

use of proper grammar formal writing writing

that demonstrates growth of knowledge that's

0:41:49.200,0:41:54.480

informative that is researched it's a writing

used to communicate with other scholars

0:41:56.080,0:42:04.240

it's writing that's used to contribute to

research uh writing of essays formal structure

0:42:05.840,0:42:13.120

formal lots of research yes um connecting

ideas with other authors very good so synthesis

0:42:14.800,0:42:20.320

uh informative writing probably research cited

correctly giving credit to others so writing that

0:42:20.320,0:42:26.720

definitely has proper citations proper research

connects with other research connects with other

0:42:26.720,0:42:32.800

researchers helps you connect with them helps you

synthesize ideas so definitely achieves a lot of

0:42:32.800,0:42:37.920

different purposes right so writing that's

highly formal that's highly structured uh in

0:42:37.920,0:42:44.880

the academic world or just in writing research

writing is considered to be the highest form of

0:42:44.880,0:42:52.160

formal writing right so it's very highly formal

writing um so students you probably learned about

0:42:52.160,0:42:56.720

academic writing in terms of your five paragraph

essay right so you looked at different structures

0:42:56.720,0:43:00.240

one of the formulas or the structures that

we have seen is the five paragraph essay

0:43:00.960,0:43:05.920

in the university you'd see that some of the

principles of the five paragraph essay would

0:43:05.920,0:43:12.800

still hold it true they do hold true at university

level writing but university level writing is also

0:43:12.800,0:43:20.080

slightly more complex and so you're in you're

expected to go more deeper and so um you would

0:43:20.080,0:43:25.040

need to expand your understanding beyond the five

paragraph essay and so we'll and we'll talk about

0:43:25.040,0:43:30.400

that briefly but it's important to understand

that five paragraph ac is a really good formula

0:43:30.400,0:43:34.560

and you should if you haven't seen it

before if you haven't used it before

0:43:34.560,0:43:40.000

please do take a look at it but don't limit

yourself to the five paragraph essay format

0:43:40.000,0:43:44.960

in university writing as well you need to

expand your understanding just a bit further

0:43:48.640,0:43:56.160

also other aspects of academic writing is the

idea of developing an argument right so there's

0:43:56.160,0:44:02.240

one important aspect about academic writing

is you need to substantiate your writing with

0:44:02.240,0:44:06.640

evidence with research so as some of you have

written that it's informative but it's not just

0:44:06.640,0:44:11.360

a bunch of claims it's actually information

that is backed up with evidence it's backed

0:44:11.360,0:44:15.920

up with analysis it's backed up with synthesis

right so these different parts so i think you

0:44:15.920,0:44:20.400

you all nailed it really well in terms of your

understanding what academic writing means so

0:44:20.960,0:44:26.560

um i think jill and i are probably you know

heaving a sigh of relief in a way to understand

0:44:26.560,0:44:32.320

that there is a good understanding across board

in our cohort here about what academic writing is

0:44:34.560,0:44:39.600

so the first bird eye view discussion

that i'd like to share with you today

0:44:39.600,0:44:43.760

is understanding that depending on which

discipline you're in or even if you're

0:44:43.760,0:44:48.000

in a specific discipline say you're in the

sciences or you're planning to be an engineer

0:44:48.000,0:44:55.280

or so you're planning to be in nursing or going

to history or psychology any specific discipline

0:44:55.280,0:45:01.920

you would still be taking courses across

the discipline and we can categorize writing

0:45:01.920,0:45:08.240

at the university level in two categories the

first category would be writing for disciplines

0:45:08.240,0:45:13.600

such as humanities and social sciences and so

that would include disciplines such as education

0:45:14.160,0:45:21.200

english history psychology right and then um on

the other hand you have writing in the sciences

0:45:21.200,0:45:28.560

which would mean engineering biology math

physics and those disciplines so there is

0:45:29.440,0:45:36.640

kind of a demarcation between how writing happens

in these two different families of disciplines

0:45:36.640,0:45:43.120

right so uh depending on the course you're taking

you would realize like certain uh courses will

0:45:43.120,0:45:47.680

expect you to do assignments in a certain way

and so if you come with that understanding that

0:45:47.680,0:45:53.440

oh okay i'm taking a course in english so what

i'm expected to do right now is use this specific

0:45:53.440,0:46:00.080

approach uh that's the intent that we have today

to kind of give you this share this information so

0:46:00.080,0:46:04.800

first let's take a look at what does writing

in social sciences and humanities mean right

0:46:06.800,0:46:13.120

research in social sciences humanities is

theory based it's based on a specific theory

0:46:13.120,0:46:19.040

and you would ask what is a theory a theory is

if you will kind of you know we've all played

0:46:19.040,0:46:23.920

different games we play like chess or you play

computer games you know war of the worlds or

0:46:24.560,0:46:28.960

world craft i'm not really good with like

computer games so sorry please excuse me on that

0:46:28.960,0:46:32.560

but they're all these different

games right and when you play games

0:46:32.560,0:46:39.840

you have certain rules you have a certain way that

you imagine the world so think of a theory as a

0:46:39.840,0:46:47.120

set of guidelines a set of like a game rule book

and then you take these rules and you apply them

0:46:47.120,0:46:54.400

to a naturally occurring situation and then you do

an analysis so that's still abstract so let's take

0:46:54.400,0:47:00.960

a look at this example so here we have a visual

you know so we have you use a camera and then you

0:47:00.960,0:47:07.040

take a picture but then within the camera you can

change your lens you can add a polaroid polaroid

0:47:07.040,0:47:13.360

lens or you can add color lenses and what that

does is it takes the same image but it changes

0:47:14.320,0:47:20.000

what gets highlighted what colors get highlighted

and what specific features start popping into

0:47:21.040,0:47:28.240

um into the image right so a theory is kind

of like a lens you place these guidelines on

0:47:28.240,0:47:34.160

a specific situation and you analyze them for

example you're watching two people talk with

0:47:34.160,0:47:39.680

each other right so there are two people they're

talking they are talking in really loud voices

0:47:39.680,0:47:46.320

and they are kind of there's a rapid fire of

conversation going on right and you're like

0:47:46.320,0:47:51.200

okay there's just noise happening right now but

if you apply something called this conversation

0:47:51.200,0:47:56.080

theory and you look at the specific guidelines

you're like they're probably fighting right or

0:47:56.080,0:48:01.680

or maybe they're just having a very animated

discussion and so depending on what they are

0:48:01.680,0:48:08.560

speaking how they are speaking you can use a

specific theory to analyze the given data okay

0:48:08.560,0:48:15.920

another way you can look at a theory is looking

at the same situation but from a different angle a

0:48:15.920,0:48:22.240

different perspective use a different perspective

to look at the same naturally occurring phenomenon

0:48:23.040,0:48:30.640

and so what does that do what the way research is

done in social sciences at humanities is you take

0:48:31.200,0:48:37.600

one specific say for example you're doing

an analysis of a of a book you're in an

0:48:37.600,0:48:42.160

english literature class and you're

analyzing say shakespeare's hamlet

0:48:43.440,0:48:49.840

and you take the specific character of

hamlet and you can look at hamlet's character

0:48:49.840,0:48:53.840

from different angles you can look at

hammers hamlet's character from the

0:48:53.840,0:48:58.800

development of the character you could also

look at hamlet from a very modern perspective

0:48:58.800,0:49:04.800

as in today's world how would hamlet fit in and so

there would be a theory called say new historicism

0:49:04.800,0:49:12.320

which would help you analyze a 16th century

hamlet character in today's 21st century so what

0:49:12.320,0:49:18.080

you're doing is you're taking that same object and

you're analyzing it from a different perspective

0:49:18.640,0:49:24.400

or using a different lens so i hope this kind of

example helps you understand what theories mean

0:49:24.960,0:49:30.000

because theories will be used to help you

synthesize arguments within humanities and

0:49:30.000,0:49:34.400

social sciences there are a bunch of different

theories available and depending on the course

0:49:34.400,0:49:39.360

you will take you will learn about these theories

and you will learn how to apply them for example

0:49:39.360,0:49:44.320

if you are studying literature you might learn

about realism modernism postmodernism post

0:49:44.320,0:49:48.880

modernism if you're taking an art class you might

learn about these approaches or theories as well

0:49:49.520,0:49:54.720

um if you're in the field of say education you

might learn about new historicism you might learn

0:49:54.720,0:49:59.680

about postcolonialism you might learn about

psychoanalytical theories and how they affect

0:49:59.680,0:50:06.400

uh specific uh education or pedagogical systems

uh you might take courses in social justice you

0:50:06.400,0:50:10.720

might learn about feminism you might learn about

critical theory you might learn about queer theory

0:50:11.440,0:50:15.440

and a bunch of different theories so there

are lots of different approaches that

0:50:15.440,0:50:21.680

specific courses would use to help you analyze

what's happening in the real world okay and so

0:50:22.480,0:50:27.840

a lot of the work that you end up doing as you

can see is qualitative work and what qualitative

0:50:27.840,0:50:33.600

means in opposition to quantitative is you're

using non-numerical data you're using words

0:50:33.600,0:50:39.360

you're using incidents you're using stories

you're using history to do your research to

0:50:39.360,0:50:45.440

do your analysis right instead of like just

looking specifically at 50 data you know

0:50:45.440,0:50:50.400

500 data points so on and so forth which is

typically what you would see in the sciences

0:50:51.680,0:50:59.760

um okay so that's a very brief brief overview of

writing in the humanities let's now talk about

0:50:59.760,0:51:06.720

what does it mean to write in the sciences

okay so sciences again uh when you talk about

0:51:07.600,0:51:12.320

these are very i'm creating very clear-cut

boundaries for you but sometimes you might

0:51:12.320,0:51:19.600

also see overlap between disciplines and writing

styles now when we talk about scientific writing

0:51:19.600,0:51:25.440

typically the answer we get is scientific writing

is about journal articles right so we always use

0:51:25.440,0:51:31.760

journal articles as a go-to as scientific

writing but scientific writing in fact

0:51:31.760,0:51:37.520

is very very prolific it's it's all around us

and it comes in very very different genres so

0:51:37.520,0:51:42.640

research publications of research writing is

definitely the most formal and probably considered

0:51:42.640,0:51:47.840

the highest level of scientific writing but lab

reports which you will be writing as students

0:51:47.840,0:51:51.920

when you take you know if you're in a science

class and you will be conducting experiments

0:51:51.920,0:51:58.560

you'll you'll write lab reports that is scientific

writing as well magazines um websites especially

0:51:58.560,0:52:05.200

in the past year and a half with the pandemic

we have seen so much scientific communication

0:52:05.200,0:52:14.160

come across us in many different ways social

media has probably been the most profound or

0:52:14.160,0:52:21.280

prolific medium of communicating scientific facts

sometimes not always true but use definitely

0:52:21.280,0:52:27.520

for communicating scientific information and so

it's definitely a part of scientific writing right

0:52:28.400,0:52:34.640

not academic but definitely scientific writing at

the academic level you're doing academic essays

0:52:34.640,0:52:39.920

you might be doing a research publication in your

higher classes definitely writing some lab reports

0:52:42.240,0:52:52.400

okay typically scientific writing is formulaic

in a certain way most scientific writing

0:52:52.400,0:52:59.200

and by most i mean over 95 percent of scientific

writing uses a very structured formula called

0:52:59.200,0:53:05.520

as the imrd structure and what imrd is

stands for is an acronym for introduction

0:53:05.520,0:53:13.040

methods results in discussion so a typical

scientific paper has the following six sections

0:53:13.040,0:53:18.800

it begins with an introduction it has what's

called as a literature review followed by

0:53:18.800,0:53:26.400

a methods section results discussion and then a

conclusion so what do these sections mean and why

0:53:26.400,0:53:32.560

are we talking about this right now the reason why

we are looking at this is because as students you

0:53:32.560,0:53:38.080

will read a lot of scientific papers or you will

read peer-reviewed papers or you will read what

0:53:38.080,0:53:44.880

we call as research papers whether in a literature

class or in a nursing class or in an engineering

0:53:44.880,0:53:50.560

class in any of the classes you'll be reading

papers and a lot of times beginning students

0:53:51.680,0:53:58.640

find reading academic papers challenging and

there are two reasons why academic papers could

0:53:58.640,0:54:06.160

be challenging one is the the level of information

or the analysis that's presented in the paper is

0:54:06.160,0:54:11.440

slightly complex right i mean of course there

is there are a group of researchers who probably

0:54:11.440,0:54:18.640

spend a year doing research and then writing this

paper of course there's a lot of construction and

0:54:18.640,0:54:23.440

thought that's gone behind putting together that

recent study so some recent studies will be very

0:54:23.440,0:54:28.640

straightforward but some research studies might

be a little complex right so that is one level

0:54:28.640,0:54:34.640

of difficulty students face uh when trying

to decode or deconstruct a research paper

0:54:35.280,0:54:42.240

but the other reason or more common reason why

students struggle reading peer review papers

0:54:42.800,0:54:48.800

is because they are written in a certain way

that we are not used to reading so there's a

0:54:48.800,0:54:54.240

certain way a research paper gets constructed it

has a certain formula and if you understand what

0:54:54.240,0:55:00.640

that formula is you're able to superimpose that

formula or transpose this formula onto the paper

0:55:00.640,0:55:05.360

and then you're able to decode it and unlock

the information super quickly so this is

0:55:05.360,0:55:10.720

understanding the structure is very important for

you not only to write papers but also actually to

0:55:11.360,0:55:19.840

read through them and understand what the content

is right so so um i just went ahead just for this

0:55:19.840,0:55:26.080

presentation i said let's choose a paper random

paper and see um what we can find from this

0:55:26.080,0:55:30.880

right so i chose this paper it's actually from

computer science now i'm not a computer scientist

0:55:30.880,0:55:36.560

right or neither am i an electrical engineer but i

said let's take this paper just for fun right and

0:55:36.560,0:55:42.400

see if i'm able to understand what's happening

in this paper so not from my discipline at all

0:55:44.240,0:55:49.600

and when you look at research paper you

know this is this is not a magazine or

0:55:49.600,0:55:53.760

definitely this is not a social media post

right you can tell that this is a research paper

0:55:53.760,0:55:59.600

it has a title it has probably six

seven authors listed it will have

0:55:59.600,0:56:03.920

you know publication date it'll be part of

a journal it'll open with an abstract right

0:56:05.840,0:56:12.880

i took the introduction of this paper and i

went through this and first four sentences

0:56:13.600,0:56:18.160

the authors and i'm not going to read this out

to you because that'll be really really boring

0:56:18.160,0:56:24.640

but uh the first four sentences would identify

like why this topic is so important this is

0:56:24.640,0:56:29.440

really important you know we should all be reading

about this we should all be researching about this

0:56:29.440,0:56:35.520

right and i can see joel nodding because that's

exactly how these papers begin right and then

0:56:35.520,0:56:40.960

after that they'd say this is so important

but nobody has done research on this topic

0:56:41.840,0:56:46.800

right there's very little research done and so

what the researchers are trying to do is they're

0:56:46.800,0:56:52.000

trying to emphasize the originality of their

work and so they identify what's called as a

0:56:52.000,0:56:59.360

research gap and after they identify the research

gap which is nobody's doing this research what's

0:56:59.360,0:57:05.120

the most logical thing to do is to present their

contribution so we are contributing to this world

0:57:05.120,0:57:09.280

we're going to bring world peace or we're

going to solve all the problems of this world

0:57:09.280,0:57:14.640

by writing this research paper right and then

this is what we've done this is how we have

0:57:14.640,0:57:20.080

done the reset study so on and so forth and so

as you can see it's a very strange structure so

0:57:20.880,0:57:25.440

whether you take a paper from it you know

professional communication or you take a

0:57:25.440,0:57:29.440

paper from nursing or you take a

paper from electrical engineering

0:57:29.440,0:57:36.640

you will see a common thread running through

that and that is what's called as the moves

0:57:36.640,0:57:43.360

of a research paper and so the moves especially

for an introduction of a research paper is the

0:57:43.360,0:57:49.680

first move is claim importance and relevance

for your idea so you establish your ground you

0:57:49.680,0:57:56.800

establish your territory you say this is important

you all need to read about this second they will

0:57:56.800,0:58:02.080

present the current research in the field and

this is sometimes what sometimes trips students

0:58:02.080,0:58:07.040

especially if you're not familiar with the field

you're like i don't know where this is going you

0:58:07.040,0:58:12.800

know i don't know where what is happening right

now i'm reading a bunch of these different names

0:58:12.800,0:58:17.200

i'm reading a bunch of these different research

studies but i don't know what's happening

0:58:17.200,0:58:22.320

and this is where like people get like lost and

feel like okay this is this is too much for me but

0:58:22.320,0:58:28.560

what exactly are those scholars doing they're just

saying all this stuff is happening in the field

0:58:29.120,0:58:33.920

just so you know our topic is really important

so they're just establishing the importance of

0:58:33.920,0:58:40.160

the topic by presenting current research or by

obviously saying that we are really important

0:58:40.160,0:58:46.800

our research is important which is usually

followed by a research gap so by paragraph

0:58:46.800,0:58:53.040

number three or four a good research paper should

have identified a research gap and you'll see very

0:58:53.040,0:58:59.040

clear language you'll see a word like however

you will read read read and then it'll say

0:58:59.040,0:59:05.600

however not much research has been done on this

field however limited research is available the

0:59:05.600,0:59:11.440

moment you see these negative words you know the

research gap is getting established in the paper

0:59:12.080,0:59:16.800

and then we'll come to the contribution by

saying how this paper will you know fill that

0:59:16.800,0:59:23.280

research gap so we have done a kind kinetometric

study or stoichiometric study or we have done

0:59:23.280,0:59:28.880

you know market research whatever depending on the

discipline we have used specific methods to solve

0:59:28.880,0:59:35.280

this problem and then of course they'll present

their thesis so what they have understood if

0:59:35.280,0:59:40.480

it's uh if it's a different kind of research study

they will present it as a hypothesis or they might

0:59:40.480,0:59:45.040

present it as research questions so depending on

what format they want to use for their paper they

0:59:45.040,0:59:50.720

might have a very clear explicit thesis statement

or they might have a bunch of hypotheses that they

0:59:50.720,0:59:56.560

would like to test in the paper or a research

question and then they would provide an overview

0:59:56.560,1:00:01.200

of the paper in this paper we are doing blah

blah blah blah blah and so if you read the last

1:00:01.200,1:00:06.080

or the last two paragraphs of the introduction

of any research paper you will know what are the

1:00:06.080,1:00:13.680

different sections presented right so what's the

use of this information is this helps you decode

1:00:13.680,1:00:19.200

a research paper the introduction is probably

the most complex section of a research paper

1:00:19.200,1:00:23.520

it's the one that usually stumps students

because you start there and you're like okay

1:00:23.520,1:00:28.320

i'm not following i'm going to keep this away

i'll just read the abstract or i might better

1:00:28.880,1:00:34.160

just copy paste some sentences from the abstract

and paste it in my paper which will then cause

1:00:34.160,1:00:38.880

plagiarism or which will cause your instructors to

know that you really haven't followed through the

1:00:38.880,1:00:47.760

material right so you don't want to do that but

because research has shown that 85 of students

1:00:48.320,1:00:53.600

read only the first two pages of a research paper

right so i mean they've done a study where they

1:00:53.600,1:00:59.600

found that how many pages were you read by

specific students on for you know research

1:00:59.600,1:01:06.160

purposes and usually is the first two pages um

and so one thing is to avoid that kind of behavior

1:01:06.160,1:01:10.080

you have to look through the whole paper you

should definitely look at the results you should

1:01:10.080,1:01:13.360

definitely look at the discussion because that's

going to give you a better understanding of the

1:01:13.360,1:01:19.760

paper but not just like skim through the abstract

and copy paste sentences and use it right so

1:01:19.760,1:01:25.440

definitely a practice that in the long term

will hurt you as an academic so you you know it

1:01:25.440,1:01:30.560

might solve your immediate problem of writing the

specific paper and then get you a mediocre grade

1:01:30.560,1:01:36.000

on the paper but you'll actually miss out a lot on

the learning and understanding and also getting a

1:01:36.000,1:01:44.160

better grade okay so that's about a research paper

now how does that translate into a student essay

1:01:44.160,1:01:48.400

now for every course that you're doing and

you're writing an essay or you're writing a

1:01:48.400,1:01:54.240

specific even answers if you're if you're

given a you know a long answer like test

1:01:56.160,1:02:02.240

you are typically not doing primary research

you're not finding research gaps excuse me

1:02:02.240,1:02:07.040

you're not solving world problems by writing a

research although you probably are but uh you

1:02:07.040,1:02:12.880

know you're obviously not solving you know a

research gap in every student essay you write

1:02:13.520,1:02:19.840

so the research gap is what is missing

in a student paper now what comes

1:02:20.560,1:02:27.680

in terms of synthesis for a student paper is like

think about your hook like a typical opening for

1:02:27.680,1:02:33.680

a student essay is usually a hook some students

might use some some quote they might open with

1:02:33.680,1:02:38.000

you know general facts like if you're taking a

writing class you're usually told about what's

1:02:38.000,1:02:44.400

called as the inverted triangle like your teachers

might say open general end specific in your first

1:02:44.400,1:02:49.280

paragraph right the last sentence of your first

paragraph thesis statement right so inverted

1:02:49.280,1:02:57.760

triangle general to specific so your hook is in a

way identifying the current research field right

1:02:57.760,1:03:03.440

so current research field in the area generally

what's happening importance of your research topic

1:03:04.000,1:03:09.440

that is nothing but like translates as a very

mini hook in your paper so you do a hook where

1:03:09.440,1:03:15.360

you claim that your research topic or your essay

topic is pretty interesting for your instructor or

1:03:15.360,1:03:23.200

your classmates to read general idea big picture

is the current field of study your research gap is

1:03:23.200,1:03:30.080

what's not here you transition into your specific

topic of interest and then you present your thesis

1:03:30.080,1:03:37.280

so if you notice even a student essay is kind

of like a research essay but it's a very very

1:03:37.840,1:03:44.240

simplified miniature version of a research essay

introduction so you're not really doing anything

1:03:44.240,1:03:50.560

different except like doing primary research and

then identifying a research cap that fills it

1:03:50.560,1:03:56.400

which is an important contribution that research

papers make but structurally you kind of follow

1:03:56.400,1:04:03.120

most of the same moves as well right so it a fewer

so that's something to keep in mind that this is

1:04:03.120,1:04:10.160

how student essays get structured um as you go

into higher classes and you are expected to do

1:04:10.720,1:04:17.600

some level of primary research so research on

your own that's where you should start thinking

1:04:17.600,1:04:22.640

about not just writing an essay because your

instructor asked you to or because you're taking

1:04:22.640,1:04:29.360

a specific course but beca why is that topic

really of importance right so you have to like

1:04:29.360,1:04:34.240

start thinking critically in terms of why is this

an important research topic and then generally

1:04:34.240,1:04:39.840

answer those questions in your research essay and

that will really up your game in your academic

1:04:40.480,1:04:48.720

writing in your academic understanding of your

specific topic okay all right so this is in

1:04:48.720,1:04:55.360

general like understanding the the big different

field so when you are taking a class in sociology

1:04:55.360,1:05:02.480

or in taking a class in you know in english like

at that level we don't usually talk about this

1:05:02.480,1:05:08.080

bird view of where we are coming from right but

this is probably a good time to look into like

1:05:08.080,1:05:12.720

depending on the discipline there are different

ways research happens and therefore there are

1:05:12.720,1:05:17.680

different ways research writing is done in these

fields and different approaches we are using so

1:05:18.320,1:05:23.760

coming up with that coming with that understanding

and entering your class in say the discipline of

1:05:23.760,1:05:29.760

education or in say physics is really really

important because that will help you orient

1:05:29.760,1:05:34.240

yourself to the kind of writing you're doing right

so now with that understanding let's take a little

1:05:34.240,1:05:40.320

bit let's take a little look into the writing

process and understand like what kind of tips can

1:05:40.320,1:05:46.480

we share with respect to the writing process now

i would like to begin by saying that each person

1:05:46.480,1:05:53.040

has a very unique writing process we all have

our own individual unique ways of writing um

1:05:54.480,1:06:01.200

but there is sometimes some level of overlap and

some level of commonality in the way we write so

1:06:01.920,1:06:07.600

what you what i want each one of you to do is

to honor your own unique writing process you

1:06:07.600,1:06:13.760

don't you can experiment with different writing

processes to test them and see if they actually

1:06:13.760,1:06:21.120

help you or not so that'll make you a more

strategic writer so for example using outlines um

1:06:23.920,1:06:30.000

how about like it's really a quick um a

quick survey in the class how many of you

1:06:31.760,1:06:34.880

use outlining before you begin with an essay

1:06:36.880,1:06:41.520

if you can just put in the chat like me or i

or something i just want to like get a sense

1:06:42.080,1:06:52.560

oh okay couple a few okay all right so outlining

seems wow so a lot of you use outlines to write

1:06:52.560,1:06:58.000

so outlining is one way a very effective way thank

you thanks thank you everyone for sharing that

1:06:58.000,1:07:05.600

so uh outlining is definitely one way to uh

structure your ideas but then there's also

1:07:05.600,1:07:11.680

something called as cloud mapping where what

outline does is outline does a really good job

1:07:11.680,1:07:17.520

so example if you see this infographic right in

front of you it is a very linear infographic right

1:07:17.520,1:07:22.560

step like one two three four five so there are

definitely steps and that's what an outline also

1:07:22.560,1:07:27.600

is outline is a really good linear way and with

respect to academic writing because academic

1:07:27.600,1:07:33.280

writing is also very linear an outline really

helps you put those ideas together sometimes if

1:07:33.280,1:07:38.640

you're stuck with specific like at a very early

stage in your writing process and you're like i

1:07:38.640,1:07:44.000

don't know how to come up with an idea or i don't

know how to synthesize ideas together in that

1:07:44.000,1:07:49.920

case what will help you is something like a cloud

map right so cloud map is basically like you know

1:07:50.880,1:07:55.760

i had instructors to call it bubbles so you put

like little bubbles on a sheet of paper and then

1:07:55.760,1:08:01.520

you draw lines between them you connect them like

an ecosystem right and what that does is it helps

1:08:01.520,1:08:06.960

you connect ideas so maybe there's one idea right

in the beginning and then there's one idea in step

1:08:06.960,1:08:12.480

five now in a linear structure it's hard to

create those connections but if you put those

1:08:12.480,1:08:18.480

bubbles next to each other you can draw lines and

connect them and so spatially when you arrange

1:08:18.480,1:08:23.840

information in a different way it helps you

process information differently as well right

1:08:24.560,1:08:29.280

so there are diff the point that i'm trying to

make it there are different approaches that you

1:08:29.280,1:08:35.680

can use for or a flow chart if you're doing some

kind of a sequential base or a process based

1:08:35.680,1:08:42.320

analysis creating flow charts you know yes no flow

charts it'll actually help you make some decisions

1:08:42.320,1:08:49.120

better right so the point is the point today is

not to cover all these different writing processes

1:08:49.120,1:08:54.880

uh there are some really nice time and tested

one so as a student experiment experiment with

1:08:54.880,1:08:59.920

different writing processes in your academic

career you might be surprised that some might

1:08:59.920,1:09:05.840

actually work better for you than others so use

what is really familiar but also experiments so

1:09:06.960,1:09:12.240

uh specific steps in your writing process

definitely plan and in terms of the planning step

1:09:12.800,1:09:18.880

something really to emphasize is especially for

academic writing it's very course based as well

1:09:18.880,1:09:25.760

it's your instructor's expectations uh when you

take a specific course i like to think of it as

1:09:25.760,1:09:31.520

finding a roommate right when you find a roommate

you meet somebody new you try to understand their

1:09:31.520,1:09:36.560

working habits like what they like what they

don't like and they're doing the same right

1:09:36.560,1:09:41.360

same thing happens in the classroom too what

you are also doing is understanding what your

1:09:41.360,1:09:47.680

instructor's expectations are some instructors

uh might expect more from you some instructors

1:09:47.680,1:09:52.320

expect exactly what they're asking you

to do right and so to kind of understand

1:09:52.320,1:09:56.400

engage your instructors expectations

what the course expectations are

1:09:56.400,1:10:00.720

so read the syllabus because that will give you

a really good insight into your instructor's

1:10:00.720,1:10:06.080

expectations and also the assignment ask questions

in classes especially at the planning stage

1:10:07.520,1:10:13.920

um the next step is like the actual

writing process and the writing process

1:10:14.640,1:10:19.600

again depending on the person it doesn't have

to be linear a lot of students that i've worked

1:10:19.600,1:10:23.600

with they get stuck right in the beginning

because they're trying to write an introduction

1:10:24.480,1:10:29.520

now an introduction sometimes is really a

good thing to write an introduction at the end

1:10:29.520,1:10:34.080

once you've finished writing your paper once you

write the different sections you've done your

1:10:34.080,1:10:39.520

argument sections it's it's good to act because

you have a better idea about your about your topic

1:10:39.520,1:10:43.440

and then you if you go ahead and write

your introduction it's not a bad idea

1:10:43.440,1:10:48.160

or you write a working introduction write your

paper and then go and revise it right and so you

1:10:48.160,1:10:56.960

could always do that as well uh the next stage of

course is um i just saw madeline's question are

1:10:56.960,1:11:02.160

there any specific websites resources absolutely

yes lakehead does have uh resources and i'll share

1:11:02.160,1:11:09.040

them with you in a bit um and then um and of

course in this class as well like for mojo's

1:11:09.040,1:11:14.800

in mind class my class you'll have resources that

will help you get prepared for academic writing

1:11:15.760,1:11:19.600

and then you revise and then you polish it

and then you go back so it's an iterative

1:11:19.600,1:11:23.600

process right so and i think we kind of

understand this process very specifically

1:11:24.640,1:11:29.920

here are some tips that have been shared uh

by different uh academic disciplines so the

1:11:29.920,1:11:36.720

library so our librarian has shared here some

tips with you um in specific to academic writing

1:11:36.720,1:11:41.680

so one is um when you read a paper or

when you're reading an academic paper

1:11:43.280,1:11:49.600

a good strategy is not to begin reading from

word one to the last word in your first go

1:11:50.320,1:11:54.240

uh it's a really good habit to

sometimes get familiar with the paper by

1:11:54.240,1:11:59.440

just maybe skimming through the headings or the

you know the subtitles or just looking at the

1:11:59.440,1:12:04.640

visuals if there are any figures and pictures if

there are captions to those pictures just begin

1:12:04.640,1:12:09.680

by first skimming through that then looking at the

bigger heading so then again come back to page one

1:12:09.680,1:12:15.680

and then skim again look for just the introductory

paragraphs of the different sections read the

1:12:15.680,1:12:23.440

conclusion first okay read the abstract after that

so don't use a linear way to read papers kind of

1:12:23.440,1:12:29.440

use multiple short readings of a paper it'll

really help you understand the content much better

1:12:31.440,1:12:37.360

especially with citations students tend to lose

their place so make sure you bookmark places you

1:12:37.360,1:12:42.400

can of course even on online settings you

can always bookmark specific sections in

1:12:42.400,1:12:48.880

a book or in a paper or in a textbook because

a lot of times what we see is students forget

1:12:48.880,1:12:53.760

which page that information came from right

and so as whenever you find something that

1:12:53.760,1:12:58.000

is really interesting you should always

like mark it so you don't lose it i've

1:12:58.000,1:13:02.160

been there i've done that too and i'm sure

anyone who has done enough academic writing

1:13:03.760,1:13:07.920

uh has found themselves in a place where i don't

know where i found that that was really cool but

1:13:07.920,1:13:12.400

i don't know where that is anymore right

so you don't like just bookmark everything

1:13:12.400,1:13:20.160

and um a librarian has also suggested um using the

citation mana any citation manager like say zotero

1:13:20.160,1:13:27.040

um this is a free resource uh do a search on how

to use zotero and in at least in our sec in my

1:13:27.040,1:13:32.880

section we'll definitely look into zotero or one

of the sessions that we do and then we'll create

1:13:32.880,1:13:37.440

a video and then i'll share that well jill's

class as well so we'll all have some information

1:13:37.440,1:13:43.840

on zotero and how you can use a citation manager

to help yourself manage all your citations for a

1:13:43.840,1:13:53.360

research paper okay another aspect of academic

writing is voice and academic writing is like

1:13:53.360,1:13:58.560

as as one of your classmates wrote in the chat

it's about communicating with other researchers

1:13:59.120,1:14:03.680

and that is really true it is communicating

with other researchers so you're almost talking

1:14:03.680,1:14:09.120

with other people in your in this research

paper and so as a researcher what you also

1:14:09.120,1:14:17.760

want to do is come across in a certain way and

that certain way is an objective way so the

1:14:18.560,1:14:25.120

voice that is valued in academic writing is an

objective voice because what objective voice also

1:14:25.120,1:14:31.920

translates as an unbiased voice it also translates

as a voice that is not like a cheerleader voice

1:14:31.920,1:14:38.880

like trying to take one side it's more uh grounded

in in the middle it's neither on the left or on

1:14:38.880,1:14:43.280

the right it's kind of more at the center so an

objective voice or an objective tone is something

1:14:43.280,1:14:50.240

that is valued in research writing therefore

personal voice such as like i believe i feel

1:14:50.240,1:14:56.480

according to me i think and sometimes what that

translates as instructors telling you do not use i

1:14:56.480,1:15:02.000

right you've probably heard teachers tell you

don't use i in academic writing which sometimes

1:15:02.000,1:15:08.160

is true but it's not true for all situations but

what you're actually hearing is avoid using the

1:15:08.160,1:15:15.840

personal worries avoid voice that talks about

feelings use words such as we discuss we argue

1:15:15.840,1:15:22.400

we found so specific actions specific objective

directions that you've taken in your research so

1:15:22.400,1:15:28.400

when you're writing in an academic situation what

you want to avoid actually is a personal voice

1:15:29.360,1:15:35.280

that has more of the feelings and what you want

to focus on is actions and you want to focus

1:15:35.280,1:15:41.520

on is the objectiveness of the voice because the

reader cares about what you did and what you found

1:15:41.520,1:15:47.520

rather than how you feel how you feel at in that

context is not important what is important is what

1:15:47.520,1:15:53.680

did you find in that reset study right so most

of the time most of the time again in academic

1:15:53.680,1:16:00.560

writing what you'd be expected to focus on is

more of an objective voice an action-based voice

1:16:01.600,1:16:09.040

okay also another aspect to discuss in terms of

voice is the use of active voice and passive voice

1:16:10.160,1:16:17.840

in academic writing and both voices depending on

the situation are work especially in humanities

1:16:18.480,1:16:24.480

and social sciences the active voice is valued

so if you're taking an you know a course say

1:16:24.480,1:16:30.080

in english especially or any of the humanity

subjects you might be encouraged to use an

1:16:30.080,1:16:35.040

active voice where you talk from your personal

like we so although you have the the personal

1:16:35.040,1:16:41.040

voice i or the we it's not a touchy feely voice

it's still an objective voice where you can

1:16:41.040,1:16:47.600

focus on the active way of communicating whereas

in scientific writing you typically see yourself

1:16:47.600,1:16:53.440

encouraged to use a passive voice where you're

encouraged to focus on what you did so imagine

1:16:53.440,1:17:00.160

a lab report where you wrote i took a test tube

i pour hydrochloric acid and then i added salt

1:17:00.160,1:17:04.080

so you know that's that's not what your

instructors are expecting they would say

1:17:04.080,1:17:10.400

talk about a test tube was taken hydrochloric

acid was added salt was you know mixed into it a

1:17:10.400,1:17:16.240

precipitate was found by whom by me but that's not

the point who found it the point is what you did

1:17:16.240,1:17:21.280

right so depending on the discipline what you

want to do is be also cognizant of the kind of

1:17:21.280,1:17:26.080

voice that you're using um i'm seeing some points

made in chat so i'm just going to look in here

1:17:29.200,1:17:33.520

uh oh the question is about reflective writing

and the especially the narrative writing that

1:17:33.520,1:17:39.360

we're doing yes and reflective writing and

narrative writing is definitely in an academic

1:17:39.360,1:17:44.240

uh kind of writings is for sure you

might not see lab reports written

1:17:44.240,1:17:49.840

in terms of reflective writing but you definitely

see reflective writing done in the humanities and

1:17:49.840,1:17:55.680

social sciences because it's a really really

important tool for synthesis and analysis

1:17:55.680,1:18:01.840

and so especially as an exercise reflective

writing is used uh not just in classrooms but

1:18:01.840,1:18:06.240

it's also used for academic writing so really

good question thank you for i think probably

1:18:06.240,1:18:10.800

specifically from the student in our section

because as we start off with reflective writing

1:18:10.800,1:18:16.720

and then move into narrative writing students

will ask may i use the first person you're writing

1:18:16.720,1:18:22.480

about your own life story it's more appropriate to

use the first person but this just really helps to

1:18:23.680,1:18:28.960

show the distinction between when it's appropriate

and what it is and so for our university seminar

1:18:28.960,1:18:33.760

class we'll be using more of that but when we move

to our inquiry and research then we'll be shifting

1:18:33.760,1:18:41.040

back um into um you know not bringing forward that

that personal voice as much so really important

1:18:41.040,1:18:45.600

distinction and we'll of course integrate and

connect these in both of our sections as well

1:18:46.320,1:18:51.200

absolutely and so and then thank you jill for

bringing that in so what you can see is in in your

1:18:51.200,1:18:56.800

narrative and reflective writing pieces you

will see the use of active voice more and in

1:18:56.800,1:19:02.720

your inquiry pieces you probably see the use of

the passive voice would be more or more focusing

1:19:02.720,1:19:11.280

on what you found and what was done um all right

some other points that were shared by uh some of

1:19:11.280,1:19:17.360

our uh scholars in the at the university is these

are some tips that they want to share with you

1:19:17.360,1:19:23.600

words or wisdom or pearls of wisdom if you will

is uh these are some reminders for you and that is

1:19:24.240,1:19:28.640

academic writing is something that you

shouldn't and cannot do in one night so

1:19:28.640,1:19:36.960

um so try to plan ahead um try to use because you

also need some amount of critical space between

1:19:36.960,1:19:41.520

like each step for you to synthesize understand

because your brain is also a machine which is

1:19:41.520,1:19:46.320

making all these connections you so even if you do

bubble maps on a sheet of paper your brain is also

1:19:46.320,1:19:52.960

making bubble maps right and so it's important to

give your yourself some amount of processing time

1:19:52.960,1:19:57.840

uh academic writing is not something that

is either busy work or it's not something

1:19:57.840,1:20:02.000

where instructors may want you to do to

make you feel miserable it's something

1:20:02.000,1:20:07.600

that really helps you make connections with

ideas the more you write the better you get

1:20:08.800,1:20:16.080

and when i was a student i thought my instructors

were making it up right i really thought too that

1:20:16.080,1:20:20.480

writing was something that because writing is

painful at times so i would think that writing was

1:20:20.480,1:20:26.400

a painful task just to just because we had to do

it but i realized that the more writing i've done

1:20:26.400,1:20:32.080

uh personally i have learned so much more and i've

made so much more connections um writing is also

1:20:32.080,1:20:36.640

not about just making something look nice i

know that grades are really really important

1:20:36.640,1:20:43.440

and a very big motivator but writing is also a

mode of self-discovery writing is also a mode of

1:20:43.440,1:20:50.000

understanding there there's research that's shown

that sometimes the brain cannot make cognitive

1:20:50.000,1:20:55.600

connections certain cognitive connections by

just thinking excuse me the cognitive connections

1:20:55.600,1:21:02.080

happen only by writing and so it's called as

writing as a means to learn so writing is actually

1:21:02.080,1:21:05.920

used as a tool that helps you learn things and

so it's really really important so it's not

1:21:05.920,1:21:12.400

just about good marks and making a paper look good

also just putting a string of quotations together

1:21:12.400,1:21:18.800

does not make an essay and i'm sure you know

that um but a librarian definitely wants to

1:21:18.800,1:21:23.760

make sure that we share that with you because

it's really really an important point and um so

1:21:23.760,1:21:28.080

academic writing is as you had mentioned earlier

is something that's research it's reference

1:21:28.080,1:21:34.000

it's objective analytical it's something that is

used in public uh discourse it's something that

1:21:34.000,1:21:39.680

is evaluated and it is very specific to different

disciplines so again understanding that the way

1:21:39.680,1:21:43.920

you might write in education would be different

from the way you might write in physx okay

1:21:45.440,1:21:52.240

in terms of time we have four minutes so

uh what we're going to do is very quickly

1:21:54.000,1:21:59.920

look at as one of the students asked me like

in terms of resources please do check up the

1:21:59.920,1:22:05.680

academic support zone website uh there are a

ton of resources on the academic support zone

1:22:05.680,1:22:11.520

for you in terms of like writing the essay

writing a thesis statement the different parts

1:22:11.520,1:22:19.760

of your writing process different guides to the

different references styles also the purdue owl

1:22:19.760,1:22:25.440

if you are not familiar with the purdue owl please

do check the purdue owl i'm just going to put that

1:22:25.440,1:22:29.280

if that's something that's new to you i'm just

going to write that in the chat and that is

1:22:33.680,1:22:38.880

it's the purdue online writing lab uh

purdue university has one of the most

1:22:38.880,1:22:45.360

exhaustive resources on academic writing academic

writing resources that are available to us uh

1:22:45.360,1:22:50.960

so if you're in a pinch and you don't find

something that's local at uh lakehead or with your

1:22:50.960,1:22:58.880

instructor definitely check out the uh purdue all

it's always updated and it's very accurate okay um

1:23:01.600,1:23:02.160

thanks jill

1:23:04.560,1:23:12.320

okay um we all i also wanted to discuss like

some of the nuts and bolts of documenting uh and

1:23:12.320,1:23:18.880

what i'll do is because of our time uh i will

put post that on in a short video i'll create

1:23:18.880,1:23:23.520

a short video and then share with all of you and

i'll put a video on the nuts and bolts of how to

1:23:24.080,1:23:30.960

do different kinds of citations but what i want to

point out to you is there are three major uh ideas

1:23:30.960,1:23:38.000

in terms of documenting sources one is quoting

verbatim and that is quoting like using the actual

1:23:38.000,1:23:46.560

words in the quote and um this is something

that should be done very little okay so like

1:23:47.280,1:23:51.280

it should probably i would probably again

putting a number is really hard but i would say

1:23:51.280,1:23:57.840

not more than one or two direct quotes because

what direct quotes actually mean is as somebody

1:23:57.840,1:24:02.880

who's speaking through your essay you're giving

away your voice to somebody else right that's what

1:24:02.880,1:24:08.800

you're doing you're actually letting somebody

else speak for you at that stage and basically

1:24:08.800,1:24:13.920

that means you're giving away your strength your

control your authority to somebody else and saying

1:24:13.920,1:24:20.400

you speak for me i'm not going to speak right now

right and so usually that's look the like that

1:24:21.040,1:24:26.160

this lessens your credibility for one sometimes

it gets constitute as well the student actually

1:24:26.160,1:24:30.480

didn't know how to paraphrase that that's

why the student has put the quotes in there

1:24:30.480,1:24:35.920

right so even if you do a direct quote it's

always a good idea to explain what that quote

1:24:35.920,1:24:42.320

means so don't let a quote speak for you you

know use a quote to build your paper rather than

1:24:42.320,1:24:46.720

replace what you're trying to say okay so i

think that's a take-home point with respect

1:24:46.720,1:24:51.760

to quoting for batman of course there are certain

requirements you have to follow when you do them

1:24:51.760,1:24:58.160

and i will put them in that video uh the second

way of documenting sources is paraphrasing

1:24:58.160,1:25:03.920

and paraphrasing basically means writing that same

information in your own words but approximately

1:25:03.920,1:25:10.480

the same word count so say if you take a sentence

which might have say 40 words or 50 words

1:25:10.480,1:25:15.760

within the direct quote and if you paraphrase that

paraphrase typically means is you're writing it

1:25:15.760,1:25:22.720

in your own words in about 40 to 60 words like

the same amount of length of text um a couple of

1:25:22.720,1:25:29.920

things to keep in mind with that is at least for

apa no three words should be in the same order

1:25:30.640,1:25:36.400

so uh in apa guidelines if you have three words

from the original text that are in the same order

1:25:36.400,1:25:41.280

then they technically should get quotes around

them and so you definitely want to change the

1:25:41.280,1:25:47.040

order of the words uh change the structure of the

sentence keep the content the same so don't change

1:25:47.040,1:25:52.320

the meaning of what they're trying to say but you

need to grammatically change the structure of the

1:25:52.320,1:25:57.520

text completely in order to make it a paraphrase

and you still need to cite it you still need to

1:25:57.520,1:26:04.560

cite it you just don't put quotes around it but

you still have to cite it okay uh the next is the

1:26:04.560,1:26:09.920

last one is summarizing and summarizing is where

you take the whole paper or you take a big chunk

1:26:09.920,1:26:15.600

a page a paragraph and then you write it maybe

in a sentence right and so in this case as well

1:26:15.600,1:26:22.960

you still have to cite it but it is uh you don't

need to put quotes around it or anything and again

1:26:22.960,1:26:28.320

in the video i will provide all these guidelines

in detail i'll bring in more examples um that we

1:26:28.320,1:26:34.800

have here today and then uh some of the common uh

styles that we're using at the university are apa

1:26:34.800,1:26:40.800

mla some departments use chicago but ap and mla

are probably your good friends if you know how

1:26:40.800,1:26:46.960

to use mla you know most instructors will be okay

with it for some specific disciplines and courses

1:26:46.960,1:26:53.520

especially social sciences and even sciences you

know apa is something that will be more valued so

1:26:53.520,1:26:56.800

uh do get yourself familiar with

apa if you haven't done so already

1:26:57.840,1:27:03.840

uh finally in terms of uh just a summary in

terms of avoiding plagiarism make sure that

1:27:05.600,1:27:11.840

you use original ideas wherever you can so be

original use your own language use your own

1:27:11.840,1:27:17.680

text rather than borrowing from somewhere else now

again of course you can't create all the knowledge

1:27:17.680,1:27:23.760

on your own and so in cases where you take an idea

from some other places do make sure that you give

1:27:23.760,1:27:30.160

credit to that information use proper in-text

citations like so give proper citations within

1:27:30.160,1:27:36.640

the text and then do proper referencing at the

end if you follow these steps just you know these

1:27:37.440,1:27:45.120

you know these four maxims i think uh in most

places you will be in a good place right so

1:27:45.120,1:27:52.080

uh even in most unintentional plagiarism

can be uh taken care of final uh point of

1:27:52.080,1:27:57.840

discussion would be using the academic support

zone and um as an as the academic support zone

1:27:57.840,1:28:03.440

coordinator this is my plug-in right now to you

is please use the academic support zone as your

1:28:04.000,1:28:11.360

ally as a pal um you can use the academic support

zone to request tutoring help even for specific

1:28:11.360,1:28:15.920

disciplines so say for example you're taking

course in kinesiology and you're finding trouble

1:28:15.920,1:28:21.360

with the course material you can write if you

write to us early if you write to me early enough

1:28:21.920,1:28:27.360

i can even if you don't have a tutor for

kinesiology we can appoint one that can help you

1:28:27.360,1:28:32.080

through the course so say early in the semester if

you feel that this is really a challenging course

1:28:32.080,1:28:38.880

do reach out to me and request a tutor right and

so you can request users for specific disciplines

1:28:38.880,1:28:44.560

and you can also come in and meet with tutors to

work on your specific writing needs so if you're

1:28:44.560,1:28:49.680

writing an essay for any discipline uh you

can come in and you can work with one of our

1:28:49.680,1:28:55.280

writing coaches to get feedback in terms of the

clarity of your writing the unity the organization

1:28:55.280,1:29:00.320

your sentence structure the way everything is

composed so like the whole part of your writing

1:29:00.320,1:29:06.080

process you can come in and get some help for that

plus we have resources online to help you with

1:29:06.080,1:29:14.240

um to help you with your id needs kyle question

uh so what's the protocol for like writing way

1:29:14.240,1:29:19.600

for for programs that deal with

with writing with such as grammarly

1:29:21.600,1:29:28.640

uh i think that's a really good question kyle so

uh resources just such as grammarly are acceptable

1:29:28.640,1:29:34.160

for uh the use at the at the level of the

university and so what grammarly basically

1:29:34.160,1:29:41.440

does is grammarly is a resource that provides you

it's definitely uh it's a resource that has been

1:29:41.440,1:29:47.760

uh curated with a lot of thought in place and so

it's not a research that's helping you cheat in

1:29:47.760,1:29:53.600

any way it's a research that's actually helping

or aiding with your uh grammar business or your

1:29:53.600,1:30:00.720

sentence-based needs and the reason why that is

is because within writing uh not all tasks are

1:30:00.720,1:30:06.240

created equal so you have brainstorming you're

coming up with an idea you have organization of

1:30:06.240,1:30:11.840

your ideas you have development of your argument

then you have grammar then you have proofreading

1:30:11.840,1:30:17.600

you have correctness mechanics and so on and so

forth right in this whole order the originality of

1:30:17.600,1:30:23.680

idea is coming from like your top four or

five parts right so what grammarly an app like

1:30:23.680,1:30:28.560

grammarly is doing is it's helping you make your

sentences maybe a little bit more concise it's

1:30:28.560,1:30:33.280

helping you restructure it in in certain ways that

make sure that your sentences are grammatically

1:30:33.280,1:30:40.400

correct so it's completely okay to use an app

or a platform like grammarly good question

1:30:41.840,1:30:47.680

okay um just looking at the chat if there are any

other questions is writing tutoring offered online

1:30:47.680,1:30:54.240

yes so in the past year and a half especially

we've been offering all our tutoring services

1:30:54.240,1:30:59.840

online and we will continue to do so so even after

we work towards transitioning into opening of the

1:30:59.840,1:31:06.800

university we still have all resources available

to students um online and so even whether you're

1:31:06.800,1:31:13.040

a student in barrie i mean in aurelia if you're a

student here in thunder bay or you are currently

1:31:13.040,1:31:20.400

in india china peru you know wherever you are in

the world you can still work with um with the with

1:31:20.400,1:31:26.400

a tutor to get help and we are we have tried to

keep tutoring hours during times where it will be

1:31:26.400,1:31:31.200

accessible to all students so like maybe earlier

in the day just the way we have this session today

1:31:31.200,1:31:36.720

right so making sure that even students who are

say in china or in india can still attend the

1:31:36.720,1:31:44.640

session at proper hours and not way past their

sleeping time so uh yeah so definitely yes the

1:31:44.640,1:31:50.480

resources will be available online uh let me see

if there is another question um yeah thank you

1:31:50.480,1:31:56.800

jill any other questions so i'm gonna stop here

because uh we are way past our time so i'm really

1:31:56.800,1:32:01.760

i really appreciate your patience and sticking

around uh but do we have any other questions

1:32:04.480,1:32:09.040

i have one question yes so when

we're on like in-text citing the

1:32:09.040,1:32:13.840

like the quotes i know for a direct quote you

have to like cite like the name and like the

1:32:13.840,1:32:18.480

page number but if we're just paraphrasing or

summarizing the quote we how do we like change

1:32:18.480,1:32:23.760

like citing like how would that change a bit

very good question so when you're paraphrasing

1:32:24.320,1:32:30.160

the only thing that changes is you don't put

quotes around the text uh but in your in-text

1:32:30.160,1:32:34.960

citation so in a parenthetical citation you

would still have so if you're using api you'd

1:32:34.960,1:32:38.720

still have the author's last name you'd have

the year and you'll still have the page number

1:32:38.720,1:32:42.800

because even for a paraphrase the information

is coming from a certain page right

1:32:42.800,1:32:47.440

uh if you're doing a summary now if you're

summarizing the whole book or you're doing

1:32:47.440,1:32:53.280

the summary of the whole paper then in that case

putting page numbers is not that critical but say

1:32:53.280,1:32:58.800

you're just summarizing like two pages then in

that case you still put the page range so in your

1:32:58.800,1:33:03.280

parenthetical citation you still should have

all the three different pieces of information

1:33:03.280,1:33:08.480

where applicable now if you have an online

source in for a web page where you don't have

1:33:08.480,1:33:14.960

page numbers then in that case what ap and mla

expect is only the author information for mla and

1:33:14.960,1:33:21.520

for apa the author in the year some instructors

might expect you to put in a paragraph number

1:33:21.520,1:33:26.240

because sometimes when an instructor wants to go

and look where that information specifically came

1:33:26.240,1:33:31.840

from so that's an unofficial expectation but a

very valid expectation so if an instructor expects

1:33:31.840,1:33:37.760

you to put in a paragraph number go ahead and add

the paragraph number in place of a page number

1:33:37.760,1:33:42.320

officially emily and apa do not expect you to

do so but it's still a good practice to add that

1:33:44.400,1:33:49.280

okay i'm going to check the chat

further any more questions that'd be for

1:33:49.280,1:33:53.120

for paraphrasing and summarizing too i'm i'm not

sure you mentioned this but there's also like

1:33:53.840,1:33:59.760

within when you when you do paraphrase there's

like these lead up sentences to sort of you know

1:33:59.760,1:34:04.800

to to go from your writing voice to allah said

now you're going such and such an author or in

1:34:04.800,1:34:10.000

this article or whatever there's like different

ways you can sort of differentiate or set it up

1:34:10.000,1:34:16.160

right yes yes actually i mean and again these are

like very important nuts and bolts of writing so

1:34:16.160,1:34:22.400

as joel mentioned one strategy is to like kind of

build yourself so you can say like according to

1:34:22.400,1:34:28.000

like authors blah blah blah blah and then you kind

of bring in the text so what you've already done

1:34:28.000,1:34:34.800

is you have done an in-text like within the text

you have cited the author and when you cite the

1:34:34.800,1:34:39.360

author an apa within the text then you have to put

the year in parentheses right next to the name of

1:34:39.360,1:34:44.720

the author and so then just towards the end of the

sentence you should add only the page number right

1:34:45.440,1:34:52.640

uh now if we go into a little bit more of uh like

higher level understanding of like how voice and

1:34:52.640,1:34:59.200

credibility work in an academic setting so whose

name should go within the text and whose names

1:34:59.200,1:35:04.400

should end up as like in brackets okay so that's

a really good question right how do i do it do

1:35:04.400,1:35:12.400

i do like according to jonathan swift 2010 blah

blah blah like do that do i use that all the time

1:35:12.400,1:35:20.480

or should i do just give the information i'll

just say 35 of you know students across the

1:35:20.480,1:35:25.440

board in canada have experienced blah blah blah

and then in parentheses just for that information

1:35:26.480,1:35:32.480

the the guiding principle here is if the

author is really a big name in the field

1:35:32.480,1:35:38.240

right so this is a really big name in the field

and using that author's name is like name dropping

1:35:38.240,1:35:44.000

is going to help you build your credibility

you put that in the sentence like in the text

1:35:44.000,1:35:49.760

itself but if it's a secondary author it's only

the information that's actually important then

1:35:49.760,1:35:54.160

the name of the author should actually go in

the parentheses so actually there's a method

1:35:54.160,1:35:59.120

to the madness behind when you put the name of

the author in the sentence when do you put it

1:35:59.120,1:36:04.640

it's all about building your credibility

because in the end it's your paper it's your

1:36:04.640,1:36:10.880

voice it's your argument so you have to shine

not somebody else you don't want to give away

1:36:10.880,1:36:16.960

your power to somebody else uh in your paper you

want to use them strategically to build yourself

1:36:19.200,1:36:24.880

i hope that makes sense absolutely and

we're really getting to the as you said

1:36:24.880,1:36:31.040

abby the nuts and bolts of writing and i

think your reference to um sharing that

1:36:31.040,1:36:35.200

video with your course in mind you can

see that people are really they're ready

1:36:35.840,1:36:40.640

um the questions that are coming are getting more

specific which is fabulous even after being on

1:36:41.200,1:36:45.120

zoom for an hour and a half you're asking great

questions you're thinking through all of this

1:36:45.680,1:36:50.880

and we will be returning to this these

themes of course during our four weeks

1:36:50.880,1:36:54.960

and getting practice i think that that's such an

important piece is that this is a lot to take in

1:36:55.840,1:37:00.960

your experience and practice that you're getting

in our course and then that you will in your

1:37:00.960,1:37:06.880

first year is just going to help you to improve

and maybe evie and joel can speak to this piece

1:37:06.880,1:37:12.160

but in my mind as a professor and instructor i'm

always looking to see did someone give an effort

1:37:12.720,1:37:18.000

did you did you cite it perfectly is not

as important to me that you actually gave

1:37:18.000,1:37:22.320

an effort of making it so if you're feeling

nervous about all these specifics of how to do

1:37:22.320,1:37:28.640

it you know we'll we'll introduce you to and look

more closely at the owl resource i use that a lot

1:37:28.640,1:37:34.240

and to of course academic support zones you can

go this get those specific questions answered

1:37:34.240,1:37:38.240

but we'll look at just giving it a try and that's

where you need to be right now where are you on

1:37:38.240,1:37:42.080

your journey there's probably folks who've had

lots of experience and maybe it's not so much

1:37:42.080,1:37:46.640

or maybe you're a returning student who has not

written for a long time and you're feeling rusty

1:37:46.640,1:37:50.960

and hopefully by participating in this class and

then today you're getting all of the information

1:37:51.600,1:37:54.960

recipes that will be practicing

it and then giving you feedback

1:37:54.960,1:38:01.840

so that you can even start feeling

that improvement during our sessions

1:38:03.920,1:38:08.880

i think yes jill i completely agree with you

and and that is true and again it'll and as

1:38:08.880,1:38:13.280

you know as joel and i have mentioned before

also like it's it's also and jill has mentioned

1:38:13.280,1:38:18.400

too that it's important to understand like your

instructor's expectations your course expectations

1:38:19.280,1:38:25.040

you know on your part you definitely want to

make sure that you are being honest you are being

1:38:25.040,1:38:30.400

authentic and then you are making the right effort

and of course instructors are going to see through

1:38:30.400,1:38:35.920

that they will definitely be able to see through

that uh it's not some like academic writing

1:38:35.920,1:38:41.120

or referencing and academic honesty integrity

is not something it's not a punitive it's not

1:38:41.120,1:38:48.640

a punishment based uh system it's a system to

ensure that there's high quality coming from

1:38:48.640,1:38:53.680

you and that's because instructors know that

you are all capable of really high quality

1:38:53.680,1:38:59.280

work and so that's where that's what we're trying

to do and this course is that safety net for you

1:38:59.280,1:39:04.800

to help you learn and develop those skills and

get prepared and understand those expectations

1:39:04.800,1:39:11.680

and so you enter into your fall term with a decent

understanding of what's expected of you and how

1:39:11.680,1:39:18.240

to perform effectively and thank you abby for

just getting us rolling and giving us so much

1:39:18.240,1:39:24.320

information i think students you know take some

time to let joel and abby's presentation sink in

1:39:24.320,1:39:31.040

again we'll have the recording on our d2l websites

and these wonderful informative slides as well and

1:39:31.040,1:39:36.800

then we'll follow up in our courses this next week

on tuesday and wednesday but a wonderful start off

1:39:36.800,1:39:42.320

getting us really going with all the specifics

and if if anyone else would like to stay and

1:39:42.320,1:39:47.040

ask some questions i also want to honor our time

element and thank you so much for being here today

1:39:47.680,1:39:51.440

and we will see you this next week of course

always reach out to us if you have other

1:39:51.440,1:39:59.920

questions but it looks like kyle has has another

question for you good card so what i used to do

1:39:59.920,1:40:04.640

for like assignments in high school like where i

needed a site is that i usually just like copy and

1:40:04.640,1:40:10.000

paste it and then like when i was done with the

assignment then i used to like do the citations

1:40:10.000,1:40:15.920

with the proper citation like citations for

like the works cited at the end like is that

1:40:15.920,1:40:21.840

like a recommended way of doing it or or is there

another way i should be or should i change that

1:40:23.520,1:40:28.400

um i i would say that that is a that's a

decent approach to use that's one of the ways

1:40:28.400,1:40:33.520

to do it too and i've written a lot of papers

especially when you're doing uh shorter papers

1:40:33.520,1:40:36.960

when you're doing you know like four or

five page papers which you will typically do

1:40:37.680,1:40:42.640

having that level of management by like copy

pasting having maybe another word document where

1:40:42.640,1:40:49.840

you copy all your references having it there

uh it really works for longer papers having

1:40:50.800,1:40:57.680

a slightly more robust uh citation manager sort

so you know like how like zotero and so that's

1:40:57.680,1:41:02.080

why we'll also do a video on zotero and we'll

discuss that in class and so you will have that

1:41:02.080,1:41:08.000

information as well of how to use the citation

managers and again zotero is not the only citation

1:41:08.000,1:41:13.360

manager there are a bunch of them out there there

are professional ones because imagine when you

1:41:13.360,1:41:17.200

know when faculty you know when instructors or

your researchers are writing paper and if you

1:41:17.200,1:41:24.000

look at their peers cited like their reference

page they have like 70 80 108 100 plus papers

1:41:24.000,1:41:29.520

how do you manage all those papers and those

citations so definitely uh there are more robust

1:41:29.520,1:41:35.440

ways to manage and so we will look into those as

well so depending on where you are in your writing

1:41:35.440,1:41:41.360

you know process and what your expectations are

you are able to manage it effectively so kyle

1:41:41.360,1:41:45.920

the the process that you're using especially

with like copy pasting and putting information

1:41:45.920,1:41:51.680

in there and then later going in and changing

it as long as you personally remember that okay

1:41:51.680,1:41:56.960

this text was copy pasted right and so like one

tip would be when you're copy pasting something

1:41:56.960,1:42:01.840

uh a simple way would be change the color of

the font right so maybe use red text when you

1:42:01.840,1:42:06.160

were just like copy pasting original text and

once you paraphrase it then change it back to

1:42:06.160,1:42:12.240

the original text color some a simple hack like

that is actually uh it makes sense it's common

1:42:12.240,1:42:16.800

sense and it's good to use if you're using if

you end up like when you're writing like a caps

1:42:16.800,1:42:22.240

for caption project you have a bigger project a

bigger paper to write and you have more management

1:42:22.240,1:42:26.400

of resources you a citation manager will

definitely be something of use which we will

1:42:26.400,1:42:30.960

discuss in this class as well good question

um i think madeline you had a question too

1:42:33.040,1:42:38.080

i have a few uh this is like a group work a

group or question like the about the group work

1:42:38.960,1:42:44.400

so i know like you said um if there's like a

project but it's like the professor said has

1:42:44.400,1:42:49.760

to be individual no i know you said you're not

allowed to like work together but like let's say

1:42:49.760,1:42:54.000

like you need help with the assignment you don't

can't find the professor can you still go to like

1:42:54.000,1:43:00.960

a classmate and asked for help with it with like

without that's a weird question i know but like

1:43:03.360,1:43:10.560

can you like yeah i mean it's often when it

comes to the group work um i try to i think to

1:43:10.560,1:43:16.160

summarize it down into like whatever whatever

you're actually submitting as your individual

1:43:17.120,1:43:21.600

assignment right it's got your name associated

with it um if it's if it's assigned as an

1:43:21.600,1:43:28.000

individual assessment um the instructor wants

to know that you were the one who actually

1:43:28.960,1:43:34.400

you know you know others like wrote the paper

solve the problems or whatever you want to make

1:43:34.400,1:43:40.080

sure that you're the actual author of it and

not not that it came from you know one of your

1:43:40.080,1:43:44.880

your other classmates so obviously if there's if

you're stuck on something and you and you just

1:43:44.880,1:43:49.120

need you know sometimes yeah you're not always

going to go to academic sports over a tutor

1:43:49.120,1:43:52.880

right sometimes there's like i don't quite get

this concept you go to a classmate who you're

1:43:52.880,1:43:57.600

like your study buddy you're always working

together um they can help you through a problem

1:43:57.600,1:44:01.600

and then you can go from there but as long as

you're the one putting pen to paper or typing

1:44:01.600,1:44:06.400

out the you know the answers or whatever rather

than copying pasting borrowing um that's what

1:44:06.400,1:44:11.040

you sort of have to watch out for um and

lastly i guess there would potentially be

1:44:12.000,1:44:16.480

you know if in the case where let's say you're

given an assignment and your instructor says

1:44:17.360,1:44:22.080

like i don't want you collaborating on this

at all like this is almost like a take-home

1:44:22.800,1:44:28.560

quiz or a take-home test or whatever those those

types of situations do occur occasionally and then

1:44:28.560,1:44:33.920

it's almost like the communication like it's set

off you're not supposed to work with anybody but

1:44:33.920,1:44:38.160

they'll specify that or if you have any questions

just just just ask them about like the level of

1:44:38.160,1:44:43.680

collaboration and like you know abby was saying

with like each professor sort of has theirs kind

1:44:43.680,1:44:48.480

of their expectations or you know their writing

styles what they what they're actually looking

1:44:48.480,1:44:51.680

for in assignments you'll start to figure that out

with your instructors too like there's a certain

1:44:52.640,1:44:56.240

like some instructors would be like they want you

to collaborate on everything and depending on what

1:44:56.240,1:44:59.920

discipline you're from too like there's sort

of this expectation like let's say for within

1:44:59.920,1:45:05.120

engineering for example engineering instructors

know that for every assignment they give you

1:45:05.120,1:45:09.840

got these like there's a group of like seven or

eight students that are always working together

1:45:09.840,1:45:13.200

hammering out problems and stuff like that

but really when it comes to like what they're

1:45:13.200,1:45:21.120

submitting it's got to be uh individually you know

compiled so does that make sense madam yeah i have

1:45:21.120,1:45:26.400

another question yeah i know some professors

or teachers are just very they're very specific

1:45:26.400,1:45:34.320

on what where i'm like what like app or website

you should write your essay on rather be docs or

1:45:34.320,1:45:40.800

words is that is there like a does that also

depend is that can we also use like docs or

1:45:40.800,1:45:46.560

words or is there like usually specific app

we use to write on their research papers

1:45:49.760,1:45:55.360

you want to take that one sure yeah

yeah so i'd probably say um again it'll

1:45:55.360,1:45:59.600

you're right madeline that it does depend on

specific courses sometimes instructors will

1:46:01.520,1:46:06.080

have specific requirements and there might be

a reason why an instructor might expect you to

1:46:06.080,1:46:13.120

write on a specific app for example maybe for an

engine and the example that comes to my mind is

1:46:13.120,1:46:18.640

say for an engineering class for computer

science um a specific platform that is

1:46:18.640,1:46:23.760

really recommended students use is called

overleaf which was a pro which is a product

1:46:23.760,1:46:29.120

of if you know by the name of latex so latex

was a writing platform that was used which

1:46:29.120,1:46:35.760

is eventually converted into what's called as

overleaf and overleaf makes your papers look

1:46:35.760,1:46:40.800

the way they look in journals right so even

journal papers come out they look exactly what

1:46:40.800,1:46:46.640

overleaf is now to use overleaf you need to know

some level of coding and need to know some level

1:46:46.640,1:46:51.680

of you know programming languages to make sure

that your text can be formatted in a certain way

1:46:52.400,1:46:57.440

now an instructor might expect you to do that

because you're learning a new skill or because

1:46:57.440,1:47:03.200

you're expected to create your papers in a certain

way uh so the point is that there is probably

1:47:03.200,1:47:07.280

going to be a method to that madness or why your

instructor is expecting you to write in a certain

1:47:07.280,1:47:13.440

way if it's something that might prove challenging

for you it's always a good thing to talk to your

1:47:13.440,1:47:19.280

instructor to bring up that conversation in the

class and or with your instructor outside class

1:47:19.280,1:47:24.640

to understand the reason or understand

how that process can be made easy for you

1:47:26.560,1:47:30.800

and i think another important element in our

digital age is making sure that you're writing

1:47:30.800,1:47:38.080

within a platform that is easily transferable of

course to d2l but also i know a lot of students

1:47:38.080,1:47:43.920

will be working on a map in pages and that is

not going to be accessible to a professor who's

1:47:44.480,1:47:50.560

using um that isn't using a map so you want to

just be i think the same as avi is saying um

1:47:51.520,1:47:57.520

transparent with your instructor and professors

and asking them what it is that um the format

1:47:57.520,1:48:02.880

that they prefer some folks will want you to

be in microsoft so they can do um some of your

1:48:02.880,1:48:08.560

feedback right there so i think it really is

according to um you know communicating with your

1:48:08.560,1:48:12.640

professors which is a great thing to do to step

forward and get they get to know you when you

1:48:12.640,1:48:18.160

ask those questions and um they also probably

that question is um there for other students

1:48:18.160,1:48:23.920

so then everybody can get that answer do you have

other questions madeline can i just jump in there

1:48:23.920,1:48:27.600

for one quick second just looking at it from an

academic integrity lens i know that sometimes

1:48:27.600,1:48:32.960

we have cases that come up when students let's

say are using somebody else's computer and their

1:48:32.960,1:48:38.400

let's say word software is licensed to someone

else then all of a sudden it could raise some

1:48:38.400,1:48:43.040

flags for the instructor going oh like why is

so-and-so's name on i guess created by and it's

1:48:43.040,1:48:47.920

not madeline right it's somebody else's name

and they're like did the student get this from

1:48:47.920,1:48:53.200

from somewhere else or is it an original

originally written document right so i think

1:48:53.200,1:48:57.520

sometimes that's something just to keep in mind

is that um you can go into the settings of your

1:48:58.160,1:49:04.000

software and change that like if it's if you've

got your mac or you know whatever your laptop

1:49:04.000,1:49:07.840

is from you know a sibling or something like that

just make sure you can go in and not visit those

1:49:07.840,1:49:13.200

if you can um but you know often it's just a

quick conversation with the instructor if that

1:49:13.920,1:49:17.920

question doesn't necessarily mean that you're

going to get flagged for plagiarism and get kicked

1:49:17.920,1:49:22.400

out of school or something it's just it would it

potentially can decrease the chances of having

1:49:22.400,1:49:28.320

a headache later on if you you know make sure

that that licensing is is set up appropriately

1:49:29.360,1:49:33.520

today i go into joel's point same thing

with apply like especially with google docs

1:49:34.160,1:49:37.520

or any online platform that you're

logged into the right account

1:49:37.520,1:49:42.000

as well because sometimes your somebody else is

logged onto that computer especially in a shared

1:49:42.000,1:49:46.560

computer and then when you start posting comments

or you start writing suggestions in the paper

1:49:46.560,1:49:50.080

they immediately don't show up on

the document that whose name it is

1:49:50.080,1:49:53.760

but then if you go into the history of the

version then you're then you see somebody

1:49:53.760,1:49:58.160

else's name or see somebody else's account in

there and so that can create some confusion so

1:49:58.160,1:50:03.520

always make sure you're logged into the right

account as well when you are providing feedback

1:50:06.800,1:50:11.280

wonderful well we've gotten the big picture

the little picture and we're starting to get

1:50:11.280,1:50:16.240

into the weeds which is wonderful because this

is what happens when you become um you start

1:50:16.240,1:50:20.560

integrating and using these academic skills of

thinking and writing and expressing yourself

1:50:21.200,1:50:26.000

so unless there's any other questions and you

can of course stay after and ask abby and i any

1:50:26.000,1:50:31.040

specific questions about course information we're

just in our first week getting up and going so

1:50:31.040,1:50:36.480

there are a lot of questions but everyone else

if you are complete are free to go and enjoy your

1:50:36.480,1:50:41.920

friday afternoon thanks so much for participating

and being here with us today i just saw a question

1:50:41.920,1:50:50.880

in the chat from uh regarding um class next class

uh would be your individual class so i mean you

1:50:50.880,1:50:56.880

meet on tuesdays with me so for my section we'll

meet on tuesday and the fragile section will meet

1:50:56.880,1:51:01.920

uh you'll meet on wednesday and then this friday

series will continue for the next three weeks

1:51:02.960,1:51:08.720

and um there i see there are a couple students who

are just joining us today for the first time from

1:51:08.720,1:51:14.000

this week and i'm so glad kai and another

student i'd be happy to meet with you in

1:51:14.000,1:51:19.840

a breakout room so that i can kind of help

get you caught up if that would be helpful

1:51:21.760,1:51:22.720

kyle you have a question

1:51:24.880,1:51:32.320

uh so if this class if we were like non-pandemic

and all that fun stuff like like where would this

1:51:32.320,1:51:39.680

class be be hosted would it be hosted in thunder

bay or aurelia because them are as as you know i'm

1:51:39.680,1:51:47.840

an aurelius student so one of the reasons why this

class is has originally been set up as an online

1:51:47.840,1:51:53.840

class with optional meeting times has been because

we really wanted to make sure we accommodated

1:51:53.840,1:51:58.480

students across the board so even if we would

have been in person i still feel this class would

1:51:58.480,1:52:03.920

have been online or we would have had a separate

section in aurelia i don't know i don't want to

1:52:03.920,1:52:09.280

speak for that but we would yeah this orientation

class would have been accessible to students

1:52:09.280,1:52:16.640

across the board for lakehead students yeah

good question kyle and i've just opened um

1:52:16.640,1:52:22.000

a breakout room for any of the students um in my

section that would like to meet and talk about

1:52:22.000,1:52:26.880

anything in particular because i know that there

are a couple folks who just are joining us today

1:52:28.560,1:52:32.640

so if you haven't done a breakout room before

you'll have an invitation that goes across the

1:52:32.640,1:52:39.360

top there and we can go ahead and address those if

there are specifics and that might be helpful too