

Academic Language and Learning Success Program (ALLSP)

Introductory Academic Program

Semester 2, 2015

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Unit 1: Introduction to Academic Culture

Written by: Amanda Janssen

Learning objectives:

Once you have completed this unit, you will be able to:

- Explain some meanings of 'culture'
- Explain what is meant by 'academic culture'
- Identify similarities and differences in 'academic culture' in various countries
- Identify some challenges students may face while studying in Australia
- Understand the meaning of plagiarism
- Identify examples of plagiarism
- Understand how to avoid plagiarism

What is culture?

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Thinking about our culture

Each culture has a set of beliefs, values, practices, rituals, language and artefacts that identifies and typifies that particular culture.

Each culture is dynamic, learned and transmitted.

How do we know what someone's culture is?

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Identifying culture

One way we can identify different cultures is the way people behave, in Australia for example, we usually greet people by their first name and say things like 'How are you?' Australian's generally say 'please' and 'thank you' to be polite.

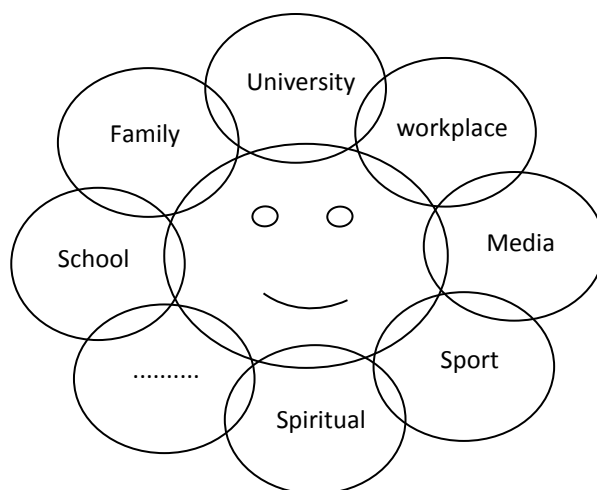
However, culture is not only about how people behave, when people share a culture, they also share *attitudes* and *values*. Most Australians for example believe everyone should be treated similarly no matter where you are from or how old you are or what your job is. This is why they usually call people by their first name.

How does this differ from your own culture? (Discuss)

.....

.....

Which of these cultures has been most influential in shaping you as a learner?



Silburn (2008)

What is Academic Culture?

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Which of these belong to Academic Culture?

- ☐ Punctuality
- ☐ Asking questions
- ☐ Formal language
- ☐ Providing references
- ☐ Time management
- ☐ Critical thinking
- ☐ Arguing
- ☐ Getting together with classmates

Why is it important to understand Academic Culture?

1.
2.
3.
4.

What are the expectations, beliefs and values at Charles Darwin University?

1. You will have academic freedom
2. You will think critically
3. You will be allowed to make comments and ask questions
4. You will be allowed to disagree with a lecturer or author's opinion
5. You will be allowed to make an appointment to speak to lecturer about your studies
6. You will use referencing in your writing
7. You will be an independent learner
8. You will undertake life-long learning
9. You will learn and apply new knowledge
10. You will, through your learning, empower yourself and the community

Task:**Now reflect on your past experience.**

1. Write a comment in the middle column to describe your experience of academic culture.
2. After this write down how you think the academic culture will be different in Australia.

| Expectations, beliefs and values | Your experience of academic culture | Academic culture in an Australian university |
|---|-------------------------------------|--|
| 1. Academic freedom: Freedom to teach or communicate ideas or facts as part of your education without fear of repression, job loss or imprisonment. | | |
| 2. Critical thinking: The capacity to question, challenge and evaluate information. | | |
| 3. Making comments and asking questions in class and on Learnline discussion boards. | | |
| 4. Disagreeing with the lecturer's or author's opinion. | | |
| 5. Making appointments to talk to your lecturer or tutor about study related matters. | | |
| 6. Using referencing in academic writing (acknowledging and giving credit to another author's work). | | |
| 7. Independent learning (the ability to research, discover knowledge, develop new skills and fulfil your study commitments). | | |
| 8. Life-long learning is encouraged. | | |
| 9. Learning and applying new knowledge. | | |
| 10. Learning is considered to be empowering to the individual as well as the community. | | |

While at university in Australia, we expect you to be active learners.

Task: What is an active Learner?

| Active learners... | Passive learners... |
|--------------------|---|
| | Arrive on time with no preparation |
| | Learn by memorising (no real understanding) |
| | Do not question the lecturer or tutor – accept what they say is right |
| | Focus on detail |
| | Copy parts of a textbook and rewrite them in essays |
| | Sit quietly and think about other things in tutorials |
| | Never talk about your subjects |
| | Copy all information from the PowerPoint |

So remember to be an active learner you need to

1. *Be prepared for different teaching and learning environments*
 - a. *Lectures, tutorials and working independently*
2. *Take responsibility for your own learning*
3. *Acknowledge all sources*
4. *Communicate with other students*
5. *Use all the resources available to you*
6. _____
7. _____
8. _____

Task

Read the following scenario and identify possible challenges the student may have making the transition to academic culture at an Australian university.

What do you think the student can do to become familiar with and be active in Australian academic culture?

Scenario:

Ric, aged 25, has just arrived in Australia to study and has been here 2 months. In his home country, students listened quietly in class and were expected to absorb and memorise the knowledge taught by the lecturer, hence, Ric has great memory and recall skills. Students who questioned the teacher and/or literature were considered disrespectful. There were very few computers available to students and internet connections were very rare. Ric has worked part-time for many years and has good time management skills.

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Task

1. Write a brief description of your situation and the challenges that you may experience.
2. Then identify ways that you can overcome these challenges.

Your scenario:

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Plagiarism

What do you understand by plagiarism?

.....

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.....

.....

.....

Which of the following is plagiarism? Complete the table.

| | Situation | Yes/no |
|-----|---|--------|
| 1. | Copying a paragraph, changing a few words and giving a reference. | |
| 2. | Copying and pasting a short text from a website with no references. | |
| 3. | Taking a paragraph from another student's essay without references. | |
| 4. | Taking a graph from a textbook, and giving the source. | |
| 5. | Taking quotations from a source, giving a citation but not using quotation marks. | |
| 6. | Using an idea that you think of as general knowledge, for example, the timing of The Great Depression in Australia was determined by the collapse of the New York Stock Exchange, without references. | |
| 7. | Using a paragraph you wrote and had marked the previous semester, without referencing. | |
| 8. | Using results from your own research; for example, from a survey, without references. | |
| 9. | Discussing an essay topic with a group of classmates and using some of their ideas as your own work. | |
| 10. | Referencing some information but spelling the author's name incorrectly. | |

Adapted from: Silburn, J. (2008). *University Culture*. Perth. WA: Murdoch University, Teaching and Learning Centre.

What does plagiarism involve?

1.
2.
3.
4.
5.

Failure to credit the sources

- Using an author's work, published or unpublished without acknowledgment
- Paraphrasing or summarising without acknowledging the source
- Using parts of other people's work and putting it together as a whole
- Submitting part or all of a previous piece of work for a separate subject for marks without acknowledgment
- Quoting incorrectly or without acknowledgement

Presenting the work of others as your own

- Using online material and passing it off as your own
- Using past papers and passing them off as your own
- Getting other people to write papers for you (for example, professional writers)
- Relying too much on other people's material for example, using long quotations or many quotations, even if you reference correctly

Collusion

- Working together on assignments and then each person submits as their own (this does not apply to authorised group work)
- Taking someone else's academic work and copying it
- Offering to do an assignment for someone else

Inaccurate referencing

- Reference according to your discipline
- Do not reference anything that you have not consulted
- If you use a secondary source, make it clear
- Spelling the sources name incorrectly

Why does it matter?

1.
2.
3.
4.
5.

How you avoid plagiarism?

- Reference all your sources
- Use the correct format of referencing
- Use quotation marks or block quotes for all direct quotes
- When using direct quotes integrate them into your writing
- When paraphrasing DO NOT only change a few words, re-write and reference
- Rather summarise the work, and reference

| Which of these will you reference? | Yes | No |
|---|-----|----|
| Direct quotations | | |
| Paraphrases | | |
| Summaries | | |
| Tables, figures, graphs diagrams and images obtained anywhere | | |
| Information from lectures and personal communication | | |
| Results from your own survey | | |
| General knowledge | | |

Complete the task on plagiarism

NOTES:

[illegible]

Unit 2: Paraphrasing, Quoting and Summarising

Written by: Amanda Janssen

Learning objectives

- Define paraphrasing, summarising and quoting
- Identify differences in the three writing techniques
- Demonstrate use of the three writing techniques
- Apply referencing techniques to the three writing techniques

Task 1: Discuss in your group:

- Why do you quote?
- Why do you paraphrase?
- Why do you summarise?
- What are the differences?
- Which do you think is the most challenging? Why?

Paraphrasing, summarising and quoting

At university you will be required to use the ideas, writings and discoveries of experts in your field. These need to be incorporated into your writing to strengthen your arguments by supporting your ideas and opinions. Paraphrasing, summarising and quoting are different ways of including the work of others into your writing.

Paraphrasing, summarising and quoting correctly will help you avoid plagiarism. Plagiarism is committed when you wrongly use someone else's words or ideas and is a serious offence. Plagiarism is not only omitting a reference; it is also using information that is too similar to the original. Therefore, by learning to incorporate correct paraphrases, quotes and summaries in your writing you can avoid plagiarism.

Differences

| Paraphrasing | Summarising | Quotations |
|--|--|--|
| Is not an exact copy of the original | Is not an exact copy of the original | Is an exact copy of the original |
| Involves re-writing the original into your own words | Uses the main ideas of the original, in your own words | Short extract from original |
| Keep original meaning, but change the words and sentence structure | Usually shorter than original text. Gives the main ideas | Use quotation marks unless over 30 words, then use a block quote |
| Must be referenced | Must be referenced | Must be referenced with page numbers |

Paraphrasing

Paraphrasing is rewriting information in your own words without changing the meaning (Oshima & Hogue, 2006). In other words, rephrasing original written words in your own way to express original ideas you have read or heard (Rolls & Wignell, 2013). The rewritten text is usually almost the same length as the original but the words and sentence structures need to be changed significantly. The purpose of writing a paraphrase is to be able to use supporting material in your writing. Although the ideas are re-worded, all paraphrases still require a reference as you are still using ideas from a source.

Key to writing a good paraphrase:

- Change the structure of the sentence/paragraph
- Change the words
- Do not change the meaning

Steps to writing a good paraphrase:

- Read the original passage a few times until you understand it
- Look up the meaning of unfamiliar words and find synonyms for them (do not change technical words)
- Make notes – write a few words for each idea
- Write the paraphrase from your notes – do not look at original while writing
- Check paraphrase against original to ensure it is not too similar to the original
- Check that the meaning is the same
- Add an in-text citation at the end

Task 2:**Step 1 Read the text below****Step 2 Decide which paraphrase is the best and give a reason.****The causes of the industrial revolution**

Allen (2009) argues that the best explanation for the British location of the industrial revolution is found by studying demand factors. By the early eighteenth century high wages and cheap energy were both features of the British economy. Consequently, the mechanization of industry through such inventions as the steam engine and mechanical spinning was profitable because employers were able to economise on labour by spending on coal. At that time, no other country had this particular combination of expensive labour and abundant fuel.

- a. A focus in demand may help explain the UK origin of the industrial revolution. At that time, workers' pay was high, but energy from coal was inexpensive. This encouraged the development of inventions such as steam power, which enabled bosses to save money by mechanizing production (Allen 2009).
- b. The reason why Britain was the birthplace of the industrial revolution can be understood by analysing the demand in the early 1700s, according to Allen (2009). He maintains that, uniquely, Britain had the critical combination of cheap energy from coal and high labour costs. This encouraged the adoption of steam power to mechanise production, thus saving on wages and increasing profitability.
- c. Allen (2009) claims that the clearest explanation for the UK location of the industrial revolution is seen by examining demand factors. By the eighteenth century cheap energy and high wages were both aspects of the British economy. As a result, the mechanization of industry through inventions such as the steam engine and mechanical spinning was profitable because employers were able to save money on employees by spending on coal. At that time, Britain was the only country with significant deposits of coal.

| | |
|---|--|
| a | |
| b | |
| c | |

Adapted from: Bailey, S. (2011). *Academic writing for International studies of business*. Oxon: Routledge

Summarising

A summary is a concise record of the main points of a text presented in your own words. A summary is usually a lot shorter than the original text, unlike a paraphrase which is normally similar in length. Summarising the content lends your own voice to your work and best enables you to formulate a clear argument within the given word count.

Key to writing a good summary:

- Use your own words and own sentence structure
- Include only main points and main supporting points
- Do not change the original meaning

Steps to writing a good summary:

- Read the original passage a few times to ensure you understand it
- Look up the meaning of words you are unsure of
- Decide what the important ideas are
- Write down a few words for each idea
- Write the summary from your notes – do not look at the original while writing
- Check your summary against original to ensure you have not altered the meaning
- Add an in-text citation at the end of the summary

Tips on summarising:

- Write a topic sentence outlining the main idea of the paragraph
- Read the introduction and conclusion of chapters or articles to get an overview of the content
- Synthesise the summary into your writing
- Always add an in-text reference or citation

Task 3:

- Step 1.** Read the following paragraph.
- Step 2.** Compare the paragraphs which borrow ideas from the original.
- Step 3.** Decide which one is an acceptable summary
- Step 4.** Which are acceptable or not acceptable?

Reflective Practice

Some of the learning achieved by teachers attending the teacher education on reflective practice has been transferred, which has produced changes in their professional performance. The most significant changes are found in the strategies to guide and structure student learning and in enhancing the use of intuition and self-reasoning. These skills are very useful in learning mathematics, which the student doubtless can transfer to other fields of knowledge, thus improving their 'learning to learn' ability, which is so necessary today.

A key element to ensure the transfer of teachers' learning is the development of an action plan that aims to incorporate reflective practice in some aspect of teaching. In this process, which allows for the transfer of knowledge during teacher education, the participant has the support of the trainer and other training participants. Most of them implement the plan during and after the programme and note that this strategy is very effective in facilitating transfer of teacher education in the education sector as well as in other sectors. (p.289)

Extract from:

Belvis, E., Pineda, P., Armengol, C., & Moreno, V. (2013). Evaluation of reflective practice in teacher education. *European Journal Of Teacher Education*, 36(3), 279-292. doi:10.1080/02619768.2012.718758

| | Paragraph | Summary Y/N |
|---|--|----------------|
| A | A portion of the understanding attained by educators in attendance at the teacher education on reflective practice has been transmitted, which has led to changes to their professional presentation. The most noteworthy modifications reside in the approaches used to inform and shape student education and in augmenting the application of intuition and self-awareness. These capacities are highly useful in learning mathematics, which the student most likely can allocate to other areas | |

| | | |
|---|--|--|
| | <p>of understanding, hence developing their ‘learning to learn’ capability, which is so essential nowadays.</p> <p>A crucial factor to guarantee the transmission of educators’ learning is the unfolding of an action strategy designed to build reflective practice into some facet of pedagogy. In this development, which facilitates the transmission of understanding throughout teacher education, each participant receives the backing of the trainer as well as fellow training participants. The majority of them apply the strategy both during and after the program and realise that this plan is quite efficient in expediting transmission of teacher education within the education field along with related fields (Belvis et al, 2013).</p> | |
| B | <p>As explained by Belvis et al. (2013), as a result of attending the teacher education on reflective practice, acquired knowledge and skills are demonstrated in teachers’ own work. This includes notable change with respect to successfully implementing guidance of student learning through heightened intuition and meta-cognition; faculties especially useful for mathematics. Students can apply the same sorts of awareness in other disciplines where such a capacity for “learning to learn” is also needed (p. 289).</p> <p>For teachers to be able to pass on new skills in reflective learning, it is important to establish a suitable implementation plan that is integrated effectively with their own education, entailing the support of both trainers and peers. Such plans tend to be put into effect both during and after the education program. Teachers usually regard them as very useful in affording the transfer of their acquired knowledge and skills throughout a range of working environments.</p> | |
| C | <p>Skills of reflective practice, gained in teacher training, are passed on to students by applying suitably developed strategies. These incorporate reflective practices, similarly experienced by teachers during training, that are designed to enhance intuition and meta-cognition.</p> | |
| D | <p>After training in reflective practice, teachers significantly adopt,</p> <p style="padding-left: 40px;">strategies to guide and structure student learning and in enhancing the use of intuition and self-reasoning. These skills are very useful in learning mathematics, which the student doubtless can transfer to other fields of knowledge, thus improving their ‘learning to learn’ ability, which is so necessary</p> | |

| | | |
|---|--|--|
| | today. (Belvis et al., 2013, p. 289 | |
| e | Belvis et al. (2013) note that skills of reflective practice, gained in teacher training, are passed on to students by applying suitably developed strategies. These incorporate reflective practices, similarly experienced by teachers during training, that are designed to enhance intuition and meta-cognition. | |

Quoting

A quote is an exact copy of spoken or written information. When using quotes you need to have a valid reason to do so as quotes need to be used sparingly and should support your own work, not be the bulk of your work. Use direct quotes when writing a definition, a theory or law, a specific expression or when the writer has used a powerful or very effective statement that would lose impact if re-written. Direct quotes show another person's original thoughts, words ideas etc.

Key to using quotes in your writing:

- Use direct quotes selectively
- For short quotes use quotation marks ‘ ‘ or “ ” at the beginning and end of copied text
- For longer quotes of over 30 words use a block quote
- Reference with appropriate author, year and page numbers
- Integrate quotes into your writing

Short quotes:

If you include the author's last name in your sentence, write the date and relevant page number in brackets immediately after:

According Pennycook (1996, p. 212), ‘For those brought up in this Western tradition, we often find ourselves vehement defenders of “correct” textual practices.’

Alternatively, you can write the author's last name, date of publication and page number in brackets immediately after the quote.

‘[T]he Wester cult of originality has existed alongside wholesale borrowing’ (Pennycook, 1996, p.212).

Block quotes:

When the words you want to use are longer (more than 40 words), begin with your own words, leave a line space above and below the text, and indent in from the left margin. You do not need to enclose the quote in quotation marks as it is identifiable as a separate section.

Brown (1996) suggests that the lack of change to a dominant discourse, such as deficit, is not uncommon as silence is a significant tool in the enforcement of any dominant discourse. She argues that when silences are broken they

do not shatter the moment their strategic function has been exposed but must be assaulted repeatedly with stories, histories, theories, discourses in alternate registers until this assault finally triumphs such that the silence itself is rendered articulate as an historically injurious force. (p. 186)

The repeated battering of deficit understandings of young people has yet to shatter its use.

From: Humphry, N, (2014) Disrupting deficit: the power of 'the pause' in resisting the dominance of deficit knowledges in education, *International Journal of Inclusive Education*, 36(5) , 484-499, doi: 10.1080/13603116.2013.789087

Integrating paraphrases, summaries and quotes in to your writing

One way to integrate paraphrases, summaries and quotes into your writing is to use reporting verbs. Try to avoid the common verbs and add variety to your writing.

Some examples:

| verb | alternative |
|-------------|---|
| show | demonstrate, establish |
| persuade | assure, convince, satisfy |
| argue | reason, discuss, debate, consider |
| propose | advance, propound, suggest |
| advise | suggest, recommend, advocate, exhort, encourage, urge |
| believe | hold, profess (the view that...) |
| emphasise | accentuate, stress, underscore |
| support | uphold, advocate |
| state | express, comment, remark, declare, articulate, describe, instruct, inform, report |
| examine | analyse, discuss, explore, investigate, scrutinise |
| evaluate | appraise, assess |
| hypothesise | speculate, postulate |
| claim | allege, assert, affirm, contend, maintain |
| disagree | dispute, refute, contradict, object, dissent |
| reject | refute, repudiate, remonstrate (against), discard, dismiss, disclaim |

Task 4:

Step 1: Read the given text a few times to ensure you understand it

Step 2: Write a paraphrase of paragraph 1

Step 3: Write a summary of both paragraphs

Step 4: Write a paragraph using summaries from both paragraphs and integrate a quote.

Counter narrative

In addition to narrative, this current research is also grounded in counter-narrative. Similar to narrative, counter-narrative provides space for researchers to share teachers' experiences in ways that have not necessarily been told. Critical race theory in education advances the idea that counter-narratives are important and central to understanding the nature of reality; in particular, counter-narratives "told by people of colour" (Lopez, 2003, p. 84) can contribute to the knowledge base of those often pushed to the margins in education. From critical race theory perspectives, knowledge can and should be generated through narratives and counter-narratives that emerge from and with people of colour. A recurrent theme of this body of work is that the narrative and counter-narrative should be captured by the researcher, experienced by the research participants, and told by people of colour. Critical race theory's advancement of the narrative and counter-narrative centralizes race for the knower and for the known. In other words, race and racism are placed at the center of the narrative and counter-narrative in critical race theory.

Emphases and value are placed on knowledge construction, on naming one's own reality, and on the multiple and varied voices and vantage points of people of colour. Communities of colour are empowered to tell a story often much different from the ones that have been portrayed in the past (Chapman, 2007).

A counter-narrative provides space for researchers to disrupt or to interrupt pervasive discourses that may paint communities and people, particularly communities and people of colour, in grim, dismal ways. The counter-narrative can be used as an analytic tool to counter dominant perspectives in the literature such as discourses that focus on the negatives of urban education. Urban schools, teachers, students, and spaces are often seen as liabilities rather than assets, spaces where excellence cannot and does not occur.

Milner, R.H., (2008). Disrupting deficit notions of difference: Counter-narratives of teachers and community in urban education. *Teaching and Teacher Education*, 24(6), 1573-1598. doi:10.1016/j.tate.2008.02.011

Unit 3: Presentation Skills

**Written by: Douglas
Bell**

NOTES:

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings present.

Unit 4: Computer Skills

Written by: Roz Rowen

Learning Objectives

Once you have completed this unit you will be able to:

1. Understand how to use the basic functions of Microsoft Word
2. Understand how to generate references using Microsoft Word
3. Understand how to use the basic functions of PowerPoint
4. Understand how to navigate Learnline
5. Be able to actively participate in discussion board posts
6. Understand and use appropriate online communication etiquette

1. Getting Familiar with Microsoft Word

1.1 Getting Started: The Basics

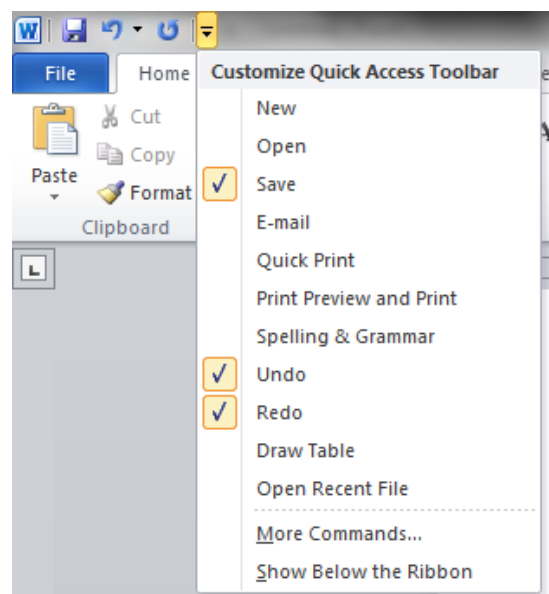
To access the Microsoft suite of programs you will need to select the following buttons;

Start → All programs → Microsoft Office (Select) → Microsoft Word (Select)

Pin to Taskbar by clicking and dragging to taskbar. This can be done with any program to create a short-cut.



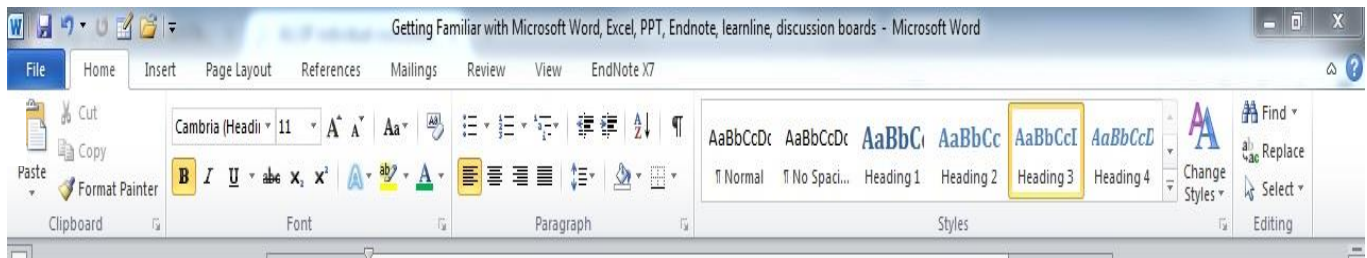
1.2 Customising a Quick Access Toolbar: Here you can select the functions you want to have easiest access to when using word



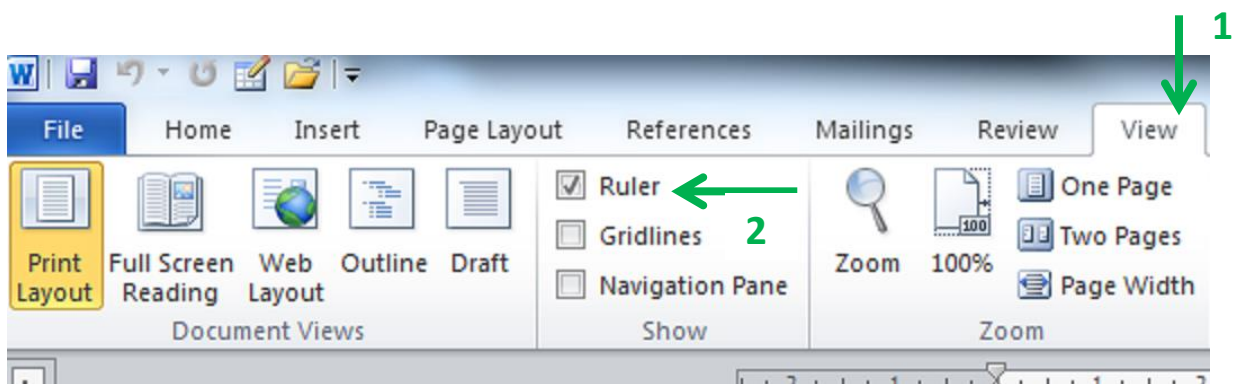
1.3 Tabs: The main headings which options for formatting and editing document.

organise the
your

→
Tabs

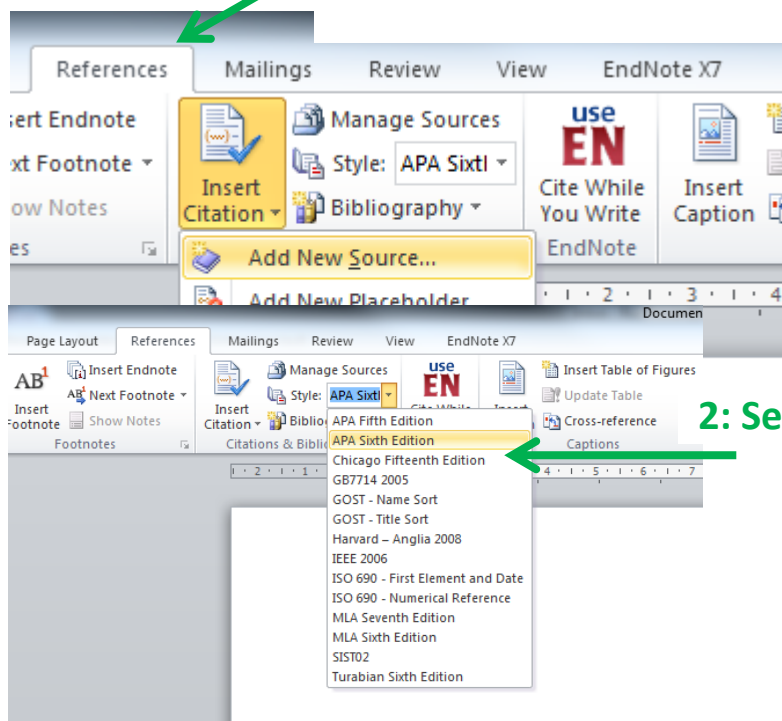


1.4 Making your ruler visible: Rulers are located at the top and on the side of your document. They are very useful for ensuring that your document is formatted correctly and you can use them to ensure the layout of your document is uniform including indentation and font justification.

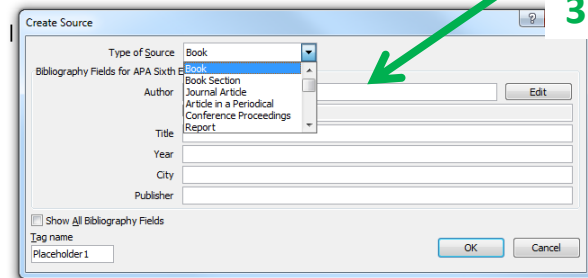
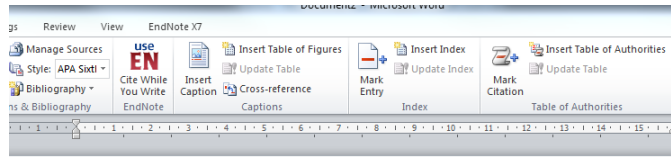


1.5 Referencing: This tab is where you can edit and insert references using the correct formatting and referencing style for your discipline. The following instructions demonstrate how to add a reference using APA.

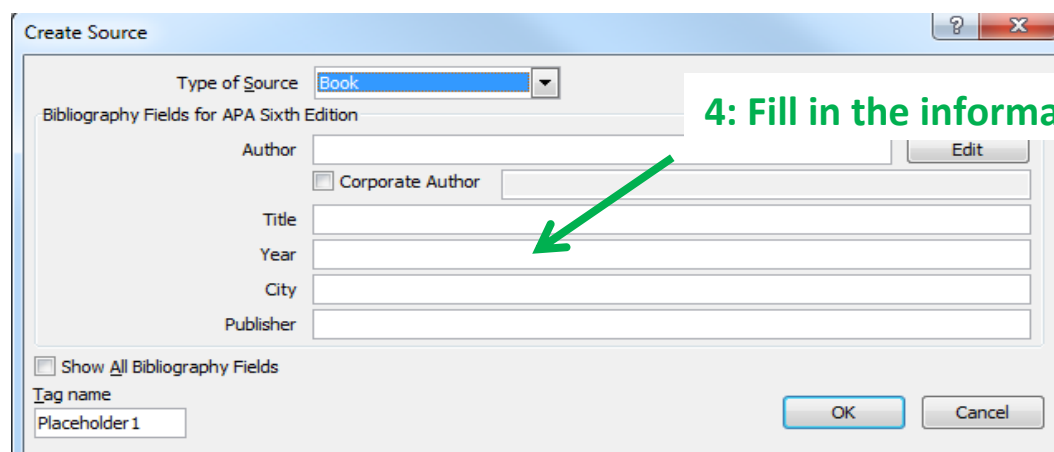
1: Click on References Tab and then click on 'add new source' button



2: Select referencing style



3: Select the type of source



4: Fill in the information.

***Correct citation depends on input. Make sure spelling and punctuation is correct.**

Task 1: Create an APA style reference list for the following academic sources:

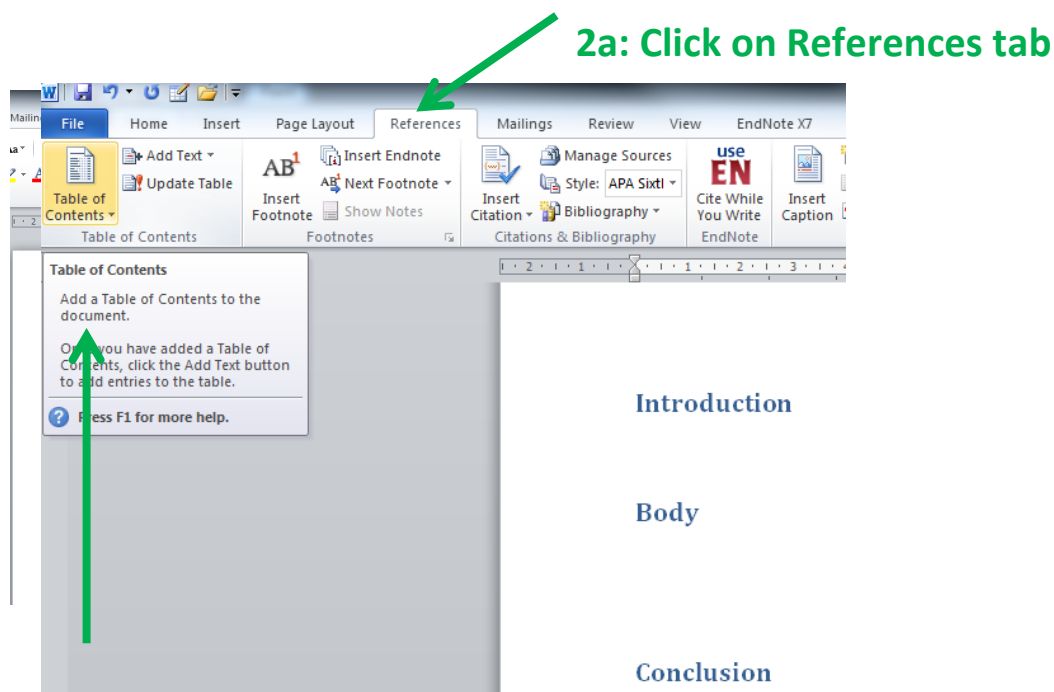
Website:

<http://www.abs.gov.au/AUSSTATS/abs@.nsf/Web+Pages/Population+Clock?opendocument#from-banner=LN>

Book: An introduction to Vygotsky by Harry Daniels

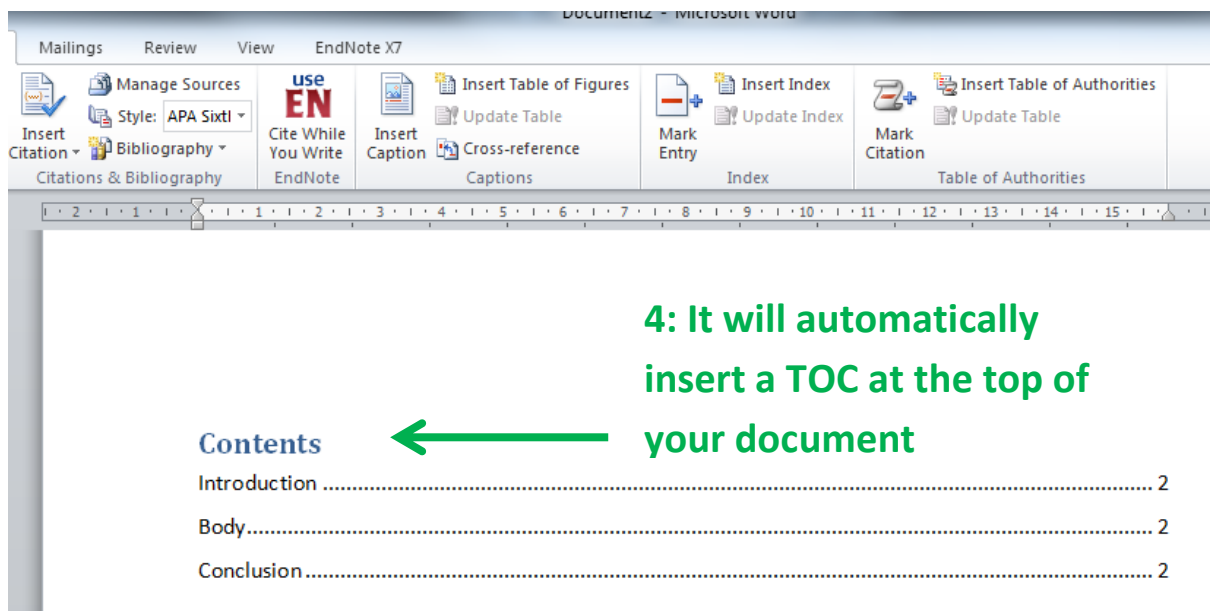
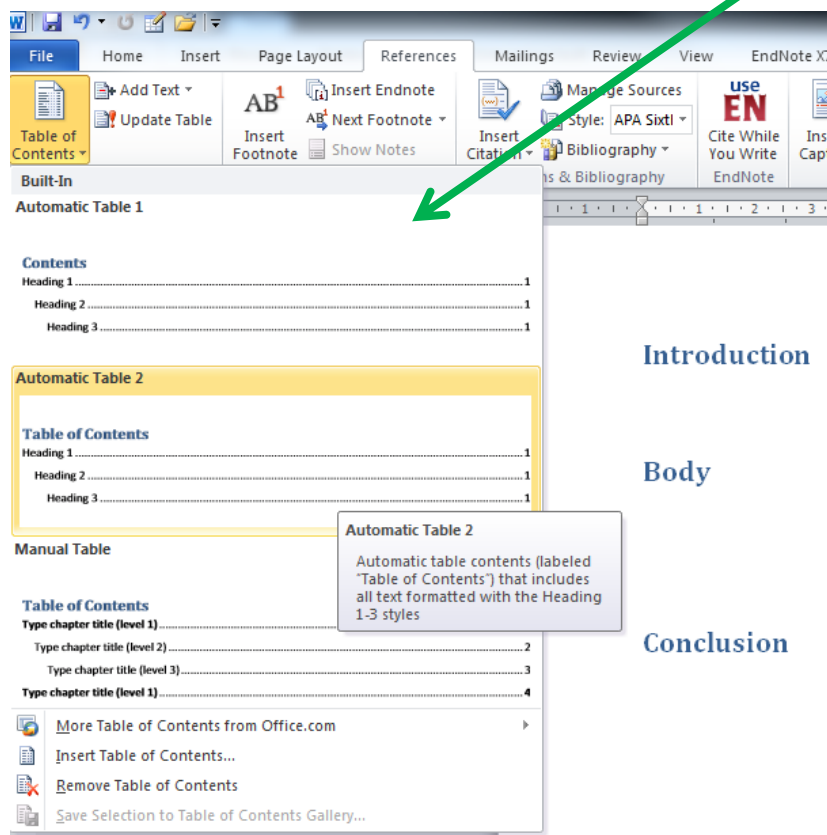
Journal article: "Building resilience into emergency management" by Tveiten, Camilla Knudsen; Albrechtsen, Eirik; Wærø, Irene; Wahl, Aud Marit.

1.7 Table of Contents (TOC): Useful when writing longer documents such as reports, research projects or your thesis. A TOC helps both you and your reader to find various sections of your document quicker and more easily. Use the following steps to insert a TOC to your document.



2b: Click on insert table of contents

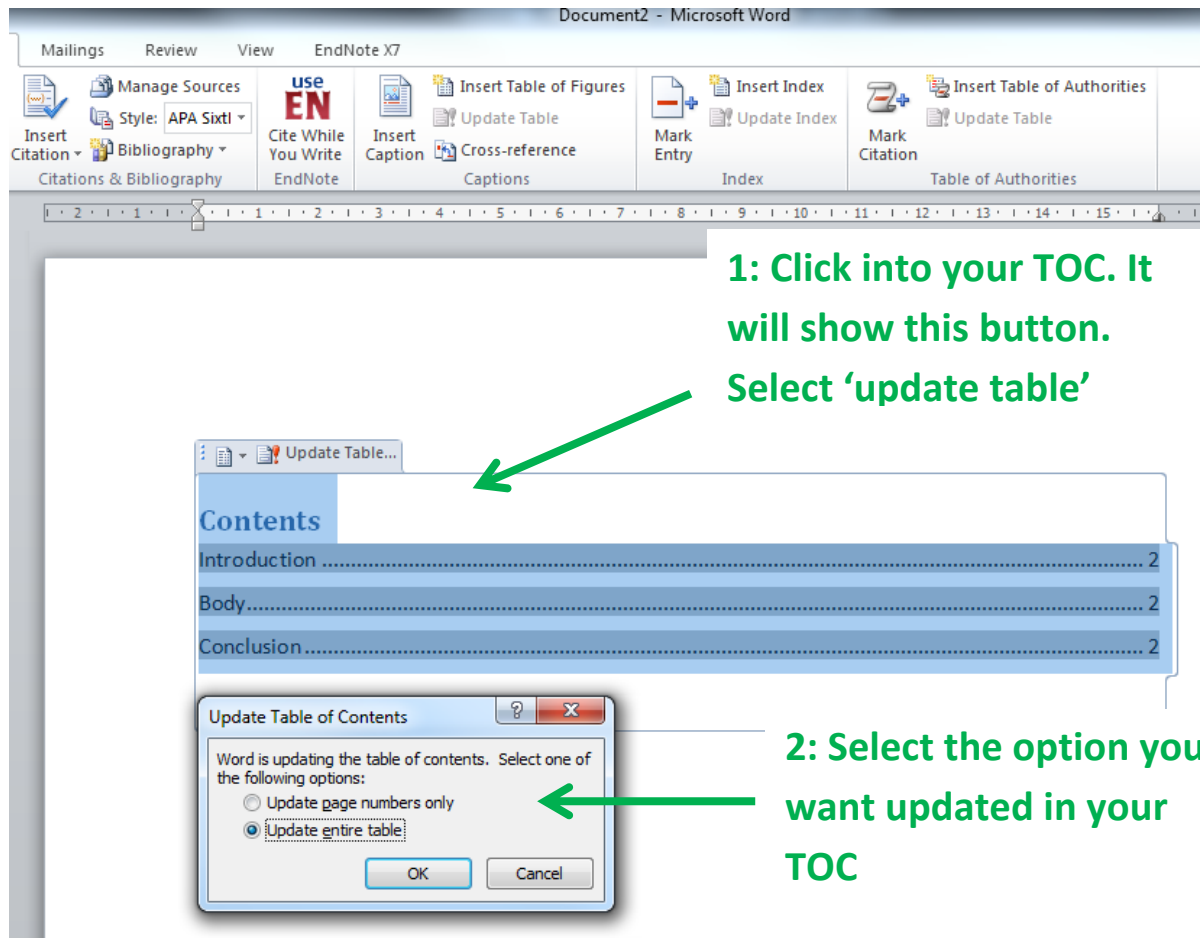
3: Select the style you want to use



4: It will automatically insert a TOC at the top of your document

How to update content in your TOC

If you have made changes to your headings or pages after you have made your TOC, you can easily add these changes in your TOC.



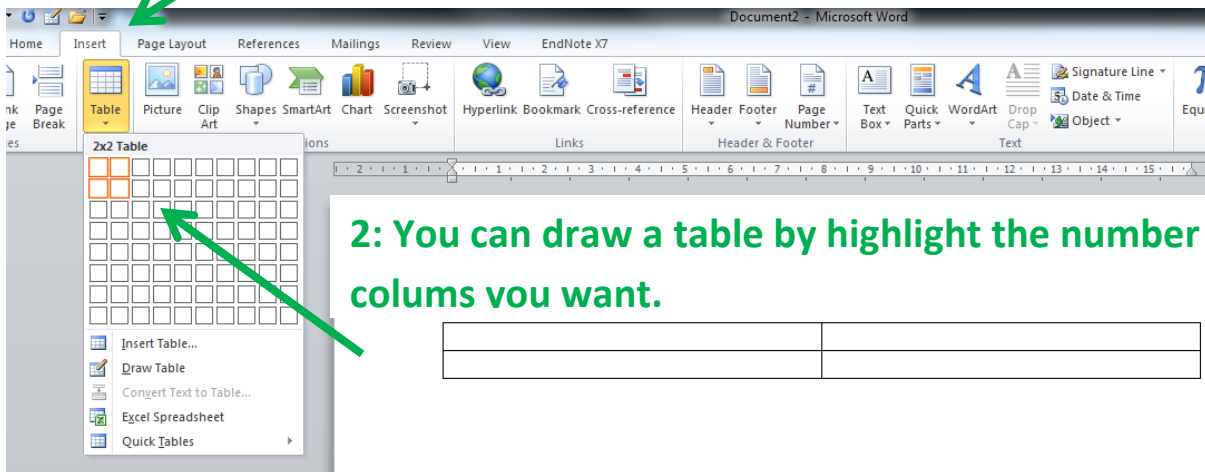
Task 2: Create a table of contents using the following headings as a guide:

- Executive Summary
- Introduction
- Body
- Conclusion
- References

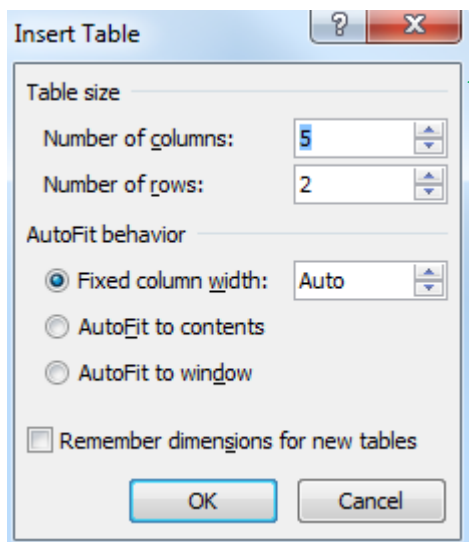
1.8 Inserting Tables

Tables are useful for organising your information in an easy to read format. It is also a great way to organise your information using less words. To insert a table use the following steps.

1: Select insert table and click on 'table'



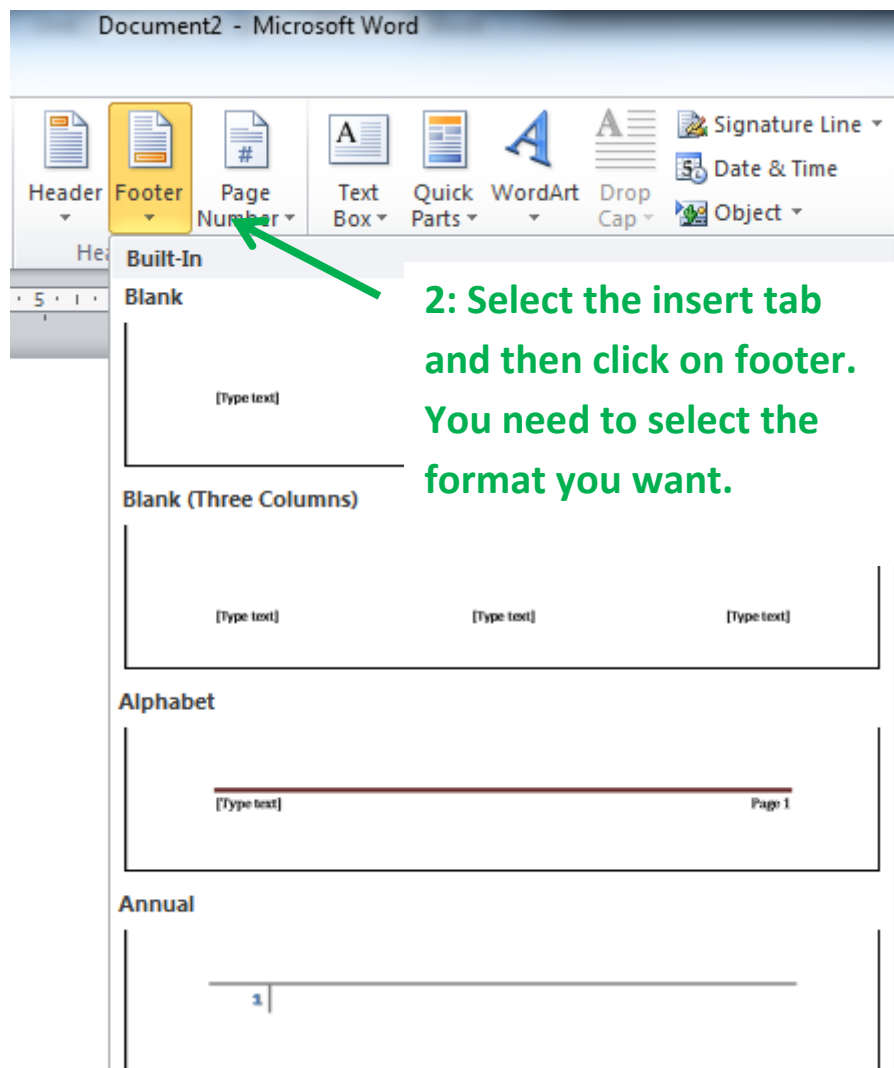
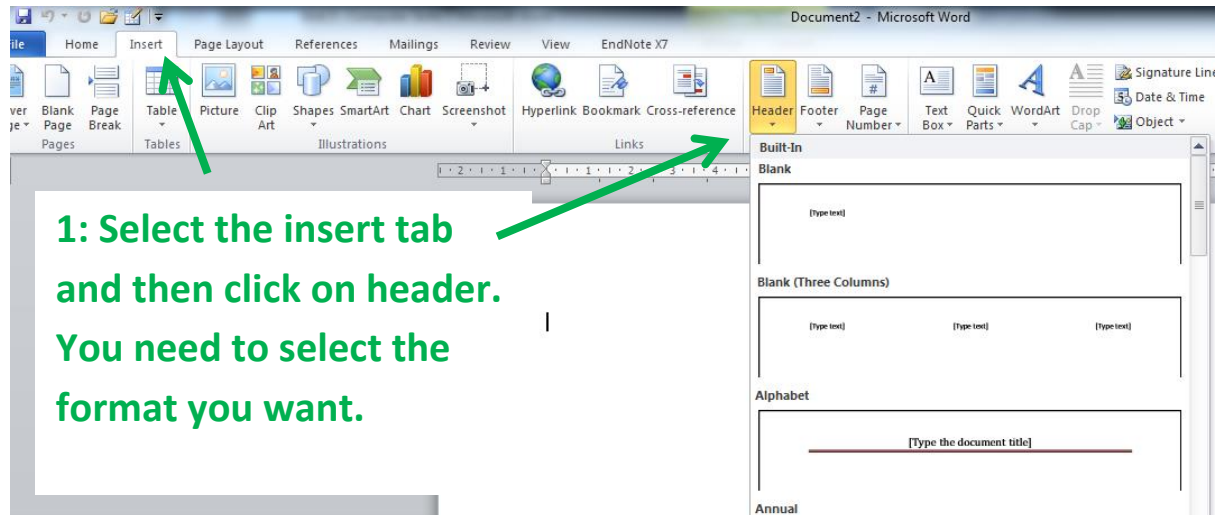
2: You can draw a table by highlight the number of rows and columns you want.

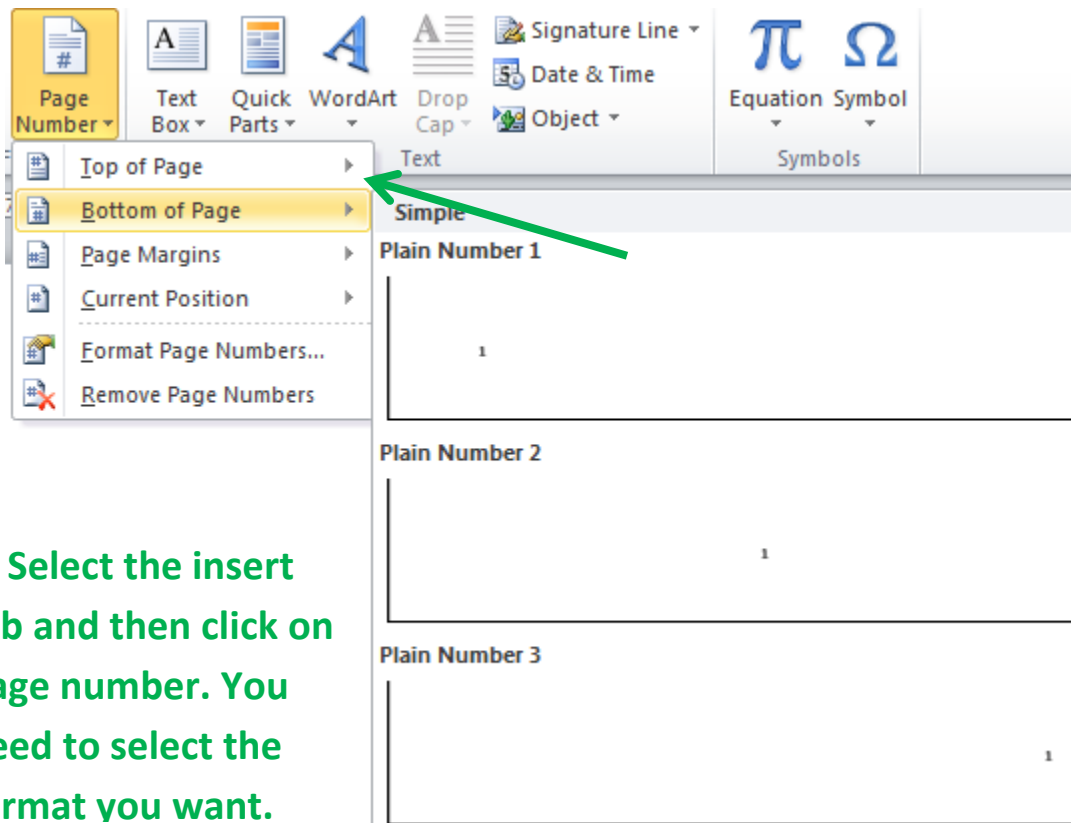


3: By selecting 'insert table' you can enter your dimensions this way as an alternate for larger tables

1.9 Headers and Footers (including page numbers)

Use the following steps to add a header, footer and page numbers to your document.





3: Select the insert tab and then click on page number. You need to select the format you want.

TASK 3: Using your header and footer tools include the following information in your document:

- Name and student number
- Course
- Page Numbers

TIPS: Short-cut Keys

Short-cut keys are two or more you press in sequence on a keyboard to engage a function without having to select it from the main menu tabs.

| Short Cut | Function |
|---------------|---------------------------|
| Ctrl + C | Copy |
| Ctrl + V | Paste |
| Ctrl + X | Cut |
| Ctrl + D | Insert Date |
| Ctrl + T | Insert Time |
| Ctrl + A | Select All |
| Ctrl + S | Save |
| Shift + Enter | Insert space between text |

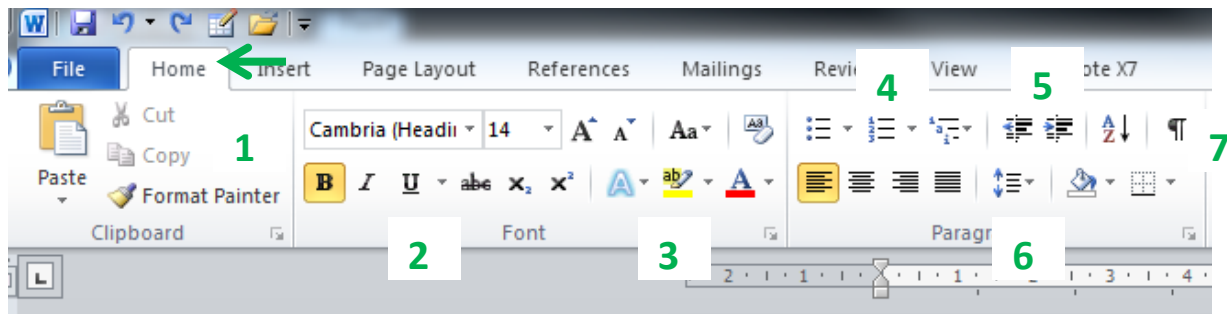
TIPS: Non-printing characters

| Character | Denotes |
|---------------|------------------------|
| → | A tab |
| . | A space |
| ¶ | The end of a paragraph |
| <u>Hidden</u> | Hidden text |

2.0 TABS

2.1 Home Tab Functions

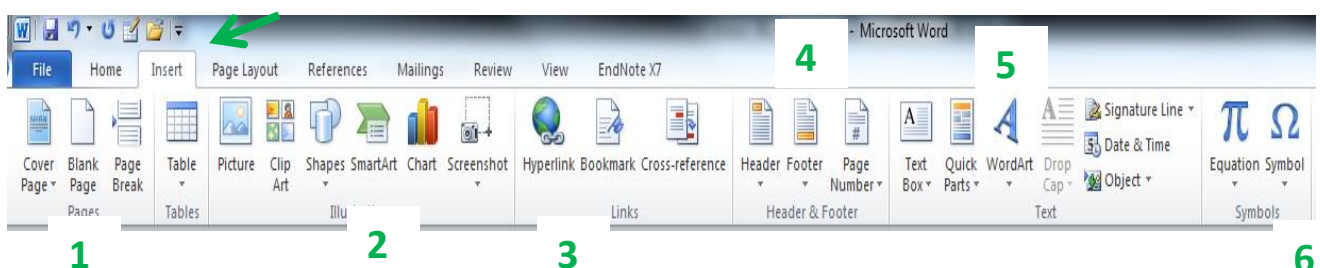
The 'Home Tab' is where you will find the most frequently used editing and formatting functions for your document. The table below explains the features of the most common functions.



| Feature | Function |
|----------------------------|--|
| 1. Cut, copy and paste | After highlighting text you can copy, cut and paste to other documents or places in the same document. |
| 2. Edit font | Allows for text to be bolded, font size changed etc. |
| 3. Highlight font | Highlight sections of text in different colours. |
| 4. Bullets and Numbering | Insert bullets and numbered lists |
| 5. Change indent size | Increase or decrease the size of indents |
| 6. Line spacing | After highlighting text the line spacing can be changed. |
| 7. Non-printing characters | Useful to check formatting – see the following page for list of what they mean. |

2.2 Insert Tab Functions

The 'Insert Tab' allows you to add shapes, images, tables etc. to your document. This is where you will go when inserting diagrams, tables and cover pages to your assignments. The table below explains the features of the most common functions.



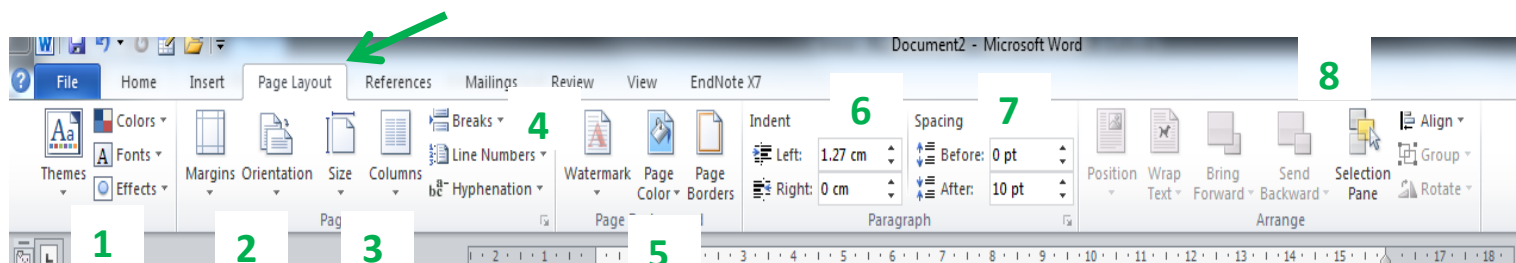
| Feature | Function |
|---------------------------------------|---|
| 1. Cover Page, blank page, page break | Insert a cover page to the front of your document. After placing your cursor in the chosen place you can also insert blank pages or a page break. |

| | |
|------------------------------------|--|
| 2. Pictures, shapes, charts | Insert diagrams, pictures etc. into your document. This can be formatted to fit in around your writing. |
| 3. Hyperlink | Create a hyperlink to another document or website. |
| 4. Header and Footer, Page numbers | Pages numbers make your document easy to follow. A Header and footer places information at the top and bottom of every page. This is usually where the title and pages numbers go. |
| 5. Text box, WordArt | Text boxes allow for text to be inserted in non-standard places around your document. WordArt can be used to make your document more appealing to the eye. It is not recommended for academic assignments. |
| 6. Equations and symbols | Can be used to insert common symbols from various languages and disciplines. Common equations can also be inserted along with customised equations you may need for your research. |

TIP: How to insert page numbers when you want to start number on a page that isn't the first:

1. Page layout → breaks → next page
2. Insert page number → un-click link to prev. section button → format page number → start at #1

2.3 Page Layout Tab Function

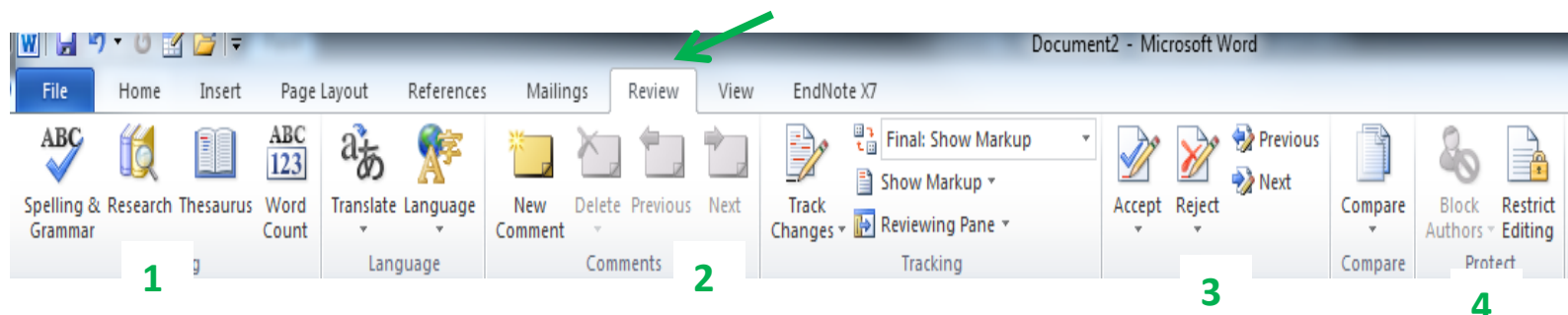


| Feature | Function |
|--|---|
| 1. Themes and effects | Choose the colour scheme for your font and page |
| 2. Margins, orientation | Set margin size according to task requirements. Change page layout to portrait or landscape. |
| 3. Page size, columns | Change page size e.g A3. After highlighting text you can put this into columns. |
| 4. Breaks, line numbers | Select a point in your document to start a new page. Insert line numbers to sections of your document. |
| 5. Watermark, page colour, page border | Insert page colour or boarder (not recommended for academic writing). Insert a watermark. This function is useful to insert a draft watermark for version control |

| | |
|--------------------------------------|--|
| | of your assignments. |
| 6. Indentation | Customise line and paragraph indentation by selecting. Make sure the text you want to indent is highlighted first. |
| 7. Spacing | Insert customised spacing before and after text. Make sure the text you want to add spacing to is highlighted first. |
| 8. Arranging font and images on page | Select or highlight image or text and customise its position in the document. |

2.4 Review Tab Function

The 'Review tab' is commonly used for editing and proofreading functions. A list of these can be found below



| Feature | Function |
|-----------------------------|--|
| Spelling and Grammar check | Check spelling and grammar in your document. This is not 100% reliable and should not be depended on. |
| Track Changes | Lecturers may use Track Changes to give feedback to your assignments. They can insert comments and make changes to your writing. It will show all comments and changes in order. |
| Accepting/Rejecting Changes | You can choose to hide changes from your document as well as accept or reject and changes. If you want to remove comments you need to select 'delete comment' |
| Protect Document | Allows for a password to be added to your document and you can restrict the ability to have your document edited. |

Helpful Hints: Differences in Commands between Mac and Word

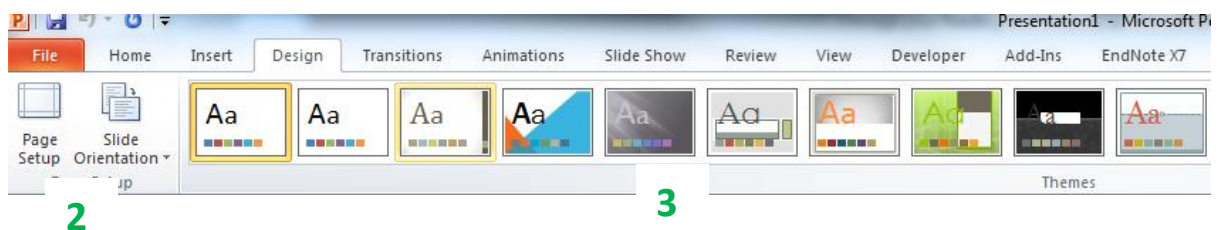
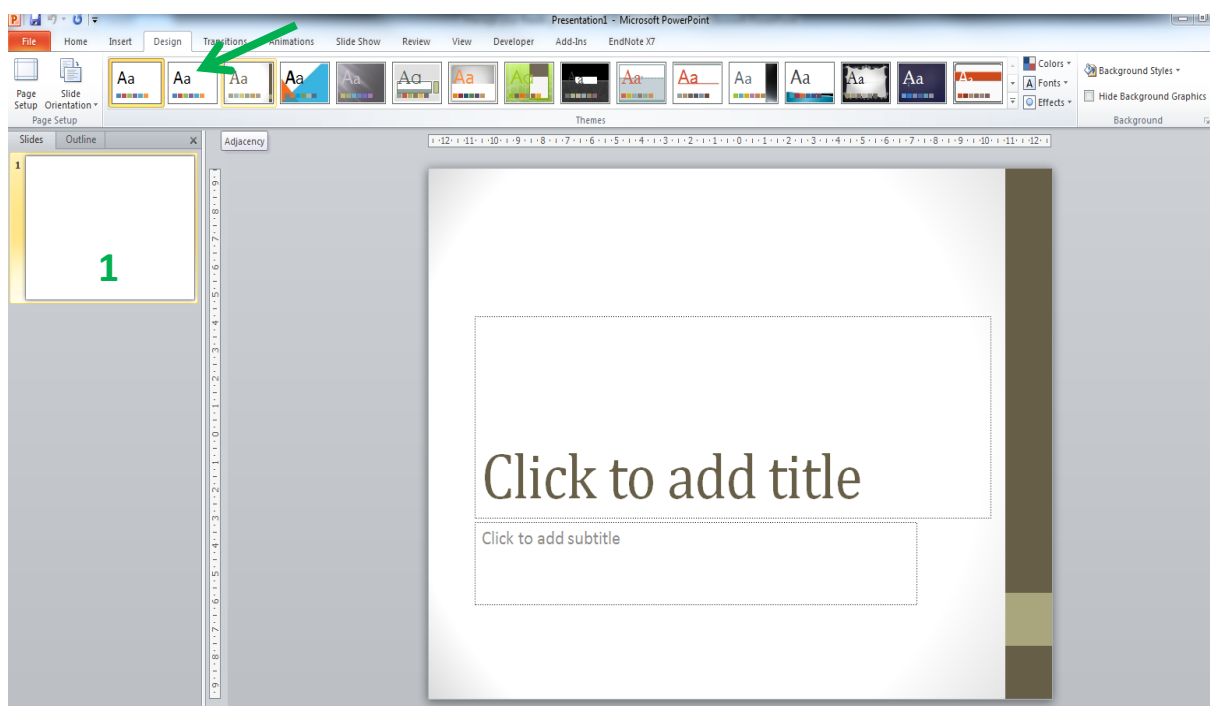
| Windows | Mac |
|----------------|---------------------|
| Control Key | Command (Apple) Key |
| Right-Click | Control-Click |
| ctrl+c | Command+c |
| ctrl+v | Command+v |
| ctrl+s | Command+s |
| ctrl key | Option Key |
| File>New | Project Gallery |

3. Getting Familiar with Microsoft PowerPoint

All of the above features of Microsoft Word explained in the previous section can be applied in PowerPoint. Below are additional features and functions of PowerPoint.

3.1 Design Tab

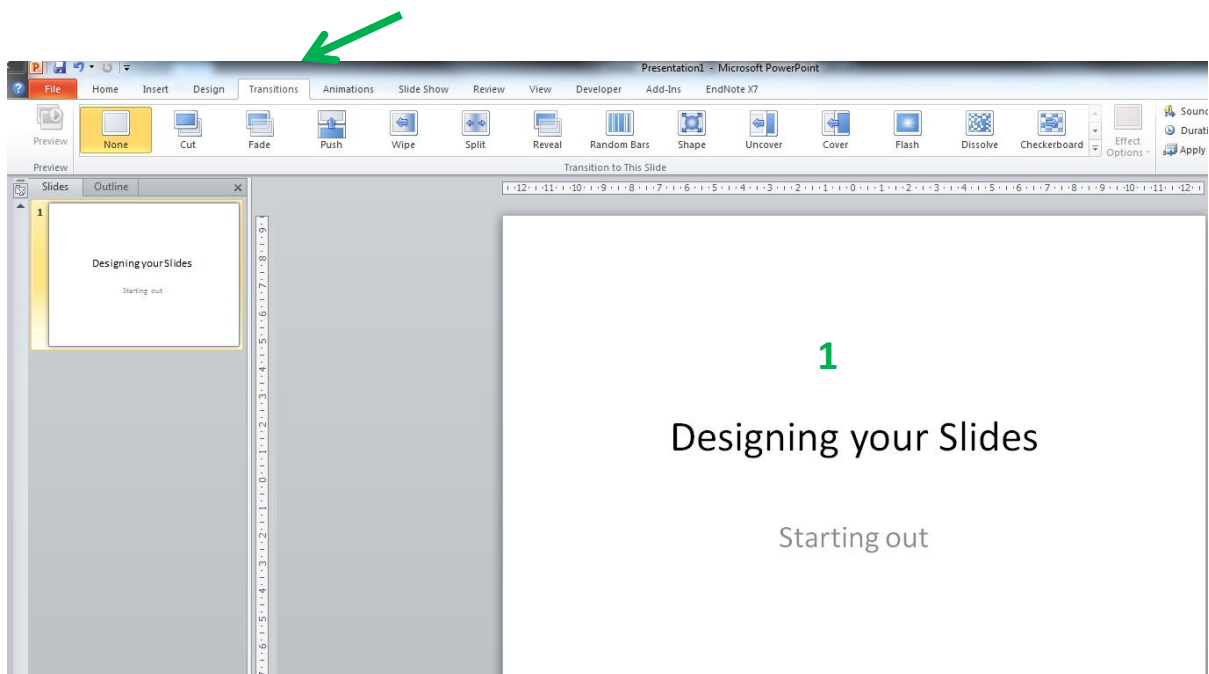
The 'Design tab' is used to create the layout and colour scheme for your slides. You can select custom designs or create your own. The below table explains the main features of this tab.



| Feature | Function |
|-------------------------------------|--|
| 1. Slide Design and duplicate slide | Choose a design for your slides. Try to be consistent with design. Once you have chosen the design you can right click (step 1) and select 'duplicate slide' to create multiple slides for your presentation |
| 2. Slide set-up | Chose the size and orientation for your presentation slides |
| 3. Slide Layout | If you don't want to design your own slide your can select from custom PowerPoint designs. |

3.2 Transitions Tab

The 'Transitions tab' is where you can select how (if at all) your slides will transition from one to the next. In academic presentations this is usually without an effect and simply by 'mouse click or enter'. The below table explains the main features of this tab.

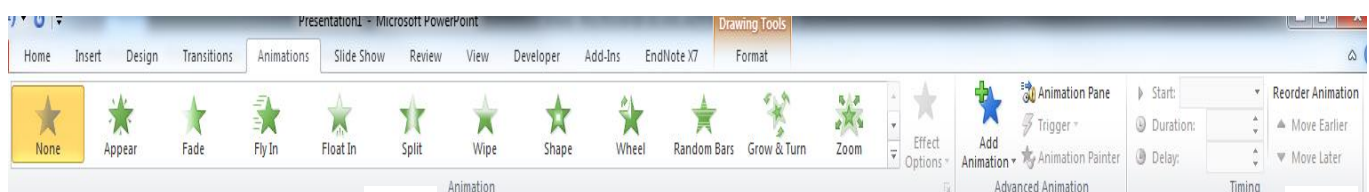
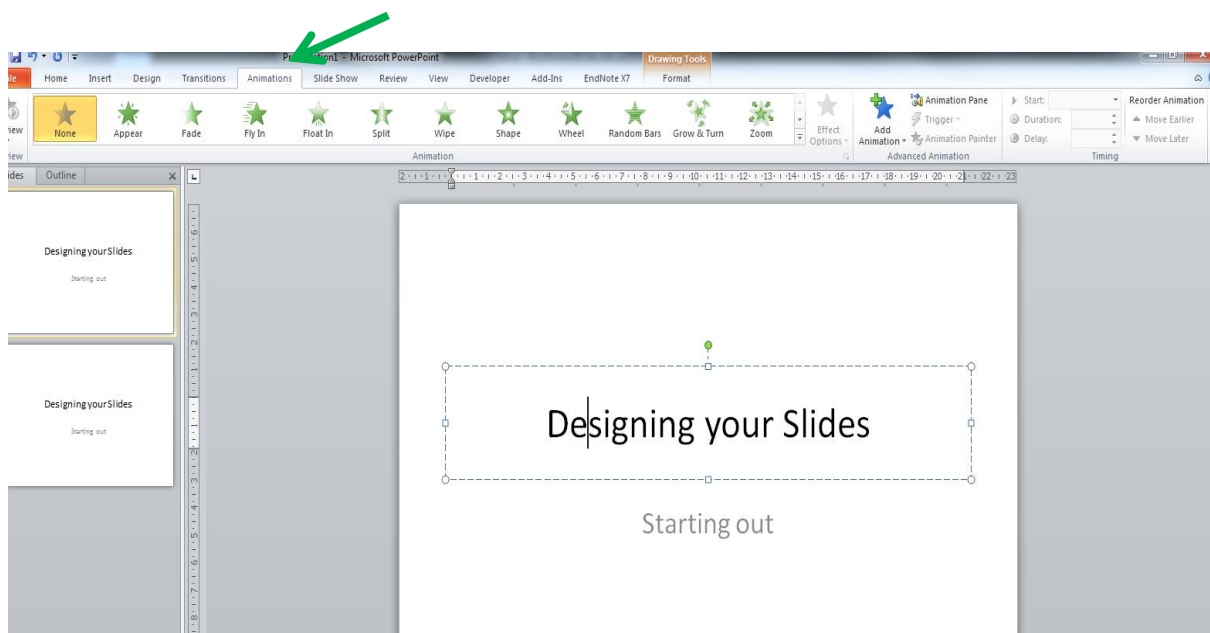


| Feature | Function |
|------------------------------------|---|
| 1. Design | Once your slides have been added to your presentation you can choose if you want to add transitions for them on and off the page. |
| 2. Animating text boxes and images | Select a slide animate (left click) and then select how to want it to enter and or exit your slide. |
| 3. Adding sounds and timing | You can also add a sound or select timing for how your slide will enter and or exit from the screen. |

TIP: Avoid using too many animations in academic presentations. Keep it simple!

3.3 Animations Tab

The 'Animations tab' is where you can select how (if at all) your information on your slides will transition from one piece of information to the next. In academic presentations this is usually without an effect and information is usually static on the slide. The below table explains the main features of this tab.



1

2

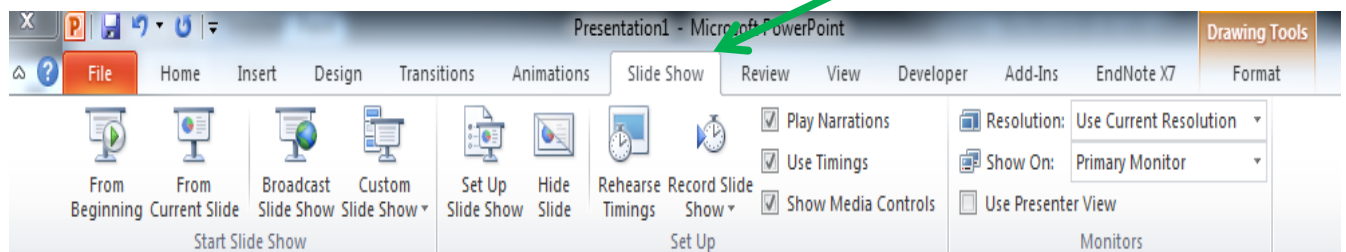
3

TIP: Avoid using too many animations in academic presentations. Keep it simple!

| Feature | Function |
|------------------------------------|--|
| 1. Design | Once text or images have been added to your slides you can choose if you want to add transitions for them on and off the page. |
| 2. Animating text boxes and images | Select an image or text box animate (left click) and then select how to want it to enter and or exist your slide. |
| 3. Adding sounds and timing | You can also add a sound or select timing for how your images will enter. |

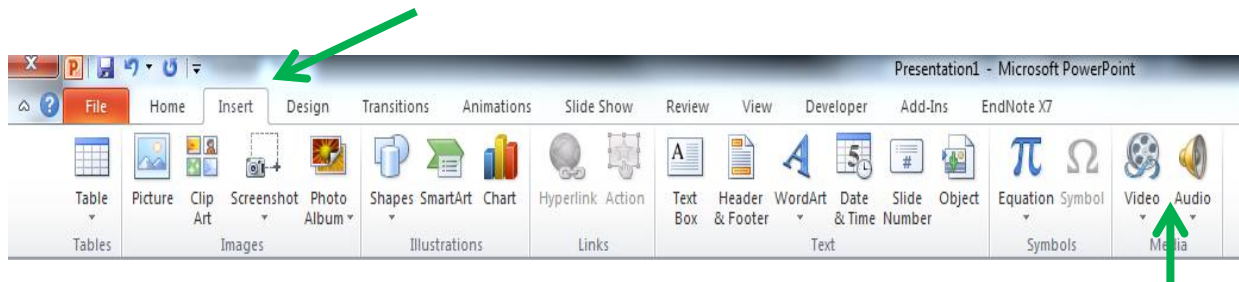
3.4 Slide Show Tab

This tab can be used to look at your slide show as it will look when you present. You can use the 'rehearse and record' buttons to time yourself on each slide and also record your presentation so you can play it back to yourself after.

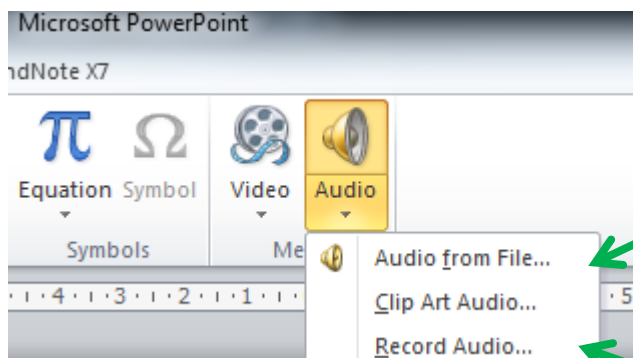


3.5 Inserting a voice over for a presentation

If you are given the task of submitting a presentation online and must include a 'voice over' you can use PowerPoint for this. Simply use the following steps.

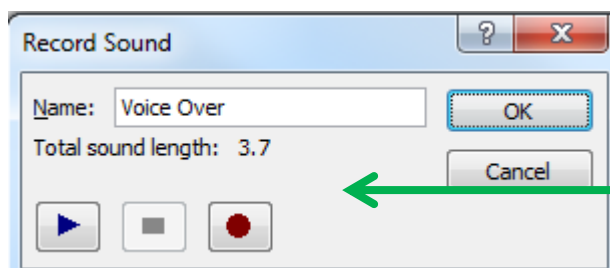


1: Select audio or video



2a: If you have the audio already select 'from file'

2b: To record using PPT select 'record audio'



3: Name your file and click record to start talking. You can move between slides when doing this. You will need a microphone on your computer to do this.

4. Learnline Basics

4.1 What is Learnline?

- Learnline is CDU's online learning environment
- The learning management system
- Online classrooms and voice tools through Blackboard Collaborate
- Used by both internal and external students

4.2 What is Learnline used for?

- View and download content
- Interact with your lecturer and fellow students using a range of communication tools
- Undertake assessments tasks and upload assignments
- Track your progress and grades
- Join online classrooms and interact by collaboration tools
- Listen to lecture podcasts
- Stay connected on the go with mobile
- Receive notifications when new content is added

4.3 How to access Learnline

1: Open CDU website

2: Click on 'Learnline login'



Charles Darwin University learnline

Current time in Darwin: Tue 22nd July 1:38pm

Welcome For Students For Staff Student Services

Need Support Using Learnline?

Student Support

Staff Support

Online Classroom

CDU Mobile

Orientation to CDU

Access to units for Semester 2

Crucial Information for Higher Education Students

Access to units for semester 2 2013

You will be able access your units from the 1st day of semester 2, Monday 22nd July. If on this date you still cannot access a unit that you are enrolled in please contact your unit coordinator.

In order to help you get a good head start to your studies, many units will be available from 6pm Friday 19th July. However please note that the semester does not officially start until Monday. If you have any question regarding the unit content please contact the unit coordinator after this date.

Best of luck with your studies.

Log in Here

Change Text Size High Contrast

You are not logged in

Enter your login credentials which are your student number preceded by 's' (s123456) and your password.

USERNAME:

PASSWORD:

Login

3: Login using student number and password

Logging on

- Students must first activate their Charles Darwin University computer account before they access Learnline

What's my username?

- Your username is your student ID preceded by a lower case 's', i.e. s123456

What is my password?

- The password you use is the one you chose when you activated your student account.


What is the first day I can access my Learnline units?

- Learnline units become available to you by the first day of the semester.


4.4 Learnline Support

Student Support

CDU provides access to a 24hr 7day/week support desk. Click on the Support Portal image below if you require help with Learnline.

 **Prior to making a support request CDU recommends that you**

1. Check that your computer meets the [system requirements](#)
2. [Clear your internet browser cache](#)
3. Please have your Learnline ID ready (student number) for the call.



The banner features a dark background with white text. On the left, it says 'CDU's 24 hour LEARNLINE support for students' followed by three orange checkmarks: 'chat live with a support team member', 'submit a ticket with your issue or concern', and 'browse helpful guides and material'. Below this is the toll-free number '1 800 559 347'. On the right, there are four grey buttons with icons and text: 'LIVE CHAT' (headset icon), 'REPORT A PROBLEM' (wrench icon), 'CALL ME BACK' (phone icon), and 'Blackboard Collaborate' (purple arrow icon).

4.5 Appropriate Online Communication

Tips for appropriate online communication

- Remember that you are still communicating with a person, just using a different mode of communication. You need to respect that you are communicating with your lecturer and peers.
- Do not use offensive or inappropriate language. This is an academic forum. Behaving in inappropriately to others online can be punishable by law.
- Be ethical
- If you feel strongly about a post or comment, think twice before reacting negatively. Consider responding diplomatically and academically, or not at all.
- If you do decide to inform someone of a mistake, point it out politely and preferably by private email rather than in public.
- Make sure your comments and posts are clear and logical.
- The reason asking questions online works is that a lot of knowledgeable people are reading the questions. Discussing and sharing ideas increases knowledge.

5. Using Discussion Boards

TASK 4: Watch the following video on discussion boards and answer the following questions.

http://ondemand.blackboard.com/r91/movies/bb91_student_creating_discussion_board_post.htm

What is a Discussion Board?

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Why are they used in courses?

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How do you make a post on a discussion board?

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How do you reply to a post?

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How do you reply to a thread?

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Unit 5: Academic Writing Process

Written by: Roz Rowen

Learning objectives:

Once you have completed this unit, you will be able to:

- Understand what academic writing is and why university's ask you to write this way
- Understand the 12 steps involved in academic writing
- Identify strategies for managing the challenges of academic writing
- Identify strategies for managing the 10 common problems in academic writing

What is academic writing?

| Academic Writing | Other forms of writing (non-academic) |
|------------------|---------------------------------------|
| | Anecdotal |
| | Ignores worldly phenomenon |
| | Biased |
| | Personal Opinion |
| | Conversational |
| | Makes unsupported claims |
| | Illogical |
| | Circular |
| | Inductive |

What form can academic writing take?

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Why write academically?

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Task 1: What is the importance of Academic Writing to you?

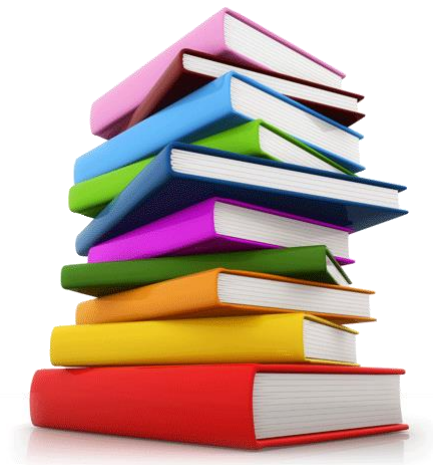
Summarise in 2-3 sentences why you think academic writing will be important to your studies and future career.

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12 Steps to Academic Writing



Task 2: Write in the table the steps you think are involved in the academic writing process.

| Step | Process Involved |
|------|------------------|
| | |
| | |
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| | |
| | |
| | |
| | |
| | |

Step 1: Understanding the topic or question

It is important to understand what you have been asked to answer in your task before you do anything else. Taking time to ensure you have understood all components of the task will allow you to complete all of the other steps in the process. When unpacking the question ask yourself three key questions:

1. What are you being asked to answer?

Look for key words in your assignment question or topic preamble to help with determining what exactly you need to address in the task.

2. Why are you being asked this and how is it relevant?

Understanding why you have been given the task can help clarify what the question is you need to answer and also give you a starting point to begin finding relevant resources. A good place to start is your Unit Information booklet, lectures and course readings. When unpacking the task try to consider how this task fits into your overall course and the topics you are covering. A mind-map can be a good way to brainstorm and record your ideas.

3. Can I make my topic into a question?

Now you have unpacked your topic and contextualised it into your course, try and turn the topic into a question you will answer in your essay. If it has already been posed as a question, try and explain the task to yourself by writing 2-3 sentences in plain language.

Step 2: Identifying key themes and ideas

In Step 1 you began to make connections between the task and how it fitted into your course overall. You can now build on your brainstorming exercise to identify what the key ideas and themes are in your question or topic. More than likely this will be something you have covered in your course.

Task 3: Using the assignment task given to you by your lecturer identify the key themes and ideas?

Key ideas:

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Key themes:

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Step 3: Finding relevant literature

Once you have identified the key themes and ideas you can use this as a tool for searching for relevant academic sources. The themes and keywords identified in the topic or question are a helpful starting point for searching for academic sources.

The following are a list of reputable starting points for finding literature:

- CDU Library (Summon) <http://www.cdu.edu.au/library/>
- Google Scholar
- Discipline specific databases
- Course reading list
- Textbook

Step 4: Reading and note taking

- Start with your course readings and lecture slides/recordings.
- Decide on a way most suitable to your learning style to make notes. You need to be able to understand them when you refer back to them.
- Look for overviews on your topics to gauge the key issues relating to your key themes.
- Are there any particular researchers or theorists that write about your topic?
- How do they justify their positions on this topic?

Step 5: Developing a logical argument

Being able to develop a logical argument is central to the academic writing process. When planning how to build your argument to answer your question/topic make sure you can answer the following questions:

- Can you summarise your argument/thesis topic into 1-2 sentences?
- Can you identify how you will support your argument?
- What will your evidence be?
- How will you convince your audience (examples)?

Step 6: Structuring your writing

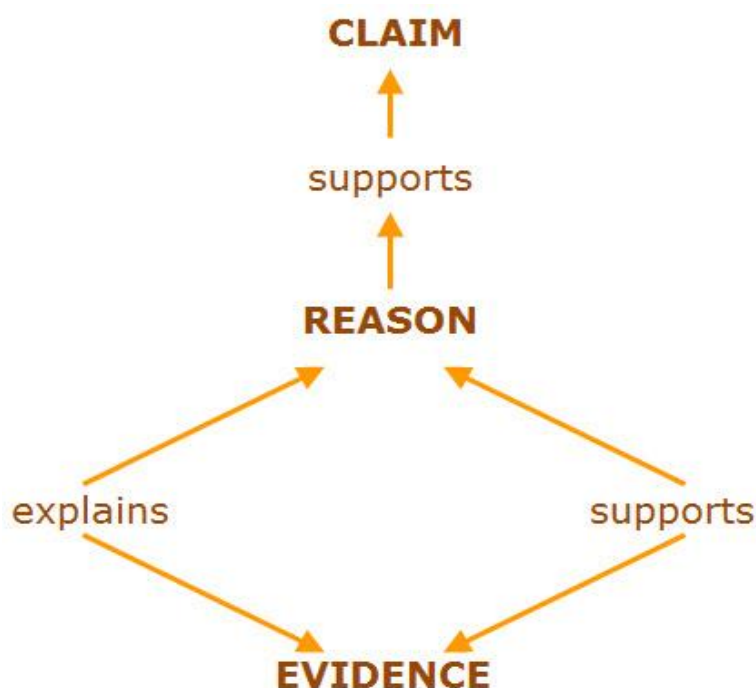
- This is the bare bones of your essay.
- Scaffold your ideas for your argument into a proposed logical order.
- Begin forming your thesis statement.
- Try and scaffold each idea with possible evidence, supporting points you have found and what you want to explain.
- Plan possible counter arguments or challenges to your position.
- When structuring your task ensure that you keep in mind your required length. This will help keep the number of topics you discuss relative to the word limit.
- Use your previous mind-map or notes to guide your outline planning process.

Step 7: Prepare a first draft

- During this stage you will further unpack your outline.
- You will begin to see how your ideas are shaping to see what you think about the topic and how it relates to what you have read.
- Decide the order you will write:
 - **BODY, CONCLUSION, INTRODUCTION**
 - **INTRODUCTION, BODY, CONCLUSION**
 - **CONCLUSION, INTRODUCTION, BODY**

Step 8: Validating your evidence: more reading

- Identify where your argument is lacking. You may need more information to clarify or strengthen it.
- Have you found enough supporting evidence?
- Widen, narrow, extend your literature search to find the material you need.
- Ensure you have evidence to support your main points.



Picture: Booth, Colomb and Williams (2003, p. 208)

Step 9: Sanity break

Taking a break will help give you a clearer perspective on what you have written to allow for more critical reflection of your work.

Step 10: Revision of draft

- Have someone else read your draft
- Ask for constructive feedback
- Try to take on board their feedback
- Read your draft yourself (out loud) and see if you can critique your own work

Step 11: Edit and Proofread

Using a checklist is a great way to check you have completed all requirements of the task.

| Task | Completed (Tick) |
|--|------------------|
| Is my thesis statement is clear? | |
| Is my argument clear and relevant to the topic/question? | |
| Does my introduction have a clear background/orientation, thesis statement and outline of what is to follow? | |
| Does the assignment advance in a logical structure? | |
| Are the major points connected and expressed clearly? | |
| Do the major points relate to the topic/question and contribute to answering the thesis statement? | |
| Are all direct quotes relevant and help better support my ideas? | |
| Are claims supported with evidence and explanations where needed? | |
| Is my written expression clear? Does it make sense when read out loud? | |
| Are all ideas explained clearly and succinctly? | |
| Have I targeted my writing to the appropriate audience? | |
| Is the essay written in complete and grammatically correct sentences? | |

| | |
|--|--|
| Have I used tenses correctly? | |
| Have I correctly references all ideas from other sources? | |
| Have I used the correct referencing style? | |
| Are there too many direct quotes where using my own words would be more appropriate? | |
| Is it the correct length? | |
| Have I followed the correct formatting guidelines? | |
| Have I backed-up my work? | |

Step 12: Submission

- Make sure you check the requirements for how you are required to submit. On-campus, online etc.
- Make sure you have formatted your assignment according to the lecturer's guidelines
- Ensure you have included a complete document. Numbering your pages will make this easier to check.

Falling off the wagon: Strategies for managing the academic writing process

- Start planning your task early (min 2-3 weeks)
- Start researching early
- Ask questions
- Seek support (lecturers, tutors, supervisors, ALLSP)
- Be consistent with planning your time
- Don't skip steps
- Talk to your peers
- Try to write each day (the more you write the better you will get!)

10 Common problems with academic writing



1. No thesis statement
2. No outline
3. Not addressing the question

Introduction Problems!

| Cause | Solution |
|--|--|
| Haven't read task | Read and re-read the task |
| Haven't unpacked or planned task | Unpack and mind-map the task |
| Not clear of what purpose for task is | Answer the questions: What is the purpose of this task? What am I trying to prove? |
| Not clear of how to write a thesis statement | Practice and seek clarification |
| Not clear of how to write an outline | Practice and seek clarification |



1. Unclear or no topic sentences
2. Sentence is grammatically correct but doesn't fit paragraph

Writing Problems!

| Cause | Solution |
|----------------------------------|----------------------------------|
| Essay not planned | Go back and mind-map |
| Unsure of what topic sentence is | Practice and seek clarification |
| Paragraph has no purpose | Go back and mind-map |
| Sentence is plagiarised | Paraphrase and fit to your topic |



1. Tangential Evidence
2. Assertions and evidence (referencing)

Critical Writing/Analysis Problems!

| Cause | Solution |
|---|--|
| Haven't understood reading | Re-read, write notes, paraphrase |
| Haven't found right literature | Change searching parameters |
| Have made link between literature and topic | Apply different critical analysis approach |
| Evidence doesn't align with topic | Change searching parameters, explore different literature, check whether you have interpreted evidence correctly |



1. Secondary references
2. Long URLs

Referencing Problems!

| Cause | Solution |
|---------------------------------|--|
| Not finding primary source | Find primary source and paraphrase from original author |
| Summon | Go directly to the database that summon has located and download article |
| Not following referencing guide | Download referencing guide from library homepage |

Task 4: Using the essay task provided by your lecturer, begin working through your task attempting to apply the academic writing process steps and the skills learnt in relation to preparing to complete the task and the early stages of unpacking and researching your topic.

Notes:

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References

- Beckett, P.J. (2000). The copper and nickel mining region of Sudbury, Canada – a millennial review following 25 years of reclamation activity by the regional government. In: Remade Lands, International Conference on the Remediation and Management of Degraded Lands. (A. Brion and R.W. Bell). Fremantle, 30 Nov – 2 Dec 2000 (Promaco Conventions PL: Perth.) pp. 50-51.
- Booth, W., Colomb, G.G., and Williams, J. M. (2003). The Craft of Research. In Student Learning Unit, UWS, *Unistep: Academic skills guide*, 208.
- Craswell, G. (2005). *Writing for Academic Success: A Postgraduate Guide*. London: Sage.

Unit 6: Oral Presentations

Written by: Douglas Bell

Notes:

This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings on the page.

Unit 7: Critical Thinking

Written by: Amanda Janssen

Learning objectives

- Explain critical thinking
- Recognise different types of claims/ assertions/ statements
- Distinguish fact from opinion
- Evaluate arguments
- Develop as a thinker



<http://www.canstockphoto.com/walking-stick-cartoon-22232044.html>

Task

- *Look at the above object*
- *What is it used for?*
- *How many uses can you think of for it?*
- *Do not only think of the obvious, think outside the box.*
- *Write them down*
- *Discuss in a group.*

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What have you been doing through this process?

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What is critical thinking?

Thinking critically requires **more than** describing or reproducing key facts, or outlining the perspectives of various writers

When we think critically **we are being active**. That is, rather than passively accepting everything we read and hear, thinking critically requires us to:

- Question
- Evaluate
- Make judgement
- Find connections and
- Categorise

By thinking critically we accept that there is no one or correct point of view. A technique that is invaluable in:

- Lectures and tutorials
- Reading and writing assignments
- Making decisions
- Developing arguments.

Critical thinking: claims, assertions and statements

A claim, assertion or statement is something that we may take to be true. It can be verbal or in text. The reason we use the word 'may' is that not all are always true. If we think critically about the claim, we assess it to ascertain whether it is true or not. Sometimes it is not straightforward.

Read the following three claims:

- A. Angola shares a border with Namibia
- B. The dinosaurs were cold-blooded
- C. Teachers earn too much money



<http://www.zki.dlr.de/article/102>

Look at the three statements above. They are all claims.

Discuss how they are different to each other.

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Commentary

Statement [A] is an example of an established fact. You can check in an atlas, or go there to see that this is true. Not everyone may be aware of this but it can be verified.

Statement [B] is a claim to a fact it is contentious. This is a statement that has divided opinion in scientific circles. Some scientists believe dinosaurs were cold-blooded (like modern reptiles), while others believe they may have been warm-blooded like birds and mammals. Therefore, this claim is a belief or judgement or opinion or theory; and unless some further proof becomes available, it will remain so.

Statement [C] is purely opinion. There are some people who believe it others do not. It comes down to what a person believes is a reasonable salary. This statement is subjective. This means that the truth is decided by each individual person. This claim is arguable, and the person making the claim may need to use persuasion to convince other people.

The idea of claims is central to critical thinking. Why do you think this is so?

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Argument

An argument is a complex claim to organise and express certain kinds of reasoning. It is comprised of two or more claims, one which is the *conclusion*, the others are the *reasons* for the conclusion. A valid argument is one in which the conclusion follows from the reasons, or is justified by the reasons. In other words the conclusion must be adequately supported by the reasons.

Before an argument can be constructed and evaluated, it must be established that it is an argument. In a good argument, the conclusion follows from the reasons. In a poor argument it does not follow. A conclusion can often be recognised if the authors use the words 'therefore', 'so', 'since' and 'because'. You do, however, need to remember that these transition words sometime have other functions in language other than signalling argument (Butterworth & Thwaites 2014).

Task

We can often establish if a claim is an argument by seeing if either claim supports the other or states a reason for accepting the other. A partial test can be done by inserting the words, 'therefore' or 'so' between sentences and asking: Does it make sense? If it does not make sense, then there is no argument.

- **Using the 'therefore/ so' test, and the definition of an argument as reasons and a conclusion, decide which of the following can be interpreted as arguments.**
 - **From those that are arguments, identify the conclusion and note what kind of claim it is.**
 - **Lastly, discuss how well supported the conclusion is, give the reasons.**
1. The Tokyo train leaves at 4.24. It can take up to 40 minutes to get to the station if the traffic is bad. We should leave for the station by 3.40.
 2. Raisa is the only person with a key to the safe. The police are bound to treat her as a suspect. The money went missing when she was in the office alone.
 3. You are likely to get a fine. Completed tax forms and payments must be received by 1st of October and people who miss the deadline are usually fined \$100. Your payment did not reach the tax office until 15th of November.
 4. From the 15th century, European sailors reached the lands of the east by sailing west. Those who sailed on and survived eventually arrived back in Europe. When they claimed they had sailed around the world, few people believed them.
 5. There are only three possible causes of the leak in your system: the pump could be worn, a hose could be split or one of the connections could be loose. I have checked the hoses and tightened the connections, but the machine still leaks.

Comments:

[illegible]

Commentary

[1] is an argument. The conclusion which is at the end is a recommendation. This can be a clue as recommendations are often accompanied by reasons. Here are the two: the time of the train's departure and the possibility of a 40 minute journey to the station. If they are both true, they justify the conclusion.

[2] is also an argument. The conclusion is a prediction that the police will definitely suspect Raisa, firstly because she is the only key holder, and secondly because she was alone in the building. The argument is perhaps not quite as solid as [3]. Do police always treat people as suspects in these circumstances? The words 'bound to....' make the conclusion a very strong claim. Even if both premises are true, there may be other factors – CCTV footage for instance- that show Raisa was nowhere near the safe, and therefore make it less than definite she will be treated as a suspect.

[3], too is an argument. The conclusion is another prediction (of sorts). You could also say that it is a statement of probability: 'You are likely to get a fine.' The reasoning for the conclusion is that payment did not reach the tax office until the 15th of November, together with the second statement that the payment was late, and a late payment *usually* results in a fine. The argument is fairly sound, mainly because of the weak argument. If fines are usual for lateness then a fine is likely. If the argument was that a person would get a fine, the reasons would not be adequate.

[4] is not an argument. None of the three sentences make sense with the word 'therefore' in front of them. For example, 'from the 15th century European sailors reached the lands of the east by sailing west. Those who sailed on and survived eventually arrived back in Europe. Therefore when they claimed they had sailed around the world, few people believed them.' The connecting word that makes the most sense is 'but' not 'therefore'. None of the claims is a conclusion drawn from both of the other two; and it is the same whichever order the claims are placed in.

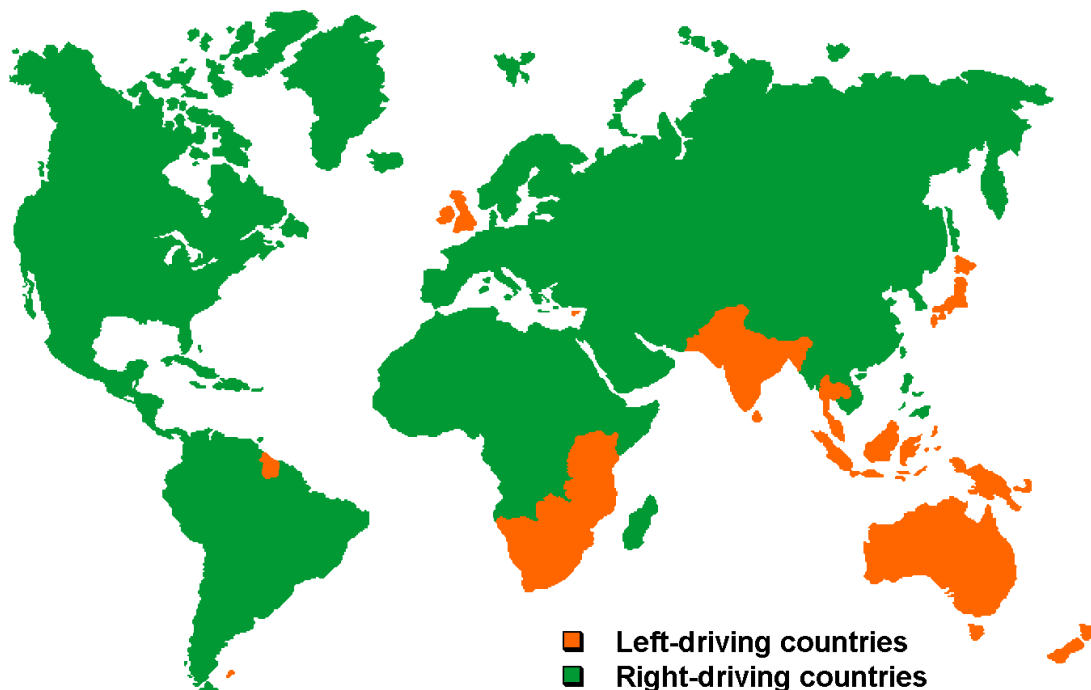
[5] is not an argument either because, like [4], none of its actual sentences is a natural conclusion. Can you draw a natural conclusion from the information?

Complex arguments

There are some arguments that may have more than one conclusion. One or more reasons may lead to an intermediate conclusion, which leads on to a main or final conclusion.

An example:

In some parts of the world some cars still drive on the left hand side of the road. This can result in accidents involving drivers from other countries who are used to traffic being on the right. Pedestrians are also at risk from looking the wrong way before crossing the road. Cities would be safer, therefore, if in all countries the rules were the same. Since countries where the drivers keep to the left are in the minority, those countries should move over to the right.



<http://www.titasraha.com/index.php?id=leftright>

Task

Identify the two argument indicators in the example and use them to give analysis of the argument.

Analysis:

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Commentary:

With the help of the two connecting words 'therefore' and 'since', you will have no problem identifying the two conclusions:

C1

C2

The first is drawn from two reasons:

R1

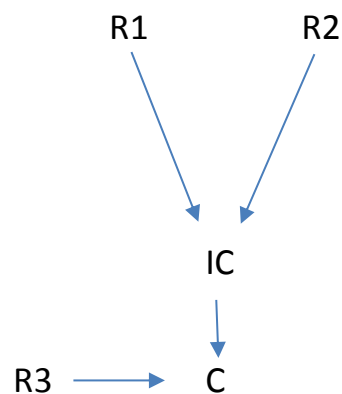
R2

Explanation:

The second conclusion then follows from the first, making a two stage argument from R1 and 2 to C1; and from C1 to C2. In other words we have a sub-argument (R1 & R2) → C1 and a main argument, C1 → C2. This means that C1 functions as both a conclusion and premise. Hence, we call C1 the intermediate conclusion (IC) and C2 the main conclusion (MC- or just C).

Where there are complex arguments like this where one reason links to another are often called chains of reasoning.

This diagram explains:



Summary:

What does critical thinking involve?

- Finding patterns and relationships
- Judging and evaluating information
- Identifying your own opinion
- Identifying writer's assumptions and opinions
- Being creative and using imagination
- Finding the reasons for the claims
- Ensuring the reasons for the claims are valid
- Asking questions constantly

Developing critical thinking

- Ask questions about everything
- Get reasons from those who disagree with you
- Give reasons when you disagree with someone
- Brainstorm to explore establish patterns and relationships

Reading critically

Since an important part of your academic development is to produce critical work, you need to start with reading critically. This is not a passive activity. Do not just use a highlighter and underline key-points. You need to evaluate what you read.

Reading critically means asking questions as you read and evaluating the information presented.

Some possible questions to ask as you read are:

- Is the writer objective?
- What do the numbers quoted actually mean? Is the writer using a particular way to quote numbers because it sounds more impressive?
- Are the results meaningful or are they difficult to apply?
- Does the study look at the long term effects or is it relevant for a specific period only?
- What evidence does the writer use to support their opinion?
- Are the writers' claims reasonable?
- Do I agree with the position the writer is presenting?

Task

Read the following abstract and ask the following questions:

- What position do the writers take?
- What is the purpose of the paper?
- Do they have evidence to influence the reader?

Developing capabilities for social inclusion: engaging diversity through
inclusive school communities

Linda J. Graham and Valerie Harwood

The effort to make schools more inclusive, together with the pressure to retain students until the end of secondary school, has greatly increased both the number and educational requirements of students enrolling at their local school. Of critical concern, despite years of research and improvements in policy, pedagogy and educational knowledge, is the enduring categorisation and marginalisation of students with diverse abilities. Research has shown that it can be difficult for schools to negotiate away from the pressure to categorise or diagnose such students, particularly those with challenging behaviour. In this paper we highlight instances where some schools have responded to increasing diversity by developing new cultural practices to engage both staff and students; in some cases, they have responded to decreasing suspension while improving retention, behaviour and performance.

Graham, L.J., & Harwood, V., (2011) Developing capabilities for social inclusion: engaging diversity through inclusive school communities, *International Journal of Inclusive Education*, 15(1), 135-152, doi: 10.0080/136303116.2010.496208

Comments:

[illegible]

Seminar discussion

Case study: Introduction of the cane toad to Australia

A historical case study of events surrounding the release of cane toad's in Australia

Ideas and values: thinking, questioning, seeking solutions

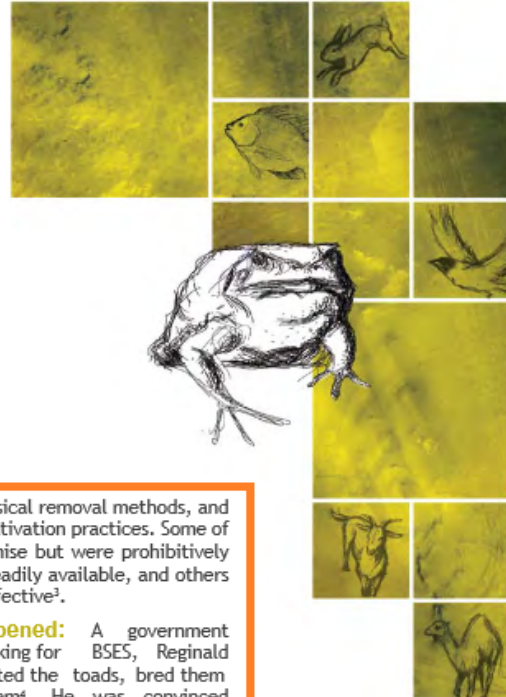
Read the part of the text marked in orange:

1. Read first to find out what the problem was
2. Read the reason for introducing the cane toad
3. In pairs identify some problems with the reason



CASE STUDY: Introduction of the cane toad to Australia

A historical case study of the events surrounding the release of Australia's most hated invasive animal and the lessons learned



The introduction of cane toads (*Bufo marinus*) to Australia in the 1930s is one of the foremost examples of an exotic animal release gone wrong. Originally imported from Hawaii and released in Queensland as a biological control for beetle pests of sugar cane, the cane toad is now a well-established pest itself. Cane toads currently range across Queensland, the Northern Territory and into New South Wales and Western Australia. Despite being less widespread than foxes or rabbits, community surveys consistently rank the toad as our most hated invasive animal¹ and it is listed as a key threatening species under the *Environment Protection and Biodiversity Conservation Act 1999*². Today, most people know the cane toad was deliberately released as a biological control, but may not be familiar with the events that led to their release.

Background: Sugar cane had been commercially grown in Queensland since the 1860s and losses caused by white grub attacks began to be a serious problem in the 1880s. The grubs – the larvae of up to 13 different species of native beetles – eat the roots of the cane, causing the plants to die. The problem was significant enough for the Queensland government to bow to pressure from canegrowers and establish the Queensland Bureau of Sugar Experiment Stations (BSES) in 1900. By 1935, entomologists employed by BSES had been studying the biology of the cane beetles and investigating solutions to their impacts for around 25 years³.

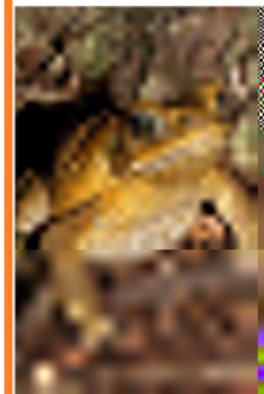
Plenty of good science was produced during this time – the life cycles of several beetle species were described and an understanding of their biology and ecology had been worked out enabling more focused control measures. Many field and lab trials were done in a bid to develop effective controls including the use of various chemical insecticides, soil-fumigation methods, biocontrols such as parasitic fungi and

native insects, physical removal methods, and agricultural and cultivation practices. Some of these showed promise but were prohibitively expensive or not readily available, and others were simply not effective³.

How It happened: A government entomologist working for BSES, Reginald Mungomery, imported the toads, bred them and released them⁴. He was convinced the cane toad was the answer to a major agricultural crisis in the sugar industry, as they had reportedly solved similar beetle problems in Hawaii, the Philippines and Puerto Rico⁵.

In 1932, a paper was presented by a woman named Raquel Dexter at the 4th Congress of the International Society of Sugar Cane Technologists in Puerto Rico on the use of *Bufo marinus* as a biological control for beetle infestations in sugar crops there⁴. The toad was subsequently taken from Puerto Rico to Honolulu to control beetle infestations in Hawaiian sugar cane fields. In June 1935, Mungomery travelled to Hawaii where he captured 102 toads and brought them back to Australia. When he arrived at the Meringa experimental farm near Gordonvale in far north Queensland on 22 June 1935, all but one toad had survived the journey. The toads were housed in a purpose-built enclosure and left to breed. On 19 August that year, 2400 toads were released into sites around Gordonvale⁴. In less than two months the number of toads had increased at least 24-fold. Further releases of toads in the Cairns and Innisfail areas soon followed.

Opposition: Another Australian entomologist, Walter Froggatt, voiced concerns about the release around this time, writing prophetically 'this great toad, immune from enemies, omnivorous in its habits, and breeding all year round, may become as great a pest as the rabbit or cactus'⁶. He lobbied the federal government to exercise caution and the



Adult male cane toad. Image: Arnaud Gourret

2400 toads were released into sites around Gordonvale. In less than two months the number of toads had increased at least 24-fold



Seminar:

- What are the main ideas from the text?
- What problems were there in the thinking?
- What problems do you foresee in this reasoning?

Focus group:**Finding a solution to the cane toad problem**

In groups:

1. Read the abstract provided (each group will have a different abstract)
2. Identify ways to solve the cane toad problem

As a whole class:

- discuss the best ways to solve the problem
- use reasoning based on the information you have read
- Come up with the best solution based on evidence presented

References:

Butterworth, J. & Thwaites, G. (2014), *Thinking Skills: Critical Thinking and Problem Solving*, Cambridge University Press, Cambridge

Unit 8: Time Management and Support Services at CDU

**Written by: Amanda
Janssen**

UNIT 8: Time management and CDU support services

Learning objectives:

- Recognise the importance of time management
- Calculate available time using a time management tool
- Plan using a semester planner
- Plan using a weekly planner
- Discuss the resources available at CDU

Task: Time management self-evaluation

| | Analysis: How well do I spend my time? | Strategy: What will I do to improve? |
|--|---|---|
| 1. Do I use time efficiently? • How do I waste time? | | |
| 2. What or who distracts me from study? | | |
| 3. Do I need to plan out my time for: • The year? • The semester? • The week? • The day? | | |
| 4. Do I waste time getting started? | | |
| 5. Do I make the most of spare moments? | | |

Adapted from: Cottrell, S (2008) *The Study Skills Handbook*, Palgrave MacMillan, Hampshire

Time Management

Students often find that one of their biggest challenges when arriving to study in Australia is time management. Good time management is essential to be successful at university. If you take the time to plan properly, and know when work is due, you can avoid stress.

Most courses at Charles Darwin University have similar deadlines and this means that you may find that you have to complete a few tasks at the same time, and unless you have planned ahead of time, you may find that you are unable to meet these deadlines. It is therefore, imperative that from the beginning you plan well for your whole semester. This way you can use your time as efficiently as possible.

To ensure you achieve your study goals you need to plan and prioritise. A good way to do this is to have a daily plan, a weekly plan and a longer term semester plan. Many students find that having this short, medium and long term plan helpful to organise their studies.

Task

On the laptop provided, use the time management tool to calculate how much time you have available to study each week.

Semester Planning

A semester planner is a valuable way to plan when your work is due over a whole semester and is a quick easy way to see what your upcoming commitments and deadlines are.

The ALLSP Study Skills website has a Semester Planner to download print it off each semester. To access it go to <http://learnline.cdu.edu.au/studyskills/studyskills/timemanagement.html>.

Task

Use the semester planner provided and the unit information guides for your subjects to complete your academic semester planner.

- Have the planner where you can access it
- Write all the deadlines in
- Give yourself enough time to complete the tasks
- If several assignments are due, plan extra study time

Weekly Planning

Weekly planners are very useful as you can prioritise what needs to be done every day and in the week. In the weekly planner, fill in all your lectures, tutorials and meetings with supervisors. If you are going to work, fill in the hours you will work. You also need to include any sport or leisure activities as well as meal times and family commitments. Another important thing to have in your planner is time for sleep.

Once you have completed all the slots, fill in time for study. Do not think that you need to have a three hour slot available, plan short, medium and long study periods.

In your weekly planner add time to:

- Think about your subject
- Prepare for lectures and tutorials
- Organise notes
- Reflect on your work
- Discuss your learning
- Research your subject
- Write drafts
- Edit your writing
- Check your work

Allow time for emergencies or unforeseen events.

Use colours and symbols to show your different activities and subjects so you can see at a glance what you need to prepare for.

Task

Using the example on the next page and the blank ALLSP weekly timetable provided, start planning the first week of your semester.



WEEKLY TIMETABLE

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-----------|---------|---------|-----------|----------|--------|-----------|-----------------|
| 6 – 7am | Swim | | | | | | |
| 7 – 8am | Env509 | | chores | | | | Get chores done |
| 8 – 9am | | | swim | | | | shopping |
| 9 – 10am | | | | | | | |
| 10 – 11am | Env 207 | | | | | | |
| 11 – 12pm | | | | | | | |
| 12 – 1pm | lunch | lunch | lunch | | lunch | lunch | |
| 1 – 2pm | | Env509 | | lunch | | Env207 | |
| 2 – 3pm | Env207 | | | | | | |
| 3 – 4pm | | | work | | | | |
| 4 – 5pm | work | | | | | | |
| 5 – 6pm | | | | | | | |
| 6 – 7pm | | | | | work | Get ready | |
| 7 – 8pm | | | | | | Friends | |
| 8 – 9pm | | | | | | | |
| 9 – 10pm | | | | | | | |
| 10 – 11pm | | | | | | | |

Example of ALLSP weekly timetable 1

Tips to time planning for efficient study

Sometimes it feels as if there is too much to do with too little time. These are a few tips to help manage your time and study.

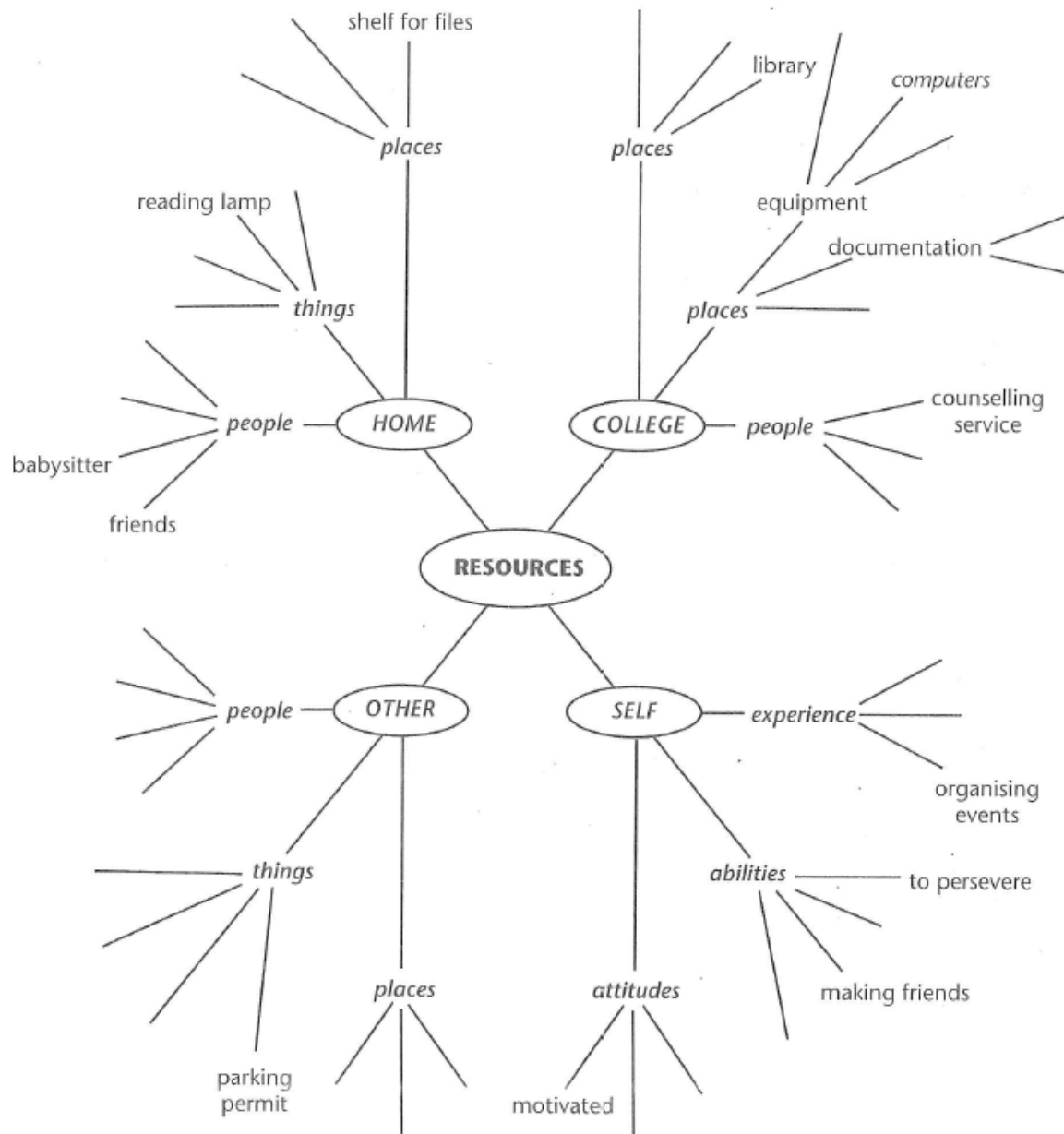
1. **Take time to plan** – Write down what you need to do and by when. By knowing exactly what needs to be done, you can be more organised
2. **Write everything you need to do down** – Do not try and keep deadlines and dates in your memory. Develop a system of using a diary, or weekly planner as well as a semester planner.
3. **Write down your goals** – Do not only focus on what needs to be done today. Think of the bigger picture, what needs to be done now and in the coming weeks and months.
4. **Make sure your goals are achievable** – Do not attempt to do too much at once, keep your planning doable as this will help you reach your goals.
5. **Have a flexible plan** – If something happens and you cannot get something done, make sure your planner has time that can be added or swapped as required.
6. **Take on the hard tasks early** – Break the hard tasks into manageable sections and tackle them early. Once they are out of the way, take on the easy tasks.
7. **Give yourself a reward** – When you have achieved your time goal, take the time to acknowledge it, this will motivate you to continue with your plan

Resources

Have you considered all the resources that might be available to you?

Task:

Try brainstorming (adding your own ideas) around key words on the pattern notes below.



Cottrell, S (2008) *The Study Skills Handbook*, Palgrave MacMillan, Hampshire

Where to go if I need help

If I need help with the following:

| | | |
|---|--|---|
| <input type="checkbox"/> Study <ul style="list-style-type: none"> <input type="checkbox"/> Course selection <input type="checkbox"/> Career path <input type="checkbox"/> Studying at university <input type="checkbox"/> Wasting time <input type="checkbox"/> Disability <input type="checkbox"/> Working in groups | <input type="checkbox"/> Personal <ul style="list-style-type: none"> <input type="checkbox"/> Depression <input type="checkbox"/> Anxiety <input type="checkbox"/> Chaotic life <input type="checkbox"/> Relationships <input type="checkbox"/> Drugs & alcohol | <input type="checkbox"/> Adjustment <ul style="list-style-type: none"> <input type="checkbox"/> International student <input type="checkbox"/> Uni/work/life balance <input type="checkbox"/> Poor critical thinking |
|---|--|---|

Places I can go to for help:

| Study | Personal | Adjustment |
|---|--|--|
| <input type="checkbox"/> Speak to the Academic Liaison Unit (via student central) or unit coordinator about my academic standing and what subjects to take. <input type="checkbox"/> Students can access counselling through Equity Services for individual assistance. <input type="checkbox"/> Visit ALLSP for online resources, workshops and individual consultations. <input type="checkbox"/> Visit Equity Services to obtain assistance with any special needs. <input type="checkbox"/> Speak to Careers and Employment about career options. | <input type="checkbox"/> Speak to a counsellor at the Counselling service for depression, anxiety or stress. <input type="checkbox"/> Visit the Counselling Services (through Equity services) to obtain individual assistance to help you manage relationships. <input type="checkbox"/> For drug and alcohol problems, visit the Counsellor Services (through Equity Service) for individual assistance. | <input type="checkbox"/> The Office of International Services can help with issues specific to International Students, including adjustment, loneliness and visa requirements. <input type="checkbox"/> ALLSP has workshops to help with time management, critical thinking, academic culture and plagiarism. <input type="checkbox"/> Speak to the Counselling Service(via Equity Services) for individual assistance in managing adjustment difficulties |

Where to find the resources

| | | |
|----------------------------------|-----------------------------|----------------------------|
| ALLSP- assignment help | allsp@cdu.edu.au | 1800 157 900/ 08 8946 7459 |
| Academic Liaison Unit | alu@cdu.edu.au | 1800 061 963/ 08 8946 7357 |
| Blackboard collaborate | learnlinesupport@cdu.edu.au | 1800 559 347 |
| Careers and Employment | careers@cdu.edu.au | 08 8946 6288 |
| Counselling | counselling@cdu.edu.au | 1800 122 702 |
| Equity Services | equity@cdu.edu.au | 08 8946 6288 |
| IT support – login and account | Go to: logit.cdu.edu.au | 08 8946 6600 |
| Library support | referencedesk@cdu.edu.au | 08 8946 7016 |
| Office of International Services | international@cdu.edu.au | 08 8946 7618 |

Homework

- Log onto the ALLSP page
- Go to 'Make an appointment'
- Create a user account and an appointment for an individual consultation
- Register for workshop alerts

NOTES:

[illegible]

Unit 9: Note taking when reading/knowledge management

Written by: Roz Rowen

Learning objectives:

Once you have completed this unit, you will understand:

- The importance of effective reading
- How to read effectively
- How to take notes when reading
- How to overcome problems with reading

Which university learning activities involve reading?

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What are the best conditions for reading for you?

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Task 1: Read the following excerpt provided to you and answer the questions listed on the board:

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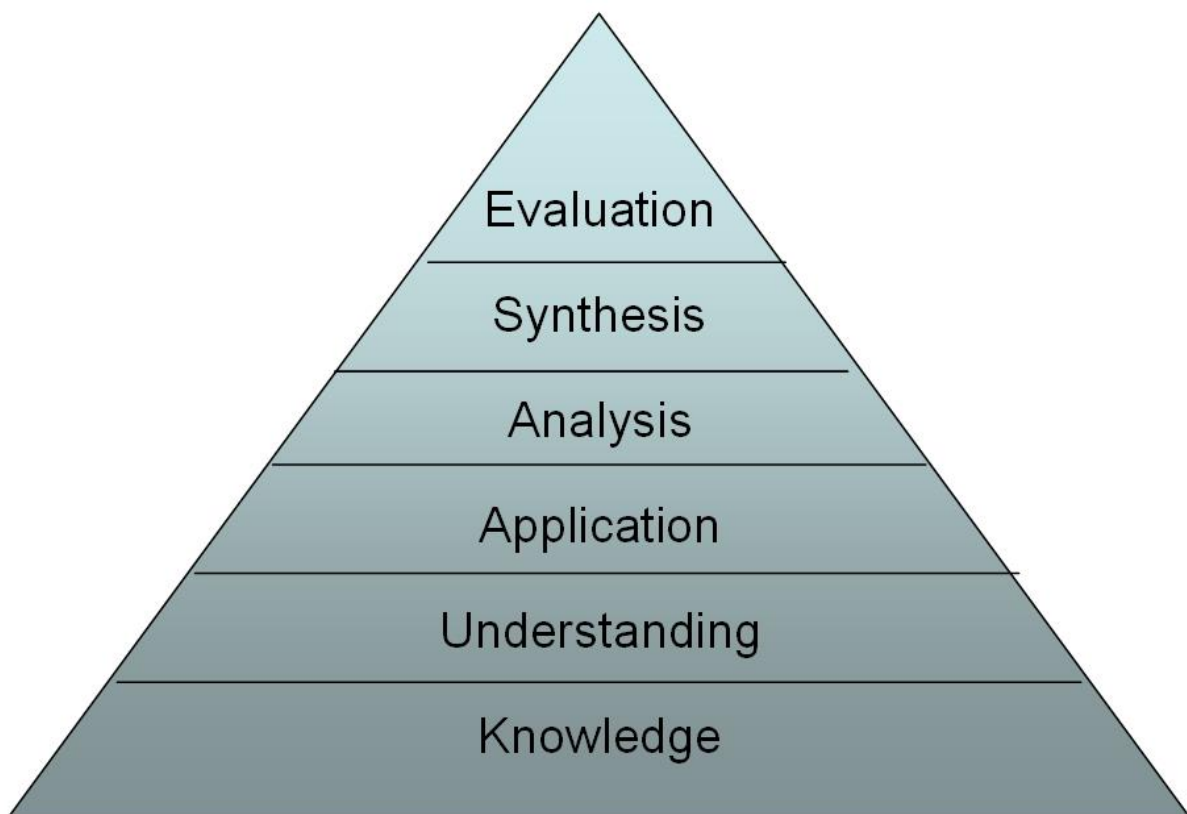
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2.

Learning levels of reading



(Bloom 1966 in Uni SA 2014)

What are the benefits of reading?

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Ways of reading:

- Preview
- Skim
- Scan
- Read critically

Task 2: Preview

Look at the information given to you by your lecturer and answer the following:

What is this text about?

- Title
- Keywords
- Abstract
- Headings
- Subheadings
- Summaries
- Illustrations, graphs, tables

Previewing is a method used to get an idea of the text without actually reading the main body. Once you have searched a text in this way, you need to decide if it is suitable for your needs. You need to have a clear idea of why you are reading the text, whether the information is relevant to your assignment and ultimately decide if it is useful or not.

Skimming involves:

- Running eyes very quickly over chunks of text
- Picking up main ideas without too much detail
- Reading a few words in each paragraph, perhaps the first and last sections

Scanning

After skimming and gaining an overview you can scan to identify sections of the text that you need to read. Scan by moving your eyes or fingers quickly over the text. As soon as your eye catches an important word or phrase, stop reading. When you locate information requiring attention slow and read relevant section more thoroughly. Scanning and skimming are no substitute for thorough reading and should only be used to locate material quickly.

Task 3: Scanning a text

Read the sections of the article given to you by your lecturer and answer the questions listed on the board:

1.

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2.

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Critical reading is:

- Detailed
- Focused
- Asks questions
- Recognises purpose
- Recognises argument
- Links ideas
- Recognises assumptions

Task 4: Critical Reading

Read the next two paragraphs in your reading. Write a summary on what is being conveyed and note if there are other factors that should be considered.

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Overcoming Reading Problems

| Problem | Strategies |
|--------------------------------|------------|
| I can't maintain concentration | |
| I can't get motivated | |
| The textbook is too difficult | |

| | |
|---|--|
| I'm not happy with my reading comprehension or speed of reading | |
| My vocabulary is limited | |
| My eyes keep wandering back over the page | |

When reading complex reading material:

- Break into chunks
- Skim for overview
- Read for what you understand (partial understanding will make it easier when re-reading)
- Ask questions
- Make connections
- Look for extra resources
- Write while you read
- Review reading
- Have a reading goal
- Re-read next day

When trying to understand a reading use the following questions as a guide.

- What is the writer's position?
- What evidence have they used to support their position?
- Is their evidence accurate?
- Are there limitations to the methodology?
- Is there bias?
- Supportability of claims?
- Are claims consistent across field?
- Do I agree? If yes....? If no...?

Making notes helps you to:

- better understand your subject
- retain and recall information
- compare and connect main ideas

Strategies for making notes:

- Take notes in your own words.
- Make sure you can read them!
- Use different note making methods for different purposes.
- Organise your notes (theme/week)
- Title your notes and date them.
- Always record the source of your notes.
- Avoid cutting and pasting, or copying huge chunks from books or articles - you risk committing plagiarism by accident.

Common types of note making

1. Mind map notes

This is a very visual way of capturing information, and allows you to show hierarchies of information and how different bits of information are connected.

Example:

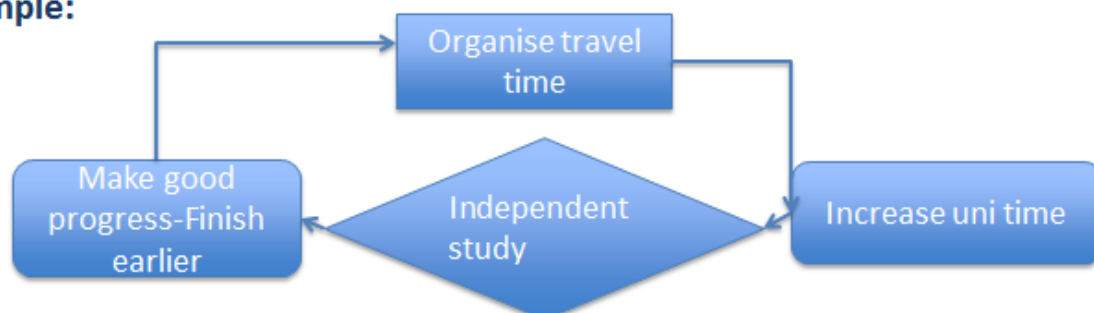


DO NOT FORGET TO INCLUDE CITATIONS (Burns & Sinfield, 2012, p. 84)

2. Flowchart notes

Flowcharts are useful when you want to show a sequence of events, or a cause and effect relationship.

Example:



DO NOT FORGET TO INCLUDE CITATIONS (Burns & Sinfield, 2012, p. 84)

3. Table notes

Tables are really useful for comparing things.

Example:

| <u>Advantages of keeping a timetable</u> | <u>Problems maintaining a timetable</u> |
|--|---|
|--|---|

- | | |
|--------------------------------------|--------------------------------|
| -Organise your studies | -Find difficult to follow it |
| -Organise your time | -I tend to procrastinate |
| -Never miss an assignment's due date | -Need more time to complete it |
| -Organise your commitments | -I enjoy spontaneity |

DO NOT FORGET TO INCLUDE CITATIONS (Burns & Sinfield, 2012, p. 84)

Extra tips for note taking:

- Use your own words
- Record the source of your notes
- Keep notes simple
- Have clear headings and numbering
- Do not overcrowd
- Use symbols (@, +, > =) to save time
- Use abbreviations (e.g., i.e.,)

Template for note taking

Module by: [The Cain Project in Engineering and Professional Communication](#).

Author: Janice L. Hewitt, Ph.D.

- Complete citation. Author(s), Date of publication, Title (book or article), Journal, Volume #, Issue #, Pages. Database and date accessed *Key Words*:
- *General subject*:
- *Specific subject*:
- *Authors' Hypothesis or Claim*:
- *Methodology*:
- *Result(s)*:
- *Evidence*:
- *Summary of key points*:
- *Context and relationships* (how this article relates to other work in the field; how it ties in with key issues and findings by others, including yourself):
- *Significance* (to the field; in relation to your own work):
- *Important Figures and/or Tables* (brief description; page number):
- *Cited References to follow up on*: (cite those obviously related to your topic AND any papers frequently cited by others because those works may well prove to be essential as you develop your own work):
- *Your evaluative comments on the work*:

Task 4:

Find a peer-reviewed article of your choice (relating to your study area). Select a note-taking style and make notes on the article.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Unit 10: Essay Structure and Format

Written by: Roz

Learning objectives:

Once you have completed this unit, you will be able to:

- Understand the structure of an essay
- Understand what is a literature review
- Understand how to write a literature review
- Identify the content of each section
- Analyse parts of an essay

Part 1: Essay Structure

What is the purpose of an essay?

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Which form part of PRE writing and which are POST writing?

Read the question

Analyse the question

Weigh up (What do / What don't I know?)

Research (and think)

Outline

Assemble ideas and sources

Start writing

Tweak (Spell check/Safe assign/check referencing)

Steps to unpacking an essay (or another assignment genre)

1. Read the task
2. Read the task again
3. Highlight key words
4. Write/Explain task in your own words
5. Research
6. Write Notes
7. Plan
8. Write draft
9. Re-work draft
10. Edit and proofread
11. Submit

**HAVE YOU READ THE
TASK?**

Searching for academic sources

Researching the topic-where to start?

- Use your textbooks-definitions, understanding theories.
- Online search tools can assist-the Library has many.
- Databases index/list many journals on specific topics.
- Many are academic or peer-reviewed journals.
- Authors publish their research findings for others to read and reference.
- Objective is to gain knowledge of the topic and develop your own ideas.
- Read and then discuss the Literature in your paper.

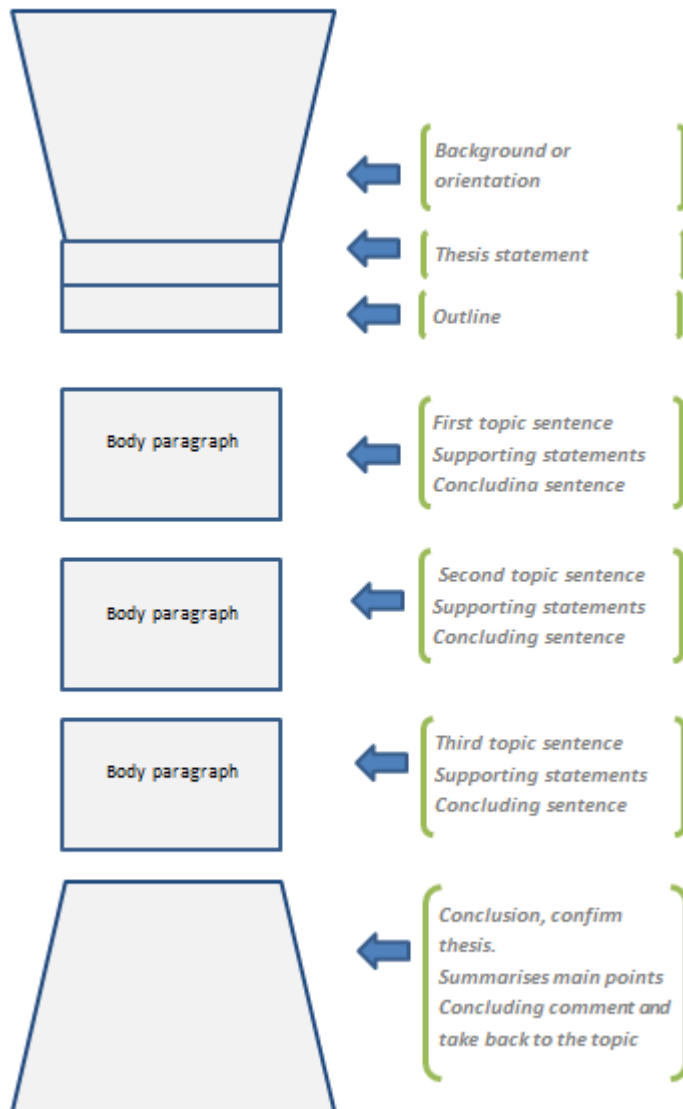
Researching your topic

- Look for the key writers in the field.
- What are the main theories or hypothesis?
- Can you see gaps in the research?
- Refine your search terms as you go ie: look at the keywords used by other authors
- Check their references for other journal articles you may find useful

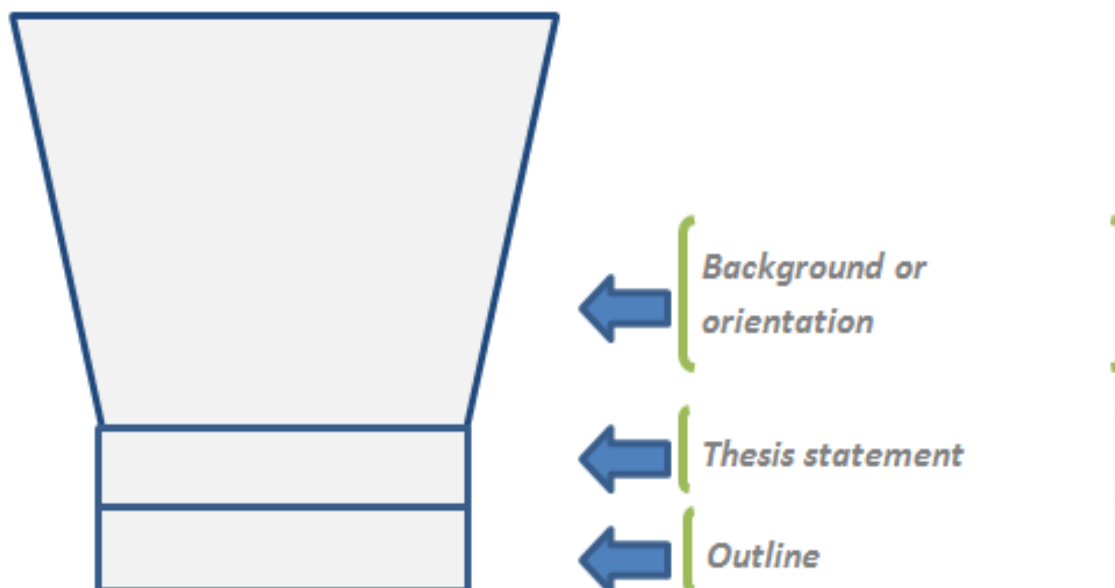
Referencing Tips:

- Collect all referencing details as you go.
- Make notes and ensure you know where the evidence has come from.
- Compare research from different papers and summarise the findings.
- Think about definitions, other aspects of the topic and assumptions made in the literature.
- Stay organised and follow a logical path through your writing.

What does an essay structure look like?



Writing Introductions



The introduction is your first impression on the reader. Convince them that you will answer the question and outline how you are going to do it. Also this is where we avoid ‘surprises’!

Consider the following tips for writing each section of your introduction:

Orientation/Background

- Use your mind-map as a guide as to your overarching background theme/idea
- Make it interesting and engaging to the reader
- Do not use excess words: less is more
- You are setting the scene for your reader by giving the “bigger picture”

Thesis Statement

- Use your mind-map as a guide as to your argument. You will have unpacked this already
- Try to avoid using “this essay”
- Make it clear and concise: be explicit
- It should be something can be proven or disproven
- It is not a description but an assertion
- Usually include an “action” word (explore, demonstrate, show)

Outline

- Use your mind-map as a guide as to your outline. You will have unpacked this already
- Try to avoid using “this essay” or “Firstly, secondly...” (Be creative)
- Make it clear and concise: be explicit
- It should link to your thesis statement
- You should make sure your subtopics can be covered adequately within the word limit

Sample Introductions:

The following essay introductions are coded to show how each section (background, thesis statement and outline) fits together to form a succinct and informative passage for your reader to explain the context and purpose of your essay which follows.

Purple = Orientation/background

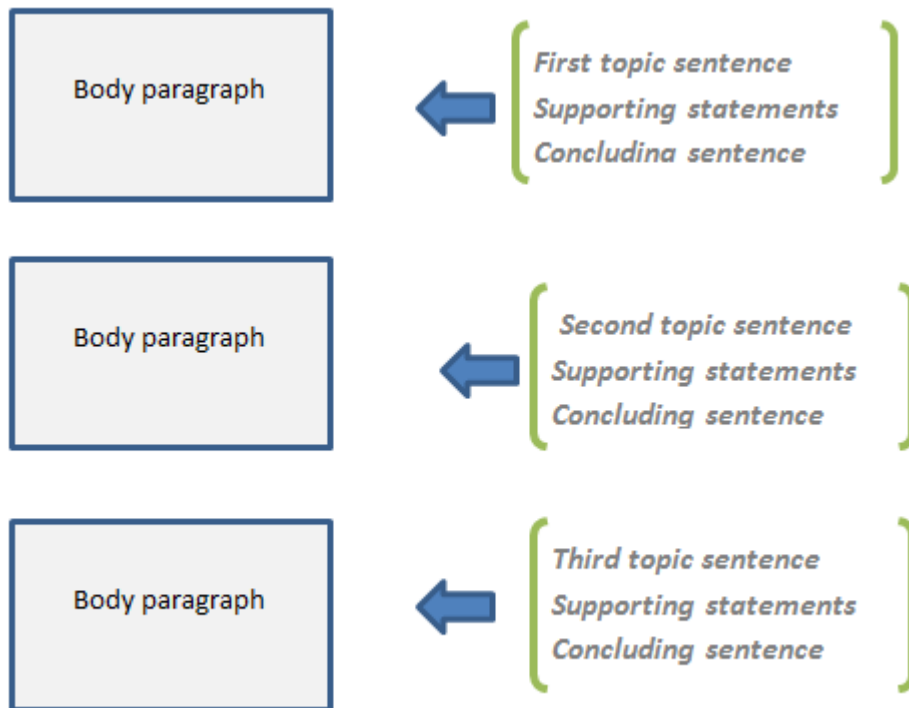
Green= Thesis statement

Yellow= Outline

Nicotine Replacement Therapy (NRT) is a strategy that assists smokers in abstaining from tobacco products by reducing the level of withdrawal symptoms (Gartner, 2015). More current advancements across the Psychology and Science fields has made progress in using NRT as a less harmful approach in contrast to smoking tobacco products. NRT and its associated harm reduction initiatives will be evaluated for their effectiveness as they sit within the Harm Minimisation Framework, under the pillar of harm reduction. Particular focus will be given to NRT development, NRT as a transitional therapy and key initiatives of NRT that are currently being used or trialled.

This rise of modernity was seen as the culmination of enlightenment, rationality, and with its beliefs in science and progress the rise of industrial capitalism in society (Gay, 2008). As such modernity brought about a dramatic shift in economic, political, social and cultural conditions. It will be demonstrated that one particular condition of modernity was an evolving belief in science and technology as a means of improving society, subsequently shaped the social, economic and political sphere of the period. Particular focus will be given to how science and technology influenced industrialisation, changed working conditions, and mobilised new political and social structures. The ways in which these conditions were reflected in modernist artists responses to these changes; some celebrated them whilst others were critical of these conditions, will be discussed.

Body Paragraphs



What is the first sentence of a paragraph called?

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.....

What comes after the first sentence?

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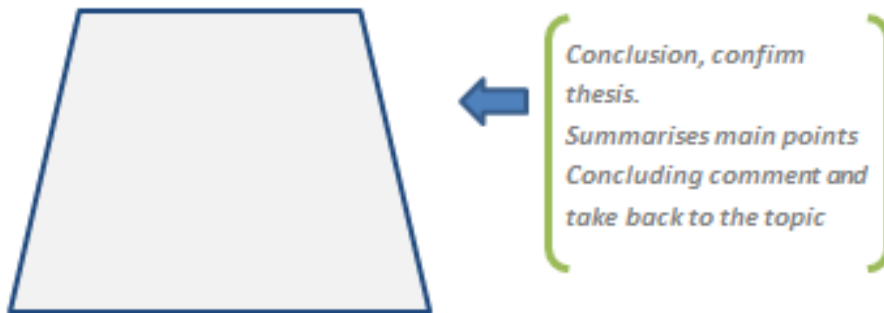
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What is the last sentence of a paragraph called?

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Essay Conclusions



How many parts in the conclusion?

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Concluding paragraph structure:

- Restate the thesis (in different words)
- Summarise your key points
- Make a broad concluding statement
 - **Do not introduce any new ideas – why not?**
 - **No referencing – why not?**

Part 2: Writing Literature Reviews

What is a literature review?

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Why will you need to write a literature review?

- Education in topic
- Understanding of topic
- Critical evaluation of literature
- Critique aspects of methodology
- Note areas of contention
- Identify patterns and trends
- Develop arguments
- Learning process that aids in written expression and understanding of topic

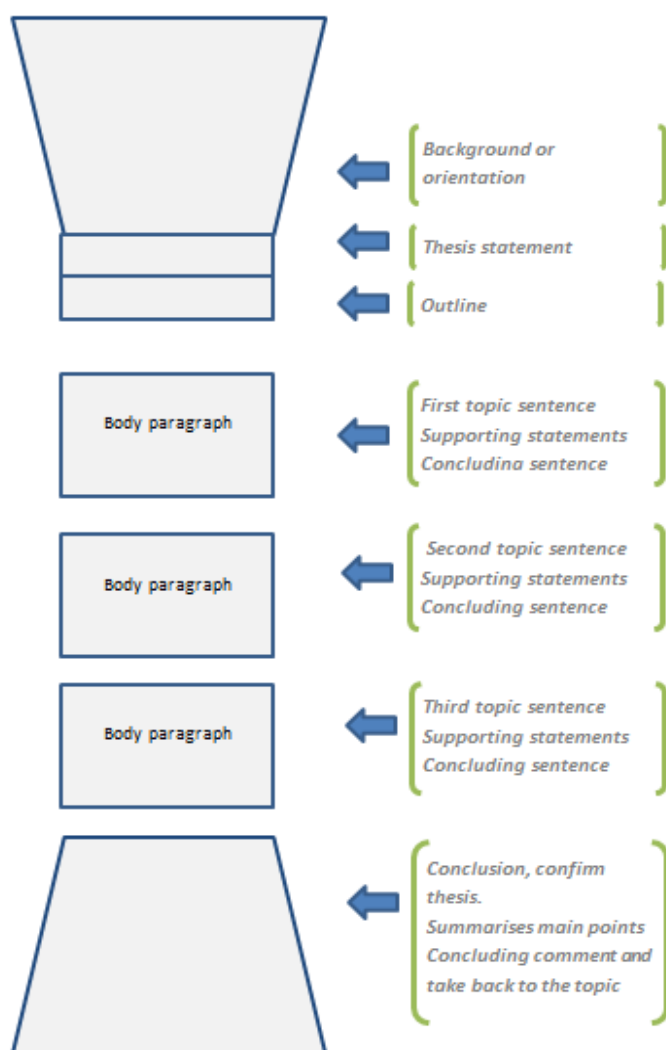
(Berg, 2009; cf. Denney & Tewksbury, 2013)

Organisation of literature

A literature review can take a number of different forms:

- **Chronologically:** ordered according to historical development of topic
- **Topical/thematic:** The research is divided into sections representing the categories themes for your topic. The discussion is organised into these themes or subjects.
- **“Core” Studies:** Discussion of major literature in topic area (every discipline has “core” studies important to the field and should be acknowledged)
- **Inverted Pyramid:** The literature review begins with a discussion of the related literature from a broad perspective. It then deals with more and more specific or localised studies which focus increasingly on the specific question at hand.

(UNSW: Academic Skills, 2014)



A literature review will take the same structure as an essay. While the focus is different it doesn't change the way/s we can structure and organise it.

Homework Task

Take one of your essay tasks from your Unit Information guide and mind-map/brain storm how you might approach this task (include structuring ideas).

Notes

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**Unit 11: Note taking in
lectures/ give verbal reports of
lectures/ using collaborate**

Written by: Stephen Kerry

Note Taking

Introduction the Cornell Method & Active Listening Skills

The process of attending lectures is not a passive activity. During the lecture students must engage **active listening skills** and **effective note taking skills**.

It is not enough to simply attend, listen to, and write a few notes within a lecture. A specific process must be used.

One of those is using the **Cornell Method** of note taking.

It is a systematic format for condensing and organising notes using clearly defined columns in which notes are taken and organised. These notes are then reviewed following the completion of the lecture.

There are three (3) essential steps to the Cornell Method:

❶ During the lecture make notes from material the lecturer presents visually (e.g. PowerPoint slides) **and** verbally. Visually and verbally presented material work together, do not ignore one or the other.

There is no need to write out all material verbatim. Make a decision on which material you determine to be significant and use your own short-hand methods of writing. For example, common word endings such as socialisation, globalisation can be written social~ or global~.

❷ During the lecture highlight the point being made in the notes section by using a 'key term' or 'key author' as a 'cue'. Limit this to one or two words.

❸ At the completion of the lecture write a summary of the notes on that page. Make a decision of what you think is the main point in your own words.

The Cornell Note taking method

The Cornell Method

The diagram illustrates the Cornell Method template, which is a grid divided into three main sections:

- Section 1 (Notes):** The top right section, labeled with a circled '1'. It is the largest section and is used for taking notes during the lecture.
- Section 2 (Cues):** The middle left section, labeled with a circled '2'. It is used for writing questions, main points, visual clues, and other cues that jog your memory after class.
- Section 3 (Summary):** The bottom section, labeled with a circled '3'. It is used for summarizing the most important points and main ideas after class.

CollegeThrive.com

Notes

This is the section where you should take your notes during the course of the lecture. Use bullets, sentences, short-hand, etc.

Cues

Questions, main points, visual clues, and other clues that jog your memory go here. Fill this section in after class.

Summary

Most important points and main ideas go here. Fill in this section after class when you are in the reviewing process.

(Adapted from LWIT TECH 2014).

http://www.lwtech.edu/student_services/advising/study_skills/notetaking.html

This collection of notes will then be invaluable in preparation for essay writing and studying for exams.

There are four (4) activities you then undertake with these notes:

❶ Questions. In the 'cue' column compile a list of questions for yourself to help clarify your understanding. If the lecturer says that a particular person coined a term, you may write the question: Who coined the term XXX?

❷ Recite. This step makes use of the columns. By covering up the notes sections you focus on the cue column and recite the 'key terms' and 'key authors' and answer the questions in your own words.

③ **Reflect.** Drawing on critical analysis skills, consider the significance of the material ('key terms', 'key authors', cues, questions). How do they fit in with ideas from other pages in the notes and notes from other lectures? Are their patterns and themes?

④ **Review.** Each week review the notes from previous weeks. Repeating steps 2 and 3 can assist in your understanding and recall.

Class activity: Listen to a 20 minute lecture to practice Cornell Method. During the lecture focusing only on Notes and Cues.

Task 1. Spend 10 minutes writing your questions and a summary.

Task 2. In pairs, discuss similar and dissimilar understandings of the lecture. Did you write down the same 'cues'?

Task 3. Group discussion:

Did your 'cues' correspond to the 'key terms' & 'key authors' of the lecture?

What problems did you encounter when listening to the lecture and taking notes?

What might you do next time?

Cornell Note Taking Template

[illegible]