

A?

Aalto University

LC-1117 Integrated Oral and Written Skills (o,w) (3 cr)

for students of PHYS-A0140 Spring 2024

Laura Mendoza
Laura.mendoza@aalto.fi

Today's Agenda

- **Introduction to the course: grading, assignments, scheduling**
- **Getting organized for article discussions**
- **Features of academic writing & avoiding plagiarism: starters**
- **Reminders for upcoming assignments & schedule**

Welcome to our course!

- **Our session is approximately of 3X 45 min**
- **We will usually have a short break in between**
- **Attendance checked usually at the start – if you arrive late just come tell me over the break.**

Attendance check



Aalto University

Your instructor: Laura Mendoza,
laura.mendoza@aalto.fi

Lecturer of English

- **Background:** MA in Linguistics, MA in English (teaching) from the University of Washington, Seattle, USA,
- PhD in educational psychology, University of Helsinki (defense in June 😊), focus on academic writing in higher education + L2

- **(International) teaching experience:** 3 years in USA, 4 years in Mexico, 16+ years at Aalto (former TKK)

Courses I teach: Academic communication for Msc students, Thesis writing for MSc students, + integrated BSc courses (applied physics, engineering psychology)

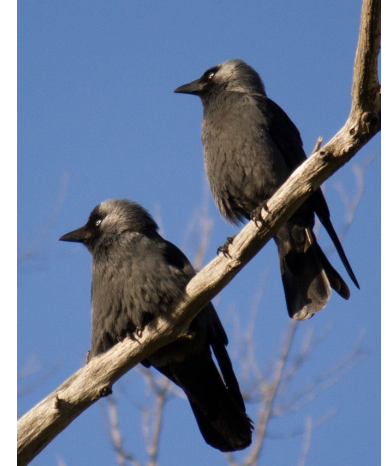
Leisure time: jazz dance, ballet, Phd stuff, family... 😊

Motto: never stop learning something new!

An integrated English course...?

What do you imagine an integrated English course to be?

→ 8th iteration of PHYS + ENGLISH together



An integrated English course...?

While our course has its own learning outcomes for English written and spoken communication, much of the work we do in this English course is somehow related to topics from PHYS-A0140.

- **Articles + article discussion**

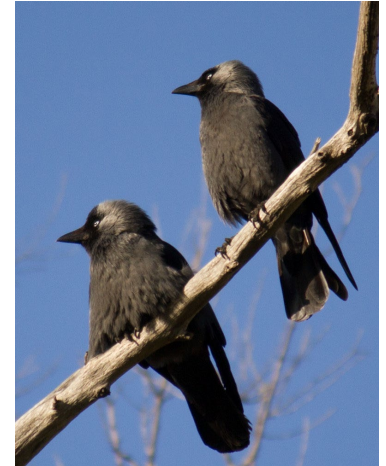
(background reading in PHYS & discussion skills in English)

- **Introduction to phenomenon X essay**

(related to the final presentation topic in PHYS, scientific writing in English)

- **Group presentation**

(organized together with the PHYS; those in the English groups present in English)



An integrated language course facilitates learning on both courses.

What does this course aim to do?

Help you develop:

- **basic academic writing skills in English:** avoiding plagiarism & referring to sources properly, formal style, cohesion, readability principles, punctuation + sentence clarity

Hands on practice: → **writing** an “introduction to phenomenon X” text

- **understanding of topics from PHYS-A0140** by reading articles & **discussing** these articles in groups + vocabulary from your field

→ **discussion skills** : article discussion

- **presentation skills:** presentation for final project PHYS

3 ECTS, English, spoken and written skills at B2 level or higher (C1)

→ completion of the course accepted as a certificate exchange studies at Aalto; fulfills the foreign language requirement

(requires field-specific communication at B2 level or higher)

About CEFR language levels

- **Most students at this level at B2-C1**
 - The matriculation exam for English aims at B2– (top level C1)
 - There tends to be much variation between students: some have more experience with spoken skills, others less; some have written more in English in upper secondary school, others very little
- Set your own goals for learning, pick and choose your own points of focus. Focus on your own goals – create an encouraging atmosphere for learning.

Show CEFR grid?

Course materials

1. MyCourses course website: see syllabus & schedule → let's take a look at these now

Syllabus → course policies, grading

Schedule → course meetings, assignments

2. In-class materials

- Slides and handouts posted in MyCourses after each session

Article discussions

- **Three dates – three different articles** (articles chosen by Ville Havu)
- **Each of you will “lead” one article discussion in small groups** (groups change every time)
- **Everybody reads the article and participates in the discussion**
- **The leader is responsible for preparing discussion questions beforehand (and submitting them) + leading the discussion (by keeping it going, asking everyone).**
- **Questions can be broad – and also about the writing style/language/ further ideas / questions.**
- **Let’s see the assignment in MyCourses.**

BREAK

Getting organized for article discussions

- Your teacher will now divide this group into three groups.
- The persons assigned #1, #2 and #3 lead the article discussion on dates #1, #2, #3. → see the document displayed
- IF you are unable to lead that day, please speak now to exchange dates with someone or make alternative arrangements.
- Each discussion day, we will organize ourselves in different groups. Sometimes I might have to put two leaders together.

Brainstorm: features of scientific writing

- What features make **scientific / academic writing** different from other type of writing (i.e. general essay writing done in upper secondary school)?

- Brainstorm and share!

What is Academic Writing?

- **Complexity:** lexically and grammatically more complex
- **Formality**
- **Precision:** with facts & expressions
- **Objectivity**
- **Explicitness:** signposting / linking ideas
- **Hedging:** cautious language indicating a degree of certainty
- **Responsibility:** sources, using own words, evidence for claims

Academic writing: building on earlier works

Referring to previous works → must be done correctly

Key foundation for academic writing

Findings – building on earlier work

Findings- building on earlier work

Findings – building on earlier work

Key terms

- **Citation:** The in-text citation that gives brief details (for example author, date, reference number) of the source you are quoting from or referring to.
Examples: (Jones et al., 2020) or [5]
- **References:** The full publication details of the work cited at the end of the text.
- **Quotation:** “when someone’s words are quoted word by word”
- **Paraphrasing:** using your own words to say what someone else has reported / said
- **Bibliography:** a list of all the works **consulted** → **as a term often not used in scientific writing**
- **Plagiarism – to plagiarize**

Group discussion: Avoiding plagiarism

In smaller groups

- Take a look at the handout “Session 1 Group discussion questions” under “Materials” in MyCourses → screen
- Discuss these questions thoroughly in your group 15 min.
- Then a wrap up of these questions together

1. What is plagiarism?

<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054>

- Using ideas or language from another source without giving it credit by using the established conventions (with in-text citation and reference)
- Intentional plagiarism / unintentional plagiarism

1. Types of plagiarism

- **Word by word copying from a source**
- **”Mosaic” copying from here and there**

- **Inadequate paraphrase**
- **Uncited paraphrase**
- **Uncited quotations**
- **Using materials from another student’s work**

2. Why does plagiarism happen?

- **Lack of time and planning**
- **Fear of inadequate writing / language skills**
- **Careless approach to research**
- **Simple lack of awareness or ignorance**
- **Lack of good note-taking skills, e.g. forgetting to write down the source**
- **Not knowing when or how to cite**

3. What are the consequences of plagiarism?

- **“0”/fail the assignment or course**
 - **Referral to university officials**
 - **Caution or suspension from study (up to 1 year)**
 - **Loss of reputation among the university community**
- *See Aalto University's Code of Academic Integrity & Policy on Handling Violations*

Cases of Plagiarism in the Media

President of Hungary losing doctoral degree due to plagiarism:

http://yle.fi/uutiset/ulkomaat/2012/03/vaitoskirjan_plagioinut_unkarin_presidentti_menetti_tohtorinarvonsa_3372137.html

Master's degree cancelled due to plagiarism (after 4 years!):

<http://www.hs.fi/kotimaa/art-2000002901472.html>

<https://yle.fi/uutiset/3-10372113> “Laura Huhtasaaren gradussa enemmän plagiointia kuin aiempi selvitys osoitti”

<https://www.hs.fi/kulttuuri/art-2000005906882.html>

4. Is it plagiarism if...

- a) you use your own words to describe someone else's research and do not provide an in-text citation and a reference?
- b) you use your own words to describe someone else's research and you mention the source in the references but provide no in-text citation?
- c) you copy words directly from a book into your own work and place quotation marks around them and provide an in-text citation and a reference?
- d) you describe someone else's ideas using the original sentences but changing one or two words in each sentence and providing an in-text citation and reference?
- e) copy a diagram or data table from a web site and you provide a citation for it underneath and include the source in the references?

4. Is it plagiarism if...

- a) you use your own words to describe someone else's research and do not provide an in-text citation and a reference?

YES, this is plagiarism.

4. Is it plagiarism if...

b) you use your own words to describe someone else's research and you mention the source in the references but provide no in-text citation?

YES, this is plagiarism.

4. Is it plagiarism if...

c) you copy words directly from a book into your own work and place quotation marks around them and provide an in-text citation and a reference.

No, this is not plagiarism. Direct quoting quite rare in scientific writing.

4. Is it plagiarism if...

d) you describe someone else's ideas using the original sentences but changing one or two words in each sentence and providing an in-text citation and reference?

. YES, this is plagiarism. Changing 1-2 words is not adequate paraphrasing.

4. Is it plagiarism if...

e) copy a table from a web site and you provide a citation for it underneath and include the source in the references?

No, this is not plagiarism because the original source for the table is properly marked. OK in thesis or school papers. In published articles, permission might be needed.

5. How to avoid plagiarism? You need to know...

What information should be cited

What information need NOT be cited

How to use in-text citations appropriately – references need to match

How to paraphrase, summarize and quote

How to incorporate citations within your own argumentation

Also develop good note-taking practices!

Use a reference-management software, e.g. RefWorks / Mendeley or other?

6. Does all information need to be cited?

- **Common Knowledge – No Citation Required**
- **What is common knowledge?**
 - Information commonly known by many, generally not quoted words
 - Not particular to just a few sources, must be common
 - Major historical or current world events
 - Commonly known famous people, facts, places

What is "common knowledge"?

- information that the average, educated reader would accept as reliable without having to look it up, e.g.

From MIT Student handbook on academic integrity
<http://integrity.mit.edu/citing-your-sources/what-common-knowledge>

- Information that most people know:
 - e.g. water freezes at 0 degrees celsius
- Information shared by a cultural or national group:
 - e.g. names of famous heroes or events
- Knowledge shared by members of a certain field
 - e.g. in Physics, the necessary condition for diffraction of radiation of wavelength from a crystalline solid is given by Bragg's law.

What is "common knowledge"?

- To help you decide whether information can be considered common knowledge, ask yourself:
 - Who is my audience?
 - What can I assume they already know?
 - Will I be asked where I obtained my information?

When in doubt, cite your source!

Next steps:

Next class: Thu 2.05

Avoiding plagiarism continued: paraphrasing, quoting, summarizing
+ We need to talk about AI → Chat GPT and other "tools"

Complete online module 1:

- **Citing sources and avoiding plagiarism (80% completion, correctness OK). By 01.05 (the night before class)**
- **Read article #1 and prepare for the discussion leading**

Complete Online module 2 (Given-new) by 08.05.– no class on Thu 09.05