Re-Envisioning Writing

New Student Orientation Welcome Week - Aug 18 & 20, 2020
What is your approach to reading, research, and writing? What is your study process like, from the moment you receive a syllabus until the time you turn in your finals? Do you have any rituals? Do you have a designated work space? What resources do you have? What challenges? What are your goals for the semester, and how does that connect to the larger goal of graduate study?
Learning Objectives

- Discuss ways to re-envision academic writing—even learn to love it!
- Explore the recursive nature of the writing process;
- Develop self-reflection practice, and discover new strategies and resources to support your growth as a scholar/practitioner;
- Provide examples of how to narrow a topic;
- Reveal the nuances reflective writing and academic writing.
Entering the Conversation
<table>
<thead>
<tr>
<th>REFLECTIVE WRITING</th>
<th>ACADEMIC WRITING</th>
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<tbody>
<tr>
<td>Is more than a stream of consciousness journal entry</td>
<td>Makes a debatable claim or argument that requires evidence &amp; contextualizes it</td>
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<tr>
<td>Weaves together personal experience and analysis of learning, course material, or both</td>
<td>Does not assume the reader knows what's going on in the author's mind</td>
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<td>Involves critical self-reflection – astute observation with active consideration of bias, unconscious assumptions, projections, archetypal influences etc.</td>
<td>Summarizes/paraphrases others ideas before analyzing and/or responding to them</td>
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<tr>
<td>Could apply a theory or therapeutic modality</td>
<td>Attempts to persuade the reader of the significance of the claim</td>
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<td>May vary by course and/or professor expectations</td>
<td>Anticipates, summarizes, and refutes possible objections to the claim</td>
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<td></td>
<td>Unpacks assumptions both in the field and of the author</td>
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<td></td>
<td>Addresses further implications of the argument- so what? Now what?</td>
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Prewriting/Investigating

Critical Thinking

Writing

Revision & Editing
Reading: Critical Encounters with the Source
From Topic to Research Question & Thesis

<table>
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<tr>
<th>Broad</th>
<th>Education</th>
<th>Nutrition</th>
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<tr>
<td>Refined</td>
<td>Higher Education</td>
<td>Diets and Health</td>
</tr>
<tr>
<td>Narrow</td>
<td>Integral Education at CIIS</td>
<td>Plant-based diets</td>
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<tr>
<td>Research Question</td>
<td>What is the personal and professional value of an integral education at CIIS, according to alumni?</td>
<td>What is the impact of vegetarianism vs veganism on overall health and well-being?</td>
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<tr>
<td>Thesis Statement</td>
<td>Integral Education at CIIS is both personally and professionally transformative because of it’s focus on the whole person.</td>
<td>There are many factors to consider when choosing a plant-based diet, and taking an individualized approach in collaboration with a trained health professional will result in achieving the maximum health benefits.</td>
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Imagine you are explaining your research to someone, how would you unfold the story?

- State the problem or issue of concern
- Reveal why this is interesting
- Show how the problem currently remains unsolved/needs further solutions
- Share your unique perspective(s)/solution(s) (thesis statement)
- Evidence that your idea works, using data where available
- Explain how your idea relates to, diverges from, and overall compares to other people’s approaches, and situate it in the current conversation in the relevant field(s) (Literature Review)
Citing Your Work
Learning Objectives

• Discuss the purpose of citing your work and what information is included;

• Explore when and where to cite;

• Consider the difference between quoting, paraphrasing, and summary;

• Reveal the nuances between commonly used citation styles, and contemplate how to choose which one to use;

• Introduce the services of the Center for Writing and Scholarship & how to utilize them.
What is a Citation and Why do we Have To Cite?

A citation is like a code language between authors, researchers, and readers in a given field of inquiry. You may notice citations in the text (parenthetical) or in a footnote or endnote (documentary note).

Why cite?

• Giving credit where credit is due
• Avoid plagiarism
• Help readers follow your trail
References, Works Cited, & Bibliographies

References
- APA

Works Cited
- MLA

Bibliographies
- Chicago

A citation goes hand in hand with a notation of the complete source of reference, and they correlate to a full list at the end of the document. The citation style you use will determine the format and significant criteria for inclusion.
When do I Cite?

- Direct quote
- Paraphrase
- Summary
What about Common Knowledge?

Common knowledge refers to information you would not have to cite, because the average educated reader would accept it as reliable, without having to look it up themselves or check the source. For example:

Water freezes at 32 degrees Fahrenheit. Barack Obama was the first American of mixed race to be elected POTUS; both of these examples fall into the category of information that most people will know (at least in the United States).

The names of famous heroes or events in the nation’s history that are remembered and celebrated is knowledge shared by a culture or nation.

The fact that Wilhelm Wundt is the father of psychology is information that most members in a particular field (psychology) would know.

→ However, what may be common knowledge in one culture, nation, academic discipline, or peer group may not be common knowledge in another.

To help you decide whether information can be considered common knowledge, ask yourself:

* Who is my audience? * What can I assume they already know? * Is there a chance I will be asked where I obtained my information?

Some examples:

• A description of the symptoms of depression would need to be cited for a composition in a general writing class but probably would not need a citation for an audience of graduate students in psychology.

• A reference to the practice of fair value accounting would be understood by a group of economists, but would need citation to an audience of non-experts.

• A statement reporting that 24% of children under the age of 18 live in households headed by single mothers would need to be cited. This is statistical information that would not be known to the average reader, who would want to know where the figure was obtained.

The best advice is: When in doubt, cite your source.
Commonly used Citation Styles at CIIS and the Nuances Between Them
Citation Styles are discipline specific – what communities of discourse will you be involved with after you finish your degree?

**APA**
- American Psychological Association
- Education, Psychology, and Sciences
- Emphasizes publication date to help readers see how the research you’re writing about has evolved over time

**MLA**
- Modern Language Association
- Humanities
- Emphasizes author’s name and the page in the original text you’re using, allowing readers to track down easily the exact sentences you’re analyzing

**Chicago**
- Chicago/Turabian Style – dictated by the University of Chicago
- History, Philosophy, Business, & Fine Arts
- Uses footnotes instead of inserting parenthetical information, allowing readers to focus on the evidence instead of being distracted by the publication information about that evidence. The footnotes can be consulted if someone wants to track down your source for further research.
APA in-text Citation Basics

When using APA Style, remember: the pertinent info needed is the author/s, and date of publication for all in-text citations, and be sure to also include the page number for direct quotes.

Chaudhuri (1974) asserted that “the widespread discontent of modern youth the world over is a manifestation of the hunger of the soul for authentic and universal spiritual values” (p. 50).

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For direct quotes with more than 40 words, use the block quote format.
The founder of the California Institute of Integral studies (CIIS) held a unique view of what it means to be human and the role education has in the evolution of consciousness. Dr. Haridas Chaurdhuri (1974) felt that

> The widespread discontent of modern youth the world over is a manifestation of the hunger of the soul for authentic and universal spiritual values. It is also an expression of disenchantment with established educational systems with an over emphasis upon intellectual, vocational, and technological values. Out of the inner anguish of fragmented living, there is a passionate reaching out for wholeness of being. Without the balancing of the intellectual with the emotional, the vocational with the spiritual, and the technological with the humanistic dimensions of human existence...[one] cannot be fully human. (p. 50)

With this as his premise, Chaudhuri proposed an integral education, one where the whole person would be welcomed, and one that encourages students to develop along multiple lines of intelligence simultaneously. This approach is still in practice today at CIIS fifty years later.
Free Resources for Writing Process & Citation Style Support

California Institute of Integral Studies
Center for Writing & Scholarship

APA Style Blog
Peer Review

what is Possible?

Sharing these ideas helps!

I hear what you are saying!

I'm really thinking deeply!!

new ideas
REMEMBER THAT YOU ARE WATER. 
CRY. CLEANSE. FLOW

REMEMBER THAT YOU ARE FIRE. 
BURN. TAME. IGNITE.

REMEMBER THAT YOU ARE AIR. 
BE STILL. FOCUS. DECIDE.

REMEMBER THAT YOU ARE EARTH. 
GROUND. BUILD. GIVE.
References


