
CC0001 INQUIRY AND COMMUNICATION IN AN INTERDISCIPLINARY WORLD

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COURSE OVERVIEW



2 AU course part of NTU's Interdisciplinary Collaborative Core

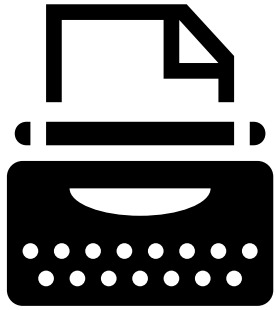


S/U is not permitted and grades will only be released on results day



2-hour tutorial weekly with continuous assessment

WHAT WILL CC0001 TEACH YOU?



How to analyse texts closely and present your research clearly through written communication.



How to transform written research into a compelling oral presentation, an audiovisual mode of communication.

WHAT IS THE WORKLOAD FOR CC0001?



Two blogs (part of
15% CP)

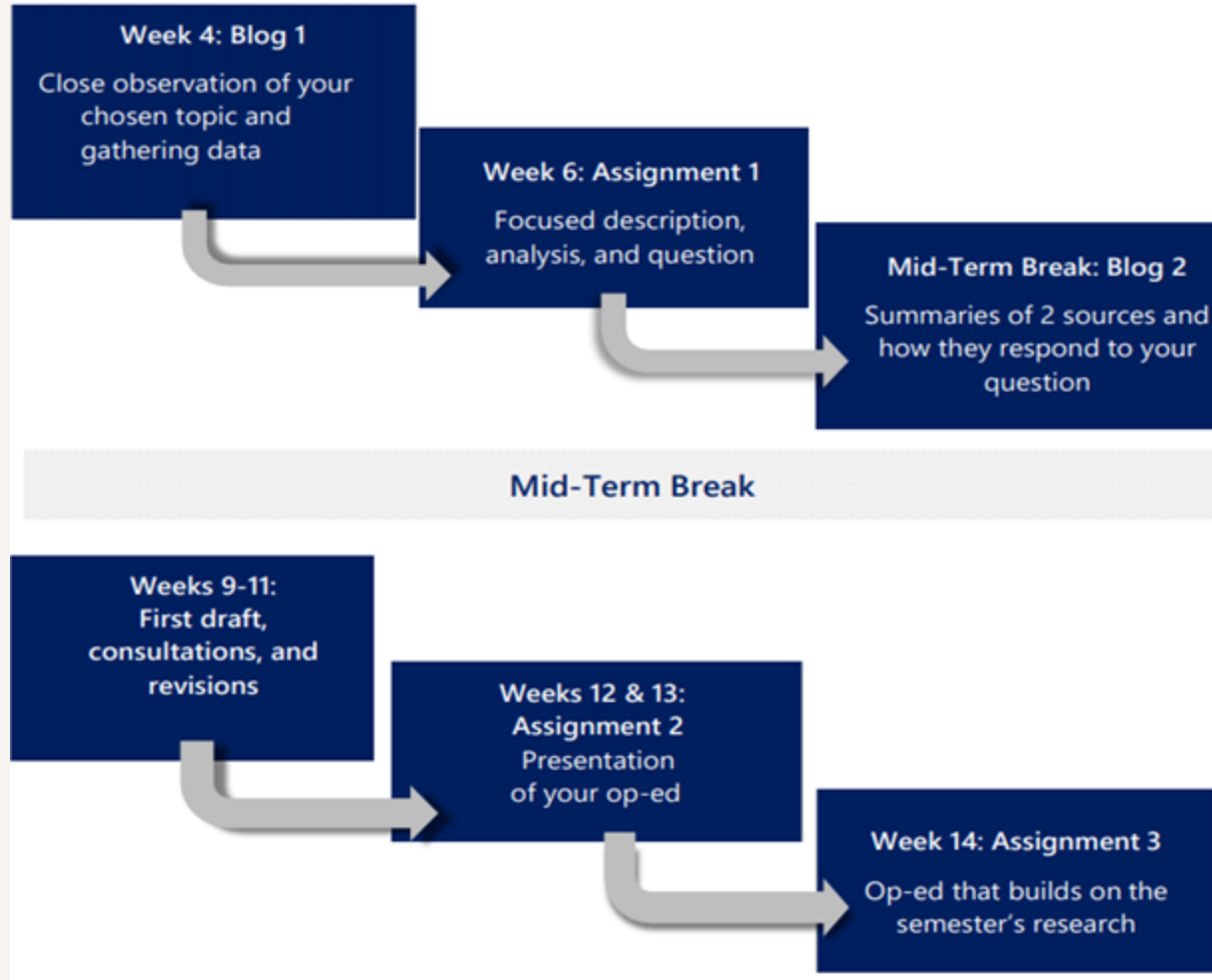


Two drafts (part of
15% CP)



Three graded
assignments (85%)

Overview of the Semester's Work



**Refer to page 11 of your
course guide**

W4: Blog 1 >

Recess Week: Blog 2 >

W9-10: Draft 1 & 2 >

Assignment	Word Limit/Duration	Type	Weighting
Assignment 1: Observation to a Question W6 2359	500 words	Individual	20%
Assignment 2: Presentation W12-13	6-8 minutes	Individual	25%
Assignment 3: Op-Ed W14 Mon 2359	1200-1350 words	Individual	40%
Class Participation Including consultation, 2 blogs, three-minute pitch, peer workshopping and weekly class discussion	Weeks 2 - 13	Individual	15%
Total			100%

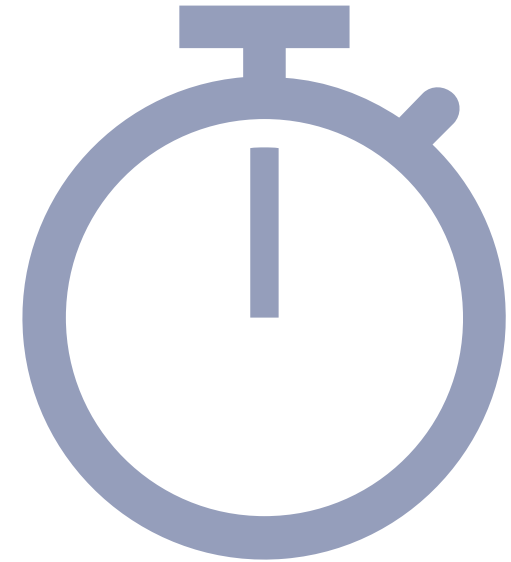
Citation Style
APA

No class on Week 10

Instead, you will have a compulsory 30-minute consultation with me.
Slots will be made available over Weeks 9 and 10.
This will count for attendance.

LATE PENALTY (P.104) – *READ ON YOUR OWN*

- All exercises & assignments will be due at 2359 before midnight
- You will be considered late once midnight passes – Turnitin will record your submission time
- 10% grade penalty per day – after 5 days, the assignment will not be marked
- No requests for deadline extensions will be entertained



WHAT ABOUT GRADING? – *READ ON YOUR OWN*



No letter grades will be given



My feedback will be qualitative and organised by sections of the op-ed: "Description", "Analysis" et cetera.



Peer feedback will be another indicator of your progress.

FEEDBACK

– *READ ON YOUR OWN*



Blogs – Peer feedback; Lecturer feedback



Drafts – Peer feedback for Draft 1; Lecturer feedback during consults for Draft 2



Assignments – Substantial written feedback that will address development of ideas, organisation and language

AI POLICY (P.105) - *READ ON YOUR*

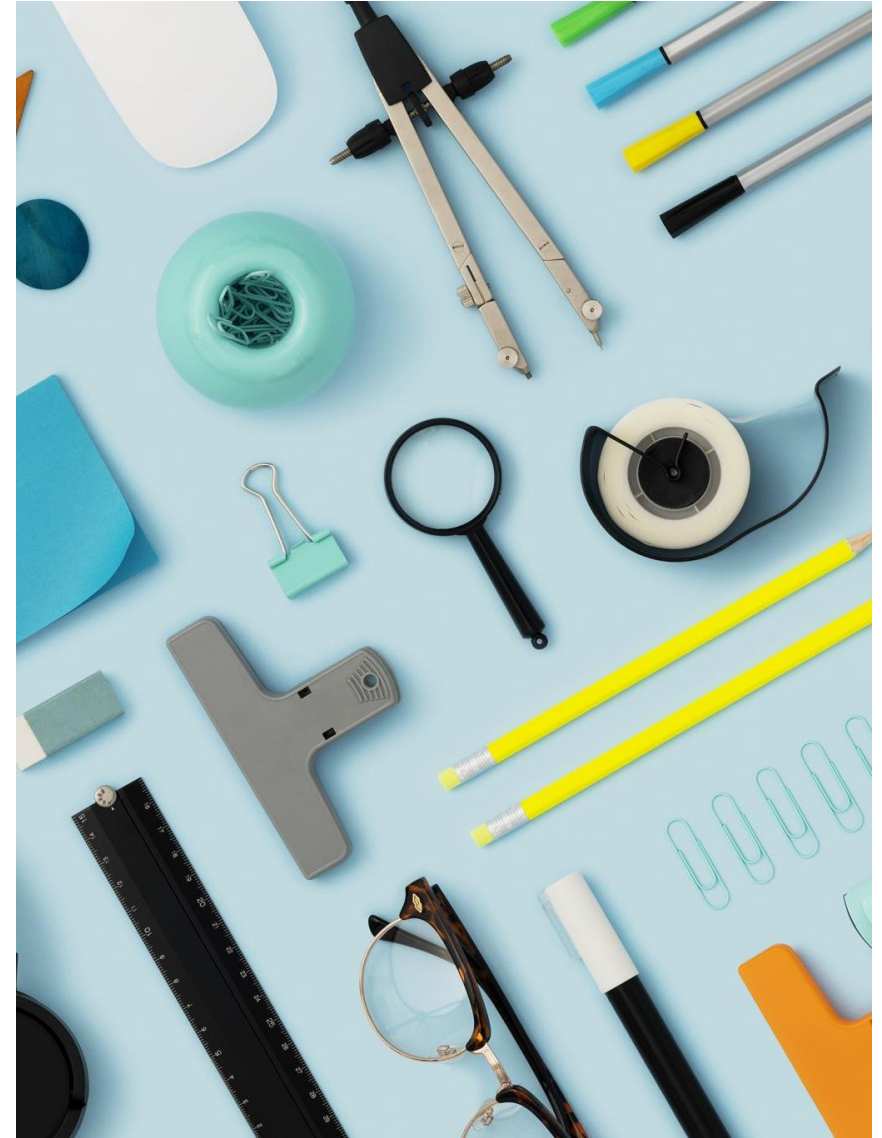
QWN
It is preferable that you **DO NOT** use generative AI (GAI) tools such as ChatGPT or Grammarly.

However, if you need to, you may only use it MINIMALLY in two ways:

- ✓ Brainstorming
- ✓ Polishing language

This means that you are not allowed to use GAI to generate writing for your assignments.

If discovered, you will face similar penalties as you would for plagiarism. Furthermore, you **MUST** disclose all AI usage via the Declaration of Academic Integrity form and AI usage form (with screenshots of prompt and response).



WHAT IF I NEED MORE HELP?



Book a 45-minute slot with the LCC Communication Cube ([CommCube](#)) located at Level 1 of The Hive



This is a one-on-one coaching service for writing. The coaches are fellow NTU students (UG, MA or PhD).

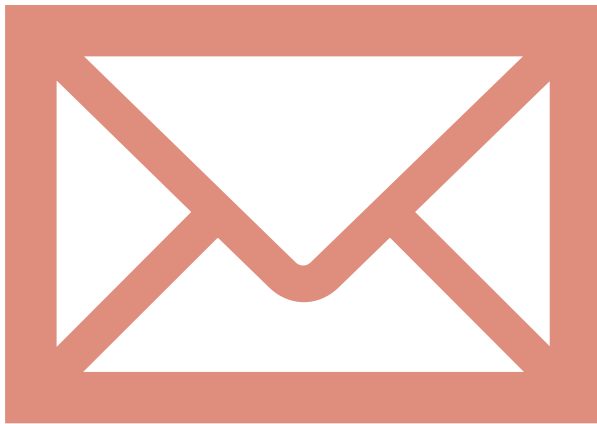


You will meet with a student coach either face-to-face or online for 45 minutes.



Note that this is NOT a proofreading service.





In the case of absence:

- **Inform me via email** with medical certificates and/or supporting documents
 - Unsupported absence from class will be subject to penalty
 - Unsupported absence from course assessments will be awarded 0 marks
 - If you have **pre-existing learning disabilities or mental health concerns** that you believe I should be aware of, inform me via email
-



MAKEUP LESSONS (W5)

- ❖ **Week 5 Monday is Chinese New Year**
- ❖ **T0026:** Our makeup lesson will be online on Friday 16 February from 7PM to 850PM
- ❖ Alternate slots are:
 - Tuesday 15 February 230PM to 420PM
 - Tuesday 15 February 430PM to 620PM
 - Saturday 17 February 10AM to 1150PM





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DEFINING THE OP-ED

What is an op-ed?

- Stands for "opposite the editorial page"
- Known as an opinion piece or a guest essay (New York Times)
- Usually, a guest writer – invited or voluntary – shares personal opinions on specific and relevant issue(s)
- Adds diversity to the perspectives shared on the publication

You can write about anything from children and reading culture, to Botox injections and beauty, to national politics!

Jan. 10, 2024

LETTERS

A Way to Improve How Children Read

Readers respond to a proposal by Gov. Kathy Hochul of New York. Also: Donald Trump's immunity claim; the Biden age issue; hope when facing death.



Jan. 10, 2024

JESSICA GROSE

Botox Destroyed What I Liked About My Face

I didn't realize my wonky eyebrows were so dear to me until they were gone.

By JESSICA GROSE



Jan. 10, 2024

GUEST ESSAY

Why Biden Must Collide With the Democratic Party on Immigration

Brokering a deal could help the president shore up the nontraditional alliance that got him elected four years ago.

By MIKE MADRID



Jan. 10, 2024

GUEST ESSAY

A 'National and Global Maelstrom' Is Pulling Us Under

Trump has ushered in the age of the "great misalignment."

By THOMAS B. EDSALL



THOMAS FRIEDMAN, NEW YORK TIMES COLUMNIST

Heat versus light:

- Stoking up an emotion – do you want to provoke your reader?
- Illuminating something – do you want to enlighten your reader?

You need a combination of three things:

- ✓ Your value set – your core principles and ideals
- ✓ Your understanding of how “the machine” works – what do you believe are the big gears/pulleys of the world?
- ✓ Your knowledge about people and culture – which cultures and/or communities do you identify with?

MEET CHLOE

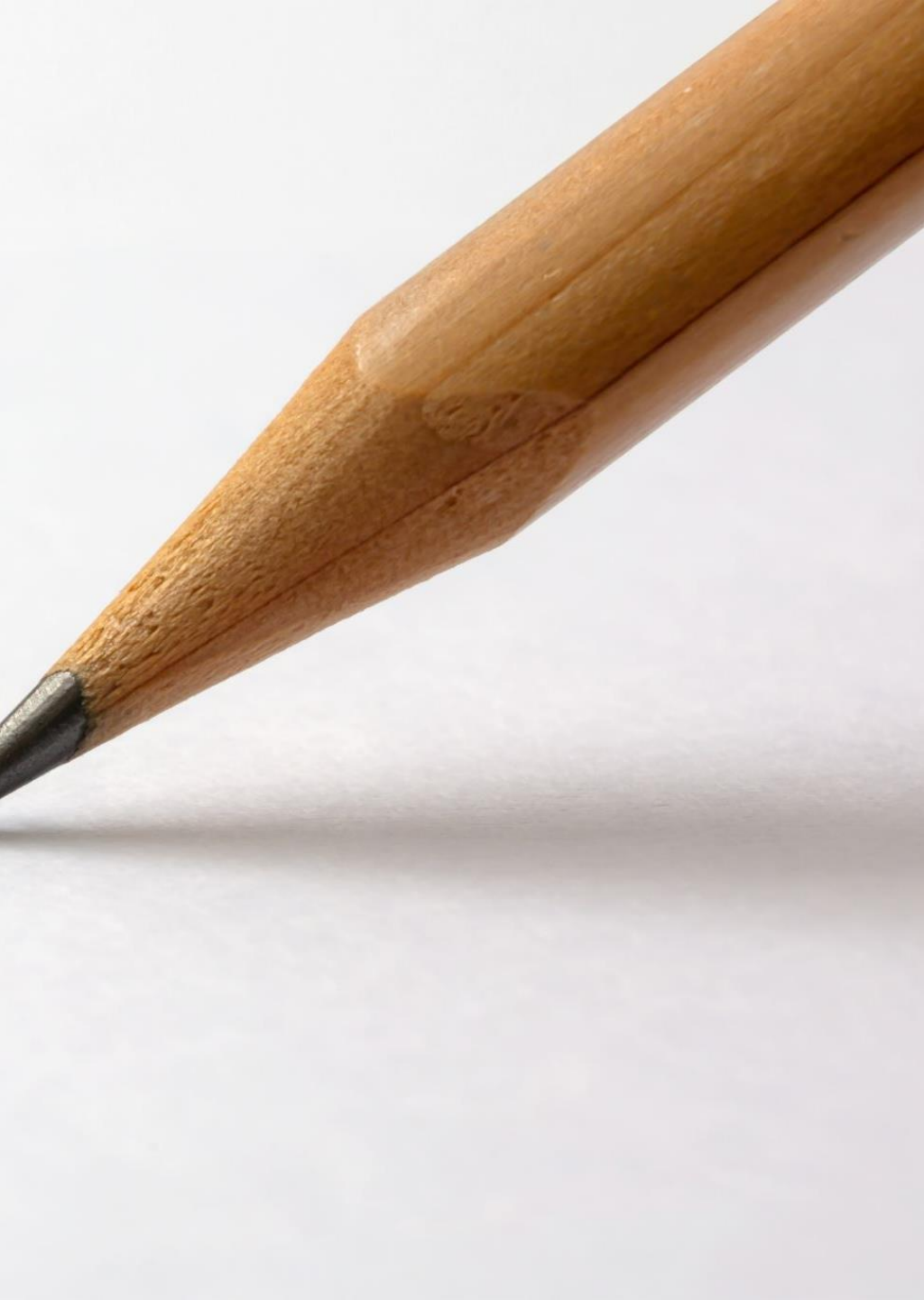
Value: I have always loved animals and volunteer at dog shelters every fortnight. We should be empathetic not only to each other, but to all living beings.

People and culture: As a Singaporean, I am multilingual and love foods from all cultures. A monocultural world would be boring!

Machine: The world runs on capitalism and none of us can escape it! The global society is trapped in this rat race.

Food for Thought

What topics are you knowledgeable in?
What topics are you curious to learn more about? What topics appeal to your heart?



WRITING YOUR OWN OP-ED

WHERE TO BEGIN?



REFER TO P.29-31

In this course, you will research a topic of your choice:

1. A place in Singapore

Blog 1 | Conduct a field visit: Visit chosen place for an extended period of time (30-45 minutes), and record observations (with photos and videos)

2. A community (or subculture) within Singapore

Blog 1 | Conduct an interview with a member of the community and transcribe: Observe someone from chosen community or subculture first-hand, conduct an interview and create a transcript (if you can, audio-record the session).

3. Personal writing habits

Blog 1 | Reflect on a daily journal: Record your writing along with the intended purpose and audience for 7 days, and write a paragraph of reflection per day.

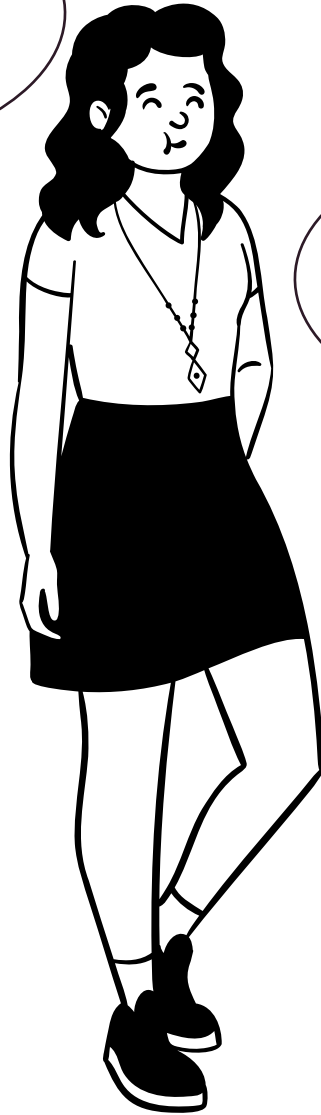
CHLOE'S OP-ED TOPIC

Value: I have always loved animals and volunteer at dog shelters every fortnight. We should be empathetic not only to each other, but to all living beings.

People and culture: As a Singaporean, I am multilingual and love foods from all cultures. A monocultural world would be boring!

Machine: The world runs on capitalism and none of us can escape it! The global society is trapped in this rat race.

- ☐ Chloe may choose to write a place op-ed about the dog shelter she volunteers at.
- ☐ Chloe may choose to write a community op-ed about Singaporeans who love food.
- ☐ Chloe may choose to write a personal writing habits op-ed on how she communicates in a multilingual way.



EVERY OP-ED IS DIFFERENT

Video 1: Life Uprooted – Tanglin Halt to Dawson

- **This is prior to the relocation:** the focus is on the elderly residents who will be significantly impacted by this move
- The video emphasises Tanglin Halt as a community (especially for old-timers) and the potential loss given this redevelopment

Another tip: Sometimes the time of the day matters! Places can look vastly different in the day and at night.

Video 2: How Scary is Singapore's Ghost Town?

- **This is after the relocation:** the focus is on the abandoned estate and the invisible presence of paranormal entities
- The video emphasises Tanglin Halt as a place, and whether an absence of the living can in fact invite the dead

WHEN CHOOSING A TOPIC, REFLECT ON THE FOLLOWING



Your personal interests – what are your hobbies?



Your field of study – can your field be used as a lens of inquiry?



Social causes that you lean towards – which aspects of society do you feel most strongly about?

Choose a topic that you genuinely would like to discover more about, not one you know all the answers to. **Think of yourself as an investigator!**

Your final op-ed should NOT be a product of your pre-existing knowledge or a jigsaw of facts.

Instead, your final op-ed should be a product of observation-led research and inquiry:

- ✓ Observe, Record & Analyse
 - ✓ Question, Research & Respond
-





How will you develop your op-ed during this course? *Read on your own*

- **Stage 1:** Making observations, recording data, finding patterns - **Blog 1**
 - **Stage 2:** Forming a viable research question that focuses on concepts, not issues – **Assignment 1 (built upon Blog 1)**
 - **Stage 3:** Evaluating 2 relevant sources in response to the question – **Blog 2**
 - **Stage 4:** Writing an op-ed that constructs a coherent & compelling argument – **Assignment 2 (verbal) and Assignment 3 (written)**
-

“LOOK AT YOUR FISH”

AN ESSAY BY SAMUEL HUBBARD SCUDDER

(1874)





REFLECTING ON THE ESSAY

What is Scudder's purpose in writing this essay?

- To show why Professor Agassiz's unconventional method is in fact essential for his foundation as a researcher
- One must first master universal skills of observation before specialising!

According to Professor Agassiz, how should a researcher make observations?

- **Observe** for a long time and use different methods (sense of sight and touch, drawing);
 - **Reflect** on observations (spending time away from the object); and
 - **Focus** on finding patterns between facts (facts alone lack value).
-

NOTICE AND FOCUS

David Wasserman & Jill Stephen (2009) in *Writing Analytically*

First, repeat the question: “What do you notice?”

List observations rather than jumping to meaning – the idea is to dwell.

Next, rank the observations in order of interest or strangeness.

Such ordering is more complex than like/dislike and compels analysis.

Third, narrow it down to just three.

Here, you must identify and interpret why these details stand out to you.

ACTIVITY 1.3 CLOSE OBSERVATION OF IMAGES

Pick one significant detail (or a group) from your list of observations

- A **pattern** is a repetition of the same or similar details
- A **contrast** is an opposition that gives rise to tension
- An **anomaly** is a break from pattern - something that seems incongruous and unusual
- A **small but significant detail** is one that seems negligible at first, but prompts curiosity

What are the implications of this particular detail?

- What concepts or ideas do they suggest?
-

HOMEWORK

Brainstorm on which of the 3 topics you would like to work on:

- **Place** – It should be an existing place in Singapore that you can visit today. You should be recording observations of the present, not memories of the past.
- **Community** – You should know someone personally from that community that you can interview. You should be analysing their responses to your questions.
- **Writing Practices** – You should be clear on which mediums of writing you will focus on and document them over 7 days with a daily paragraph of reflection.
- **Before Week 3, select 1 of 3 topics and a particular subject. For example, "Place, NTU's The Arc"**

