
CC0001 INQUIRY AND COMMUNICATION IN AN INTERDISCIPLINARY WORLD

DR PRASANTHI RAM

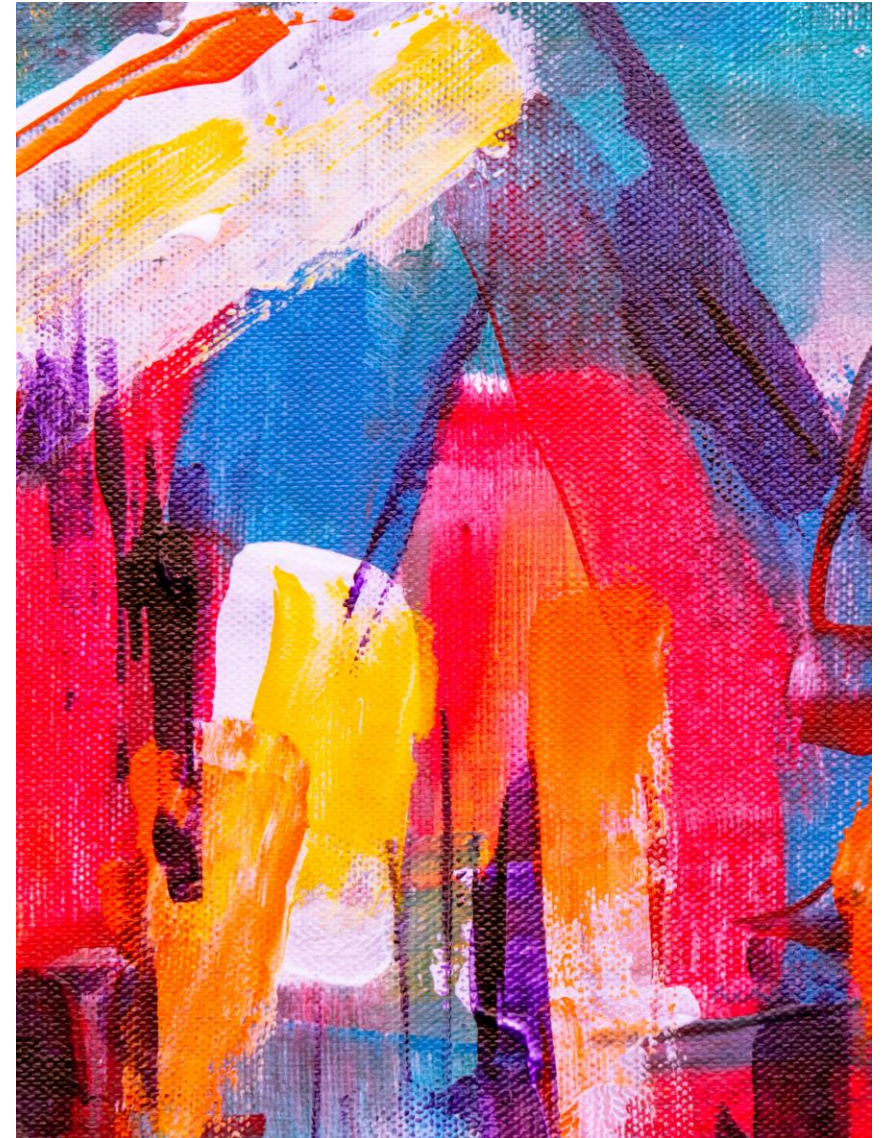


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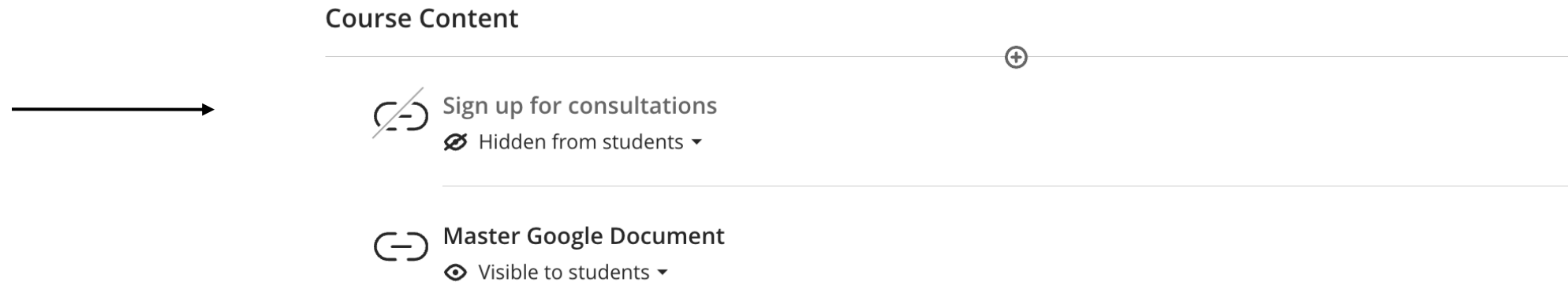
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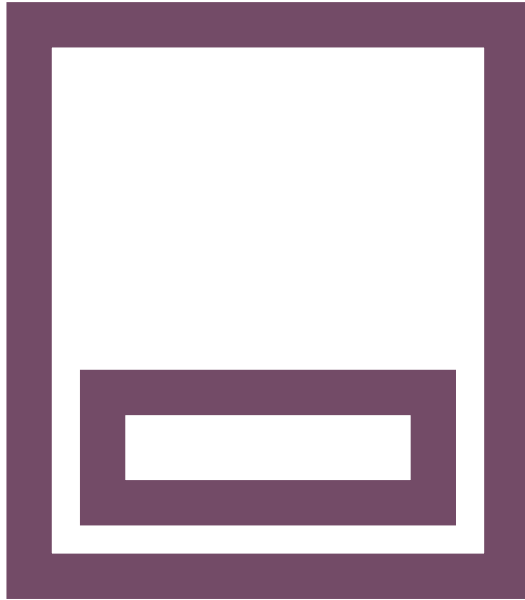
SIGN UP FOR CONSULTATIONS



Consultations for Draft 2 will be held from Week 9 to Week 10. Each student should only sign up for ONE 30-minute slot. This consultation is mandatory.

The link will be made available on Tuesday 27 Feb at 7PM.

THE OP-ED STRUCTURE



- **Description, Analysis, Question (DAQ)**
 - Blog 1 and Assignment 1
- **Source 1: Summary & Evaluation**
Source 2: Summary & Evaluation
 - **Blog 2***
- **Synthesis**
Conclusion
 - Drafts 1 and 2, Assignments 2 and 3

BLOG 2 (PART OF 15% CP)

- ❑ **Monday classes: Due 4 March Mon 2359**
- ❑ **Tuesday classes: Due 5 March Tue 2359**
- ❑ Complete Blog 2 using the template on NTULearn (template on Blog2 Folder).
 - ❑ Save your file as Name_Group_Blog2.docx
 - ❑ For example, RaphaelTan_T130_Blog2.docx
- ❑ All in-text citations and references are to be in APA format – do not use AI for this exercise
- ❑ You will receive written feedback for what you submit:
 - ❑ **Minimum:** If you are struggling, I recommend that you at least submit 1 source summary + evaluation

What are the key concepts in this question?

TODAY'S OP-ED QUESTION:

“WHY DO CHILDREN LOSE THEIR INHERENT CREATIVITY OVER TIME?”



BARTHES: KEY IDEAS

- French toys are "essentially a microcosm of the adult world"
They are designed to imitate the life of grownups.
- French toys "cannot but prepare the child to accept them all..."
They force children to conform to societal norms.
They force children to assimilate into the existing world (without questioning).
- "The child can only identify himself as owner, as user, never as creator."
Such toys do not allow children to innovate; they are permitted only to possess and play in a limited manner.

Which are you most likely to use as an essential quote?

BARTHES: EVALUATION

- **Identity and address a limitation:** Although Barthes' essay was published more than 50 years ago, it remains applicable.
- I would argue that **invented forms among children's toys continue to be rare** and toy designers focus on assimilating children into the adult world.
- For example, pretend play toys are often recommended for toddlers (between 18 and 36 months). These toys guide them to adopt roles such as the work-from-home adult (a post-pandemic creation), a barista at a café, or a cashier at a supermarket.



ROBINSON: KEY IDEAS

- The education system was "conceived in the intellectual culture of the Enlightenment" and in the "economic circumstances of the industrial revolution"

The public education system is extremely outdated. It limits intelligence to "a capacity for deductive reasoning" and is modelled after a "production line mentality".

- "Our children are living in the most intellectually stimulating period in history."

It does not account for the fact that children today are digital natives, and thus inundated by information.

What is a key concept in this source?

ROBINSON: KEY IDEAS

- "We are getting our children through the system by anaesthetizing them."
"It's essentially about conformity...and standardisation"

Instead, it expects children to adhere to obsolete, rigid standards, and punishes them when they are unable to do so.

- "Divergent thinking...is the essential capacity for creativity...To seek multiple answers"

As a result, children lose their inherent creativity since their ability to think divergently has been repressed, even eradicated by the system.

ROBINSON: EVALUATION

- **Identifying and Addressing Limitation:** Although Robinson's talk focused on the American education system, it remains applicable.
- **Claim:** The Singaporean education system strongly emphasises rote learning and standardized testing as well and thus, **Singaporean children are more exposed to anesthetic experiences** than aesthetic ones...
- **Elaborating on your reasons for such a claim:** You can elaborate based on personal experience and observations/knowledge
- **Supporting your claim:** You can support your assertion by citing a local news source such as ST or CNA

BASIC DIFFERENCES THAT YOU SHOULD ACKNOWLEDGE

Year of publication

- 1972 vs 2010

Cultural context

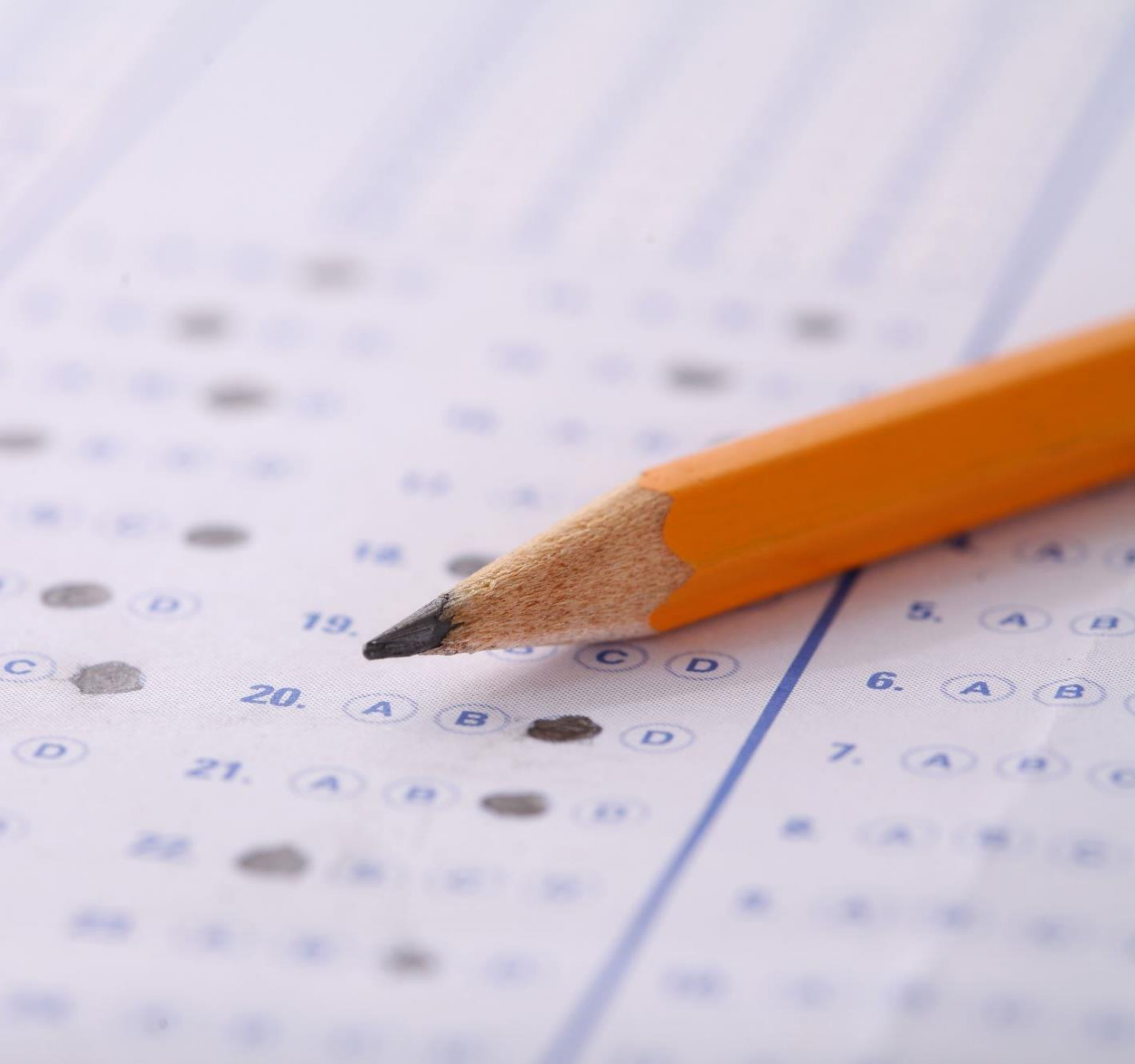
- France vs America

Area of focus

- Toys vs Education System

Type of source

- Essay vs TED Talk (video)



ASSIGNMENT 1

FEEDBACK

Paragraph 1 – Description of general observations aka *introduction*

- (Tenses): Either present tense or past tense, not both
- (Repetition of idea) or (Repetitive language): Present an idea only once. Do not overelaborate if it does not add value to the introduction of your topic. For example, you do not need to describe the sun over 3 lines.
- (Vague) or (E.g.?) or (Elaborate Detail): This may be a detail worth *showing* or explaining further.
- (Reorganise): This likely means that you have presented your significant observation too early – it should only come in Paragraph 2

FEEDBACK

Paragraph 2 – Significant observation

- (Vague) or (E.g.?) or (Elaborate Detail): You must describe your significant observation over 3-5 lines since this is the basis of your analysis.
- (Reorganise): You may have 2-3 connected significant observations but you have described and analysed them separately. Remember, they should be analysed *together*.
- (Link?): Ensure that you first reflect on your significant O before jumping to big concepts. What did you feel? What were your initial thoughts?
- (Develop idea): This means that you have a potential point of analysis, but it is too vague and must be developed to count as analysis – I would have given you questions to reflect on

FEEDBACK

Paragraph 3 – Analysis and Question

- (Link?) or (Develop idea): If your question contains a big concept, ensure you have already introduced and explored it briefly in your analysis. For example, if your analysis looks at lower income households but your question looks at homelessness, this shows a lack of link.
- Issue #1 with question: It is phrased as a statement, not a question. Please use a question mark.
- Issue #2 with question: You may have already answered your question in your analysis. Please rewrite your analysis to avoid this OR present your analysis as a mere possibility ("Perhaps...could be..."). Alternatively, ask a new question – refer to my suggestions.
- Issue #3 with question: You have more than 1 question or too many keywords (heavily worded) or longwinded phrasing that makes the question unclear. Please rewrite.

COMMON ISSUES

- ❑ Not following Blog 1 feedback
- ❑ Not following the 3-4 paragraph rule
 - Each paragraph has a function: Paragraph 1 is an introduction to your topic; Paragraph 2 is your significant observation with your personal response; Paragraph 3 is your larger conceptual analysis and research question
 - Overly segmenting your writing will make the op-ed seem disorganized or fragmented
- ❑ Not responding to the significant observation and instead skipping ahead to larger concepts
 - You must first tell the reader how you felt or what you thought about what you had seen. Otherwise, why call it significant?
- ❑ Asking a question that is far removed from your chosen topic / angle of your analysis

You will not score for CC0001 simply by meeting the word count if you are not reflecting on how to fulfill each component of the op-ed! Don't sabotage yourself by going from interesting observations to vague analysis!

AI USAGE

❑ Using Gen AI indiscriminately / Relying blindly on Gen AI

- Just because AI produces grammatically correct sentences does not make it effective or substantive writing
- Often, AI presents ideas in an overly broad and vague manner, is rather repetitive and does not have the specificity of a true observer – **aka yourself!**

❑ You should only use it as a *starting point* or *guide*, never as a model answer.

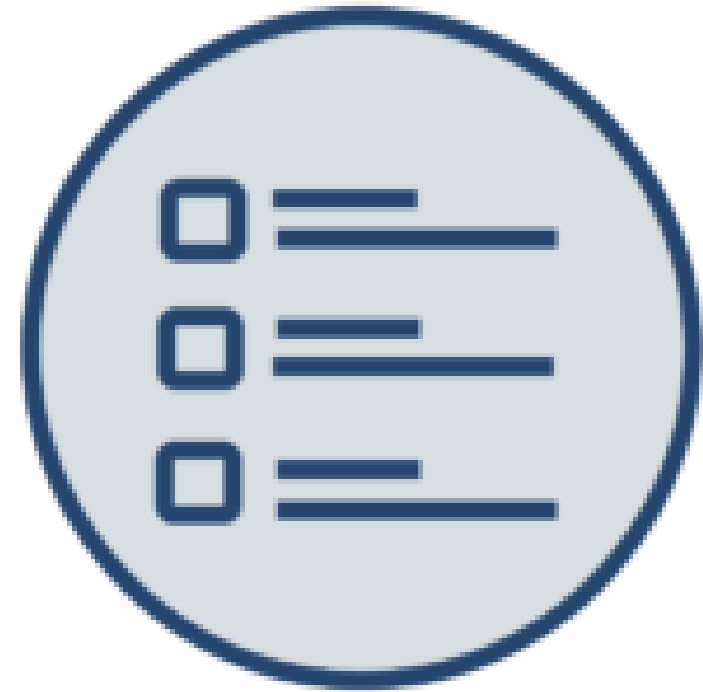
- Question phrases that seem vague or overly generalized
- **Rewrite them by adding complexity and nuance:** reflect on your own experiences / provide further elaboration based on your knowledge / link to what you chose as your significant observation – **if you insist on using it, at least do your due diligence!**

GRAMMAR

- Comma splice
 - Using a comma to connect every unrelated sentence
 - “She was upset, the sun was setting behind the tower, the dogs were resting in the kennels.” - use full-stops instead.
 - In addition, please avoid overly long sentences – they affect the readability of your op-ed
- Incomplete sentences
 - Using phrases as standalone sentences.
 - “She was upset. Which is not surprising to me.” - merge your sentences.
- Semi-colon
 - Using a semi-colon before a phrase.
 - “She was upset; because we had a fight.” - semi-colons connect two related sentences, the second being more specific than the first.

FINDING YOUR FIRST SOURCE

First, look at my feedback on your research question – make changes, if necessary, before continuing your source search.



ACTIVITY 6.2

REFER TO YOUR BLOCK BUILDING TABLE

Your research
question

One of the key
concepts in your Q

Block: A list of
relevant or
associated words

The effects of urbanisation on Singapore's heritage				
Concept 1: Urbanisation	AND	Concept 2: Singapore	AND	Concept 3: Heritage
Development ...		Asia ...		Culture ...
Refined search terms: "Urbanisation" AND "Singapore" AND "Culture" "Development" AND "Singapore" AND "Heritage"				

Using **AND** indicates to the engine that the connected terms must appear in the results.

Using **OR** indicates that either keyword is fine.

- ✓ You can look for sources that present **perspectives from different fields**
 - For example, a biologist, psychologist and a fiction writer may explore empathy differently
- ✓ You can look for sources that present **perspectives from different parts of society**
 - **Top-down:** governments, larger institutions or authorities, people in power
 - **Bottom-up:** citizens, activists, non-profit organizations, small business owners
- ✓ You can use your **first source as a springboard** to your second source
 - This may mean that your first source helps you to refine your initial question / angle / keywords

TIPS

