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# CC0001

## INQUIRY AND COMMUNICATION IN AN INTERDISCIPLINARY WORLD

DR PRASANTHI RAM

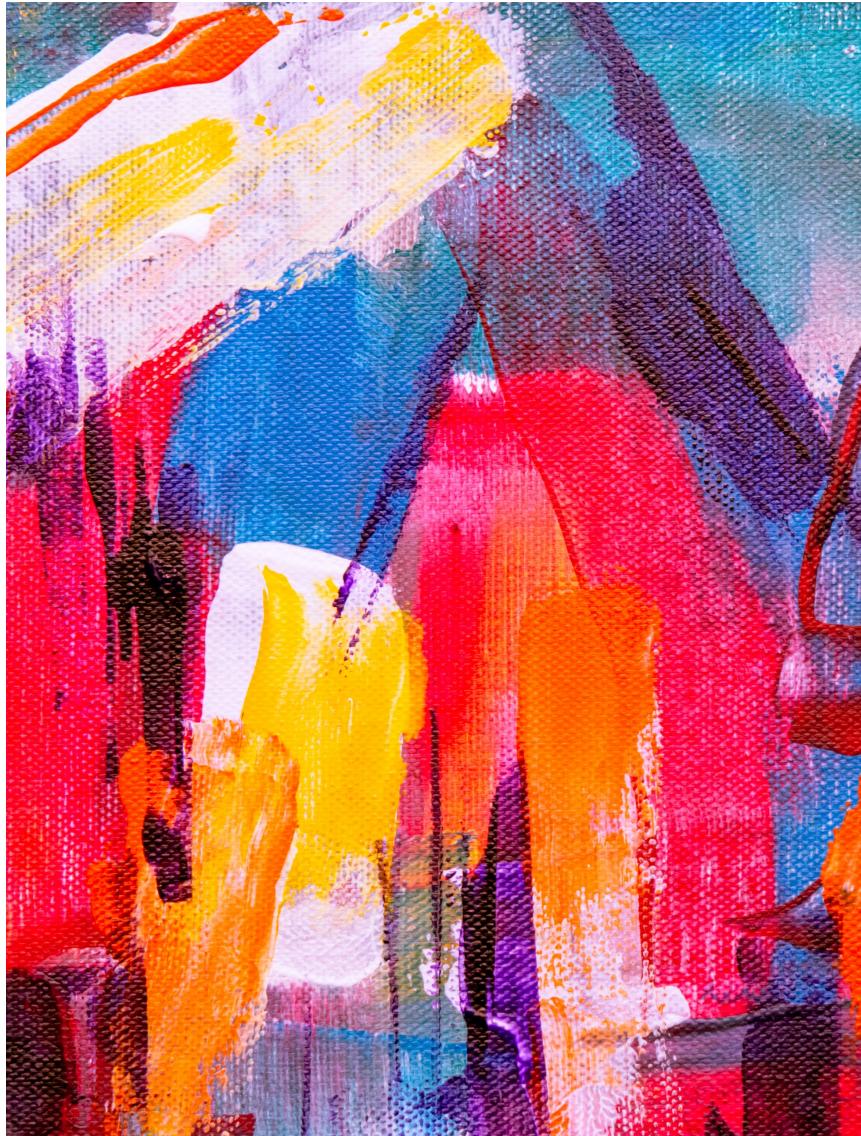


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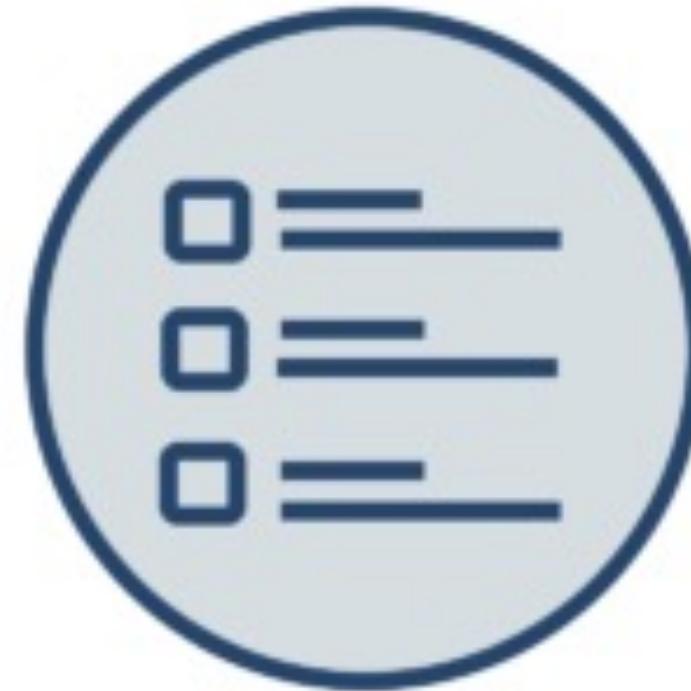
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# SOURCE SUMMARY

Based on **Paragraph 4** of  
the Lee's cleaners op-ed,  
what should be included  
within a source summary?



**Summary = What the writer thinks**

# SUMMARY

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To use a source in your op-ed, you need to:

- Understand the source's **main argument and its key concepts** – close reading and annotating!
- **Summarise key claims** by way of **paraphrasing**
- Include a **brief quotation of a significant claim** that you could not make on your own

# SUMMARY

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However:

- Do not give the reader a synopsis of the entire source – some sources may be several pages long and we do not need a list of facts!
  
- **The goal is to objectively present the source's original ideas that are relevant to your op-ed.** It should be tailored to your question. This requires some reflecting and distilling!

# WHAT COUNTS AS A GOOD SUMMARY

## Example

“The Difficulties Faced by Youths in Singapore after Covid-19 Outbreak”  
by Lee (2023)

**Option 1:** The research paper titled  
“The Difficulties Faced...”

**Option 2:** A 2019 research paper by Lee mentions...



Clearly states the author, title and year of publication of the source (if the title is too long, shorten or omit)



A brief and clear introduction of the subject



Paraphrases essential information - main ideas and argument (without detailed information such as numbers, statistics, dates, quotations, or examples)



Includes a brief quotation of a significant claim

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# PARAPHRASING DO'S



Try to follow the overall sequence in which ideas are presented in the original source



If you replace a word with a synonym, ensure it has the same meaning and nuance (for example, “delighted” is not the same as “ecstatic” but is similar to “pleased”).



Your paraphrased ideas **MUST** match the original ideas.



Acknowledge the source by providing citations – in-text AND references

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# PARAPHRASING DON'TS



Do not use the same sentence structure



Do not simply use synonyms



**Do not add your opinions or evaluation of the source\***



Do not paraphrase source ideas without a citation

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# DIRECT QUOTATIONS (4.4, P.43)

## What is a good quote?

- Definition or a part of
- Theory, law, regulation, principle
- Specific term or expression created by author
- Particularly effective, powerful or controversial statement  
Well-known quote
- Idea that is rendered in stylistic and engaging language

## Examples of quoting

- According to Ram (2022), “a good piece of writing balances showing and telling” (p. 10).
- “A good piece of writing balances showing and telling,” according to Ram (2022, p. 10).

## Advice

- Never use a quote as a standalone sentence.
- It should always be incorporated into your writing.
- **For a descriptive piece to be engaging, it should “[balance] showing and telling” (Ram, 2022, p. 10).**

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## ACTIVITY 4.3

### READ THE SECOND SOURCE (P.45-47)

#### Research Question

Why is there such a lack of appreciation for cleaners in Singapore?



What type of source is this? Is it credible?



Discern the main ideas from the supporting details (examples, data)



Highlight the key words or phrases (source's concepts – unique ideas they're contributing to your understanding)

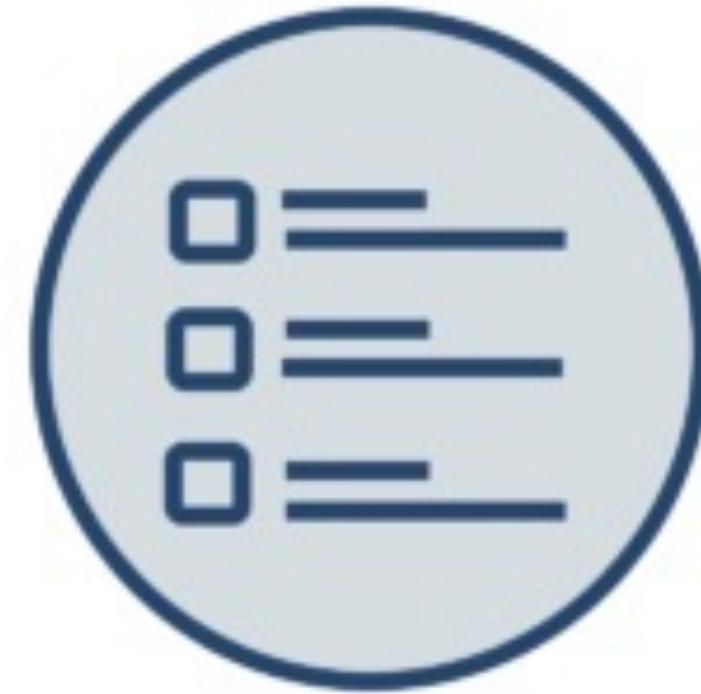


Select the key words or phrases that can answer the research question

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# SOURCE EVALUATION

Based on Paragraph 5 of  
the Lee's cleaners op-ed,  
what should be included  
within a source evaluation?



**Evaluation = What you think (about  
the writer's argument)**

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# EVALUATION

When writing an evaluation, you should:

- ✓ **Only evaluate what you have summarised** – do not introduce new ideas from the source in this paragraph
- ✓ **Avoid repeating your summary** – your objective here is to reflect on the source's argument & provide your own insight

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# EVALUATION

When writing an evaluation, you should:

1. **Frame the source's ideas** by highlighting your main takeaway
  - "This article highlights the three factors..."
  - "This report introduces a new concept..."
  - "This dissertation provides reasons for..."
  - Here you can elaborate on whether this aligns with / expands / challenges your initial understanding of the topic (DAQ)

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# EVALUATION

When writing an evaluation, you should:

However, only identify a limitation that you can address. It should not be so detrimental that it makes the source unusable.

## 2. Identify any limitations or gaps:

- **Context:** Where and when was this published? Does this impact the applicability of the ideas? Who or what formed the basis of the research findings? How does this compare to your own research focus? Are you looking at the same things?
- **Scope:** Does it fail to consider or elaborate on a particular idea? Can you address it?
- **Logic:** Are there any logical fallacies? [Note: You can find the list of fallacies on p.50-52. However, if your source is filled with fallacies, it may be poorly written – pick a new one!]

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# EVALUATION

When writing an evaluation, you should:

### 3. Argue how the source remains useful

- "Even though this article is based in America, it remains useful because Singapore too..."
- "Even though this article was published in 1995, its findings are relevant as even in 2024..."
- "While the article does not address [a particular factor], it offers insight into..."

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# EVALUATION

When writing an evaluation, you should:

**4. Link the source's ideas to your research question**

- Here, adopt the phrasing from your original question to signpost that you're providing a possible answer
- “It appears that Singaporeans show a lack of appreciation towards cleaners because...”

# ACTIVITY 4.4

## EVALUATING THE SECOND SOURCE

What is the main takeaway from this article?

Are there any limitations or gaps in the article? Identify one.

How does the article remain useful?

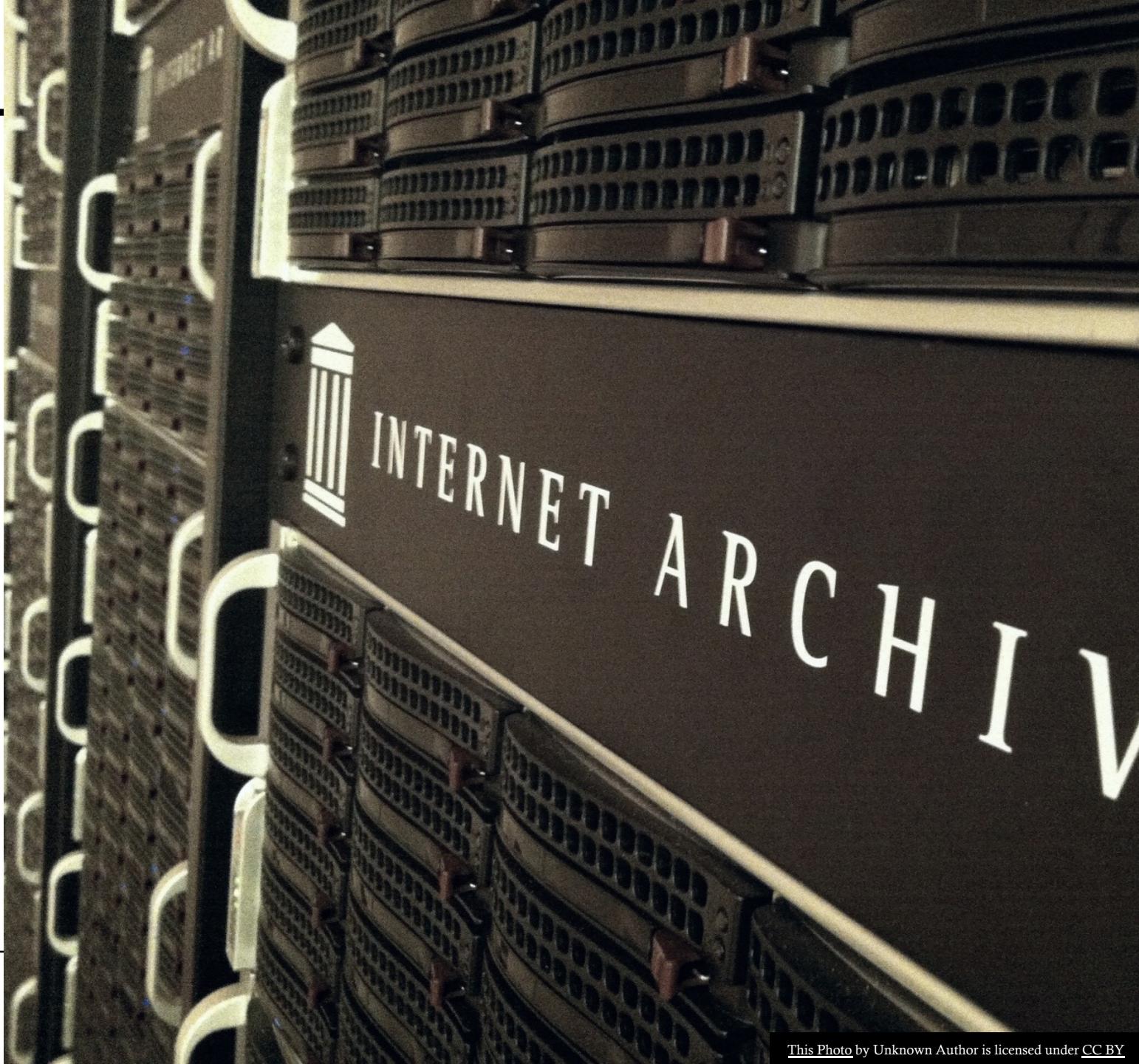
Ultimately, how does the article address the question?

Referring to the sample summary, write a 4-sentence evaluation as a group.

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# HOW DO I FIND RELIABLE SOURCES?

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# ACTIVITY 6.3

## USING ACADEMIC SEARCH ENGINES



One Search - NTU Library database



DR-NTU (Digital Repository of NTU)



Factiva and Nexis Uni (text-based search engines)



Factiva, Academic One File custom links for access  
to subscription-only newspapers and magazines

# ACTIVITY 6.3

## USING ACADEMIC SEARCH ENGINES



BrowZine (for scholarly e-journals)



Google Scholar (link to NTU account)



Government websites (ministries)



Accredited institutional sites (for e.g. SingStat)

Video on evaluating sources: [Link](#)

## Helpful Guides on Source Credibility

The C.R.A.A.P. Test offers a series of questions you can ask to discern if a source is reliable.

C	<b>Currency:</b> <i>The timeliness of the information.</i> <ul style="list-style-type: none"><li>• When was the information published or posted? Revised or updated?</li><li>• Does your topic require current information, or will older sources work as well?</li></ul>
R	<b>Relevance:</b> <i>The importance of the information for your needs.</i> <ul style="list-style-type: none"><li>• Does the information relate to your topic or answer your question?</li><li>• Who is the intended audience? / an appropriate level?</li></ul>
A	<b>Authority:</b> <i>The source of the information.</i> <ul style="list-style-type: none"><li>• Who is the author/publisher/source/sponsor?</li><li>• What are the author's credentials or organizational affiliations?</li><li>• Is the author qualified to write on the topic? / contact information?</li></ul>
A	<b>Accuracy:</b> <i>The reliability, truthfulness and correctness of the content.</i> <ul style="list-style-type: none"><li>• Where does the information come from? / supported by evidence?</li><li>• Has the information been reviewed or refereed?</li><li>• Does the language or tone seem unbiased and free of emotion?</li></ul>
P	<b>Purpose:</b> <i>The reason the information exists.</i> <ul style="list-style-type: none"><li>• What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?</li><li>• Does the point of view appear objective and impartial?</li><li>• Are there political, religious, institutional or personal biases?</li></ul>

<https://www.academic-englishuk.com/evaluating-sources>  
(Academic English UK, 2018)

# ASSIGNMENT 1

**20% DUE THIS WEEK**

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- Word count: **500 words** (excluding title and references if any) +**10% (500-550)** / **Times New Roman or Arial Font Size 12, Double Spacing**
- **Submit in paragraph form** (3-4 paras)
- Your cover page should be a **signed copy of the Declaration of Academic Integrity form** (p.106).
- Your second page should be the **AI Usage form** (p.105) if you have used AI for brainstorming or grammar. If you have used AI for grammar, please submit the ORIGINAL document to “Assignment 1 – Original”
- Submit it as a Word document only and include word count.
- If you are quoting background information from external sources (community op-eds in particular), please use APA citation style
- You do not need to attach your Blog 1 photographs or fieldnotes. However, students doing community must attach the interview transcript.

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# ASSIGNMENT 1 (20%) IS DUE THIS WEEK

**Submit according to the tutorial you attended**

*(If you failed to attend Week 5's lesson, read the slides to catch up on your own and follow your class deadline.)*

T026 Mon 230: Due on Wednesday 2359

T036 Mon 430: Due on Thursday 1200 (noon)

T064 and T074 Tue 230 and 430: Due on Tuesday 2359