# Discussion: exploring the essay mill industry

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| **Student focused learning outcomes:**  By the end of the session, you will be better able to:   * discuss your responsibilities as members of the university academic community * understand the possible outcomes of academic malpractice at the University of Manchester |

Following on from *Documentary: exploring the essay mill industry,* you are going participate in a formal discussion on the topic of using essay mills in Higher Education.

## Task 1

Working alone, prepare for the discussion.

1. What is your personal opinion of essay mills?
2. Are there any circumstances in which the use of an essay mill might be justifiable?

Remember that it helps to think about both sides of the argument, especially as you will be required to respond to views put forward by others.

1. Refer to the *Useful Language* section below and choose some phrases that you can use during the discussion.

## Task 2

In a small group, discuss the arguments around using essay mills in Higher Education.

Remember to:

* listen carefully and respond to your classmates’ points
* include all group members in the discussion
* use language from the table where necessary.

## Task 3

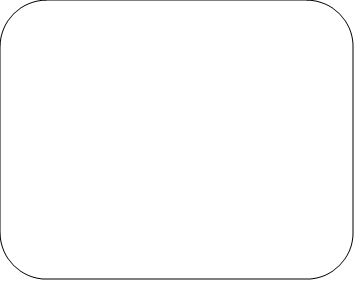
With your group, reflect on your preparation and discussion:

1. Did the preparation stages in Task 1 help you during the discussion? Why/why not?
2. What have you learned about preparing properly for a discussion?
3. What would you like to improve about your participation in the discussion?

## Task 4

Recap on the issues covered in today’s session(s), using the following question prompts:

1. In what ways might the use of essay mills be similar to the use of Generative AI?
2. Which different forms can academic malpractice take?
3. What are the possible outcomes of engaging in academic malpractice at the University of Manchester?



**STUDY SKILLS**

**University of Manchester guidance regarding educational malpractice:**

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

**Section 4.3 in the document below addresses “Contract cheating”:**

<http://documents.manchester.ac.uk/display.aspx?DocID=639>

### Useful language

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| **Agreeing / Disagreeing** |  |
| **Agreement**  I agree (with you).  I completely agree (with you).  That’s a good point. I hadn’t thought of that.  You’re right.  **Partial agreement**  I see what you mean, but…  I agree (with you) up to a point, but/however…  That’s a good point, but … | **Disagreeing**  I don’t agree (with that point/idea).  I disagree (with that point/idea).  I don’t think that’s the case. |
| **Giving an Opinion** |  |
| In my opinion,  I really think (that) … | I think (that)  In my experience,… |
| **Taking Turns / Continuing Your Turn** |  |
| Can I (just) come in here?  Coming back to what Yue said earlier… | To go back to what I said earlier… |
| **Including Others in the Discussion** |  |
| What do you think, Fatima? | John, did you want to make a point? |
| **Clarifying** |  |
| So, what you mean is…  Do you mean that…? | So, what you are trying to say is…. |
| **Speaking at the same time as someone else** |  |
| Sorry, carry on…  No, go ahead… | Sorry, you were going to say…? |
| **Interrupting** | |
| Can I come in here?  May I say something here?  I’d like to ask a question about …  If I could just interrupt you, … | I’d like to add something here.  I’d like to come in briefly here, …  I have a point I’d like to make (about that) |
| **Summing up** | |
| So, we think that …  Overall, we think that … | So, in our opinion, we agree that … |