



ES2660 COMMUNICATING IN THE INFORMATION AGE

SMART TALKING STUDENTS ENABLING IDEAS TO TAKE FLIGHT

**T17: “STEALING IS ALWAYS WRONG” –
ORIGINALITY AND IMAGINATION**

TO DO, TODAY

- Identify and define key terms
- Put all the skills together to take an argument apart
 - Using CT skills and dispositions
 - Looking for language clues
 - Evaluating an argument
- Originality
 - Integrating sources
 - Value-adding to sources

WILD CARD PRACTICE #7



Can you speak for 1-2 minutes on the importance of words?

JAFFA CAKES – TASTE AND TELL



1. Why do you think they are called **Jaffa** cakes?
2. Are Jaffa cakes **cakes** or **biscuits**? Take a side and justify it.

Why Jaffa Cakes are Biscuits

- They more closely resemble biscuits in size
- They are traditionally displayed alongside other biscuits, not cakes
- It takes only a few bites to eat a Jaffa Cake, similar to biscuits
- They can be eaten with one's fingers, like a biscuit (cakes, it was argued, are eaten with forks)

Why Jaffa Cakes are Cakes

- The ingredients are similar to those of a cake
- Jaffa Cake batter is thin, like cake batter, not thick, like biscuit dough
- They have the texture of a sponge cake
- Jaffa Cakes harden when they go stale, much like a cake (biscuits, conversely, get soft)

Source: <https://www.sporcle.com/blog/2018/08/are-jaffa-cakes-biscuits-or-cakes/>

JAFFA CAKES AND PRINGLES CHIPS



A Jaffa Cake cut in half

The borderline between cakes and biscuits



Are Pringles potato chips?

Is a potato chip a potato chip if it has less than 50% potato-ness?

DEFINITION EXAMPLE I – SINGLE KEYWORD

- “The definition of a ‘**job**’ continues to evolve. Years ago, most jobs were at a certain location for a set number of hours — period. That changed with the rise of more part-time workers and consultants in lieu of employees, and again with the concept of working from home and other remote sites,” Still said. “The internet is changing the definition of ‘jobs’ yet again with the gig economy, in which independent workers are likely to be engaged for short periods of time. The gig economy is far more complicated and involved than Uber and Lyft. It has spread to contingent workers in a variety of fields, almost constituting a ‘human cloud’ that can serve multiple sectors.”

Steve Jagler, Milwaukee Journal Sentinel Published 12:00 p.m. CT Oct. 14, 2017

<http://www.jsonline.com/story/money/columnists/steve-jagler/2017/10/14/jagler-independence-driving-force-gig-economy/758695001/>

DEFINITION EXAMPLE 2 – TO DELINEATE ESSAY QUESTION

- 'Is **handing over our control** of cyber security to the hand of artificial intelligence a wise choice?' → general and simplistic
- '**Handing over our control** of cyber security to the hand of artificial intelligence is clearly an unwise choice, but how can we define what “handing over control” entails, when algorithm-driven cyber security is so much more capable of handling big data than human agents?’

STEALING IS ALWAYS WRONG ESSAY I

- Read Essay I on why stealing is always wrong – is there a misalignment between the title and the content of the essay?

IDENTIFY



- What is the author's:
 - Definition of stealing?
 - Thesis?
 - Argument?
 - Reasons?
 - Line of reasoning?
 - Conclusions?

DEFINITION IN ESSAY I

- What's your definition of 'stealing'?
- What's the author's definition of 'stealing'?



EVALUATE



- The author's:
 - Source of evidence
 - Choice of evidence
 - Line of reasoning – logical, independent/dependent
 - Conclusions

SPOT



- The author's use of:
 - Rhetoric
 - Word choice

QUESTION



- The author's inclusion of:
 - Assumptions
 - Fallacies

USE

- Use your CT rubric to unpack, analyze and evaluate the argument in the given text.
- The references alluded to in the essays are given overleaf.

REFERENCES IN ESSAY I – WHICH ARE CREDIBLE? HOW CREDIBLE?

- Carla (2006) internet chat room, [Cla@mu.host](#), 7 September 2006
- Cuttle, P.D. (2007) “Steal it away”, in *National CRI Law Journal*, Vol.7,4
- Hibbs, A. ‘Letter to the editor’ in *National Press Daily*, 3 November 2006
- Kahliney, C.(2006) “is it the end of the road?” in *Small Music Distributor*, 12 August 2006
- Lee, A. (2006) “Why Buy?” in R. Coe and B. Stepson, *Examining Media*, pp36-57 (London: MUP).
- Spratt, A. (2004) ‘The Editorial’ in *The Middletown Argus*, 17 June 2004

DECONSTRUCTING AN ARGUMENT – YOUR ANALYSIS OF ESSAY I

- What is your critical response to essay I?

EVALUATION OF ESSAY I

- Author's definition of stealing is confused and confusing
- Author's position is not clearly stated and can only be guessed
- Thesis and reasons are not clearly outlined in the introduction
- Reasons are not logically ordered – random order
- Cohesive devices not used to link reasons, no words signaling change of direction (thus readers may feel essay is 'all over the place')
- Some points are tangential – not exactly relevant e.g. why do people still steal?
- Claims are clear but explanation of them less so, e.g. claim that big companies are greedy is clear, but why this is bad is not explained

EVALUATION OF ESSAY I

- There are references used but the credibility of the sources is questionable, some references seem to contradict the author as he/she does not add own view to explain how he/she feels about the view.
- Author quotes views of others as if they carry as much weight as facts.
- Reference list not provided originally by the author – without it the references are useless
- There is some irrelevance in the descriptive portions of the text
- Point about popularizing small bands seems inconsistent – who would know to download their music? And if they don't earn performance fees won't they go bust?

EVALUATION OF ESSAY I

- Writer's beliefs are strong, but the reasoning is not.
- Overall the author shows ability to describe and summarize references but not good reasoning skills in using them.

THINK LIKE ME – ESSAY I

- If you were marking this essay, how would you rate it?

Aspect	A	B	C	D	E	F
Content: Range of sources and selection of points						
Content: How points integrated and explained						
Organisation: Introduction → main paragraphs + intext citation → conclusion → References						
Language: Clear, persuasive but no fallacies						
Overall						

ESSAY 2 – SAME TITLE; DIFFERENT CONTENT

- Please read this second essay on the same topic and evaluate it in the same way as with Essay 1.
- What is/are the author's:
 - Definition of stealing?
 - Thesis?
 - Argument?
 - Reasons?
 - Line of reasoning?
 - Conclusions?

EVALUATING ESSAY 2 – SOME CONSIDERATIONS

- Does the writer make a reasoned evaluation of his sources' POV?
- Does the writer include a reference list?
- What inconsistencies does this text contain?
- Are the writer's opinions stronger than his explanation for why he/she has them?

DECONSTRUCTING ESSAY 2 – SOURCE TEXTS

How have the source texts been used in essay 2?

- Sources are used critically, meaning it is clear what the source text is saying, and what the writer's value add is (detailed analysis and response).
- Sources are identified by profession to show validity of their claims or opinions “objectively”

DECONSTRUCTING ESSAY 2 – LANGUAGE CLUES

What language clues does essay 2 have that are less prominent in essay 1?

- Transition and cohesive devices showing how ideas are linked. Sentences that summarize at intervals, and at the end. Tentative language is used judiciously to ensure claims made are reasonable, not generalized: *suggests*.
- Words linking ideas: *moreover, in conclusion, furthermore, indicates, similarly, prior to, because, whilst, as well as, during, in effect, so, as,*
- Words showing opposing ideas: *however, but, although, on the contrary, on the other hand, a different... (perspective), ironically*
- Words showing agreement: *similarly, indeed, these kinds of...*
- Words illustrating ideas: *for example, in that case..., given..., such as*

DECONSTRUCTING ESSAY 2 – REASONING

What is the line of reasoning?

- It is a clear, linear arrangement of reasons, and each category of reason is defined. Writer's stance is clear from the outset, it is developed throughout, objection is anticipated and refuted, and the conclusion given at the end matches the thesis. Legal, economic, ethical and altruistic reasons are brought up and discussed.
- Deductive reasoning used: thesis at the beginning, explained throughout and reiterated at the end.

THINK LIKE ME – ESSAY 2

- If you were marking this essay, how would you rate it?

Aspect	A	B	C	D	E	F
Content: Range of sources and selection of points						
Content: How points integrated and explained						
Organisation: Introduction → main paragraphs + intext citation → conclusion → References						
Language: Clear, persuasive but no fallacies						
Overall						

DECONSTRUCTING ESSAY 1 AND 2

Which essay presents a stronger argument in terms of critical thinking?

REFERENCES IN ESSAY 1 & 2

INTEXT CITATION IN ESSAY 1 AND 2, END OF TEXT REFERENCE ONLY IN ESSAY 2

- Carla (2006) internet chat room, Cla@mu.room.host, 7 September 2006.
- Cuttle, P.D. (2007) 'Steal it Away', in National CRI Law Journal, vol. 7, 4.
- Ebo, T., Markham, T.H., and Malik, Y. (2004) 'The effects of ease of payment on willingness to pay. Ethics or ease?' Proceedings of the Academy for Ethical Dilemmas, vol. 3 (4).
- Hibbs, A. 'Letter to the editor', in National Press Daily, 3 November 2006.
- Kahliney, C. (2006) 'Is this the end of the road?' In Small Music Distributor, 12 August 2006.
- Lee, A. (2006) 'Why buy?' In R. Coe and B. Stepson, Examining Media, pp.36-57 (London: MUP).
- Mixim, A., Moss, B. and Plummer, C. (1934) 'Hidden consensus'. In New Ethical Problems, 17, 2.
- Piaskin, F. (1986) 'Moral Dilemmas in Action', in Joint Universities Journal of Advanced Ethics, vol. 8, 2.
- Spratt, A. (2004) 'The Editorial', in The Middletown Argus, 17 June 2004.

INCORPORATING SOURCES – HIERARCHY OF VALUE

- **Direct quotation** - “xxxxx” (Smith, 2015, p 2)
- **Paraphrase of single point** – xxxxxxxxx (Smith, 2015)
- **Synthesis of more than one source** – xxxxxxxxx (Smith, 2015; Wang, 2014; Zhuang, 2012,).
- **Opposing view points** - xxxxxxxxxxxx (Smith, 2015; Wang, 2014; Zhuang, 2012). However, yyyyyyyyyyyyyyyyyy (Choo, 2013; Dylan, 2003; Howard, 2010).
- **Direct quotation + CT value add** – “xxxxx” (Smith, 2015, p2) + CT value add
- **Synthesis of POV + CT value add** – xxxxxxxxxxxxxxxxx (Smith, 2015; Wang, 2014), so CT Value add....
- **Synthesis of opposing view points + CT value add** – xxxxxxxxxxxxx (Smith, 2015; Wang, 2014; Zhuang, 2012). However, yyyyyyyyyyyyyyyyyy (Choo, 2013; Dylan, 2003; Howard, 2010). Thus CT value add.



ENGAGING WITH SOURCES

- (12) Even if **we** assume that protoplasm began evolving by selection on mineral surfaces long before it became bounded in protocells, this model only helps **us** explain the origin of cellular life if neighborhood selection would favor the evolution of protocells. But why should it? Wouldn't **we** just end up with mineral surfaces being coated in more and more complex mixes of chemicals, with newly exposed surfaces being colonized more and more quickly? Why would selection acting on surface-bound protoplasm ever result in the formation of lipid-bounded protocells? (Bio)
- After presenting some source information or just information, then the writer posits rhetorical questions that draw the reader into the argument => engagement with information + element of debate => warranted conclusion later.
 - Involve reader + engage with sources more

COPYING IS ...

- **Not ascribing credit – deliberately or accidentally**
- Compulsory Plagiarism quiz on LumiNUS
- Please do the quiz before the end of this week.

HOW ABOUT TEXTUAL PLAGIARISM?

1. Can we be inspired by other people's ideas?
2. What is meant exactly by originality?
3. Why is originality valued?
4. What's considered copying?
5. What is wrong with copying?
6. What exactly is copying?
7. How do you distinguish between what is our own and what is other people's?

PLAGIARISM IN NUS INCORPORATING

NUS Code of Student Conduct (Clause 4)

The University takes a strict view of cheating in any form, deceptive fabrication, plagiarism and violation of intellectual property and copyright laws. Any student who is found to have engaged in such misconduct will be subject to disciplinary action by the University.

Source: NUS Office of Student Affairs website (www.nus.edu.sg/osa/coc)

<http://www.nus.edu.sg/osa/resources/code-of-student-conduct>

WHAT IS ORIGINALITY?

- What does it mean to be original?
- What's your definition of originality?
- What's so great about originality?
- What do you think of this definition and explanation of original and originality? <http://motionographer.com/2015/01/21/what-it-takes-to-be-original/>

• **IT'S NOT WHERE YOU TAKE THINGS FROM,** •
IT'S WHERE YOU TAKE THEM TO.

ORIGINALITY AND CRITICAL THINKING

- **Originality** is what distinguishes your critical thinking value-add from the ideas of other people.
- You need to show where your **critical value-add** begins, and where someone else's ideas, claims or statement end.
- To make the distinctions clear, you need to use certain conventions, such as **linguistic clues**, e.g. reported speech or quotes, or **academic conventions** such as in-text citation and end of text referencing.

SOURCE REFERENCES

How do you refer to this source? In-text and end-of-text?

<https://www.gsb.stanford.edu/insights/matt-abrahams-good-question-can-be-key-successful-presentation>

In-text: Abrahams (2014)

End-of-text:

Abrahams, M. (2014). *Matt Abrahams: A Good Question Can Be the Key to a Successful Presentation*. [online] Insights by Stanford Graduate School of Business.

Available at:

<https://www.gsb.stanford.edu/insights/matt-abrahams-good-question-can-be-key-successful-presentation>
[Accessed 21 Oct. 2019].



Experience Programs Rese

Change

Insights by Stanford Business

Topics ▾



Career & Success

Matt Abrahams: A Good Question Can Be the Key to a Successful Presentation

A Stanford GSB lecturer and expert on public speaking explains how you can become a more compelling and confident presenter by asking – not telling – in the right situations.

July 25, 2014 | by Matt Abrahams

SOURCE REFERENCES

Far Eastern; Chinese, Japanese and Korean surnames	European and white and most black American surnames, South American surnames, Caribbean, some Middle Eastern surnames	Other Asian, some African surnames, other Middle Eastern surnames
LEE Kuan Yew HONDA Michiko PARK Shin Hye	Chinua ACHIBEE Donald TRUMP Oprah WINFREY Hosni MUBARAK	SUHARTO Devi d/o SUBRAMANIAM Salleh bin JONAS Osama bin LADEN

DOCUMENTING SOURCES

Please watch these Youtube videos on how to do citations and reference list in APA format:

- **APA FORMAT: IN-TEXT CITATIONS, QUOTATIONS, AND PLAGIARISM**

<http://www.youtube.com/watch?v=IFrJeRrLYe0>

- **APA CITATIONS OWL PURDUE: Extended Reference List**

<http://www.youtube.com/watch?v=Nvle2McNbYI>

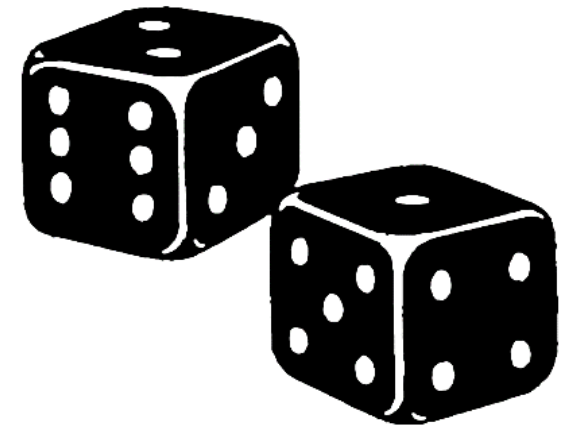
KEY LEARNING POINTS

- Two main types of sources
 - Primary - empirical based on quantitative or qualitative research
 - Secondary – based on sources of information
- Two stages of assessing information
 - Checking sources for accuracy, validity and reliability
 - Checking information from sources for accuracy, validity and reliability
- Two criteria for giving information
 - Ensuring information is accurate, valid and reliable
 - Citing sources (giving due credit) or guaranteeing originality

RECAP AND MNEMONIC

- **C**redibility of sources
- **E**ngagement with sources
- **I**ncorporating sources into your own argument
- **D**ocumenting sources

→ **DICE**



WILD CARD PRACTICE #8 – HOMEWORK



- Can you speak for just two minutes on “originality” ?

OR

- Can you speak for just two minutes on how can anything be original anymore when everything is known?

Q AND A

- Questions, please