Getting Started @ OHIO

A PDF of this presentation can be found at: ohio.edu/graduate/prospective-international-students

Dr. Andrew Ray
Director, International Student Services
Graduate College
Getting Started

Monitor your My OHIO Student Center

• To Do List
• Account Holds (all international students have hold)

Graduate Student Orientation

Thursday, August 23rd 9:00 a.m.
Baker University Center Ballroom
Final Offi Bachelor Transcript

University of Botswana

<table>
<thead>
<tr>
<th>Academic Career:</th>
<th>GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Career Nbr:</td>
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<tr>
<td>Application Nbr:</td>
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</table>

Contact

<table>
<thead>
<tr>
<th>Academic Institution:</th>
<th>Ohio University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Function:</td>
<td>Admissions Application</td>
</tr>
<tr>
<td>Contact:</td>
<td>Graduate College</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:graduate@ohio.edu">graduate@ohio.edu</a></td>
</tr>
</tbody>
</table>

Please provide a final official Bachelor transcript.
Examples of holds on your account:

- GTAPRB Probationary Teaching: For those who do not meet the requirements outright, but are eligible to teach while taking the required class: To be eligible to receive the teaching assistantship offered, you are required to take the recommended ELIP class concurrent with your teaching assignment this semester. You will also be required to take the SPEAK test at the end of the semester.

- GTAREQ Oral English Proficiency Requirement: For all students for whom the department notes the offer of a teaching assistantship in the admission recommendation: To be eligible to receive the teaching assistantship offered, you are required to demonstrate proof of oral English proficiency.
Student Services Center

• **Examples of holds on your account:**
  – FIND: International Financial Documents
  – TOEFL: Need to take the TOEFL
  – ICRD: International Credentials Incomplete

• **What do you do if you have a hold????**
Patricia Moahi

Your Holds

Below is a list of current Holds on your records. To filter your list of Holds, change the options below and click Go.

View your Holds by

<table>
<thead>
<tr>
<th>Institution</th>
<th>Term</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Item List</th>
<th>Institution</th>
<th>Start Term</th>
<th>End Term</th>
<th>Start Date</th>
<th>End Date</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISFS Enrollment Restriction</td>
<td>USD Ohio University</td>
<td>Spring Semester 2016-17</td>
<td>Spring Semester 2016-17</td>
<td>01/20/2017</td>
<td></td>
<td>INTL STUDENT SERVICES</td>
</tr>
<tr>
<td>Outstanding Balance Hold</td>
<td>USD Ohio University</td>
<td>Begin Term - Srvc Indicatr Use</td>
<td></td>
<td>08/01/2017</td>
<td></td>
<td>BURSAR</td>
</tr>
</tbody>
</table>
Poll: Get your phone/computer ready!

What are you concerned about in terms of academics?

When poll is active, respond at PollEv.com/ar015

Text AR015 to 37607 once to join

No responses received yet. They will appear here...
Academic Success and You

• The culture of learning in the United States
  • Is it the same or different for you?
  • Asking questions in class?
    • Good or bad? Why?
  • How your professor grades for the class: you are being tested even when you aren’t taking a test.
    • When is it important to study?
    • Group work: silly or critical?
    • How do you involve yourself?
  • Sharing notes?
  • Studying together?
  • Studying with friends for a test?
  • Studying with friends during the test?

• The culture of bureaucracy in the United States
  • What does “no” mean?
Graduate College

220 Research & Technology Center
Top of the Richland Avenue Bridge
Getting Started @ OHIO

Questions? Contact the Graduate College
graduate@ohio.edu  RTEC 220
740-593-2800
Academic & Professional Communication: ELIP @ OHIO

Dr. Dawn Bikowski
ELIP Academic & Global Communication Program
Do you ever wonder.....

1. How will my graduate papers be graded?
2. What do US professors expect?
3. How can I write so that it’s clear & concise?
4. How do I cite sources?
5. What resources are on campus to help me improve my professional and academic writing?
Academic Communication is...

1. Well-organized
2. Clear & Concise
3. Formal
4. Well supported with critical thinking & synthesis
Well-Organized with Analysis

• Put your information where the reader or listener expects it
  – “If the reader is to grasp what the writer means, the writer must understand how the reader reads.”
    ~Gopen and Swan

• Know your points & content
  – “Writing comes more easily if you have something to say.”
    ~Brown, Rogers, and Pressland
Well-Organized with Analysis

• Be sure to:
  – Have one main point per paragraph or section
  – Use signal words to distinguish between main points and support
  – Include analysis and show how examples relate to main points
Clear & Concise

1. Use fewer but more precise words to express complicated ideas
2. Fully explain support or ideas, but in controlled wording and sentence structures
3. Revise for clarity
   – “Writing and rewriting are a constant search for what one is saying.” by John Updike
Formal

• Use more formal and sophisticated sentence structures and vocabulary
• Become comfortable with the vocabulary in your field
• Learn your field’s conventions:
  – Use of I/We
  – Use of passive sentences
Well-Supported

1. Cite (in-text and Reference List) all the sources you read and use in your paper
   – Support ideas are more convincing with citations
   – Citations show you are reading & applying ideas
2. Cite in homework, papers, and presentations
3. Learn the rules for academic citation
4. Use the citation style from your field (e.g., APA, Chicago, IEEE, MLA, etc.)
Which citation style is this?


Which citation style is this?


IEEE
Which citation style is this?


Which citation style is this?


APA
Which citation style is this?


Which citation style is this?...


MLA
Why does citation style matter?

• Each field has a specific style
  – Ask your professor or check syllabus

• Each style emphasizes different elements
  – Year for timeliness
  – Author name(s)
  – Journal title

• Learn the style—it gets easier with practice
Apart from these attributions, a very influential explanation in recent years in the literature when it comes to the issue of language re-use is in terms of cultural difference, and here much of the literature has had to do with Chinese students, based on researchers’ experience of working with such students either in Chinese (Matalene 1985; Deckert 1993; Pennycook 1994, 1996; Scollon 1995; Sapp 2002) or in North American contexts (Gregg 1986; Bloch, 2001). Matalene (1985), for example, attributed her Chinese students’
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Steps to Effective Paraphrasing

1. Read a longer text (at least one paragraph) from the source
2. Write some notes about points related to your own argument—notes in your own words
   – Don’t look at original when you write your notes
3. Decide where the source point belongs in your paper
4. Write the paraphrase/summary of the source text in your own words and sentence structure
Original Source Material

Remember the Grudgers of Chapter 10. These were birds that helped each other in an apparently altruistic way, but refused to help — bore a grudge against — individuals that had previously refused to help them. Grudgers came to dominate the population because they passed on more genes to future generations than either Suckers (who helped others indiscriminately, and were exploited) or Cheats (who tried ruthlessly to exploit everybody and ended up doing each other down).

Reference


Student Version

Dawkins (1989) provides the example of the Grudgers where three unique approaches to helping played out to ensure that "Grudgers", those birds that helped each other in an apparently altruistic way, but refused to help individuals that had previously refused to help them, came to outnumber both the so called "Cheats" or "Suckers".

Reference


https://www.indiana.edu/~academy
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OK Paraphrase or Not OK?

**Original:**
Differentiation as an instructional approach promotes a balance between a student's style and a student's ability. Differentiated instruction provides the student with options for processing and internalizing the content, and for constructing new learning in order to progress academically.

**Student Version:**
Teachers use differentiated instruction to help students learn, allowing the teacher to cater lessons to the way each student learns and each student's skill (Thompson, 2009).

https://academicguides.waldenu.edu/writingcenter/evidence/paraphrase/examples
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Student Version:
Teachers use differentiated instruction to help students learn, allowing the teacher to cater lessons to the way each student learns and each student's skill (Thompson, 2009).
Academic Check-Up: Do You Know...

1. how to use signal phrases or words to show when you move to new points?
2. how to cite sources in your field (APA, MLA, IEEE, Chicago, etc.)
3. how to use sources to support your points and not plagiarize?
4. how to synthesize ideas and demonstrate critical thinking?
English Language Improvement
Program Courses & Services

Academic Reading & Writing Courses

• ELIP 5140: Academic Writing in Graduate Studies
  – Online section

• ELIP 5160: Writing up Research: Thesis/Dissertation
  – General section
  – Online & In-person Science section (spring)
Spoken Communication Courses

- ELIP 5220: Classroom Communication Skills for International Teaching Assistants
- ELIP 5320: Oral Communication for the Graduate Researcher—The Oral Defense
Class Information

- Each class 3 credit hours
- Small class sizes
- No extra cost when taking part of full-time load
- Counts toward your minimum credit hours needed
- Can count towards graduation

Resources Available:
https://www.ohio.edu/cas/linguistics/elip/writing/index.cfm
English Language Improvement Program Courses & Services

ELIP Center for Academic Communication Tutoring & Workshops

- Graduate Writing Lab
- Critical Reading Lab
- Presentation & Pronunciation Lab

Gordy Hall 011 and 009

https://www.ohio.edu/cas/linguistics/elip/tutoring
Resources

1. Before-You-Write videos:
   https://www.ohio.edu/cas/linguistics/elip/writing/before-you-write.cfm

Brainstorming & Avoiding Plagiarism

Writing Effectively with Sources and Avoiding Plagiarism
Resources

1. While-You-Write videos:
   https://www.ohio.edu/cas/linguistics/elip/writing/while-you-write.cfm

While You Write

- Reference Management Programs
- Corpus Tools Guides

Writing the First Draft

Writing Your Research Paper
Resources

1. After-You-Write videos:
   https://www.ohio.edu/cas/linguistics/elip/writing/after-you-write.cfm

Revising & Proofreading

After You Write

Proofreading

Proofreading

This video goes through 7 proofreading tips that are useful for all writers, including ways students can include technology in a proofreading routine.
Academic & Professional Communication: ELIP @ OHIO

Questions? Contact Dr. Dawn Bikowski bikowski@ohio.edu, Gordy 383

ELIP Academic & Global Communication Program
Linguistics Department