International Student Orientation 2018

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

OHIO UNIVERSITY

GRADUATE COLLEGE at Ohio University

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

MY OHIO

Student Services Center

OHIO UNIVERSITY

Favorites | Main Menu > Campus Community > Student Services Ctr (Student)

Patricia Moahi PID: P000889129 ID: 0002236453

student center | general info | admissions | transfer credit | academics

Patricia's Student Center

Academics

My Class Schedule

other academic...

Deadlines URL

This Week's Schedule

Class	Schedule
INST 6930-117 IND (6853)	Room: TBA
STDY ECUDG-102 LEC (6862)	Room: TBA

weekly schedule

Finances

My Account

Authorized User Portal
Account Itemization

Account Summary

Student Account Balance 10,070.30

Personal Information

Demographic Data
Emergency Contact

Contact Information

Home Address
45 Notwane Rd
Gaborone UB 0022

Mailing Address
44 University Terrace
Athens, OH 45701
Athens

Home Phone
740 593 2800

Campus E-mail
pm511214@ohio.edu

Admissions

SEARCH FOR CLASSES

Holds

Outstanding Balance Hold
ISFS Enrollment Restriction

details

To Do List

Final Offl Bachelor Transcript
Stdt Legal Svc Optional Waiver
WellBeing Optional Waiver

more

Enrollment Dates

Enrollment Appointment
You may begin enrolling for the Fall Semester 2017-18 Regular Academic Session session on March 28, 2017 2:00PM.

details

Advisor

Program Advisor

Lawrence Wood

OHIO UNIVERSITY

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To Do List

To Do Item Detail

Patricia Moahi

Final Offl Bachelor Transcript

University of Botswana

Academic Career:	GRAD
Student Career Nbr:	0
Application Nbr:	00495474

Contact

Academic Institution:	Ohio University
Administrative Function:	Admissions Application
Contact:	Graduate College
	graduate@ohio.edu

Final Offl Bachelor Transcript

Please provide a final official Bachelor transcript.

Return

Student Services Center

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Patricia Moahi PID: P000889129 ID: 00022[illegible]6453

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details ▶

Advisor

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Lawrence Wood

MY OHIO

Student Services Center

- **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.

MY OHIO

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????**

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Favorites ▾ | Main Menu ▾ > Campus Community ▾ > Student Services Ctr (Student)

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

Institution

Term

Department

go

Item List

Hold Item		Institution	Start Term	End Term	Start Date	End Date	Department
ISFS Enrollment Restriction	USD	Ohio University	Spring Semester 2016-17	Spring Semester 2016-17	01/20/2017		INTL STUDENT SERVICES
Outstanding Balance Hold	USD	Ohio University	Begin Term - Srvc Indicatr Use		08/01/2017		BURSAR

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...

oll Everywhere Start the presentation to see live content. Still no live content? Install the app or get help at **PollEv.com/app**

Academic Success and You

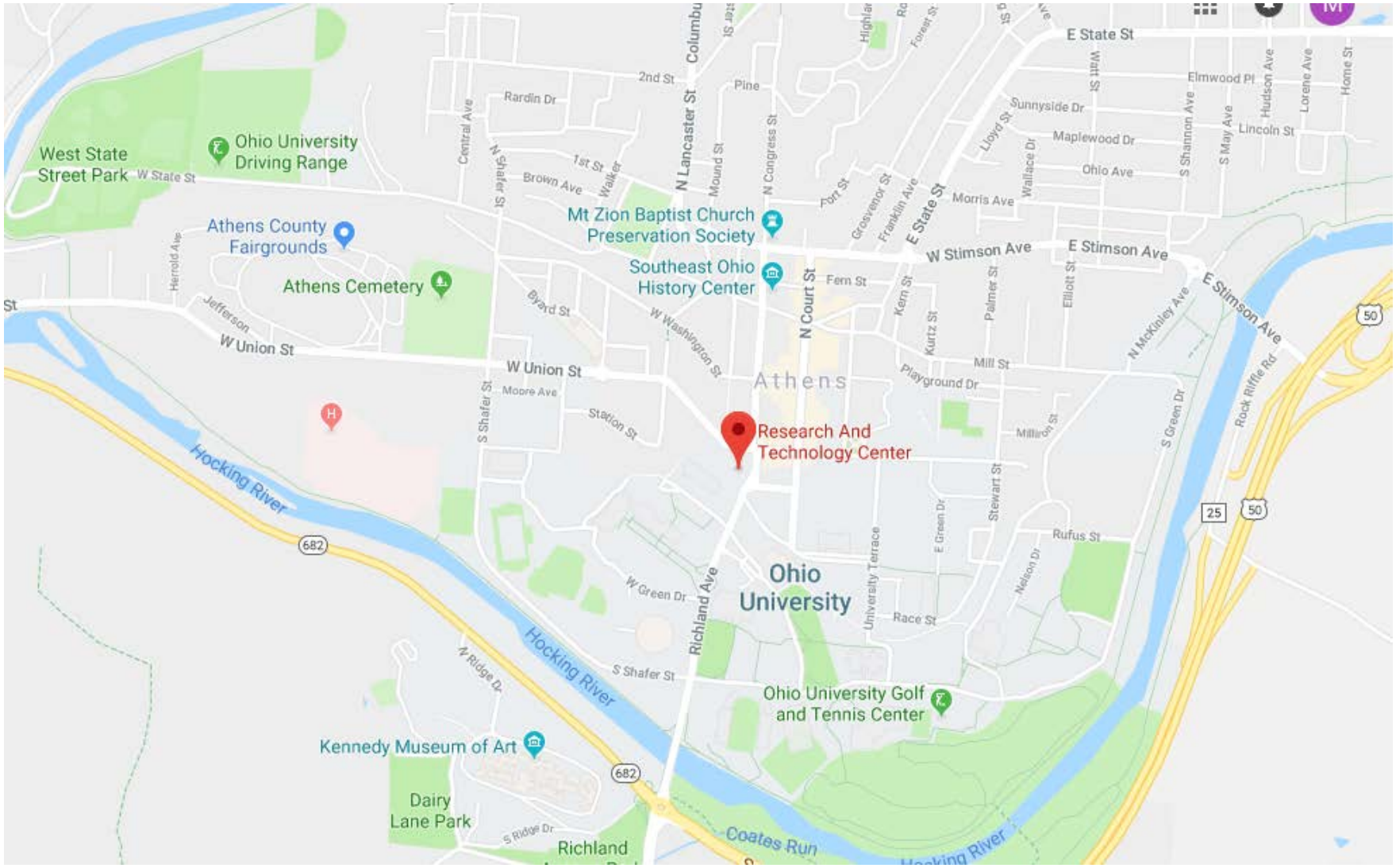
- The culture of learning in the United States
  - Is it the same or different for you?
  - Asking questions in class?
    - Good or bad? Why?
  - How your professor grades for the class: you are being tested even when you aren't taking a test.
    - When is it important to study?
    - Group work: silly 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

OHIO UNIVERSITY 1804

GRADUATE COLLEGE at Ohio University



OHIO UNIVERSITY 1804

GRADUATE COLLEGE at Ohio University

Getting Started
@ OHIO

Questions? Contact the Graduate College

graduate@ohio.edu RTEC 220

740-593-2800

OHIO UNIVERSITY 1804

GRADUATE COLLEGE at Ohio University

International Student Orientation 2018

Academic & Professional Communication:

ELIP @ OHIO

Dr. Dawn Bikowski
ELIP Academic & Global Communication Program

OHIO UNIVERSITY 1804

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?...

[1] B. Klaus and P. Horn, *Robot Vision.* Cambridge, MA: MIT Press, 1986.

[2] L. Stein, “Random patterns,” in *Computers and You,* J. S. Brake, Ed. New York: Wiley, 1994, pp. 55-70.

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IEEE

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APA

Which citation style is this?...

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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

Well-Supported

Synthesis

What is it?

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'

Well-Supported

Synthesis

…… (source, year; source, year; source, year)……

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Well-Supported

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Well-Supported

Synthesis

Comparing sources

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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

OK Paraphrase or NOT OK?

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

Dawkins, R. (1989). *The selfish gene* (3rd ed.). Oxford, England: Oxford University Press.

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".

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https://www.indiana.edu/~academy

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Not OK

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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

OK! Effective Paraphrase!

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).

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)

English Language Improvement Program Courses & Services

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

OHIO UNIVERSITY

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

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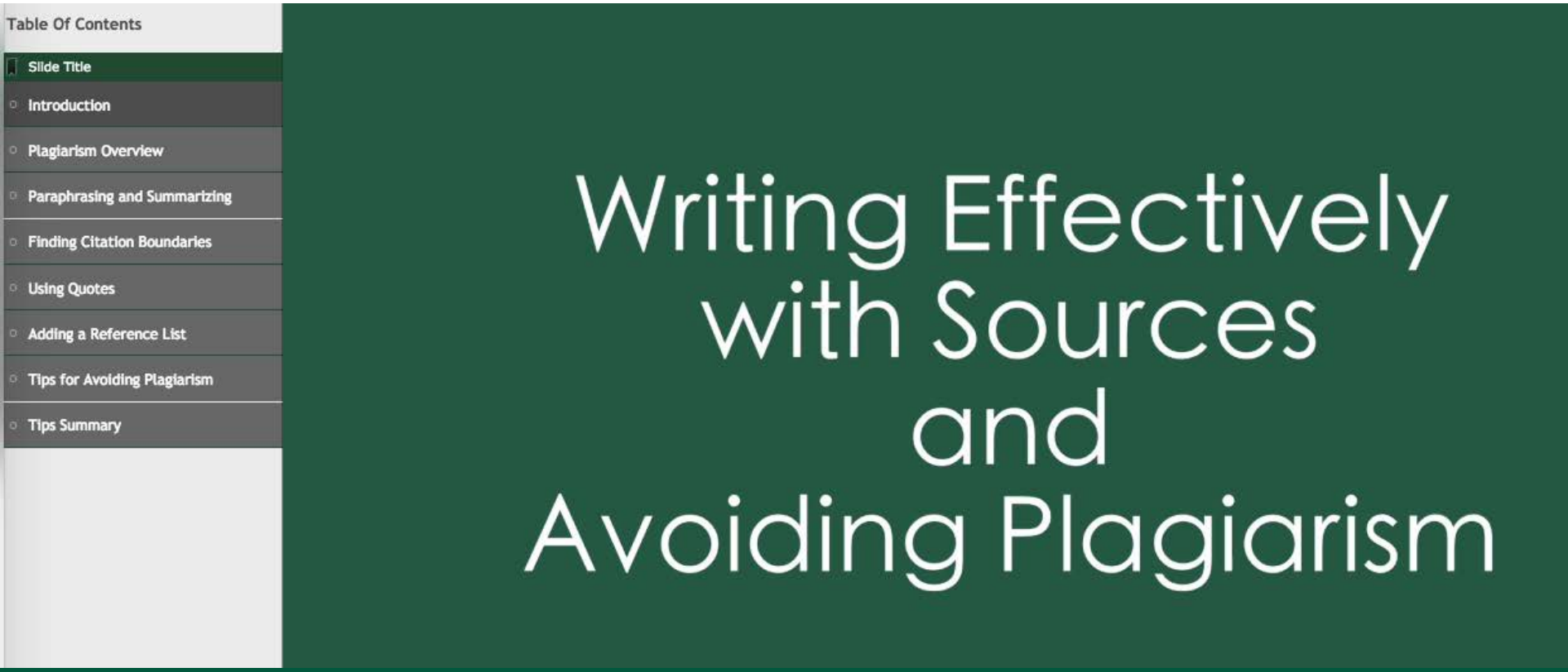
Resources

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

Brainstorming & Avoiding Plagiarism



Resources

1. While-You-Write videos:
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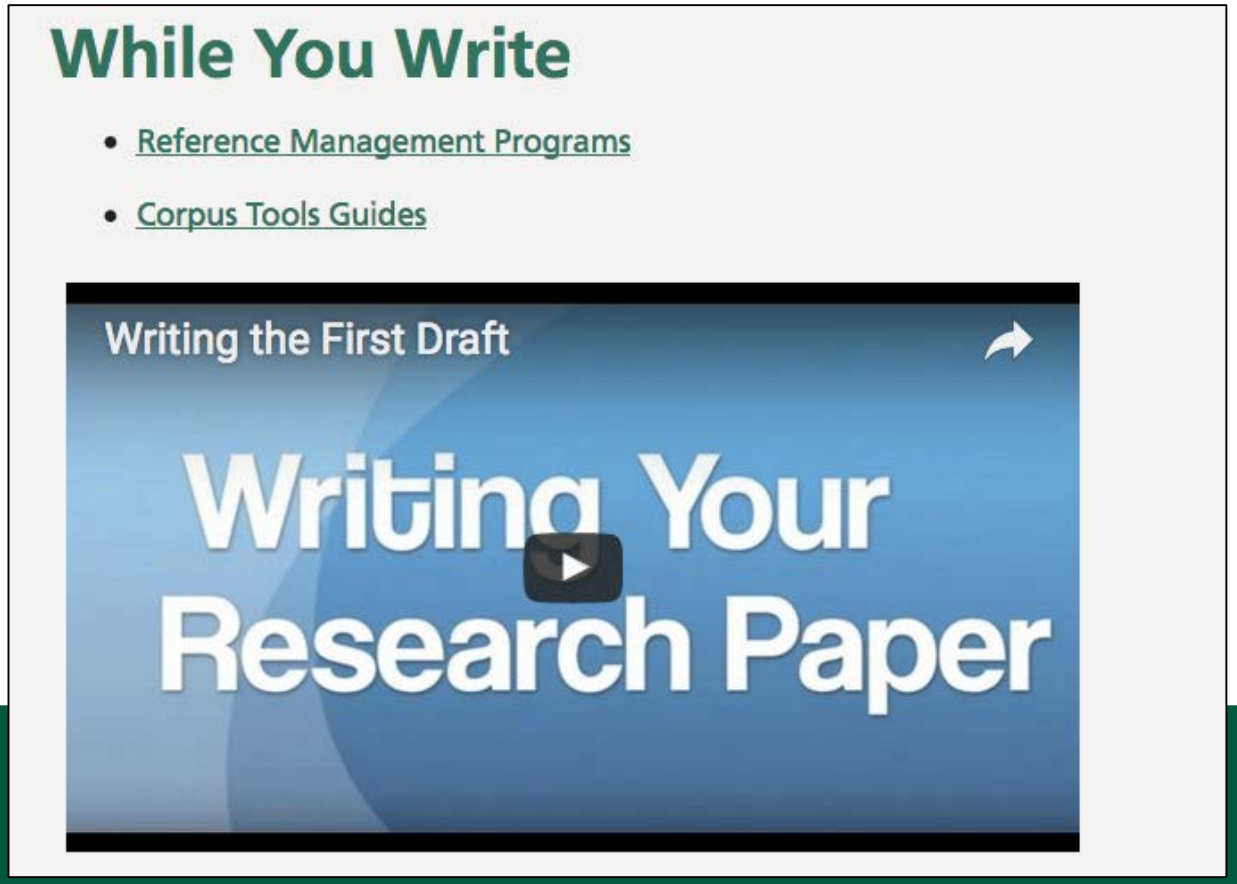
Writing drafts & citing sources



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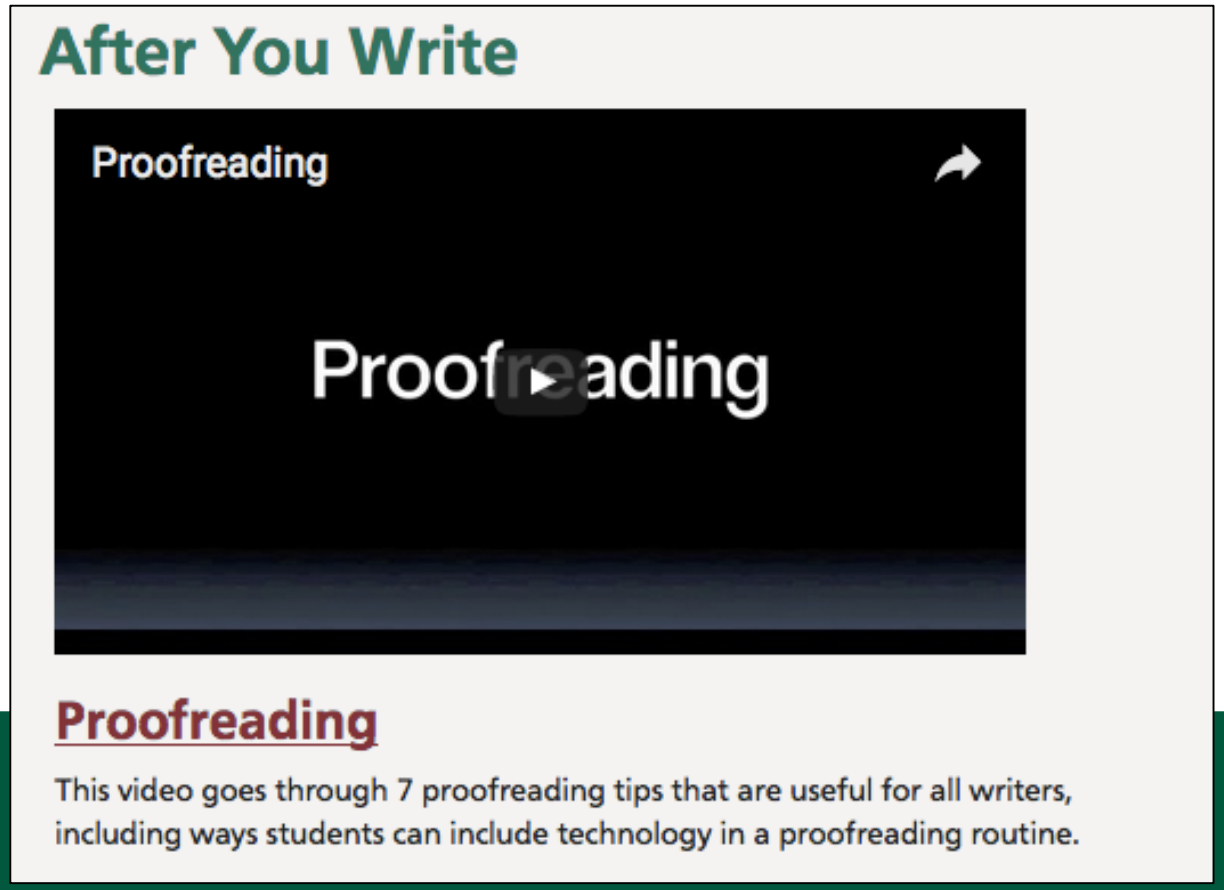
Revising & Proofreading



Academic & Professional Communication:
ELIP @ OHIO

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

ELIP Academic & Global Communication Program
Linguistics Department

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