

Workshop: Definition (12M)

Purpose: This workshop develops your ability to identify and to use apposition, formal and sustained definitions as well as review the three main models of disability covered since the beginning of term.

- ❖ **Apposition:** A grammatical structure involving a dash, semi-colon, colon, comma(s) or brackets. A term is introduced and then a low level example or definition is provided but separated from the rest of the sentence. An apposition is used to do the following: quickly clarify a term for the reader; further explain and elaborate on a high level concept with a low level example; intensify the abstraction or term.
- ❖ Use the following sentences to generate **an apposition** for the term to be defined.
 - Jean Lawrence et al.'s research methods in "Translating Dosage Compensation to Trisomy 21" reflect a medical modal approach to disability:_____.
 - Laura Misner describes her research methods as adhering to the social model of disability, _____, and as contributing to knowledge on the legacies of Paralympic games.
 - Christie Hoos' socio-medical model approach to disability (_____) is reflected in how she describes Downs Syndrome as not defining her daughter.
- ❖ **Formal Definition:** A form of definition that works to establish clear limits around a term or concept: 1. Identify the thing to be defined, 2. Identify the class to which it belongs, 3. Identify its features. A formal definition might work to isolate a phenomena and establishes clear parameters around a term, "double" the definition by identifying what it does and or point to other possible definitions.
- ❖ Use the following sentences to generate a **formal definition** of the term to be defined.
 - Unlike Christie Hoos, Renee Forestall defines Downs Syndrome as a_____.

- Our research follows a social model approach and so we define disability as _____.

❖ **Sustained Definition:** Review our collective definition of academic integrity. Is there anything that you would change or add? Does the definition fall short or could you strengthen this sustained definition in terms of the bigger issues and real world applications?

Academic Integrity can be defined as the following of a moral and ethical code outlined by a specific institution in order to produce honest and original work. The premise of academic integrity is important to UBC because as a University that focuses on research and building new knowledge, one must account and credit knowledge that is being built on. It is important to respect the knowledge of people and their original ideas, while recognizing the labour that went into the creation of others' work. The academic community is founded on the sharing of knowledge, and it is imperative to maintain respect towards fellow scholars.

Academic Integrity includes the choices you make in regards to your own education. These choices could act as internal factors, as one's academic integrity could be used as an ethical guideline that includes an individual's moral compass. Although there are many justifications for academic misconduct, tougher environment, outside pressure, anxiety, stress, previous success with cheating, or lack of previous experience with academic integrity, it is not ethical to commit academic misconduct. Some may be tempted to break academic integrity if they view school as just a "degree" and wasting their time versus an educational experience. If a student fails to produce his/her own work, he/she will not have the given skills to contribute to the economy once graduated-which gives UBC a bad reputation. UBC is a place of mind and as a student we are obligated to speak our opinions to honor and enhance the educational system.

Academic Integrity starts with the individual and is the responsibility of the institutions to teach because it is the foundation of a successful academic community and environment.