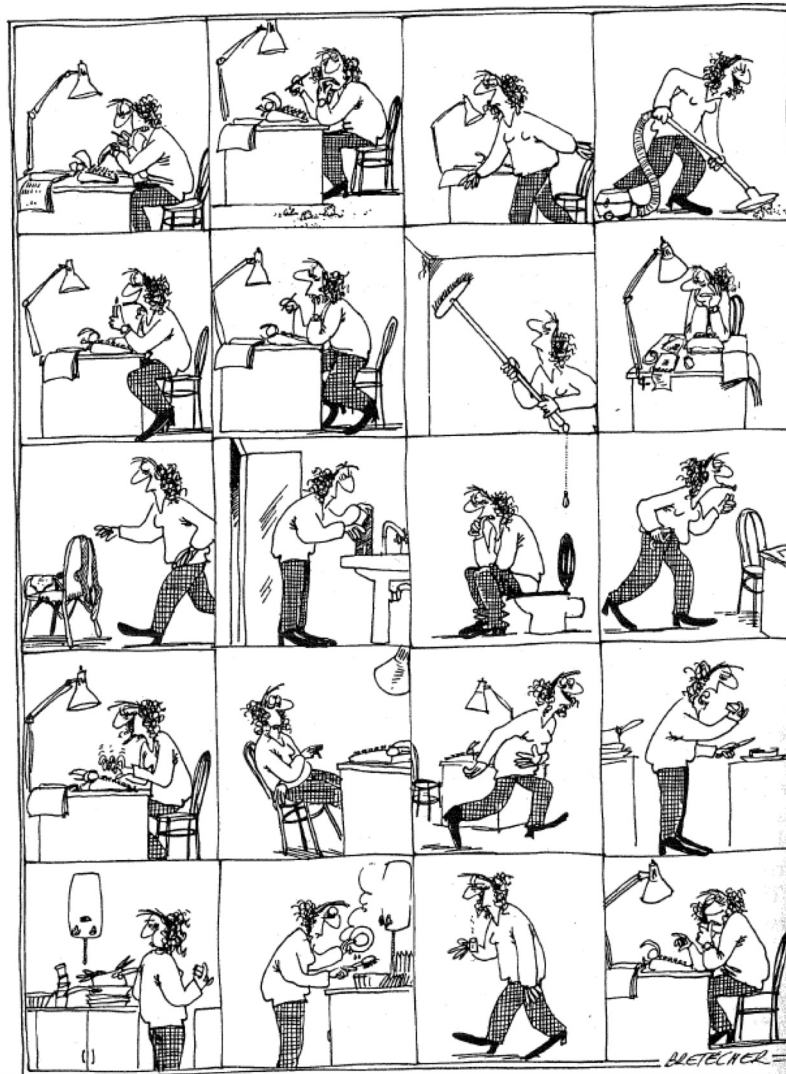


Course introduction: Objectives and assignments

Technical Information and Communication 1DV510



ATT SKAPA



Technical Information and Communication

Key words:

1. Information
2. Communication



Technical Information and Communication

Tasks:

- A. Use LaTeX
- B. Oral presentation
- C. Academic report



1DV510 - an overview of the course

Written production

Draft 1

Draft 2

Draft 3

Seminar paper

Assessment paper

Grade - A to F

Oral production

Oral presentation

Grade - pass/fail

Coding

LaTeX

Grade - pass/fail



Technical Information and Communication

Rewards:

- i. 7.5 points
- ii. Life skills



Who to contact when – responsibility areas

Report (Eng)

nicholas.waters.extern@lnu.se

**Nicholas
Waters**



LaTeX

mattias.davidsson@lnu.se

**Mattias
Davidsson**



Admin

nadeem.abbas@lnu.se

**Nadeem
Abbas**



Report (Swe)

sergej.ivanov@lnu.se

**Sergej
Ivanov**



NB! Make sure that the information that you are looking for is not available at MyMoodle (e.g., in lecture slides) before you send an email.

Other faculty involved in the course

- **Searching and referencing**

Karolina Bruze



- **Lecture on oral presentations**

Sharla Alpenberg



- **Lecture on discovering information visualisation**

Rafael Messias Martins



- **Feedback on written texts and examination of oral presentations (Swedish)**

Liselotte Kjellme



The academic skills center



What are Academic Skills?



Academic skills help you become a more effective learner at university level.

Developing academic skills will help you achieve academic success and reach your full potential.

Transferable skills

Writing skills, reading strategies, note-taking skills, transitioning from high school to university/ new academic culture



WE ARE A FREE ADVISORY
SERVICE AND RESOURCE
HUB



WE OFFER INDIVIDUAL
CONSULTATIONS WITH A
LEARNING ADVISOR



WORKSHOPS, LECTURES,
DROP-IN ASSIGNMENT
SUPPORT



ONLINE RESOURCES

What type of support do you get?



Academic Writing



Study Skills



Oral Presentation
Skills



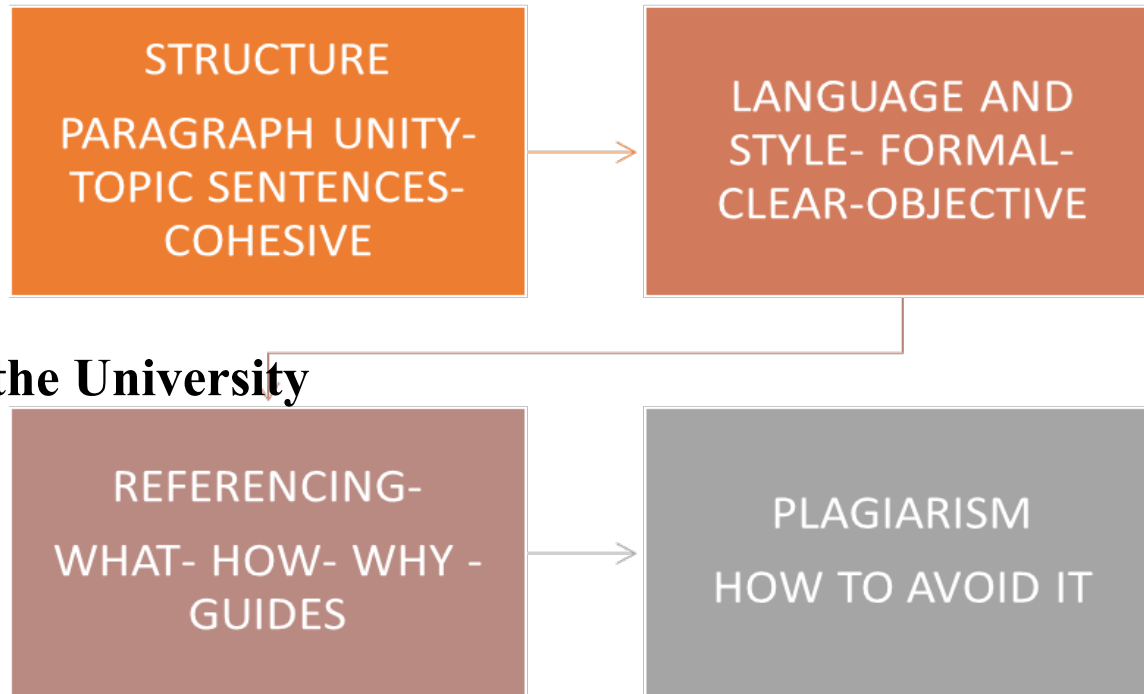
Academic Culture





Academic writing

Personalized writing support on a specific
piece of writing



**Writing in the University
Context**



Frequent Questions



Is my language formal enough?

How do I make my texts more 'academic'?

How can I be more objective in my writing?

My teacher says I need to be more analytical in my writing. How do I do that?

Study skills-*to enhance your learning*



Planning your studies



Reading Strategies



Note- taking skills



Planning your studies

Making a schedule that works for you
Organizing your day
Goal setting
Getting used to independent study time
How to study most effectively



Reading Strategies

How to approach a difficult text

How to handle a heavy reading load

Knowing your purpose

Picking the right reading strategy

Knowing what is relevant in an article



Oral Presentations



How to plan, structure and deliver and effective presentation

Our formats



Lectures and digital
resources



Workshops and
individual consultations

Open lectures on Zoom- *How to succeed with your studies*

Academic Culture in Sweden

Study Effectively at University

Oral Presentation Skills

Stress Management

Academic Writing and Referencing



Assignment Support



When: Tuesdays



Time: 10-12



Where: The Library



Learning Disabilities- How can you get help?

Anna Nord- Speciallärare- läs- och skrivutveckling inom svenska

Special software:

<https://lnu.se/en/library/contact-and-service/reading-disability/support-software>.

Contact person: Rikard Björkman

rikard.bjorkman@lnu.se



Join our courseroom on MyMoodle

Sign up for our open lectures

Use our digital resources

Keep track of our workshops

Book appointments with us



WELCOME
to the Academic Skills
Centre!



Technical Information and Communication

The other keyword:

3. Technical



Course objectives

- ❑ understand the importance of technical information and communication during the education and in working life;
- ❑ express herself clearly and purposefully, in speech and writing, especially when writing scientific reports;
- ❑ understand how communicative barriers can be an obstacle for equality and variety within the university as well as in working life;
- ❑ choose, search, evaluate and reference sources used for a scientific report;
- ❑ use various tools, suitable for report writing and presentations.



Overview of lectures (on-campus only)

Date	Content
November, 6	Course introduction
November, 6	Academic writing (2 groups)
November, 7	Writing an introduction, critical thinking and research questions
November, 13	Report structure
November, 15	Cohesion and coherence
November, 22	Writing a discussion & conclusion, and navigating references (2 groups)
November, 23	Academic writing and peer review (2 groups)
December, 11	Oral presentations (Sharla Alpenberg)
December, 6 & 15	Instructions for the oral presentation examination (2 groups)
December, 12	Information visualisation (Rafael Messias Martins)
December, 13	Rhetoric and oral presentations



Overview of assignments

- Draft 1 of your report: introduction part (November, 13)
- Draft 2 of your report for peer review (November, 27)
- Peer review of Draft 2 (December, 4)
- Draft 3 of your report (December, 11)
- Oral presentation of your report (December, 18–20)
- Seminar version of your report (January, 3)
- Final seminar: Review of another student's report and defence of your own report (January, 8–12)
- Assessment version of the report in PDF and in LATEX (January, 16)

Compulsory quiz on anti-plagiarism



Graded assignments

Oral presentation: Pass or Fail

Review at the Final seminar: Pass or Fail

Written report: A–F

LaTeX: tutoring (contact person: Mattias Davidsson)



Assessment criteria for the written report

1DV510 Assessment criteria

To obtain a pass on the written report:-

- a) all assessment criteria for at least Grade E must be met
- b) writing must be readable, coherent, intelligible and unambiguous
- c) the layout must be followed without any major issues.

Assessment criteria	A	C	E
Abstract	Should adhere to the guidelines.		
Aim and research questions (RQs)	The aim and RQs are focused and concise. The answers to all RQs are critically discussed.	The aim is overarching for the RQs. The answers to all RQs are discussed.	The aim and RQs are clear and related to each other. RQs are answered.
Contents and structure	There is a clear progression from introduction to conclusion guided by the aim and RQs.	All parts of the report are relevant to the aim and RQs.	All parts of the report are present and the text is related to the aim and RQs.
Conceptualisation	A high degree of critical thinking.	Critical thinking is sustained.	Some critical thinking is evident.
Language use	Academic writing with very few irregularities.	Academic writing is maintained with some minor irregularities.	The standards of academic writing are generally maintained.
IEEE	The IEEE reference system is used for in-text references, reference list and illustrations.		
Use of references	References are used to write a synthesis of the state-of-the-art in the chosen topic.	References provide a comprehensive overview of the chosen topic.	References are provided in-text. All references are included in the reference list.
Scope of references	The number and origin of references are reasonable given the topic of the report.		
	Most of the references are peer-reviewed.	The majority of references are peer-reviewed.	Some references are peer-reviewed.

Grades B and D are awarded to reports exceeding the criteria for grades E and C, but not meeting those for grades C and A, respectively.



The written report

Is NOT:

Write all you know about [subject]

A list of facts or descriptions

Even to show off how much you know about [subject]



Assessment criteria for the written report

1DV510 Assessment criteria

To obtain a pass on the written report:-

- a) all assessment criteria for at least Grade E must be met
- b) writing must be readable, coherent, intelligible and unambiguous
- c) the layout must be followed without any major issues.

Assessment criteria	A	C	E
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Grades B and D are awarded to reports exceeding the criteria for grades E and C, but not meeting those for grades C and A, respectively.



The written report

Is:

Introducing [subject]

Problematicising (setting research questions)

Explaining, justifying and proof

Discussing a conclusion

Presenting source references

Critical thinking



The written report

To advance from E to A:

Research questions are challenging and answered

Logically ordered and readable from start to finish

The language is of a sufficiently high level

Discussion demonstrates critical thought

References are sufficient, relevant and correct

Reference literature

	Swedish-speaking	English-speaking
Compulsory	<p>Fällman B. (2002). <i>Tala och engagera. Populär presentationsteknik.</i></p> <p>Walla E. (2004) <i>Så skriver du bättre tekniska rapporter.</i></p>	<p>Björk L., Knight M., Wikborg (1997). <i>The writing process. Composition Writing for University Students.</i></p> <p>Stott R., Young T., Bryan C. (2001). <i>Speaking your mind. Oral presentation and seminar skills.</i></p>
Optional	<p>Osmond A. (latest edition). <i>Academic Writing and Grammar for Students.</i></p> <p>Blomström V., Wennerberg J. (2015). <i>Akademiskt läsande och skrivande.</i></p> <p><i>Svenska skrivregler (senaste upplagan).</i></p>	





2023-11-06

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FINDINGS



3

MATCHING TEXT

High similarity of content



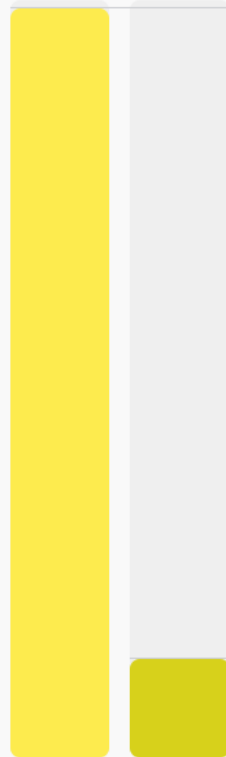
0

WARNINGS

Unusual use of characters

[VIEW THE ENTIRE DOCUMENT](#)

SIMILARITY



99%

This document

13%

receivers' average

SUBMISSION DETAILS

SUBMITTER

[REDACTED]@student.lnu.se

FILE

[REDACTED]

SUBMITTED ON

2019-12-13T17:17:00

SUBMISSION ID

[REDACTED]

WORDS

1919

MESSAGE



An alternative source is a source where we found a text match that is identical to the included sources. However, we found the corresponding matching text in more than one source and we believe it's...

[LEARN MORE](#)

2023-11-06

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JUST DON'T DO IT



I have to report four cases of suspected plagiarism ...

Student Name 1 - Original **35%**

35 instances from various websites including
one of around **60 words with a 97% match.**

Student Name 2 - **Ouriginal 62%**

26 instances mostly from two websites,
diva-portal.org and econsultancy.com

including **one section of around 100 words with 90%
matching text**

Student Name 3 - submitted as a PowerPoint presentation.

Not reviewed - unacceptable format

In any case, this scored **97%** on **Ouriginal**

With the text stolen from another student's Paper from 2018, XXXXXXXX@student.lnu.se



2023-11-06

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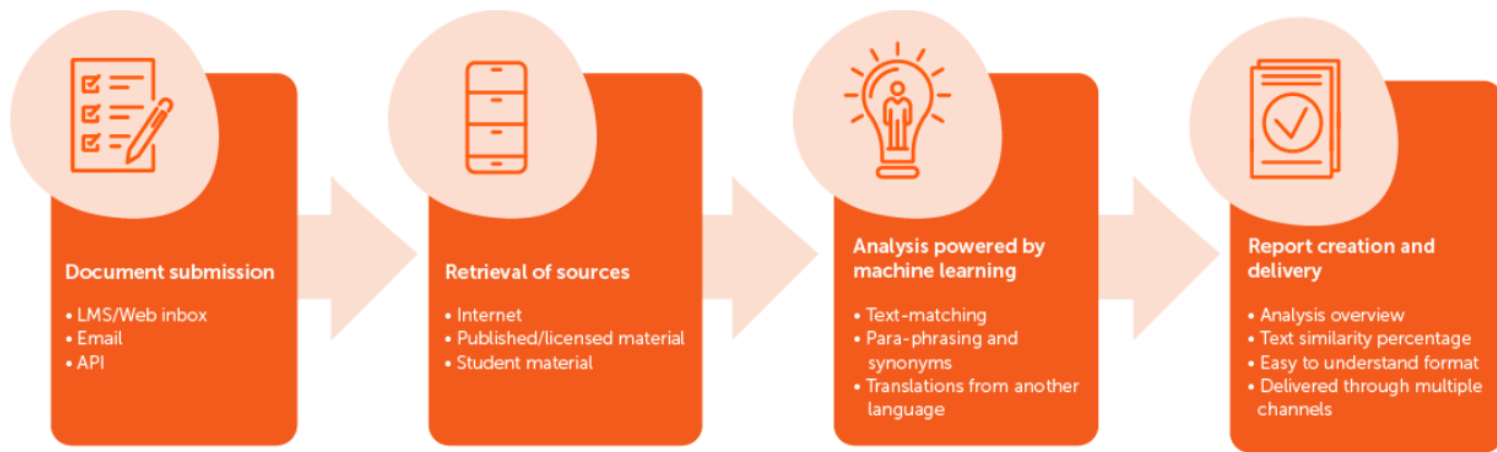
Analyze
and
track
results



Plagiarism detection made easy

Original is an award-winning software that helps detect and prevent plagiarism regardless of language. Trusted by hundreds of educational institutions and corporates across the globe, Original brings together the combined expertise of Urkund and PlagScan, spanning over three decades. It is simple, reliable and easy to use, combining text-matching with writing-style analysis to promote academic integrity and prevent plagiarism.

How does Ouriginal work?





Analysis powered by machine learning

- Text-matching
- Para-phrasing and synonyms
- Translations from another language

**DON'T EVEN
THINK
ABOUT IT**

2023-11-06

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First task

Prepare a mind map

- The topic of your future report (NB! related to Computer Science)
- Rationale
- What you already know about the topic



Next session: Academic writing

TODAY AFTERNOON

13.15-15.00 *Linné*

English-speaking group

Suggested reading: Björk et al p. 15–28 (in English)

13.15-15.00 *Myrdal*

Swedish-speaking group

Att läsa: Walla kap. 1–3 (på svenska)

Always bring your laptop, tablet etc with you!

