

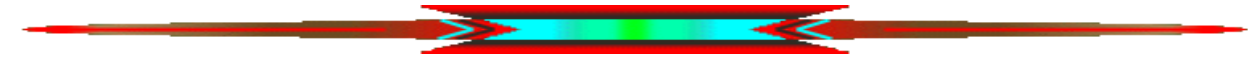


Academic Writing Manual for Aboriginal Students

Wilfrid Laurier University

2009

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Forward

THE BEAR COMES OUT OF HIBERNATION, IS HUNGRY AND IS SEARCHING FOR SOME REALLY NICE BLUEBERRIES. ACQUIRING KNOWLEDGE IS ABOUT A SEARCH. WE HOPE YOU ARE HUNGRY TO LEARN!

You are now in a Graduate level Indigenous program and these Seven Grandfather teachings can guide you.



Honour the **wisdom** of your teachers and mentors and we too will do our best to help you succeed.



Show **respect** to yourself, to your fellow graduate students and to your educators, and it will be returned.



Truth: The professors expect excellence from you. Only by meeting academic requirements in your research and writing will you be able to graduate.



Be respectful and show **honesty** in all levels of your academic work. The berries are here for a limited time so pay attention to deadlines. Work hard to produce excellent work.
Know University policies on plagiarism and write honestly.



Bravery requires you to engage in the challenge to become excellent (re)searchers and writers.



If you are finding that you are really struggling with your writing – get help right away. Exercise **humility**. Access the resources that are here at Wilfrid Laurier University to help you.



Learning is tough work and working on your education is honourable. **Love** yourself enough to take care of your whole self, while you are a student. The people at Laurier are here to support you to be successful.

Embrace this opportunity to learn and strive to do your best. Many possibilities exist from this day on!

Access the resources and supports available at Wilfrid Laurier University: They are here for you!

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Introduction



Purpose of this Writing Manual

Ahniin, Boozho, Sago, Tansi, Waachiya, Greetings!

- This Manual is a resource for Aboriginal Graduate Students while at Wilfrid Laurier University.
- It is a support tool to help you achieve success on your journey, as an Indigenous Academic Writer.
- Each section is related to the Seven Grandfather Teachings: **Respect, Love Honesty, Bravery, Truth, Humility and Wisdom**. The sections are primarily organized using the four directions of the medicine wheel.

1. The Introduction to the Manual
2. **EAST – Humility and Bravery**: Introduction to the Basics of Academic Writing Requirements
3. **SOUTH – Wisdom and Truth**: Before You Begin Writing: Research and Indigegogy
4. **WEST – Respect and Love**: Maintaining your Aboriginal Voice
5. **NORTH – Honesty**: Writing for the Academy
6. Writing for Publication
7. Bibliography, Links and Other Useful Resources

Paulo Freire (1996) in *Pedagogy of the oppressed* wrote of the power of the oppressed, that oppressed people are the only people that can liberate their oppressors:

To surmount the situation of oppression, people must first critically recognize its cause, so that through transforming action they can create a new situation, one which makes possible the pursuit of a fuller humanity. But the struggle to be more fully human has already begun in the authentic struggle to transform the situation. Although the situation of oppression is a dehumanized and dehumanizing totality affecting both the oppressors and those who they oppress, it is the latter who must, from their stifled humanity wage for both the struggle for a fuller humanity: the oppressor, who is the old himself dehumanized because he dehumanizes others, is unable to lead this struggle. (p.47)

Perhaps your thesis, dissertation, book, novel or essay will be unique and will assist in educating [North] America about how tribes lived – and still live – and can offer solutions to the myriad of problems tribes face (Mihesuah, 2005: ix).

Medicine Wheel Framework

The Medicine Wheel is employed as a framework dividing the manual into 4 sections.

East – Humility and Bravery: Introduction to the Basic Definitions and Requirements of Academic Writing as a refresher for students and foundational starting point.

South – Wisdom and Truth: Before You Begin – How to Read, Research, the Importance of Context, and Indigegogy (a way of learning which is rooted in a wholistic Indigenous way of knowing, technology, activity, and land-based worldview).

West – Respect and Love: Maintaining Indigenous Voice and Self-Care when Writing as an Indigenous Student. This section deals both with historic academic marginalization, worldview differences, cultural devaluation and social status and how these challenges have been and can be approached so that the Indigenous voice and wholistic worldview remains the central voice.

North – Honesty: Writing for the Academy gives clear and more in-depth information on how to organize academic papers, referencing and layout so that they meet mainstream Academic standards.



Indigenous Knowledge

Indigenous knowledge is transported within Indigenous students who come to the university—through experiences, histories, cultures, traditions, languages, and teachings and “Survival for Indigenous peoples is more than a question of physical existence; it is an issue of preserving Indigenous knowledge systems in the face of cognitive imperialism” (Battiste & Henderson, 2000: 12)

- ④ Indigenous knowledge is diverse and has many teachings from various Indigenous nations and the erosion, protection and reclamation of Indigenous knowledges are major concerns.
- ④ The ecology of Indigenous knowledge is based in honouring our relationship to the land and Creation.
- ④ Indigenous knowledge is wholistic knowledge and includes our spiritual, emotional, mental, and physical ways of being. It encompasses our relationship to all of Creation and its' inhabitants.
- ④ Indigenous knowledge is ancestral and sacred. It looks at our past, present and future.
- ④ As Aboriginal students, you are on a learning and knowledge-gathering journey. You bring the teachings you have from your geographic territories, and you carry that knowledge from your home communities with you here.
- ④ Indigenous knowledge is symbolized in various frameworks such as in the Circle, Eagle Feather, Tipi, Medicine Wheel, Two Row Wampum Belt and the Tree of Peace (just to name a few). These frameworks can help you organize your writing.

Congratulations on making it this far! Your studies here are important. Healing comes from learning and learning facilitates healing. Lets' focus on both as you pick up your bundles to find ways to communicate who you are, what you know and where you come from in your research and writing.

Balancing Indigenous knowledge with Eurowestern universities

- ④ “Indigenous scholars trained in the Eurocentric tradition are challenging the assumptions and methodology of their professions and are beginning the dialogue about the new forms of cognitive imperialism and systemic discrimination” (Battiste & Henderson, 2000: 12).
- ④ “Reclaiming and revitalizing Indigenous heritage and knowledge is a vital part of any process of decolonization, as is reclaiming land, language and nationhood...It also involves interrogating Eurocentric concepts of civilization and knowledge” (Battiste & Henderson, 2000: 13-14).
- ④ Remember who you are and where you come from. If you are learning about who you are, use this opportunity to explore, investigate and inquire into your roots, ancestors.
- ④ As Indigenous students, you will leave footprints in your essays and thesis' for enhanced understanding and knowledge revitalization and perhaps for the survival of the world's peoples into the next seven generations.
- ④ Most of us are bi-cultural and balance two worlds. We strive to reclaim and assert our identity, culture and language so that our ways of life continue.
- ④ Indigenous people have always had literacy, and very strong, ancient literary traditions, signs and symbols, including the petroglyphs, birch bark scrolls, sand scrolls, wampum belts and syllabics.
- ④ As an Indigenous student, you will work hard to articulate and write about your insights, thoughts, questions, reflections, understandings and knowledge.
- ④ As responsible human beings, we aspire to the greatness possible for all people, we always have and we always will.

Cultural theorist Michele Foucault (1980) says that it is through knowledge that we are created, and that knowledge is power. It is important to challenge the myth that Indigenous people are only an oral people, have no complex intellectual knowledge traditions and are not writers.

Section 1 EAST – Bravery and Humility



Introduction to the basics of academic writing requirements

- 🌍 **Bravery** calls on you to walk into the challenges toward becoming excellent researchers & writers.
- 🌍 If you are struggling with academic writing – then get help right away. Exercise **humility**.
- 🌍 Access the resources and supports at Wilfrid Laurier University – use the links provided herein.

Types of Academic Writing

- 🌸 One of the goals of university is to help students develop the ability to think critically and to learn to search for existing information and knowledge.
- 🌸 Reflection Papers encourage students to express their own opinions about the readings in a course, or classroom experiences, and include informed, thoughtful, and critical responses to the readings and the student's class experiences.
- 🌸 Research papers require you to review existing literature, documents, archives and files.
- 🌸 When writing a paper its format, style, body, and bibliography must follow academic guidelines and these (in addition to your content) will be reflected in your grade. Two common writing guidelines are called American Psychological Association (APA) or Modern Languages Association (MLA).
- 🌸 Learning to write academically and write what you want to in your own voice can be a real challenge. Writing to honour your own voice while acknowledging other authors' works requires practice, feedback and hard work – it is possible if you commit to this yourself.

Critical and Reflective Writing

Critical Writing is usually more **objective**, and uses discernment, analysis, synthesis, evaluation and reconstruction of thinking in order to form a judgment that reconciles scientific evidence with common sense.

Critical thinkers “gather information from all senses, verbal and written expressions, reflection, observation, experience and reasoning. Critical thinking has its basis in intellectual criteria that go beyond subject-matter divisions and which include: clarity, credibility, accuracy, precision, relevance, depth, breadth, logic, significance and fairness.”

(http://en.wikipedia.org/wiki/Critical_thinking)

Reflective Writing is usually **subjective** and requires active exploration, clarifying and a deep consideration of what a student is engaged and learning about in a class.

Reflection takes time and **personal introspective** measurement of concepts learned in the class, in assigned articles, or class discussion and work. Reflection links recent experiences to earlier ones in order to promote experiential, collaborative and transformative learning. It includes self-disclosure, mindfulness, and often confusion and conflict. It implies the connection of previous knowledge to new information to form a new ideas and/or concepts. The goal of reflective writing is to engage in a process to explore what one is learning about themselves on many levels and gain insight into how they will integrate and apply this knowledge in their professional practice or daily life (Johnny James, Academic Exchange Quarterly, Spring 2005, Shapiro).

*** Links for further reading about Reflective Writing and Critical Writing are in the bibliography ***

TYPES OF WRITING: According to their aim or purpose may be: expressive, persuasive, informative or referential, and literary writing.

Source: The writing centre web link: Types of academic writing http://www.wlu.ca/homepage.php?grp_id=306):

- ✿ **Expressive Writing:** If you write to express yourself, you, the writer, are the focus. Text examples: Stories, Journals, Prayers, Political Manifestos, Minority Protests
- ✿ **Persuasive Writing:** If you write to persuade your reader, it is the reader's possible response that is the focus of your interest. Text examples: Advertising, Political Speeches, Religious Sermons, Legal Oratory
- ✿ **Referential Writing:** If you write to discuss the world outside yourself and the reader, it is the world of facts and ideas - subject matter - that you focus on. Text examples: News Articles, Textbooks, Reports, Essays, Seminars, Scientific Papers
- ✿ **Literature:** If you write to appeal to your reader's delight in language, it is language that you focus on. Text examples: Novel, Poem, Short Story, Drama
(This model of the aims of discourse is developed by James L. Kinneavy in *A Theory of Discourse*. New York: Prentice-Hall, 1971.)

Of these four kinds of writing, referential writing is by far the most common in the academic world because it is based on facts, analysis, and argument.

When you write lab reports, case studies, book reviews, essays etc., your writing is referential; you refer to the world outside yourself. Once you collect references on your subject you analyze them and present your point of view. The purpose of the analysis will be either to inform or to argue a case, though often a combination of the two. There is an element of persuasion in all effective argument, but in academic argument, persuasion is not the main purpose; giving detailed, logical support for an idea is.

THE BASIC COMPONENTS OF YOUR PAPER MAY INCLUDE:

- ✿ **Introduction:** what you are going to write about and why.
- ✿ **The Focus or purpose:** This is clearly stated and provides the reader with your intentions and presents how you are going to present this. You can outline the flow of your paper and the nature of your research. You can also did what your research is not.
- ✿ **Background or history:** Provide background information that establishes context to your topic.
- ✿ **The body of the paper:** Presenting a summary of the literature; may be a literature review related to your topic; your analysis / meaning from your research; evidence of why your viewpoint is the way it is.
- ✿ **Conclusion or summary:** You may restate your focus and what you set out to argue/discuss/illustrate and make your own conclusions as a result of reviewing the literature / research / data etc... what are your findings? You may make recommendations or suggestions.
- ✿ **References or bibliography:** A list of all the literature and sources you drew on in your paper.

Preparing yourself to write academic papers

- ✿ The **WLU Writing Centre** has a great website http://www.wlu.ca/homepage.php?grp_id=306 with lots of really good information on how to write academically. They are available at 519-884-0710, ext. 2220, and learningservices@wlu.ca. If you contact them and take the initiative to get the help you need they will provide you with information to help you be a clear and successful writer. A successful writer makes a successful student!
- ✿ Please don't be afraid to contact your instructor or the other academic resources at WLU. Always talk to your professors first – they are your first ally! Find other Indigenous academics and build relationships.
- ✿ Read the scholarship of other Indigenous authors and scholars for various examples of how Indigenous people write. If you have the opportunity, speak to them about their experience, and seek their guidance.
- ✿ WLU has MANY resources online and in various areas to assist you to be a success as a writer. USE THEM. They (including the links) are listed below and at the end of the manual in the Resources and Bibliography section.
- ✿ We did not want to re-invent the wheel and do what others have already done in order to help students achieve, so please do look at the wide array of aids in Writing Services if you are having trouble.
- ✿ While you are researching keep track of your sources – this makes creating your bibliography less frustrating.
- ✿ Get help early – don't wait until it is too late. Most instructors will allow you to re-write your papers, but it must be done in a timely and appropriate manner.

The links to The WLU Writing Centre website:

http://www.wlu.ca/homepage.php?grp_id=306

An excellent resource that explains what you need to know about how to write an academic paper.

Walcott's Template for Academic Writing

Walcott's (2009) Writing Up Qualitative Research briefly outlines the following:

1. Make up a Writing Plan which includes a Statement of Purpose or Main Focus or Purpose. Include a timeline of when you will get each part done, including feedback time from others, and completion date.
2. Make up an Outline: you can use Indigenous frameworks to help: such as the wheel, tree, or web.
3. Decide your Story or Voice or Style (i.e. First-person narrative) which outlines your reflective, critical, experiential, collective and transformational learning.
4. If you are writing about Research, make sure you are thorough in your analysis and in your interpretation and that you do not combine analysis and interpretation.
5. Have consistent and clear sorting and organization of the paper following proper Academic guidelines (i.e. should it be referenced APA or MLA style?)—this includes keeping track of all of your references as you research and begin writing and making sure they are complete.
6. Emphasize your important points. Repeat them at key moments in a different way. Utilize paragraph structure to help you with this and for organizing and layout of your paper for easy reading.
7. Often expectations of academic writing can seem overwhelming. Just take it one step at a time. Start somewhere. Take breaks, ask for suggestions, get good rest and eat properly. Keep going.

SOME BASIC TIPS:

- ✿ Organize your assignment deadlines on a calendar with their due dates clearly highlighted.
- ✿ Plan backward from their due dates and give yourself at least 4 weeks to begin your research – you need to search for literature, read it and extract relevant information and then begin forming your analysis / point of view(s).
- ✿ Plan backward from the due date 2 weeks to begin writing. Good writing takes time to write, reflect, edit, change and re-write.
- ✿ Never submit your first draft. Always edit your papers for typos etc...

Section 2 SOUTH – Wisdom and Truth

Beginning your research and writing: Take a look around

- Honour the **wisdom** of other scholars and teachers. They can help you succeed.
 - **Truth:** The professors expect excellence from you and believe in you. Only by meeting academic requirements in your research and writing will you be able to graduate.
-
- Go and say hello and get to know the Aboriginal faculty, staff, Elders & Aboriginal student advisors at WLU. Consult with them when you need help.
 - Find out where you will search for your materials – go to the libraries and meet the librarians, introduce yourself and identify the areas you need assistance with.
 - In the libraries learn how to use computer data bases and search engines because you can do your own research from your home computer. Once you have your library I.D. you can login from home and search the library from home.
 - If you are seeking information from community organizations, Elders or traditional knowledge carriers make sure you use find out about appropriate protocols, such as offering tobacco and be respectful in your quest for knowledge.
 - Know what kind of learner you are and what your gifts are.
 - When you use written sources, like books and articles, take notes while reading.



Some people use Indigenous frameworks instead of linear outlines. Whatever you use – make a rough sketch and draft how it will be organized. Step back and ask yourself: will the reader understand it?

Creating a ‘good writing space’:

Block time off for writing. Create uninterrupted space to write. This is your creative space with inspirational and motivational words. Make it comfortable and uncluttered. Turn off the internet and phones so you are not interrupted. Keep your medicines nearby to help with your “writing process”. Being a good writer is like becoming a good artist – you start with a blank page. Write so that your words/voice dance off the page. Write creatively so the reader sees what you are trying to paint.

INDIGENOUS RESEARCH & WRITING IN THE ACADEMY

- Researching and writing in the academy can be intimidating.
- There are other Indigenous students who have come into these hallways and made it through. You are not alone. Those that have worked on their degrees have left their footprints for you.
- See what Indigenous researchers have done and learn from them.

Aboriginal Research and Writing Resources

Absolon, Kathleen. (2008). *Kaandosswin, this is how we come to know: Indigenous graduate research in the academy: Worldviews and methodologies*. An unpublished PhD. Thesis. Ontario Institute for Studies in Education of the University of Toronto.

Brown, Leslie, and Strega, Susan (EDS). 2005. *Research as Resistance: Critical, Indigenous, and Anti-Oppressive Approaches*. Toronto, ON: Canadian Scholars' Press. 312 pp. (including index).

Four Arrows AKA Don Trent Jacobs. (2008). *The Authentic Dissertation: AlterNative Ways of Knowing, Research and Representation*.

NAKATA, Martin. (2007). *Disciplining the Savages, Savaging the Disciplines*. AIATSIS as Aboriginal Studies Press, 2007.

Jonathan H. Ellerby. (2006). (3rd ed.). *Working with Indigenous Elders: An Introductory Handbook for Institution-Based and Health Care Professional Based on the Teachings of Winnipeg-Area Aboriginal Elders and Cultural Teachings*. University of Manitoba: Aboriginal Issues Press.

Wilson, Shawn. (2008). *Research is ceremony. Indigenous research methods*. Halifax: Fernwood Publishing.

<http://www.surveymonkey.com/> -- free online survey resource

For further material on knowing what type of learner you are, see:

Johnny, Michael. *Native learning styles*. Ningwakwe Learning Press, 2002.

Ojibwemowin.com: Language Learning Styles. (2008). Retrieved December 18, 2008.

<http://www.ojibwemowin.com/learnOjibwe/learningStyles.html>.

York University.(2008). *Reading Skills for University*. Counselling and Development Centre.

<http://www.yorku.ca/cdc/lsp/skillbuilding/reading.html>. Retrieved January 20, 2009.

Section 3 WEST – Respect and Love

Maintaining your Aboriginal voice

- Show **respect** to yourself, to your fellow graduate students and to your educators and it will be returned.
- Learning is tough work and working on your education is honourable. **Love** yourself enough to take care of your whole self, while you are a student. The people at Laurier are here to support you to be successful.

- ✿ Writing is really challenging. Practice and patience help. It is often a solitary and painful experience. It is like creating a beautiful painting or giving birth. It takes self-care, nurturing, preparation, vision, attention to detail, hard work and determination. It takes time. Play with your words. Try not to take criticism personally and persevere in your process. All of these things make the writing process worthwhile.

- ✿ Writing in English and for academic purposes is challenging. Indigenous writers may be dealing with English as a second language, confidence and skill, and/or access to resources. Also, we deal with Eurocentric knowledge systems, academic marginalization, and racism. The barriers are real. Remember it is possible though to unlearn and relearn!

- ✿ Academic Writing for Indigenous scholars is only recently being validated widely in more western post-secondary institutions. The power differential is still very much there. Not just as student to professor, but Native to non-Native, western knowledge and Indigenous knowledge. Historically, this has always been placed in a binary linear, colonial, and inherently conflicting relationship.

- ✿ We have Indigenous scholars who write articulately about Indigenous knowledge as our source of power: Kathy Absolon, Taiaiake Alfred, Kim Anderson, Marie Battiste, Marlene Brant Castellano, Peter Cole, Willie Ermine, Eber Hampton, Michael Hart, Fyre Jean Graveline, Paula Gunn Allen, Maggie Kovach, Dawn Marsden, Dawn Martin Hill, Lee Maracle, Terry Tafoya, Malcolm Saulis, Leanne Simpson, Andrea Smith, Winona Wheeler and many many others. Your presence in University gives you a unique opportunity to bring your voice, research and scholarship into the arena. Our collective voices can and have made changes to *what* knowledges are validated in University education.

✿ All the challenges of writing can be and have been approached so that your Indigenous voice and wholistic worldview remains the central voice in your work. Historically, Indigenous scholars have used certain types of writing to maintain their voice. This includes:

Resistance writing: critiques, critical analysis, reclaiming voice (anti- or post-colonial writing, re-writing history—grief, memory, history, politics).

Narrative writing: testimony/ witness and storytelling. You can empower your own voice in academic writing by using personal story, experiences, history, teachings, and culture.

Reflexive writing: Personal reflection and creative writing (including Teachings, prose, ceremony, poetry).

Reclaiming our original Languages: Integration of our language in writing is also another way we have opened up “western” academic knowledge to legitimize our ways of knowing.

✿ Indigenous peoples writing is opening up portals of academic writing and putting into question what constitutes valid voice.

✿ To paraphrase black feminist lesbian poet, *Audre Lorde* (1984), who said something like ‘*you can’t dismantle the masters house using the masters tools*’. You can use writing as a form of resistance against oppression, and as a tool for Indigenous healing and empowerment.

Aboriginal language sites:

<http://www.lang.osaka-u.ac.jp/~krkvl/lang.html>

<http://www.Native-languages.org/>

<http://www.Nativeculturelinks.com/natlang.html>

<http://www.evolpub.com/interactiveALR/home.html>

<http://www.ojibwemowin.com/learnOjibwe/learningStyles.html> -Ojibwe

<http://www.freelang.net/dictionary/ojibwe.html> - Ojibwe

<http://www.ats-group.net/dictionaries/dictionary-english-ojibwe.html> - Ojibwe

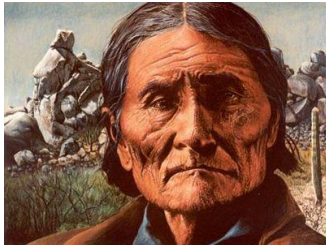
<http://www.freelang.net/dictionary/mohawk.html> - Mohawk

<http://www.kahonwes.com/language/kanienkehaka.html> - Mohawk

Taking care of yourself as a student and writer

Elder guidance: Tips towards your own wellness as a writer

Remember: As Aboriginal People our way of being is unique and is defined as a way of life. Incorporate this ideology when writing.



Turn Your Writing into a Ceremony

➔ Consult an Elder in Residence

They are here to support you, utilize their wisdom, they can help facilitate the use of medicines and ceremonies and offer one to one support

Jean Becker: jbecker@wlu.ca 519-884-1970 ext.5230 Office Location: FSW – 317
Dorothy French: dfrench@wlu.ca 519-884-1970 ext 5207 Office Location: FSW – 207

➔ Make Use of Medicines/Ceremonies



- Cleansing body, aura, personal work space, writing tools
- Smudging/Burning of Sage, Sweet grass, Cedar and Tobacco
- Tobacco – Prayer/Pipe Ceremony
- Make your intention known to the Universe (Prayer Room)
- Cedar Bath - Cleansing
- Sweat lodge – Cleansing, gaining clarity/knowledge
- Visualization/Meditation - Light Candle for clarity

➔ Do whatever you need to take care of yourself in order to finish your paper and give yourself the time needed for this. Some people write in big block of time all at once. Some people write in sections. Sometimes we clean our house first to prepare. Eat chocolate! Others give themselves “rewards” for each step completed, i.e. after each draft, you might take yourself out to tea with a friend for down-time—maybe even get them to review your first draft, then begin writing the second draft.

➔ Network With other local Native Student Associations

Wilfrid Laurier has a Native Student's Services Coordinator and you are encouraged to contact him for information and student support:



George Kennedy: 519-756-8228 ext 5884, gkennedy@wlu.ca
<http://brantford.mylaurier.ca/Aboriginal-services/info/services.htm>

Links to local Native Student Associations:

<http://Aboriginalservices.uwaterloo.ca/>

<http://www.uoguelph.ca/~asa/>

<http://www.snpolytechnic.com/>

<http://www.sdc.uwo.ca/firstN/>

<http://www.mcmaster.ca/Indigenous/mfnsa.htm>

<http://www.fnh.utoronto.ca/>

<http://sageontario.com/> - Supporting Aboriginal Graduate Enhancement (SAGE)

Cultural Web Links:

<http://www.weblocal.ca/weejeendimin-Native-resource-centre-kitchener-on.html>

<http://healingofthe7generations.org/programs.html>

<http://guelpharts.ca/plumewriterscircle/section.php?sid=267>

<http://www.anishnabegoutreach.org/>

<http://www.Aboriginalcanada.gc.ca/acp/site.nsf/en/ao26899.html>

<http://www.dodemkanonhsa.ca/knowledge.htm>

<http://www.greywolfteachinglodge.ca/>

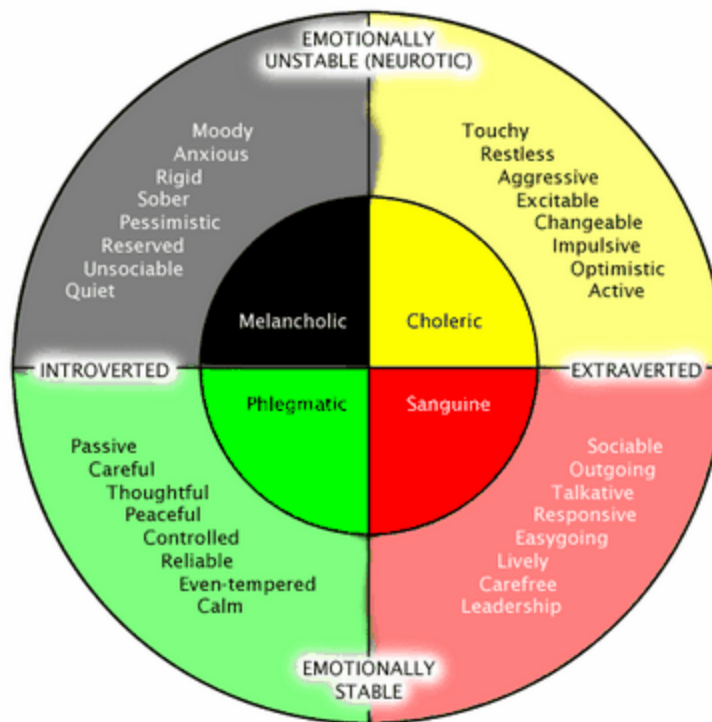
<http://www.nwac-hq.org/en/index.html>

<http://www.lib.uwo.ca/programs/bacheloranddiplomaineducation/Aboriginalbib.shtml>

<http://www.wsu.edu/~campbelld/amlit/Nativebib.html>

<http://www.anpa.ualr.edu/bibliography/bibliography.htm>

Self Care Websites:



Eysenck, H.J and Eysenck, M.W. *Personality and Individual Differences*. Plenum Publishing, 1958.

Native websites:

<http://siakhenn.tripod.com/diabetes.html>

<http://www.innerworkspublishing.com/news/vol1/selfcare.htm>

<http://naho.ca/english/http://naho.ca/english/> -- NAHO Traditional Health and Healing

<http://naho.ca/healthyliving/english/index.php> -- NAHO healthy living site

<http://www.niichro.com/Diabetes/Dia6.html> -- First Nations Diabetes Programs

<http://www.sliammontreaty.com/nehmotl-10-07-web.pdf> -- community, grief and healing

Other Self Care Websites:

<http://oser.state.wi.us/docview.asp?docid=1142> – Tips for Self-Care from *Tools for Healing* by Judy Tatelbaum, M.S.W.

<http://soar.berkeley.edu/recipes/ethnic/Native/> - Aboriginal cooking recipes

<http://www.pioneerthinking.com/deserts.html> - Bath site

<http://www.aromaweb.com/recipes/bathsalts.asp> - Bath site

<http://beauty.about.com/od/bathsaltrecipes/> - Bath site

www.learningmeditation.com

www.meditationcenter.com

www.coping.org

<http://www.livestrong.com/stress-management/articles/>

Section 4 North – Honesty

Writing for the academy

- Be respectful and show **honesty** in all levels of your academic work. The berries are here for a limited time so pay attention to details. Work hard to produce excellent work. Know University policies on plagiarism.

Grade Expectations

See WLU Academic Calendar.

See also: Williams, John H. "Clarifying Grade Expectations". The Teaching Professor, August/September 1993 Vol. 7. No. 7. Madison, Wisconsin: Magna Publications. In the Brock University Aboriginal Adult Education Course Package as well as online at <https://listserv.umd.edu/cgi-bin/wa?A2=ind9810&L=ctetch-&D=1&P=601>.

Plagiarism

WLU student calendar (2006-2007) defines plagiarism as "plagiarism, which is the unacknowledged presentation, in whole or in part, of the work of others as one's own, whether in written, oral or other form, in an examination, report, assignment, thesis or dissertation..." See WLU Learning Services, http://www.wlu.ca/page.php?grp_id=1865&p=6206.

Referencing

Different WLU departments have put together excellent student guides for how to write academically and made them available on the WLU website. Referencing Rules change frequently, stay up to date.

For example, Dr. Deena Mandell, with the WLU Faculty of Social Work, along with WLU Writing Services, has an FSW Writing Workshop 1 Power Point Presentation at http://www.wlu.ca/documents/32316/FSW_writing_workshop_1_2008.ppt,

and FSW Writing Workshop 2 Power Point Presentation for Websites at http://www.wlu.ca/documents/32488/FSW_Referencing_Workshop_for_website_08.ppt.

These workshops are presented regularly throughout the year and students are encouraged to attend.

Links and Books about how to write Academic Papers:

- Hacker, Diana. *A Canadian Writer's Reference* 3rd ed. Boston: Bedford/St. Martin's, 2004.
It includes Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS) styles of documentation. There is a whole section for speakers of English as a second language (ESL), and text boxes throughout the book highlighting ESL concerns, quick checklists, examples to illustrate a point, or cautions about common problems with electronic grammar checkers.
Another feature for the third edition of *A Canadian Writer's Reference* is a companion website for writers connected to the internet. Throughout the book, On the Web text boxes provide information about the web site content and how it can be integrated with material in the book. Web site content is particularly useful for students, who will find many practice exercises there.
- University of Toronto Writing Advice <http://www.utoronto.ca/writing/advise.html>,
<http://www.utoronto.ca/writing/other2.html>
- Dartmouth Writing Program
http://www.dartmouth.edu/~writing/materials/student/ac_paper/what.shtml
- Helsinki University guide to Writing a Thesis, especially in the Sciences
http://www.cs.helsinki.fi/u/kurhila/tiki_s2005/latex/malli/engl_malli.pdf
- La Trobe University Academic Language and Learning Skills guide specific to Aboriginal Issues
www.latrobe.edu.au/learning/assets/downloads/process-of-academic-writing.doc.
- Nipissing University Condensed Style and Reference Guide for Native Studies and Essay Requirements and Resources for Native Studies,
<http://www.nipissingu.ca/faculty/terryd/resourcepackage.htm>,
www.nipissingu.ca/faculty/terryd/EssayRequirementsandResourcesforNativeStudies.pdf.
- US Aboriginal Studies Database: <http://www.hanksville.org/NAresources/>.
- ERIC Database for teachers: <http://www.ael.org/eric/ned.htm>.

Further Referencing Links:

http://www.wlu.ca/page.php?grp_id=306&p=6523.
[Preparing the APA reference list or MLA works cited list](#) (WLU handout)
American Psychological Association – APA Research Style Crib Sheet
<http://www.psywww.com/resource/APA%20Research%20Style%20Crib%20Sheet.htm>
[APA Formatting and Style Guide](#) (University of Purdue)
[Bibliographic Citations: Examples](#) (WLU Library)
[Chicago/Turabian Documentation Style](#) (WLU handout)
[Citing References in Your Paper](#) (University of Wisconsin)
[MLA Formatting and Style Guide](#) (University of Purdue)
[Online sources & citation styles](#) (Bedford/St. Martin's)
[Standard Documentation Formats](#) (University of Toronto)
[The Columbia Guide to Online Style](#) (Walker & Taylor)

Quotes

Quotations should only supplement your argument, not be the argument or substitute for using your own words.

Frame your quotes to fit into your paper correctly. Introduce your quote and explain the relationship or why you are using the quote.

Christine Acker suggests that the most straightforward method of framing quotes is to use *speaker tags* (also called *attributive tags* or *lead-in verbs*) at the beginning, middle, or end of a quote. As the name implies, these tags tell your reader about the speaker.

i.e. Ojibwe Elder Art Solomon **said**, “A Nation is not conquered until the Hearts of it’s women are on the ground.”

Another option is to make the quote apart of the whole sentence.

i.e. Universities have a responsibility to create culturally safe learning environments for Indigenous students and “[t]he central issue in a post colonial educational system is to help Indigenous students explore the primary questions of who they are, where they live, and how they are to be enriched by learning” (Battiste & Henderson, 2000:95).

The square brackets indicate that I, the writer, changed the letter - and in this case from an upper case t to a lower case t.

Block quotes are quotations of more than four lines or 40 words. They should be used rarely and only when omitting part of the quote would hurt its power. If it is more than 40 words or four lines, it must be justified separate from the rest of the text.

If a quote is less than 4 lines or 40 words, it can remain in the text. Use quotations marks in the text to indicate where the quote begins and ends.

See APA and MLA Documentation Format handout or a handbook for citation details.

All direct quotations must be properly cited in standard academic writing. Please consult your instructor, relevant handbooks, or handouts if you have questions about how to cite your quotes.

(<http://projects.uwc.utexas.edu/handouts/?q=node/32> . Handout by Christine Acker, June 2006.)

Tips for referencing Indigenous oral traditions using APA:

- Commonly known Elders quote: For example, you can cite it as “common Elders’ teaching.” Where possible, put where you heard or read the saying, who said it, and when, and what nation the quote originates from.

For example: “A Nation is not conquered until the Hearts of its women are on the ground....”

Cheyenne Proverb spoken by Ojibwe Elder Art Solomon. International Elders conference, Toronto, 1994.

- Conversation: Identify the person’s name, nation, location, and the date as specifically as possible.

For example, if you had a conversation in Guelph with a community member from Tyindinega about what mainstream people call “conflict resolution” circles.

Author’s personal conversations with (community member’s full name) from Tyindinega, in Guelph, 2003.

- It is very important to have permission from people you reference and to follow Indigenous protocol—especially as Canadian Intellectual Property laws don’t always protect Indigenous knowledge from being appropriated.



Section 5 Writing for Publication

- ✓ **How to format or publish any kind of book or self-publish?** One of the easiest to use and thorough resources online is Dan Poynter's website <http://www.parapublishing.com/sites/para/information/writing.cfm>. His free, easy-to-use, fill-in-the-blank Book Writing Template, is available at <http://www.parapublishing.com/files/speaking/P-47%20WN-Book%20Writing%20Layout%20Template.pdf>.
- ✓ **There are also 3 First Nations publishers in Canada:** Theytus Books <http://www.theytusbooks.ca/>, Kegedonce Press <http://www.kegedonce.com/>, and Ningwakwe Learning Press <http://www.ningwakwe.on.ca/>. You can publish academic work through Ningwakwe Learning Press, however, you will most likely begin publishing academic work through academic journals.
- ✓ **The Centre for Native Policy and Research has an excellent website**, and lists many Indigenous academic journals in a wide variety of academic disciplines, <http://www.cnpr.ca/PublicationsDB.aspx>, as well as outlining guidelines on how to publish academic work, <http://www.cnpr.ca/WritingandPublishingwithCNPR.aspx#PublishingforCNPR>.
- ✓ **Indigenous Journals** are also listed on <http://www.lights.ca/sifc/journals.htm>. Each of these journals has their own publishing guidelines, so it is best to look on their website and follow the publishing guidelines as they each outline them. Many Universities also publish scholarly work. Online journals are an alterNative option.
- ✓ **Manuscripts submissions:** Submit your writing in the format specified by the journal you submit your manuscript to. They often include sections called Front Matter, Body, and Back Matter or End Matter. These can include Title, acknowledgments, bio, abstracts, reader guides, appendixes, glossaries, bibliographies and various heading or referencing requirements.
- ✓ **Publishing:** One of the easier ways to get published academically is to break down your papers into shorter journal articles and publish in sections as a series or even expand on or develop each section. Make sure you have a completed draft of the larger book size version.
- ✓ **Stay current:** Academic writing can get outdated. It is important to push and get your work published while the news is current. See what people are writing about in academia. Check what the university libraries are carrying. Ask other academics.
- ✓ **Originality:** The best publishing results are when your subject is original and reaches a wider audience outside of academics and have something written which demonstrates the subject's effectiveness as a tool in teaching by making it more challenging exciting and inspiring.
- ✓ **Seek relevant feedback:** One important item to note is that academic writing is competitive. Be sure you select those you trust to give you feedback about your work. It is not uncommon that people steal others ideas.

Additional sources on writing for publication:

Powell, Walter W. Getting Into Print. The Decision-Making Process in Scholarly Publishing. University of Chicago press, © 1985. 282 pages.

Germano, William. Getting It Published: A Guide for Scholars and Anyone Else Serious about Serious Books, 2nd Edition. University of Chicago Press, © 2001, 2008 . 232 pages.

Section 6 Other Useful Resources and Bibliography

Laurier Libraries:

- Waterloo Campus: 75 University Avenue West, Waterloo, ON Canada N2L 3C5, Information Desk, 519-884-0710 x3222.
- Kitchener Campus: Faculty of Social Work has its own separate library location at 120 Duke Street West in the FSW Campus Building. Social Work Campus: Gina Matesic, 519-884-0710, ext. 5257. Contact Gina for FSW Library tours or classes.
- The Brantford Campus Library: Brantford Public Library at 173 Colborne Street, and the staff are Irene Tencinger, Brantford Librarian, 519-756-2220 ext. 350, and Vera Fesnak, Circulation and Reserves, 519-884-0710 ext. 3413. Contact Irene for Brantford Library tours or classes.
- Visit the WLU Library in person, or for a WLU Library Tour or classes, contact John McCallum 519-884-0710 x3951. See their website at <http://library.wlu.ca/>. Your OneCard is your Library card. You can also use your OneCard to access any off campus Libraries, inter-library loan, email reference service, and for finding journal articles, by registering at <http://library.wlu.ca/trellis>. Check out their “How Do I...” webpage at <http://library.wlu.ca/how>.
- Undergraduate borrowing period for most materials is two weeks. Reserve materials may be borrowed for one hour, three hours, one day or three days, depending on the item. Graduates may borrow books, including most government publications, for a term (approximately 100 days). Approximately one month before books are due, the Library sends a reminder. If you have borrowed an item which is on hold or recalled by another patron, return the item within 7 days. (The Library will mail a notification.)

Learning Services, University Academic Policy, and Copyright Guidelines

All WLU Academic Support Services are listed at http://www.wlu.ca/page.php?grp_id=1866&p=12607.

WLU Learning Services, www.wlu.ca/learningservices, includes tutors, online resources, http://www.wlu.ca/page.php?grp_id=306&p=3111, an Accessible Learning Centre, Mathematics Assistance Centre, and Writing Centre. The definition of WLU Academic Integrity and [The Student Code of Conduct and Discipline](#) is found here, <http://www.wlu.ca/academicintegrity>.

The Writing Centre webpage for Graduate Students is at http://www.wlu.ca/page.php?grp_id=306&p=3112.

The English Language Academic Success Program (ELASP) is an academic mentoring and support program that has been developed to help Laurier students whose first language is not English, http://www.wlu.ca/page.php?grp_id=1866&p=12588, and includes peer mentoring, workshops, facilitated study sessions, and individual assistance. Email study@wlu.ca for more information about this program. It is a resource that is useful to Aboriginal students at WLU.

The Accessible Learning Centre at <http://www.mylaurier.ca/accessible/info/home.htm> is also a resource which Aboriginal students with Disabilities can utilize, including an ALC Student Guide, <http://www.mylaurier.ca/content/documents/Link/ALC/ALC%20Student%20Guide%202008.doc>.

Copyright Information: www.copyright.com. See also Intellectual Property and Aboriginal People: A Working Paper by Simon Brascoupé and Karin Endemann, Fall 1999, <http://www.ainc-inac.gc.ca/ai/rs/pubs/re/intpro/intpro-eng.asp>.

Other Online Resources /Portals / PDF 's / Databases:

Annotated bibliographies:

<http://copia.library.cornell.edu/olinuris/ref/research/skill28.htm>

<http://owl.english.purdue.edu/owl/resource/614/01/>

http://www.unc.edu/depts/wcweb/handouts/annotated_bibliographies.html

http://www.tcc.fl.edu/about_tcc/academic_affairs/division_of_library_services/research_guides/how_to_write_an_annotated_bibliography

Literary review:

http://www.ehow.com/how_4422375_write-literature-review-academic-paper.html

http://www.unc.edu/depts/wcweb/handouts/literature_review.html

How to create dossier, teaching portfolio

(Academic professional work, community involvement, certificate, academic references):

<http://www.tag.ubc.ca/resources/teachingportfolios/dossiers/>

<http://learningandteaching.dal.ca/taguide/TheTDr.html>

<http://ftad.osu.edu>

http://www.queensu.ca/ctl/resources/publications/preparing_dossier.html

Curriculum vitae, resume:

<http://www.cv-resume.org/>

<http://www.cvtips.com/>

http://jobsearchtech.about.com/od/resumes/Writing_Resumes.htm

<http://www.rockportinstitute.com/resumes.html>

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