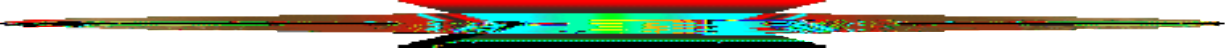




Academic Writing Manual for Aboriginal Students

Wilfrid Laurier University

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Dr. Susan Horton ±Vice President Academic 2008
George Kennedy ±

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.

Medicine Wheel Framework



Indigenous Knowledge

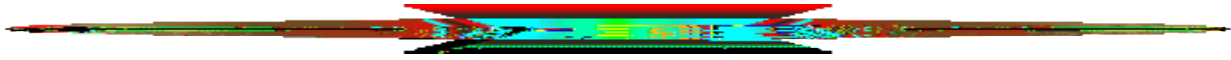
3

- Indigenous knowledge is diverse and has many teachings from various Indigenous nations and the erosion, protection and reclamation of Indigenous knowledges are major concerns.
- The ecology of Indigenous knowledge is based in honouring our relationship to the land and Creation.
- Indigenous knowledge is wholistic knowledge and includes our spiritual, emotional, mental, and physical
- Indigenous knowledge is ancestral and sacred. It looks at our past, present and future.
- 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.
- 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.

Balancing Indigenous knowledge with Eurowestern universities

- 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.
- 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.
- 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.
- As an Indigenous student, you will work hard to articulate and write about your insights, thoughts, questions, reflections, understandings and knowledge.
- As responsible human beings, we aspire to the greatness possible for all people, we always have and we always will.

Section 1 EAST – Bravery and Humility



Introduction to the basics of academic writing requirements

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!
- ✿ **3 O H D V H G R O Q T W Z D L W X Q W L O L W L Y W R R O D W H, O R V W L C** Go to http://www.wlu.ca/homepage.php?grp_id=306 to find 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 – **± G R Q T W Z D L W X Q W L O L W L Y W R R O D W H, O R V W L C** you 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.

K UWEHŋ HYa d'UH'Z:f '5 WUXYa JWK f]hbl

K UWEHŋ f&\$- Writing Up Qualitative Research briefly outlines the following:



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 to

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.



✿ 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 ² 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

K D Y H R S H Q H G X S ³ Z H V W H U Q ' D F D G H P L F N Q R Z O H G J H W R

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

✿ To paraphrase black feminist lesbian poet, **Z K R V D L G V R P H W K L Q J**
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

➡ Network With other local Native Student Associations

:LOIULG /DXULHU KDV D 1DWLYH 6WXGHQW¶V 6HUYLEFHV & R
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/>

+ DFNHU 'LDQD \$ &DQDGLDQ :ULWHU V 5HIHUUHQFH UG H

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

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 (also called _____ or _____) 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, ³\$ 1DWLRQ LV QRW FRQTXHUHG XQWLO WK 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 ^{DQG} ³>W@KH FHQWUDO LVVXH LQ D SRVW FRORQLDO HGXF SULPDU\ TXHVWLRQV RI ZKR WKH\ DUH ZKHUH ^{WIKI} OLYH 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.

Commonly known El **GHUV TXRWH)RU H[DPSOH \RX FDQ FLWH LV**
Where possible, put where you heard or read the saying, who said it, and when, and what nation the
quote originates from.

)RU H[DPSOH ³\$ 1DWLRQ LV QRZP RQ TXUHRQ XQWLOUW)

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

&RQYHUVDWLRQ ,GHQWLI\ WKH SHUVRQ V QDPH QDWL

For example, if you had a conversation in Guelph with a community member from Tyindinega about what

PDLQVWUHP SHRSOH FDOO ³FRQIOLFW UHVRQ

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 **UHVXRUFHV RQOLQH LV 'DQ 3R\QWHU¶V ZHEVLWH** <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

DXGLHQFH RXWVLGH RI DFDGHPLFV DQG KDYH VRPHWKLQ 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.

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> & <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](http://www.wlu.ca/academicintegrity) 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=1thp=1depp=1deprogpUnd.m\[\(Wy43\(b\)-3\(o\), Work hworksho\(f\)8\(o\)-3in\)-2\(ft\)6](http://www.wlu.ca/page.php?grp_id=1866&p=1thp=1depp=1deprogpUnd.m[(Wy43(b)-3(o), Work hworksho(f)8(o)-3in)-2(ft)6)

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