# Academic Writing for Graduate Study: Review Activity

#### **GRIPS Placement Test of Academic Writing**

- 1. What is cherry-picking and why is it unacceptable in academic writing?
- 2. In the test, a source that quoted a politician in an interview was not used in the model answers. On what grounds was the source omitted? What does this imply for your choice of sources for your final paper?

# Finding Your Research Area: Identifying a Topic

- 1. What are the characteristic of a good research topic?
- 2. What is the difference between quantitative and qualitative research?

#### **Scholarly Sources: Locating and Evaluating**

- 1. Where can you find sources for your research?
- 2. Which sources have you found most useful?
- 3. What is the difference between academic and nonacademic sources?

### **Scholarly Sources: Citing and Using**

- 1. What is plagiarism?
- 2. Write a reference entry for the source below using APA style.

#### **Source**

Title: Borrowing Others' Words: Text, Ownership, Memory, and Plagiarism

Author: Alastair Pennycook Journal: TESOL Quarterly

Year: 1996 Volume: 30 Issue: 2

Pages: 201 to 230

## **Research Questions and Proposals**

- 1. What are the characteristics of a good research question?
- 2. What is the difference between a quantitative and a qualitative research question?
- 3. What is the structure of a research proposal (i.e., what information is included and in what order?)

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## **Academic Writing Skills**

The texts below discuss plagiarism in Asian educational contexts. Write a comparative summary of these texts.

There exists in Japan a hierarchy system in which subordinates must defer to their superiors. As such, copying is not just acceptable, but almost mandatory, especially at the graduate level. In Japanese society, originality is not of great importance, and it is more important to share the ideas of great minds than it is to spend extra time painstakingly documenting the source of every idea or phrase. (p. 19)

Adapted from Wheeler, G. (2009). Plagiarism in Japanese universities: Truly a cultural matter?

According to some research findings, Chinese students have little difficulty understanding the author but feel that to rewrite in their own words would be less effective than using the author's own words. Many stated that rewriting would bring about more mistakes and probably result in a less powerful message. (p. 223)

Adapted from Pennycook, A. (1996). Borrowing others' words: Text, ownership, memory, and plagiarism.

My own six years of experience teaching first-year Hong Kong college students how to write research paper led me to maintain that most Chinese students overuse source material through an innocent and ingrained habit of giving back information exactly as they find it. They are rote memorizers or recyclers. In the school setting, they are unaccustomed to deriving and expressing their own insight into academic issues. (p. 133) <i>Adapted from</i> Deckert, G. D. (1993). <i>Perspectives on plagiarism from ESL students in Hong Kong</i> .	l I