NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY OF HUMAN SCIENCES

DEPARTMENT OF EDUCATION AND LANGUAGES

QUALIFICATION: VARIOUS COURSES	
QUALIFICATION CODE: VARIOUS	LEVEL: 5
COURSE CODE: EAP511S	COURSE NAME: ENGLISH FOR ACADEMIC PURPOSES
SESSION: JUNE 2019	PAPER: THEORY AND PRACTICE
DURATION: 3 HOURS	MARKS: 100
MODE: FM	

FIRST OPPORTUNITY EXAMINATION QUESTION PAPER	
EXAMINERS	Mr A. Ndlovu
	Ms E. /Ucham
	Ms J. Brandt
	Mr C. Gwasira
	Ms L.A. Haamukwaya
	Ms J. Hunter
	Mr B. Kamwi
	Ms K. Kanime
	Mr J. Lasso Rey
	Ms Y. Lyamine
	Ms T. Nepolo
MODERATOR:	Dr N. Mlambo

INSTRUCTIONS
1. Answer ALL the questions.
2. Write clearly and neatly.
3. Number the answers clearly.

THIS QUESTION PAPER CONSISTS OF 17 PAGES (Including this front page)

(Royce, 2003). Even the best search engines available search only a small portion of the internet. This is evidenced by the observation that different search engines return different hits with identical search terms. It is also impossible of course for the search engines to find matches with written material that has not yet been digitised. Text matching is also hindered by translation from different languages (Royce, 2003). Another potential limitation of plagiarism detection software is that students may simply learn to modify sentences or key words within a passage sufficiently so that they are not matchable with the source material (Royce, 2003; Martin, 2005). It is much more difficult to detect and prove that ideas have been plagiarised than to do this for the passages and sentences that convey these ideas.

B. Methodology

The present academic integrity initiative in the Faculty of Engineering, Computing and Mathematics at the University of Western Australia, included the provision of online plagiarism detection software for student and staff use in evaluating written work. The commercial product Turnitin was employed for this purpose. This plagiarism detection software produces originality reports by comparing the submitted written material to existing text in the Turnitin database, online texts and journals and information from the internet (Frazer, Allan & Roberts, 2004).

The use of the online plagiarism detection software Turnitin was trialled in a core first year engineering unit. The unit involved in this initiative forms the foundation for the professional development component of the engineering degree. To succeed in this component of the degree a high level of written communication ability is required. Despite efforts to instruct students regarding proper referencing and paraphrasing in previous years, many students continued to submit written assignments that contain significant amounts of plagiarised material. Before the aid of plagiarism detection tools, approximately twenty severe cases of plagiarism were detected annually in this unit. The number of suspicious assignments that were never investigated was far greater, with an even larger number displaying at the very least careless source acknowledgement.

These demonstrated significant and consistent improvement throughout the semester in student abilities to properly paraphrase and reference material.

The Turnitin overall similarity indices (i.e. percentage of material matching internet sources, publications or student papers) for the first draft of the three written assignments set within the unit are presented in Table 1. In determining these percentages, material contained within quotation marks and reference lists were not included. Text matches of three words or less were also ignored. The Turnitin statistics show a substantial 69% decrease in assignment first-draft mean level of plagiarism from the first to the second written assignment. In the final (third) assignment submissions, similarity indexes for all 618 students were 24% or less.

It is unlikely that the positive results reported in Table 1 are the consequence of the majority of students simply learning to modify sentences or key words within a passage sufficiently so that they were not matchable with the source material. This practise has been noted within the present trial, but the number of students identified as using Turnitin in this manner was very small. The intent to deliberately engage in deceptive practice is generally not the governing motivator for students as discussed in the work by Deckert (1993). Most students are genuinely interested in learning. The mechanistic application of citation and referencing rules, involving trial and error phases using the Turnitin software, may also be a necessary initial learning stage on the path to competent academic writing.

Assignment	Overall Similarity Index			
	0-24%	25-49%	50-74%	75-100%
1	168	285	120	32
2	431	121	36	16
3	448	135	29	-

Table 1 – Overall similarity index for the first draft of three written assignments. (N=618)

The success of the approach in reducing plagiarism and the associated education of students regarding proper citation and paraphrasing are believed to be due to several factors. Firstly, the approach encouraged more experiential learning. Rather than being involved primarily in passive instruction, students were actively engaged in, for example, repeated attempts to improve their paraphrasing using Turnitin. Using the software, students received frequent feedback regarding the originality of their written work and whether sources had been properly

Part A: Comprehension Questions (20)

1) State two significant reasons mentioned in the introduction to promote student honesty in the context of the future labour market and society. (2)

2) Mention a minimum of three limitations of online plagiarism detection algorithms pointed out by the experts in the field. (3)

3) Indicate whether the following statements are true or false: (3)

   a) There were only twenty cases of suspected plagiarism detected annually in the core first engineering unit.

   b) The Turnitin database includes online texts and journals, offline texts and information from the internet.

   c) Students were allowed three self-assessment opportunities using Turnitin before the submission of their assignments.

4) How did the students rate the usefulness of the software? (2)

5) Were the options of the students on the use of Turnitin validated by the similarity report statistics. Substantiate your answer. (2)

6) What main reason can be inferred from the text as the key for the positive results reported in Table 1? (2)

7) How did the lecturers and educators benefit from this new approach to the use of anti-plagiarism software? (2)

8) Despite the successful results of the research, the conclusion also reflects on some potential weaknesses derived from a mechanistic use of Turnitin. State a minimum of two different shortcomings of the automatic use of anti-plagiarism software. Avoid copying literally from the original text insofar as possible. (2)

9) Indicate two cohesive devices or transitional words signalling contrast in section B under the heading "Methodology". (2)

Part C: Research Questions [20]

1. Rewrite the title of the article adding any suitable type of research action conducted. (2)

2. Which section of the research article includes a concise literature review on the phenomenon of academic plagiarism? (2)

3. State the two main data collection tools used in this research. (4)

4. Observe Table 1 or read the *Results and Discussion* section and specify the meaning of (N=618) (2)

5. Is there mention in the text of the human subjects of the trial having signed an ethics approval or written consent prior to the research? (1)

6. Which section usually placed at the very end of a research article has been omitted from the adapted text due to space constraints? (2)

7. State whether the following researcher assumptions prior to the research are true or false: (4)

    a) The researchers assume that respondents will complete the survey and that they will do so honestly.

    b) The plagiarism detector software selected for the research is 100 % reliable.

    c) Gender is a factor in the incidence of academic plagiarism.

    d) Students require familiarisation with the Turnitin software for the success of the research.

8. Generally speaking, data can be categorised as primary or secondary according to its source. Indicate what type of data is used in this research and why. (3)

The second main cause of the housing crisis in Namibia is the inflation of the prices of houses by key stakeholders in the housing industry. There is a perception that stakeholders such as property valuators, developers and real estate agents, unnecessarily inflate house prices. This is done to enable stakeholders to rake in maximum profits. This profit is based on the knowledge that there is high demand in the market and these stakeholders are guaranteed to secure a purchaser for every property with an on-sale tag.

3. Conclusion

Write the conclusion

Question 2: Text organisation (10)

The sentences in the body of a paragraph should be organized in a logical order. Using the sentences in the box below, write a **sequence** paragraph outlining steps followed when boiling eggs. Use appropriate cohesive devices.

Place the eggs in a bowl of ice water and leave them there for one minute.

Set your timer.   Peel and eat.
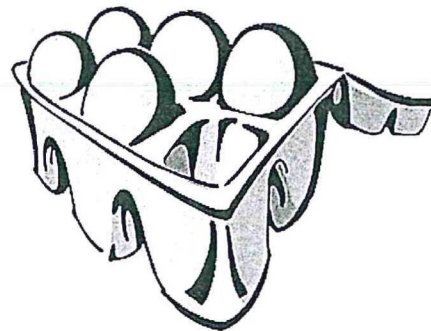
Put the eggs in a pan of cold water.

Turn off the heat and cover the pan.

Remove cooked eggs from pan.

Tap the cooked eggs gently to break the shell.

Bring the water to a rolling boil.

Adapted from: http: //www.englishworksheetsland/text organization

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Anderson, T. H., & Armbruster, B. B. (1984). Studying. In P. D. Pearson (Ed.), *Handbook of reading research* (Vol. 1, pp. 657-680). Mahwah: NJ: Erlbaum.

a)   Most of the research on strategies addressed students' use of study skills (Anderson, T. H., & Armbruster, B. B., 1984).

b)   (Anderson & Armbruster, 1984) Most of the research on strategies addressed students' use of study skills.

c)   Most of the research on strategies addressed students' use of study skills (Anderson & Armbruster, 1984).

2. Which of the following in-text citations is the correct format for a source with 6 authors?   (1)

a)   Flower et al. (1990), in a set of interrelated studies, examined university students' processes of reading-to-write as indicated by students' responses to a compilation of topic-related short texts.

b)   Flower, Stein, Ackerman, Kantz, McCormick and Peck (1990), in a set of interrelated studies, examined university students' processes of reading-to- write as indicated by students' responses to a compilation of topic-related short texts.

c)   Flower, Stein, Ackerman, Kantz, McCormick & Peck (1990), in a set of interrelated studies, examined university students' processes of reading-to-write as indicated by students' responses to a compilation of topic-related short texts.

3. In which sentence has the quotation been integrated correctly?   (1)

a)   Kristeva (1986), building upon the work of Bakhtin, first introduced the

writing strategies to students at the secondary level

(Biancarosa & Snow, 2004).

b) In the last ten years, a number of reports and position statements have highlighted the importance of explicitly teaching reading and writing strategies to students at the secondary level

(Biancarosa & Snow, 2004, p. 1).

c) In the last ten years, a number of reports and position statements Have highlighted the importance of explicitly teaching reading and Writing strategies to students at the secondary level

(Biancarosa & Snow, 2004).

6. The in-text citation below is an example of .... (1)

Several important studies on the teaching and learning of multiple strategies indicated mixed results (Duffy et al., 1987; Palincsar & Brown, 1984; Paris, et al., 1984).

a) quotation
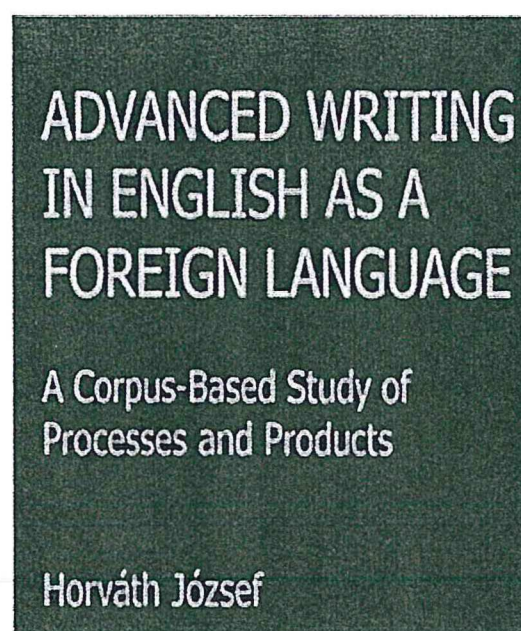
b) synthesis

c) paraphrase or summary

Reference List (9)

Compile a reference list using the three sources below. Use the method provided for each source and adhere to all APA guidelines for compiling a reference list.

Method:

Surname, Initials. (Year). Title of article in sentence case: Subtitle in sentence case. *Journal Title in Italics and Title Case, Volume number in italics*(issue no), pages. doi:10.xxxx/xxxxxxxxxx

Source C

ADVANCED WRITING IN ENGLISH AS A FOREIGN LANGUAGE

A Corpus-Based Study of Processes and Products

Horváth József

Method:

Surname, Initials. (Year). *Title of book in italics and in sentence case: Subtitle of book in italics and in sentence case* (-- ed.). City, 2 letter code for US State: Publisher. **Or** City, Country: Publisher (if not published in the USA).

END OF QUESTION PAPER