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**The International Student Experience;
Academic Culture and Academic Integrity**

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Academic English courses / credit bearing / for undergrads and grads
Reading, Writing, Speaking, Listening, Pronunciation, International
Scholars course in Pronunciation and Teaching Strategies for int'l TAs

Disclaimer

Not all descriptions fit everyone, but the below are ones from talking with students, from the video "[Writing Across Borders](#)"¹ and from speaking with my faculty. They refer to academic culture and academic integrity, with a focus on writing.

They speak to the fact that many issues are deeply rooted in culture

China

When I arrived here I didn't think citation was such a big deal. We talk about it in my country, but it's not that serious. I think it's because of our culture. We have more than 5000 years of Asian culture and are living in a communist society. We are supposed to share everything, right?

Vietnam

In my country, when I look for information besides what the teacher gave me it's not good because it makes it look like we are threatening the expertise of our instructor.

¹ <http://cwl.oregonstate.edu/writing-across-borders>

Links to video on YouTube:

Part 1 <http://www.youtube.com/watch?v=qul0vq9VF-c>

Part 2 <http://www.youtube.com/watch?v=koViA1gqiUs>

Part 3 <http://www.youtube.com/watch?v=g0wbDcftlU>

Columbia

For us establishing a relationship with the reader is important, and in American writing, you don't really do that; you just get right to the point. For us, that's kind of rude. It's just like when we talk with each other in my country. We don't just sit down and get right to the point. We ask how the person is doing, and kind of work our way around to the main point of our talk until we finally get to the main reason we are sitting down together.

Thailand

The idea of ownership is really strange to us. How can someone "own" an idea? For example, we had a native breed of rice here than an American company patented. How could they do that? How can anyone "own" a breed of rice, much less someone that doesn't even live here? It reminds me of how Native Americans in the US didn't really understand the idea of land "ownership" when their land was being taken away.

Japan

When we write, it is really the reader's job to do a lot of the work to decipher what is written. We don't tell you our main idea at the beginning. That would be too easy and maybe insulting to the reader.

Turkey

Where I come from, we don't just write to give information. We write for the beauty of writing. For example, a very long sentence is good because it shows a poetic tone. Or maybe you read it to get pleasure out of it. Another thing is that we look up to the education system in American because it is more free, it's more relaxed, so I was surprised to find out that there are such strict rules for formatting and for citation.

Saudi Arabia

For us exaggerating is part of writing. It makes our writing sound more interesting and beautiful. It's not just about the whole truth of every word.

Conclusion

Students come to the US with varied educational backgrounds that are reflective of their cultures.

Students have been studying one way for many years and it's hard to change
International students write with an accent just as they speak with an accent (Tony Rice, Writing Across Borders")

What you can do

In writing classes, teach and give examples on:

Structure

Giving opinions and supporting ideas

Plagiarism

Indiana University Plagiarism test:

https://www.indiana.edu/~istd/plagiarism_test.html

Summarizing, paraphrasing and quoting

Give library tours and have librarians give workshops on citation
Talk about international student concerns in orientation for faculty and new students
Work with the International Student Scholars office
Have clear consequences

An extra from my co-presenter, Dr. Sabine Lehr! Very interesting!

An intercultural perspective on plagiarism

Consider the following two limericks printed in Pickering (2002, p. 109):

Western world view Limerick:	Eastern world view Limerick:
“There was a teacher from Europe, who said you mustn’t do it, his friends all agreed, plagiarism’s evil indeed, now everyone obey or rue it.”	“There was a devotee of Confucius, who was very conscientious. Never did write a word he’s not before heard. So as not to be thought presumptuous.”

Pickering, J. W. (2002). Plugging the plagiarism plague. In *Diversity in Practice: Proceedings from ISANA International Education Association 2002, 13th National Conference* (pp. 106-111). Launceston, Australia: ISANA.