

Curriculum Integration and Scientific Research Training: A Study on the Path to Cultivate Graduate Students' Academic Norms Cognition and Paper Writing Ability

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Abstract: *This article discusses the course “Academic Norms and Graduate Thesis Writing Guidance,” emphasizing the crucial role of adhering to academic standards in the process of thesis writing. It outlines the key aspects of thesis composition, including topic choice, literature review, and research methodologies, while underscoring the necessity to steer clear of non-conforming practices. The course aims to integrate learning with thesis writing, improve academic norms, and encourage innovative thinking within ethical boundaries. Ultimately, it emphasizes the importance of academic innovation and underscores the necessity for students to grasp the orientation of their thesis work, acknowledge academic boundaries, and aspire to achieve success.*

Keywords: Academic norms, Graduate thesis writing, Course study, Academic innovation.

1. Introduction

This semester, the school opened the course “Academic Norms and Graduate Thesis Writing Guidance” for the 21st grade doctoral students. The course, instructed by a team of diverse teachers, provides us with multifaceted insights into how to embark on academic research and the crucial considerations for crafting papers and monographs. The course content is full of practical information. As a first-year doctoral student, I feel that I have benefited a lot from studying this course. My initial understanding of this course is mainly reflected in the following points.

2. Basic Understanding of Terms Such as “Academic Norms”

“Academic norms” have consistently been a pivotal topic of discourse within the academic community, encompassing primarily two aspects: firstly, the foundational concept of academic norms; secondly, the detailed substance of these norms. Regarding the definition of this term, the Modern Chinese Dictionary states: In Chinese, “academic” refers to “systematic and specialized knowledge”, and “norms” refers to “standards that are commonly agreed upon or explicitly stipulated.” [1] From this concept, we can see that “academic” and “norms” each have their own definitions. Among them, “academic” is a discipline with its own system and is highly professional, which means that it is not random but is conducted within a certain mechanism; “norms” also have their own formation rules - commonly agreed upon or explicitly stipulated. The former mainly represents an academic atmosphere that has been gradually inherited and unanimously recognized by everyone through a long period of theoretical development and practical application; the latter is an academic criterion formulated by the academic community in different fields at different times. These two terms primarily denote that academic researchers must adhere to specific systems in their academic discussions and paper

writing, refraining from arbitrary actions devoid of any guiding rules.

“Guidance for Graduate Thesis Writing” is aimed at graduate students. This entails, under the mentorship of lecturers, meticulously studying the intricacies of academic norms, profoundly grasping the significance of adhering to them, and honing one’s academic writing prowess. In particular, they should creatively explore their own research fields on the basis of inheriting the work of predecessors, so as to form certain research results.

Therefore, from the terminology of this course, we can know that graduate thesis writing is a rigorous academic research behavior, which requires the author to be proficient in the standardized writing system, to clearly define the boundaries of academic research, and to meticulously carry out their thesis writing tasks.

3. Specific Requirements for Postgraduate Paper Writing

This course mandates students to carry out its specified requirements via targeted academic endeavors, namely, applying the theoretical knowledge acquired by graduate students into practical academic contexts. For learners, each student needs to understand the following points.

3.1 Specific Content of Graduate Thesis Writing Standards

This course is taught by several professors. They seamlessly integrate their profound understanding of academic behavior with actual research experience into the course content, enabling learners to grasp both the theoretical foundations of academic norms and the gravity of academic endeavor. Specifically, an academic paper includes the collection of literature, topic selection, review, research methods and other aspects. **First and foremost, consider topic selection as a**

crucial example, as it is an important matter before writing a paper. The preface and chapters of “Wenxin Diaolong” provide a good reference for the selection of topics in modern academic papers. For example, if one wishes to praise an imperial edict, there is no better way than to annotate the classics. Scholars such as Ma and Zheng were already quite proficient in this regard. Although they had profound understanding, it was not enough to establish their own schools of thought. Only the use of literature is truly a tributary of the classics. The five rituals are used to form articles, and the six classics are used for practical purposes. The reason why the monarch and his ministers are brilliant, and the reason why the military and the country are bright, is to look at their origins. It is solely due to the classics. Nevertheless, with the saints having passed away long ago, the literary style has diminished, and rhetoricians have taken to embracing strangeness. Words are now valued for their superficial charm, and the mere decoration of speech is cherished, akin to adorning feathers with paint. An increasing number of decorative belts that deviate from their original purpose are emerging, which could lead to the breeding of corruption. In the Book of Zhou, the emphasis is on the essence of words. In the teachings of the father of the monks, there is no heresy. The profoundness of words and teachings should be in the essence. Thus, I picked up my pen and ink, and began to write down my thoughts. (The Literary Mind and the Carving of Dragons, Preface) [2] The general idea of this passage is that in order to understand the main idea of the sage, it is necessary to annotate the classics. In this regard, the two scholars Ma and Zheng have done a good job. Should I attempt it again, forming an independent school of thought would undoubtedly be challenging; however, the significance of the article remains immense. From state ceremonies to military affairs, the classics are used. Nonetheless, the present era bears little resemblance to that of the sages, and the structure of the article has indeed deteriorated. Therefore, the article is getting further and further away from the original intention of the sage, and it is bound to be exaggerated. Given these circumstances, the author embarked on writing this article. Based on this broad concept, the author contends that choosing the article’s topic should encompass both problem awareness and academic relevance. Problem consciousness means that the author sees a certain real problem and thinks about the solution to this real problem; academic significance encompasses not only the practical value of an article but also its contribution to the academic field. This includes presenting innovative research perspectives, solving specific problems, providing new evidence or theories, and ensuring the reliability of methods and data. ution to the academic community. Obviously, choosing a good topic is a key step before writing an article, as it directly relates to the value of the article. Secondly, writing a literature review is a retrospective of the research scholars have conducted on the topic or related topics, and it is summarized in writing. At the same time, it is also a brief statement of which problem this topic will explore and how to solve it. For example, the academic monograph “Research on Shen Deqian’s Poetic Thought” published by People’s Publishing House devotes significant space to discussing the current research status [3]. Another example is “Research on the Use of Poetry in the Western Han Dynasty”, the first part of the introduction contains three parts: topic explanation, topic argumentation,

and literature review. Among them, the literature review extensively covers research results related to the topic [4] The literature review involves an important issue, namely literature citation. The lecturer also gave us good guidance, including the basic understanding of literature citation, the role of literature citation, the principles and methods of literature citation, etc. This made us think about the significance of literature citation and how to cite. Citing literature is essential not merely for the act of citation itself, but because it substantiates particular viewpoints, thereby indicating that these perspectives are well-supported and credible. literature citation reflects the author’s academic vision and demonstrates that the topic stems not from the author’s mere imagination, but rather from thorough contemplation grounded in predecessors’ research findings and current realities, thereby possessing significant academic merit. Mastering certain methods for literature citation is crucial, irrespective of whether it concerns a book or a compilation of papers; one key principle stands out: ‘respect the original.’ For instance, when citing papers within personal collections, one must ensure adherence to respecting the original source. Some papers were originally published, and later we saw them in the author’s personal collection of papers. When citing, the time of publication of the collection of papers was marked, which goes against the principle of respecting academic originality.” This passage tells us that when citing, we need to indicate the original publication time and journal name, and write that it is quoted from a collection of papers. For example, “Zhao Yuanren 1988, “Collection of Linguistics” (XV), Commercial Press.” This notation is incorrect and should be formatted as ‘Zhao Yuanren, 1988, paper title, in Collection of Linguistics (XV), published by Commercial Press.’ To ensure the integrity and academic value of the literature review, it is imperative to properly cite previous literature. This necessitates that the writer grasp the foundational principles of citation, master the appropriate citation methods, and avoid the pitfalls of incorrect citation, which can lead to increased repetition and diminished academic value. **Thirdly, research methods refer to the methodologies employed by the author to explore and analyze the subject matter.**e a certain topic. The academic community encompasses a wide range of research fields, and the research methodologies employed are equally diverse. For specific topics, authors need to design appropriate research methods based on the issues and research content of the topic. For instance, the literature analysis method involves organizing and collecting the available literature, and using the data or textual explanations from the literature to analyze it, thereby deriving relevant analytical conclusions. Of course, in a paper, the author may employ a variety of research methods, with the selection and application of these methods being crucial to the study’s direction, reliability, and the validity of its outcomes.

Graduate thesis writing is rigorous and standardized, with detailed requirements for each component. Beyond the aforementioned points, it encompasses the logical framework of the main body, thesis language, and research conclusions, which will not be further expanded upon here. This course necessitates familiarity with each step’s specific requirements before writing commences, ensuring a clear understanding and effective execution. preparation work before writing.

3.2 Irregularities in Graduate Students' Paper Writing

Recently, the academic community has witnessed numerous irregularities in paper writing, sparking widespread debate and controversy. For example, the media reported that a doctoral student did not know what CNKI was. This has had a certain negative impact on the academic community and has also brought corresponding consequences for the student. Hence, it is imperative for every graduate student to comprehend these irregularities before embarking on their paper writing journey.

Academic misconduct, which encompasses a range of irregular behaviors such as fabrication, falsification, and plagiarism, is not defined by individuals but is governed by established academic norms and overseen by dedicated management departments. Academic misconduct is subject to various regulations across different countries and fields. For instance, in China, the State Council emphasizes the prohibition of falsification in scientific research, while the Ministry of Education has outlined specific behaviors considered as academic misconduct, such as plagiarism and data fabrication. Similarly, the National Natural Science Foundation of China has its own set of rules to address scientific misconduct, including plagiarism and data fabrication. In the United States, the Office of Research Integrity handles cases of academic misconduct, which can lead to severe consequences such as job termination and loss of research funding. Taking colleges and universities as an example, according to the "Measures for the Prevention and Handling of Academic Misconduct in Institutions of Higher Education" issued by the Ministry of Education of China in June 2016, the following behaviors are considered to constitute academic misconduct: 1) Plagiarism, copying, and infringement of others' academic achievements; 2) Tampering with others' research results; 3) Forging scientific research data, materials, documents, annotations, or fabricating facts and making up false research results; 4) Signing research results and academic papers without participating in research or creation, improperly using others' signatures without their permission, fictitious co-signatures, or multiple people jointly completing research without indicating others' work and contributions in the results; 5) Providing false academic information during the application process for projects, achievements, awards, title evaluation and assessment, and application for degrees; 6) Selling papers, having others write papers on one's behalf, or writing papers for others; 7) Other behaviors that constitute academic misconduct according to the rules formulated by colleges and universities, relevant academic organizations, as well as scientific research management agencies. The academic misconduct stipulated above targets the entire university and academic community, rather than any specific field; plagiarism, copying, tampering, and other such behaviors constitute academic misconduct. In other words, presenting someone else's views or research results without proper annotation is not standard academic practice.; Appending one's name to research without contributing one's own academic endeavors within the subject matter or results constitutes irregularity, among other issues. This regulation is formulated in response to specific problems and practical needs within the academic sphere, serving as a caution to writers—whether engaged in book writing, paper authoring,

or other academic endeavors—that they must refrain from violating the aforementioned guidelines.

When writing papers, graduate students must thoroughly comprehend the "Measures for the Prevention and Handling of Academic Misconduct in Institutions of Higher Education" promulgated by the Ministry of Education, upholding the fundamental principles of academic integrity, refraining from compromising academic norms for the sake of personal achievements or gains, as such conduct would jeopardize the overall academic environment and derail their academic careers. In addition, when it comes to each field and each academic paper, certain details cannot be overlooked, including punctuation marks and citation formats. Incorrect use of these elements, this also constitutes academic misconduct.

3.3 Thinking About the Writing Standards of Graduate Students' Papers

American scholar Thomas Kuhn (1922) proposed the concept of "paradigm", which was later introduced into the Chinese academic community. It refers to the shared rules, values, and research methods of a particular academic community. From this term, we can see that the domestic and international academic worlds each have their own research 'paradigms.' Even within the same country, different disciplines may have different research 'paradigms.' Here, the term 'paradigm' is used in a similar sense as academic norms to a certain extent. If a writer overlooks the research 'paradigms' of various disciplines, it amounts to a breach of the norms dictated by those paradigms, thereby constituting non-standard practice in academic writing. For graduate students, you can think about paper writing norms from the following aspects:

Initially, postgraduate coursework is seamlessly integrated with the standardized composition of thesis. In the 1980s and 1990s, countries with a traditional "apprenticeship system", such as Germany, Austria, Russia, Poland, Italy, and Norway, were influenced by the American doctoral training model and began to pay attention to the standardization of doctoral course learning, gradually forming a doctoral training model that integrates course teaching and scientific research training [6]. In this situation, China's doctoral education has gradually realized that the "incremental" development model with knowledge transfer as the core, the course structure and content are difficult to adapt to the requirements of doctoral scientific research ability training, and it is difficult to play the role that the course should play in ensuring the quality of doctoral training [7]. In addition, the direct effect of doctoral course learning on doctoral scientific research is not obvious, which leads to the phenom. It is evident that doctoral students do not prioritize course learning [8]. The international academic community has increasingly recognized the significance of integrating graduate course learning with paper writing, infusing academic norms into course content, and guiding students to become familiar with the research protocols of various disciplines during their coursework, thereby fostering standardized academic practices. This process emphasizes the gradual cultivation of academic norms. Of course, there are certain differences in academic "paradigms" for different disciplines, which also means that course preparation is a great challenge for teachers. On the

one hand, it requires that the course content align with the training objectives of the graduate stage. On the other hand, it also necessitates that the course learning can spark students' enthusiasm for learning in certain aspects. Finally, it also requires an organic combination of course learning and academic paper writing, so that students can deeply understand the value of academic norms while learning course knowledge.

Second, further improve the academic standardization mechanism and optimize it in a timely manner. The fundamental mission of graduate education lies in nurturing the scientific research capabilities of students, a process predominantly influenced by two key elements: course training and scientific research training. There are many analyses on the impact of the number and quality of project participation on the scientific research ability of graduate students in existing studies [9]. Course training has been explained, so I will not repeat it here. However, scientific research training varies significantly depending on the project participation and the students' own writing. For instance, some graduate students engage in more projects and consequently have more opportunities for academic training. Their academic thinking and writing skills are honed through diverse project research. In contrast, some students participate in relatively fewer project research and have limited opportunities for academic learning. Consequently, their awareness of academic cognition and proficiency in paper writing are comparatively low. Graduate training constitutes education for the entirety of the graduate cohort. Only when the comprehensive academic proficiency of graduate students is enhanced can the institution's graduate training objectives be attained. Personally, I think several points need to be considered: First, based on the relevant academic norms of the Ministry of Education and the norms of formal academic platforms, the school can formulate an academic mechanism tailored to graduate student development, based on school conditions and individual needs, and promptly optimize it with time. Second, offer school-level research training across disciplines to address academic gaps resulting from limited project participation among graduate students. Third, from the student level, through classrooms, lectures or systems, assist graduate students in promptly identifying areas of research interest throughout their studies. while emphasizing the significance of academic research.

Third, strictly abide by academic ethics and encourage innovative thinking. For colleges and universities, strengthening the guidance of academic ethics means that in the process of strengthening students' ideological and moral construction, the school guides students to develop good academic ethics and academic norms, and strives to make them the defenders of academic research and the inheritors of noble academic ethics [10]. On the one hand, the school should guide graduate students to establish correct academic ethics, strengthen students' understanding of its core principles through various means such as courses, lectures, and publicity, and help them distinguish between right and wrong academic values. Furthermore, by setting the tutor as an exemplar, students gradually grasp the significance of adhering to correct academic ethics through observing the

tutor's academic integrity and normative conduct. Therefore, it makes students realize that conducting research is a long-term endeavor, and they must not hastily seek success, nor prioritize personal interests. They must always be mindful of their academic responsibilities as graduate students.

4. Conclusion

In the realm of academic creation, graduate student innovation is not only a natural progression in scholarly development but also a crucial method for researchers to establish their own contributions on the foundation of their predecessors' work, rather than engaging in redundant efforts that offer no new academic insights. In academia, the innovation of academic works is judged by a set of comprehensive standards, including the academic level, originality, systematic and coherent presentation, scientific rigor, practical application, and the work's impact and recognition within the scholarly community. Some scholars mentioned that "innovation" should have the following characteristics: Firstly, the paper employs a novel descriptive approach, incorporating existing research findings from abroad and presenting them in language tailored for domestic readers. For example, the works of Charles P. Kindleberger, Stephen D. Krasner and others, as well as the works of Robert O. Keohane who criticized this theory, have given domestic readers a relatively comprehensive understanding of the academic origins, formation background, main viewpoints and addressing academic controversies of this theory. A theoretical review was crafted in a manner and language tailored for Chinese readers [11]. Here, the focus lies on the description style, aiming to present the article in a way that resonates with the country's people, enabling more readers to grasp academic viewpoints and participate in diverse academic discussions. Secondly, the innovativeness of documentary materials signifies the uniqueness of the academic documents. Creations such as survey data are original, representing first-hand information gathered by investigators through fieldwork. Analyzing this type of data leads to more convincing research conclusions. Furthermore, researchers propose new ideas that echo similar requirements across different research fields. In recent years, the country has advocated innovation in all walks of life and encouraged people from different industries and fields to carry out creative activities, including academia. The researchers' innovative ideas do not emerge from a vacuum, but rather are grounded in fresh perspectives derived from perusing diverse documents and books, ultimately shaping their unique viewpoints.

Studying the course 'Academic Norms and Graduate Thesis Writing Guidance' clarified the main terms and highlighted the crucial importance of adhering to academic norms in thesis writing. Furthermore, I grasped that thesis writing is a meticulous and standardized process, necessitating extensive reading, rational thinking, and the gradual development of unique perspectives on academic matters. Therefore, graduate students must identify the direction, hold fast to the bottom line, and persist in their paper writing endeavors to attain results.

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