



FACULTY OF LIBERAL ARTS

FINAL EXAMINATION

Student ID (in Figures) :

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Student ID (in Words) : _____

Subject Code & Name : **MPU3232 Academic Writing Skills**
Semester & Year : January – April 2017
Lecturer/Examiner : Ms Harizah Faiz
Duration : 2 hours

INSTRUCTIONS TO CANDIDATES

1. **This question paper consists of 2 parts:**
PART A (55 marks) : READING COMPREHENSION & SUMMARY
This part consists of **TWO (2)** sections. Answer **ALL** questions in the booklet provided.
PART B (45 marks) : ESSAY WRITING
Part B consists of only **ONE (1)** section. Write your essay in the booklet provided.
2. **Candidates are not allowed to bring any unauthorized materials except writing equipment into the Examination Hall. Electronic dictionaries are strictly prohibited.**
3. **This question paper must be submitted along with all used and/or unused rough papers and/or graph paper (if any). Candidates are NOT allowed to take any examination materials out of the examination hall.**
4. **Only ballpoint pens are allowed to be used in answering the questions, with the exception of multiple choice questions, where 2B pencils are to be used.**

WARNING: The University Examination Board (UEB) of BERJAYA University College of Hospitality regards cheating as a most serious offence and will not hesitate to mete out the appropriate punitive actions according to the severity of the offence committed, and in accordance with the clauses stipulated in the Students’ Handbook, up to and including expulsion from BERJAYA University College of Hospitality.

Total Number of pages = 5 (Including the cover page)

PART A : READING COMPREHENSION & SUMMARY (55 MARKS)

INSTRUCTION(S) : This part consists of **TWO (2)** sections. Answer **ALL** questions in the booklet provided.

Section 1 : Reading Comprehension (25 marks)

Instruction : Read the text below carefully and answer the questions which follow.

Why I Taught Myself to Procrastinate

Over 80 percent of college students are plagued by procrastination, requiring epic all-nighters to finish papers and prepare for tests. Roughly 20 percent of adults report being chronic procrastinators. But while procrastination is a vice for productivity, it's a virtue for creativity. For years, I believed that anything worth doing was worth doing early. In graduate school I submitted my dissertation two years in advance. In college, I wrote my papers weeks early and finished my thesis four months before the due date. My roommates joked that I had a productive form of obsessive-compulsive disorder. Psychologists have coined a term for my condition: pre-crastination.

Pre-crastination is the urge to start a task immediately and finish it as soon as possible. If you're a serious pre-crastinator, progress is like oxygen and postponement is agony. When a flurry of emails land in your inbox and you don't answer them instantly, you feel as if your life is spinning out of control. When you have a speech to give next month, each day you don't work on it brings a creeping sense of emptiness.

In college, my idea of a productive day was to start writing at 7 a.m. and not leave my chair until dinnertime. I was chasing "flow," the mental state in which you are so completely absorbed in a task that you lose a sense of time and place. I fell so deeply into that zone of concentration that my roommates once gave a party while I was writing and I didn't even notice.

A few years ago, though, one of my most creative students, Jihae Shin, questioned my efficient habits. She told me her most original ideas came to her after she procrastinated. I challenged her to prove it. She got access to a couple of companies, surveyed people on how often they procrastinated, and asked their supervisors to rate their creativity. Procrastinators earned significantly higher creativity scores than pre-crastinators like me.

I wasn't convinced. So Jihae, now a professor at the University of Wisconsin, designed some experiments. She asked people to come up with new business ideas. Some were randomly assigned to start right away. Others were given five minutes to first play Minesweeper or Solitaire. Everyone submitted their ideas, and independent raters rated how original they were. The procrastinators' ideas were 28 percent more creative.

Minesweeper is great, but it wasn't the driver of the effect. When people played games before being told about the task, there was no increase in creativity. It was only when they first

learned about the task and then put it off that they considered more novel ideas. It turned out that procrastination encouraged divergent thinking.

Our first ideas, after all, are usually our most conventional. When you procrastinate, you're more likely to let your mind wander. That gives you a better chance of stumbling onto the unusual and spotting unexpected patterns. Nearly a century ago, the psychologist Bluma Zeigarnik found that people had a better memory for incomplete tasks than for complete ones. When we finish a project, we file it away. But when it's in limbo, it stays active in our minds.

So what if creativity happens not in spite of procrastination, but because of it? I decided to give it a try. My first step was to delay creative tasks, starting with this article. I resisted the temptation to sit down and start typing, and instead waited. While procrastinating (i.e., thinking), I remembered an article I had read months earlier on pre-crastination. It dawned on me that I could use my own experiences as a pre-crastinator to set the stage for readers.

Next, when I started writing a sentence that felt good, I stopped in the middle of it and walked away. When I returned to writing later that day, I was able to pick up where I had left the trail of thought. Mitch Albom, author of *"Tuesdays With Morrie,"* uses the same trick. "If you quit in the middle of a sentence, that's just great," he told me. "You can't wait to get back to it the next morning."

Once I did finish a draft, I put it away for three weeks. When I came back to it, I had enough distance to wonder, "What kind of idiot wrote this garbage?" and rewrote most of it. To my surprise, I had some fresh material at my disposal.

What I discovered was that in every creative project, there are moments that require thinking more laterally and, yes, more slowly. My natural need to finish early was a way of shutting down complicating thoughts that sent me whirling in new directions. I was avoiding the pain of divergent thinking — but I was also missing out on its rewards.

Of course, procrastination can go too far. Professor Jihae Shin also randomly assigned a third group of people to wait until the last minute to begin their project. They weren't as creative either. They had to rush to implement the easiest idea instead of working out a novel one.

But if you're a procrastinator, next time you're wallowing in the dark playground of guilt and self-hatred over your failure to start a task, remember that the right kind of procrastination might make you more creative. And if you're a pre-crastinator like me, it may be worth mastering the discipline of forcing yourself to procrastinate. You can't be afraid of leaving your work unfinished.

By Adam Grant

Published January 16, 2016 in <https://www.nytimes.com/>

Accessed on 18 January 2017

Instruction : Based on the article, answer **ALL** the questions below in the booklet provided.

1. What is pre-crastination? (2 marks)
2. Why didn't the writer notice that his roommates gave a party? (2 marks)
3. The writer challenged his student Jihae Shin to prove something.
 - a) What did the writer challenge his student Jihae Shin to prove? (2 marks)
 - b) What were the **TWO (2)** things Jihae Shin did to show proof to the writer? (4 marks)
4. How does procrastination encourage divergent thinking? (4 marks)
5. Why do people have a better memory for incomplete tasks? (2 marks)
6. Explain **using your own words THREE (3)** things the writer learned when he delayed writing this article. (6 marks)
7. What did Professor Jihae Shin's third group of people in her experiment reveal about procrastination? Use the results of the experiment to support your answer. (3 marks)

Section 2 : Summary (30 marks)

Instruction : Answer the question below in the booklet provided.

Write a summary of the article above by restating the author's main point, purpose and intent in your own words. Your summary should **not be more than 120 words**.

END OF PART A

PART B : ESSAY WRITING (45 MARKS)

INSTRUCTION(S) : Part B consists of only **ONE (1)** section. Write your essay in the booklet provided.

Section 1 : Essay Writing (45 marks)

Instruction : Write an argumentative essay on the following topic.

“Students should learn to procrastinate more.”

How much do you agree or disagree to the above statement?

You must fulfil the following **TWO (2)** tasks when writing your essay:

1. Write an argumentative essay :
 - The length of essay must be **APPROXIMATELY 350 WORDS**.
 - The organisation of the essay must follow a **5-paragraph essay pattern**.
2. Demonstrate your skills in referencing for the essay :
 - You must cite **ONE (1) idea** from the **reading comprehension article** in **Part A (pages 2-3)**.
 - For the citation, you must **paraphrase** the original sentence(s) and provide the correct **in-text referencing** based on the Harvard Referencing format.
 - At the end of your essay, write out the **end-text referencing** (Harvard Referencing format) for the **reading comprehension article** in **Part A (pages 2-3)**.

END OF EXAMINATION PAPER