OJC

Academic Writing
Textbook
(Thinking and Writing)
(2013)

By
Scott Johnston

With Editorial Assistance from
Bill Cline

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To Teachers

1. This textbook is organized by chapters, but you may use different parts during a class in order for the students to connect ideas.
2. Many activities have been included to help students learn how to write. You do not need to use them all.
3. Remember the goal is for students to be able to write summaries, explain graphs and to connect these to their papers’ topics in preparation for writing their graduation thesis.
4. Additional materials are available on the OJC webpage.
5. Help students become better writers.

To Students

This is the main booklet for academic writing. However, along with this will be articles online, other handouts, academic articles and activities. In addition, you will use your Pocket Guide to APA and the Japanese Explanation booklet from the 1st year. The Japanese Explanation booklet is also online at the AW link as is the APA that we use at OJC.

In this course you will be learning to think about what to write, how to support your point and to clearly write. Thinking about what to write and how to make an argument are important both at OJC in the work world. To accomplish this goal, this course will give you opportunities to think and write.

This booklet includes the following main points:

- Writing an essay with support
- Understanding and using academic articles in your writing
• Writing summaries and paraphrases of materials and using this to make a point in your writing.
• Summarizing tables and graphs in a paper.
• Using tables and graphs to argue a point.
• Understanding Abstracts

You will be writing two essays. For the first one, this course will provide the sources for you to use and a 1st draft of the essay. In the first essay you need to organize your ideas, summarize parts of readings and argue your point. You will be citing in the essay and include references at the end.

For the second essay, you must write in one of these areas: management, collaboration or communication. You will find your own sources or use ones in the class that would be appropriate. This second essay could also be in preparation for your graduation project, if you want it to be.

You should use Criterion to check your summaries before handing them in. Also, use the writing center for help at all stages of your writing.

Additional materials are on MY Will Study Links—Academic Writing.

Writing Requirements

1. Classwork .................................................................................................10%
   (Includes homework, quizzes, activities and other in class work.)
2. Summaries and Paraphrases of Academic articles and data.............. 20%
   (At least four summaries and/or paraphrases which may be used in the Essays)
3. Using data and making tables (tables, graphs, figures statistics, etc.) from academic articles to support an argument................................................................. 20%
   (At least two assignments using tables, graphs, figures or charts (These might be in Essay 2)
   (Two activities of making tables, graphs, figures or charts which might be used in Essay 2)
4. 1st essay which is to complete the draft of the essay 1.......................... 20%
   (Includes drafts and final paper.)
5. 2nd essay that students start from the beginning.................................30%
   (Includes brainstorm, outlines drafts and final paper.) Students need to know
   that they need to do all of the parts of the process.

Here is a table of these requirements. Teachers will also be assigning other
homework and classwork.

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<tr>
<th>Assignment</th>
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<th>Date completed</th>
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<td>Classwork (assignments vary)</td>
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<tr>
<td>4 summaries</td>
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<tr>
<td>2 summaries and explanations of graphs, charts, etc</td>
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<td></td>
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<td>2 constructions of graphs, charts, etc</td>
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<tr>
<td>Essay 1 outline</td>
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<td>Essay 1 draft</td>
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<td>Essay 2 final</td>
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Self Checklist of Competencies for students
These are the skills you will be learning in this class. You can keep track of your learning.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Date presented</th>
<th>Date Student Learned</th>
<th>CHECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify the different parts of a research paper</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>• Write citations correctly in a paper</td>
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<tr>
<td>• Summarize graphs, figures and/or tables</td>
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<tr>
<td>• Make graphs, figures and/or tables</td>
<td></td>
<td></td>
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<tr>
<td>• Interpret graphs, figures and/or tables</td>
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<tr>
<td>• Write summaries or paraphrases of a research article to use in your research paper</td>
<td></td>
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<tr>
<td>• Write an essay arguing a point including supporting details</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Write clear, easy to understand English</td>
<td></td>
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<td></td>
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<tr>
<td>• Use Criterion to check your writing</td>
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**Figure 1. Power Writing Process**

Note: If in Prewriting you cannot find data about your topic then change topics!

**Activity:** For the first essay, you will be improving the first draft of an essay about how to directly help women in developing countries. Now with other students brainstorm ideas on how we in Japan can help women in developing countries improve their daily lives.
help women in developing countries
The first essay assignment is to revise and improve the essay in the textbook. Below are the first outline and the first draft of the essay. When you write, you will also be revising your outlines and essay drafts. You will write the 2nd draft.

For this assignment, go to MY WILL—ACADEMIC WRITING and download this draft to start revising.

You will need to change the following:

a. Write in your name, student number, class and date
b. Change the paragraph about Scott Johnston’s friend in Bangladesh
c. Add to the essay about Kiva
d. Add more to the essay about solar cookers
e. Finish the conclusion
f. Revise the introduction if necessary
g. Revise the Reference section

Temporary title of this essay: Aid or Helping Women Help Themselves

Below is the writing process that Scott followed to write the first draft. Notice that not all the ideas in the brainstorm and outline are used in the essay. As you write, you will also be changing what you write.

Scott’s writing process for the first draft

1. Think of idea and rough brainstorm—include topic (20 minutes)
2. Find materials, take notes, organize—more than 1 week
3. Brainstorm again 30 minutes
4. Outline again 10 minutes
5. First draft: 1 hour
Of course, Scott is a native English speaker, so he could go through these steps quickly. However, notice that he did spend the most time on finding materials, taking notes, and organizing the ideas. You should probably spend the most time on these parts.

Using the POWER idea, Scott first did Prewriting with a concept map, using Word Smart Art on Word.

Note: Scott skimmed two books before the brainstorm. Also not all the ideas that are used in the paper are in the brainstorm. Scott edited and reorganized later.

First rough outline before the first draft

I. Introduction
   1. Much money for women, but few results
   2. TS: Helping women in developing countries involves small steps and moving away from old models.

II. Body
1. Old models of helping women not effective
   a. Details of world bank
   b. Helping women, but in general
2. New views of development
   a. Yunus' ideas of helping women
   b. Moyo's ideas of development
3. Helping women involves many points of change at the grassroots level.
   a. Give time: solar cookers
   b. Education:
   c. Financial:
   d. Culture:

III. Conclusion

Second outline with more detail for the first draft

I. Introduction
Thesis statement: Helping women in developing countries involves moving away from old models and making small steps.

II. Body
1. Old models of helping promote development and women are not effective.
   a. Culture of aid

   b. Large organization limit women

   c. Money to men not helpful

2. The financial support needs to be to the women directly and not through men.
   a. Grameen Bank helps women get money to work.
      1. Definition of bank
      2. Not free, but a loan
3. Women not lazy, just not receiving loans

b. Another financial support for women in developing countries is Kiva.

1. Definition
2. Example
3. Example

3. This financial support is not enough for most women. If women want to work, they need time.

   a. Time gathering wood

   b. Solar cookers

1. Definition
2. Example

III. Conclusion
IV. References
Aid or Helping Women Help Themselves

Aid to developing countries involves trillions of dollars (Moyo, 2009). The Millennium Development Goals (MDG) are one aspect of aid to developing countries and among the goals is “Promote gender equality and empower women” (World Bank, 2004). Women are part of development on paper, but are they really a focus? In the MDG, only education is discussed. This is not enough to help women. The current view of assisting women by organizations and countries is not doing a good job. Women need more support at the local level and around their daily lives. Helping women in developing countries involves moving away from old models and small steps.

Old models of helping promoting development and women are not effective. Moyo (2009, p. xviii) calls this the “culture of aid.” Organizations give aid to countries that then come to depend on it. Countries then do not try to take responsibility for aiding their people. The aid money is viewed as income for the country.

This aid is not helping women to become independent workers earning money. Most likely, helping women at the grassroots level will not be successful at the large organization level or through governments, as these involve levels of bureaucracy and possible corruption (Moyo, 2009). Thus, government and private organizations may limit women’s growth. It is likely that many people who work in government bureaucracies do not view women’s development as a priority when compared to building bridges, hospitals, hotels, and other infrastructure.

In addition, Muhammad Yunus (2007) thinks that money given to developing countries often goes to men. Yunus (2007) says, “When men make money, they tend to spend it on themselves, but when women make money, they bring benefits to the whole family, particularly the children” (p. 55). In the cultures of many
developing countries, men are heads of the families and control everything. In some countries, men own all the money and control the children.

In fact, I have personal experience with this. My Bangladeshi friends from university and their two daughters went home after graduating the university. The husband had a heart attack and died. Then Sayeda was alone with two daughters. The husband’s brother then took the house and the money in the bank. Sayeda was left without money immediately after her husband’s death. This shows that men have a very powerful control over money and the lives of women. Thus, just giving money to communities or families may not help the women and children.

Helping women will involve many points of change at the grassroots level. This may involve financial support and creating time for work.

The financial support needs to be to the women directly and not through the men. Grameen Bank is one example of this. Grameen Bank gives loans to groups of people, usually women. Yunus, the creator of Grameen Bank, decided not to give money freely, as he wanted the borrowers to take responsibility. According to Yunus (2007, p. 55), “This is why Grameen Bank offers the poor not handouts or grants but credit—loans they must repay, with interest, through their own productive work.” This will sustain the work of the women in the groups. If it was free money, they might not care if they do not pay it back.

Yunus (2007, p. 45-46), created the bank because in his research he found in Jobra, India, that women were not lazy or not hardworking. Instead they did not have access to financing. One lady, Sofia Begum had to borrow from a moneylender to buy bamboo to make stools. She had to sell all stools to him at his price, so she could not make a profit. The moneylender controlled the financing. Yunus found 42 victims who had borrowed less than $27 total. Women’s main problem was not a lack of creativity and ideas, but a lack of fair financing.

Another financial support for women in developing countries is Kiva. Kiva is a group that _____________________________________________________________________________
_______________________________________________________________________________
One example of Kiva is

Another example is

This financial support is not enough for most women to work. If women want to work, they need time. Now they spend time not only creatively making items, but they have to cook. This often involves gathering wood. In fact, about one third of the people in the world still cook using sources such as firewood (‘2 billion’, 2009).

One way to reduce this time is to provide families with solar cookers. Solar cookers are

With solar cookers women do not have to gather firewood and they can let the pots sit in the sun while they work (Why Solar Cook?, 2009). For example,

In conclusion, when women have time to work and have the financial support, then they can think about education and macro changes, such as building schools.
References


Chapter 3 Explanation of the Essay

Below is part of the essay with explanations about what the author is doing. Some parts of this essay are from a very early draft.

Rectangles explain ideas.

Aid to developing countries involves trillions of dollars (Moyo, 2009). The Millennium Development Goals (MDG) are one aspect of aid to developing countries and among the goals is “Promote gender equality and empower women” (World Bank, 2004). Women are part of development on paper, but are they really a focus? In the MDG, only education is discussed. This is not enough to help women. The current view of assisting women by organizations and countries is not doing a good job. Women need more support at the local level and around their daily lives. Helping women in developing countries involves small steps and moving away from old models. 

Old models of helping promoting development and women are not effective. Moyo (2009, p. xviii) calls this the “culture of aid.” Organizations give aid to
countries that then come to depend on it. Countries then do not try to take responsibility for aiding their people. The aid money is viewed as income for the country.

This aid is not helping women to become independent workers earning money. Most likely, helping women at the grassroots level will not be successful at the large organization level or through governments, as these involve levels of bureaucracy and possible corruption (Moyo, 2009). Thus, government and private structures may limit women’s growth. It is likely that many people who work in government bureaucracies do not view women’s development as a priority when compared to building bridges, hospitals, hotels, and other infrastructure.

Above is Scott’s ideas and part of his argument that women do not have power.

In addition, Muhammad Yunus (2007) thinks that money given to developing countries often goes to men. Yunus (2007) says, “When men make money, they tend to spend it on themselves, but when women make money, they bring benefits to the whole family, particularly the children” (p. 55). In the cultures of many developing
countries, men are heads of the families and control everything. In some countries, men own all the money and control the children.

In the paragraph above, the author writes about Yunus to present a different view.

In fact, I have personal experience with this. My Bangladeshi friends from university and their two daughters went home after graduating. The husband had a heart attack and died. Then Sayeda was alone with two daughters. The husband’s brother then took the house and the money in the bank. Sayeda was left without money immediately after her husband’s death. This shows that men have a very powerful control over money and the lives of women. Thus, just giving money to communities or families may not help the women and children.

Helping women will involve many points of change at the grassroots level. This may involve financial support and creating time for work.

The paragraph above indicates the author will talk about new ideas. The ideas are listed. However, the rest of the essay does not talk about all of these. You will need to revise this paragraph and what follows.
The financial support needs to be to the women directly and not through the men. Grameen Bank is one example of this. Grameen Bank gives loans to groups of people, usually women. Yunus, the creator of Grameen Bank, decided not to give money freely, as he wanted the borrowers to take responsibility. According to Yunus (2007, p. 55) says, “This is why Grameen Bank offers the poor not handouts or grants but credit—loans they must repay, with interest, through their own productive work.” This will sustain the work of the women in the groups. If it was free money, they might not care if they do not pay it back.

Yunus (2007, p. 45-46), created the bank because in his research he found in Jobra, India, that women were not lazy or not hardworking. Instead they did not have access to financing. One lady, Sofia Begum had to borrow from a moneylender to buy bamboo to make stools. She had to sell all stools to him at his price, so she could not make a profit. The moneylender controlled the financing. Yunus found 42 victims who had borrowed less than $27 total. Women’s main problem was not a lack of creativity and ideas, but a lack of fair financing.
“I eventually came face to face with poor people’s helplessness in finding the tiniest amounts of money to support their efforts to eke out a living. It was a village woman named Sufiya Begum who taught me the nature of this problem. Like many village women, Sufiya lived with her husband and small children…To provide food for her family, Sufiya worked all day in the muddy hard of her home making mambo stools—beautiful and useful objects that she crafted with noticeable skill. Yet somehow her hard work was unable to lift her family out of poverty.

Through conversations with Sufiya, I learned why. Like many others in the village, Sufiya relied on the local moneylender for the cash she needed to buy the bamboo for her stools. But the moneylender would give her the money only if she agreed to sell him all she produced at a price he would decide. Between this unfair arrangement and the high interest rate on her loan, she was left with only pennies a day as her income.”
Another financial support for women in developing countries is Kiva. Kiva is a group that __

From here you will need to include your own ideas in finishing this essay.

Essay 1 Assignment

The essay by Johnston on Aid for Women is a first draft. It needs more detail, especially in the later part. For your first essay, you will use this one, but improve and revise it.

For this assignment, go to MY WILL—ACADEMIC WRITING and download the draft to start revising. You will need to change the following:

1. Write in your name, student number, class and date
2. Change the paragraph about Scott Johnston’s friend in Bangladesh
3. Add to the essay about Kiva
4. Add more to the essay about solar cookers
5. Finish the conclusion
6. Revise the introduction and thesis statement
7. Revise the Reference section

This draft is on MY WILL—Study Skills—Academic Writing. Download it, change the name, student number, date and start improving.
Chapter 4: Information for Essay 1 and Activities

Below is information to help you improve essay 1. Some information is just to understand Grameen Bank and some might be used in the essay. Remember that Wikipedia is good background information, but it should not be used too much to support ideas. Here is background information.

Grameen Bank Background


It talks about the Grameen Bank and how women make clothing, tables, chairs, jewelry, etc.

*Read the information below from Graminginko and answer the questions.*


グラミン銀行の起源はチッタゴン大学教授であったムハマド・ユヌスが銀行サービスの提供を農村の貧困者に拡大し、融資システムを構築するための可能性について調査プロジェクトを立ち上げたことにさかのぼることができる。銀行の創設者であるムハマド・ユヌスは、アメリカ合衆国のヴァンタービル大学で経済博士号を取得した。1974年、バングラデシュで飢餓があった際、ユヌスは42の家族に総額27ドルという小額の融資をした。それは高金利のローンによる圧迫で、売り物のための小額の支出にも金貸しに頼らざるを得ないという負担を無くすため
である[1]。ユヌスは、そのような小額融資を多くのが利用できるようにすることで、バングラデシュの農村にはびこる貧困に対して良い影響を及ぼせると考えた。

グラミン銀行総裁、ムハマド・ユヌス
ユヌスとチッタゴンにあるバングラデシュ大学の地方経済プロジェクト、貧困者向けの金融サービス拡大理論の実証調査として銀行は始められた。1976年に、ジョブラ村を代表とする大学周辺の村が、グラミン銀行からサービスを受ける最初の地域となった。銀行は成功し、プロジェクトはバングラデシュ中央銀行の支援もあって首都ダッカの北方にあるタンガイル県でも1979年に始められた[2]。銀行の成功は続き、バングラデシュの各地に広がるのにそれほど時間を必要としなかった。1983年10月2日のバングラデシュの政令によって、プロジェクトは独立銀行になった。1998年のバングラデシュ洪水で同行の返済率は打撃を被ったが、システムの改良によってその後数年のうちに回復した。銀行は今日全国に拡大し続けて農村の貧困者に小規模ローンを提供している。その成功を受け、40カ国以上で類似のプロジェクトがなされるようになり、世界銀行がグラミンタイプの金融計画を主導するようになった。

銀行は複数のドナーから資金提供を受けていたが、主要な提供者は時間とともに変化した。初期には、非常に低い利率でドナー機関から資本の大半を提供されていた。1990年代半ばには、バングラデシュ中央銀行から資本の大部分を得るようになった。最近は、資金調達のために債券を発行している。債券はバングラデシュ政府より保証、援助されているが、なお公定歩合を上回った利率で売られている[3]。

グラミン銀行の特徴はそれが銀行の貧しい借り手によって所有されることである。そのほとんどは女性である。借り手が銀行の総資産の90%を所有し、残りの10%
はバングラデシュ政府が所有している。2009年5月現在、銀行の借り手は787万人を越え、2003年の312万人から2倍以上となった。その内97％が女性である[4]。銀行の成長は、カバーする村の数でも確認できる。2009年5月現在、銀行の支店がある村は2003年の43,681村から、84,388村まで増え、2,556の支店に23,445人以上の従業員がいる。銀行は総額約4515億8000万タカ（約80億7000万ドル）を貸付、約4016億タカ（約71億6000万ドル）は返済されている。銀行は、1998年の95％の返済率から上昇し、97.86％になったと主張している。

Activity

1. In pairs, discuss what you think is important about Grameen Bank.
2. There are a lot of numbers above. Which do you think are the most important?

Read the information below and answer the questions.


Grameen Bank methodology is almost the reverse of the conventional banking methodology.

Conventional banking is based on the principle that the more you have, the more you can get. In other words, if you have little or nothing, you get nothing. As a result, more than half the population of the world is deprived of the financial services of the conventional banks.

Conventional banking is based on collateral, Grameen system is collateral-free.

Grameen Bank starts with the belief that credit should be accepted as a human right, and builds a system where one who does not possess anything gets the highest priority in getting a loan.

Grameen methodology is not based on assessing the material possession of a person, it is based
on the potential of a person. Grameen believes that all human beings, including the poorest, are endowed with endless potential.

Conventional banks look at what has already been acquired by a person. Grameen looks at the potential that is waiting to be unleashed in a person.

Conventional banks are owned by the rich, generally men. Grameen Bank is owned by poor women.

Overarching objective of the conventional banks is to maximize profit. Grameen Bank's objective is to bring financial services to the poor, particularly women and the poorest — to help them fight poverty, stay profitable and financially sound. It is a composite objective, coming out of social and economic visions.

Conventional banks focus on men, Grameen gives high priority to women. 97 per cent of Grameen Bank's borrowers are women. Grameen Bank works to raise the status of poor women in their families by giving them ownership of assets. It makes sure that the ownership of the houses built with Grameen Bank loans remain with the borrowers, i.e., the women.

Grameen Bank branches are located in the rural areas, unlike the branches of conventional banks which try to locate themselves as close as possible to the business districts and urban centers. First principle of Grameen banking is that the clients should not go to the bank, it is the bank which should go to the people instead. Grameen Bank's 23,283 staff meet 7.97 million borrowers at their door-step in 83,458 villages spread out all over Bangladesh, every week, and deliver bank's service. Repayment of Grameen loans is also made very easy by splitting the loan amount
in tiny weekly installments. Doing business this way means a lot of work for the bank, but it is a lot more convenient for the borrowers.

**Activity:** Discuss and answer these questions.

1. Who owns conventional banks? Who owns Grameen banks?
2. What percentage of loans go to women?
3. Where are the two types of banks located?


Microcredit (ml-[“Kro’kre-dit); noun; programmes extend small loans to very poor people for self-employment projects that generate income, allowing them to care for themselves and their families.

**Activity:** In the quote above it defines microcredit. Brainstorm ways that women could use the loans.

1.

2.

**Below is information from Kiva**
Kiva is an organization in which you can support development in developing countries. You can become a loaner of money through Kiva, an online organization.

In pairs, summarize the quote below.


“Lending to the poor is also no longer constrained by national boundaries, or by financial institutions. With the advent of Kiva, a California-based interface, pretty much anyone sitting anywhere with a keyboard can lend money to anyone across the planet. This is how it works: a woman in Cameroon goes on line seeking a US$200 loan towards her tailoring business. She makes her case, as best she can, and a man in Des Moines, Iowa, lends her US$25 of it, someone in Sweden lends another $25, and the balance is covered by someone in Japan. The loan is made for a set period, for a pre-agreed interest rate, and she regularly updates her lenders on her progress.”

Summarize the long quote.

KIVA websites

http://www.kiva.org/

http://www.kiva.org/about
http://kivajapan.jp/

Below is Japanese information on Kiva

Activity: After reading, in pairs or groups, make an English definition of Kiva.


2005年10月、マット・フラネリー、ジェシカ・フラネリー夫妻により設立されたマイクロファイナンス機関です。

自分の仕事のために資金を必要としている、主に発展途上国の小規模事業者に、個人が貸し付けを行うための仕組みを提供しています。
一回きりで相手の顔も見えない「寄付」ではなく、顔の見える「投資」により持続的に小規模事業者たちを支え、自分の出した資金がどのように使われ、返済されるかが見えるところが最大の特徴です。
貸し付けは、インターネットから誰でも気軽にできます。
他の特徴としては、
○ 25$からの少額融資
○ 高い返済率（2009年1月の段階で、約97%）

Definition:______________________________________________________________
_______________________________________________________________________
Read the information below about Kiva and write how it might be used to introduce Kiva in your essay.


Kiva’s mission is to connect people, through lending, for the sake of alleviating poverty. Kiva empowers individuals to lend to an entrepreneur across the globe. By combining microfinance with the internet, Kiva is creating a global community of people connected through lending.

- People are by nature generous, and will help others if given the opportunity to do so in a transparent, accountable way.
- The poor are highly motivated and can be very successful when given an opportunity.
- By connecting people we can create relationships beyond financial transactions, and build a global community expressing support and encouragement of one another.

Activity: Look at the figure below from the webpage on how Kiva works. In pairs or groups, discuss how Kiva works in your own words. Talk about how you can use this information in your essay? Where would you put it?
Explain where you would put this explanation of how Kiva works.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Below is information on a lady who received a loan from Kiva. Talk in a group about how to write a summary and explanation of how it would support your ideas in Essay 1. Then write as a group.
PENDO, age 27, was a kindergarten teacher until she had her second child 9 months ago. Seeing that her teacher’s salary would not be enough to support her household, which includes her younger sister, 2 children, and an assistant, she left teaching and began selling merchandise door-to-door. She sells new handbags, shoes, bed sheets, and fabrics, and makes about $10-$14 a day from this trade. From the profits, she opened a small snack shop 3 months ago and now hires a shop assistant so that she can continue selling door-to-door. The shop brings in a profit of around $3-$5 a day. With her savings and a new loan, Pendo hopes to open a new business, a café.

Pendo belongs to the group Dhahabu (Swahili for “gold”), which consists of 36 other members who keep each other accountable and insure one another in paying back their loans.


*Write an example of how to use this in your essay.*

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Here is a sample summary: According to Kiva (2010), Pendo quit teaching because she needed more money. First she sold handbags, shoes and items door-to-door. Then she opened a snack shop. Now she wants to open a café.
Essay 1 Summaries

For use in essay 1, write two summaries from the materials in this chapter that you could use in your essay 1.
Many students just write summaries or paraphrases in their papers. You need to introduce these with phrases and explain why they are important. Many students use the same words all the time, like: says, writes, or according to. Use a variety of phrases. Below are some common phrases for introducing and explaining. Try to use them.

**Introduce a summary or paraphrase**

Johnston & Kotabe (2002) argue that the children in the class get a broad education.

Johnston & Kotabe (2002) argue that ..................

Johnston (2009) claims that ............... 

Johnston (2009) emphasizes that............

Johnston (2009) suggests that............

**Introducing quotations**

In *Childhood Education* (2002, p. 3) they disagree saying, “Kotabe-sensei tried to provide students with a balanced education through opportunities to develop intellectually, cooperatively, and communicatively.”
Johnston & Kotabe (2002, p. 348) write...

Johnston & Kotabe (2009, p. 348) write, “......................”

According to Johnston (2009, p. 3), “......................”

Johnston (2009, p. 3) agrees with this view when writing, “......................”

**Disagreeing**

However, Johnston’s (2009) ideas seem to............................................

However, Johnston’s (2009) ideas seem to promote stereotypes.

I disagree with Johnston’s ideas because..........................................

I disagree with Johnston’s ideas because he only focuses on one country.

While it is true that........................................................do not..............

While it is true that we all have stereotypes, all Japanese do not have the same stereotypes.

**Assignment**

*Using the information you have learned, write five sentences below that you might use in Essay 1 to introduce some information.*

1.___________________________________________________

2.___________________________________________________

35
Using Phrases to Introduce and Argue Points

<table>
<thead>
<tr>
<th>Assert</th>
<th>Report</th>
<th>Declare</th>
<th>Insist</th>
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</thead>
<tbody>
<tr>
<td>Maintain</td>
<td>Clarify</td>
<td>Emphasize</td>
<td>Suggests</td>
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</table>

Find other ways to use phrases in the following examples.

1. **Johnston (2002) argues** that using videos of Japanese culture is helpful for U.S. students to gain an understanding of different world views.
   a. **Johnston (2002) claims** that using videos of Japanese culture is helpful for U.S. students to gain an understanding of different world views.
   b. .
   c. .

2. **Yunus (2007) insists** that helping children is more important than building infrastructures like airports.
   a. **Yunus (2007) argues** that helping children is more important than building infrastructure like airports.
   b. .
Explaining and/or interpreting

In addition to introducing points, you need to say in your own words what the main ideas are. There are many phrases you can use for this purpose.

What the authors are saying is that Kotabe feels that the individual is important in learning.

Johnston is saying that .........................

In other words, Johnston suggests that....................

Johnston’s main point is .........................

Clearly explain the arguments of the following points using a phrase from below.

<table>
<thead>
<tr>
<th>To put it another way</th>
<th>In other words,</th>
<th>In sum,</th>
<th>What ____ really means is</th>
</tr>
</thead>
</table>

1. Johnston (2002) claims that using videos of Japanese culture is helpful for U.S. students to gain an understanding of different world views.

__________________________________________________________________________

__________________________________________________________________________

2. Yunus (2007) argues that helping children is more important than building infrastructure like airports. ________________________________
Essay 1 is due soon. Here are ideas to remember for the essay and the timeline.

**Make Sure**

- You have a clear Introduction, Body and Conclusion
- All ideas discuss the thesis statement
- Use citations for facts, quotes and summaries
- Include a Reference page for the sources of the citations
- Proofread the paper
- Check it on Criterion

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<td>Essay 1 final due</td>
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While you work on your first essay, you need to think about your second essay. The second essay will be on a topic related to international management, international collaboration or international communication. If possible, it should be closely connected to your graduation project, so that you can start research on what you want to do for the graduation project. Make sure you approve your topic for Essay 2 with your teacher.

For some past GPs, some questions were:

1. What is necessary to start a restaurant in Takatsuki?
2. How do I go about starting a Japanese school in Taiwan?
3. What did children and mothers think of Kumon?

These students gathered their own data. For essay 2 you do not have time to carry out such research; however, you can find information about topics in books, on the internet, in magazines, etc.

SOME POSSIBLE TOPICS FOR ESSAY 2

- What do parents in Osaka think of English education in elementary schools?
- Fair trade has problems in Japan.
● Peace Boat and Japanese participation
● Business between Japan and [choose a country.]
● Employment and TOEIC scores in Japan
● English needs in Japanese businesses
● Compare and contrast Japanese and [choose a country] managers
● Compare and contrast Japanese and [choose a country] English ability
● Explain the role of foreign athletes in Japanese sports and problems
● Explain the role of Japanese athletes in foreign countries' sports and problems
● Money saving ways to cut CO2 for Japanese businesses
● How climate change is harming or will harm Japanese business
● The contribution of Koreans to Osaka’s economy.

Use the process writing format POWER to begin your thinking and writing process.
Activity

*In class, brainstorm ideas and possible thesis statements.*

Possible thesis statements

1.
2.
What you need to do

• Prewriting
  ➢ Brainstorm ideas
  ➢ Look for data
    ✧ Online
    ✧ Library
    ✧ Talk to a teacher
    ✧ Talk to other students

If no data—CHANGE TOPIC
  ➢ Take notes
  ➢ Clarify for thesis statement

• Organize ideas  (go to the writing center if you need help)
  ➢ Outline
  ➢ Add details
  ➢ Explain details

• Write the first draft
  ➢ Organize ideas and format
  ➢ Find more data, if necessary
➢ Check on Criterion

• **Edit** *(go to the writing center if you need help)*
  ➢ Add detail and explanations
  ➢ Make clear sentences

• **Revise**
  ➢ Proofread
  ➢ Check on Criterion

**Outline**

Make a rough outline of your essay so that you can see how your ideas fit together.
Chapter 7 Taking Notes and Summaries

With computers you can write notes. Years ago, students used an index card for each different quote or summary. Taking complete notes is very important. If you forget information, then you have to find the book, website or journal again to make a correction, so be careful. After you find the data, you need to keep the information for APA citing and referencing.

**Title- Reference- Note**

For taking notes TRN (Title, Reference and Note) is a good way. It includes the title of the information, the reference information and the notes. In addition, it is good to include the citation, too.

1. A descriptive title
2. Reference information
3. The NOTE

The order is not important. It can be TRN or TNR. The information is important.

Here is a note with a quotation. In addition to a quotation you could have a summary or a paraphrase or just some numbers.
Above the Title can be the title of the article or a title that will help you remember the topic of the article. Also, we included the page number with the quote because you will need this when you write your essay.

**Paraphrases and Summaries**

Paraphrase: to keep the exact same idea of a quotation, but change a direct quote into easier to understand words.

Summary: to give the main idea of a sentence, paragraph, chapter, or even whole book.

You can take notes of:
1. Your ideas
2. Direct quotations
3. Summary
   a. Summary of a whole book
   b. Summary of a chapter
   c. Summary of a paragraph
   d. Summary of a table, chart or figure
4. Statistics

Below are notes that Scott took for the first essay. Some are quotations and some are summaries.

**Activity**

1. On what page is Grameen Bank discussed?

2. Find a good quote in the notes below. Explain why you think it would be good for your paper.

**TITLE**: Aid for Women in Developing Countries


**NOTES**

Summary of the book: a book that argues that giving free aid does not help the people or country. These become dependent. Countries need to borrow money and pay it back as they develop.

Xviii culture of aid

p. 7 types of AID

16 poverty focus World Bank
44 micro-macro and mosquito nets
49 aid and corruption. “vicious cycle of aid”
53 Zaire corrupt but more money from IMF;

Zambia theft of US$80million but gets $1.5 billion from WB.

100 bureaucracies in countries. Cameroon 426 days to get a business license;
126 Yunus and Grameen Bank
129 microfinance and lend to groups
130 Kiva and online opportunity for everyone to help with microfinance
155 African proverbs. “The best time to plant a tree is twenty years ago. The second-best time is now.”

Read the notes below and then answer the questions.

Aid for Women in Developing Countries


Summary: The book argues that for people to get out of poverty, we need to have the poor borrow money. Often money goes to countries or cities or towns and the money is stolen. The people that need it never get it.

p. 44 his start on making the Grameen Bank
45 helping women in Jobra, India, he realized women were not lazy or lacked effort. He found it was lack of access to money. Banks would not loan money

45-46 With lady Sofia Begum, she had to borrow from a moneylender to buy bamboo to make stools. She had to sell all stools to him at his price. So no profit

Yunus did quick research and found 42 victims who had borrowed less than $27 total
55 Grameen Bank loans to women. “When men make money, they tend to spend it on themselves, but when women make money, they bring benefits to the whole family, particularly the children.”

Supporting development of children is more important than building airports and highways.

“This is why Grameen Bank offers the poor not handouts or grants but credit—loans they must repay, with interest, through their own productive work.”

1. Which information indicates that children are important?

2. Which information shows women are not lazy?

Activity: Write a TRN for the quote below.

Solar cookers

“In a report Monday, the U.N. Development Program and World Health Organization described 2 billion people as lacking natural gas, propane or other modern fuels used for cooking or heating their homes, and said 1.2 billion more people live entirely without electricity.”

**Activity: Write a TRN for the information below.**


Though there are many dilemmas to consider when integrating another country's educational system into a foundations course, there are also benefits. By incorporating Japan into this course, I was able to reinforce multicultural and global issues of education and to provide opportunities for students to view education from other perspectives. While students may be constructing different stereotypes, they
are probably also thinking more about those stereotypes. They may take one step at a
time. [paragraph 28]

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**Homework**

Find two articles for your 2nd essay and write TRNs for each or go to the chapter on
abstracts and write TRNs for two of them. Remember, when you write the notes, you may
summarize the whole section or you may use a quote or both. If you quote, be sure to use
quotation marks for quoted materials and include the page number, if possible.
Introductions are to introduce the topic and narrow it. You often start from general to specific. Here is Yukawa’s introduction to her GP, revised by Johnston.

In Japan, there are many students who live alone and they try to cope with both their schoolwork and it. However, it is not so easy to live alone in new place. I also came from a small town in Wakayama prefecture and I lived alone near school for four years. I sometimes felt some culture shock in my daily life. I think students who live alone feel culture shock. Thus, I researched about students’ culture.
In Essay 1, note how this is done. Johnston talks about trillions of dollars spent for aid, but it is not helping.

Below is an introduction to an article “Integrating Japan in to an Introductory Education Course” by Scott Johnston (2003). Notice the parts of his introduction.

1. The hook: teachers need a global perspective.
2. General ideas about what teachers need to know.
3. One idea about using videos.
4. How this helped students in Scott’s research. (the research question)

Introduction

Calls for providing students and new teachers with more global perspectives are increasing (Anderson, Nicklas, & Crawford, 1994; McFadden, Merryfield, & Barron, 1997; Merryfield, 2000). McFadden et al. identify multicultural and global issues that should be integrated into teacher education programs to promote intercultural competence, reduce stereotypes, increase knowledge of human diversity and human commonalties, and access to knowledge from multiple perspectives (p. 13). They also provide guidelines to integrate multicultural and global issues into teacher Education programs. While such research attests to the need to globalize our teacher education courses, many educators may ask, "How can I globalize my courses and still cover the required concepts and issues?"
One way of internationalizing a teacher education course is to use videos from other countries. I have used videos of Japan and drawn on my own experiences in Japan to augment the course content in foundation courses, but I began to wonder how students perceived this approach. This paper presents the research on what these students thought they had learned from drawing on Japan and whether it was beneficial and, if so, in what ways. What did the students think of drawing on information about Japanese education to understand education better? Would including Japanese education distract from the course content? Would examples of Japanese education be viewed as relevant? What did the students learn about Japan that might be helpful? [paragraph 2]

Here is another introduction from a GP course. Notice how the writer starts with the difficulty of living alone (a general idea), then writes about her own experience. Finally, she provides the research question.

Living Alone at OJC

Introduction

In Japan, there are many students who live alone and they try had to cope with both their schoolwork and it. However, it is not so easy to live alone in new environment by leaving their hometown, especially at the beginning. I also came from a small town in Wakayama prefecture and I lived alone near school for four years. I enjoyed living in big city, but I sometimes felt some culture shock in my daily life such as language, values and life style and so on. When I realized different point
of culture, I was surprised and confused. I think other students who live alone in same situation like me also feel some culture shock. Especially, the students who came from Kyusyu, Kanto or Hokuriku region seem to have many gaps between new region and their own hometown in every respect. Thus, I researched about their culture shock while gathering much data, and I analyzed about their culture shock and how to overcome those problems.

**ACTIVITY:** Use the following sentences, make a clear introductory paragraph. You will need to add words.

- More people in the world speak English than any other language.

- English is not the first language of most people in the world.

- English is becoming the international language; however, it can also

- More Japanese are using English in their workplaces, such as Rakuten (2010).
ACTIVITY: For the following sentences, reorder and make a clear introductory paragraph. You will need to add words.

Thus, learning Japanese cultural differences should help these students gain a wider world view.

Many U.S. teachers are white and middle class, yet they are expected to teach minority students.

They have little overseas experience or opportunities to interact with minorities.

College students, who want to become teachers, also have very different backgrounds and experiences from their students.
Chapter 9 Conclusions

The concluding paragraph has several purposes.

1. Usually it starts with a transition phrase to indicate that you are now concluding.
2. Summarize very briefly the main points.
3. Add an idea. This might be your idea, a suggestion of what to do, or a prediction of what might happen if we do or do not act.

Below read the concluding paragraphs written by Scott Johnston, and answer the questions

Creating New Stereotypes Through Integrating Japan into the Curriculum

Through the surveys, many assumptions about drawing on another country in the Introduction to Education Course were addressed concerning distraction and relevance. These students’ responses indicated that it was not distracting and it was not irrelevant to examine Japan as a comparative example. They also did not highlight copying the teaching styles from Japan. Rather, many students suggested that they now have a wider perspective from which to understand teaching in the United States. [paragraph 24]

However, there were several dilemmas involved with drawing on Japanese culture and education. First, since I integrated Japanese education to a limited degree, some students might be creating different stereotypes. One of the goals of this course was
to help students contrast schooling at the elementary and secondary levels, as well as compare it with the U. S. schooling. Though I emphasized that the videos show only one instance and not what happens throughout all schools in Japan, the students still developed generalizations about Japanese education. I had thought that, since these students had observed a variety of instructional strategies within elementary and secondary schools in the United States, the students might easily infer that there were diverse strategies in Japanese schools. However, many now believe that all Japanese middle school mathematics courses are like the one we saw in the videos, in which students were actively involved in solving a problem. Similarly, though I indicated that not all high schools are academic, many students now believe that all high schools are academic, as in the video they viewed. [paragraph 25]

While videos present powerful images, these can lead to the narrow perspective: "what I see in one or two videos describes what happens throughout the country."
The question this raises is: "How can videos help to provide broader perspectives and reduce stereotypes without turning the course into a Japanese education primer?" [paragraph 26]

Showing videos of students learning in different classrooms in Japan would be helpful; however, most videos depict classrooms that tend to promote stereotypes. While I will continue to search for a variety of videos, there are also activities that
can support students to rethink teaching and learning. Since pre-service students draw on their own past experiences in K-12 when they think about teaching and learning, discussions in the class about their own experiences might make the students more aware of different teaching and learning within local classrooms. This could lead to a discussion about how Japanese classrooms might also be different. At this point, role-playing some of my own teaching experiences in Japan might help them to begin constructing less stereotypical views of learning in Japan. Since this is an introductory course, it is an opportunity for pre-service students to begin thinking about learning and teaching from different perspectives. \[\text{paragraph 27}\]

Though there are many dilemmas to consider when integrating another country's educational system into a foundations course, there are also benefits. By incorporating Japan into this course, I was able to reinforce multicultural and global issues of education and to provide opportunities for students to view education from other perspectives. While students may be constructing different stereotypes, they are probably also thinking more about those stereotypes. They may take one step at a time. \[\text{paragraph 28}\]

**Activity**

1. What paragraphs summarize?
2. What does paragraph 26 do?
3. What does paragraph 27 do?
4. What does paragraph 28 do?

Below is the Conclusion of Yukawa's GP on living along. Read it and answer the questions below.

Conclusion

Osaka Jogakuin College has 609 students, including both four-year college students and two-year college students, and 91 students of them came from all over the country, especially from Kinki area like Wakayama, Nara, and Hyogo prefectures. They do not live with their parents, each them live near college in variety of situations. Among 91 students, 69 students live alone at one-room apartment or other kinds of apartment.

First, all six students changed themselves since they started to live alone. They became to thank to parents, could be independent, got good at cooking, and control spend money. Moreover, a student was inspired by variety of people who have variety thinking and she changed her attitude. In addition, they have their own positive and negative points about living alone. The positive points are can be independent, be not restricted by time and can spend time on their own. On the other hand, they feel living alone is hard to cope with study and housework, can not wake up in the mornings. However, these specific matters which students who live alone have can construe both positive and negative. Thus, it depends on how the student views living alone: as positive chance or as negative.

Five students of six who live alone at OJC had some troubles or culture shock in Osaka. In case of the student who I interviewed had many culture shocks compared with her local Shizuoka prefecture. For example, she had culture shock about the difference of the rules of
separating trash or using escalator. Moreover, she had impression bad manners in Osaka like ignoring traffic lights.

Not only her, but some students had also some culture shock, for instance, gaps between city and countryside, or feel home sick. They have their own ways of overcoming the problems. For example, go out with close friends or call to family and switch their mood, or some of them adjusted naturally to new environment.

As I mentioned above, some students experienced troubles and culture shock. Then, OJC staff have supported students who live alone to spend comfortable school life while handing out manual written about manners or crime-prevention and accident prevention. They usually take care of the students by gatherings or counseling.

Through the research, I learned about culture shock or specific problems which OJC students who live alone have. On the other hand, I looked for some literature review about “culture shock” and university students who live alone, but there is not literature written about culture shock among only Japanese students. Thus, more research on culture shock of students who live along and come from other areas is necessary in order to help these students. My research was only with six students who live alone, so we need more indepth research in this area.

Activity: Answer these questions.

1. Which paragraphs summarize?
2. What does she suggest?
Chapter 10 Outlines

The purpose of an outline is to help you organize your writing and for readers to understand your thinking. A good outline will help your essay with unity and coherence.

Notice the levels: I, II, and III are the three main sections.

At the next level are A, B, C. These are the topics of the main ideas. In a short essay, these might be written as topic sentences.

At the next level is 1, 2, and 3. These are details of the paragraph topic. These do not have to be sentences, but each idea in 1, 2 and 3 must related to the ideas in A, B, and C.

OUTLINE

I. Introduction
   
   Thesis Statement: Though world English has both positive and negative aspects, we should not make one language main.

II. Body
   
   A. There is a move to make English the world language of business.
      
      1. English is the main language now in business
      2. Meetings in Asia in English
      3. Meetings in multinational companies in English
4. In India, English is in schools—(Not appropriate because not about business)

5. Rakuten now uses English in the company in Japan.

B. Negative aspects are more central, focusing on identity and power.

1. People may lose their identity if they do not learn their first-language thoroughly.
   
a. Identity tied to first-language

   b. Importance of first-language learning and family

2. Native English speakers will always have a power advantage.

   a. English is their language

   b. Power difference in communicating

III. Conclusion

IV. References
The best way to learn to use APA and in-text citations is by writing. You need to be aware of some key vocabulary when talking about APA and citations.

**Vocabulary**

Many people confuse Academic Writing and APA style. Below are some key vocabulary words.

**Academic Writing** is the way of writing paragraphs, essays and research papers. Almost all academic papers have an Introduction, Body, and Conclusion. They also have thesis statements, topics sentences and support. In addition, the format for a research paper is similar, as explained in the chapter on Academic Research.

**APA** refers to the format of writing, the way to write in-text citations, the way to write the references, the way to write captions for tables and figures, etc. There are other styles like MLA and Chicago. In Chicago, they use footnotes.

**In-text citations** are what you write in the text. Some people just call them Citations. Some examples are: (Johnston, 2002), (Kato, n.d.), and (Johnston, 2002, p. 4), (Johnston, 2002b), (“English for all,” 2010), and (“Intelligence,” n.d.).

**Sources** are where you find information. For example, the article with the in-text citation of (Johnston, 2002) is a source.
Reference is the list of sources with in-text citations from your essay or research paper. Only include sources that you have cited, which means sources with in-text citations. Here are some samples of the format of the sources in the Reference:


Captions are used when you write Tables and Figures. Tables include data in a box format. In APA, Figures refer to any graphs, pie charts, bar charts or figures. Thus, in an APA paper, you will only use Tables or Figures.

For Tables, you write the caption above the table, as below. “Table 1” is not italics but the title is italics.
Table 1

The Number of Students not Living with a Family

<table>
<thead>
<tr>
<th>Name</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yoko</td>
<td>500</td>
<td>480</td>
<td>550</td>
<td>600</td>
</tr>
<tr>
<td>Shoko</td>
<td>550</td>
<td>560</td>
<td>600</td>
<td>630</td>
</tr>
</tbody>
</table>

For Figures, you write the captions below the figures (chart, graph or figure). Note that *Figure 1.* is italics.

*Figure 1.* Preference for snacks by three people.

*Figure 1.* is italicized.
APA style Changes from 2010

There have been several changes to APA from 2010. Here are some.

### Change Reference for Internet Sources

For the Reference, sources from the web do not need the **Retrieval date**, if it is clear from other information. For example,


Becomes


### Change Header

66
The old way was

It becomes

In your GP, you will probably use Headings. Headings have been made easier. See below.

Level-1: centered; capitalization of first letter for most words; bold
Level-2: flush left (all the way to the left); capitalization of first letter for most words; bold
Level-3: indented; only first letter of first word capitalized; bold, period
Level-4: indented; only first letter of first word capitalized; bold, italics; period
Level-5: indented; only first letter of first word capitalized; italics; period

---

**Level-1 Heading**

**Level-2 Heading**

**Level-3 heading.**

**Level-4 heading.**

**Level-5 heading.**
One problem that many students have is when to use the in-text citation. The paragraph below has too many in-text citations. Improve it! Also, the bolded last sentence does not explain the paragraph enough. Make a better final sentence.

According to Lewis (2010), there are 2,322 languages in Asia. This is 33.6% of the total. In fact, Asia has the most number of languages (Lewis, 2010). Next is Africa. There are 2,110 languages and it is 30.5% of the total (Lewis, 2010). Then, next is the Pacific (Lewis, 2010). There are 1,250 languages and 18.1% of the total (Lewis, 2010). Next is Americas with 993 languages and 14.4% of the total. The region where the number of languages is the least is Europe (Lewis, 2010). There are only 234 languages and it is just 3.4% of the total (Lewis, 2010). Therefore, there are the differences of the numbers of the language among the areas.

Activity:

1. Fix the paragraph by reducing the in-text citations.
2. In a sentence or two analyze what the paragraph’s argument is or the So What Question.
Graphs, figures and tables show data visually. In your essay you may need to summarize the data, highlight key ideas and explain why the data is important to your topic using your own words.

There are several ways to show data and information. Some of these are tables, graphs, pie charts, and figures. Each can be used for different purposes.

**Tables**

Tables can be used to show data or information. The one below shows information.
### Table 2

**Actual Day’s Schedule**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>8:45-9:30</td>
<td>Swimming</td>
</tr>
<tr>
<td>2nd</td>
<td>9:30-10:15</td>
<td>Swimming</td>
</tr>
<tr>
<td>3rd</td>
<td>10:35-11:20</td>
<td>Science</td>
</tr>
<tr>
<td>4th</td>
<td>11:20-12:05</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cleanup</td>
</tr>
<tr>
<td>5th</td>
<td>13:40-14:40</td>
<td>Special swimming class for children afraid of water</td>
</tr>
</tbody>
</table>

(Johnston, S. & Kotabe, T, 2002, p. 345)

On the Academic Writing webpage there are several articles by faculty at OJC and GP papers by students. The article by Johnston & Swenson about the Writing Center at OJC has many tables with data. Below is a simplified table of some information about student visits to the writing center.

**Question:** Which students use the writing center the most? Why do you think they use it?
Table 1

*Number of visits and different students*

<table>
<thead>
<tr>
<th>Student</th>
<th>Visits Spring</th>
<th>Visits Fall</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st year 2 year college</td>
<td>160</td>
<td>98</td>
<td>215</td>
</tr>
<tr>
<td>2nd year 2-year college</td>
<td>139</td>
<td>105</td>
<td>370</td>
</tr>
<tr>
<td>1st year 4-year college</td>
<td>98</td>
<td>58</td>
<td>160</td>
</tr>
<tr>
<td>Senmon students</td>
<td>5</td>
<td>1</td>
<td>007</td>
</tr>
<tr>
<td>Unknown.</td>
<td>39</td>
<td>0</td>
<td>000</td>
</tr>
<tr>
<td>TOTAL</td>
<td>441</td>
<td>262</td>
<td>752</td>
</tr>
</tbody>
</table>


**Bar Graphs**

Bar graphs are useful to compare different data. This bar graph is comparing Tokyo, Nagoya and Osaka.
Figure 2. Tokyo, Nagoya, and Osaka attitudes.

**Line Graphs**

Line graphs can be used to show change over a period of time. The line graph below shows happiness levels of three people over several years.

Figure 3. Happiness of three people

*Question: What can you say about Tabatha’s happiness over the years?*
Pie Charts

Pie charts, which look like pies, are good when showing percentages. In this case the whole pie equals 100%. The pie chart below shows the snacks that Scott Johnston likes in percentages.

![Pie Chart](image)

**Figure 5.** Snack that Scott eats.

**Questions:**

1. **Which snack does Scott like the most? How would you find out why?**

2. **What does the pie chart tell you about Scott and his snacks?**
Figures are good to show how information is connected. Here is a figure about English at OJC.

![English Diagram](image)

**Progress on Essay 2**

Are you working on your draft of Essay 2? In the table below, where are you? What do you need to do now? Put a check in the activities that are finished.

<table>
<thead>
<tr>
<th>✓</th>
<th>Choose a topic and have the teacher approve it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gather data and write TRNSs</td>
</tr>
<tr>
<td></td>
<td>Write a thesis statement</td>
</tr>
<tr>
<td></td>
<td>Gather more data with TRNs</td>
</tr>
<tr>
<td></td>
<td>Write a rough outline. Sometimes it helps to write the topic sentence for each paragraph. This will help you to write about one idea in each</td>
</tr>
</tbody>
</table>
paragraph. The writing center can help you organize ideas at this stage.

<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather more data with TRNs</td>
</tr>
<tr>
<td>Write the first draft including the Reference and have it checked by the instructor</td>
</tr>
<tr>
<td>Revise the paper</td>
</tr>
<tr>
<td>Check it on Criterion</td>
</tr>
<tr>
<td>Hand it in</td>
</tr>
</tbody>
</table>
Chapter 13 Writing about Tables

In the paragraph or paragraphs when you write about the tables, first you want to introduce the topic of the table. This is often a topic sentence. Next, you should explain some key data from the table. The key data can be explained with one of the following ways:

- Write interesting facts from the tables
- Use details for important facts
- Make comparisons with previous information you have presented
- Include other research on this topic to connect to your topic

Then finish by explaining why this data is important for your topic. With most tables, figures and charts you will:

1. Summarize ideas
2. Highlight key points
3. Explain why the information is important for your paper.

Example: Students living alone at OJC

First of all, Table 1 shows the number of students at OJC who do not live with their parents. For the year 2008-2009 I gathered basic information of students living alone at OJC. There were 59 students in the four-year college and 32 students in the junior college, for a total of 91 students not living with their families.
Table 1

*The Number of Students not Living with a Family*

<table>
<thead>
<tr>
<th></th>
<th>Four-Year College</th>
<th>Junior College</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st grade</td>
<td>10</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>2nd grade</td>
<td>13</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>3rd grade</td>
<td>18</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>4th grade</td>
<td>15</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Other (admission or repeater students)</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>32</td>
<td>91</td>
</tr>
</tbody>
</table>

(Yukawa, 2009, p. 7)


NOTE: there were 940 students at OJC in that year.

**Example: Starting a Language School in Taiwan**

2.1 Market needs

This information is from a GP 2010. The student investigated the possibility of opening a Japanese language school in Taiwan. The table below shows customers’
objectives classified by 3 institutions: high school, university, and others which include cram schools and language schools.

Table 1

*Objectives for learning Japanese by institutions*¹

<table>
<thead>
<tr>
<th>Institution’s Objectives</th>
<th>High school</th>
<th>University</th>
<th>Others (cram school, language school)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese Interest</td>
<td>67.9%</td>
<td>66.9%</td>
<td>41.0%</td>
</tr>
<tr>
<td>Cultural study</td>
<td>36.9%</td>
<td>29.3%</td>
<td>13.3%</td>
</tr>
<tr>
<td>For examination</td>
<td>36.5%</td>
<td>38.9%</td>
<td>13.3%</td>
</tr>
<tr>
<td>For study abroad</td>
<td>7.9%</td>
<td>25.5%</td>
<td>12.4%</td>
</tr>
<tr>
<td>For job-search or future job</td>
<td>12.7%</td>
<td>47.1%</td>
<td>16.2%</td>
</tr>
<tr>
<td>Traveling</td>
<td>18.7%</td>
<td>25.5%</td>
<td>22.9%</td>
</tr>
<tr>
<td>Necessity for present job requirement</td>
<td>14.7%</td>
<td>24.2%</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

¹ Internal Association Japan (2007)
As you can see, the market needs vary by the kind of institutions. At any institutions, however, primary learning objective is interest in Japanese.

At the high school, Japanese education is considered to a cultural study or a preparation for the examination, while university student want to learn Japanese for the job-search or the future job. Also, at other institutions like cram school & language school, learner’s objective is mainly of necessity for present job requirement or for traveling. Accordingly, JLV will meet the demand of this market to satisfy these needs (Matsuoka, pp. 10-11).

Activity: Discuss the following questions:
1. Why would a pie chart be unsuitable for the information above?
2. What is another type of graph or chart that could show this information?
3. Why are some figures (percentages) highlighted in the chart above?
4. What kind of students would you try to attract, according to this information?

Below is a Table from Yukawa’s study of students living alone. Look at it and answer the questions.
### Table 2

**The Prefectures from which Students Come**

<table>
<thead>
<tr>
<th>Prefecture</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wakayama</td>
<td>21</td>
</tr>
<tr>
<td>Tottori</td>
<td>4</td>
</tr>
<tr>
<td>Gifu</td>
<td>1</td>
</tr>
<tr>
<td>Hyogo</td>
<td>12</td>
</tr>
<tr>
<td>Chiba</td>
<td>2</td>
</tr>
<tr>
<td>Fukui</td>
<td>1</td>
</tr>
<tr>
<td>Nara</td>
<td>7</td>
</tr>
<tr>
<td>Osaka</td>
<td>2</td>
</tr>
<tr>
<td>Toyama</td>
<td>1</td>
</tr>
<tr>
<td>Hiroshima</td>
<td>6</td>
</tr>
<tr>
<td>Shizuoka</td>
<td>2</td>
</tr>
<tr>
<td>Niigata</td>
<td>1</td>
</tr>
<tr>
<td>Mie</td>
<td>5</td>
</tr>
<tr>
<td>Tokushima</td>
<td>2</td>
</tr>
<tr>
<td>Aomori</td>
<td>1</td>
</tr>
<tr>
<td>Okayama</td>
<td>5</td>
</tr>
<tr>
<td>Kagawa</td>
<td>2</td>
</tr>
<tr>
<td>Hokkaido</td>
<td>1</td>
</tr>
<tr>
<td>Kochi</td>
<td>4</td>
</tr>
<tr>
<td>Shimane</td>
<td>1</td>
</tr>
<tr>
<td>Shiga</td>
<td>4</td>
</tr>
<tr>
<td>Yamanashi</td>
<td>1</td>
</tr>
</tbody>
</table>

**Activity:** Answer the questions about Yukawa’s table below on prefectures.

1. **Summarize the main points and highlight key ideas.**

2. **Explain how the table supports or does not support this statement:** students who live alone are mostly from Osaka and Hyogo.
Below is more information by Yukawa on how students have changed since living alone. Read the table and the notes that follow and do the activities.

Table 4

_How Have You Changed since Living Alone_

| Acknowledged of the importance of parents | 3 | Became independent | 2 |
| Inspired by meeting a whole variety of people | 2 | Changed attitude | 2 |
| Can control how to spend money | 1 | Have gotten good at cooking | 1 |

(Yukawa, 2009, p. 9)

Notes:

**Independent**

Cooking by self, cleaning house

**Acknowledge importance of parents**

Thankful to mother: house work is hard so respect mother

**Changed attitude**

Own thinking

Become independent
Control how to spend money: keep monthly budget for food and social

- Summarize the data

- Highlight key points

- Give an explanation using the notes included with the data.
Figures often show how ideas are related. Below is a Figure used in an academic article by Scott Johnston. Look at the figure and do the activity.

**Figure 1: CHILDREN’S SENSITIVITIES**

(Johnston, S. & Kotabe, T., 2002, p. 343)

*Activity: Write a topic sentence, explain the figure and say why it might be important for elementary school students.*

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Graphs provide data in percentages. Look at the following graph concerning the cost that people are willing to pay for food at a yakiniku restaurant that was collected by a student for an international management GP. This graph is based on the answers to this question:

Q6. 学校帰りに友人と夕食をとる場合の価格の平均を教えてください。（1 つ選択）
a. ~1,000 円
b. 1,000~2,000 円
c. 2,000~3,000 円
d. 3,000~4,000 円
e. 4,000~5,000 円
f. 5,000 円以上
g. その他（  ）(Hirose Questionnaire)
Activity: Discuss the following questions.

1. What is the least amount that customers are willing to pay?
2. What is the highest amount that customers are willing to pay?
3. What is the most popular price?
4. What do you think is the best price to attract customers according to this information?
5. Why did you choose your price?

Now look at the following explanation and read how the author of this GP decided on the best price.
The largest groups, each 37%, answered "2,000~3,000yen" and "1,000~2,000yen" as the average cost of dinner. The next large group, 18%, answered "under 1,000yen" and 12% answered "3,000~4,000yen". In addition, nobody answered "over 4,000yen" as the average cost of dinner.

The concept of my restaurant is "Offering the place where make both mind and body healthy and relax". In addition, I would like to place more emphasis on quality of products than low price. According to the result of questionnaire, it is better to price for average customers under 2,000yen. However, to price average cost under 2,000yen per person is difficult in light of the concept of restaurant placing emphasis on goodness of products.

I, therefore, set the price of payment at about 2,500yen per person. As a result of the questionnaire, the largest group, 84%, answered, "I would like to go, if the products were good and delicious." The answer was more common than an answer: "low price is one of attractive features"(80%). As discussed in more detail below (③ Product, ④ Design of the restaurant), 18% answered that the average price of dinner is under 1,000yen, and the largest group, 37%, said it is under 2,000yen. So, I will offer some products at low prices, and I would like to make the restaurant where customers can order just these products without much constraint. Although it is difficult to set the price just offering yakiniku, the restaurant offers many side
menus such bipimpa, cold noodle, chijimi, and so on. Then, my restaurant can make products of wide average price of payment per person. (Hirose, pp. 9-10)

Activity: Discuss these questions.
1. Is the author’s price the same or different than your price?
2. Why did the author decide on her price?
3. Do you agree or disagree with her? Why?

Activities on Graphs, Figures and Tables

Look at the following data and then answer the questions that follow.


Student A test before EAS was 580, after was 550. Student B had a 580 before, a 450 after and a newest one of 760. Student C had a 420 before, a 535 after and a newest one of 520. Student D had a 595 before, a 600 after and a newest of 620. Student E had a 485 before, a 470 after and no current one. Student F had a 495 before, a 480 after and 500 now. Last is student G with a 610 before, and 635 after and no newest one.

Activity: With the following data:
1. Decide if you want to make a table, graph or figure of this data.
Assignment for Essay 2

For essay 2 you will need to include information from other sources. One of the sources can be a graph, table or figure. Do the following:

1. Make a graph, table or figure that you can use in Essay 2 and summarize and explain why it is important for your paper.
2. Summarize a graph, table or figure from some other article, and explain why it is important to your topic.
Chapter 15 Academic Research

Have you had your teacher read your outline and draft or drafts? If not, do it soon!

For details on fonts to use, margins for a research paper at OJC, go to the link at MY WILL and STUDY LINKS:

http://commune.wilmina.ac.jp/content_uportal/studylink/GPcourse/index.htm

While academic journals have different formats for research papers, there are two main types: format when doing your own research and format for doing secondary research.

**Format for an article in which the author does research**

Writing an academic article is like an essay in format.

**Introduction**: title, abstract and introductory information are used in all academic articles.

**Body**: main part of the academic article with research description and analysis
Conclusion: conclusion, references, appendices.

Title page

Abstract  抄録: A summary of the research

Introduction

Research Question

Review of Literature: A discussion of academic articles that are important for the research question

Method and Design: A discussion of how to do the research

Results: The results of the research

Discussion: An explanation of why the results are important

Conclusion

References

Appendices: This might include questionnaires or interview questions.
Format for an article with secondary research

Title page

Abstract 抄録

Introduction

Research Question

BODY:

In the body, the author will mention important other academic articles, organize the paper to make her point, discuss the ideas and make arguments about the research question or thesis statement.

Conclusion

References

Appendices
Activity: In groups, examine one of the academic articles on the Academic Writing link on Study Links and try to find these parts. Sometimes the parts are not all there or have different names. Write in the names on the article.

<table>
<thead>
<tr>
<th>Title page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
</tr>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Research Question</td>
</tr>
<tr>
<td>Review of Literature</td>
</tr>
<tr>
<td>Method and Design</td>
</tr>
<tr>
<td>Results</td>
</tr>
<tr>
<td>Discussion</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
<tr>
<td>References</td>
</tr>
<tr>
<td>Appendices</td>
</tr>
</tbody>
</table>
Activity: Skim one academic article and write notes on it, using TRN. Only write notes that you think you would use in a paper you might write.

<table>
<thead>
<tr>
<th>Topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference</td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
</tr>
</tbody>
</table>
An abstract is a type of summary at the beginning of a paper and summarizes the main points of an academic paper. If it is research, it also includes the results. It must be short and explain the main points.

It should include:

- Brief background information
- Your thesis or research question
- Clear and concise main points
- Your conclusions or what you think is important.

Usually you write your abstract after your paper is finished. At OJC, we have you write both an English and Japanese abstract for your GP.

Activities: Following are some abstracts. These are from articles that we have used in this course to learn about academic writing. The complete articles are on the OJC Study Links—Academic Writing.

In groups, choose two abstracts and answer the following questions.
1. What is the big question? (So what question?)
2. How was the research carried out?
3. What are the results?

Living Alone at OJC

Sachi Yukawa, January 26, 2009

Abstract

In Osaka Jogakuin College, 91 students of 940 do not live with their parents, and 69 students of 91 live alone at Osaka. They have coped with school life and house work, and they have experienced many troubles and culture shock during this college. In this paper, I researched about their experiences. The methods were questionnaire and interview. The questionnaire was given to OJC students: six students who live alone, two students who do not live alone but live with relatives, and eight students who live with their parents. I asked them about living alone, for instance positive and negative points, or what kind of culture shock they had and how they overcame the problems. They say there are both positive and negative points of living alone. Moreover, they had culture shock between Osaka and their hometown. For example, they had culture shock about the difference rules or manners in public place, direction or rough words, and fusions between city and countryside. However, all six students feel they could grow up since live alone, and they all also recommend other students to live alone if they have opportunity. In conclusion, they have experienced many troubles and culture shock, but they have enjoyed living alone and they look at bright side of the experience.
現在、大阪女学院大学・大阪女学院短期大学に在籍する940名の学生の内91名の学生は親元を離れており、さらに内69名は一人暮らしをしながら勉学と家事を両立させている。故郷を離れ大阪での暮している彼女たちの中には、新しい環境での新しい文化に触れカルチャーショックを体験している学生もいる。この調査では本学の在籍する学生がどのような問題を抱え向き合っているのかを調べた。親元を離れている学生と実家に暮している学生各8名に対してのアンケートをもとに、一人暮らしに対する印象や実際体験した問題やカルチャーショックについて調査をした。調査の結果、一人暮らしをしている彼女たちは何らかのトラブルやカルチャーショックを体験していた。例えば、ゴミの分別方法の違いや公共の場所でのマナーやルールが地元と違い、戸惑いを感じたことがある学生がいた。言葉使いにも違いがあり、自分の話す方言が相手に伝わらなかった経験や、相手の言葉に対して誤った解釈をしてしまった経験もあるようだ。また地方出身であることにコンプレックスを抱き、都会生活に早くなじもうと無理をしてしまった学生もいた。しかし、彼女たちはそれらの問題に向き合い、自分なりの解決方法を身につけているようだ。それに加え、「学生の一人暮らし」に対しても善い面も悪い面も持っているが、自身の一人暮らしの経験で変化したことは何かという質問に対して全員が「自立できた」「自分の考えを持つようになった」など、プラスの回答をした。また「機会があれば一人暮らしをするべきである」という質問に全員が同意する結果となった。彼女たちは一人暮らしの中でいろんな問題に直面しているが、充実した一人暮らしを送っている。

1. What is the big question? (So what question?)
2. How was the research carried out?
3. What are the results?
English Education at KUMON: A Case Study of Two Children and their Mothers ~

Yukiko Kawabata, January 19, 2009

Abstract

Kumon is a famous private school in the world and it has a unique learning method. This study researched about the motives and the present condition of two 6th grade English learners at Kumon. The participants are two children, Ken and Mari, and their mothers. I interviewed the mothers and children, analyzed data and I observed the children at Kumon. I chose case study because I want to understand in-depth about them. Therefore, this is a qualitative research. In addition, I expect the result of their learning English at Kumon will appear after they enter junior high school because their motive of learning English is preparation for English education at junior high school. At the present moment, I found that learning English at Kumon affects children’s interest in English. Children are more interested in English and study harder.

抄録

くもんは独特な指導方法をもつ、世界中で有名な学習塾である。本研究は、小学6年生がくもんで英語を学習する動機とその現状を調べたものである。この調査はくもんで英語を学習する6年生の2名、ケンとマリ、そして彼らの母親を対象に行った。私は子ども達と母親にインタビューを行い、データを分析し、教室で子ども達の学習の様子を観察した。私は彼らについてより詳しく知るために、ケーススタディを選んだ。よっ
て、これは質的調査である。また、彼らの学習動機は中学校での英語学習への備えであったため、くもんでの英語学習の成果は今後に期待される。現時点では、くもんでの英語学習は彼らの英語に対する興味によい影響を与えているということが分かった。子ども達は以前よりも英語に興味を持ち、熱心に学習している。

1. *What is the big question? (So what question?)*
2. *How was the research carried out?*
3. *What are the results?*

**Assignment for Essay 2**

Find an academic article. It could be on the Academic Writing webpage on Study Links or somewhere else. You might even ask an instructor in International Management, Communication or Collaboration. Write a TRN for the abstract and use it in your essay if the topic is appropriate.
This textbook has presented many important ideas about writing and about explaining your ideas. Here are some key words.

Gather data
Time Management
Writing Process
Organize ideas
Details

Also, checking your paper is important to make your paper readable. Remember, you are writing this for others to read and understand. When you proofread your paper, some common mistakes are:
When you check your writing, get help:

- Tutors
- Writing Center
- Criterion

<table>
<thead>
<tr>
<th>Subject-Verb Tense</th>
<th>Organization</th>
<th>Readability</th>
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<tbody>
<tr>
<td></td>
<td>Introduction-body-conclusion</td>
<td>Easy to understand</td>
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<tr>
<td></td>
<td>References &amp; citations</td>
<td>Ideas connected clearly</td>
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<td></td>
<td>Transitions</td>
<td>Interesting!</td>
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Here is what is required for this course. Have you done it all?

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<thead>
<tr>
<th>Assignment</th>
<th>Date assigned</th>
<th>Date completed</th>
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<tbody>
<tr>
<td>Classwork (assignments vary)</td>
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<td>4 summaries</td>
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<td>2 summaries and explanations of graphs, charts, etc</td>
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<td>2 constructions of graphs, charts, etc</td>
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<td>Essay 1 outline</td>
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<td>Essay 1 final</td>
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<td>Essay 2 outline</td>
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<td>Essay 2 final</td>
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These are the skills you will be learning in this class. You can keep track of your learning.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Date presented</th>
<th>Date Student Learned</th>
<th>CHECK</th>
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<tbody>
<tr>
<td>● Identify the different parts of a research paper</td>
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<td>● Write citations correctly in a paper</td>
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<tr>
<td>● Summarize graphs, figures and/or tables</td>
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<td>● Make graphs, figures and/or tables</td>
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<td>● Interpret graphs, figures and/or tables</td>
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<td>● Write summaries or paraphrases of a research article to use in your research paper</td>
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<td>● Write an essay arguing a point including supporting details</td>
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<td>● Write clear, easy to understand English</td>
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<td>● Use Criterion to check your writing</td>
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Remember POWER as you write and give presentations at OJC and in your future jobs! It is a great way to plan.
Resources

**Transitions**

Sometimes we use sentences that are too short and sometimes we do not use enough transitions. Try to connect sentences together with transitions to make sentences clear.

**Below is a student’s writing. Fix this paragraph below by making sentences longer and adding transitions.**

English is a very useful tool. It also has negative effects on the people’s identity and their lives. English supremacy is in the United States, too. English is declared as the official language in 30 states. 322 languages are spoken. There are many people who do not speak English as their first language (U.S. English, 2010). Although there are many children who do not speak English, public schools in many states have adopted English only as instructional language. This makes inequality in education between language minority children and children who acquired English as their mother tongue (Lu, 1998). It is very hard to study using different language of their mother tongue especially for primary children. If they cannot keep up with the study because of the language, this unequal education will affect their future careers. Also, English-only movement at schools may suggest the children who use minority languages that English is the most valued language in the United States (Lu, 1998).

**IMPROVED**

English is a very useful tool; **however**, it also has negative effects on the people’s identity and their lives. English supremacy is in the United States, too. English is declared as the official language in 30 states, **but** 322 languages are spoken **and** there are many people who do not speak English as their first language (U.S. English, 2010). Although there are many children who do not speak English, public schools in many states have adopted English only as instructional language.
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**Improving your Writing: Unity and Coherence**

A good essay has unity if it talks about one topic and all examples and explanations are closely connected to the topic. A good essay has coherence if it is easy to read and logical. You can make an essay more coherent by:

1. Repeating key words

2. Using transitions to signal links

3. Arranging your ideas in a clear way

4. Using pronouns correctly, but not too much

**ACTIVITY: Fix this paragraph for problems with pronouns and SV agreement.**

There are over 90 students at OJC who do not live at her homes. About 55% of them come from Kansai; however, she comes from 22 different prefectures or areas. The most students do not come from Osaka. They come from Wakayama. Twenty-one of them come from Wakayama Prefecture. Teacher in Wakayama high schools suggest that a student come to OJC. It is popular in Wakayama.
Improving your Writing: Noun Clauses and Better Sentences

A noun clause acts as a noun and is a subject or an object. Writing these types of sentences helps to smoothly connect your ideas. It will also reduce the number of short sentences that you use.

1. Many Americans believe **that English is the best language in the world.**
   
   S V O

2. OJC students were surprised **that Santa Claus came to school.**
   
   S V O

3. It is certain **that global warming is happening.**
   
   S V O

4. The audience was shocked **that the women did not get paid for their work.**
   
   S V O

5. The scientists investigated **whether grammar focus helps students speak better.**
   
   S V O

6. The students wanted to know **if studying for TOEIC improved their English skills.**
   
   S V O

**Activity:** Make sentences with the following words. You must add some words.

1. The audience/ agreed/ the temperature is increasing.

   ________________________________________________________________

2. The teacher/ insisted/ students only use English.

   ________________________________________________________________

3. Experts/ agree/ there is no difference in intelligence between men and women.

   ________________________________________________________________

4. The students/ wondered/ speaking English at lunch would improve their English.

   ________________________________________________________________

5. The teacher/ investigated/ using vocabulary cards helped students improve their English.

   ________________________________________________________________