OJC
Academic Writing
Textbook
(Thinking and Writing)

By
Scott Johnston

With Editorial Assistance from
Bill Cline

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Contents

Chapter 1 Introduction to Booklet ................................................................. 3

Chapter 2 Essay 1: First Draft ................................................................. 9

  Temporary title of this essay: Aid or Helping Women Help Themselves .......... 9

Chapter 3 Explanation of the Essay ............................................................ 17

Chapter 4: Information for Essay 1 and Activities .......................................... 25

Chapter 5 Using Phrases for Introducing and Explaining ................................. 34

  Introduce a summary, quote or paraphrase ............................................. 34

  Introducing quotations .......................................................................... 34

  Explaining and/or interpreting .................................................................. 34

  Disagreeing ............................................................................................... 35

Chapter 6 Introducing Essay 2 ..................................................................... 38

  What you need to do .............................................................................. 40

  Outline .................................................................................................. 41

Chapter 7 Taking Notes and Summaries .......................................................... 42

  Title  Reference  Note ............................................................................. 42

  Paraphrases and Summaries ..................................................................... 43

Chapter 8 Introducing Graphs, Figures and Tables .......................................... 51
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tables</td>
<td>51</td>
</tr>
<tr>
<td>Bars</td>
<td>53</td>
</tr>
<tr>
<td>Line graphs</td>
<td>53</td>
</tr>
<tr>
<td>Pie Charts</td>
<td>54</td>
</tr>
<tr>
<td>Figures</td>
<td>54</td>
</tr>
<tr>
<td>Chapter 9 Progress on Essay 2</td>
<td>55</td>
</tr>
<tr>
<td>Chapter 10 Writing about Tables</td>
<td>56</td>
</tr>
<tr>
<td>Example: Students living alone at OJC</td>
<td>56</td>
</tr>
<tr>
<td>Example: Positive and Negative Aspects of Living Alone</td>
<td>57</td>
</tr>
<tr>
<td>Example: Starting a Language School in Taiwan</td>
<td>59</td>
</tr>
<tr>
<td>Example: Study Overseas</td>
<td>61</td>
</tr>
<tr>
<td>Chapter 11 Writing about Figures and Graphs</td>
<td>65</td>
</tr>
<tr>
<td>Chapter 12 Academic Research</td>
<td>70</td>
</tr>
<tr>
<td>Format for an article in which the author does research</td>
<td>70</td>
</tr>
<tr>
<td>Format for an article with secondary research</td>
<td>72</td>
</tr>
<tr>
<td>Chapter 13 Introducing Abstracts</td>
<td>75</td>
</tr>
<tr>
<td>Chapter 14 Review of Writing</td>
<td>85</td>
</tr>
<tr>
<td>Chapter 15 Final Thoughts on Your Assignments</td>
<td>87</td>
</tr>
</tbody>
</table>
Chapter 1 Introduction to Booklet

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. This is also online 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
- 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.
These are the requirements to pass this class. Teachers will also be assigning other homework and classwork.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date assigned</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 summaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 summaries and explanations of graphs, charts, etc</td>
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<tr>
<td>2 constructions of graphs, charts, etc</td>
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<td>Essay 1 draft</td>
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<tr>
<td>Essay 1 final</td>
<td></td>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>Essay 2 draft</td>
<td></td>
<td></td>
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<tr>
<td>Essay 2 final</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>
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<td>✓</td>
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<tr>
<td>Write citations correctly in a paper</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Summarize graphs, figures and/or tables</td>
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<td></td>
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<tr>
<td>Make graphs, figures and/or tables</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>
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<tr>
<td>Write an essay arguing a point including supporting details</td>
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<tr>
<td>Write clear, easy to understand English</td>
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</tbody>
</table>

![Power Writing Process Diagram]

**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 others 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 the draft below that you will read in this chapter. You will need to improve the essay with more support, sources, and arguments to support your thesis statement.

Arguments: when we say arguments, we mean to explain why the summary, quote or facts support your thesis statement or question that you are answering.

For this essay, we have included:

- A rough outline
- The first draft
- The first draft with explanations
- Additional sources to use
- More detail on the first assignment

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 (brainstorm) and rough brainstorm—include topic
2. Find materials, take notes, organize—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

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
Scott Johnston

Student number

Academic Writing: Essay 1

February 19, 2010

Aid or Helping Women Help Themselves

Aid to developing countries involves billions of dollars ( ). The Millennium Development Goals (MDG) are one aspect of aid to developing countries ( NEED A CITE). Among the MDG 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 in the real world and to help women now. 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.
In the MDG, there are eight main goals (World Bank, 2010). These are mostly for health and education. However, they have not been successful in many areas (World Bank, 2010). These goals are broad aims for countries with lots of money [IMPROVE].

In addition, agencies often have too many goals (OECD, 2007). According to the OECD report, bilateral ODA in 2006-2007 gave US$10.2 billion to gender equality. The support is widespread with most projects not at the people level. For example, government and civil society is 23%, education is 19% and health is 11%. While these support the health and education of women, this is aid often to governments for big projects, such as building schools and hospitals.

This is a culture of aid (Moyo, 2009) and 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 by informal means. 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.

On the other hand Muhammad Yunus (2007) thinks otherwise. Yunus 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 [ADD CITE HERE]

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, creating time for work, increasing education and addressing the cultures of countries.

The financial support needs to be to the women directly and not through the men. Grameen Bank is one example of this. Yunus (2007, p. 56) says, “The first and foremost task of development is to turn on the engine of creativity inside each person.” Just giving food and improving health is not true development. While giving food and improving health are important conditions for useful work, they are not enough. Projects need to make women money makers by using skills they have and giving them access to money.

Yunus (2007, p. 45-46), 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.

Thus, Yunus created Grameen Bank to give loans to groups of people, usually women. He 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.

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

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. It does not seem helpful to start at the macro level and move to the person. Rather, first support—not aid—needs to start with the women. This may mean confronting the cultures of men as superior, but if this is not addressed then
change becomes difficult. Then all the money for education, health, and governance may not create true change in the lives of women now and in the future.

References


Chapter 3 Explanation of the Essay

Below is part of the essay with explanations about what the author is doing.

Circles indicate something you will need to change.

Rectangles explain ideas.

In addition, some places in the essay say EXPLAIN, which means you will need to explain more.

----------------------------------------------------------------------------------------------------

Aid to developing countries involves billions of dollars (NEED A CITE). The Millennium Development Goals (MDG) are one aspect of aid to developing countries (NEED A CITE). Among the MDG 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 in the real world and to help women now. 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.

In the MDG, there are eight main goals (World Bank, 2010). These are
mostly for health and education. However, they have not been successful in
many areas (World Bank, 2010). These goals are broad aims for countries
with lots of money [DETAIL].

1. This explains, but the essay
needs more detail. What are
the goals? Which are good?

In addition, agencies often have too many goals (OECD, 2007). According the OECD report, bilateral ODA in 2006-2007 gave US$10.2
billion to gender equality. The support is wide spread with most projects not
at the people level. For example, government and civil society is 23%,
education is 19% and health is 11%. While these support the health and
education of women, this is aid often to governments for big projects, such as
building schools and hospitals.

2. The above paragraph might be
cut. Is it needed?

This is a culture of aid (Moyo, 2009) and not helping women to become
independent and 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 by informal means. 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.

On the other hand Muhammad Yunus (2007) thinks otherwise. Yunus 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 head of the family and control everything. In some countries, men own all the money and control the children [MORE DETAIL AND A CITE HERE]

3. In the paragraph above, the author writes about Yunus to present a different view. More detail is needed and a citation.

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.

4. This paragraph you cannot use like this because it is Scott’s personal experience. Cut it or change it.
Helping women will involve many points of change at the grassroots level. This may involve financial support, creating time for work, improving education and addressing the cultures of countries.

The financial support needs to be to the women directly and not through the men. Grameen Bank is one example of this. Yunus (2007, p. 56) says, “The first and foremost task of development is to turn on the engine of creativity inside each person.” Just giving food and improving health is not true development. While giving food and improving health are important conditions for useful work, they are not enough. Projects need to make women money makers by using skills they have and giving them access to money.

Yunus (2007, p. 45-46), 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 major problem was not a lack of creativity and ideas, but a lack of fair financing.

This is a summary. See the original below.

Notes from a book.


“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.”
Thus, Yunus created Grameen Bank to give loans to groups of people, usually women. He decided not to give money freely, as he wanted the borrowers to take responsibility. “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. [EXPLAIN MORE]

5. You will need to explain more here.

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

6. You need more detail about solar cookers. How much time to gather wood? What expenses?

Also, after the solar cookers, you need to present another way to help women. You could use the KIVA information or something else you find. You will need to write a topic sentence and details and you will have to explain why this is helpful.
In conclusion, when women have time to work and have financial support, then they can think about education and macro changes, such as schools. It does not seem helpful to start at the macro level and move to the person. Rather, first support—not aid—needs to start with the women. This may mean confronting the cultures of men as superior, but if this is not addressed then change becomes difficult. Then all the money for education, health, and governance may not create true change in the lives of women now and in the future.

7. The conclusion will change when you add more examples to this essay. In addition, make sure the thesis statement in the introductory paragraph also fits the essay after you revise.

*Activity:* In groups, discuss these questions.

1. *What is the thesis statement?*

2. *In the circles, what might be added?*

   *Circle 1 and 2*

   *Circle 3 and 4*

   *Circle 5 and 6*

   *Circle 7*
The essay by Johnston on Aid for Women is a first draft. Though it contains the important parts of an essay, it needs more detail and explanation. Some parts even say EXPLAIN more. For your first essay, you will use this one, but improve and revise it.

1. Explain more in the parts indicated.
2. Add more ways to help women. You might write more detail on solar cookers and write about Kiva. Ideas and sources are in the next chapter. You will need to include citations and a reference page.
3. Revise the thesis statement and conclusion to fit the new ideas you have added.

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 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 it is background information.

Grameen Bank Background


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


Grameen Bank is an organization that was founded by Muhammad Yunus. The bank provides microcredit to poor people, allowing them to start small businesses. Yunus, who holds a degree from Vanderbilt University in the United States, started the project in 1974.

In 2006, the Grameen Bank received the Nobel Peace Prize.

The bank has grown significantly over the years and now serves millions of people in Bangladesh and around the world. It has expanded its services to include education, health, and other development programs.

In 2012, the Grameen Bank was praised for its contributions to poverty alleviation. The bank has helped millions of people improve their living standards and has become a model for other microcredit programs around the world.
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。銀行は今日全域に拡大し続け、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312万人と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?


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?*

*Activity: Read the quote below about microcredit and brainstorm ways that women could use the loans. What are three ways to use the loans?*

1. 
2. 
3. 


http://www.grameen-info.org/index.php?option=com_content&task=view&id=32&Itemid=91

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.

**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.

*Activity: In pairs try to summarize the quote below.*

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Quote on Aid to Developing countries.


“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 online 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.”

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.*

Definition: ________________________________________________________________

________________________________________________________________________

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行えます。
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%）

Activity: Read the information below about Kiva. How might you use this 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?

Here explain where you put this explanation of how Kiva works.
Activity: 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.


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.
For use in essay 1, write two summaries from the materials in this chapter that you could use in your essay 1.
Chapter 5 Using Phrases for Introducing and Explaining

When you introduce information or begin explaining, transitional phrases help the reader to follow your ideas. Below are some common phrases for introducing and explaining. Try to use them.

**Introduce a summary, quote 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, “..................”

**Explaining and/or interpreting**

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 ………………….

**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 from the last chapter, write five sentences below that you might use in Essay 1 introducing some information. Then continue by explaining the information.*

1. Introduce__________________________________________

_____________________________________________________

_____________________________________________________

2. ____________________________________________________

_____________________________________________________

35
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

**Go to the Writing Center if you need help!**

<table>
<thead>
<tr>
<th></th>
<th>Due date</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1 outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay 1 draft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay 1 check on Criterion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay 1 final due</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 6 Introducing Essay 2

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. That way 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.
3.
4.
5.

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
- 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.

<table>
<thead>
<tr>
<th>Title</th>
<th>Reference</th>
<th>Note</th>
</tr>
</thead>
</table>

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.

**Writing at OJC**


“At Osaka Jogakuin College (OJC) writing is viewed alongside reading and discussion as a key component of communication” (Johnston and Swenson, 2005, p. 14).
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.*
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 Band

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 get $1.5 billion from WB.

65 aid dependency

100 bureaucracy in countries. Cameroon 426 days to get a business license;

126 Yanks and Grameen Bank

129 microfinance and lend to groups

130 Kiva and online opportunity for everyone to help with microfinance

131 10,000 organizations helping with microfinance

155 African proverb. “The best time to plant a tree is twenty years ago. The second-best time is now.”
Activity for notes below:

1. Which information indicates that children are important?

2. Which information shows women are not lazy?

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.” This sustains development.
TITLE: Aid for Women in Developing Countries


SUMMARY: More people becoming poor in the world.

More people will become poor this year because of the poor economy.

“We estimate that 64 million people worldwide will fall into extreme poverty because of the crisis [economic] and an additional 30,000 to 50,000 babies may die in sub-Saharan Africa” quote of Robert Zoë lick, president of the World Bank.

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.”

<table>
<thead>
<tr>
<th>T</th>
<th>R</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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]

<table>
<thead>
<tr>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
</tr>
<tr>
<td>N</td>
</tr>
</tbody>
</table>

ACTIVITY 3: This is from the GP of Kawabata. Discuss how to write a TRN in pairs or groups and then write it.
Learning at Kumon

At first, I interviewed mothers and analyzed data. I made questions for children on the basis of mothers’ answer. Then, I interviewed for children. In addition, I observed learning children in Kumon once a week. See Appendix A.

Ken’s Mother

Ken’s mother goes to part-time job several times in a week. She has three children: two boys and one girl. She made Ken to start to study English at Kumon because English is the poorest subject of Ken’s brother and sister in junior high school. In addition, she is also not good at it and does not like English; therefore, she wants to avoid Ken failing in English. She told me “I chose Kumon because Ken’s good friends learn at Kumon too” when I asked the reason why she chose Kumon. In addition, she told me about his study attitude “he does not study hard, but he does the homework before he goes to Kumon class.”

Moreover, she said she does not know when I asked about good points and bad points of Kumon. She also told me “I go to part-time job when Ken practices Kumon materials and Ken does not talk about Kumon, so I do not know about Kumon very well”.

She does not understand the system of Kumon. It is concerned with the reason why they choose Kumon. They chose Kumon because Ken’s friends also goes there; that is to say, she chose Kumon not for the system. However, she told me “Ken does not dislike learning at Kumon but does not like it.” It means that Ken does not like to do his material but he commutes to Kumon class willingly because there are friends and he can learn new knowledge. In his house, it seems that he does not study hard, but he does the homework before going to Kumon.

In addition, Ken’s mother told me “Ken can answer some questions when he watches TV quiz shows and he is more interested in English”. Therefore, she thinks that it is useful for Ken to learning English at Kumon.
Ken

Ken is a 6th grader in a public elementary school in Osaka Prefecture. He has an older brother and sister. (See Appendix B). He started learning English at Kumon in December 2007. In elementary school, he has 50 minute English classes once a week but sometimes no class. He had never studied English except at school and Kumon. However, he has talked with foreign people, for example, school native English teachers and tourists. Recently, in Japan elementary schools have hired native English speakers to teach in elementary schools. However, he told me “I could not understand what teachers said.” He talked with tourists only saying “Hello!”

The reason why he started to learn at Kumon is his mother’s recommendation. His mother wanted Ken to study English from an elementary school student because his brother and sister were not good at English in junior high school. Ken also does not want to have problems in junior high school English. However, he answered “I do not know” when I asked him “Why do you study at Kumon now?”
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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reference</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Reference</td>
<td>Notes</td>
</tr>
</tbody>
</table>
Chapter 8 Introducing Graphs, Figures and Tables

Are you gathering good sources for Essay 2? Ask for help if you are confused.

Graphs 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 period</td>
<td>8:45-9:30</td>
<td>Swimming</td>
</tr>
<tr>
<td>2nd period</td>
<td>9:30-10:15</td>
<td>Swimming</td>
</tr>
<tr>
<td>3rd period</td>
<td>10:35-11:20</td>
<td>Science</td>
</tr>
<tr>
<td>4th period</td>
<td>11:20-12:05</td>
<td>Science</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleanup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th period</td>
<td>13:40-14:40</td>
<td>Special swimming class for children afraid of water</td>
</tr>
</tbody>
</table>
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>1&lt;sup&gt;st&lt;/sup&gt; year 2 year college</td>
<td>160</td>
<td>98</td>
<td>215</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; year 2-year college</td>
<td>139</td>
<td>105</td>
<td>370</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; year 4-year college</td>
<td>98</td>
<td>58</td>
<td>160</td>
</tr>
<tr>
<td>Senoia 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>

Bars

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

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.

Question: What can you say about Tabatha’s happiness over the years?
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.

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

Figures are good to show how information is connected. Here is a figure about English at OJC.
# Chapter 9 Progress on Essay 2

Before doing activities to learn how to use tables, make sure you are working on your draft of Essay 2. In the table below, where should you be? 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 paragraph. The writing center can help you organize ideas at this stage.</td>
</tr>
<tr>
<td></td>
<td>Gather more data with TRNs</td>
</tr>
<tr>
<td></td>
<td>Write the first draft including the Reference and have it checked by the instructor</td>
</tr>
<tr>
<td></td>
<td>Check it on Criterion</td>
</tr>
<tr>
<td></td>
<td>Revise the paper</td>
</tr>
<tr>
<td></td>
<td>Check it on Criterion</td>
</tr>
<tr>
<td></td>
<td>Hand it in</td>
</tr>
</tbody>
</table>
Chapter 10 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>1\textsuperscript{st} grade</td>
<td>10</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>2\textsuperscript{nd} grade</td>
<td>13</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>3\textsuperscript{rd} grade</td>
<td>18</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>4\textsuperscript{th} 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><strong>Total</strong></td>
<td><strong>59</strong></td>
<td><strong>32</strong></td>
<td><strong>91</strong></td>
</tr>
</tbody>
</table>

(Yukawa, 2009, p. 7)


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

---

**Example: Positive and Negative Aspects of Living Alone**

Here is another example with a longer explanation of a table. Notice the topic sentence, the focus on some data, and the last paragraph comparing the data.
Table 5

*What are Positive and Negative Points of Living Alone?*

<table>
<thead>
<tr>
<th>Positive points</th>
<th>Negative points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be not restricted by time</td>
<td>Hard to cope with school life and housework</td>
</tr>
<tr>
<td>Can do as one pleases</td>
<td>Cannot wake up in the morning</td>
</tr>
<tr>
<td>Can be strong</td>
<td>Become to be lazy</td>
</tr>
<tr>
<td>Can be independent</td>
<td>Sometime feel lonely</td>
</tr>
<tr>
<td>Became to thank parents</td>
<td>Increase the number of times of eating out</td>
</tr>
<tr>
<td>Can have opportunity to face myself</td>
<td>No conversations</td>
</tr>
<tr>
<td>Can get good at cooking</td>
<td>Be late to go back to apartment</td>
</tr>
<tr>
<td>Tranquility</td>
<td>Tend to be late or absent school</td>
</tr>
</tbody>
</table>

They have many positive and negative points of living alone. The highest positive point of living alone is “Be not restricted by time” and “Can do as one pleases”. They like to be able to do anything they want whenever they want, for example eating, going back home, taking a shower. They are not told by their parents what they should do, and they are in the selective situation during living alone. For example, they can select eat dinner at home or eat out, or select what time they back home. Moreover, they can invite their friends every time without parents’ permission. Thus, they do not follow parents’ advice in comparison with students who live with parents. Instead of that, they have to do all by themselves, and it means that they have opportunity to be able to be independent.

On the other hand, they also say there are negative points of living alone as many as positive points. The most common answer is “Hard to cope with studying and house work, and how to take care of themselves without help from their family. Therefore, some of them tend to be lazy, for instance, cannot wake up in the morning and increase time to go out and eat. Moreover, a student feels living alone brings no conversations and sometimes feels lonely in the apartment. In the situation of living alone, we spend alone for a long time at home. As a
certain student mentioned she can have opportunity to face herself, but on the other hand, we
do not have much times conversation or discussion with family. For example, we cannot ask
parents’ advice soon about school, job-hunting, or distress which like cannot ask others but
family. Therefore they sometimes have stress, and they feel lonely and home sick.

Comparing positive and negative points, they have both opinions about living alone.
However, I interpreted they have different mentalities. For example, they can spend their own
time and do anything they please while living alone and some of them think it is positive
points of living alone. On the other hand, other students feel negative in regard to that, For
instance, to be late to go back home, and cannot wake up in the morning. Similarly, some
students feel living alone is tranquility or can have opportunity to face themselves and theses
is positive point, and others think living alone means no conversation and sometimes feel
lonely. In short, these specific matters which students who live alone hare can construe both
positive and negative. It depends on how the student looks at its. In short, students’ living
alone is a very line between positive and negative line.

Questions

1. How does the author divide the positive and negative points?
2. What does the author do in the last paragraph?
3. What transitions does she use in the last paragraph?

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*

<table>
<thead>
<tr>
<th>Institutions objectives</th>
<th>High school</th>
<th>University</th>
<th>Others (cram school, language school)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in Japanese</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>

As you can see, the market needs vary by the kind of institutions. At any institutions, however, primary learning objective is interest in Japanese.

---

1 Internal Association Japan (2007)
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?

Example: Study Overseas

Iwamoto wrote on EAS, the intensive English program. The table was to report about how students felt overseas and how they changed thinking about other culture or foreigners.


Question: Notice how the table has limited information and the author’s explanation includes all of the details. The table is not needed like this. How could the table and explanation be improved?
Table 2

Troubles in Oversea Lives

<table>
<thead>
<tr>
<th>Transportation</th>
<th>Home rules</th>
<th>Shop hours</th>
<th>Nothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

I asked what was the most troublesome for them in other country’s life. Their answers were different for each student or host family’s situation.

Two students felt trouble about transportation. In Australia, we had to use trams to go to school. A lot of students have never experienced this and felt difficulty to memorize station numbers or stations they have to change the tram.

Moreover, students felt difference of sense of value about distance or food. For example, host mother said “School is very near from house.” However, for student, it was very far. Students felt difference of sense of value not only of transportation, but also food. The size of food which host family felt small was very big for students. That’s why they felt it difficult to understand explanation of transportation or size of food by natives. Students were confused by differences of sense of value. We can call these experiences “culture bumps” (Cornwell, 2002). It means something happens that cause you to wonder what just happened (Cornwell, 2002).

Home rule also caused trouble for two students. One student said she could use shower only three minutes. This connects with Australian environmental problem of lack of water. Another trouble was that students could not use kitchen freely. For example, students could not use kitchen except regular time host mother decided. Therefore, students could not drink water at mid-night or make their lunch early in the morning. Laundry was also a problem. As an example, students could not get their laundry because host family did not do washing regularly. Therefore, students had trouble with their underwear or clothes. This is same as Torikai (1996) has indicated. Japanese tend to hesitate to ask when speaking English.
Moreover, in strict families, students had trouble about using the bathroom. One student said “If the bath room is a little wet, I was warned about it persistently.” She felt stress about it.

One student answered shop hours as a difficulty. In Australia, a lot of shops closed early. This student said it was difficult to shop at the time she wants to go. In Japan, there are a lot of shops open until mid night like a convenience store. Almost all streets are bright. However, in Australia, especially when we stayed, there were practically no stores that were open at night. Moreover, almost all of the streets turned down the lights. It was very different from Japan and students felt inconvenience. It was culture bumps for students.

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.

Table 2

The Prefectures from which Students Come

<table>
<thead>
<tr>
<th>Prefecture</th>
<th>Count</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: Look at the table below by Yukawa on how students have changed since living alone.

- Summarize the data
- Highlight key points
- Give an explanation using the notes below the data.

Table 4

How Have You Changed since Living Alone

<table>
<thead>
<tr>
<th>Acknowledged of the importance of parents</th>
<th>3</th>
<th>Became independent</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspired by meeting a whole variety of people</td>
<td>2</td>
<td>Changed attitude</td>
<td>2</td>
</tr>
<tr>
<td>Can control how to spend money</td>
<td>1</td>
<td>Have gotten good at cooking</td>
<td>1</td>
</tr>
</tbody>
</table>

(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
Chapter 11 Writing about Figures and Graphs

Figures often show how ideas are related. Below is a Figure used in an academic article by Scott Johnston.

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

Figure 1: CHILDREN’S SENSITIVITIES

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

Graph Data

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)

(Hirose, 2009, p. 9)

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.

**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?

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 (③Product, ④Design 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)

Activities on Graphs, Figures and Tables

Activity: With the following data:

1. Decide if you want to make a table, graph or figure of this data.

2. Summarize the main ideas.

3. Explain what this data shows.


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.
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 12 Academic Research

Before we start Chapter 12, 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.
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.

Title page

Abstract 抄録

Introduction

Research Question

Review of Literature

Method and Design

Results

Discussion

Conclusion

References

Appendices
**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>
Chapter 13 Introducing Abstracts

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.

Activities: Below 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.

抄録

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。この調査では本学に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、相手の話と言葉に対して誤った解釈をしてしまう
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いた学生もいた。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」と、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をしているが、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り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?
Activity: The teacher might have you choose some of these to summarize or to write TRNs.

A Japanese 3rd Grade Classroom: The Individual Within the Group

By Scott Johnston & Tadahito Kotabe

For those of us who have heard tales of Japanese students studying late into the night, sitting in rooms taking tests, and going to cram schools late at night, his view of education may seem unique. However, more and more research points to elementary school as a time of developing cooperative learning skills and understanding in academic areas. In Japanese elementary schools, the learning of the whole child is central. Social and academic growth are viewed as integral aspects of education. As Sato (1993) says, "Cognitive, affective, and social spheres are not isolated into separate categories as distinctly as they are in Western thought. Likewise, cognitive development does not predominate school priorities: Cultivating all one's sensibilities is basic" (p. 122). We wanted to explore how Kotabe approached whole child learning in his 3rd grade classroom in the summer of 2000. Together, we collaborated in understanding how his view of education corresponded with how he simultaneously promoted cooperation and individual growth.

Summarize the abstract and include any important notes that would support a paper on the idea that young people need to have time to work together
Influence by EAS of 2007 Summer: Deakin University

Mika Iwamoto, January 19, 2009

Abstract

The purpose of this paper is to know about OJC students who participated in English Academic Study (EAS) and how it changed their understanding of other cultures and their thinking about English study. Participants of this paper were seven OJC students. From the end of August 22 to September 23 in 2007, they participated in EAS with me.

The purpose of EAS was to improve TOEIC scores. However, students had different purposes and expectations. From the result, although it is difficult to say TOEIC score was influenced by EAS, students could touch other cultures and they improved some English skills like listening and speaking. Thus, we can say this program was a good experience to understand other cultures and improve English skills.

抄録

このリサーチペーパーの目的は、English Academic Study（EAS）により他国の文化の理解と英語学習の考え方についてどのように変化したかを知ることです。このリサーチペーパーの調査の対象者は、2007年の8月22日から9月23日までの間、私と共にEASに参加した学生の皆さんです。

EASの目的は、TOEICのスコアの改善でした。しかしながら、学生たちはそれぞれに異なる目的と期待を持っていました。TOEICスコアの変化がEASの影響であると断言することは難しいですが、生徒たちは他国の文化に触れ、リスニングやスピーキングといった英語のスキルを改善できました。つまり、このプログラムは他国の文化の理解や英語のスキル改善のための良い経験になったと言うことができます。
Activity: Summarize the abstract by Matsuoka and say why this article supports the idea of opening a business in Taiwan (make an argument).

Abstract

Opening Japanese Language School in Taiwan

By Shiho Matsuoka (GP 2010)

In my third year at OJC, I was accepted for a semester abroad program at Yuan Ze University. After the program, I decided to extend my Chinese language study so that for about a year I stayed in Taiwan giving me a good idea of Taiwanese culture and economy. I decided to write this thesis because of this experience. Further, as I needed specific market data to write a thesis, I visited Taipei in 2009 summer for three weeks.

In Chapter 1, a broad background of Taiwanese history was introduced. Because of relatively long history of Japanese colonization, and strong economic tie between Taiwan and Japan after World War II, the need for Japanese language skill has been growing.
In Chapter 2, a market analysis was conducted. First of all, it became obvious that the needs for Japanese language differed among different segments of Taiwanese people, from Children, students, to corporations. This analysis lead to my decision to select university students as my target customers, being the largest group among the segments researched. Their specific needs were for job search at Japanese affiliated companies.

In Chapter 3, Japanese language school industry in Taiwan was investigated. There were many of them offering various language programs. I found out, however, that they did not offer programs for students’ job search. This finding gave me an opportunity to create a value-added service meeting the needs of job search. It may be a niche service, but clearly gave me and school a special feature which other schools did not offer. This is my differentiation strategy.

Having a basis of my differentiation strategy, in Chapter 4, I created the framework of my school starting from school vision, forming various strategies related to location, programs or fees.

Chapter 5 examined the feasibility of this school by creating a 5-year profit plan. Net income to sales over five years indicated 13.0% profitability, quite feasible. This is a comprehensive business plan covering all the critical elements of business, especially of Strategy, Marketing and Finance.

*Summarize the abstract*
Activity: Summarize the abstract by Hirose and explain why this article is not helpful for learning about where business people like to eat in Osaka.

Abstract

Attractive Yakiniku Restaurant in Tamatsukuri

Haruna Hirose (GP 2010)

Often a market research is conducted to find out the needs of potential customers’ needs so that the business forms including price, product or service can be amended or created. In this thesis, a questionnaire was used to find out the needs of potential customers for opening a (imaginary) new Korean BBQ restaurant. How effectively reflect the results of questionnaire, as interpreted potential customers’ needs, is critical for a business success.

First, the market and target customers need to be defined which indicate the sales potential. Tamatsukuri is the defined market and OJC students and staff are target customers. Target customer selection, incidentally, makes the questionnaire design easier and meaningful.

Once the market and customers are defined, questionnaire design follows. Designing a questionnaire, you normally expect certain outcome, but the actual results can sometimes surprise you as they can be quite different from the original expectation. This way, you can avoid the risk of running business based on your intuition.

Further, you need to have certain idea to run a business. This is called a vision, which needs to meet the target customers’ needs to serve them better. This vision can be achieved by Strategies and Tactics. Famous 4 P’s, Product, Price, Place and Promotion, are these specific plans. They, of course, need to reflect the customers’ needs, i.e. questionnaire results, to be viable, while creating the difference from other restaurants. This is called a differentiation strategy. Once these 4 P’s are designed, they can be integrated into a business plan, a 5-year profit plan, to see the financial feasibility.
Assignment for Essay 2

For your 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.
This textbook has presented many important ideas about writing and about explaining your ideas. Here are some key words.

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:


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<thead>
<tr>
<th>Subject-Verb Tense</th>
<th>Organization</th>
<th>Readability</th>
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<tr>
<td></td>
<td>Introduction</td>
<td>Easy to understand</td>
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<td>body</td>
<td>Ideas connected clearly</td>
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<td>conclusion</td>
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<td>References &amp; citations</td>
<td>Transitions</td>
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When you check your writing, get help:

- Tutors
- Writing Center
- Criterion
Here is what is required for this course. Have you done it all?

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<tr>
<th>Assignment</th>
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<td>4 summaries</td>
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<tr>
<td>Coursework (many different assignments)</td>
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Did you learn to do these skills?

<table>
<thead>
<tr>
<th>Competency</th>
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<th>Date Student Learned</th>
<th>CHECK</th>
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<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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<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 for and against and supporting one side</td>
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<td>● Write clear, easy to understand English</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.