

2021 Sept. (v. 1.78)

# EGAP Writing 2: Research Writing



English Writing-Listening Instructors  
Institute of Liberal Arts and Sciences, *i-ARRC*  
Kyoto University



# **EGAP Writing 2: Research Writing**



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Kyoto University**



# 京都大学



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# To Students and Teachers

## Research Writing Foundations

This volume follows up on the essay writing foundations laid in *EGAP Writing 1: Academic Essays*. Chapters 1 to 7 of this book maintain a structure-based approach to academic writing with a focus on the location, function, and features of the primary elements of essays. The focus on structural components showcases the parts of an essay by referring to the following:

**Location:** Where is the part?

**Functions:** What is the purpose of that part?

**Features:** What are the elements found in that part?

This approach helps students to identify, describe, and explain the parts and then apply them in their academic writing. These first seven chapters also guide students step-by-step through the process of writing a basic academic essay by utilizing writing and research strategies. This practice with process writing helps students learn how to approach their writing assignments in a systematic way.

After leading students through the writing process to complete a short essay, exercises begin to focus on writing extended essays, or academic reports. The focal point of chapters in the second half of the book shifts from the structure-based approach to a quality-focused approach for producing academic reports. Chapters 8 to 14 concentrate on the development and expression of ideas and persuasive arguments in English academic reports. Each of these chapters introduces a specific point of academic language and style to raise students' awareness of key issues in academic writing and ways of constructing evidence-based arguments. The transition from a scaffolded process to a more individualized reflective process allows for:

- students to develop more autonomy in their writing by further practicing procedures introduced in previous chapters;
- adaptation of basic academic essay structure to a style resembling that common in the student's field of study; and
- flexibility in the teaching sequence of chapters.

"Quality" in this book means learning how to write an EGAP report in a more refined academic style. The quality focus aims to guide students to use the process approach to writing more autonomously by engaging in self-reflection on that process. To write high-quality EGAP reports that achieve the intended purpose, students need to pay attention to the following three features: *quality of thought* (reasoning), *quality of content* (evidence), and *quality of language* (expression). Quality of thought includes careful consideration of organization, planning, thesis development, and logical reasoning. Quality of content includes evaluating outside sources for credibility, selecting appropriate evidence from sources, and documenting sourced evidence responsibly. Quality of language includes writing with attention to formal academic style, hedging of claims, as well as accuracy and precision of expression.

There are variations in the requirements for academic essays; however, the primary task is always the same. The writer investigates an issue, makes a claim about the issue, and supports that claim in a logical manner with independent sources. An academic essay clearly lays out what the author believes is the correct position on a particular issue. The exercises in this book guide students on how to make arguments specific, reasoned, detailed, and supported with credible evidence. There is also instruction on anticipating and addressing objections or limitations intended to prepare students for more advanced research writing in the future.

*EGAP Writing 2: Research Writing* has 14 chapters. Each chapter opens with a list of objectives, and the components of essay writing are introduced through the following sequenced sections:

- *Learn It!* Introduces key information about the parts of the essay and writing process;
- *Practice It!* Offers exercises to practice newly acquired knowledge; and
- *Write It!* Presents students with academic writing tasks.

Some chapters include *Review It!* exercises as well. Furthermore, in boxes titled *FYI (For Your Information)*, teachers and students will find additional information to raise students' awareness about certain issues in academic writing and give tips for better writing. The glossary at the end of the book presents the chapters' key terminology as a quick reference for both students and teachers. A separate teacher guide is available for this book.

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**Kyoto University**  
**September 2021**

What you will do in this chapter:

1. Review body paragraph structure
2. Reflect on writing ability

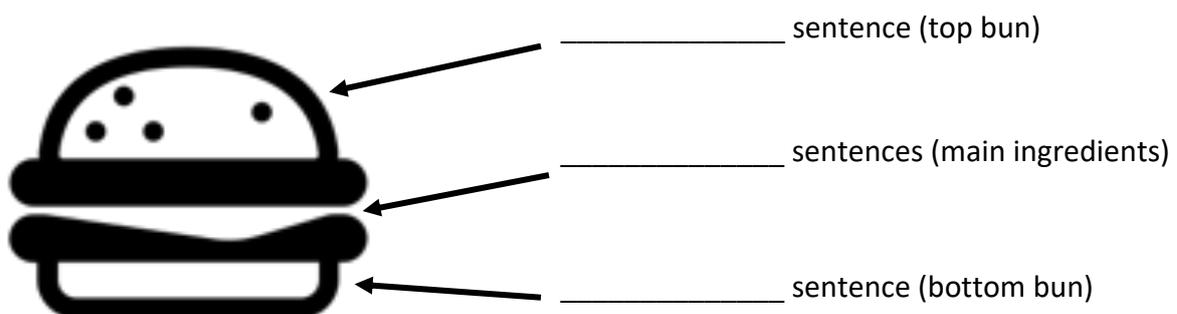
**Review It!** 

## Body Paragraph Structure

**Exercise 1: Review the structure of body paragraphs by filling in the spaces with the correct vocabulary. Compare your ideas with other students.**

To write clear (b)\_\_\_\_\_ (p)\_\_\_\_\_ there are several things to keep in mind. First, a body paragraph begins with an (i)\_\_\_\_\_, or space, to indicate where the paragraph starts. Second, the first sentence of a body paragraph is normally the (t)\_\_\_\_\_ sentence. It has two parts: a (t)\_\_\_\_\_ and a (c)\_\_\_\_\_ (i)\_\_\_\_\_. Third, well-written body paragraphs have coherence and (u)\_\_\_\_\_. Coherence means the writing is easy to read and understand. (U)\_\_\_\_\_ means having a single focus throughout the whole paragraph. The main point is explained in (s)\_\_\_\_\_ sentences. When beginning to write about a new main point, one should start a new (p)\_\_\_\_\_. Focusing on these things will enable you to write well-organized paragraphs in English.

**Exercise 2: One way to remember the organization (shape) of a body paragraph, is to compare it to that of a hamburger. Label the parts below.**



**Is the paragraph in Exercise 1 organized well? Analyze it together with a classmate.**

**Practice It!** 

**Exercise 3: Order the sentences (a-g) to create a paragraph. After that, compare your sequence with that of a classmate and discuss the two questions below.**

*Jet Stream*

a. More precisely, when people say "the jet stream" it refers to one of the two major jet streams: the subtropical jet stream or the polar-front jet stream.	<u>Sentence</u> <u>Order</u>
b. To conclude, catastrophic changes in weather patterns might develop if the jet stream weakens.	1. ____
c. However, the patterns of the jet streams are always changing and these shifts affect our weather.	2. ____
d. Circulating far above the Earth's surface are fast-moving currents of air, known as jet streams, that affect our weather and climate.	3. ____
e. Changes in these patterns are happening more frequently today because polar regions of the Earth are warming quickly enough to lessen the differences in temperature that drive jet streams.	4. ____
f. Jet streams tend to move in a pattern from west to east and are stronger in winter because this is when the differences in air temperature that drive them are most pronounced.	5. ____
g. These two streams are the major air currents that determine weather patterns around the globe.	6. ____
	7. ____

1. What is the topic \_\_\_\_\_ and focus (controlling idea) \_\_\_\_\_?

2. The sentence you listed as 7) above should be the concluding sentence. How does the concluding sentence link to the topic sentence?

\_\_\_\_\_

# What Can You Do?

**Exercise 4: Think about your English writing ability. What can you do, and how well? Write numbers from the scale in the blanks next to the statements in the table below.**

Scale:

- 1. I cannot do this.
- 2. I can do this, but unsatisfactorily.
- 3. I can do this with some confidence.
- 4. I can do this well.
- 5. I can do this extremely well.

	Can identify the parts of introduction, body, and conclusion paragraphs and apply this knowledge when writing essays.
	Can analyze topics and develop essay outlines with suitable controlling ideas and thesis statements.
	Can maintain appropriate unity and coherence throughout an academic essay.
	Can apply appropriate text-formatting conventions to produce a typed essay.
	Can understand and use paraphrasing, summarizing, quoting, and citation techniques for incorporating information sources in essays and generate a viable reference list.
	Can recognize particular styles and conventions in academic writing and adopt them appropriately.
	Can understand the writing process and utilize it to produce academic essays.
	Can write an academic report of at least 1,000 words.

Reflect on your writing experience in the first semester. Which things in the list above would you most like to improve on in this course?

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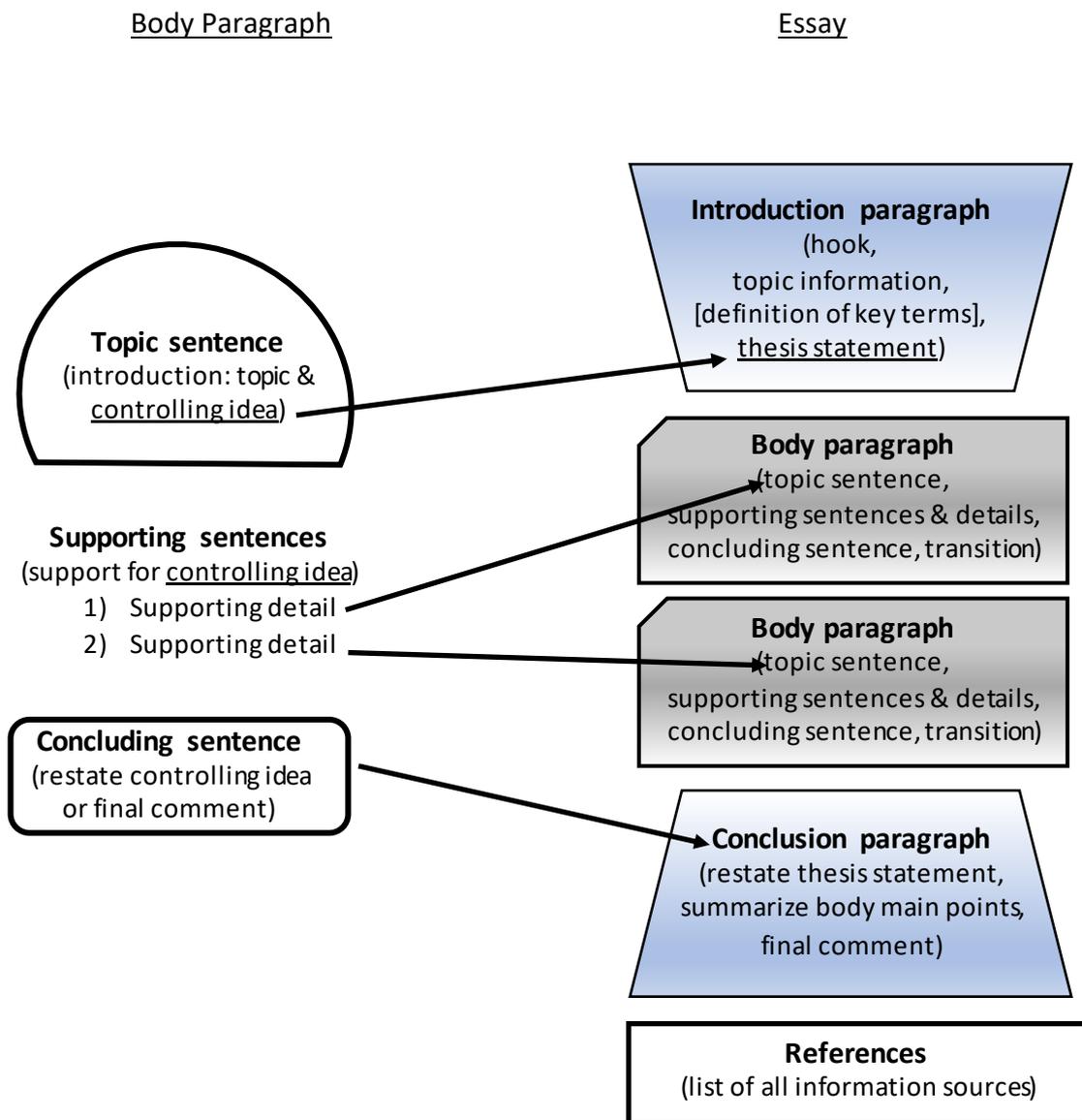
What you will do in this chapter:

1. Review academic essay structure
2. Review the writing process
3. Begin brainstorming a topic

**Your Goal:** write an essay of approximately 500 words that includes information from credible sources. To get started, first review the structure of paragraphs in academic essays.

**Review It!** 

## Comparing the Structure of the Body Paragraph and Essay



## Structure of Paragraphs and Academic Essays

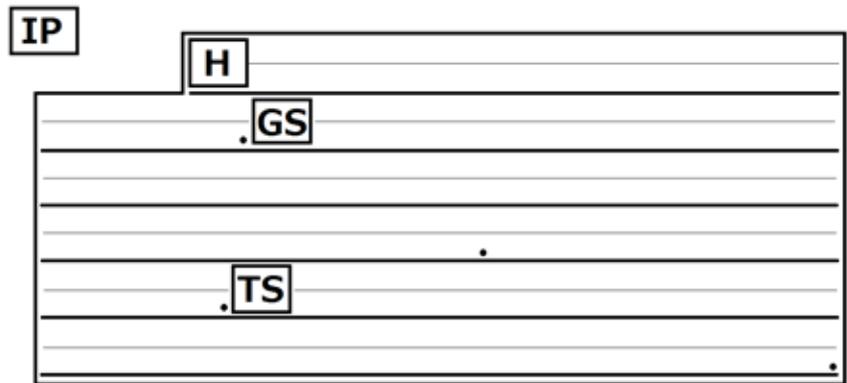
An academic essay's central structure is very important. The introduction, body, and conclusion paragraphs have specific features and functions. The location, function, and features of each paragraph combine to construct a coherent academic essay. If a part is not included, is not in the correct location, or does not have the correct features, it will make the essay difficult for the reader to understand. The three diagrams below form a conceptual map of an essay illustrating the structure of an introduction paragraph, a body paragraph, and a conclusion paragraph.

### **Introduction Paragraph**

Hook (H)

General Statements (GS)

Thesis Statement (TS)



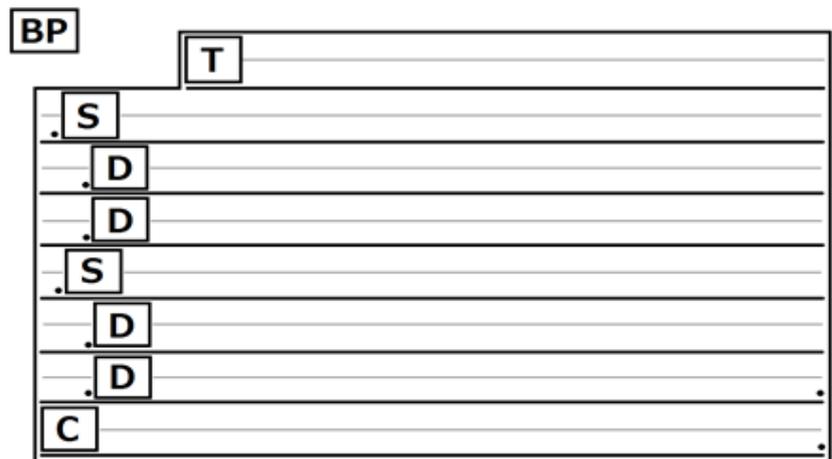
### **Body Paragraphs**

Topic Sentence (T)

Supporting Sentences (S)

Detail Sentences (D)

Concluding Sentences (C)

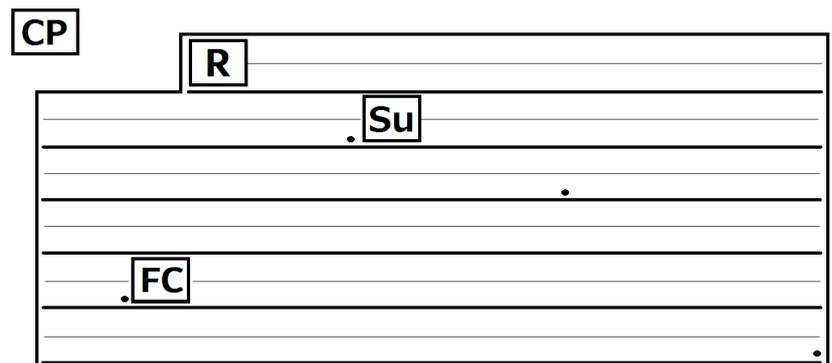


### **Conclusion Paragraph**

Restate thesis (R)

Summary of Main Points (Su)

Final Comment (FC)



## Essay Paragraphs: Location, Functions, and Features

Each essay paragraph has features, which help it to successfully achieve its designated function. The chart below reviews the location, function, and features for each type of paragraph.

	Location	Function	Features
<b>Introduction Paragraph</b>	The first paragraph of an essay	Introduces the topic and the purpose/thesis of the essay; can include definitions of key terms	Often contains a hook to attract the interest of readers, information about a topic that moves from general to more specific, and ends with a thesis statement
<b>Body Paragraph(s)</b>	After the introduction paragraph and before the conclusion paragraph	Provides main points which are supported by examples, explanations and external sources	Contains a topic sentence, supporting sentences with details and a concluding sentence that may link to the next body paragraph
<b>Conclusion Paragraph</b>	The last paragraph of the essay	Restates the essay focus (thesis); summarizes the main points in the body paragraphs; concludes the essay	Contains a restatement of the thesis and main points, and a final comment; moves from specific points to more general

**Exercise 1: Complete the review quiz and check your answers with classmates.**

(1) Which of the following is true of an introduction paragraph?

- a. It introduces the topic and general ideas of the essay.
- b. It ends with a thesis statement.
- c. It begins with a hook.
- d. All of the above.

(2) Which of these paragraph sequences is in the correct order for a body paragraph?

- a. topic sentence / supporting details / concluding sentence
- b. thesis statement / explanation / evidence / concluding sentence
- c. restate thesis / explanation / concluding sentence
- d. hook / general-specific information / thesis statement / definition

(3) Which of the following is true of the conclusion paragraph?

- a. It is important to make a link to the next paragraph.
- b. It is important to organize information from specific to general.
- c. It is important to expand upon the main points of body paragraphs.
- d. It is important to write a comment that restates the hook.

## Model Essay

Here is an example of an academic essay that you can refer to as you write your essay. Carefully read the model essay and complete Exercises 2 and 3 below.

### An Element Drifting Away?

[ ] At birthday parties and other celebrations floating balloons filled with helium gas are fun, but how much does the average person know about helium (He)? Far beyond being a lifting gas for party balloons, a surprising amount of modern technological research and development requires helium. For example, twenty percent of global helium consumption is used to operate MRI scanners (Garside, 2017). [ ] While it is the second most **abundant** element in the universe after hydrogen (H), the helium supply on Earth is limited, making it relatively rare (Halperin, 2014). In addition, supplies are difficult to discover and access. Taken together, these points illustrate that helium is a very valuable element. In fact, shortages today are making it even more valuable. [ ] This essay explores major causes and effects of the current low supply of helium.

[ ] Although it may seem **paradoxical** to be concerned about a shortage of an element that is so abundant in the universe, it is possible to understand this **paradox** by examining several probable causes. [ ] A primary cause is research that requires the super cooling properties of helium. [ ] It has major applications because it is a gas distinguished as being naturally stable and can be cooled to extremely low temperatures without freezing. For research on **superconductivity**, for example, material is made **superconducting** by cooling it to extremely low temperatures. The low temperature allows electricity to flow without resistance. The cooling property of helium explains why it is invaluable for low temperature engineering and research **cryogenics**. In short, helium's super cooling ability is the reason behind the increase in demand (Halperin, 2014). [ ] Coupled with the rise in demand, the low supply of helium is also caused by the challenge of finding supplies. This is further complicated by the fact that helium rising to Earth's surface will **diffuse** and float into space because it is so lightweight. Therefore, it is not efficient to try and extract helium from the air as the concentration is far too low. [ ] Where helium accumulates is in some rock formations where natural gas is found. In other words, finding natural reserves of helium is usually accidental and is a **by-product** of natural gas exploration ("Huge Helium," 2016).

[ ] Having outlined apparent causes of the low supply of helium, it is important to next describe some effects of this situation. [ ] The shortage of helium means it is difficult to find supplies and much more expensive to

buy. [ ] The tripling of the price over the past 10 years is very troubling for Japan since it imports 100 percent of its supply (“Japanese Scientists,” 2019). For researchers in university labs, that increased cost can lead to canceling or postponing some research. This in turn means that research, development and operation of technologies, such as semiconductors, MRIs, rockets, and quantum computers, might be affected (Halperin, 2014). Exports to Japan are so tight that “scientists in Japan will soon issue a statement warning of an emergency due to a global shortage of helium” (“Japanese Scientists,” 2019). This dramatic statement expresses a concern of experts that should not be taken lightly.

[ ] Several causes and effects of the shortage of helium were outlined in this essay. [ ] For example, the high price of helium due to the difficulty of extracting it. Concerns in the scientific community have led to efforts to reduce demand and recycle helium. [ ] Even with major new discoveries in the future, conservation efforts will be needed to ensure that the Earth’s limited supply of this valuable non-renewable resource does not disappear.

[579 words]

### References

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### Glossary

- abundant** - more than enough; a great quantity
- paradox, paradoxical** - statement that seems contradictory or against common sense, but is true
- superconductivity, superconducting** - the ability to almost perfectly conduct an electrical current
- cryogenics** - the production and application of low-temperature phenomenon
- diffuse** - to scatter; spread out freely
- by-product** - the result of another action; something unintended or unforeseen

**Exercise 2: In the spaces provided in the model essay [ ], label the parts using the abbreviations from the box below.**

Topic Sentence (T)	Detail Sentences (D)	Supporting Sentences (S)
Concluding Sentences (C)	Restated Thesis Statement (R)	General Statements (GS)
Thesis Statement (TS)	Final Comment (FC)	Hook (H)
		Summary of Main Points (Su)

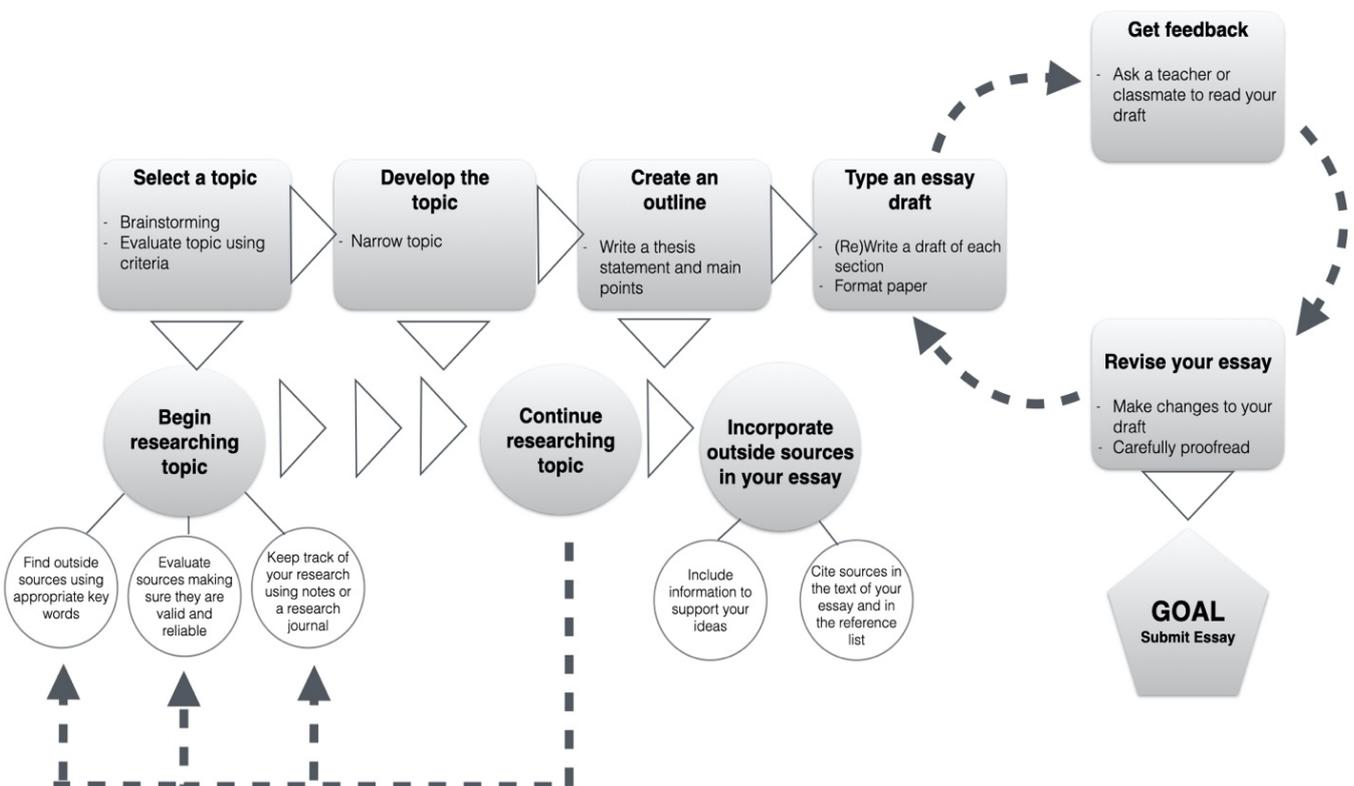
**Exercise 3: Answer the following questions about the model essay. Check your answers with classmates.**

1. Is there a hook? If so, is it effective? Explain.
2. What does the thesis statement say about how the essay will be organized?
3. What is the controlling idea for each topic sentence? Does each connect to the thesis statement?
4. How many in-text citations are used?
5. How does the conclusion begin? Why do you think the author started it this way?

**Review It!** 

## The Process of Academic Research and Writing

Writing an essay is a process with a number of steps. This is called the *writing process*. The process includes steps in planning, researching, drafting, and editing your writing. Good writers often cycle through parts of this process several times. The diagram below introduces the steps in detail.



## Write It!

### Prewriting: Brainstorming

Your essay topic might be assigned by your teacher, or could be something that you are interested in knowing more about. In either case, it is a good idea to begin the essay writing process by prewriting. Prewriting is a way to help you think about ideas as you prepare to write. Brainstorming is one of the main techniques writers use during prewriting.

**Exercise 4: Brainstorm some possible topics below by using the mind mapping or listing technique. One way to get started brainstorming about a topic is to answer WH-questions (i.e., Who? What? Where? When? Why? How?).**

Possible Topics: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Brainstorm*

**Exercise 5: Explain one of your topic ideas to classmates by referring to the four criteria listed below. If you believe your topic satisfies each of the criteria, put a checkmark (✓) in the box.**

Example: One idea I have for a topic is \_\_\_\_\_. I think this topic is *interesting/relevant/feasible/researchable* because \_\_\_\_\_.

#### Checklist

- Feasible (Is it possible to write about this topic within the time-limit and word-limit?)
- Researchable (Is there information/data about your topic available in different types of sources?)
- Relevant (Is the topic something people are generally concerned about?)
- Interesting (Is the topic challenging and intriguing enough to investigate?)

## Online Research Strategies

The first step in doing online research is determining appropriate keywords for a search. One way to do so is to select words from a topic brainstorm and make a chart of them. Other useful strategies include skimming and scanning while reading and keeping an organized record of the sources you find.

### Skimming

**What and why:** To preview an online article or website to understand the gist or main idea

**How:** Read through the web page quickly, looking for keywords, headings, and bold or indented text. Look for relevant information for your selected topic.

### Scanning

**What and why:** To find specific information and details

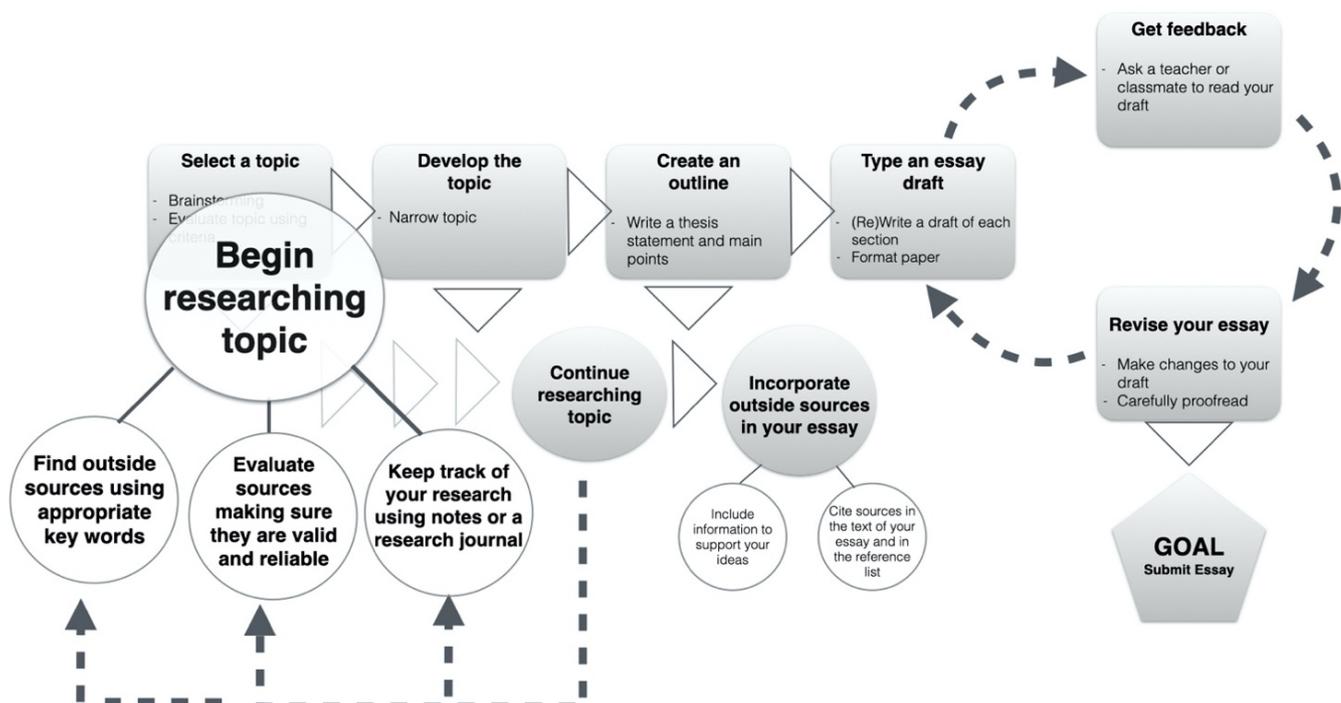
**How:** Make a list of keywords. Glance at the web page (after skimming the page for relevance), find one of the keywords and read the information surrounding the keyword. Repeat with other keywords from your list.

### Record Keeping

**What and why:** To keep track of your research and make sure you can access your outside sources at any time.

**How:** Make an organized list by downloading and saving web pages for future viewing in a folder. The main point is that you are able to access the online source and find all necessary information for proper use and citation in your essay.

## Prewriting: Researching a topic



**Exercise 6: Do some research for your topic(s) and choose one for your essay.**

<p><u>Topic Ideas</u></p>	<p><u>Information Search Keywords</u></p>
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Notes & Questions

What you will do in this chapter:

1. Review and write thesis statements
2. Develop a specific topic
3. Draft an essay outline

**Review It!** 

## Thesis Statement

The thesis statement is the key sentence in the introduction paragraph. To understand thesis statements better, learn their location, function, and features.

*Location* - usually the final sentence of the introduction paragraph

*Function* - clearly and concisely states what the writer wants to say in the essay

*Features* - states the topic and specifies the topic focus (controlling idea); gives an overview of supporting points without too much detail

Here are some points to consider when writing thesis statements. A thesis statement should:

- not be a question.
- not simply state a fact.
- be specific.
- be clearly written.

**Exercise 1: Based on the points above, read the pairs of thesis statements and decide which is stronger. Circle either a. or b.**

1. a. This essay describes events which inspired Japanese women to organize citizen action groups.  
b. A great number of women have participated in citizen action groups in Japan.
2. a. Some people claim that the selling of water is the same as selling oil, gasoline, and other necessities like rice.  
b. Freshwater should be viewed simply as a commodity like oil that private companies can buy and sell.
3. a. Is it possible for Japan to use the vast supplies of geothermal energy available?  
b. Geothermal power is an abundant, stable, and clean source of energy with great potential in Japan.
4. a. The government of Japan should introduce legislation to facilitate a solution for the nation's empty house problem.  
b. There are nearly 10 million empty houses across Japan that are decaying.

## Practice It!

The two types of essays and thesis statements common in academic writing are informative (expository) and persuasive (argumentative). An informative, or expository, essay explains the topic and tries to inform readers about it. A persuasive, or argumentative, essay states the author's position on the topic and tries to convince readers that the position taken is valid. Commonly, informative thesis statements are statements of fact, while persuasive thesis statements advocate a position.

**Exercise 2: Read the pairs of thesis statements below and decide if they are intended to provide readers with information (I) or persuade (P) readers to agree with a particular argument.**

1. \_\_\_ Genetically modified crops have the potential to provide two significant health benefits.  
\_\_\_ Genetically modified crops should be strictly regulated by governments to ensure their safety.
2. \_\_\_ Unoriginal *dojinshi* manga ('fan manga') are a form of plagiarism and so should not be allowed.  
\_\_\_ There are several important differences between *shogyoshi* comics and *dojinshi* comics.
3. \_\_\_ One of the most important sources of freshwater that communities have is aquifers; therefore, they ought to be properly protected.  
\_\_\_ Groundwater and aquifers in some places are being depleted for three main reasons: declining rainfall due to climate change, increased use by farmers, and growing populations in arid regions.

**Exercise 3: Read the pairs of thesis statements based on the given topics below. Circle the more suitable thesis statement for each topic based on consideration of its function and features.**

1. Topic: Electricity Production (*Persuasive*)
  - a. I think that power generation based largely on fossil fuels is bad for Japan.
  - b. There are several reasons why Japan should significantly decrease its use of fossil fuels to generate electricity.
2. Topic: Rural to Urban Migration (*Informative*)
  - a. What are the differences between living in the city and living in the countryside?
  - b. The number of people moving from the countryside to the cities is causing notable problems in both regions.
3. Topic: Single-Use Plastic (*Informative*)
  - a. Single-use plastic causes many problems, but there are several solutions currently under consideration.
  - b. The amount of single-use plastics consumed in modern societies is extremely high.
4. Topic: Public Transportation (*Persuasive*)
  - a. An efficient, widespread and modern public transportation system is essential to a country's development and should be the focus of national infrastructure policies.
  - b. Countries ought to have a good public transportation system.

## Write It!

**Exercise 4:** For each of the topics below, choose either the informative or persuasive style. Write thesis statements based on your choice.

1. Deforestation in the Amazon

*Informative / Persuasive*

2. Nuclear energy in Japan

*Informative / Persuasive*

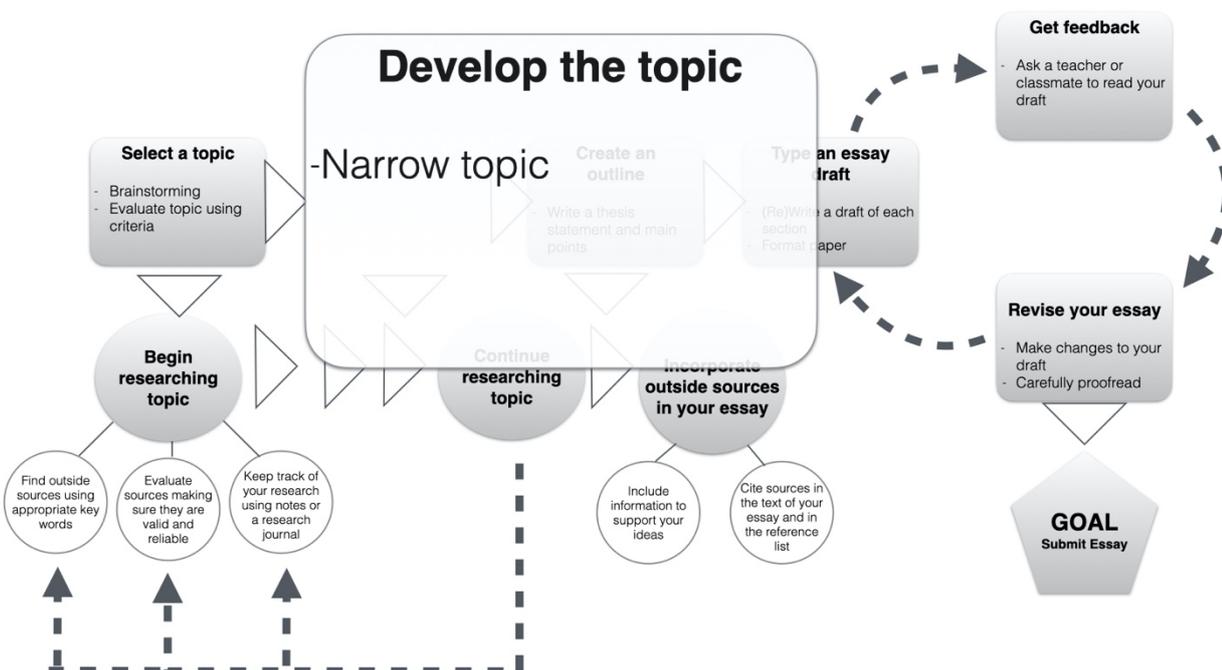
3. Standardized testing in schools

*Informative / Persuasive*

## Practice It!

### Develop Your Topic

At this stage of the writing process, you need to narrow your topic and make it more specific.



**Exercise 5: Look at the chart below and consider the topic examples. Develop your own topic from vague to specific.**

VAGUE TOPIC ----->	----->	SPECIFIC TOPIC
Modern lifestyle & energy use	electricity for vending machines	Measuring the energy use of vending machines in Japan
Global warming & the Arctic	permafrost & methane gas	Effects on the Arctic region of methane gas release due to permafrost thaw
(your topic):		

## Evaluate Your Essay Topic

The following checklist can be used to evaluate your specific topic.

**Exercise 6: If your topic meets the criterion, put a checkmark (✓) in the appropriate box below.**

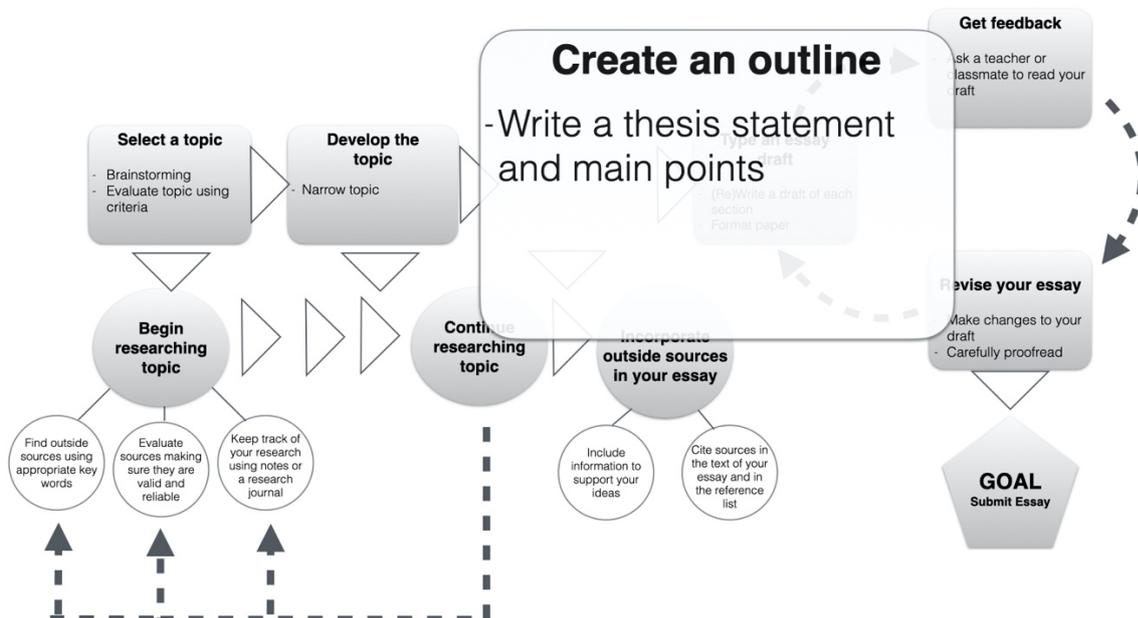
Checklist

- Feasible (Is it possible to write about this topic within the time-limit and word-limit?)
- Researchable (Is there information/data about your topic available in different types of sources?)
- Relevant (Is the topic something people are generally concerned about?)
- Interesting (Is the topic challenging and intriguing enough to investigate?)

**Write It!** ✍

## Create an Essay Outline

At this stage of the writing process, you need to create an outline for your essay.



**Exercise 7: Create an outline for your essay. Begin with a rough plan and develop your outline further as you continue to research and think about your topic.**

*\*Note: The number of body paragraphs may vary depending on your topic and depth of your research.*

*\*\*Note: Circle the type of thesis statement, "Informative" or "Persuasive"*

Topic: _____	** [Informative / Persuasive]
Title: _____	
<b>Introduction Paragraph</b>	
Hook: _____	
General topic background information: _____	
_____	
[Keywords/terms]: _____	
Thesis statement: _____	
<b>Body Paragraphs (two or more)*</b>	
(1) Topic sentence (main point): _____	
Support: _____	
Details: _____	
Support: _____	
Details: _____	
(2) Topic sentence (main point): _____	
Support: _____	
Details: _____	
Support: _____	
Details: _____	
(3) Topic sentence (main point): _____	
Support: _____	
Details: _____	
Support: _____	
Details: _____	
<b>Conclusion Paragraph</b>	
Paraphrase of thesis statement: _____	
Summary of main points: _____	
Final comment: _____	

## Evaluating Information Sources

Credibility can be paraphrased as believability or trustworthiness. In other words, can we believe and trust the information that we read or hear in an information source? For academic writing, a credible source should be unbiased and supported by evidence. The best quality research builds on other high-quality research. The problem today is the volume of information available. Below is a checklist of questions to help determine source credibility; however, researchers need to verify the information they find by searching for other sources that confirm it.

1. **Who is the author?** (Where do they work? Have they published on similar topics? What credentials do they have?)
2. **What is the purpose for writing this source?** (to make money, to entertain, to persuade the general public, to provide information or to report on research)
3. **When was it published?** (check the date as more recent studies should have newer information on a topic)
4. **Is it published in a reputable outlet?** (unbiased website, peer-reviewed journal, newspaper, a well-known publishing house)

What you will do in this chapter:

1. Review body paragraph structure
2. Practice writing transitional words and phrases
3. Revise essay outline

**Learn It!** 

## Body Paragraph

A body paragraph is part of the main section of an essay. To help you understand body paragraphs better, learn their location, function, and features.

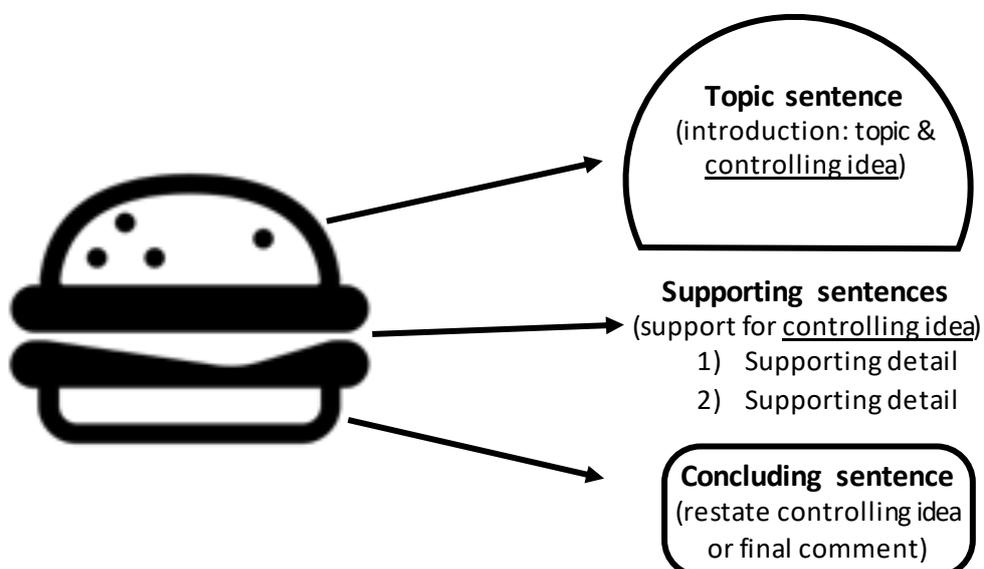
*Location* - after the introduction paragraph and before the concluding paragraph

*Function* - provides main points which are supported by examples, explanations, and external sources (e.g., books, websites, and articles)

*Features* - contains a topic sentence, supporting sentences with details, and a concluding sentence that may link to the next body paragraph

## General Organization and Shape of Body Paragraphs

As covered in Chapter 1, the structure of body paragraphs is often said to resemble a hamburger, or sandwich; the topic sentence and concluding sentence are positioned at the top and bottom respectively, with the supporting sentences, details, and information in the middle:



**Exercise 1: Use the words in the box below to label the following body paragraph.**

transitional word/phrase, indentation, concluding sentence, in-text citation, topic sentence

a) b)

Astronomers rely on powerful instruments to help them uncover mysteries of the universe, like the puzzle of "dark energy". An illustrative example is the Hubble Space Telescope. New questions arose in 1998 when observations by the Hubble Space Telescope showed astronomers that billions of years ago the pace of expansion of the universe was slower than it is today. This discovery of the accelerating expansion of the universe was unexpected (NASA, n.d.). The most widely held hypothesis for this observation is that some phenomenon is counteracting the pull of gravity. The name given to this mysterious force is "dark energy" because it is not visible. More recently, a telescope in the United States was retrofitted with a device called the Dark Energy Spectroscopic Instrument (DESI). This instrument can capture light nearly simultaneously from 5,000 different galaxies ("Instrument," n.d.). With the data it gathers, scientists can calculate each galaxy's distance from Earth which will allow them to measure how much the universe expanded during the time the light traveled to Earth. In this way, physicists are hoping to learn from the data generated through DESI how dark energy causes the universe to expand.

c)

d)

e)

**Connecting Thesis Statements and Topic Sentences**

The first sentence of each body paragraph is the topic sentence. The topic sentence must have a direct link to the thesis statement. This means the topic and the controlling idea of each body paragraph is based on the thesis statement.

**Exercise 2: Read the examples of thesis statements (TS1-TS3) and choose 2 topic sentences for each thesis statement from the list below (a-j). Write your choices into the blanks (1-6), and consider their characteristics.**

TS1) There are many notable advantages and disadvantages of using pen-and-paper in schools instead of digital devices.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_

TS2) An examination of the causes of Japan's population decline and some of its likely effects could help our society prepare for the future.

3) \_\_\_\_\_

4) \_\_\_\_\_

TS3) The problem of declining fish populations in the seas around Japan will first be described and proposals for potential solutions will be outlined.

5) \_\_\_\_\_

6) \_\_\_\_\_

*Topic Sentences:*

- a. One simple solution to this problem would be to stop catching so many fish.
- b. In addition to the previous points, there are several noted psychological issues caused by overuse of smartphones.
- c. Residents of both Osaka and Kyoto share similar, though not identical, patterns of speech.
- d. Another disadvantage would be that digital data can be copied in a matter of seconds.
- e. On the other hand, the two cities have very distinct appearances.
- f. Considering the downsides, there are many ways in which your identity can be stolen from your smartphone.
- g. The primary cause of population decline is quite simply the cost of living.
- h. An obvious advantage of using pens and paper is that it is more accessible.
- i. One potential effect of this decline is a decrease in social welfare payments.
- j. As the population declines, it becomes harder and costlier for fishers to make ends meet.

***Exercise 3: Read each thesis statement. From the list of topic sentences, which do you think would appear in the body of an essay with the thesis statement? Discuss your choices with classmates.***

**TS1: People living in advanced countries should reduce their sugar consumption.**

- a. Many physical health problems are linked to the overconsumption of sugar.
- b. Obesity is a serious problem in developed and developing countries.
- c. Excessive sugar consumption can result in decreased concentration in children.
- d. Sugar has been consumed by humans for thousands of years.

**TS2: Women in technological fields still face many challenges.**

- a. The number of women in technological, or STEM, fields has increased steadily in the last 20 years.
- b. First, it is important to know precisely what 'technological fields' means in this context.
- c. The lack of female role models in technological fields still proves to be a problem, especially for young women.
- d. Of course, many things have also improved for women in various technological/STEM fields.

### TS3: The method of meat and dairy production in modern societies is unsustainable.

- a. Many people have allergies to meat and its by-products.
- b. There are currently many meat alternatives available.
- c. Meat production drains water resources.
- d. The majority of farmland is used for meat and dairy production, even though they account for a relatively small amount of calories and protein.

## Supporting Sentences: Types of support

Body paragraphs normally start with a topic sentence that has a controlling idea. Supporting sentences explain the controlling idea with details supported by evidence. Types of support include definitions, examples, descriptions, reasons, statistics, and facts.

**Exercise 4: Read the body paragraph from the model essay again. What type of support do the supporting sentences provide? Use the words in the box to label the types of support (A-E) in the supporting sentences (1-8).**

(A) describe, (B) give reasons, (C) give examples, (D) give facts, (E) define

Although it may seem paradoxical to be concerned about a shortage of an element that is so abundant in the universe, it is possible to understand this paradox by examining several probable causes. A primary cause is research that requires the super cooling properties of helium [1. \_\_\_]. It has major applications because it is a gas distinguished as being naturally stable and can be cooled to extremely low temperatures without freezing [2. \_\_\_]. For research on superconductivity, for example, material is made superconducting by cooling it to extremely low temperatures [3. \_\_\_]. The low temperature allows electricity to flow without resistance. The cooling property of helium explains why it is invaluable for low temperature engineering and research cryogenics [4. \_\_\_]. In short, helium's super cooling ability is the reason behind the increase in demand (Halperin, 2014) [5. \_\_\_]. Coupled with the rise in demand, the low supply of helium is also caused by the challenge of finding supplies [6. \_\_\_]. Helium that rises to Earth's surface will diffuse and float into space because it is so lightweight. Therefore, it is not efficient to try and extract helium from the air as the concentration is far too low [7. \_\_\_]. Where helium accumulates is in some rock formations where natural gas is found. In other words, finding natural reserves of helium is usually accidental and is a by-product of natural gas exploration ("Huge Helium," 2016) [8. \_\_\_].

## Transitional Words and Phrases

The structure of English academic writing is supported by connecting words and phrases. Transitional words and phrases guide readers from one idea to the next and make your essay easy to understand by showing the connection or relationship between ideas.

**Exercise 5: Use transitional words and phrases from the box below to complete the body paragraph. One of the words or phrases will not be used.**

for example	therefore	in contrast	in addition	first	while
-------------	-----------	-------------	-------------	-------	-------

**Thesis Statement:** Body language and physical behavior have been shown to affect students' mental states and performance.

**Body Paragraph:**

(1) \_\_\_\_\_, posture seems to be a factor in improving both the attitudes and performance of students. (2) \_\_\_\_\_, a study done in the U.S. on university undergraduates concluded that students who sat with good posture assessed themselves more positively than did those who slouched over their desks (Briñol et al., 2009). This suggests that students' posture directly affects the attitudes they have about their performance.

(3) \_\_\_\_\_, Park et al. (2013) reported that students described themselves as feeling more "powerful" and "in control" after sitting or standing for just three minutes with straight backs and arms or legs spread. (4) \_\_\_\_\_ these studies indicate that posture can influence students' attitudes, that is not the only effect it has; other research highlights the dimension of performance. A study at San Francisco State University, (5) \_\_\_\_\_, found a correlation between posture and performance on mathematical tasks (Peper et al., 2018). Participants with self-diagnosed "math anxiety" performed better on math problems when they were told to sit up straight. Peper et al. believe that the physical act of sitting up straight blocked the body's natural defense mechanism, which would normally be triggered by nerves. The results of this study support the idea that not only are students' attitudes about their performance improved by good posture, but so too is their actual performance. (6) \_\_\_\_\_, research supports the claim that posture has an important influence on both students' mindset and performance.

## References

- Briñol, P., Petty, R.E., & Wagner, B. (2009). Body posture effects on self-evaluation: A self-validation approach. *European Journal of Social Psychology, 39*, 1053-1064. <https://doi.org/10.1002/ejsp.607>
- Park, L.E., Streamer, L., Huang, L., & Galinsky, A.D. (2013). Stand tall, but don't put your feet up: Universal and culturally-specific effects of expansive postures on power. *Journal of Experimental Social Psychology, 49*, 965-971. <https://doi.org/10.1016/j.jesp.2013.06.001>
- Peper, E., Harvey, R., Mason, L., & Lin, I.M. (2018). Do better in math: How your body posture may change the stereotype threat response. *NeuroRegulation, 5*(2), 67-74. <https://doi.org/10.15540/nr.5.2.67>

## Write It!

### Revise Your Essay Outline

**Exercise 6: Look at your rough outline on page 20 once again and consider these questions. Revise your outline as necessary. (Bring English sources to the next class to paraphrase.)**

- 1) Is your thesis statement clear?
- 2) Do the main ideas for your topic sentences connect well with your thesis statement?
- 3) Do you have evidence to support your main points from credible information sources?
- 4) How can you add to your outline to improve it?

What you will do in this chapter:

1. Learn about in-text citations
2. Learn about & practice summary, paraphrase, and quotation
3. Learn about reference lists

## Review It!

### In-text Citations

Academic essays include information from outside sources. When you borrow ideas, data, and examples from other writers, you must state where that information comes from in the text of your essay. While there are many citation formats, this book focuses on the American Psychological Association (APA) format. The APA is used in Social Sciences, Education, and Psychology. It is a very comprehensive referencing system.

There are three primary reasons for including citations in academic texts:

- to avoid plagiarism
- to give credit to the original researcher/writer
- to help readers find information sources used in the essay

The key information to include in an in-text citation is the author's family name and the date:

(Mori, 2014) (Hoshino, 2019)

If there is no author's name, an organization name or title (in quotation marks) may be used instead:

(UNICEF, 2001) ("Article Title," 2020)

If there is no year of publication, use the abbreviation n.d. (no date):

(Matsumoto, n.d.) ("Article Title," n.d.)

## Incorporating Information from Sources: Paraphrasing, Summarizing, and Quoting

### Paraphrase Techniques

Review these paraphrase techniques. The five techniques below are typically used in combination.

#### *Technique 1: Change words (Synonyms)*

Original: The eagle suddenly disappeared into the forest.

Paraphrase: The eagle vanished behind the trees.

#### *Technique 2: Change voice (active <--> passive)*

Original: The city of Tokyo was destroyed by the Great Kanto Earthquake in 1923.

Paraphrase: The 1923 Great Kanto Earthquake devastated Tokyo.

#### *Technique 3: Change parts of speech (e.g., nouns <--> verbs)*

Original: The choice of Professor Maeno for the award was based on the excellent evaluation of his research.

Paraphrase: Professor Maeno was the researcher chosen to receive the award because his work was evaluated so highly.

**Technique 4: Change structure (move words/phrases)**

Original: Yesterday, I waited at a bookstore for my friend until 10p.m.

Paraphrase: I waited until 10p.m. for my friend at a bookstore yesterday.

**Technique 5: Combine sentences**

Original: The surf competition took place in Miyazaki. Many surfers live in Miyazaki.

Paraphrase: Miyazaki, a prefecture where many surfers reside, is where the surfing tournament was held.

**Exercise 1: Below are examples of paraphrases that illustrate the techniques above. Compare them to the original text, and underline the language that appears in both.**

Original text: The purpose of Japan's lay judge system (*saiban-in seido*) is to improve the quality of justice and increase public trust in the judicial system by allowing common citizens to actively participate (Sato, 2017).

**1. Change words (synonyms)**

The aim of Japan's lay judge system, according to Sato (2017), is to raise the level of justice and trust in Japanese courts by inviting ordinary citizens to engage with the justice system more actively.

**2. Change voice (passive <--> active)**

Common citizens will be able to actively participate in Japan's lay judge system, for the purpose of increasing trust in and improving the quality of Japanese courts (Sato, 2017).

**3. Change parts of speech (noun <--> adjective)**

Sato (2017) believes that Japan's lay judge system purposely seeks the active participation of citizens for the improvement of judicial quality and increased public trust in the system of justice.

**Practice It!** 

**Exercise 2: Use text from your own research to practice these paraphrasing techniques. Remember to include an in-text citation.**

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**(If you do not have text to use from your own topic research, use the original text provided below.)**

Original text: Although websites that give free access to Japanese manga hurt manga creators, some legal experts (Takahashi, 2018) argue that shutting down such sites would violate the free speech article of Japan's constitution.

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## Summarizing

A summary is a paraphrase of key information given in information sources such as articles, web pages, or books. A summary is much shorter than the original text.

### How to summarize a text

1. Read the text and make sure that you understand it.
2. Decide which information is the most important.
3. Make notes of the important information (try to paraphrase).
4. Using only your notes, rewrite the information in your own words (do not change the meaning).
5. Cite the original author.

<u>Original text (edited)</u>	<u>Notes on key points</u>
<p>More people than ever are migrating domestically and internationally for a host of reasons. One is globalization, including internationalized labor markets, university exchange programs, and mass tourism. In addition, population growth and environmental degradation – chronic flooding, desertification, erosion – are increasing job scarcity and economic pressures, often forcing families to sell land and move. Others have been forced to move due to infrastructure development – roads, dams, or urban renewal.</p> <p>The impacts of climate change, including rising sea levels, drought, and extreme weather, may produce untold numbers of displaced residents during this century, and the international community is just starting to discuss needed legal instruments and financial support. There has also been a surge in conflict around the world – particularly in Syria, Iraq, Afghanistan, and northern Africa – which has created the largest global population of refugees since World War II (more than 50 million, including internally displaced people). Nations are not prepared for the arrival of huge numbers of refugees.</p>	<p>1. Migration increasing for many reasons, including education, work, war and environment.</p> <p>2. Refugee population highest since end of WWII. Near future number of migrants could greatly increase (climate).</p> <p>3. International support framework has not been created to deal with this mass-scale problem.</p>
159 words	
<b>Reference</b>	
<p>Singer, J. (2016). Topics in human geography VII: Population and mobility. <i>Kyoto University Arts and Sciences Newsletter</i>, 21, 16-17.  <a href="https://www.z.k.kyoto-u.ac.jp/pdf/link/link0722.pdf?1525952745">https://www.z.k.kyoto-u.ac.jp/pdf/link/link0722.pdf?1525952745</a></p>	
<u>Full Summary</u>	
<p>The number of migrants is increasing for reasons such as education, work, and war, according to Singer (2016). In fact, today there are more refugees than at any time since the end of WWII. Because of changes in the climate, there could be many more migrants in the near future. Singer explains that a support framework to help them has not been created.</p>	
63 words	

**Exercise 3: Read the summary and use the criteria below to decide if the summary is adequate.**

- Original text has been paraphrased.
- Original meaning has not changed.
- Only key points are used.
- Original author is cited.

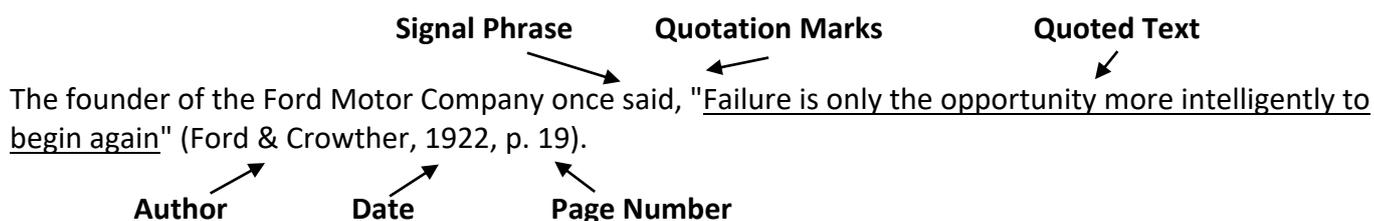
**Exercise 4: Typically, in a short essay, a summary of an outside source is very brief. Reduce the full summary on the previous page to one sentence.**

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## Quoting Information Sources

Quotations, unlike paraphrases and summaries, use the exact words of the original source. Quotation marks must be used, and a proper in-text citation must be given. A citation following the APA format generally consists of the author's family name and date of publication. A page number should be given in the citation if one is available.



## Punctuation and capitalization of quotations

Quotation marks must always be used at the beginning and end of short direct quotes. Other punctuation varies, depending upon the placement of the quotation. Notice the punctuation and capitalization in the following examples.

**Example 1:** Henry Ford once said, "Failure is only the opportunity more intelligently to begin again" (Ford & Crowther, 1922, p. 19).

**Example 2:** "Failure is only the opportunity more intelligently to begin again," he once said (Ford & Crowther, 1922, p. 19).

**Example 3:** "Failure," said Henry Ford, "is only the opportunity more intelligently to begin again" (Ford & Crowther, 1922, p. 19).

It is also possible to incorporate part of a quotation into your own sentence as shown below. Notice that in this case, no comma is necessary before the quotation.

### Example 4: Partial quote

Fossey (1983), an expert on primates, reported that her first impression of meeting gorillas was their "individuality combined with the shyness of their behaviour" (p. 4).

## Practice It!

**Exercise 5: Using the examples, add the correct punctuation and capitalization to the following quotations.**

1. Eleanor Roosevelt (1948) famously said you must do the thing you think you cannot do.
2. I've learned stated Maya Angelou (n.d.) that making a living is not the same thing as making a life.
3. Nature creates curved lines while humans create straight lines claimed Hideki Yukawa (1934).

## In-text Citations (APA format)

When using information or ideas in an essay from outside sources, an in-text citation must be included to show where the information comes from. Sourced information will be paraphrased, quoted, or summarized.

**Exercise 6: Write the in-text citations (i.e., family name(s), date) for the paraphrased, quoted, and summarized information.**

<b>Paraphrased information</b> (insert <i>PeerJ</i> citation)	Bottlenose dolphins adjusted their movements together with a partner to solve the rope-pulling task. While this is a type of cooperation, it is unclear whether it was done with intent based on common perception (_____).
<b>Quoted information</b> (insert <i>Primates</i> citation)	In 1922 Albert Einstein was on a sea voyage to Japan when he learned that he had won the Nobel Prize in Physics. _____ (_____, pp. 315-316) describe "the excitement of the Japanese people. For the first time a Nobel Prize winner had arrived in Japan". His lecture at Kyoto University is still remembered.
<b>Summarized information</b> (insert <i>EMBO</i> citation)	CRISPR allows standard laboratories to edit the genes of many organisms at very low cost. While this raises significant ethical issues about biological research on humans, _____ (_____) conclude that a greater concern is the ability of CRISPR to modify non-human organisms without sufficient risk assessment.

## References

- Caplan, A. L., Parent, B., Shen, M., & Plunkett, C. (2015). No time to waste – the ethical challenges created by CRISPR. *EMBO Rep* 16(11), 1421-1426.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4641494/>
- Matsuzawa, T., & Yamagiwa, J. (2018). Primatology: The beginning. *Primates*, 59(4), 313-326.  
<https://doi.org/10.1007/s10329-018-0672-9>
- Yamamoto, C., Kashiwagi, N., Otsuka, M., Sakai, M., & Tomonaga, M. (2019). Cooperation in bottlenose dolphins: Bidirectional coordination in a rope-pulling task. *PeerJ* 7: e7826  
<https://doi.org/10.7717/peerj.7826>



What you will do in this chapter:

1. Review introduction and conclusion paragraphs
2. Practice developing unity and coherence in an essay
3. Practice giving and receiving feedback

**Review It!** 

## Unity and Coherence in Essays

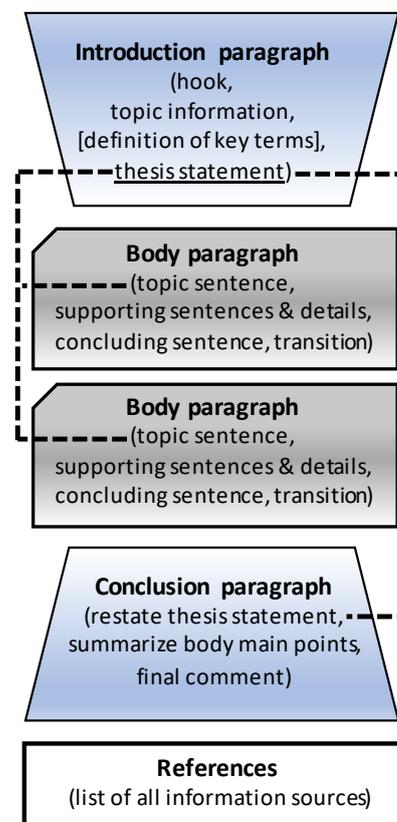
Academic essays written in English have a unified structure, as illustrated below. The thesis statement sets the topic focus and essay organization. The controlling ideas of body paragraph topic sentences must connect directly to the thesis statement. Finally, the conclusion should restate, or paraphrase, the thesis statement. This writing style is the main way that unity and coherence are achieved in English academic essay structure.

### Unity in Essays

Essay unity means having a clear thesis statement with one topic and a specific writing focus. In addition, topic and supporting sentences of body paragraphs need to be directly linked to the focus stated in the thesis statement. To maintain unity throughout, the conclusion paragraph should restate the thesis statement.

### Coherence in Essays

Essay coherence means writing in a way that makes the essay easy to read and understand. The writer connects one idea logically to the next to make all of the ideas flow together. There are three elements for maintaining coherence: logical order, repeating key words, and effective use of transitional words and phrases.



## Introduction Paragraph

The introduction paragraph is the first paragraph of an essay. To help you understand introduction paragraphs better, learn their location, function, and features.

*Location* - the first paragraph of the essay

*Function* - introduces the topic and the purpose/thesis of the essay; provides background information to help readers understand the topic; can include definitions of key terms

*Features* - often contains a hook to attract the interest of readers; introduces information about a topic in general statements that become more specific; ends with a thesis statement

## The Funnel Shape of Essay Introductions

As described in the features of a good introduction paragraph above, background information about the topic usually is introduced from general to more specific, and ends with the thesis statement. This style of essay introduction is often compared to the shape of a funnel – wide (general) at the top and narrow (specific) at the bottom.

***Exercise 1: Read the introduction below from the model essay (pp. 10-11) again. As you read, find the 3 parts of the introduction and put a backslash (/) between them. Note how the writer moves from general to specific statements.***

At birthday parties and other celebrations floating balloons filled with helium gas are fun, but how much does the average person know about helium (He)? Far beyond being a lifting gas for party balloons, a surprising amount of modern technological research and development requires helium.

For example, twenty percent of global helium consumption is used to operate MRI scanners (Garside, 2017). While it is the second most abundant element in the universe after hydrogen (H), the helium supply on Earth is limited, making it relatively rare (Halperin, 2014). In addition, supplies are difficult to discover and access. Taken together, these points illustrate that helium is a very valuable element. In fact, shortages today are making it even more valuable. This essay explores major causes and effects of the current low supply of helium.

## Hooks

To attract readers, essays usually begin with some kind of *hook*. There are different types of essay hooks, some examples of which are shown below. Read the following examples for the same introduction, which show how different types of hooks (**in bold letters**) may be used.

**Topic:** Human Equality

### Question hook

**What kind of equality, if any, should be given, to whom, and when?** Although it has often been alleged that people are born unequal, inequality stems not from biological differences but rather from differences in religion, ideologies, gender, race, and class. ...

### Quotation hook

**“We hold these truths to be self-evident: that all men are created equal.”** This is a famous line from the Preamble to the Declaration of Independence, authored by Thomas Jefferson, founding father of The United States of America. Although it has often been alleged that people are born unequal, inequality stems not from biological differences but rather from differences in religion, ideologies, gender, race, and class. ...

### Interesting fact/statistic hook

**On a genetic level, all human beings are more than 99% identical.** Although it has often been alleged that people are born unequal, inequality stems not from biological differences but rather from differences in religion, ideologies, gender, race, and class. ...

### Narrative hook

**One winter evening in 1955, a small black woman in the Southern United States refused to give up her seat on the bus to a white man. The bus driver called the police and Rosa Parks was arrested. Her arrest so outraged the community that people boycotted the bus company for 381 days, making it the first large-scale civil rights demonstration in the US against discrimination.** Although it has often been alleged that people are born unequal, inequality stems not from biological differences but rather from differences in religion, ideologies, gender, race, and class. ...

## Practice It!

**Exercise 2: Read these introductions. Decide which hook is more effective at attracting the reader and explain the reason for your choice.**

### Example 1a

The Japanese word *gussuri* is actually borrowed from the English words “good sleep.” A good sleep for most adults is between 6 and 10 hours a night to maintain their health. However, in the contemporary world, sleep disorders are becoming more prevalent. There are several types of sleep disorders and one of the most common is insomnia. Insomnia is a condition where a person has difficulty falling asleep or staying asleep. Everyone experiences insomnia sometimes from life stress, such as the night before a big examination. It becomes chronic if it happens at least three days per week and lasts for at least three consecutive months (“What is Insomnia,” n.d.). Recent studies indicate that up to 60% of university students suffer from poor sleep quality (Schlarb et al., 2017). The condition of insomnia, specifically for university students, is investigated in this essay through a focus on common effects, causes, and possible solutions.

### Example 1b

What time do you go to sleep? Most adults need between 6 and 10 hours of sleep a night to maintain their health. However, in the contemporary world, sleep disorders seem to be becoming more prevalent. There are several types of sleep disorders and one of the most common is insomnia. Insomnia is a condition where a person has difficulty falling asleep or staying asleep. Everyone experiences insomnia sometimes from life stress, such as the night before a big examination. It becomes chronic if it happens at least three days per week and lasts for at least three consecutive months (“What is Insomnia,” n.d.). Recent studies indicate that up to 60% of university students suffer from poor sleep quality (Schlarb et al., 2017). The condition of insomnia, specifically for university students, is investigated in this essay through a focus on common effects, causes, and possible solutions.

The hook for Example (1a / 1b) is more effective at attracting the reader to the essay because:

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### Example 2a

One day at my part-time job, one of the international students who worked with me brought a guitar and we took turns singing songs we remembered from childhood. One person sang in German, another in Spanish, and I sang in Japanese. However, when someone began singing the English song, “Head, shoulders, knees, and toes,” we all sang it. None of us had studied the song at school. It turns out we had all learned it from the same source: television. Aside from learning this song from TV, I also remember learning Japanese folk stories and how to do simple math. Like this, TV programs can teach children valuable skills. There are many types of programs on television that are beneficial for children.

### Example 2b

The Japan Student Services Organization reported that in 2018 there were nearly 300,000 international students attending universities in Japan. One day, I sang songs from childhood with a few international students. One person sang in German, another in Spanish, and I sang in Japanese. However, when someone began singing the English song, “Head, shoulders, knees, and toes,” we all sang it. None of us had studied the song at school. It turns out we had all learned it from the same source: television. Aside from learning this song from TV, I also remember learning Japanese folk stories and how to do simple math. Like this, TV programs can teach children valuable skills. There are many types of programs on television that are beneficial for children.

The hook for Example (2a / 2b) is more effective at attracting the reader to the essay because:

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**Exercise 3: Order the sentences to create an introduction paragraph. Then, compare your sequence with that of a classmate and discuss the two questions below. One of the sentences is irrelevant and should not be included.**

a. The second friend lost when she said <i>tempura</i> , which many Japanese do not realize originally came from Portuguese.	<u>Sentence Order</u>
b. Through playing the game, we realized that Japanese is filled with words that have been borrowed throughout history.	1. ____
c. Many Japanese words, such as <i>kasutera</i> and <i>karta</i> , have been taken from Portuguese.	2. ____
d. In fact, the task proved to be impossible for all of my friends.	3. ____
e. The purpose of the game was to tell a story without using any words that had been borrowed into Japanese from another language.	4. ____
f. By examining borrowed words as they were used in three different historical periods, it is easy to see how they became such an integral part of the language.	5. ____
g. Last summer, I was at a party with several Japanese friends.	6. ____
h. During the party, we decided to play a game.	7. ____
i. The first of my friends failed when she uttered the word <i>kurabu</i> , which comes from the English word 'club.'	8. ____
	<u>Irrelevant</u>
	____

1. Which type of hook is used? \_\_\_\_\_ hook

2. The sentence you listed as 8 above should be the thesis statement. Write the topic and focus.

Topic: \_\_\_\_\_

Focus: \_\_\_\_\_

## Review It!

### Conclusion Paragraph

The conclusion paragraph is the final paragraph of an essay. To help you understand conclusion paragraphs better, learn their location, function, and features.

*Location* - the last paragraph of the essay

*Function* - summarizes the thesis and main points in the body paragraphs; concludes the essay

*Features* - contains a summary or restatement of the thesis and main points, and a final comment, without introducing new information; often moves from specific points to more general comments

## Practice It!

### Restating the Thesis

As described in the features of a good conclusion paragraph, ideas are usually presented from specific to general. When you write your conclusion paragraph, it is also important to remind the reader of your essay's thesis.

**Exercise 4: Read the following thesis statements (1-4) and match them with the correct restated thesis (a-d). Check carefully how the writer restated the thesis in the conclusion.**

Thesis Statement (Introduction)	Restated Thesis (Conclusion)
1. ____ While technology has improved our lives in many ways, it has also resulted in negative social, emotional, and physiological issues.	a. Summing up, the main causes of students withdrawing from university were listed in this essay before suggestions were made to reverse the trend.
2. ____ This paper will examine the reasons behind the increase in the dropout rate of students and point to possible solutions.	b. Our constant engagement with digital devices has resulted in the atrophy of some important skills.
3. ____ People's tendency to multi-task with digital devices is leading to an alarming level of skill decline, including basic social skills and critical thinking.	c. To conclude, convenience and comfort are created by technology, but these advances also render significant personal costs.
4. ____ The purpose of this study is to ascertain the factors influencing students' preference for attending public or private universities.	d. The present study focused on students' motivation for opting to study at either public or private higher education institutions.

**Exercise 5: Read the thesis statements and the set of topic sentences for body paragraphs. Choose the more effective conclusion paragraph from the options (a or b) below making sure to form a unified and coherent essay. The focus of the essay and the controlling idea in each topic sentence have been underlined for you.**

### Essay 1

**Thesis statement:** Smartphones have become ubiquitous and most people are dependent on them, but there are some notable risks involved in using them.

**Topic Sentence (1):** To begin with, there are several noted psychological issues caused by overuse of smartphones.

**Topic Sentence (2):** Furthermore, there are many ways in which personal information can be stolen from a smartphone.

**Conclusion Paragraph (a):** To conclude, while smartphones offer convenience, the risks run by using them should not be disregarded. Many psychologists and sociologists have demonstrated that overuse can increase anxiety and the level of stress hormones. In addition, the number of applications most people use exposes their personal data each time they log-in, particularly on public wi-fi networks. Ultimately, smartphone users need to think carefully about these risks.

**Conclusion Paragraph (b):** In conclusion, this short essay has discussed the social advantages that smartphones can provide, which center around social reach and connectivity, as well as the social and cognitive disadvantages that are caused and sustained by this same connectivity. Ultimately, smartphone users need to think carefully about these intrinsic features and their possible consequences.

### Essay 2

**Thesis statement:** This essay will examine the pros and cons of nuclear fission as a source of electricity.

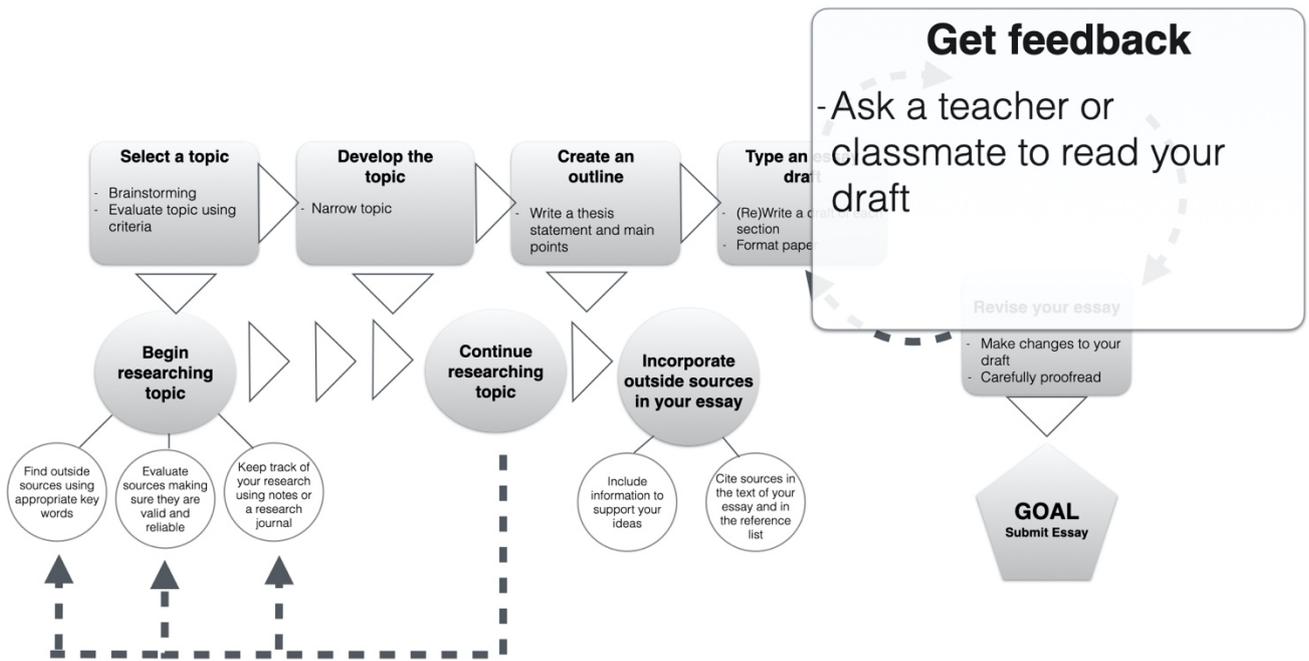
**Topic Sentence (1):** The major disadvantages of nuclear power generation are the economic cost and difficulty of storing the radioactive waste material.

**Topic Sentence (2):** In contrast to these negative points, however, there are several inherent advantages to creating electricity from nuclear fission.

**Conclusion Paragraph (a):** To conclude, nuclear power generation is a double-edged sword. It has several inherent advantages, including low running costs and diminished greenhouse-gas emissions, though among its defects are the extremely high start-up cost and the need for extended storage of dangerous radioactive waste materials. In the final analysis, whether or not a country chooses to build and operate nuclear power plants will be determined by its needs, priorities, and values.

**Conclusion Paragraph (b):** In conclusion, nuclear power generation has several notable features which distinguish it from other forms of alternative electricity production like solar and wind power. Among its inherent advantages are lower running costs and more reliable output. On the other hand, due to its dangerous radioactive by-products, nuclear power generation is unable to surpass the long-term benefits offered by more ecologically-friendly alternatives.

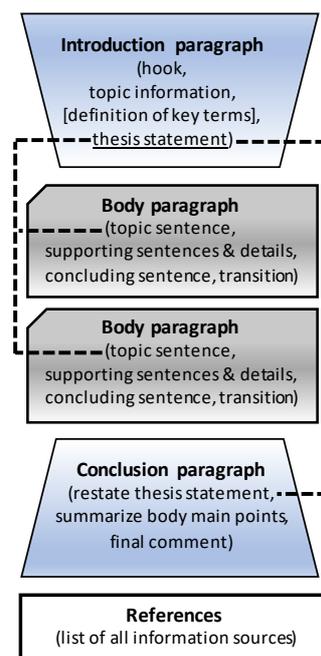
# Peer Review



It is very useful to read other people's writing and get comments on your own drafts. When you let classmates, or peers, review your writing, you can learn about the parts they do not understand. By reading your peer's essay, you will see different ways to improve your writing.

**Exercise 6: Follow the directions below and give a classmate comments on their essay. Do not worry about spelling and grammar, unless the grammar interferes with your understanding.**

1. Read your peer's entire paper one time without commenting.
2. On the second reading, identify the thesis statement, topic sentences of each body paragraph, and the restated thesis in the conclusion paragraph.
3. Does the essay have good unity and coherence? Note where transitional words or phrases should be added.
4. Is anything confusing or unclear? Be specific. The more specific you are, the easier it will be for your classmate to revise.
5. Remember to give positive comments.



What you will do in this chapter:

1. Review the writing process and practice revising text
2. Practice proofreading
3. Self-evaluate

## Practice It!

### Revising an Essay

**Exercise 1: Read the following body paragraph and the teacher's comments. Use the comments to improve the paragraph.**

*style* (1)I think another example of the power of citizen action is Greta (2)THUNBERG. (3) \_\_\_\_\_  
*tense* 2018, she (4)stands alone outside the Swedish parliament and campaigned for climate action.  
*word form* Today, she is (5)hoping as young people around the world join (6)\_\_\_\_\_ protest movement she  
*punctuation* started. In a recent statement (7) the 16-year-old welcomed huge protests planned in the UK,  
*style word choice* Australia, Germany, the United States, Japan (8)and so on. (9)By the way, she feels the  
*punctuation* momentum for real action is building (10)! "I think what we are seeing is the beginning of great  
 changes and that is very hopeful," she wrote (Watts, 2019). Thunberg plans to continue  
 pressuring individuals, governments, and corporations to make significant changes.

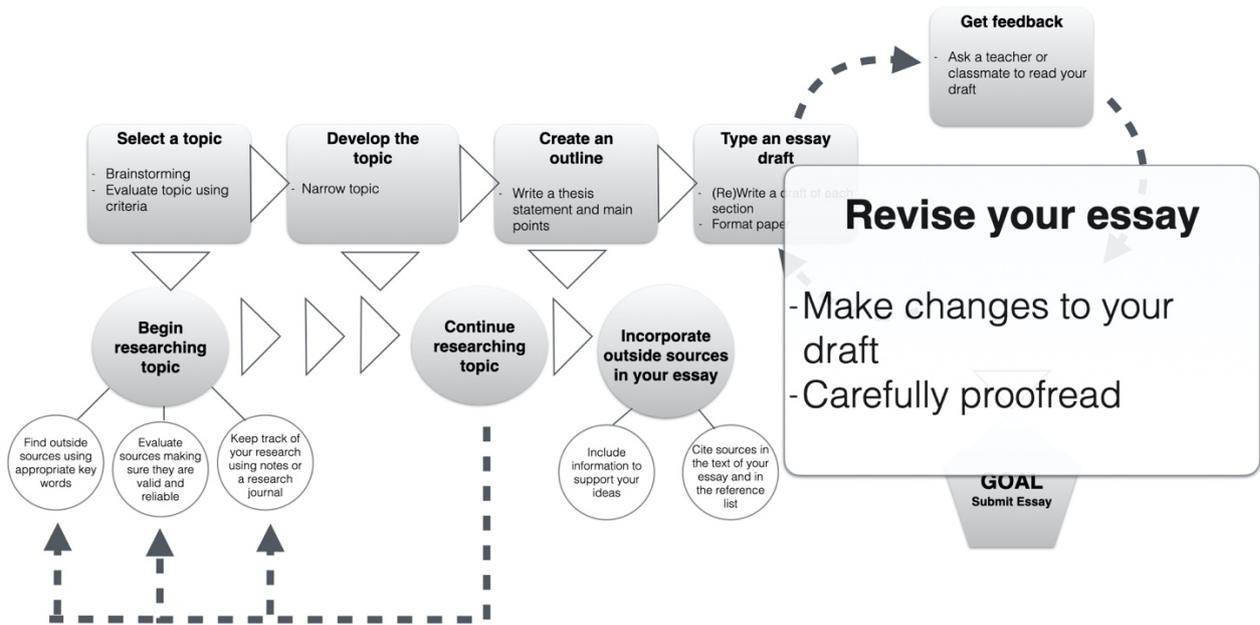
#### Reference

Watts, J. (2019, February 15). 'The beginning of great change': Greta Thunberg hails school climate strikes. *The Guardian*.  
<https://www.theguardian.com/environment/2019/feb/15/the-beginning-of-great-change-greta-thunberg-hails-school-climate-strikes>

#### Corrections

- |          |           |
|----------|-----------|
| 1) _____ | 6) _____  |
| 2) _____ | 7) _____  |
| 3) _____ | 8) _____  |
| 4) _____ | 9) _____  |
| 5) _____ | 10) _____ |

# Check your essay and submit it



**Exercise 2: Use the checklist below to proofread the final draft of your essay. Check (✓) the box for each of the items included in your essay draft. Page numbers are provided for convenience.**

## Essay Checklist

**Format:** a) typed  b) A4 paper  c) double-spaced (2.0 line spacing)  d) 12-pt. standard font   
 e) indented paragraphs  f) page numbers  g) student information  h) centered title  (pp. 10-11)

<p><b>Title</b></p> <p><input type="checkbox"/> Did you write a descriptive title?</p> <p><b>Introduction</b></p> <p><input type="checkbox"/> Did you start with a hook? (p. 10, pp. 36-37)</p> <p><input type="checkbox"/> Did you write enough information about the topic to help readers understand your argument? (p. 35)</p> <p><input type="checkbox"/> Did you write a definition of any keyword/term? (If necessary) (p. 35)</p> <p><input type="checkbox"/> Did you write a clear thesis that states your position? (pp. 16-17, p. 35)</p> <p><b>Body Paragraphs</b></p> <p><input type="checkbox"/> Did you write a topic sentence for each body paragraph with a clear controlling idea supporting your position? (pp. 10-11, pp. 22-25)</p> <p><input type="checkbox"/> Did you include examples, explanations, facts, or other evidence from reliable sources using paraphrase, summary, and/or quotations? (pp. 25-26, pp. 28-31)</p> <p><input type="checkbox"/> Did you explain how your evidence supports the thesis and controlling idea? (pp. 25-26)</p> <p><input type="checkbox"/> Did you write in-text citations for all sourced information in your essay? (p. 28, p. 32)</p> <p><input type="checkbox"/> Did you include transitional words/phrases to connect points within paragraphs, and to connect one paragraph to another? (pp. 25-26)</p> <p><b>Conclusion</b></p> <p><input type="checkbox"/> Did you restate (paraphrase) the thesis statement? (p. 11, pp. 39-40)</p> <p><input type="checkbox"/> Did you summarize main points from the body paragraphs? (p. 11, p. 40)</p> <p><input type="checkbox"/> Did you write a final comment? (p. 11, p. 40)</p>
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## References

Did you list all of the information source materials you used to write this paper? (p. 33)

## Mechanics

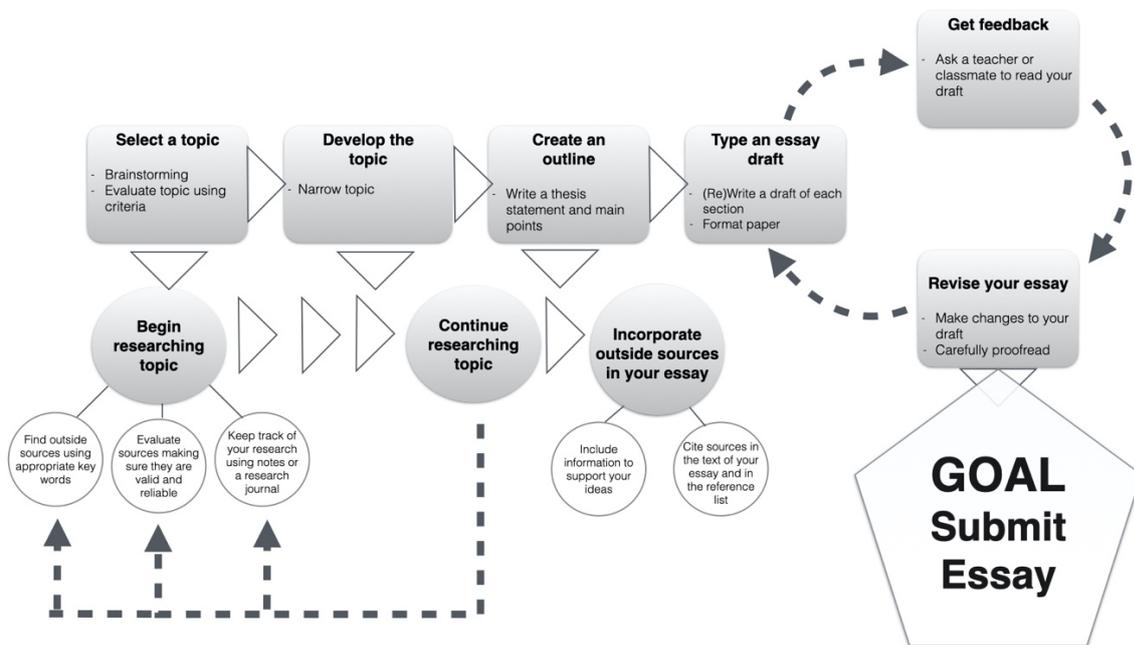
Did you check spelling and grammar (e.g., use computer software tools)? (p. 42)

Did you check punctuation and capitalization? (p. 42)

## Submission

Did you write approximately 500 words?

Can you submit your essay by the due date?



**Write It!** ✍️

## Self-Evaluation & Goal Setting

**Exercise 3:** Think about what was easy and difficult for you while writing your essay. What would you like to improve when writing the final essay? Complete the sentences below.

a) The things I think that I was able to do well were ... \_\_\_\_\_

\_\_\_\_\_

b) The things I had difficulty doing were ... \_\_\_\_\_

\_\_\_\_\_

c) While researching and writing the final essay, I would like to improve these things: ...

\_\_\_\_\_

What you will do in this chapter:

1. Choose a topic
2. Develop a thesis

### Quality of Thought: Evaluating Topics

A high-quality EGAP report has a topic that is interesting, relevant, feasible, and researchable. Writing a thesis statement helps a writer to clarify the chosen topic. A thesis statement needs to be written precisely because it presents the topic focus and organization of the report or essay.

**Your Goal:** Write a report of at least 1,000 words that includes information from credible sources. Keeping a clear record of your planning, research, and writing is essential for completing a high-quality report.

## Research Record

The second half of this book focuses on researching and writing an academic report of at least 1,000 words. An academic report is an extended essay that includes research from a variety of sources with accurate citations. The greater length of academic reports allows researchers to explore a topic more extensively. As you research and write your report, fill in the parts of this research record. What you write in this record can be changed as your understanding deepens while researching a topic.

<b>Research Question</b>	
<b>Topic</b>	
<b>Focus</b>	
<b>Type of Essay</b>	
<b>Thesis Statement</b>	

### Main Ideas (write full topic sentences with controlling ideas) *(Note: The number of body paragraphs may vary)*

<b>Paragraph 1</b>	
<b>Paragraph 2</b>	
<b>Paragraph 3</b>	
<b>Paragraph 4</b>	

Paraphrase or summarize research evidence to support your main points (use quotations only when necessary).	
Support for main idea 1	
	<u>Source:</u> (author, title, year, URL)
Support for main idea 2	
	<u>Source:</u> (author, title, year, URL)
Support for main idea 3	
	<u>Source:</u> (author, title, year, URL)
Support for main idea 4	
	<u>Source:</u> (author, title, year, URL)

## Choosing a Research Topic

It is essential to choose a topic that interests you. Take some time to think carefully about possible topics on which to research and write.

### **Practice It!**

**Exercise 1: If you have no topic ideas, first choose a general topic area that interests you.**

- |                       |  |                    |
|-----------------------|--|--------------------|
| Arts & Humanities     | History & Social Traditions                          | Culture & Society  |
| Media & Communication | Education  | Health & Medicine  |
| Business & Economy    | Conceptual (e.g., Empathy, Altruism)                 | Travel & Adventure |
| Politics & Law        | Science, Technology, Engineering, Mathematics (STEM) |                    |

My general topic area: \_\_\_\_\_

## Learn It!

### Research Questions

After choosing a general topic area, you should specify your topic as a research question and develop a thesis statement. This thought process will help you to: 1) organize your ideas, and 2) understand the type of information you need to look for during your research.

Writing clear research questions is extremely important in academic research and writing. Research questions act as a way to focus your ideas and your research/reading. Your questions will contain keywords that you can use to search for information about the topic. It is important to remember that research is a dynamic process, so the questions you write may change as you read more deeply about a topic.

#### Research questions have two elements:

- 1) The topic (usually a noun or noun phrase)
- 2) The topic focus (the aspect of the topic you will write about)

#### Example

*Does standardized testing in schools increase or decrease student achievement?*

Topic: standardized testing in schools (noun phrase)

Focus: increase or decrease student achievement

To answer this question, you will look for information that illustrates the **effect** or consequences of testing and evaluation. In other words, the focus determines the type of essay you will write (e.g., look at **effects** of standardized testing) and directs your research. Here are other essay types and ways to focus a topic:

#### Cause

*Why is standardized testing in schools so universally accepted?*

#### Process

*How can evaluation be done to increase student achievement?*

#### Comparison

*How does evaluation in online university courses compare to that done in physical classes?*

#### Argumentative

*Since standardized tests decrease students' potential achievement, should students be evaluated by these types of tests?*

## Practice It!

**Exercise 2: Discuss your topic ideas with classmates. Notice the questions that come up in your discussion. Write them in the question list. Use them to develop research questions for your report. (If you have trouble thinking of topic ideas, look at page 13 and practice brainstorming again.)**

**Preliminary Question List:**

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**My Research Question(s):**

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**Topic/Focus:** \_\_\_\_\_

**Type of essay (circle):** causes, effects, process, comparison, argumentative, problem-solution, other

Keywords for research; type of information to search for:

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**Self-Reflection**

Answer the following questions:

- What is my specific topic? \_\_\_\_\_  
\_\_\_\_\_

- Why did I choose this topic? \_\_\_\_\_  
\_\_\_\_\_

- Is this topic:

feasible?  researchable?  relevant?  interesting?

## Thesis Statements

**Exercise 3: Answer the following questions.**

1. Which of the following are not features of an introduction paragraph?
  - a. general statements
  - b. hook
  - c. topic sentence
  - d. thesis statement
  - e. restated thesis
  
2. Where in an essay is the thesis statement usually located?
  - a. at the beginning of the introduction paragraph
  - b. at the end of the introduction paragraph
  - c. at the beginning of the body paragraph
  - d. at the beginning of the conclusion paragraph
  
3. What is the purpose of a thesis statement?
  - a. to describe the main points of your essay in detail
  - b. to state the topic of your essay and your focus
  - c. to give the reader background information about your topic
  - d. to ask a research question

Writing a clear thesis statement introduces your topic focus and also guides your research and writing. By reading your thesis statement, a reader should be able to understand the main ideas of your report and how you will present them. As a writer, you should look back at your thesis statement as you search for evidence and develop the main points in body paragraphs. Weak thesis statements can both confuse readers and make researching and organizing your ideas more difficult. Here are examples of five common problems with thesis statements with suggestions on how to improve them:

### **Problem #1 - The thesis statement is a question**

The definition of *statement* means that the thesis statement cannot be a question. Questions can guide the development of your thesis statement (i.e., research questions), but they cannot be used as thesis statements.

Weak: *Why do Japanese police officers carry guns?*

Weak: *Is it true that arming police officers leads to greater violence?*

**Why are these thesis statements weak?:** The two examples are questions rather than statements. Therefore, the writer's position on the topic is unclear.

**How can they be improved?:** The question should be transformed into a statement, and the topic focus or writer's position should be added.

Strong: *There are several reasons why the police in Japan do not need to carry guns.*

Strong: *There is ample evidence to suggest that arming the Japanese police force increases potential dangers for police officers and the general public.*

### **Problem #2 - The thesis statement presents too many points of focus**

A thesis statement that introduces more than one point of focus is confusing and lacks unity. It is important for readers to clearly understand your topic, focus, and position.

Weak: *Embryonic stem cell research is relatively new, and there are still some issues like its moral and ethical use and disposal methods in laboratories, but some scientists have argued that this type of research could help advance treatment for some diseases, then the government should increase funding for embryonic stem cell research.*

**Why is this thesis statement weak?:** For readers of this thesis statement, the focus of the report is not clear, nor if the writer is for or against stem cell research. With more than one point of focus in a thesis statement, it is doubtful that the writer will be able to address each of these points in the body of the report.

**How can it be improved?:** Writers often begin with what is called a 'working thesis statement'. That is, after reading about the topic and thinking more about the report focus, the thesis statement should be revised by limiting the number of points of focus.

Strong: *Although embryonic stem cell research continues to be a controversial topic, most scientists believe that the benefits outweigh any moral, ethical, and biological concerns.*

Strong: *Until there are clear guidelines for the use of embryonic stem cells in research, it should be banned for moral, ethical, and biological reasons.*

Strong: *Embryonic stem cell research has the potential to develop new effective treatments for many illnesses; therefore, governments should increase funding for this type of research.*

### **Problem #3 - The thesis statement is vague or too general**

Avoid writing a thesis statement that is too general. After reading a thesis statement, a reader should understand what will be discussed in the body paragraphs. For an argument essay, your opinion, or position, on the topic should be clear.

Weak: *Most people are afraid of speaking in public.*

Weak: *Public speaking is an important skill.*

**Why are these thesis statements weak?:** In the first example, it is not clear if the report will introduce the reasons for or causes of this fear, or how to overcome it. The second thesis statement offers a vague topic position, but it does not have an organizational focus.

**How can they be improved?:** The two weak examples should be revised by adding brief descriptions of the specific main points that will be introduced in the body paragraphs.

Strong: *The common fear of public speaking has three main causes: low self-confidence, concern about depth of knowledge, and belief that people are not interested in the topic.*

Strong: *Public speaking can be daunting, but it is an essential skill that can improve communication ability, teach effective planning, and boost confidence.*

#### **Problem #4 - The thesis statement lacks objectivity**

A thesis statement should be written using language that is objective. Do not use words such as, “I think,” “In my opinion,” “For me,” “Let’s,” etc.

Weak: *In my opinion, euthanasia should be legalized so that people can die with dignity.*

Weak: *Let’s think about why euthanasia should be legalized.*

**Why are these thesis statements weak?:** The first example begins with the phrase “In my opinion”, while the second statement includes “Let’s.” These phrases indicate a subjective position.

**How can they be improved?:** Both sentences can be improved by removing the subjective phrases and expanding the controlling idea.

Strong: *There are three primary reasons why euthanasia should be legalized so that people can choose to die with dignity.*

Strong: *Euthanasia must become a legal right that terminally ill individuals can choose.*

#### **Problem #5 - The thesis statement addresses a limited audience**

A thesis statement which is aimed at a limited audience of readers restricts the scope and potential impact of an essay.

Weak: *When you go to a traditional Japanese ryotei, there is some etiquette you should know.*

Weak: *We should keep healthy habits to ensure academic success during our university days.*

**Why are these thesis statements weak?:** The first example is addressing the reader with the use of “you” making the statement too direct and limited. The second thesis statement uses “we”, yet the topic is limited to students, so it is not clear who “we” is. In either case, the thesis statement should be inclusive of any potential reader.

**How can they be improved?:** In the first example, eliminating the word “you” and using the passive form can make the statement more indirect. The second thesis statement should specify the subject as “university students” instead of “we” to clarify the context of the statement.

Strong: *To fully enjoy the experience of dining in a traditional Japanese ryotei, there are several points of etiquette that should be observed.*

Strong: *University students should maintain a set of healthy habits to ensure academic success in their courses.*

## Practice It!

**Exercise 4: Using the previous examples, identify the problems with the thesis statements below. Next, rewrite them as improved thesis statements.**

1. In this paper, I will describe the unique features of the Ainu language, show how it is dying out, and next I will give some examples of current efforts being made to save it.

---

---

2. Let's look at the three main effects of the overfishing of shrimp.

---

---

3. You tend to contract lifestyle diseases and become overweight if you lack sleep.

---

---

4. Is teaching computer programming beneficial for elementary school children?

---

---

### Self-Reflection

Answer the following questions:

- For this report, how many words do I need to write?
- Do I need to include information sources? If so, how many?
- When is the report deadline?
- How will the report be evaluated?
- Have I read the model report? (see Appendix 1)
- What should I do before the next class?

What you will do in this chapter:

1. *Develop an argument*
2. *Make logical connections*
3. *Consider counterarguments*

### Quality of Thought: Evaluating Support for a Thesis

A high-quality argument for an academic report requires careful planning to build a firm structure of support around a core of strong ideas connected by reason, logic, and credible evidence.

### Learn It!

## Linking Research Questions, Thesis Statement, and Supporting Evidence

In a well-written report, the various parts are clearly linked. The main points in body paragraphs must connect to the thesis statement and support it. Likewise, the evidence included in body paragraphs has to connect to the main points and support the thesis statement. The thesis statement answers the research question, so it is necessary to write both research questions and thesis statements carefully. The alignment between each part should be thoughtfully planned in the early steps of the writing process before you begin writing your report.

### Example

Research Question: Should casino gambling be legal?

Topic: casino gambling

Focus: negative aspects of legalized casino gambling

Type of Essay: argumentative

<p><u>Main Points</u> (based on notes from sources):</p> <ol style="list-style-type: none"> <li>1) addiction of some people</li> <li>2) design of machines</li> <li>3) distribution of profits</li> </ol>	<p><u>Sources</u>:</p> <p>Graydon et al. (2018). <i>Gambling despite financial loss--the role of losses disguised as wins in multi-line slots.</i></p> <p>Journal -- <i>Addiction</i></p> <p>Book by Schüll (2012). <i>Addiction by design: Machine gambling in Las Vegas</i></p>
---	---

Thesis Statement: Casino gambling should be banned for two primary reasons: the machines are designed to addict people, and gambling addiction has serious costs for local communities.

## Practice It!

**Exercise 1:** Write a research question and a thesis statement that connects the topic/focus and main points below. Check with a classmate that your research question and thesis statement are well connected.

Topic/Focus	Artificial Intelligence/Improves people's lives	Sources of Evidence
Main Points	1. Positive impact on all aspects of daily life 2. AI has reshaped the work environment 3. Anticipate human needs through algorithms	Lau (2019). When AI becomes part of our daily lives.
Research Question		
Thesis Statement		

## Write It!

**Exercise 2:** Refer to page 45 and write the topic/focus of your essay, a research question, and then answer the research question as a thesis statement. Also, write some possible main points to support your thesis based on your own ideas, as well as your reading of outside sources of information. Remember that these may change as you research and understand your topic better.

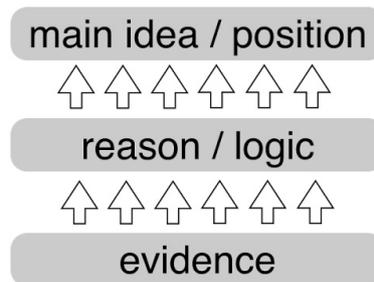
Topic/Focus		Sources of Evidence
Main Points		
Research Question		
Thesis Statement		

## Learn It!

### Constructing an Argument

A well-constructed argument in body paragraphs depends on the strength of the ideas chosen to support the thesis statement, and how well the supporting evidence upholds the ideas. To support an idea, a clear reason must be given with adequate explanation and evidence. This is the structure of support. If any of these elements are missing, are not clear or complete, or if the relationship between them is unclear, the structure becomes weak.

### Structure of Support



The following checklist can help you determine the strength of arguments presented in your report.

#### Checklist

1. Is there:
  - a main idea/position?
  - a reason to support the main idea?
  - evidence to support the reason?
2. Are each of these elements clear and fully explained?
3. Are the connections between these elements clear and fully explained?

## Practice It!

**Exercise 3:** Read the following example thesis statements (TS) and body paragraphs (BP). There are some weaknesses in the structure of support. With a partner, identify the weaknesses by using the points in the checklist above and discuss ways to improve the examples.

#### Example 1

**TS:** More companies should allow their employees to do remote work, that is to say work from home, for two cost-effective reasons.

**BP:** An employee who works in a home office does not require to have an on-site office. First, according to Green (2013), companies could save on average US\$10,000 a year by allowing their full-time employee to work off-site. Thus, companies can save on spending. Second, ...

### Example 2

**TS:** Nowadays, fewer people take the time to read; however, reading can develop many important life skills.

**BP:** You can experience many new things by reading and also gain knowledge. This knowledge can be used when talking to family and friends (Tajino, 2016). Your communication can be very smooth. A conversation becomes much more enjoyable with this new knowledge.

## Strategies for Developing Arguments

To develop strong arguments, it is important to consider the topic from various perspectives. Here are some strategies to guide you in your development of a potential line of argument.

### List Arguments For and Against

Making lists of *pros*, arguments for, and *cons*, arguments against, your chosen topic will help you to develop quality essay arguments.

*Topic: Mandatory retirement at age 65*

Pros (Arguments for)	Cons (Arguments against)
<ul style="list-style-type: none"><li>• Young people can become leaders</li><li>• Public safety in some jobs (e.g., bus driver)</li></ul>	<ul style="list-style-type: none"><li>• Burden on national pension system</li><li>• Increased risk of dementia</li></ul>

### Expand the Argument

Once you have some points for or against the topic, expand these points by questioning what could be the effect of that argument.

*Topic: Mandatory retirement at age 65*

Pros (Arguments for)	Cons (Arguments against)
<ul style="list-style-type: none"><li>• More opportunities for young people to take positions of leadership</li></ul> <p style="text-align: center;">↓</p> <ul style="list-style-type: none"><li>• Young workers know market trends better</li></ul> <ul style="list-style-type: none"><li>• Assures public safety for jobs that require awareness and mental focus (e.g., bus driver)</li></ul> <p style="text-align: center;">↓</p> <ul style="list-style-type: none"><li>• Number of serious accidents (mistaking brake and accelerator pedals)</li></ul>	<ul style="list-style-type: none"><li>• Burden on national pension system</li><li>• Increased risk of dementia due to inactivity</li></ul> <p style="text-align: center;">↓</p> <ul style="list-style-type: none"><li>• Burden on national health care system</li></ul> <p style="text-align: center;">↓</p> <ul style="list-style-type: none"><li>• Higher taxes</li></ul>

## Flip the Thesis Statement

If you have developed a strong thesis statement, try reversing your position to consider the ideas from a different perspective. This may help you think of the new points for or against your topic or help you prepare for counterarguments.

*Thesis statement: Japan should maintain the law of mandatory retirement at age 65.*

**Flipped thesis statement:** *Japan should change the law of mandatory retirement and increase it to age 70.*

Pros → <b>Flipped Cons</b>	Cons → <b>Flipped Pros</b>
<ul style="list-style-type: none"> <li>• Fewer job opportunities for young people</li> <li>• Financial burden on companies that must pay higher salaries due to seniority</li> </ul>	<ul style="list-style-type: none"> <li>• Increased workforce</li> <li>• Decrease in national pension expenses</li> </ul>

**Exercise 4: Using your ideas from exercise 2, write a list of pros and cons.**

Topic: \_\_\_\_\_

Thesis statement: \_\_\_\_\_

Pros	Cons

## Counterarguments and Refutations

Making a strong academic argument means the writer needs to prove to readers that they have thought about the topic and understand that there is more than one point of view about it. To persuade readers that your argument is valid, it is useful to include some opposing ideas; this is a *counterargument*. After presenting a counterargument, you should refute it by describing weaknesses and then presenting evidence to strengthen your own position. The table below illustrates some ways to add and refute counterarguments.

Adding Counterarguments	Refutation of Counterarguments
<p><u>Transitional Words &amp; Phrases</u></p> <p>Some (people/experts) claim/say/argue ...                      Proponents/Opponents of <u>X</u> claim/say/argue ...                      In contrast, some people think/believe ...                      Conversely, some experts assert/state/maintain ...</p>	<p><u>Transitional Words &amp; Phrases</u></p> <p>Despite <u>X</u>, ...                      However, ...                      In fact, ...                      Nevertheless, ...</p>
<p><u>Examples</u></p> <p><b>Some experts argue</b> that far too much public money is spent on space exploration.</p> <p><b>Conversely, proponents of</b> casino gambling <b>claim</b> that casinos bring money into communities through employment and increased tax revenue.</p>	<p><u>Examples</u></p> <p><b>However,</b> space research leads to engineering and science discoveries with broad social benefits.</p> <p><b>Despite the casino jobs created,</b> most casino profits go outside of local areas and the direct tax benefit is quite small.</p>

**FYI**

### Better Refutation

An academic report in the persuasive style should convince the reader of the writer's position by offering convincing arguments and thoughtfully refuting counterarguments. By refuting good opposing arguments, the writer in turn strengthens their own argument. Here are some tips for writing a refutation:

- 1) Do not refute counterarguments that have no connection with your topic**  
 The unity of the ideas presented in your essay will determine their strength. Carefully consider whether the counterarguments are directly connected to your topic.
- 2) Do not simply say that a counterargument is "wrong" or "weak" without showing how**  
 You must illustrate how the counterargument is weak by giving reasons and evidence; similar to the structure of support above.

## Practice It!

**Exercise 5: Circle the counterarguments and underline the refutations in the paragraph below. What are the transitional words and phrases used? Compare your results with classmates.**

*Topic:* Digital Technology and Regulation

*Thesis statement:* This essay explores some of the concerns about the current Silicon Valley business model and argues that government regulation of the internet and digital technology is necessary.

*Main points:*

- 1) Google, Facebook and others make money through gathering, analyzing, and distributing personal data; now known as “surveillance capitalism”
- 2) Applications are designed to capture people’s attention and keep them online
- 3) False information is easily spread on platforms like Facebook and this can negatively influence people’s understanding of science, medicine, and politics

Technologists respond to these criticisms with their own counterarguments. First, they say that people want freedom of choice, therefore, industry self-regulation is the best way to solve these problems. However, this is a self-serving argument to avoid regulation because companies like Facebook do not want outsiders checking their models (O’Neil, 2016). Second, their solutions consistently involve adding more technology. The companies claim that technological fixes under their control are adequate so there is no need for more transparency or public regulation, despite widespread secrecy in the tech industry. Third, they judge technology as neutral and assert that problems are generated by humans. In fact, technologists blame individual users for posting false information rather than the technology they make that rapidly spreads lies (“Should the Tech Giants,” 2018).

**Exercise 6: Write a refutation of the counterarguments in the examples below.**

*Topic 1:* Mandatory retirement at age 65

*Thesis statement:* Japan should not have any mandatory retirement age for workers.

*Counterargument:* Some experts (Levmore, 2017) argue that it would be best to have mandatory retirement so that companies can hire younger workers who bring energy and new ideas with them.

*Refutation:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic 2: Legal rights of adults (age of majority)

*Thesis statement:* Eighteen-year-old Japanese citizens should not be given the legal right to smoke tobacco and drink alcohol.

*Counterargument:* Conversely, some people assert that since the Japanese government has lowered the age of majority from 20 to 18, all of the legal rights for Japanese adults now have to be given to eighteen-year-olds.

*Refutation:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Write It!

**Exercise 7:** Using the list of pro and con ideas you made in exercise 4, write refutations of likely counterarguments.

### Self-Reflection

Answer the following questions:

- Have I started an outline for my essay? (see pp. 45-46)
- Do I have main points to support my thesis statement?
- Are my main points ordered logically?
- Can I provide evidence from credible sources to support my main points?
- Do I have a list of possible counterarguments?

What you will do in this chapter:

1. Select evidence to support arguments
2. Paraphrase, summarize, and quote sources to avoid plagiarism

### Quality of Content: Evaluating Evidence

A high-quality argument for an academic report needs to be supported by evidence from credible outside sources of information.

## Evaluate Sources of Evidence

With so much information available today, it is important to learn how to evaluate which information sources are appropriate and inappropriate. *Primary* information sources contain first-hand factual information. They include peer reviewed academic journal articles, research reports, interviews, diaries, and letters. *Secondary* sources of information include books, textbooks, newspapers, and documentaries. They are called secondary because they describe or summarize information originally presented in another source. While secondary sources are often credible and factual, they may not be up-to-date.

**Exercise 1: Which of the following sources are credible, up-to-date, factual, or opinion-based? Use the following symbols for each of the information sources listed: Yes (Y), No (N) or It Depends (D). Compare your answers with a classmate.**

	Credible	Up-to-date	Factual	Opinion-based
Fiction Books				
Textbooks				
Magazines				
Academic Journals				
Official Websites				
Newspapers				
Social Media Posts/Blogs				
Wikipedia				

## Evaluating the Credibility of Websites

Accessing information from the Internet is easy, but you need to be aware that there is a lot of biased information on some websites. Web addresses include some important information that can help you to decide if the source is credible or not. **Caution:** Due to the ease of spreading false information today, researchers need to verify the information they find by searching for other sources that confirm it.

- **Educational websites** usually have a lot of reliable information. For example, look for (.ac.jp) for Japanese academic sites and (.edu) for U.S. academic sites.
- **Government websites** normally provide reliable data and facts. For example, look for (.go.jp) for Japanese government sites and (.gov) for U.S. government sites. Critical evaluation of the data is advised.
- Websites for **non-profit organizations** can have both objective and biased information so you need to read carefully. For example, look for (.or.jp) for Japanese NPO sites and (.org) for U.S. NPO sites.
- For-profit **commercial websites** may charge users and the content is biased toward attracting sales so these are not considered objective sources. For example, look for (.co.jp) for Japanese commercial sites and (.com) for U.S. commercial sites.

**Exercise 2:** Do an online search with keywords related to your topic. Look at the first page of results, choose two sources, and then discuss the following questions with a partner. Explain your answers.

1. Is the source credible? Explain. \_\_\_\_\_  
\_\_\_\_\_
2. Is the source up-to-date? Write the date: \_\_\_\_\_
3. Is the source factual or opinion-based? Explain. \_\_\_\_\_

### Learn It!

## Evaluate Supporting Evidence: Facts, Theories, and Opinions

There are different types of supporting evidence. To properly support your ideas, you should first identify if a piece of supporting information is a fact, a theory, or an opinion. Then, determine which is the most appropriate to support your argument.

**Exercise 3:** Label the three columns in the table as one of the following:

**Fact** - A thing that actually happened

**Theory** - A widely believed explanation for some observation

**Opinion** - A viewpoint or assumption about something

Comparison Categories	_____	_____	_____
<i>Example</i>	Marie Curie is the most important scientist in history.	The Earth takes about 365 days, 359 minutes and 16 seconds to rotate once around the Sun.	The event that led to the extinction of dinosaurs was probably a giant meteor hitting Earth.
<i>Basic feature</i>	Subjective statement	Verifiable, objective statement	Speculative statement
<i>Defining characteristics</i>	A personal view not supported by evidence and difficult to prove true	Observation or research evidence that has been repeatedly confirmed and is accepted as true	Many experts believe it is likely true, but it has not been proven

## Practice It!

**Exercise 4:** First, read the text and identify (a) and (b) as being a fact, theory, or opinion in the boxes provided. Next, decide which piece of evidence (a/b) best supports the controlling idea in the body paragraph excerpt. Check your answers with classmates.

### Paragraph 1

#### Understanding How the Brain Works

Until quite recently, the prevailing theory of the human brain in mainstream science and medicine was that the brain is fixed or unchanging. A major source of this view in the West is the Cartesian metaphor of the brain as a machine. In other words, brain function was seen as being “hardwired” with no possibility for change or growth (Doidge, 2007). This was the dominant theory until (\_\_\_\_). This marked the beginning of neuroplasticity.

- [\_\_\_\_\_] the results of experiments by Bach-y-Rita (1969) showed that the parts of our brains can be rewired to process a variety of input.
- [\_\_\_\_\_] Wexler (1970) argued that it was absurd to believe the idea that we see with our brains, not with our eyes.

### Paragraph 2

#### Increasing Immigration

Those who support an increase in Japanese immigration argue that migrants can fill labor shortage gaps not only in unskilled jobs but in highly skilled industries as well. For example, Slowey (2018) (\_\_\_\_). This would certainly help countries like Japan that are suffering from a shortage of skilled professionals.

- [\_\_\_\_\_] compiled a series of his essays from 2014 to 2017 into a new book wherein he argued that immigrants lack basic education and necessary skills. Moreover, he explained in detail his personal experience with immigrant construction workers and shop clerks. He made several recommendations for Japanese politicians to consider.
- [\_\_\_\_\_] presents data from his longitudinal study based on Murakami’s 2015 Contemporary Migration Cycle (CMC). The data results suggest that welcoming experienced immigrants to Japan with competitive compensation packages would enhance the country’s innovativeness, thereby attracting even more highly skilled professionals and researchers.

## Evaluate Proper Use of Support: Recognizing Plagiarism

In academic writing, taking someone else's words or ideas and using them as your own is plagiarism and must be avoided. Although there are some clear guidelines to avoid plagiarism, in most cases of plagiarized text the writer did not intentionally plagiarize the original source.

**Exercise 5: Discuss the following cases with a partner. Decide if the case is "Plagiarism (P)" or "Not Plagiarism (NP)".**

1. (\_\_\_\_) An essay includes quoted text without any citations.
2. (\_\_\_\_) An essay has several sentences which only replace the verbs and nouns from the original source. Citations are included.
3. (\_\_\_\_) An essay includes several sections from an assignment the student did for another course.
4. (\_\_\_\_) An essay includes two quotes; both have quotation marks and citations.
5. (\_\_\_\_) An essay includes a few copied and pasted sentences that have been machine-translated from a Japanese website into English. Citations are included.
6. (\_\_\_\_) An essay includes a short section of text which commonly appears in written sources; e.g., "The Ministry of Education", "The increase in carbon dioxide", "For the reasons stated above, ..."

## Plagiarism-checking Software

Plagiarism checkers (e.g., Turnitin) are powerful tools that can help you to avoid plagiarism and improve skills of quoting, paraphrasing, and summarizing. There are several free plagiarism checkers online (see Appendix 10) that will search through millions of online texts and compare them with the words in your essay. If too many words match, the software will highlight the questionable text in your essay.

**Exercise 6: Read the following body paragraph. Two sections have been underlined by a plagiarism-checker. Discuss with a partner whether you agree that they are actual cases of plagiarism.**

*Topic: Japan's Waning Economic Impact Globally*

... Third, economic growth in developing countries is one reason Japan's economic influence in the world is weakening. In fact, the Gross Domestic Product (GDP) of G7 countries, which are seven advanced countries including Japan, Canada, Germany, and the United States, decreased from 67.1% in 1994 to 45.9% in 2014. On the other hand, the GDP of BRICS countries, which are rapidly [1] developing countries including Brazil, Russia, India, China, and South Africa (BRICS), increased from 7.3% in 1994 to 21.9% in 2014 (Stiglitz, 2014). These countries have significant potential for growth because their economies are less mature than advanced countries and, with their large

populations, they are positioned to realize demographic dividends in the future. In addition, the economies of other developing countries in Asia cannot be ignored. According to the Asian Development Bank (2017), [2] growth is picking up in two-thirds of the economies in developing Asia, because of higher external demand, rebounding global commodity prices, and domestic reforms, making the region the largest single contributor to global growth at 60%.

## Review It!

### Evaluate Proper Use of Support: Paraphrase, Summary, Quotation

To avoid plagiarism, you must paraphrase, summarize, or quote original text appropriately, and include a citation for the source.

#### **What's the difference?**

- When you **paraphrase**, you use your own words to repeat a single idea from the original source.
- When you **summarize**, you use your own words to repeat the main points of a longer text.
- When you **quote**, you copy the *exact words* from the original source.

### Which to use: Paraphrase, Summary, or Quotation?

Many students often wonder whether they should paraphrase, summarize, or quote an outside source. There are a few factors to consider when making this decision:

- 1. What is the purpose of using this source?** - First start by considering why you are including this source. Is it to report previous research on the topic? Is it to give a definition? Is it to explain a fact, theory, or opinion?
- 2. How much of your writing is original?** - General academic writing standards call for the majority of your writing to be original. Thus, quotations should be used sparingly.

Taking these concerns into account, paraphrases, summaries, and quotations are suitable for use in the following circumstances:

**Paraphrasing** is the default method of using information from external sources in your academic writing. As such, unless there are situations similar to those described below, you should aim to paraphrase the information from external sources that you use in your report.

**Summarizing** is when a writer paraphrases the key points of a longer text. While summaries are sometimes difficult to write well, it is a good idea to write a summary in the following situations:

1. *When you have multiple sources of information supporting the same point.*
2. *When you use information from across several sentences/paragraphs of a source.*
3. *When you are reporting on an extensive report or investigation and showing its findings.*

**Quoting**, unlike paraphrasing, uses the exact words of the original source. It is almost always better to paraphrase than to quote, but there are a few situations when it is better to quote a source directly:

1. *When the writer uses a lot of technical words that cannot be changed.*
2. *When either the original quote or the person who said it is well-known to the reader.*
3. *When the writer expresses something extremely well.*
4. *When you want to refer to something specific in a definition, rule, or law.*

**Exercise 7: Together with a partner, read the cases below and discuss what you would do. Decide if you would use a “Paraphrase (P),” a “Summary (S),” or a “Quotation (Q)”.**

1. (\_\_\_\_) You find several sources to support the same main point.
2. (\_\_\_\_) You want to utilize information from a single sentence you found in an external source.
3. (\_\_\_\_) You want to include a fact from an academic article.
4. (\_\_\_\_) You need to report the findings of a lengthy government investigation.
5. (\_\_\_\_) You are planning to incorporate a well-known phrase from an expert.
6. (\_\_\_\_) You need to define a scientific term.
7. (\_\_\_\_) You plan to include in your essay information written in another language.
8. (\_\_\_\_) You want to use another writer’s metaphor to explain your idea more clearly.

### Self-Reflection

Answer the following questions:

- Do I understand when and how to paraphrase, summarize, or quote information from sources? (see Appendix 4 for additional paraphrasing methods)
- Do I have a clear understanding about when and how to insert in-text citations?

What you will do in this chapter:

1. Learn language to synthesize and integrate sources
2. Learn how writers use quotation and paraphrase to integrate outside sources
3. Learn language to integrate tables and figures with text
4. Learn how to synthesize information from various sources in a text

### Quality of Language & Content: Integrating Evidence

A high-quality academic report explores a topic in a controlled way starting with a clearly written thesis statement that is supported by logical reasoning, evidence, and accurate language to coherently integrate each part of the report.

### Learn It!

## Integrating Sourced Evidence: Reporting Verbs

The seamless integration of evidence is an essential feature of a high-quality academic report. To achieve this level of integration, selected evidence must align with a clearly written thesis statement. In addition, all paraphrased, summarized, or quoted text should come from credible sources and be properly introduced and explained. In the box below are some common verbs you can use to integrate supporting evidence that you find in sources.

### Words for Introducing Sourced Evidence

show	explain	find	state
report	observe	explore	discuss
argue	assert	claim	believe
imply	infer	assume	presume
contend	confirm	conclude	maintain

**Exercise 1: Circle words you do not know in the box and check the meaning.**

## Integrating Sourced Evidence: Explaining the Significance of Paraphrases

It is essential to blend your own ideas with supporting evidence from sources. Integration of content means that paraphrased material needs to be properly introduced and connected to your own ideas. For this reason, it is important to add a comment after any quote, paraphrase, or summary to explain why you included it in your report. Below are some signal phrases for this purpose, followed by examples of usage.

This means / shows / indicates / suggests / signifies (that) ...

The significance / implication / consequence / importance / effect of this is ...

Therefore, / Thus, ...

### Example: Introducing Results

Blum (2009) conducted an indepth exploration into the issue of plagiarism on college campuses to better understand the writing practices of contemporary students. Her results suggest that technology is influencing writing practices in ways that are not yet widely understood.

A recent study (Bruner, 2017) explained the challenges of immigrant refugees assimilating to life in European societies. The significance of Bruner's findings is that they illustrate the need to expand government programs for refugees.

### Example: Introducing Ideas/Opinions

Whiting (1989) argues convincingly that "sport" in Japan differs greatly from athletic traditions in the West because Japanese approach all sport through the philosophy of martial arts. Therefore, it may be possible to understand the cultural divide between Americans and Japanese by observing how baseball is played in each country.

Although more battery-electric automobiles are sold today, Toyota engineers assume that hydrogen fuel-cell cars will be the most popular vehicles in the future (Phillips, 2019). The consequence of this assumption is Toyota's remarkable new research and development strategy.

### Example: Introducing Theories

With his expression "the medium is the message," Marshall McLuhan (1964) presumed that communication theorists should focus their research on the medium of communication, not the content of media messages. While his theories have been challenged, their importance in shaping contemporary cultural, communication, and media studies cannot be overlooked.

One implication of quantum computing is the potential to construct complex simulations that aid in the development of new drugs and materials (Aaronson, 2019). The plausible effects of such discoveries for humans could be immense.

## Practice It!

**Exercise 2:** In the body paragraph below, underline the reporting verbs and any phrases or sentences that are used to integrate the writer's ideas with the outside source material. The first one has been done for you.

**Thesis statement:** Body language and physical behavior have been shown to affect students' mental states and academic performance.

### Body Paragraph:

First, posture seems to be a factor in improving both the attitudes and performance of students. For example, a study done in the U.S. on university undergraduates concluded that students who sat with good posture assessed themselves more positively than did those who slouched over their desks (Briñol et al., 2009). This suggests that students' posture directly affects the attitudes they have about their performance. In addition, Park et al. (2013) reported that students described themselves as feeling more "powerful" and "in control" after sitting or standing for just three minutes with straight backs and arms or legs spread. While these studies show that posture can influence students' attitudes, that is not the only effect it has; other research highlights the dimension of performance. A study at San Francisco State University, for example, found a correlation between posture and performance on mathematical tasks (Peper et al., 2018). Participants with self-diagnosed "math anxiety" performed better on math problems when they were told to sit up straight. Peper et al. believe that the physical act of sitting up straight blocked the body's natural defense mechanism, which would normally be triggered by nerves. This study supports the idea that not only are students' attitudes about their performance improved by good posture, but their actual performance is also improved. Therefore, research supports the claim that posture has an important influence on both students' mindset and performance.

## Integrating Sourced Evidence: Explaining the Significance of Quotations

As with paraphrased information, it is necessary to link quotations from outside sources to your own writing by using transitional words and phrases to ensure coherence. Also, be sure to explain how the quote relates to the ideas in your report. Compare the examples below.

### Problem - Quotation is “dropped” into essay

Quotations that appear in the body paragraphs of your report without introducing the quote and explaining the significance, are called *dropped quotes*.

### Example of dropped quote:

Television can have positive effects on children. “After ‘Sesame Street’ was introduced, children living in places where its broadcast could be more readily received saw a 14 percent drop in their likelihood of being behind in school” (Tankersley, 2015). Children can also learn positive social skills from television programs.

**Explanation:** In this passage, the writer has simply “dropped” the quote between two original sentences without any words or phrases to connect the ideas. There is also no explanation or interpretation of the quotation.

**How can it be improved?:** Introduce the quote with a signal phrase (e.g., *one study revealed*) and provide an explanation after the quotation about how it connects to the writer’s idea that television has clear benefits for children.

### Example of integrated quote:

Television programs can be beneficial for children. In fact, one study revealed, “After ‘Sesame Street’ was introduced, children living in places where its broadcast could be more readily received saw a 14 percent drop in their likelihood of being behind in school” (Tankersley, 2015). This evidence indicates that children were learning the basic skills necessary for classroom study from the popular educational program.

## Practice It!

**Exercise 3:** First read the following sentence, originally from the article “A primate’s response to death,” which appeared on Kyoto University’s website on July 1, 2019. The article summarized the research results of a study by André Gonçalves and Susana Carvalho in 2019 on non-human primates’ responses to death. Check with your group members to make sure you understand the meaning of the original sentence.

Original sentence:

*When an adult member dies, a different set of patterns are observed, such as holding vigils, and guarding or visiting the body.*

**Next, examine the passages taken from articles whose theme is the similarities of human and non-human animal behavior. All of the passages include information from the sentence above. Some writers have paraphrased it, and others have quoted it directly. Decide whether each passage is acceptable or not. Consider the following points:**

- 1) Is the paraphrase/quotation **accurate**? (i.e., The writer did not change the meaning of the original.)
- 2) In the case of a paraphrase, is it **different enough** from the original to avoid plagiarism? In the case of a quotation, are the words copied **exactly the same** as the original text?
- 3) Is the paraphrase or quote **well integrated**?
- 4) Is there a **proper in-text citation** given? (**Note:** When information from a secondary source is included (i.e., not the original source), the phrase “as cited in” is added to the in-text citation.)

Original sentence:

*When an adult member dies, a different set of patterns are observed, such as holding vigils, and guarding or visiting the body.*

1. Non-human primates sometimes respond to death in ways that are very similar to humans. For example, André Gonçalves and Susana Carvalho (2019) reported that when an adult member dies, non-human primates engage in such behaviors as holding vigils, and guarding or visiting the body (as cited in Kyoto University, 2019).
2. Death responses in non-human primates are often comparable to those in humans. For example, primate communities have been observed keeping watch over and protecting the bodies of deceased adult members of their group (Gonçalves & Carvalho, 2019, as cited in Kyoto University, 2019). This is similar to the human practice of a visitation or wake.
3. When a member of a non-human primate group dies, “patterns are observed, such as holding vigils, and guarding or visiting the body” (Gonçalves & Carvalho, 2019, as cited in Kyoto University, 2019). Many other animals also display similar behavior to humans.
4. Examining primate responses to death can give some insight into similarities in human and non-human animal behaviors. According to research conducted by Gonçalves and Carvalho (2019), non-human primate groups have been found to respond to the death of an adult member by “holding vigils, and guarding or visiting the body” (as cited in Kyoto University, 2019). These are activities that closely resemble human death responses.
5. Non-human animals’ responses to death are often similar to human ones. For example, Gonçalves and Carvalho (2019) found that non-human animals will defend dead bodies against animal attacks (as cited in Kyoto University, 2019). This could be considered similar to human rituals like wakes, in which humans observe the dead body of a loved one for a certain period of time.

### Reference

Kyoto University. (2019, July 1). A primate’s response to death. *Research*. [https://www.kyoto-u.ac.jp/en/research/research\\_results/2019/190404\\_1.html](https://www.kyoto-u.ac.jp/en/research/research_results/2019/190404_1.html)

## Integrating Data from Tables and Figures

In academic reports, data are often displayed in tables and figures. To integrate tables and figures correctly in a report, you must describe the main features and the significance of the data.

Table 1

### *Inbound Students in Select Countries*

Country	2016	2017	Percentage Change
United Kingdom	496,690	501,045	+0.9%
Australia	292,352	327,606	+12.1%
Canada	263,855	312,100	+18.3%
Japan	152,062	171,122	+12.5%

Source: *Project Atlas*. <http://www.iie.org/projectatlas>

## How to Summarize a Table

When summarizing data contained in a table, it is important that you:

- Specify the table number and the source

*Table 1 shows Japan Ministry of Finance statistics that ...*

- State the categories in the table

*Table 2, from the British Treasury, illustrates average annual incomes of people who work in public and private industries in the UK.*

- Describe the most relevant or important data

*As the Financial Times' data in Table 3 reveals, primary-sector industries tend to offer higher salaries than the tertiary-sector.*

- Mention any significant trends

*Furthermore, a common trend is that private-sector salaries grew steadily while those in the public-sector were unchanged.*

## Language to Describe Tables and Figures

Here is a list of special vocabulary to describe elements in tables and figures:

<b>Reporting Verbs</b>	shows illustrates reveals describes	represents depicts denotes corresponds to
<b>Prepositions</b>	between 1995 and 2000	from 1995 to 2000
	<b>Moderate</b>	<b>Extreme</b>
<b>Degree of Movement: Adverbs</b>	slightly gradually steadily	significantly steeply sharply
<b>Movement Up</b>	increased grew rose went up	jumped soared surged shot up
<b>Movement Down</b>	decreased fell declined went down	dropped plummeted plunged dove
<b>No (or End of) Movement</b>	remained steady was unchanged did not change	remained constant remained stable stabilized

**Note:** Other parts of speech may be used to describe a table or figure.

Example:

*(Adverb) Figure 1, from the Journal of Higher Education, shows that scores on the post-test increased significantly ...*

*(Adjective) Figure 1, from the Journal of Higher Education, shows that there was a significant increase on post-test scores ...*



### Vocabulary Tips

- Do not repeat the same verbs in your description. Use synonyms if possible.
- Be careful with prepositions. They can make a big difference in meaning. For example, "rose by" is very different from "rose to." When studying vocabulary it is useful to learn collocations.

Table 2

*2018 Revenues, Profits, and Market Capitalization of US Tech Companies*

<b>Company</b>	<b>Revenues</b>	<b>Profits</b>	<b>Market Capitalization</b>
Microsoft	\$115	\$18.8	\$752
Apple	\$266	\$59.5	\$720
Google	\$130	\$18.8	\$706
Amazon	\$221	\$8.9	\$690
Facebook	\$52	\$19.5	\$378
IBM	\$80	\$5.7	\$101

Note: All numbers are in billions of US dollars  
 Source: Yahoo Finance, December 27, 2018

**Practice It!** 

**Exercise 4:** Use information in the table and the examples above to complete the following summary.

Table \_\_\_\_\_ from Yahoo Finance shows the \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_  
 \_\_\_\_\_ of six major American technology companies in 2018. Market capitalization is the total  
 value of a company's shares of stock. The table reveals that, in billions of US dollars, \_\_\_\_\_ had  
 the \_\_\_\_\_ level of market capitalization followed by Apple, Google and Amazon. Although Apple  
 made over \_\_\_\_\_ times as much in annual revenues, the price of Microsoft stock was strong. The  
 company with the \_\_\_\_\_ revenue, Facebook, enjoyed the \_\_\_\_\_ highest profits. Another  
 noticeable feature of Table 2 is that \_\_\_\_\_, the most established company of the group, had both  
 the \_\_\_\_\_ profit and market capitalization in 2018.

## Synthesizing Information from Different Sources

Synthesizing means combining similar information from multiple sources to support your own ideas, opinions, and arguments. Synthesis of various information sources is important because it shows that you have read widely on your topic.

What to do	What NOT to do
<ul style="list-style-type: none"> <li>• Group sources into categories with similar viewpoints relevant to your arguments</li> <li>• Paraphrase the key information into your own words (not for quotes)</li> <li>• Cite all the authors that you have used and add them to your reference list</li> </ul>	<ul style="list-style-type: none"> <li>• Do not simply make a list of various ideas from outside sources; Explain the ideas in your own words to improve your arguments</li> <li>• Do not ascribe the information you collected to the wrong author</li> </ul>

### Example

*Topic:* Digital technology

*Thesis statement:* This essay explores some of the concerns about the current Silicon Valley business model and argues that government regulation of the internet and digital technology is necessary.

Source 1 (Hutton et al., 2019)	Source 2 (Manning, 2018)
<p style="text-align: center;"><u>Key Points</u></p> <ul style="list-style-type: none"> <li>- guidelines for children (<i>Am. Ac. of Pediatrics</i>) about time children spend watching screens</li> <li>- cognitive-behavioural risk</li> </ul>	<p style="text-align: center;"><u>Key Points</u></p> <ul style="list-style-type: none"> <li>- <b>Evidence of risk</b> – UK research on screen time: ... "that by the age of seven, children will have typically spent two years and three months in front of a screen"</li> </ul>

Hutton, J.S., Dudley, J., Horowitz-Kraus, T., DeWitt, T., & Holland, S.K. (2019). Associations between screen-based media use and brain white matter integrity in preschool-aged children. *JAMA Pediatrics*. <https://jamanetwork.com/journals/jamapediatrics/article-abstract/2754101>

Manning, J. (2018, October 16). Worrying research finds screen entertainment has replaced outdoor play. *National Geographic*. <https://www.nationalgeographic.co.uk/people-and-culture/2018/10/worrying-research-finds-screen-entertainment-has-replaced-outdoor-play>

*Information Synthesis (model report body paragraph section)*

... The American Academy of Pediatrics issued guidelines on the amount of screen time for youth because evidence suggests possible cognitive-behavioral risks (Hutton et al., 2019). In the United Kingdom it is estimated “that by the age of seven, children will have typically spent two years and three months in front of a screen” (Manning, 2018). As a result, children today are spending less time in unstructured play outdoors. This enormous social change could have serious consequences for the fitness, health, and social skills of entire populations. ...

**Practice It!** 

**Exercise 5: Look at your sources and summarize the key information on the note cards below. Identify similar or contradictory arguments. Group them together to use as support in your report.**

Topic: \_\_\_\_\_

Thesis statement: \_\_\_\_\_

Source 1 ( )	Source 2 ( )
<u>Key Points</u>	<u>Key Points</u>

**Self-Reflection**

Answer the following questions:

- Have I integrated the information from outside sources effectively (i.e., correct use of verbs and signal phrases to introduce paraphrases and quotations; evidence connected to main ideas logically)?
- Have I found any figures or tables that would strengthen my report?

What you will do in this chapter:

1. Learn common problems with language use in academic writing
2. Practice identifying and revising problematic words and phrases
2. Learn how to make appropriate claims
3. Learn how to write limitations

### Quality of Language: Academic Style

A high-quality academic report uses advanced vocabulary and expresses ideas thoughtfully with precision and accuracy. Precise use of language is essential for clarity and making reasonable claims.

### Learn It!

## Improving Quality of Language: Clarity and Precision

Academic writing requires that ideas are expressed as clearly and precisely as possible. The key to writing with precision is choosing specific vocabulary that matches the context. In addition, adequate explanation should be given to make all ideas easily understandable and unambiguous.

### Problem #1 - The vocabulary is vague, and the ideas are not adequately explained

The selected words do not clearly explain the intended meaning to readers.

Weak: *Jane Goodall is a good scientist.*

Weak: *Jane Goodall is an excellent scientist.*

**Why are these examples weak?:** The sentences above do not supply enough information to the reader with the use of words like *good* or *excellent*. The reader cannot understand how or why Jane Goodall is described as being *good* at science.

**How can they be improved?:** The vocabulary should be replaced with more precise vocabulary and details added to explain the main idea.

Strong: *Jane Goodall, a primatologist, has studied the intricate social dynamics of chimpanzees for over 55 years.*

Strong: *Jane Goodall has many outstanding achievements not only in her research of primates but also in her tireless work as an environmental advocate.*

Another essential element for clarity in academic writing is the inclusion of clear definitions for keywords and key terms. This means that you should first define the keywords and then keep your definition in mind as you write the body paragraphs. This helps to maintain a sense of unity.

**Problem #2 - Definitions of keywords and key terms are not clear or incorrect**

Weak: *Commodification is the buying and selling of goods and services.*

Weak: *Surveillance capitalism is a new kind of capitalism.*

**Why are these examples weak?**: The first example does not define the keyword correctly. The second example is circular. It does not explain the key term clearly because it uses the word “capitalism” to describe surveillance capitalism.

**How can they be improved?**: Rewrite as an accurate definition using the following pattern:

[**Keyword** + verb (be)\* + word class/type + that/where/when/(in) which + special features]

Strong: **Commodification** is a process of transformation where goods, services, and ideas become objects of trade or exchange.

\* The be-verb can be replaced with phrases like these: *is defined as / can be defined as / is (often) defined as*. This phrasing shows that other definitions of the word or term are possible. Citing credible information sources to support the definition is recommended in academic essays.

Strong: **Surveillance capitalism** is defined as a novel market form in which personal data and human activity are secretly gathered and commodified (Zuboff, 2019).

**Practice It!** 

**Exercise 1: Replace the underlined words (a) - (e) with more precise academic vocabulary.**

Example: study hard → study diligently, study industriously, study conscientiously

- a. important event \_\_\_\_\_
- b. big improvement \_\_\_\_\_
- c. better plan \_\_\_\_\_
- d. wrong idea \_\_\_\_\_
- e. personal stuff \_\_\_\_\_

**Exercise 2: Rewrite the sentences using more precise academic vocabulary and adding explanations when needed. Also, define the underlined words. Compare your revised sentences with a partner.**

- a. Moving the start of the academic year to September would be better.  
\_\_\_\_\_
- b. The findings of the report are important.  
\_\_\_\_\_
- c. Current solutions to deal with the changes in demographics are wrong.  
\_\_\_\_\_
- d. CRISPR technology will change the way we diagnose and treat infectious diseases in the future.  
\_\_\_\_\_

### Using a Thesaurus

It is sometimes difficult to think of the precise words to accurately describe ideas. When writers have trouble thinking of the best vocabulary to use, they turn to a thesaurus. A thesaurus is a book, or website, that lists words in groups of synonyms and related concepts. It is an extremely useful tool for writers.

A popular website is (<https://www.thesaurus.com>). Simply type an English word into the search box at the top of the page. Depending on the word you enter, the site will provide varying information:

- **word form:** noun, adjective, verb, adverb
- **list of synonyms:** words with similar meanings
- **definitions**
- **example sentences**
- **related words**

### Learn It!

## Improving Quality of Language: Academic Style and Tone

### Problem #3 - Formality and carry-over from spoken language

Academic writing requires a style of language that is more formal than text seen in social media or language used in conversations.

Weak: *Children love insects, don't you think?*

Weak: *In this report, I will talk about the good points of using renewable energy sources.*

Weak: *Thank you for reading!*

**Why are these examples weak?:** The first example, a tag question, is not an acceptable academic convention. The second and third sentences include language that is normally used in a presentation or in a spoken context.

**How can they be improved?:** In the first example, the tag question should be deleted and the word choice revised to fit a more academic style and tone. Language used in the second example should be revised to reflect the written mode. As for the third example, avoid writing expressions directly addressing the reader.

Strong: *Many children are fascinated by insects.*

Strong: *In this report, the advantages of renewable energy sources will be explored.*

Strong: ~~<deleted>~~

### Exercise 3: Replace the words (a) – (e) with more academic language.

Example: and → in addition; moreover; furthermore; along with; also; in addition to

- |            |       |
|------------|-------|
| a. lots of | _____ |
| b. good    | _____ |
| c. go up   | _____ |
| d. check   | _____ |
| e. say     | _____ |

**Exercise 4: Change the underlined, informal words/phrases into more academic language.**

In 1993, a scientific journal article by Rauscher et al. (a) talked about the “Mozart effect,” a study in which college students who listened to Mozart before a test received (b) a lot of points on their exams. Although the results of the study are controversial, many psychologists (c) at this moment believe that prenatal exposure to melodies (d) helps brain development, influences long-term memory, increases intelligence (e) and so on.

a. \_\_\_\_\_

d. \_\_\_\_\_

b. \_\_\_\_\_

e. \_\_\_\_\_

c. \_\_\_\_\_

**Exercise 5: Read the introduction paragraph of your partner’s report carefully and circle 3-5 words that can be changed to more academic language. For homework, read your complete report, think about the words your classmate circled, and look for other words and phrases that you can revise.**

**Learn It!** 

### Making Reasonable Claims

Good scientific research requires a level of skepticism or doubt. In other words, scientists constantly question their results. Questioning results can lead to new research questions and hypotheses. Since nothing can be presumed to hold true in every circumstance, scientific claims need to be worded carefully.

This is also true when using information from outside sources. It is important to be careful about the words you use to make claims with the evidence you find. In academic writing, you should avoid making claims that are too broad or using language that is not precise. This cautious wording of claims is called *hedging*.

#### Problem #4 - Overgeneralized statements

Overgeneralized statements in academic writing indicate to readers that the author has not done enough topic research and is uninformed. These types of careless statements might make readers doubt the claims made in the report.

Weak: *It is said that all insects are dying.*

Weak: *Then, we should immediately stop our use of all pesticides.*

**Why are these examples weak?** Both examples make wide-ranging claims - “all insects are dying”, “we should immediately stop our use of all pesticides” - which are not supported by facts or credible evidence.

**How can they be improved?** Use more precise language which accurately represents the facts. In the first example, tell readers directly who said it, by adding a source citation. For both examples, think carefully about the accuracy of using words with a high degree of certainty; for example, *all, immediately, stop, always, must*, etc. Hedging language - introduced below - is a way of adding a degree of moderation to your writing to make your claims more appropriate.

Strong: *According to an article in the journal Biological Conservation (Sánchez-Bayo & Wyckhuys, 2019), the population of insects is plummeting, and this extinction threatens ecosystems worldwide.*

Strong: *Therefore, farmers should drastically reduce their use of synthetic chemical pesticides.*

## Hedging Claims

**Exercise 6: Compare the following two sections of body paragraphs. Underline the differences in Paragraph B and then discuss with a classmate.**

### Paragraph A

Foreigners are fatter than Japanese people for two reasons. First, their diets are different, especially when considering staple foods. The main food for Americans is bread and they eat lots of fatty foods like french fries, hamburgers, fried chicken, and pizza. The staple in Japan is white rice. Second, food portions in the United States are huge compared to Japan. If a man eats too much high-calorie food, he will certainly get fat. ...

### Paragraph B

In general, fewer people are overweight in Japan, as compared with the US, for two possible reasons. First, there are some dietary differences, especially when considering staple foods. For example, in a typical American diet the basic food tends to be wheat products like bread and pasta, and also may include high-calorie foods such as french fries, hamburgers, fried chicken, and pizza. In contrast, Japanese people usually eat white rice as a staple, along with a variety of soy and vegetable-based side dishes. Second, food portions in the United States generally are more substantial than those in Japan. It is very likely that if a person eats too much high-calorie food, they are putting themselves at risk of becoming overweight. ...

## Language for Hedging

There are several ways to hedge arguments. Review the examples below.

### Adverbs

One difference in paragraphs A and B above is the use of adverbs. In paragraph B, the writer has added “In general” and “generally,” to make the argument less absolute, and thus, more convincing.

generally	usually	often	arguably	typically	rarely
-----------	---------	-------	----------	-----------	--------

### Modal verbs and adjectives

Another way to hedge a claim is to use modal verbs and adjectives. In Paragraph B, the writer uses the modal verb “may” and the modal adjectives “possible” and “typical” to soften the claims.

<b>Modal verbs:</b>	may might could can	<b>Modal adjectives:</b>	typical possible probable certain
---------------------	------------------------------	--------------------------	--

## Quantifiers

A third way to hedge is to use quantifiers. These are words that show a degree or an amount. In Paragraph B, the writer added the word “fewer” to hedge the argument.

most	many	few	fewer	little	less	some
a large number of		a great amount of		almost		

## Impersonal Structures (It and There)

A fourth way to hedge is through impersonal structures. These are passive structures writers use to try and show objectivity. In Paragraph B, the writer inserted the structure “It is very likely” to make the point less certain.

It seems likely that ...	There is a likelihood of ...
It is possible that ...	There is a possibility that ...

### Problem #5 - Bias and stereotypical language

Because academic writing needs to be precise, it is necessary to avoid biased assumptions. Writing that might imply bias on the basis of gender, race, age, socio-economic class, ethnic group, or disability are unacceptable.

Weak: *In 2015, Japanese media outlets expressed shock that a "half" could represent Japan in the Miss Universe Pageant.*

Weak: *Africa is said to have 20 billionaires, while India has more than 120.*

Weak: *Since a doctor is constantly exposed to stressful situations, he must be both physically and mentally strong.*

**Why are these examples weak?:** The first sentence includes the offensive term *half*, which is adapted from the Japanese loanword “hafu.” Although it is widely used in Japan, it is not an appropriate term for general use. The second sentence makes the false assumption that Africa (continent) and India (country) are equal for comparison. The third sentence makes the assumption of gender for specific occupations with the use of *he*.

**How can they be improved?:** Replace the word “*half*” with a more appropriate term in the first sentence. Revise the second sentence by giving more precise examples to make a more suitable comparison. In the third sentence, use the gender-neutral pronoun *they*.

Strong: *In 2015, Japanese media outlets expressed shock that a bi-racial\* individual could represent Japan in the Miss Universe Pageant.*

Strong: *According to Forbes (2020), both Nigeria and South Africa have four billionaires each. This is far fewer than India which has over 120 super rich individuals.*

Strong: *Since a doctor is constantly exposed to stressful situations, they must be both physically and mentally strong.*

\* The word *half/hafu* does not always refer to a *bi-racial* individual. The use of *bi-racial* is dependent on the context.

**Practice It!** 

**Exercise 7: Revise the sentences below. Eliminate biased language and hedge the claims using words or phrases listed above. Discuss your revised sentences with a partner.**

1. Young people are tolerant of diversity, but old people are not.

---

---

2. Foreigners bother people on trains because they speak very loudly.

---

---

3. A doctor and his wife lived in the big green house on the hill for many years.

---

---

4. Lack of sleep leads to depression.

---

---

5. On the internet, every fact has a counter-fact making it difficult for people to determine which information is accurate.

---

---

6. Census data proves that the population of Japan will continue to fall this century.

---

---

7. The historical trend of over-tourism in Kyoto is certain to resume after the pandemic.

---

---

8. If a student wishes to use the library, he should first get his student-card activated at the administration office.

---

---

## Learn It!

### Indicating Limitations of Research

Another type of hedge used in academic writing - particularly for primary research - is to point out the limitations of the main argument. All studies have limitations, so by honestly identifying them, you show readers that you have thought about the weaknesses of your research. Read the examples below.

#### Examples

1. While it has not been possible to cover all of the relevant arguments in this paper, legitimate concerns about the future of our information society have been highlighted.
2. Some limitations of the present study should be noted, the most important being the various definitions of “global copyright” which depends on country and context. Another concern is the outdated information from the government website.
3. In this brief report it has only been possible to present a limited dataset given the constraints of time and space.

#### Common limitations of research:

- Word count (lack of space)
- Time limit (inadequate time)
- Small sample size (original research data)
- Types of available evidence (lack of sources)
- Outdated information (old sources)

## Practice It!

**Exercise 8: Look at your Research Record (pp. 45-46) or outline (or go back to p. 57 Chapter 9, Exercise 4), and note possible limitations.**

#### Self-Reflection

Answer the following questions:

- Have I defined essential keywords and terms?
- Have I substituted more academic vocabulary for conversational words?
- Have I used hedging language where necessary?
- Have I noted possible limitations of my research?

What you will do in this chapter:

1. Give and receive feedback
2. Revise and edit text
3. Format a reference list

### Quality of Language: Academic Style

A high-quality academic report maintains topic unity and cohesion by accurately following general rules and conventions.

### Practice It!

#### Peer Review: Giving and Receiving Feedback

Peer review is a standard practice of academic writing. You can learn from peer reviewers about the parts of your report they do not understand. In addition, you will see different ways to improve your writing as you review classmates' reports.

**Exercise 1: Follow the directions below and give a classmate comments on their report. Do not worry about spelling and grammar, unless the grammar interferes with your understanding.**

1. Read your peer's entire report one time without commenting.
2. On the second reading, identify the thesis statement, topic sentences of body paragraphs, and the restated thesis statement in the conclusion paragraph.
3. Does the report have good unity and coherence? Note where transitional words or phrases should be added.
4. Is anything confusing or unclear? Be specific. The more specific you are, the easier it will be for your classmate to make effective revisions.
5. Remember to give positive, constructive comments.

#### Edit and Revise Your Report

After receiving advice on improving your writing from peers, you need to carefully edit your own paper. Keep in mind that your goal should be presenting your ideas so that they can easily be understood by readers. Your readers for this report are your teacher and classmates. Use the examples below to help you refine the language in your report with these readers in mind.

## Refining the Introduction

The introduction and conclusion paragraphs need special attention because they form the reader's first and last impression of your report. Make sure that you give the introduction and conclusion paragraphs adequate attention.

An effective introduction should do the following:

1. introduce the topic and engage readers
2. focus the topic
3. state the thesis

**Exercise 2: Read the example of an introduction paragraph and the explanations of how the writer addresses these three points under it.**

### Example

The benefits of digital technology and the internet are apparent, but many digital technologies are developed without consideration for their social effects. People who invest money in them focus on short-term profit only. Developers of digital technologies promote the benefits while many of them prevent their own children from using what they create (Hern, 2018). Numerous experts have expressed their concerns about the current Silicon Valley business model. This essay explores some of the concerns about the Silicon Valley business model and argues that government regulation of the internet and digital technology is necessary.

### **Explanation**

1. The writer begins by introducing the general topic of digital technology and the internet. This is followed directly by the hook which focuses on social effects. Next are two sentences that explain the development of digital technologies with no thought about their effects on society.
2. Next, the writer refines the topic focus to "the current Silicon Valley business model" and explains that the purpose of this focus is related to the concerns of many experts.
3. Finally, the thesis statement clearly expresses the essay's focus, the type of essay (argumentative), and the position of the writer.

### **Practice It!**

**Exercise 3: How clear is your introduction paragraph? Use the questions below to help you edit and revise it.**

#### **Introduction Paragraph Quality Checklist**

- Is there a hook?
- Is there enough information about the topic to help readers understand the argument?
- Is there a definition of any keyword/term? (if necessary)
- Is there a clear thesis that states the essay's topic, focus, and position?

## Refining Body Paragraphs

To help readers understand your academic report, you need to be aware of the conventions of coherence to guide them from one point to the next. Your goal is to make all of the ideas fit together and connect logically. There are three ways writers create coherence: logical order, repeating key words or using their synonyms, and effective use of transitional words and signal phrases (see Appendix 3 for guidance).

**Exercise 4: Read Draft 2 of the body paragraph and circle the best transitional words. Next, compare the two drafts. The author revised the first draft (paragraph A) because it lacks adequate coherence.**

Topic: *Concerns about social media addiction*

### [A] Draft 1

It is true that social media addicts us. Now, Justin Rosenstein worries about social media's addictive qualities (Lewis, 2017). Experts say that because applications and platforms are constructed for advertisers, they are designed to hold people's attention. Then, Instagram's goal is to have individuals remain on the site for as long as possible. A user gains "followers" or sees "likes" for their posts and next the chemical dopamine is released as a reward. It motivates them to repeat the behavior (Haynes, 2018) and stay online. By the way, if adults have difficulty going offline, what is the effect on children? The American Academy of Pediatrics issued guidelines on screen time for youth because of evidence suggesting possible cognitive-behavioral risks (Hutton et al., 2019). It is certain that, "By the age of seven, children will have typically spent two years and three months in front of a screen". Children today are spending less time playing with friends. This big change will have serious consequences.

### [B] Draft 2

**[Besides / First]** collecting personal data, experts worry that people spend too much time on social media. **[Another / One such]** expert, Justin Rosenstein, who created the "like" button for Facebook, now is very critical of social media's addictive qualities (Lewis, 2017). Rosenstein believes that because applications and platforms are constructed to serve advertisers, they are designed to hold people's attention. Instagram, **[also / for example]**, is selling attention so the goal is to have individuals remain on the site for as long as possible. **[When / Next]** a user gains "followers," or sees "likes" for their posts, the chemical dopamine is released as a reward. **[This / This reward]** motivates them to repeat the behavior (Haynes, 2018) and stay online. A worrisome concern raised by health professionals is if adults have difficulty going offline, what is the effect on children? The American Academy of Pediatrics issued guidelines on screen time for youth because of evidence suggesting possible cognitive-behavioral risks (Hutton et al., 2019). In the United Kingdom it is estimated that "by the age of seven, children will have typically spent two years and three months in front of a screen" (Manning, 2018). **[Finally, / As a result,]** children today are spending less time in unstructured play outdoors. This enormous social change could have serious consequences for the fitness, health, and social skills of entire populations.

### Explanation

1. The writer creates coherence in the essay by having a transition to the previous body paragraph in the topic sentence.
2. The writer creates coherence within this body paragraph with a logical flow of ideas. Each main point is clearly introduced using precise language, and then explained with examples and credible evidence.
3. The writer also repeats keywords, uses synonyms throughout the paragraph (e.g., expert, attention, worry/concern, children), and repeats the same pattern of reasoning.
4. The writer is careful to hedge the claims made in the paragraph.

## Practice It!

**Exercise 5: How clear are your body paragraphs? Use the questions below to help you edit and revise them.**

### Body Paragraph Quality Checklist

- Are there topic sentences for each paragraph with a clear controlling idea?
- Are there examples, explanations, facts, or other evidence from reliable sources using paraphrase, summary, and/or quotations?
- Is hedging language used properly for all claims?
- Is there a clear explanation of how the evidence supports the controlling idea?
- Are there correct in-text citations for all sourced information?
- Are there transitional words/phrases to connect points within paragraphs, and to connect one paragraph to another?

## Refining the Conclusion

Refining the language of the introduction and conclusion at the same time can ensure coherence at the beginning and end of your essay.

An effective conclusion should do the following:

1. restate the essay thesis and summarize main ideas from body paragraphs
2. end with a comment that makes readers think more about the topic

**Exercise 6: Read the example of an essay conclusion and the explanations of how the writer addresses these two points under it.**

### Example

Despite these counterarguments, the criticisms of the current internet business model outlined above merit discussion by governments and the public. Since the internet is essential for most people, individuals need legal power to control personal data and avoid manipulation. Any collection of personal data should be subject to approval, and unauthorized sales to third parties made illegal. In addition, media literacy must be taught in schools so that students can learn that digital technology often reflects the implicit biases of its creators, and be sure that they, the users, are in control of the technology they use and are not controlled by it. This means developing self-control over screen time, as well as learning to question information on the internet. While it has not been possible to cover all of the relevant arguments in this essay, legitimate concerns about the future of our information society have been highlighted. Although technology companies claim the current business model is inevitable, open discussion is necessary to develop the internet's full potential.

## Explanation

1. To maintain coherence, the writer begins by acknowledging the previously stated counterarguments before paraphrasing the thesis statement. Next, some of the main points explained in the body paragraphs are summarized.
2. The paragraph ends with a short statement of limitations, followed by a final comment that ties back to the beginning of the essay.

**Exercise 7: How clear is your conclusion? Use the questions below to help you edit and revise it.**

### Conclusion Quality Checklist

- Is the thesis statement restated (paraphrased)?
- Are main points from the body paragraphs summarized?
- Is there a meaningful final comment?
- Do ideas in the introduction and conclusion align?

## Practice It!

### Reference List and In-Text Citation Format

Academic essays and reports require research. It is important to insert an in-text citation for all information borrowed from sources. In addition, the full details for all information sources should be listed in alphabetical order in the reference list at the end of the essay. Below are some examples using the American Psychological Association (APA) format.

**Exercise 8: The following reference list contains five kinds of errors. Use the checklist on page 90 to identify the five errors. (Note: Some errors appear more than once and some of the references have no errors.)**

#### References

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**Exercise 9: Identify the type of each entry in the list above.**

- |                              |                           |                                |                           |
|------------------------------|---------------------------|--------------------------------|---------------------------|
| a. book                      | b. chapter from a book    | c. non-English source          | d. online journal article |
| e. government agency article | f. article with no author | g. paper-based journal article |                           |

**Exercise 10: Are the references in your report correctly formatted? Use the questions in the checklist below to help you edit and revise your reference list.**

#### Reference List Quality Check (APA format)

- Does the information in my reference list match my in-text citations?
- Have I written the authors' family names first? (or title first for sources with no author)
- Have I included dates? (or n.d. for sources with no date)
- Is my reference list in alphabetical order?
- Did I carefully check spelling, punctuation, and capitalization?
- For non-English sources: Did I use alphabet (romaji) only? Did I translate the title to English?
- Do my references all have hanging indents?

### FYI

#### Common Referencing Formats

Different academic fields specify which documentation format is preferred for reports. Some commonly used documentation formats are listed below. When writing assignments, check with your professor about the format you should follow\*.

<u>Format</u>	<u>Disciplines</u>	<u>Style</u>
APA (American Psychological Association)	Social Sciences, Education, Psychology	(author, date)
MLA (Modern Language Association)	Humanities	(author page #)
Chicago A	History, Humanities	number & notes
Chicago B	Sciences, Social Sciences, Humanities	(author date)
IEEE (Institute of Electrical and Electronic Engineers)	Electronics, IT, Engineering	[number] & notes

\*For more details see Appendix 6 and Appendix 7.

What you will do in this chapter:

1. Proofread
2. Format & submit a report
3. Self-evaluate

### Overall Report Quality

A high-quality academic report has few errors because the writer has checked it by reading carefully and using available tools, including spell checkers, grammar checkers, and plagiarism checkers.

### Practice It!

## Proofreading

**Exercise 1:** Use the checklists below to prepare the final draft of your report. Check (✓) the box for each of the items included in your final draft.

### Format Checklist

When finalizing your report format, examine the formatted page below together with the checklist.

- typed
- A4 paper
- double-spaced
- 12-pt. standard font
- indented paragraphs
- page numbers
- student information
- centered title

### FYI

#### How to Write Titles

A title is often the last thing that is written before a report is submitted. It should summarize the main idea of the report simply in 12 words or less. It should be able to stand alone and allow the reader to understand the gist of the report. A title should not be a full sentence nor one word. When writing your title remember:

- **to take enough time to write a good title** (brainstorm ideas)
- **a good title needs to capture the interest of readers**
- **a good title contains the most representative keywords from the content** (thesis statement)
- **to capitalize the first word, all main words, and all words four letters or more** (not in ALL CAPS)
- **to type the title in bold font and center it on the first page**

Student Name  
Student Number

Student information

Centered title:  
12-14pt bold font

A4, Typed,  
Font size 12pt,  
Standard fonts

Indented paragraphs

## Storytelling and the Brain

There is an ancient Hopi Native American saying that says, “Those who tell the stories rule the world.” Indeed, stories are a crucial part of culture and society, and since the beginning of humanity, stories have been used to teach and entertain people of all ages. The transfer of knowledge and wisdom through the format of a story seems to have the power to compel and persuade people much more than other means of communication. Recent research in neuroscience is shedding light on the reasons why storytelling is an effective communication tool. More specifically, stories can affect the human brain in two ways, which might explain their efficacy to convey ideas.

Line spacing 2.0

With the development of magnetic resonance imaging (MRI), researchers have found that listening to a story has two significant effects on the brain. The first effect is called neuro coupling. This phenomenon occurs when two people have matching activity in the same areas of their brain. Researchers at Princeton University did a study (Stephens et al., 2010) in which brain scans using MRI technology were taken of speakers’ telling a story and of listeners while listening to a recording of the story. The scans showed synchronized neural activity in the brains of the storyteller and the listener, but the neuro coupling disappeared when there was a disruption in communication. Thus, it appears that interpersonal communication is most successful when a speaker can stimulate corresponding brain activity in a listener through storytelling. The second effect of stories on the brain is related to increased levels of oxytocin, a hormone produced in the body that is typically associated with trust, cooperation and other prosocial behaviors between individuals. A series of studies demonstrated how dramatic stories can trigger the release of oxytocin, with positive effects on participants’ behavior (Zak, 2015). Zak claims that when we treat others well our brain synthesizes oxytocin which in turn builds trust and leads to reciprocal treatment. While this process illustrates how storytelling might affect the human brain and lead to feelings of empathy and trust amongst individuals, more research is needed to fully understand the effects of oxytocin on the brain.

→ In conclusion, the power of storytelling has been recognized throughout the ages, but now there is clinical data to support this claim. When listening to a story, the human brain can be changed because the listener's brain imitates the storyteller's brain patterns, subsequently releasing chemicals that can produce positive feelings and behaviors. In this way, stories may have the power not only to change our brain, but also to change the world by helping people become more tolerant and empathetic.

Word count

→ (435 words)

Hanging indent

References

→ Stephens, G. J., Silbert, L. J., & Hasson, U. (2010). Speaker-listener neural coupling underlies successful communication. *Proceedings of the National Academy of Sciences of the United States of America*, *107*(32), 14425–14430.

→ Zak, P. J. (2015). Why inspiring stories make us react: The neuroscience of narrative. *Cerebrum: The Dana forum on brain science*, *2*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4445577/>

## Report Quality Checklist

### Title

- Did you write a descriptive title?

### Introduction

- Did you start with a hook?
- Did you write enough information about the topic to help readers understand your argument?
- Did you write a definition of any keyword/term? (if necessary)
- Did you write a clear thesis that states your position?

### Body Paragraphs

- Did you write topic sentences for each paragraph with a clear controlling idea supporting your position?
- Did you include examples, explanations, facts, or other evidence from reliable sources using paraphrase, summary, and/or quotations?
- Is hedging language used properly for all claims?
- Did you explain how/why your evidence supports the thesis statement?
- Did you write in-text citations for all sourced information in your report?
- Did you include transitional words/phrases to connect points within paragraphs, and to connect one paragraph to another?

### Conclusion

- Did you restate (paraphrase) the thesis statement?
- Did you summarize main points from the body paragraphs?
- Did you write a final comment?

### References

- Did you list all of the information source materials you used to write this paper?

### Basics

- Did you properly-capitalize the title and the author-information section?
- Did you check spelling and grammar (e.g., use computer software tools)?
- Did you check punctuation and capitalization?

### Submission

- Is your report at least 1,000 words?
- Did you submit your report by the due date?

## What Can You Do?

**Exercise 2: Think about your English writing ability by using the prompts in the table below. What can you do, and how well?**

Scale:

1. I cannot do this.
2. I can do this, but unsatisfactorily.
3. I can do this with some confidence.
4. I can do this well.
5. I can do this extremely well.

	Can identify the parts of introduction, body, and conclusion paragraphs and apply this knowledge when writing essays.
	Can analyze topics and develop essay outlines with suitable controlling ideas and thesis statements.
	Can maintain appropriate unity and coherence throughout an academic essay.
	Can apply appropriate text-formatting conventions to produce a typed essay.
	Can understand and use paraphrasing, summarizing, quoting, and citation techniques for incorporating information sources in essays and generate a viable reference list.
	Can recognize particular styles and conventions in academic writing and adopt them appropriately.
	Can understand the writing process and utilize it to produce academic essays.
	Can write an academic report of at least 1,000 words.

**Write It!** 

## Self-Evaluation & Goal Setting

**Exercise 3: Look at the goal setting you did at the end of Chapter 7 on page 44. Comment on your ability to achieve those goals and think about your writing needs in the future.**

a) The writing goals I listed in Chapter 7 were: \_\_\_\_\_

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b) I am **satisfied/dissatisfied** with my ability to achieve my writing goals while researching and writing the final academic report. Explain. \_\_\_\_\_

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c) How has your learning of academic writing skills helped you in your other university courses?

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d) In what future situations do you think that you could use these skills? \_\_\_\_\_

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## **List of Appendices**

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## Appendix 1: Model Report

### Regulation of Digital Technology and the Internet

Note: Underlined words are included in the *Kyoto University Vocabulary Database 1100*. Words in bold text are defined in the Glossary following the report.

The benefits of digital technology and the internet are apparent, but many digital technologies are developed without consideration for their social effects. People who invest money in them focus on short-term profit only. Developers of digital technologies promote the benefits while many of them prevent their own children from using what they create (Hern, 2018). Numerous experts have expressed their concerns about the current **Silicon Valley business model**. This paper explores some of the concerns about the Silicon Valley business model and argues that government regulation of the internet and digital technology is necessary.

After Tim Berners-Lee developed an application known as the World Wide Web (WWW), he created the first website in December 1990 (CERN, 2019). It was intended for information sharing amongst scientists around the world. At that time, the internet was described by many people as a humanistic tool that would spread information and increase equity. Now, Berners-Lee (2017) believes that the potential of the internet is being lost.

The transformation was started by **desperate** Google engineers in 2001 after people stopped investing money in Silicon Valley. Zuboff (2019) explains that as the company struggled to survive, Google soon discovered how to make money with the huge amount of “waste” left on their servers. This waste was the personal data of people who had used the search engine. With that data, Google invented a new market by building models predicting the type of advertisements a user would likely click on and secretly sold the predictions to businesses.

Zuboff (2019) calls this new way of making money “**surveillance** capitalism”. “This new market form declares that serving the genuine needs of people is less **lucrative**, and therefore less important, than selling predictions of their behavior” (Zuboff, 2019, p. 93). People are happy to give up some of their personal data in exchange for free internet services, applications, and content. However, they have little control over the amount of their personal data being collected. An example is the hidden game behind Pokémon Go which guided players through cities to businesses that had secretly paid to attract player visits. The players were deliberately kept unaware of the *real game* (Zuboff, 2019). Similar data from Android devices and self-driving cars may help Google build “smart cities” in which everything is monitored and designed for selling products (Marshall, 2019). All human

activity and emotions could be quantified to build better models of human behavior and the resulting predictions sold to businesses. The trick is inhibiting people from realizing their data feeds these models. When people reacted angrily upon discovering that Google had deliberately hidden a microphone in its Nest home security devices, the company simply said it was an “error”. This case confirms Google's commitment to undisclosed data gathering (Fussell, 2019). The logic driving this surveillance is as follows: our data is the raw material, predictions of our future behavior is the product, and advertisers are the customers, not us (Zuboff, 2019).

Surveillance capitalism thrives on personal data and attention. Justin Rosenstein, who created the “like” button for Facebook, now is very critical of social media’s addictive qualities (Lewis, 2017). Rosenstein believes that because applications and platforms are constructed to serve advertisers, they are designed to hold people's attention. Instagram, for example, is selling people’s attention so the goal is to have individuals remain on the site for as long as possible. When a user gains “followers” or sees “likes” for their posts, the chemical **dopamine** is released as a reward. This reward motivates them to repeat the behavior and stay online (Haynes, 2018). A worrisome concern raised by health professionals is, if adults have difficulty going offline, what is the effect on children? The American Academy of Pediatrics issued guidelines on the amount of **screen time** for youth because evidence suggests possible cognitive-behavioral risks (Hutton et al., 2019). In the United Kingdom it is estimated “that by the age of seven, children will have typically spent two years and three months in front of a screen” (Manning, 2018). As a result, children today are spending less time in unstructured play outdoors. This huge social change could have serious consequences for the fitness, health, and social skills of entire populations. This change is magnified by shifting beliefs about common knowledge and truth.

The spread of false information on the internet is another major concern. This phenomenon was named “post-truth” by the *Oxford Dictionary* and it was chosen as the 2016 word of the year. It means that public opinion today is shaped more by personal beliefs and emotion than by facts (Anderson & Raine, 2017). In other words, people tend to seek out information that aligns with their beliefs. The algorithms controlling information displayed on many sites reinforce this because individuals will see information the algorithm calculates they will like, so their beliefs are not questioned. Every time a person clicks on an information link, this becomes data for the algorithm that will suggest similar articles and videos. In this way, truth is **networked** by **peers** who share certain beliefs and is filtered by AI, not something created by knowledgeable experts. On the internet, almost every fact has a counter-fact making it difficult for many people to determine which information is accurate. Since news now often

comes through sites like Facebook, false information will influence people's understanding of science, medicine, and politics. In short, internet platforms are designed to discourage critical thinking.

In contrast, technologists respond to these criticisms with their own counterarguments. First, they say that people want freedom of choice, therefore, industry self-regulation is the best way to solve these problems. However, this is a self-serving argument to avoid regulation because companies like Facebook do not want outsiders checking their models (O'Neil, 2016). Second, their solutions consistently involve adding more technology. The companies claim that technological fixes under their control are adequate so there is no need for more transparency or public regulation, despite widespread secrecy in the tech industry. Third, they judge technology as neutral and assert that problems are generated by humans. In fact, technologists blame individual users for posting false information rather than the technology they make that rapidly spreads lies ("Should the Tech Giants," 2018).

Despite these counterarguments, the criticisms of the current internet business model outlined above merit discussion by governments and the public. Since the internet is essential for most people, individuals need legal power to control personal data and avoid manipulation. Any collection of personal data should be subject to approval, and unauthorized sales to third parties made illegal. In addition, media literacy must be taught in schools so that students can learn that digital technology often reflects the implicit biases of its creators, and be sure that they, the users, are in control of the technology they use and are not controlled by it. This means developing self-control over screen time, as well as learning to question information on the internet. While it has not been possible to cover all of the relevant arguments in this essay, **legitimate** concerns about the future of our information society have been highlighted. Although technology companies claim the current business model is **inevitable**, open discussion is necessary to develop the internet's full potential. (1,196 words)

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## Glossary

**Silicon Valley** - area in California that is a center of technological innovation

**business model** - a plan for the successful operation of a business

**desperate** - having an urgent or strong need

**surveillance** - continuous observation of a person, group, or place

**lucrative** – profitable, money-making

**dopamine** - a chemical found in the brain that acts as a neurotransmitter; one of the hormones that regulate a person's emotions

**networked** - information transmitted and/or created among a group of personal contacts

**peers** - people who have the same status

**neutral** - a person or thing without bias

**screen time** - the amount of time a person spends watching or interacting with electronic screens (e.g., TV, computer, smartphone, game consoles)

**legitimate** - in accordance with established rules, laws, principles, or standards

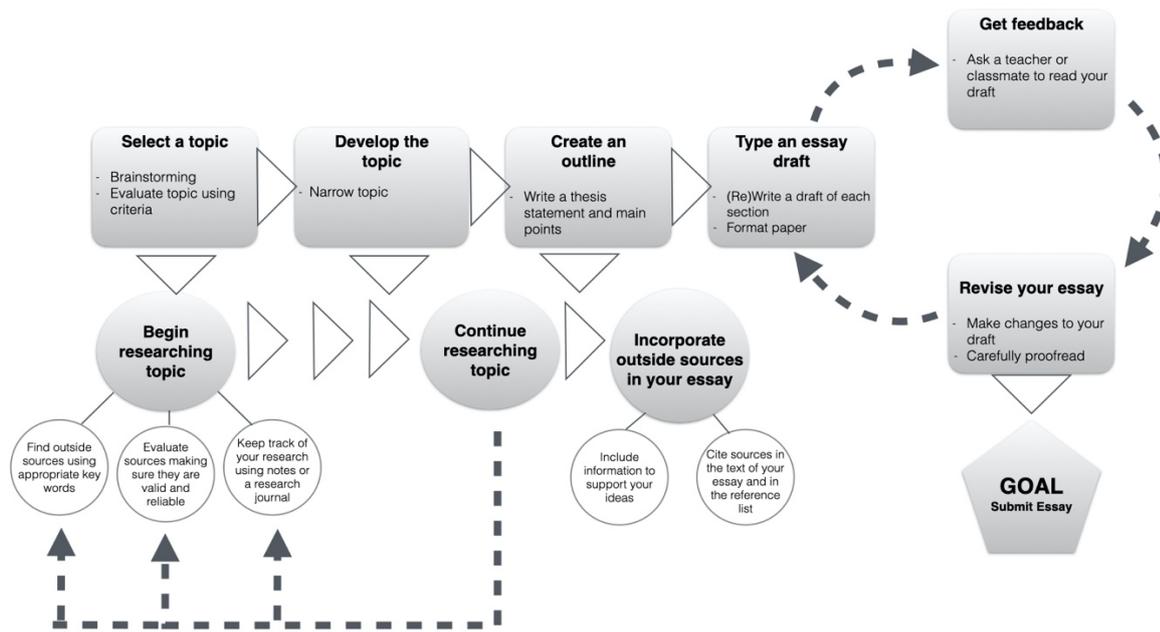
**inevitable** - certain, or sure to happen

### Vocabulary in 『京大・学術データベース基本英単語 1110』 .

(36 words from the general list of 477; some are repeated)

accurate (313) align (258) algorithm (272) apparent (128) assert (260) (un)aware (271) benefit (299) bias (82) cognitive (152) commitment (176) confirm (83) consequence (48) consistent (22) contrast (15) critical (62) deliberate (130) determine (232) (un)disclosed (422) estimate (8) equity (437) inhibit (257) individual (3) involve (7) issue (14) literacy (328) monitor (97) potential (12) predict (41) quality (268) quantify (210) reinforce (236) regulation (137) relevant (50) (un)structured (441) transformation (100) transparency (469)

## Appendix 2: The Writing Process



Below are six steps commonly followed in the *writing process*.

### Step 1: Think of a topic & start doing research

- Brainstorm: write down *anything* you know about the topic
- Select a topic that is feasible, researchable, relevant, and interesting
- Do some basic research on the topic
- As you read, write questions that you might want to explore about the topic

### Step 2: Develop a general topic into a specific topic

- From your brainstormed ideas and initial research, develop a general topic into a specific topic (not too vague, nor too specific)
- Continue to research the topic with your specific focus in mind

### Step 3: Create an outline

- Write a title and thesis statement (these can change as you research and write)
- Write each main point to support the thesis and think of details from your research to add (data, examples, explanations, facts)

### Step 4: Type an essay draft

- Write an introduction paragraph, body paragraphs and a concluding paragraph
- Type your essay and use proper formatting (your name, student number, title, double-spacing, indented paragraphs, page numbers, etc.)

### Step 5: Get feedback on your writing

- Ask your teacher and/or classmates to read your paper and give you advice
- Think carefully about the advice

### Step 6: Revise your essay

- Make changes to your typed first draft to improve your essay
- Carefully proofread your essay, paying attention to details like spelling and punctuation
- Submit your essay

## Appendix 3: Transitional Words and Signal Phrases

The words and phrases in this table can be used to connect ideas in academic writing.

Function	Logical Connectors	Subordinating Conjunctions	Coordinating Conjunctions
<b>To add more information or another example</b>	moreover in addition besides furthermore also		and
<p><b>In addition</b>, there are several noted psychological issues caused by overuse of smartphones. Plastic is a material typically produced with fossil hydrocarbons <b>and</b> is commonly used for packaging.</p>			
<b>To show contrast</b>	however in contrast conversely nevertheless on the other hand on the contrary	although even though though while	but
<p><b>While</b> it is the second most abundant element in the universe after hydrogen (H), the helium supply on Earth is limited, making it relatively rare (Halperin, 2014). In addition, supplies of helium are difficult to discover and access. <b>Conversely</b>, proponents of casino gambling claim that casinos bring money into communities through employment and increased tax revenue.</p>			
<b>To show similarity</b>	likewise similarly		and
<p><b>Similarly</b>, residents of both Osaka and Kyoto share patterns of speech. GDP per capita has been criticized as an increasingly poor gauge of a country's production. <b>Likewise</b>, it is a misleading measure of quality of life because it is simply a rough calculation of the growth of an economy; not social well-being.</p>			
<b>To give a result</b>	therefore thus hence consequently as a result		so
<p><b>As a result</b>, children today are spending less time in unstructured play outdoors. <b>Therefore</b>, it is not efficient to try and extract helium from the air as the concentration is far too low.</p>			
<b>To show a sequence of events</b>	first (second, third) next then after that finally	after before as soon as when	
<p><b>First</b>, they say that people want freedom of choice, therefore, industry self-regulation is the best way to solve these problems. <b>After</b> Tim Berners-Lee developed an application known as the World Wide Web (WWW), he created the first website in December 1990 (CERN, 2019).</p>			

<b>To show a reason or cause</b>	for this reason	because since	for
<p>The tripling of the price over the past 10 years is very troubling for Japan <b>since</b> it imports 100 percent of its supply (“Japanese Scientists,” 2019).</p> <p>This is further complicated by the fact that helium rising to Earth’s surface will diffuse and float into space <b>because</b> it is so lightweight.</p>			
<b>To restate an idea</b>	in other words in short		
<p>The cooling property of helium explains why it is invaluable for low temperature engineering and research cryogenics. <b>In short</b>, helium's super cooling ability has led to the increase in demand (Halperin, 2014).</p> <p>Experts have found the educational television programs can stimulate imagination and lead to the development of vocabulary and cognitive skills (Oguchi &amp; Sugawara, 2014). <b>In other words</b>, television programs specifically made for children can provide pre-school aged children with basic skills they will need in elementary school.</p>			
<b>To strengthen an idea</b>	indeed in fact as a matter of fact		
<p>The number of migrants is increasing for reasons such as education, work, and war, according to Singer (2016). <b>In fact</b>, today there are more refugees than at any time since the end of WWII.</p> <p>There is an ancient Hopi Native American saying that says, “Those who tell the stories rule the world.” <b>Indeed</b>, stories are a crucial part of culture and society.</p>			
<p><b>NOTE:</b> In academic writing, coordinating conjunctions are generally not used to begin a sentence. Therefore, logical connectors and subordinating conjunctions should be used instead.</p>			

## Punctuation Notes:

**For logical connectors:** use a semicolon (;) or a period before and a comma after.

*There may be a shortage of the rare earth metal indium in the future; **however**, scientists believe that a replacement will be found.*

*There may be a shortage of the rare earth metal indium in the future. **However**, scientists believe that a replacement will be found.*

**For subordinating conjunctions:** if the sentence begins with one, use a comma after the subordinating clause. Otherwise, no punctuation is needed.

*Sending astronauts to Mars may not be possible **because** of the high cost and technical challenges.*

***Because** of the high cost and technical challenges, it may not be possible to send astronauts to Mars.*

**For coordinating conjunctions:** use a comma before the conjunction.

*Tokyo was awarded the 2020 Summer Olympic Games, **but** the event was postponed to 2021.*

## Appendix 4: Paraphrase Method – Chunking

When doing research, you will find useful information to include in your essay. Most of this information must be paraphrased. To make paraphrasing easier, you can first divide the original text into phrases or "chunks". After that, explain the meaning of each chunk in your own words by using the paraphrase techniques reviewed in Chapter 5 (pp. 28-29). Finally, combine your explanation of the chunks into one paraphrase. Read the example below and practice the chunking technique for paraphrasing text.

### Example

Original text: The "Doomsday Clock" is a warning to mankind about our ability to destroy ourselves. It was created in 1947 along with a new magazine called *The Bulletin of Atomic Scientists*.

Original text divided into chunks	<p style="text-align: center;"><u>The "Doomsday Clock" is a warning to mankind</u> <b>chunk 1</b></p> <p style="text-align: center;"><u>about our ability to destroy ourselves.</u> <b>chunk 2</b></p> <p style="text-align: center;"><u>It was created in 1947</u> <b>chunk 3</b></p> <p style="text-align: center;"><u>along with a new magazine called <i>The Bulletin of Atomic Scientists</i>.</u> <b>chunk 4</b></p>
Explanation of chunks	<p>Chunk 1: "Doomsday Clock" was created to make humanity think</p> <p>Chunk 2: People now have the power to destroy civilization</p> <p>Chunk 3: The clock was first seen in 1947</p> <p>Chunk 4: The clock is connected with a magazine called <i>The Bulletin of Atomic Scientists</i></p>
Paraphrase	<p>People now have the power to destroy civilization. To raise awareness about this danger, the "Doomsday Clock" was created at the launch of a magazine called <i>The Bulletin of Atomic Scientists</i> in 1947.</p>

**Practice Exercise: Choose a section of text from your essay research and paraphrase it with the chunking method by following the steps listed above. (If you do not have text to use from your own topic research, use the original text provided below.)**

Original: Many Americans believe that a spaceship filled with aliens crashed down near Roswell, New Mexico in 1947. People who make this claim say the United States government is concealing this fact from the public.

1. Read the text carefully and divide it into chunks. In the example, the text was divided into four chunks, but you can have more or fewer chunks.

2. In your own words explain each chunk by using paraphrase techniques (see pp. 28-29).

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

3. Write your paraphrase from your explanations above. It is important to think about how each chunk connects to the others. You can arrange the information in a different order as was done in the Doomsday Clock example.

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**Note:** To save time later, you can use this paraphrase method as you research your topic (see Appendix 5: Research Notes).

# Appendix 5: Research Notes

Use this notetaking form to track your research and help avoid plagiarism.

## Research Notes and Citations

Use this table to help keep track of your research. Citations and references will vary based on the type of source. Copy/paste the table for multiple sources.

Thesis Statement: \_\_\_\_\_

Keyword(s)	Source/Website
<b>Original text chunks</b> <i>(Divide text that you summarize and paraphrase into chunks and think about what each chunk means.)</i> Chunk 1: _____ Chunk 2: _____ Chunk 3: _____ Chunk 4: _____	
<b>Explain each chunk</b> <i>(use your own words)</i> Chunk 1: Chunk 2: Chunk 3: Chunk 4:	<b>Paraphrased Notes</b> <i>(Think about how each chunk connects to the others and use techniques to write your paraphrase.)</i>
<b>In-text citation</b>	<b>Reference list entry</b>

## Appendix 6: APA Format for Reference List and In-Text Citations

Academic essays and reports require research. Information from sources should be paraphrased, summarized, and quoted when appropriate. It is necessary to insert an in-text citation for all information borrowed from sources. In addition, the full details for all information sources should be listed in alphabetical order in the reference list at the end of the essay. Below are some examples using the American Psychological Association (APA) format\*.

### 1. Book

<p><u>In-text</u> In his book describing brain plasticity, Doidge (2007) explains that "Paul Bach-y-Rita's importance lies in his being the first of his generation of neuroscientists both to understand that the brain is plastic and to apply this knowledge in a practical way" (pp. 25-26). His work proved that the human brain is incredibly adaptable.</p>	<p><u>Reference list</u> Doidge, N. (2007). <i>The brain that changes itself</i>. Penguin.</p>
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### 2. Website Article (author, date)

<p><u>In-text</u> In 1998, a study published in the <i>Lancet</i> journal claimed a link between the M.M.R. vaccine and autism in children. Although that study was soon discredited and withdrawn, many people continue to believe it (Hoffman, 2019).</p>	<p><u>Reference list</u> Hoffman, J. (2019, September 23). How anti-vaccine sentiment took hold in the United States. <i>The New York Times</i>. <a href="https://www.nytimes.com/2019/09/23/health/anti-vaccination-movement-us.html">https://www.nytimes.com/2019/09/23/health/anti-vaccination-movement-us.html</a></p>
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### 3. Website Article (no author, no date)

<p><u>In-text</u> Coubertin, founder of the modern Olympics, was inspired by the link between sport and education that he saw in England's Rugby schools ("The Visionary," n.d.).</p>	<p><u>Reference list</u> The visionary founder of the modern Olympic games. (n.d.). <i>The International Olympic Committee</i>. <a href="https://www.olympic.org/pierre-de-coubertin">https://www.olympic.org/pierre-de-coubertin</a></p>
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### 4. Non-English Newspaper Article

<p><u>In-text</u> The era of domination by U.S. tech giants is likely to end soon as other countries close the technological gap (Tanaka, 2020).</p>	<p><u>Reference list</u> Tanaka, A. (2020, January 15). Guguru mo 21-sai posto GAFA wa Beikoku-zei ni arazu [Google is also 21 so the post-GAFA era will not happen in the United States]. <i>Nihon Keizai Shimbun</i>. <a href="https://www.nikkei.com">https://www.nikkei.com</a></p>
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### 5. Non-English Website Article

<p><u>In-text</u> A 2002 report released by the Japanese Ministry of Health, Labor, and Welfare summarizes results of a national survey on weight management, stress, and diet.</p>	<p><u>Reference list</u> Ministry of Health, Labor and Welfare. (2002). <i>Heisei 14-nen kokumin eiyo chosa kekka no gaiyo ni tsuite</i> [Overview of the results of the 2002 National Nutrition Survey]. <a href="https://www.mhlw.go.jp/houdou/2003/12/h1224-4.html">https://www.mhlw.go.jp/houdou/2003/12/h1224-4.html</a></p>
---	---

## 6. Academic Journal Article

In-text	Reference list
<p><i>3 or more authors</i> Yamamoto et al. (2019) argue that ... (Yamamoto et al., 2019)</p> <p><i>1-2 authors</i> Anderson and Raine (2017) claim ... (Anderson &amp; Raine, 2017)</p>	<p>Yamamoto, C., Kashiwagi, N., Otsuka, M., Sakai, M., &amp; Tomonaga, M. (2019). Cooperation in bottlenose dolphins: Bidirectional coordination in a rope-pulling task. <i>PeerJ</i> 7:e7826 <a href="https://peerj.com/articles/7826/">https://peerj.com/articles/7826/</a></p>

(Note: et al. is derived from the Latin phrase *et alia* which means "and others".)

**\*Reference:** American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

(for quick reference see: <https://apastyle.apa.org/instructional-aids/tutorials-webinars>)



## Other Documentation Formats

Besides the Chicago, MLA, and APA formats, there are many others used in various academic disciplines. Below is basic information for three additional formats. For more details, check with your professors, Kyoto University Library staff, and websites such as <https://www.scribbr.com/citing-sources/citation-styles/>



### Health & Medical Sciences: American Medical Association (AMA) Format

Style: superscript numbers  
<https://www.amamanualofstyle.com>



<https://www.bellevuecollege.edu/health/writing/format-and-style/ama-style/>



### Electrical Engineering & IT: Institute of Electrical and Electronic Engineers (IEEE) Format

Style: numbers and notes  
[http://ieeauthorcenter.ieee.org/wp-content/uploads/IEEE\\_Style\\_Manual.pdf](http://ieeauthorcenter.ieee.org/wp-content/uploads/IEEE_Style_Manual.pdf)



### Law: Oxford University Standard for the Citation of Legal Authorities (OSCOLA) Format

Style: superscript numbers and notes  
<https://www.scribbr.co.uk/referencing/oscola/>



## Appendix 7: Formatting References in Styles Other than APA

Find out which referencing style is most commonly used in your area of study. If it is not the APA, practice reformatting the examples in the table below.

American Psychological Association Style	IEEE, MLA, Chicago A/B, AMA, etc.
<p><b>1. Book</b></p> <p>Doidge, N. (2007). <i>The brain that changes itself</i>. Penguin.</p>	
<p><b>2. Website Article (author, date)</b></p> <p>Hoffman, J. (2019, September 23). How anti-vaccine sentiment took hold in the United States. <i>The New York Times</i>.  <a href="https://www.nytimes.com/2019/09/23/health/anti-vaccination-movement-us.html">https://www.nytimes.com/2019/09/23/health/anti-vaccination-movement-us.html</a></p>	
<p><b>3. Website Article (no author, no date)</b></p> <p>The visionary founder of the modern Olympic games. (n.d.). <i>The International Olympic Committee</i>.  <a href="https://www.olympic.org/pierre-de-coubertin">https://www.olympic.org/pierre-de-coubertin</a></p>	
<p><b>4. Non-English Newspaper Article</b></p> <p>Tanaka, A. (2020, January 15). Goguru mo 21-sai posto GAFA wa Beikoku-zei ni arazu [Google is also 21 so the post-GAFA era will not happen in the United States]. <i>Nihon Keizai Shimbun</i>.  <a href="https://www.nikkei.com">https://www.nikkei.com</a></p>	
<p><b>5. Non-English Website Article</b></p> <p>Ministry of Health, Labor and Welfare. (2002). <i>Heisei 14-nen kokumin eiyo chosa kekka no gaiyo ni tsuite</i> [Overview of the results of the 2002 National Nutrition Survey].  <a href="https://www.mhlw.go.jp/houdou/2003/12/h1224-4.html">https://www.mhlw.go.jp/houdou/2003/12/h1224-4.html</a></p>	
<p><b>6. Academic Journal Article</b></p> <p>Yamamoto, C., Kashiwagi, N., Otsuka, M., Sakai, M., &amp; Tomonaga, M. (2019). Cooperation in bottlenose dolphins: Bidirectional coordination in a rope-pulling task. <i>PeerJ</i> 7:e7826 <a href="https://peerj.com/articles/7826/">https://peerj.com/articles/7826/</a></p>	

## Appendix 8: Writing Japanese Words in English

You already know that an author's last name (family name) is normally used when citing sources. However, this can be slightly confusing if you are unfamiliar with names of different origins. Japanese names are typically listed by last name followed by the first name (e.g., Kyodai Yoko). But many online sources or book covers will list names in the opposite order, starting with the person's first name.

Whenever you write reports and essays at university, you will likely use some Japanese-language sources or write about a Japanese topic or concept. If the essay is written in English, you will need to romanize Japanese words and names. There are a few different ways to write Japanese sounds with the English alphabet. Below are some pointers when you need to write Japanese names or words in an English text:

- Italics and Japanese terms – Use italicized letters for Japanese words (and other non-English words) used in your writing, except for words that can be found in a standard English-language dictionary (e.g., sushi, matcha, karaoke, haiku, Ikebana, anime, manga, tsunami)

Examples: traditional *osechi* cuisine; *ekiden*; facets of *amae*

- Capitalization – Follow capitalization rules for English writing

Examples: *Tatema* refers to one's public persona.

The short story collection *Ai no Yume toka*

*Akage no An*

## Romanization of Japanese Syllables

When writing texts in English, you should not use kanji, hiragana or katakana. In other words, you need to write Japanese words and names with the English alphabet.

し	shi	ち	chi	つ	tsu	ふ	fu		
Hiroshima		Chiba		Matsuyama		Fukuoka			
じ	ji	ぢ	ji	づ	zu	おお	o		
Miyajima		<i>chikajika</i>		Maizuru		Osaka Kochi Kyoto			
しゃ	sha	ちゃ	cha	じゃ	ja	うう	u	…は	-wa
しゅ	shu	ちゅ	chu	じゅ	ju	ゆう		…を	-o
しょ	sho	ちょ	cho	じょ	jo			…へ	-e
<i>shabu shabu</i> <i>shuin</i> Showa Era		<i>chawan</i> Churaumi Aquarium <i>chonmage</i>		ninja <i>juku</i> Sanjo		-- Kyushu		<i>Nihongo-wa...</i> <i>...eikyo-o ateru</i> <i>Nihon-e...</i>	

## Appendix 9: Format Guidelines for Figures in IEEE Style

The term *figure* refers to images, diagrams, maps, and graphs; not tables or equations. It is important to select the best type of figure to present data effectively. Figures, tables, and equations in a paper are numbered as follows in IEEE style: Fig. 1, Fig. 2, etc.

Table 1, Table 2, etc.

Equations: (1), (2), etc.

The IEEE guidelines specify that figures and tables must be centered on the page. In IEEE format, titles (caption) of figures are left-justified below, while titles of tables are centered above the table.

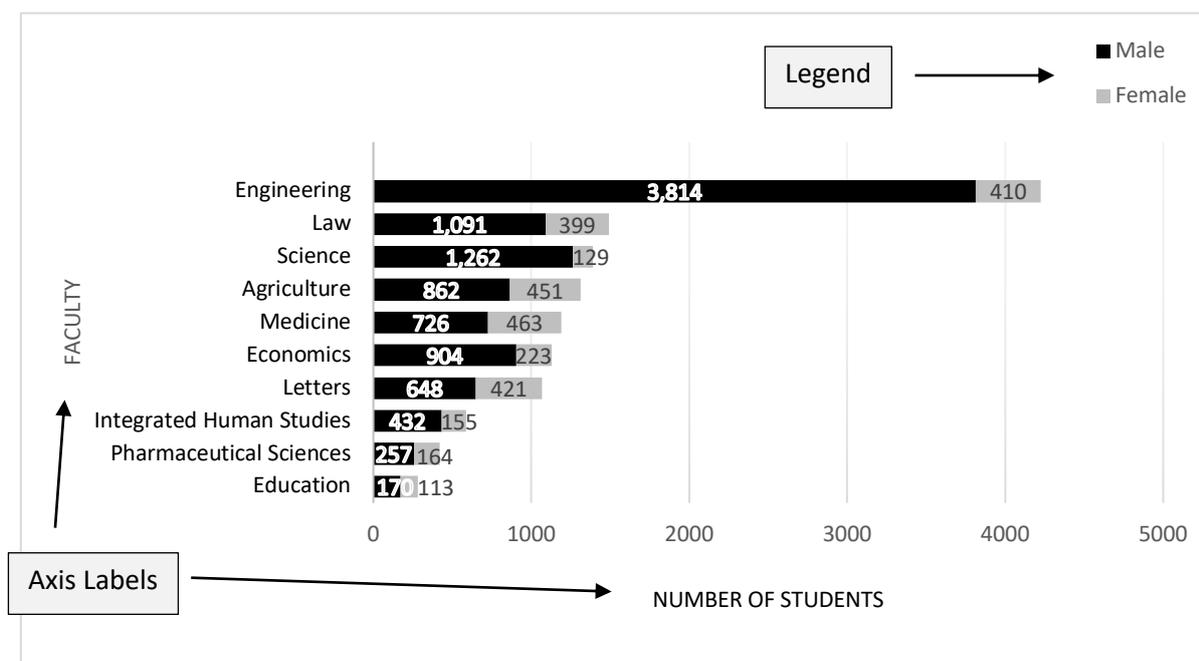


Fig. 1. Undergraduate enrollment by faculty (2019)

Source: Adapted from [1]

Caption: Fig. number, and title

Source citation  
with Ref. List number

### Reference List

- [1] Kyoto University. (2019, May 1). *Facts & Figures*. Accessed on: Sept. 21, 2020. [Online]. Available: <http://www.kyoto-u.ac.jp/explore/en/data/>

### Describing a Figure

Significant points of figures and tables must be described in the essay text. Here are some example phrases.

- Undergraduate enrollment for all 10 faculties in 2019 is shown in Fig. 1.
- The total enrollment of each faculty is subdivided by male and female students.
- The significant features of Fig. 1 are ...
- It is evident from Fig. 1 that ...
- It can be deduced from Fig. 1 that ...
- As indicated in Fig. 1, ...

**NOTE:** See pages 72-73 for more information.

## Appendix 10: Useful Websites and Applications

### Kyoto University Library

Kyoto University's Main Library Website, offering catalogue-search functions, book reservations and other services for student researchers.

<https://www.kulib.kyoto-u.ac.jp/mainlib/>



### Bibme

Free citation and bibliography checker for several citation formats.

<https://www.bibme.org>



### ZoteroBib

A free website for creating post-text citations (i.e., reference list) from internet URLs.

<https://zbib.org>



### Grammarly

A website-based service - with optional extensions for the Firefox browser - which offers suggestions for your grammar and word-choice.

<https://www.grammarly.com>



### Plagiarism Detector

A free, surface-level plagiarism checker for your writing.

<https://plagiarismdetector.net/>



### **EAP Foundation**

A website which can check your writing for academic-level vocabulary.

<https://www.eapfoundation.com/vocab/academic/highlighter/>



### **Longman Vocabulary Checker**

Longman's website which can check your writing for academic-level vocabulary.

[http://global.longmandictionaries.com/vocabulary\\_checker](http://global.longmandictionaries.com/vocabulary_checker)



### **British Council**

British Council's website, offering CEFR-linked exercises and activities designed to help you with your writing skills.

<http://learnenglishteens.britishcouncil.org/skills/writing>



## Appendix 11: Academic Writing Reference Books

- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research (3rd ed.)* The University of Chicago Press.
- Glasman-Deal, H. (2010). *Science research writing: For non-native speakers of English*. Imperial College Press.
- Pinker, S. (2015). *The sense of style: The thinking person's guide to writing in the 21st century*. Penguin Books.
- Silvia, P. J. (2014). *Write it up: Practical strategies for writing and publishing journal articles*. Apa Life Tools.
- Silvia, P. J. (2018). *How to write a lot: A practical guide to productive academic writing (2nd ed.)* Apa Life Tools.
- Strunk, W., & White, E. (1999). *The elements of style*. Longman.
- Swales, J. M., & Feak, C. B. (2018). *Academic writing for graduate students: Essential tasks and skills (3rd ed.)* The University of Michigan.
- Turabian, K. L. (2007). *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers (7th ed.)*. The University of Chicago Press.
- Williams, J. M., & Colomb, G. G. (2010). *Style: Lessons in clarity and grace (10th ed.)*. Longman.
- Williams, J. M., & Colomb, G. G. (2012). *Style: The basics of clarity and grace (4th ed.)*. Longman.
- Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction (30th anniversary edition)* Harper Perennial.

### 日本語で読める関連図書

- 安藤貞雄 (2005) 『現代英文法講義』 開拓社
- 石井クンツ昌子 (2011) 『社会科学系のための英語研究論文の書き方：執筆から発表・投稿までの基礎知識』 ミネルヴァ書房
- エイドリアン・ウォールワーク (著) 前平謙二, 笠川梢 (訳) (2019) 『ネイティブが教える日本人研究者のための論文の書き方・アクセプト術』 講談社
- エディテージ (著) 熊沢美穂子 (訳) (2017) 『英文校正会社が教える英語論文のミス 分野別強化編』 ジャパンタイムズ
- エディテージ (著) 熊沢美穂子 (訳) (2017) 『英文校正会社が教える英語論文のミス 100』 ジャパンタイムズ
- 遠田和子 (2018) 『究極の英語ライティング』 研究社
- 小野義正 (2016) 『ポイントで学ぶ科学英語論文の書き方 改訂版』 丸善出版
- オルソン, ランディ (著) 坪子理美 (訳) (2018) 『なぜ科学はストーリーを必要としているのか：ハリウッドに学んだ伝える技術』 慶應義塾大学出版会
- 川崎剛 (2010) 『社会科学系のための「優秀論文」作成術：プロの学術論文から卒論まで』 勁草書房
- 河本健, 石井達也 (2018) 『トップジャーナル 395 編の「型」で書く医学英語論文：言語学的 Move 分析が明かした執筆の武器になるパターンと頻出表現』 羊土社
- 河本健 (編) (2008) 『ライフサイエンス論文作成のための英文法』 羊土社

- カークマン, ジョン (著) 畠山雄二, 秋田カオリ (訳) (2007) 『完璧！と言われる科学論文の書き方：筋道の通った読みやすい文章作成のコツ』丸善株式会社
- グラスマン-ディール, ヒラリー (著) 甲斐基文, 小島正樹 (訳) (2020) 『理系研究者のためのアカデミックライティング』東京図書
- 酒井聡樹 (2006) 『これから論文を書く若者のために 大改訂増補版』共立出版
- シルヴィア, ポール・J. (著) 高橋さきの (訳) (2016) 『できる研究者の論文作成メソッド：書き上げるための実践ポイント』講談社
- シルヴィア, ポール・J. (著) 高橋さきの (訳) (2017) 『できる研究者の論文生産術：どうすれば「たくさん」書けるのか』講談社
- 杉原厚吉 (1998) 『理科系のための英文作法』中央公論社
- セイン, デイビッド (2019) 『英語ライティングルールブック 第3版：正しく伝えるための文法・語法・句読法』DHC
- 畠山雄二 (編), 縄田裕幸, 吉田智行, 酒井智宏, 本田謙介, 竹沢幸一, 田中江扶, 畠山雄二, 岡田禎之 (著) (2019) 『正しく書いて読むための英文法用語辞典』朝倉書店
- パケット, グレン (2009) 『科学論文の英語用法百科 第1編：よく誤用される単語と表現』京都大学学術出版会
- パケット, グレン (2016) 『科学論文の英語用法百科 第2編：冠詞用法』京都大学学術出版会
- ブース, ウェイン・C., コロンブ, ジョセフ・M., ウィリアムズ, ビズアップ, ジョセフ, フィッツジェラルド, ウィリアム・T. (著) 川又政治 (訳) (2018) 『リサーチの技法』ソシム株式会社
- マシュー, ジャニス・R., マシュー, ロバート・W/ (著) 畠山雄二, 秋田カオリ (訳) (2009) 『成功する科学論文：ライティング・投稿編』丸善株式会社
- 三上章 (2009) 『象は鼻が長い：日本文法入門』くろしお出版
- 森村久美子 (2012) 『使える理系英語の教科書：ライティングからプレゼン, ディスカッションまで』東京大学出版会
- 渡辺雅子 (2018) 『納得の構造：日米初等教育に見る思考表現のスタイル』東洋館

# Glossary

## **Academic English**

A type of English that is shared by educated users of the language to communicate various matters in a civilized fashion. It is language that can describe or argue about complicated issues to help readers understand and/or become convinced about some proposal. It can be general for the educated public (**English for General Academic Purposes: EGAP**) or specific to researchers in a particular field of academic inquiry (**English for Specific Academic Purposes: ESAP**).

## **Academic Style**

A style of expression that researchers use when describing their fields, research, and specific areas of expertise. Characteristics of academic writing include a formal tone that is fair and reasoned, a clear focus, and precise word choice. Skillful academic writers can convey meaning about complex ideas or concepts with clarity and precision.

## **American Psychological Association (APA) Format**

The APA format is one of the most widely used set of guidelines for academic **citation** and referencing.

## **Audience**

The intended readers for a piece of writing.

## **Bias**

A preference or inclination that prevents someone from looking at an issue objectively.

## **Body**

The second part of a passage that supports the idea presented in the first part (**Introduction**). Body paragraphs usually include reasons, examples, data or other types of information that strengthen the idea presented in the Introduction (the **controlling idea**). The content of the body paragraphs should be 'controlled' by the controlling idea in the topic sentence for paragraph **unity**.

## **Brainstorming**

A prewriting stage when the writer creatively formulates ideas about a topic.

## **Citation**

To avoid **plagiarism**, citations are required when using information from outside sources. In the **APA** format, there are two types: in-text citation and a reference list. The in-text citation normally includes the family name of

the author and the date. The reference list has the full details for all outside sources used.

## **Coherence**

A sense that readers get when they read a well-connected passage. Coherence is often achieved by the effective use of **transitional words/phrases**. When a passage is coherent, it clearly shows the point that it describes or argues and increases the sense of **unity**.

## **Conclusion**

The last of the essential three parts of an essay. It restates the topic presented in the **Introduction**, summarizes supporting points and details in the **Body**, and makes a final statement (a comment or implications) to make a lasting impression at the end of a passage.

## **Controlling Idea**

Located in the topic sentence of **Body** paragraphs. It specifies the particular aspect(s) of the topic that the paragraph will describe or explain.

## **Definition**

A passage that enables the intended **audience** to understand the meaning of a term and to distinguish it from other similar or related terms.

## **Draft**

A preliminary version of a piece of writing that is intended to be revised to improve organization, content/ideas, and expression/style.

## **English for General Academic Purposes (EGAP)**

A type of **academic English** which is used to communicate complicated matters in a straightforward way across disciplines and fields. Examples include opinion **essays** in newspapers and scientific reports addressed to the general public.

## **Essay**

Generally used to mean any kind of careful writing on one theme. However, in this course of academic writing, "essay" means a multi-paragraph passage using **English for General Academic Purposes (EGAP)**.

## **Format**

The standard pattern of layout for a text.

## **General Statements**

One or more sentences that connect a **hook** and a **thesis statement** in an **Introduction**. These statements usually explain the general background of the topic indicated in

the hook, add some details to it, define **keywords** if necessary, and lead the intended **audience** to the thesis statement that follows. In other words, it narrows down the wide scope that the hook covers into a focused point of the thesis statement.

### Hedging Language

Expressions writers can use to distinguish between facts and claims. By using **hedging language**, writers can present their ideas indirectly to indicate that nothing is 100% certain and acknowledge that there might be flaws in their argument. See also **Limitations**.

### Hook

A statement, question, quotation, statistic or other type of interesting information at the beginning of an **Introduction** paragraph to attract readers' attention.

### Introduction

The first part of an **essay** that introduces readers to what they are going to read. It is usually followed by **Body** and **Conclusion** paragraphs.

### Keyword

A word or concept that is useful for finding relevant information about a topic (i.e., keyword search).

### Limitations

A way of presenting a balanced argument in an academic **essay** or **report**. Since all research has weaknesses, it is best to write about them openly. This is a kind of **hedging language** that shows the intended **audience** you have thought about all aspects of the topic.

### Margin

The white space on a page around a text.

### Outline

A structure of a passage. It shows how a passage is organized and connected in an abstract way. Creating an outline is recommended for all writers. When you make an outline, writing the following headlines in advance may be useful: **Introduction**, **Body**, and **Conclusion** (in one paragraph passage); Introduction (**Hook**, **General Statement**, and **Thesis Statement**), **Body**, and **Conclusion** (restatement of the thesis, summary of the supporting point(s), and final comment) in an **essay**.

### Paragraph

A group of sentences that support one main idea. As a general rule, a paragraph should include just one main idea. In academic writing, a paragraph is normally described as having three parts: a **topic sentence**, **supporting sentences**, and a concluding sentence.

### Paraphrase

Text that expresses similar ideas found in another text (source), but uses different words and structure.

### Peer Review

The act of reading someone's writing in order to give them advice on how to improve it.

### Plagiarism

Using another writer's work without acknowledging the original **source** with a **citation**.

### Quotation

A passage borrowed from an original text. It is used sparingly for only the most important points or particularly well-written original texts. Quotes include the exact same words as the original text, the start and end of quoted text are marked with either quotation marks (short quotes) or a left-margin indentation (> 40 words in the **APA** format), and include an in-text **citation**.

### Report

A longer **essay** that includes research from a variety of **sources** and accurate **citations**. Because writers can write more details and analysis in academic reports, it is possible to explore a topic in greater depth.

### Research Question

A question or questions that provide a focus for a study. The question guides how the researcher structures the investigation.

### Revision

Editing a passage by making structural and/or content changes to a **draft**.

### Source

The original text a writer used to obtain an idea or piece of information. The two basic categories for source material are primary and secondary. *Primary* information sources contain first-hand factual information. They include academic journal articles, research reports, interviews, diaries, and letters. *Secondary* sources draw from primary materials and include encyclopedias, textbooks, newspapers, and documentaries.

### Summary

A passage that conveys important ideas noted in a source. A summary restates or **paraphrases** the information by making changes to vocabulary, grammar, and structure, but can include **quotation**. Often includes a statement/comment reflecting on the significance of the summarized information.

## Supporting Sentences

Sentences that follow a **topic sentence** in a **Body** paragraph and add details to explain the **controlling idea**, or topic focus. In academic essays, these sentences will typically contain evidence from sources to support the **thesis statement**.

## Synthesis

A skill that is necessary to integrate information taken from outside sources and requires the effective use of **paraphrase**, **quotation**, and **summary**. Synthesis involves finding connections between multiple **sources** or passages and combining that information so that it connects to the **thesis**.

## Thesis Statement

A sentence found in the **Introduction** that specifically tells readers what the **essay** is going to be about. It usually comes after the **hook** and **general statements**.

## Topic Sentence

A sentence usually located at the beginning of a **Body** paragraph. It indicates the topic of the **paragraph** and the main idea about the topic that the paragraph will develop. Thus, it shows what the writer will focus on (see **Controlling Idea**) and establishes **unity**.

## Transitional words/phrases

Words and phrases that help readers follow how a passage develops. Specifically, they help readers to understand how a passage is organized and how different parts of a passage are connected. In other words, these are words that improve **coherence**. Examples of these expressions include *first*, *furthermore*, *lastly*, *however*, *on the other hand*, or *to sum up*.

## Unity

A sense of clarity that readers get when they read a passage where only one theme is developed with no irrelevant or unnecessary information added. See also **Coherence**.

## Word Count

A computer tool that counts words in a word processed (typed) passage; Punctuation and spaces are not counted.

## Writing Process

A sequence of steps writers can follow to produce a writing passage.

# Contributors

This textbook was created by the entire group of full-time English Writing-Listening Instructors working in the Institute of Liberal Arts and Sciences at Kyoto University. The authors would like to express their appreciation to all of the faculty members in every department who took the time to review the manuscript and suggest improvements to the book. Invaluable contributions also came from the part-time teachers of the Writing-Listening course.

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September 2021

How to cite this book:

Stewart, T., LeBlanc, C., Lees, D., McCarthy, T., & Schipper, S. (2021). *EGAP writing 2: Research writing*. Kyoto University, International Academic Research and Resource Center for Language Education.



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