



EGAP Writing 1: Academic Essays



京都大学



Copyright and License

EGAP Writing 1: Academic Essays by Kyoto University, i-ARRC is copyright protected under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International license](https://creativecommons.org/licenses/by-nc-nd/4.0/). Anyone is free to share the work for any non-commercial use, as long as they give appropriate credit, provide a link to the license, and indicate if changes were made to the original material. Any derivative works may not be distributed.

Original Source

The original PDF version of this work is available from Kyoto University, i-ARRC: <http://hdl.handle.net/2433/297983>

Format Conversion Note

This digital eBook version was converted from the original PDF. The original text has not been changed. Some visual formatting, decorative elements, shading, spacing, fonts, and page layout may differ from the original due to differences between PDF and digital eBook formats. A PDF version and Epub version is can be downloaded.



EGAP Writing 1: Academic Essays Copyright © 2026 by Kyoto University i-ARRC is licensed under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License](https://creativecommons.org/licenses/by-nc-nd/4.0/), except where otherwise noted.

Contents

EGAP Writing 1: Academic Essays	vii
How to Move Around This Book	ix
Foreward	1
 <u>Main Body</u>	
Chapter 1: Introduction to Academic Writing	3
Chapter 2: Paragraphs & Topic Sentences	7
Chapter 3: Supporting Sentences	15
Chapter 4: Paragraph Writing	21
Chapter 5: The Writing Process	25
Chapter 6: Introduction Paragraph	35
Chapter 7: Conclusion Paragraph	41
Chapter 8: Citations & Paraphrase	47
Chapter 9: Essay Structure	53
Chapter 10: Essay Outline	59
Chapter 11: Definitions, Opinions, Facts, & Format	63
Chapter 12: Peer Review	69
Chapter 13: Revising & Documenting	75
Chapter 14: Proofreading & Reflecting	81
Appendix 1: Essay Parts - Location, Function, and Features	85
Appendix 2: Transitional Words and Phrases	89
Appendix 3: Academic Sentences – Simple to Complex	93
Appendix 4: APA Format for Reference List and In-Text Citations	97
Appendix 5: Documenting Sources in IEEE (Institute for Electrical and Electronics Engineers) Style	99
Appendix 6: Recommended Romanization of Syllables	101
Appendix 7: Example of a Polite Email Message	103
Glossary	105
Contributors	111

EGAP Writing 1: Academic Essays



creativecommons.org

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

How to Move Around This Book

How to Move Around This Book

In the digital version, you can use the table of contents in the left-side column to move quickly through the book. Select a chapter or section title, and the book will go directly to that page.

You can also use the FYI box list below. Select any FYI box title to go straight to that helpful explanation.

[Use of Pronouns in Academic Writing](#)

[Corresponding With Teachers](#)

[Formatting Your Paper](#)

[Using Keywords for Research](#)

[Academic Writing Standards at Kyoto University](#)

[Computer-generated Translations](#)

[Writing Japanese Names in English Paper](#)

Foreword

To Students and Teachers

Essay-Writing Foundations

This book is designed to guide novice writers of English from basic paragraph composition to short essays. The approach taken is structural, with each chapter emphasizing particular components of English academic style. Since the audience for this book is first-year university students in all departments, the content focus is English for General Academic Purposes (EGAP). Teachers and students should take this into account as they complete the exercises in the book.

Students coming to this course directly out of Japanese high school should picture EGAP essay writing as situated between the *kansobun* (a common writing assignment in Japanese Junior and Senior High Schools) and the *sotsugyoronbun* (the research paper required in Japan by most departments for graduation from university). Academic writing needs to explain ideas clearly, in a logical order so that it is understandable to a large number of readers. The aim of this course is to help students acquire English writing skills that enable them to write clear and concise essays.

While academic writing may be defined differently depending on who you ask, academic essays generally have the following features:

- a specific topic focus,
- unified and coherent paragraphs,
- a generic Introduction-Body-Conclusion structure,
- references to external sources of information.

Learning how to write academic essays is important and relevant for university students because academic essays:

- create a bridge to research papers,
- help students organize ideas logically,
- are required by many academic tests and university courses,
- introduce students to proper citation to avoid plagiarism.

This textbook takes a structural approach to learning how to write an EGAP academic essay. There are two main components comprising this approach. First, the book aims to serve as a practical, accessible reference guide for students wishing to review the main parts of academic essays. The book's 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.

Second, the book introduces novice writers to a process approach for academic writing. While there is more than one way to organize academic writing, being aware of the writing process can help students approach their writing assignments strategically in a systematic way. The writing process is a sequence of steps writers can follow when writing essays. This book outlines six steps for producing academic essays.

EGAP Writing 1: Academic Essays 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
- *Write It!* Presents students with academic writing tasks

Some chapters include *Preview It!* and *Review It!* exercises as well. 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.

Exercises in this book form the foundation students will need for completing the more advanced writing exercises in the volume: *EGAP Writing 2: Research Writing*. A teacher guide is available for both books.

To learn how to navigate the pdf of this textbook, see the [EGAP Writing navigation guide](#). Refer to the [back page](#) to learn more about the creators of this material.

**English Writing-Listening Instructors
Institute of Liberal Arts and Sciences, i-ARRC
Kyoto University
January 2026**

Chapter 1: Introduction to Academic Writing

What you will do in this chapter:

1. Practice writing questions
2. Explore the glossary of terms
3. Do a self-assessment
4. Write on a topic

English Questions

To improve your English speaking and listening skills, there are several simple questions and statements that are very useful when seeking information from teachers and classmates.

Exercise 1: Thinking about what you might say in English, write answers to the questions below. Be sure to write complete sentences. Compare your ideas with other students.

a. When you don't understand the meaning of an English word, what should you say?

b. When you don't know the answer to a question, what should you say?

c. When you don't know how to spell a word in English, what should you say?

d. When you don't understand the class activity, what should you say?

e. When you don't know the Japanese translation for an English word, what should you say?

f. When you don't know the pronunciation of a word, what should you say?

g. When someone says something you don't understand, what should you say?

Exercise 2: Find the glossary in this book and review it with classmates. How many of the English glossary terms do you already know?

What Can You Do?

Exercise 3: 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 write essay introduction paragraphs that include general topic information and a thesis statement.
	Can write essay body paragraphs that include a topic sentence and supporting sentences.
	Can write body paragraphs that are easy to read and understand (coherence) and focus on a single idea (unity).
	Can write essay conclusion paragraphs that include a restatement of the thesis statement and a final comment.
	Can apply basic text-formatting conventions to produce typed documents.
	Can understand and use basic paraphrase and citation techniques for incorporating information sources in essays.
	Can understand and use the writing process.
	Can write a brief academic essay of at least 300 words.

Write It!

Exercise 4: Write a short paragraph about your learning goals for this course.

Chapter 2: Paragraphs & Topic Sentences

What you will do in this chapter:

1. Learn about paragraph structure
2. Learn about topic sentences and practice writing them

Learn It!

Organization and Format of English Paragraphs

Exercise 1: Examine the paragraph organization and discuss the questions below with classmates.

Paragraphs you write in English normally have three main parts. Begin with a space, or indentation, to indicate where a paragraph begins (e.g., use the tab key). The left margin should be aligned. In order to make one continuous block of text, do not touch the return/enter key until the end of the paragraph.

1. Topic Sentence:

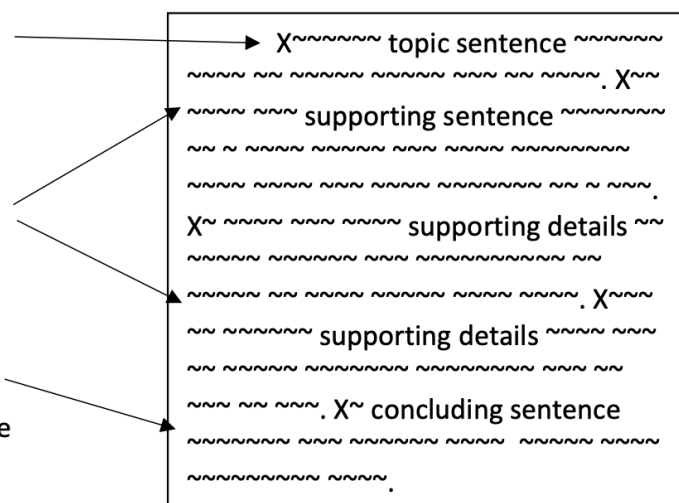
This is the first sentence. It introduces the topic and states the controlling/main idea for the paragraph.

2. Supporting Sentences:

These sentences support and give details about the controlling idea stated in the topic sentence.

3. Concluding Sentence:

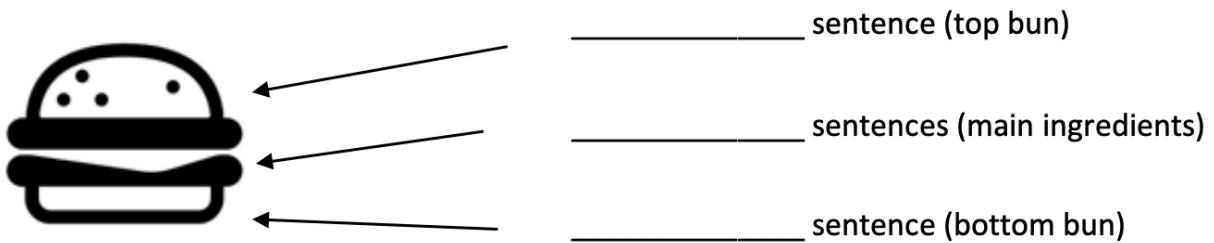
This is the final sentence. It can restate the controlling idea or make a final comment about the main idea.



Discussion Questions

- a. Why is there a space at the start of a paragraph?
- b. How big should the space be?
- c. How is this space made using word-processing software?
- d. Is it necessary for students to put their names and student numbers on writing assignments?
- e. Are there other things the teacher expects regarding writing assignments? (Ask your teacher!)

Exercise 2: One way to remember the organization (shape) of a paragraph is to compare it to that of a hamburger. Work with a classmate to label the parts below.



Exercise 3: Read the paragraph below and label the topic sentence (TS), supporting sentences (S1, S2, etc.), and concluding sentence (CS).

() A walk along the Kamo River is both mentally and physically refreshing. () To begin with, the natural beauty of the place is extremely relaxing. Walkers feel calmed by the variety of trees, plants, and birds along the banks of the river. Notably, in spring, the fluffy clouds of pink and white cherry blossoms are always impressive. () Furthermore, when walking, rather than when riding a bicycle, it is easier to observe things in detail. In addition to getting exercise, the rhythm of moving slowly on foot allows walkers to become mentally absorbed and can make time seem to pass by quickly. When immersed in the flow of natural movement, people forget about the effort of walking, lower their stress, and feel energized. () In short, walking along the Kamo River is beneficial for maintaining good health.

Learn It!**Topic Sentences**

To understand topic sentences better, learn their location, function, and features.

- *Location* – usually the first sentence of each paragraph
- *Function* – introduces the topic and the controlling (main) idea of the paragraph
- *Features* – 1) not too specific nor too general; 2) commonly indicates that there are several supporting points that follow it

The topic sentence tells readers the topic and the controlling/main idea (or focus). The topic introduces the general subject while the controlling idea *controls* the topic by limiting the scope to one main idea. For example, the topic in Exercise 3 is a *walk along the Kamo River*. The controlling idea is *both **mentally** and physically refreshing*.

Here are examples of various controlling ideas with the topic *Kamo River*:

Topic	Controlling idea
<ul style="list-style-type: none"> • Kamo River • Kamo River • Kamo River 	<p><i>has changed significantly over time.</i></p> <p><i>is an important part of everyday life for residents of Kyoto.</i></p> <p><i>may refer to two locations in Japan.</i></p>

A suitable topic sentence should give readers some idea about the content of the paragraph without giving too many details. In other words, it should not be too general nor too specific.

Too general: The Kamo River is a nice place.

This topic sentence is too general because readers cannot determine the main idea of the paragraph.

Too specific: People should avoid walking along the Kamo River during the early part of July because of the danger of flooding.

This topic sentence is too specific because there is not much more to add to this idea. This sentence could be used as a supporting detail in a paragraph.

Suitable: The Kamo River is great to visit in all seasons of the year.

This sentence gives some idea of the topic without stating all of the details. Readers know that the paragraph will give information about the river and its characteristics according to the yearly calendar or seasons.

Practice It!

Exercise 4: Read the example topic sentences below. Work with a partner to answer the following questions about their function and features:

- a. What is the topic and controlling idea for each topic sentence?
- b. Does each topic sentence seem suitable? If not, why not?
- c. For each topic sentence, how many supporting points are indicated?

Example: 1. Interest in the sport of rugby is growing for several reasons.

- a. Topic: the sport of rugby Controlling idea: growing interest
- b. Yes
- c. several reasons

2. Winter driving can be done safely if people take a few simple precautions.

- a) Topic: _____ Controlling idea: _____
- b) _____
- c) _____

3. My hometown is in Kyoto Prefecture.

- a) Topic: _____ Controlling idea: _____
- b) _____
- c) _____

4. Pollution is a really big problem in the world.

- a) Topic: _____ Controlling idea: _____
- b) _____
- c) _____

5. There are a number of reasons why Shohei Ohtani is such a popular athlete around the world.

- a) Topic: _____ Controlling idea: _____
- b) _____
- c) _____

6. Television is beneficial for children because there are educational programs such as Mickey Mouse Clubhouse.

a) Topic: _____ Controlling idea: _____

b) _____

c) _____

7. Bilingual children have advantages over their monolingual counterparts.

a) Topic: _____ Controlling idea: _____

b) _____

c) _____

Exercise 5: Choose the best topic sentences for the two paragraphs below.

Paragraph 1

After UNESCO recognized *washoku* as an Intangible Cultural Heritage in 2013, people around the world who had never tried Japanese food became curious about it. To begin with, this recognition encouraged the Japanese government to put more effort into promoting *washoku*. In addition, after people began eating and cooking Japanese foods, they learned about its aesthetic beauty, as well as delicious taste and health benefits. There is an emphasis on using fresh, seasonal ingredients, and presenting dishes on the plate beautifully. For these reasons, once people try some *washoku* dishes they are likely to be pleasantly surprised by this refined cuisine.

- a. Japanese cuisine is *washoku* and is famous around the world.
- b. The cuisine of Japan, known as *washoku*, has steadily gained popularity in recent years for two main reasons.
- c. There are some reasons why foreigners might be hesitant to eat Japanese food.

Paragraph 2

First of all, universities are easily accessible through public transportation. For example, many bus routes stop near the Kyoto University Yoshida campus, and Doshisha University is a short walk from the subway. Moreover, getting around the city is easy because it is designed on a grid with numbered main roads. This feature can help students new to Kyoto to quickly become familiar with the layout of the city. Finally, the city has many delicious and cheap options for food. There are numerous noodle shops and cafes all over town. To sum up, students enjoy living in Kyoto for its many conveniences.

1. The city of Kyoto is an easy place for students to live.
2. Kyoto has been described as a city of universities.

Chapter 3: Supporting Sentences

What you will do in this chapter:

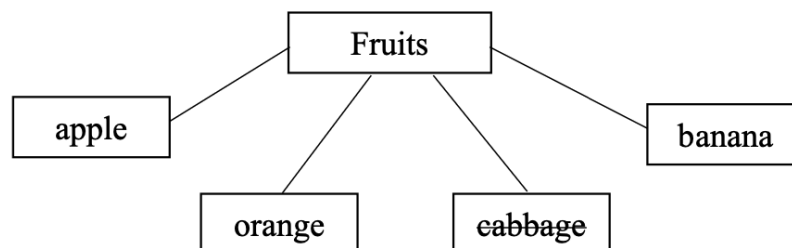
1. Learn about supporting sentences
2. Learn about coherence and unity in writing
3. Practice writing supporting sentences
4. Practice proofreading your writing

Learn It!

To understand supporting sentences better, learn their location, function, and features.

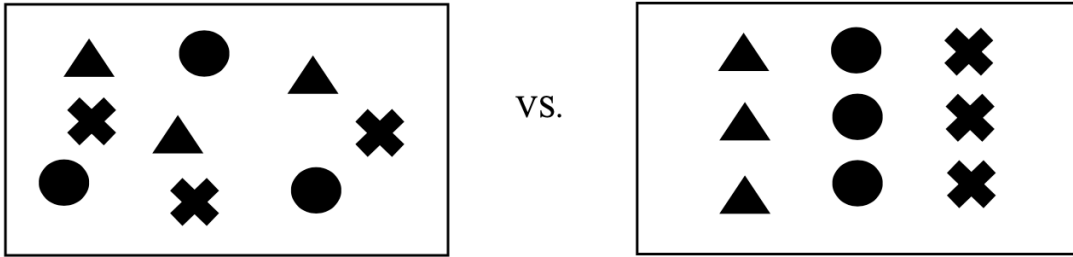
- *Location* – after the topic
- *Function* – support the controlling idea introduced in the topic sentence by providing descriptions, reasons, facts, examples, or definitions
- *Features* – maintain unity and coherence of the paragraph with a narrow focus on the controlling idea.

Unity



Paragraph unity means writing about only one main idea in a paragraph. In other words, **supporting sentences** need to support the controlling idea stated in the **topic sentence**. When you want to express a new main idea about a topic, begin a new paragraph.

Coherence



Coherence in writing means the paragraph is easy to read and understand. All of the ideas fit together and one idea connects logically to the next. Writers typically create coherence in paragraphs through effective use of transitional words and phrases. These words indicate that a new supporting point is being introduced.

Transitional Words/Phrases

Here are some examples for transitional words and phrases commonly used in supporting sentences (see Appendix 2 for more examples):

First(ly), Second(ly), Third(ly), Next, Finally,
To begin with, In addition, Furthermore,

Practice It!

Exercise 1: Read the example topic sentences (TS) and supporting sentences (SS) below. Choose from words in the box to label the type of support that each of the supporting sentences provides.

Describe, Give Reasons, Give Examples, Give Facts, Define

1. _____

TS: Médecins Sans Frontières (MSF) provides help to the world's most vulnerable people.

SS: To begin with, MSF is a humanitarian non-governmental agency specialising in medical assistance.

2. _____

TS: The quiet region of Tuscany attracts millions of tourists every year.

SS: First, because of its rolling green hills speckled with vineyards and olive trees, visitors are treated to Italy's most fragrant wines and delectable cuisine.

3. _____

TS: Listening is the most difficult skill to master when learning an additional language.

SS: One factor is that an individual has no control over the speed or rate of input received when listening.

4. _____

TS: Stanford University has one of the most ethnically diverse campuses in the United States.

SS: Finally, it is ranked third in the U.S. News diversity index list.

5. _____

TS: Canada has a variety of national parks.

SS: For example, Fundy National Park, on the Atlantic coast, is renowned for having the highest tides in the world.

Exercise 2: Order the sentences (a-g) to create a paragraph. One of the sentences is irrelevant and should not be included. Answer the questions below.

The Periodic Table

	<u>Sentence Order</u>
a. Elements are listed in the table from left to right and top to bottom in particular groups (by column) and periods (by row).	1)_____
b. Thus, the table is a quick reference helping researchers to determine which elements might behave the same chemically or which could have similar atomic structures or weights.	2)_____
c. To begin with, it describes the atomic structure of every known chemical element in a highly organized way.	3)_____
d. The periodic table of elements is an invaluable reference tool for chemists.	4)_____
e. Secondly, scientists often have a poster of the table in their laboratory.	5)_____
f. To sum up, the table is an essential tool for scientists since it alleviates the need to memorize the properties of each element.	6)_____
g. Moreover, elements in each group or period have similar or dissimilar characteristics and no two elements are the same	Irrelevant _____

1. The sentence you listed as 1) above should be the topic sentence. Write the topic

_____ and _____ controlling _____ idea

2. The correct order for the supporting sentences is [] [] [] [].

3. List the transitional words that helped you to order the sentences:

4. Which type of support (see Exercise 1 above) do the supporting sentences provide?

Write It!

Exercise 3: For the two topics given below, write one topic sentence and two to three supporting sentences.

1. Topic: A popular topic on social media (SNS) Topic Sentence

Supporting Sentence 1 _____

Supporting Sentence 2 _____

Supporting Sentence 3 _____

2. Topic: A place worth visiting Topic Sentence

Supporting Sentence 1 _____

Supporting Sentence 2 _____

Supporting Sentence 3 _____

Exercise 4: Read through your topic sentences and supporting sentences above. Use the checklist below to consider their features and function. If the answer to the question is “Yes,” put a checkmark (✓) in the box.

- 1. Does the topic sentence introduce both the topic and controlling idea?
- 2. Does the topic sentence indicate the supporting points to follow?
- 3. Do the supporting sentences: a) describe, b) give reasons, c) give examples, d) give facts, or e) define? Circle the type(s) of support.
- 4. Are the supporting sentences directly related to the controlling idea of the topic sentence (i.e., show unity)?
- 5. Do the supporting sentences start with a transitional word/phrase (i.e., demonstrate coherence)?

FYI

“I” vs. “You” vs. “He” or “She” – Use of pronouns in academic writing

Writers can choose to write from different points of view: the first (“I,” “we,” “me,” “us,” “my,” “mine,” “ours”), second (“you,” “your,” “yours”) and third person (“he,” “she,” “it,” “they,” “him,” “her,” “its,” “theirs”). In academic writing, however, use of appropriate pronouns, particularly first-person pronouns and gendered pronouns (e.g., “he,” “she”) is a greatly debated area. Here are some guidelines to help students who are just beginning to learn how to write in an academic style:

* The use of the first-person (e.g., “I,” “we”) is gaining acceptance in many disciplines when reporting on one’s own research. However, many beginner writers tend to rely too much on their personal opinion and, therefore, overuse the first person. To write about topics from an objective position and place more emphasis on the topic, one of the following methods can be used:

1. Use the third person

Example: It is important for us to get quality sleep so that we can focus in class.

→ It is important for students to get quality sleep so that they can focus in class.

2. Delete the first person clause

Example: I think that online learning has some benefits for students and teachers

→ Online learning has some benefits for students and teachers.

3. Use the passive voice

Example: We took the entrance exam in January, but we had to wait until March for the results.

→ The entrance exam was held in January, but results were not available until March.

4. Use another subject

Example: We should experience many new things while we have the freedom to do so.

→ Young people should experience many new things while they have the freedom to do so.

* Using second-person pronouns (e.g., “you”) to address the reader is usually not appropriate

since it may misrepresent the reader. Instead, try rewording the sentence or use the impersonal pronoun "one."

Example: If you want to improve your listening skills, repetition is a crucial factor.

→ If students want to improve their listening skills, repetition is a crucial factor.

Example: You can see in Table 1 the results from the first treatment.

→ Table 1 shows the results from the first treatment.

Example: Watching television dramas can have a positive impact on your life.

→ Watching television dramas can have a positive impact on one's life.

* The use of third-person gendered pronouns is increasingly regarded as outdated. One alternative is to use the plural pronoun "they" or "their" in place of the singular "he," "she" or "his," "her." A more traditional approach is the use of the phrase "he or she."

Example: A person's reaction to the drug may depend on his daily habits.

→ A person's reaction to the drug may depend on their daily habits.

→ A person's reaction to the drug may depend on his or her daily habits.

Chapter 4: Paragraph Writing

What you will do in this chapter:

1. Review paragraph format and structure
2. Learn about and practice writing concluding sentences
3. Write a paragraph and proofread your writing

Review It!

Review the paragraph format and structure explained in Chapters 2 and 3.

Exercise 1: Read this paragraph and discuss the questions together with classmates. (*Note: There are no grammar or spelling mistakes.)

Playing video games is good, so I will talk about two reasons. In fact, I enjoy playing video games, like *Fortnite*, whenever I can.

By playing video games, students can get to know each other. They can enjoy chatting and laughing

while they play. This can help them make friends in college.

Second, students can relax and forget their stress. By the way, students are very busy studying,

doing club activities, and working at part-time jobs. They are very busy and stressed. So they can feel

relaxed and refreshed.

They can also enjoy time with their friends.

In this way, video games are a good way for students to spend their free time.

Discussion Questions

- a. Can you identify any problems with the format of this paragraph? (circle them)
- b. Is the controlling idea of the topic sentence clear, too specific, or too general?

c. Can you identify any problems with unity in this paragraph? d. Can you identify any problems with coherence in this paragraph?

Learn It!

Concluding Sentence

To understand concluding sentences better, learn their location, function, and features.

- *Location* – last sentence of a paragraph
- *Function* – 1) sums up a paragraph; 2) often connects a paragraph to the following paragraph
- *Features* – 1) restates (paraphrases) the topic sentence, or makes a final comment about the controlling idea; 2) commonly begins with some transitional words or phrases

Concluding sentence transitional words/phrases:

To conclude, To sum up, As mentioned above, In short, For these reasons,

Example topic sentence: There are several reasons why students at Kyoto University should study academic writing.

Example concluding sentence: To sum up, Kyoto University students need to practice academic writing seriously.

Exercise 2: For each topic sentence below, write a concluding sentence with a transitional phrase.

1) Topic sentence: While tourism benefits cities economically, it can have serious negative effects as well.

Concluding sentence: _____

2) Topic sentence: To address contemporary society's dependence on plastics, there are several interesting developments in the fields of chemistry and biology.

Concluding sentence: _____

3) Topic sentence: By using magnetic resonance imaging (MRI) technology, researchers have found that listening to a story has two significant effects on the brain.

Concluding sentence: _____

FYI

Corresponding with teachers

Imagine you are preparing to write an assignment and you log onto KULASIS/PandA for information your teacher sent out to the class.... But wait! Where is it? You can't find it! What will you do? Most likely you will have to write to your teacher via email. Writing an email is not the same as sending a text message using a messaging application. Just as with academic writing, there are certain guidelines to follow:

1. Be sure to write a **subject** in the subject line.

If an e-mail arrives without a subject, it looks unprofessional, careless, and suspicious.

2. Be sure to put a **greeting** at the beginning of the e-mail.

Some appropriate greetings for a formal e-mail to your teacher are:

- Dear Professor _(Name)_____,
- Professor _(Name)_____,

3. Be sure to use **spellcheck**.

Not using spellcheck makes you look unprofessional, lazy, and/or careless.

4. Be sure to make **polite requests**.

Some polite phrases for making requests are:

- I would greatly appreciate it if you could... (e.g., reply at your earliest convenience; send me the information this week).
- Would you mind... (e.g., checking the homework I have attached)?

Some impolite phrases for making requests are:

- ◇ I want you to/I would like you to... (e.g., check my grammar).
- ◇ Please... (e.g., reply soon).

5. Be sure to make a **polite closing remark**.

Some examples of polite closing remarks are:

- Thank you in advance for your assistance/reply.
- Sincerely,
- Thank you for your consideration of this matter.
- Regards,

6. Be sure to write your **name, department, student number and class day/period**.

This is a common mistake, especially when using a smartphone. Whenever you contact your professors, you must clearly tell them who you are. Remember, they have many students.

See [Appendix 7](#) for an example.

Write It!

Exercise 3: Write a paragraph based on one of the given topics, a topic of your choosing, or a topic assigned by your teacher.

- a. Tourist sites in Kyoto
- b. A restaurant students enjoy
- c. New technological advances in your field
- d. A historical figure
- e. Your topic: _____
- f. Your teacher's topic: _____

Exercise 4: Use the list below to check your paragraph. If the answer to the question is "Yes," put a checkmark (✓) in the box.

Checklist

- 1. Does your topic sentence have a focus or controlling idea?
- 2. Does your topic sentence indicate the supporting points to follow?
- 3. Does each supporting sentence directly support the main/controlling idea (unity)?
- 4. Does each supporting sentence start with a transitional word/phrase (coherence)?
- 5. Does your concluding sentence restate the topic sentence?
- 6. Does your paragraph start with an indent?
- 7. Are the margins of your paragraph aligned correctly? 8. Is your paragraph one continuous block of text?
- 8. Is your paragraph one continuous block of text?

Chapter 5: The Writing Process

What you will do in this chapter:

1. Review paragraph structure and compare it with essay structure
2. Analyze a model essay
3. Learn about body paragraphs
4. Learn the writing process
5. Brainstorm and focus a topic

Review It!

Paragraph to Essay

To remember the structure of a paragraph, imagine a _____. The top and bottom (buns) are similar because the last sentence restates the controlling idea introduced at the start. Moreover, the top and bottom parts hold all of the juicy information together as one whole unit.

Exercise 1: Complete the sentences for the “hamburger” paragraph structure below.



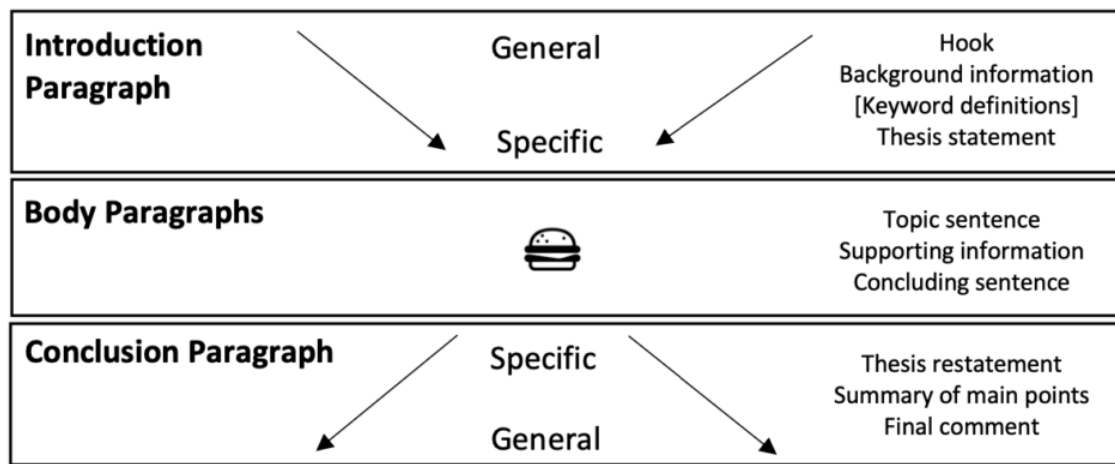
The top bun (bread) of a paragraph is the _____.

The main section (meat & vegetables) of a paragraph is the _____.

The bottom bun (bread) of a paragraph is the _____.

Learn It!**Essay Structure**

The first four chapters of this book focused on writing the parts of body paragraphs: topic sentence, supporting sentence(s), and concluding sentence. Beginning with this chapter, you will learn to write an essay that consists of introduction, body, and conclusion paragraphs. The basic outline of an essay is illustrated below:

**Model Essay**

Exercise 2: Read the model essay and answer the questions below.

Storytelling and the Brain

There is an ancient Hopi Native American saying: “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 **to compel** persuade people much more than other means of communication. Recent something research in **neuroscience** is shedding light on the reasons why storytelling is neuroscience: the study of the brain and the an effective communication tool. More specifically, stories can affect the nervous system human brain in two ways, which might explain their **efficacy** to convey ideas.

With the development of magnetic resonance imaging (MRI), researchers results 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 time or speed 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 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 people treat others well, their brains **synthesize** 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 beneficial 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 the brain, but also to change the world by helping people become more tolerant and empathetic. (435 words)

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. <https://doi.org/10.1073/pnas.1008662107>

Zak, P. J., (2015). Why inspiring stories make us react: The neuroscience of narrative. *Cerebrum: The Dana forum on brain science*, 2.

1. *What is the topic of this essay?*
2. *At the end of the introduction, what topic focus is stated?*
3. *For the body paragraph, underline the topic sentence. What is the controlling idea?*
4. *What main supporting points are explained in the body paragraph?*
5. *What words or phrases helped you to find the main supporting points?*
6. *Why is some information in parentheses: (Stephens et al., 2010), (Zak, 2015)?*

Learn It!

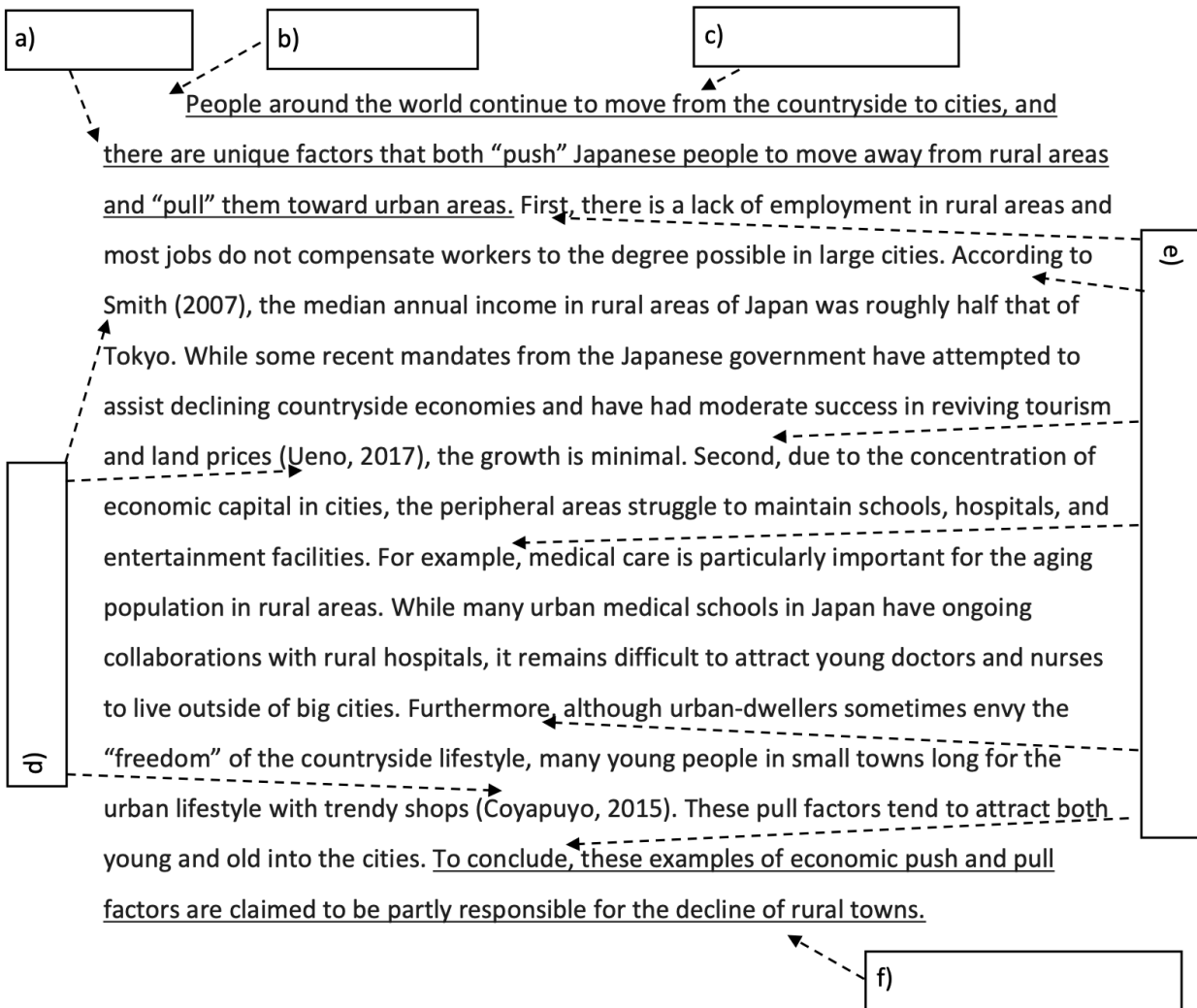
Body Paragraph

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

- *Location* – after the introduction paragraph and before the concluding paragraph
- *Function* – provides main points about the thesis statement focus 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

Exercise 3: Use the words in the box below to label this body paragraph.

transitional word, indentation, concluding sentence, in-text citation, topic sentence, left margin



Process Writing

In this book, you will work through a number of steps to write academic papers. This is called the *writing process*. Examine the six steps below.

Step 1: *Think of a topic and 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/reading 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 your essay)
- Write each main point to support the thesis and think of details you could add from your research (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 (include: your name, student number, a 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 final draft, paying attention to details like spelling and punctuation
- Submit your essay

FYI

Formatting your paper

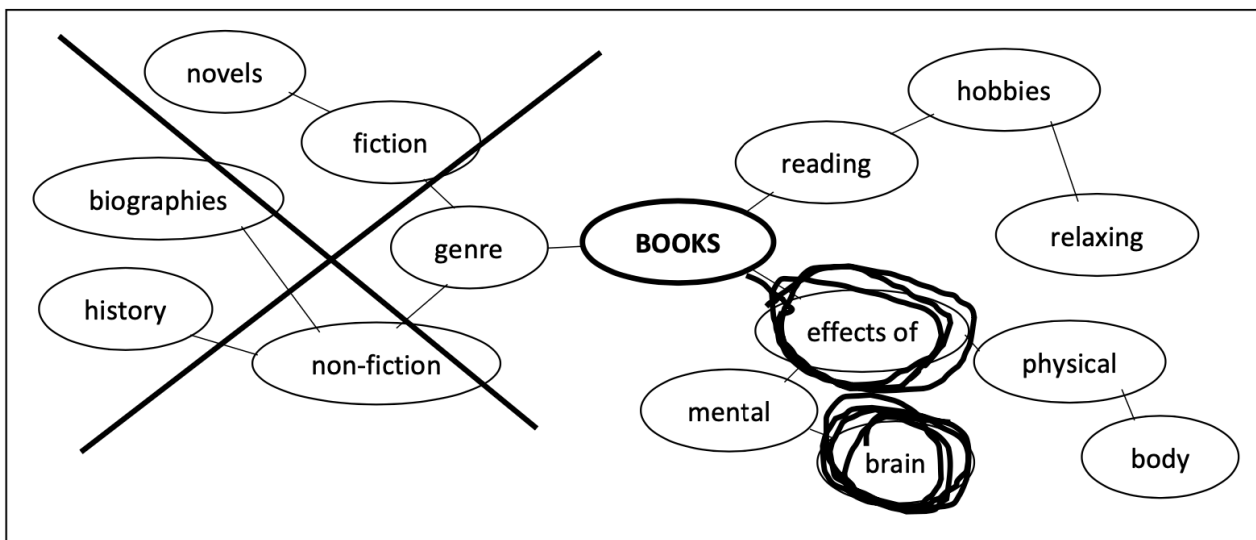
Step 4 of the writing process mentions using proper formatting when typing your essay. There are some standards for formatting an academic paper, and these guidelines help make your essay easier to read. For example, this font (Times New Roman, 12pt.) is much easier to read than this font (Snell Roundhand, 11pt.). If you are not sure what settings to choose for the format, ask your teacher. You may want to ask these questions:

- What font style and size should I use?
- Should the text be double-spaced?
- Where should I put my name, student ID, and class?

Learn It!**Step 1: Think of a topic****Brainstorming**

One common pre-writing activity is brainstorming (sometimes called mind-mapping). You can develop some ideas for a topic by starting with a keyword and writing any ideas you associate with this keyword.

The example below for the model essay at the beginning of this chapter, *Storytelling and the Brain*, shows that the writer started brainstorming using the keyword books. The writer first wrote down many possible topic ideas, but later chose to keep some and crossed out others.

**Practice It!**

Exercise 4: Write down one or more topics that interest you. Then, think about what you know about the topic(s) and write some keywords in the space below.

Topic Idea(s):

Learn It!

Evaluate Your Topic

When choosing an essay topic, it is important to consider: 1) whether or not the topic is suitable for your level of knowledge and the writing assignment, 2) how much time you have to write the essay, and 3) with what kind of thesis – or purpose /question – the topic would be compatible.

Criteria for Topic Selection

- **Feasible:** You need to choose a topic broad enough to write about, but not so big that you cannot complete it (Is it possible to write about this topic within the time limit and word limit?)
- **Researchable:** You need to be able to find information to support your topic in books, journals, and other sources (Is there information/data about your topic available in different types of sources?)
- **Relevant:** Your topic needs to be important enough for other people to benefit from reading about it (Is the topic something people are generally concerned about?)
- **Interesting:** Your topic needs to be interesting enough to motivate you to research and write about it (Is the topic challenging and intriguing enough to investigate?)

Practice It!

Exercise 5: Look at the topic which you brainstormed in Exercise 4 and check it with the criteria for an appropriate essay topic listed above. If your topic meets the criterion, put a checkmark (✓) in the box.

Checklist

- Feasible
- Researchable
- Relevant
- Interesting

Learn It & Practice It!

Step 2: Focus your topic

Exercise 6: Look at the chart below and consider the topic examples. Develop the four vague topics into specific topics, before working on a topic you might decide to research and write about.

VAGUE TOPIC ----->	----->	-----> SPECIFIC TOPIC
Demographic change	Decrease in population and empty houses	Demographics and Japan's empty house crisis
Organic matter	Soil and compost	Soil nutrients released by organic matter decomposition
Driving	Automated cars	Safety of automated vehicles
Sports	Olympic Games	
AI	Machine translation	
Women in science		
Architecture		
(<i>your idea</i>)		

Exercise 7: Look at your specific topic from Exercise 6. Check it again with the criteria for an appropriate essay topic. If your topic meets the criterion, put a checkmark (✓) in the box.

Checklist

- Feasible
- Researchable
- Relevant
- Interesting

Chapter 6: Introduction Paragraph

What you will do in this chapter:

1. Learn about the introduction paragraph in more detail
2. Analyze a sample introduction paragraph
3. Practice identifying hooks, general statements, and thesis statements

Learn It!

Introduction Paragraph

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

- **Location** – the first paragraph of the essay
- **Function** – 1) introduces the topic and the purpose/thesis of the essay; 2) provides background information, or general statements, to help readers understand the topic; 3) can include definitions of keywords
- **Features** – 1) often contains a hook to attract the interest of readers; 2) introduces information about a topic in general statements that become more specific; 3) ends with a thesis statement

Example Introduction

Since the end of World War II, Canada has had one of the highest rates of immigration in the world. This fact reflects the concept of “multiculturalism” that has been Canada’s official policy since 1971. Multiculturalism is defined as “an ideal of equality and mutual respect among a population’s ethnic and cultural groups” (Burnet & Driedger, 2014). Many communities and cities in Canada have embraced multiculturalism as a way to enrich local culture by introducing novel customs and ideas. One well-known example is the city of Toronto, recognized for its diverse population. In fact, Toronto is considered to be the world’s most multicultural city due to a number of factors.

Exercise 1: Read the example introduction paragraph. Work with a partner to answer the following questions about its function and features:

1. Which feature does the first sentence illustrate?
2. What is the function of the second sentence?
3. What keyword is defined in this introduction?
4. What is the topic and focus of this essay according to the final sentence (thesis statement)?

Learn 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* – 1) explains the topic focus of the essay; 2) gives overview of supporting points
- *Features* – 1) states the topic and the specific topic focus; 2) gives information about the content of the essay without too much detail

Thesis statements need to be clearly written with a very specific aim. Similar to the controlling idea of topic sentences for body paragraphs, a thesis statement cannot be too vague or general. A good thesis statement for an essay is specific and clearly states the topic and focus of the paper. Every topic has many aspects, but you need to restrict your focus to one specific aspect. Compare the examples below.

Vague	Specific
a) Shaking hands is a widespread custom.	There are several reasons why the custom of greeting people with a handshake may soon be a thing of the past.
b) I will talk about Japanese and food.	This paper examines Japan's low rate of food self-sufficiency and explains the risks of this situation for the country's food security.
c) In my opinion, students today ride very nice bicycles.	Contemporary bicycles are better in comparison with those from the 1970s in the following ways: variety of models, safety features, and materials.
d) If you are afraid of bats you must misunderstand them.	Many people are afraid of bats; however, most bat species are harmless and are actually very beneficial to humans.

Practice It!

Exercise 2: Considering the examples above, put a checkmark (✓) next to the best thesis statement.

Topic: **Homeschooling**

1. ___ Homeschooling is gaining popularity in the United States for several reasons.
2. ___ I was homeschooled and it was great.
3. ___ Homeschooling is not common in East Asia, except possibly in one or two of these countries.

Topic: **The Olympic Games**

1. ___ Many places where the Olympic Games were held are in financial debt and this affects taxes and country budgets for education, infrastructure, and so on.
2. ___ Hosting the Olympic Games can benefit a city's development in terms of transportation, sport, and tourism.
3. ___ The Olympic Games are exciting to watch.

Topic: **Biodiversity**

1. ___ The biodiversity in Japan's rivers is good compared to other countries.
2. ___ We have to protect species and maintain biodiversity.
3. ___ Protecting forests and coastal wetlands is essential for preserving the biodiversity necessary for healthy environments.

Topic: **Antibiotic tolerance**

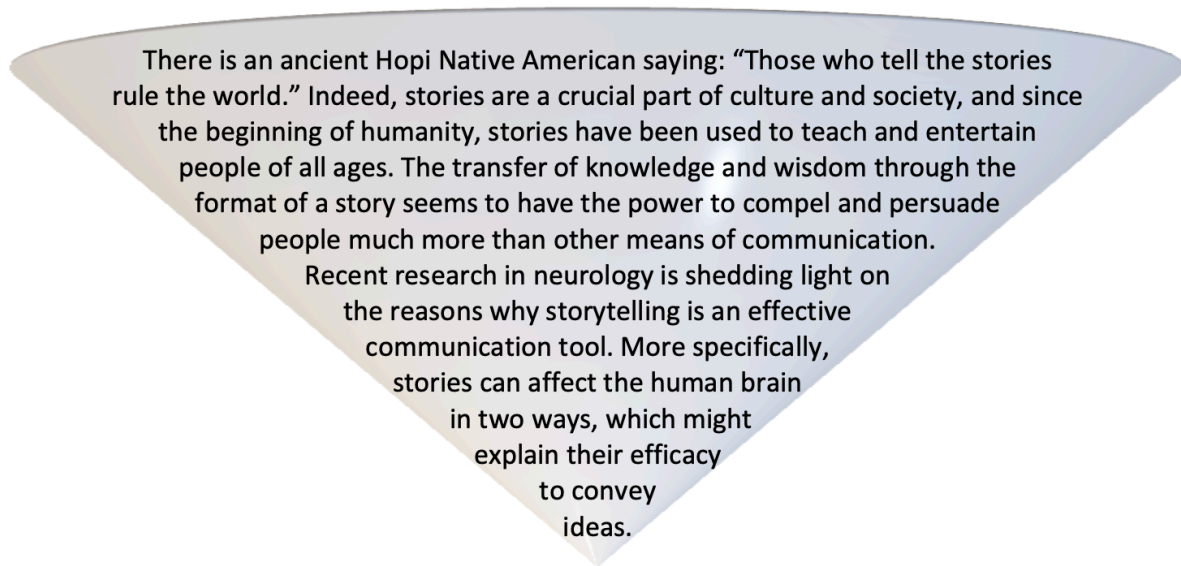
1. ___ Bacteria that are resistant to current antibiotic drugs pose a number of major challenges to the medical profession.
2. ___ Antibiotic tolerance is a problem that we must resolve soon.
3. ___ You have many bacteria in your body and if you take a lot of antibiotics, some of these bacteria can mutate into "superbugs."

The Funnel Shape of Essay Introductions

As described in the features of a good introduction paragraph (Chapter 6: Learn It), general 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 at top and narrow at the bottom.

Exercise 3: Read the introduction below from the model essay in Chapter 5 again. As you

read, pay attention to how the flow of the paragraph resembles the shape of a funnel and label the features.



Exercise 4: Read the sets of sentences below. Order the sentences so as to match the Hook → General Statements → Thesis Statement structure for the introduction paragraph.

1. Demographics and Social Policies

- (a) Currently, many countries are experiencing population stagnation and even population decline as their demographics change.
- (b) Population decline in Japan is now accelerating, so it is important to examine the causes and possible effects of this social trend.
- (c) This change, in turn, will affect these societies immensely, including Japan.
- (d) Few people realize that a country’s demographics determine its future social policies.

Hook ____ General Statements ____ ____ Thesis Statement ____

2. Energy

- (a) Therefore, such countries need to plan their energy policy wisely and decide what types of energy production to provide for, balancing between alternatives and fossil fuels.
- (b) Comparing two types of alternative energy production – nuclear and wind-power – can help to better understand them and determine which should be promoted for future energy needs.
- (c) Modern lifestyles rely heavily upon electricity.

(d) Without electricity, cities would be dark, computer systems would not function, and factories and other businesses could not operate.

(e) It follows that since electricity is so important, relying primarily on fossil fuels to generate electricity poses a serious risk to the current way of life in modern nations.

Hook ____ General Statements ____ ____ ____ Thesis Statement ____

FYI

Keywords for research

Using the right keywords when researching a topic is crucial for finding useful information. First, identify appropriate keywords in your research question or thesis. Another way to facilitate your research is to use a keyword chart like the one shown here:

	Initial Topic	Similar Terms	Broader Terms	Narrower Terms	Related Terms
Example	Automated vehicles	Automated cars, Self-driving cars, autonomous vehicles	AI automotive technology,	Central Processing Unit (CPU), Graphics Processing Unit (GPU)	Electric car/vehicle, Autopilot system
Fill-in your topic and keywords					

Using keywords can help you research your topic more smoothly. Continue to research your topic using keywords.

Chapter 7: Conclusion Paragraph

What you will do in this chapter:

1. Learn about the conclusion paragraph
2. Learn about writing an essay outline
3. Practice writing an essay outline

Learn It!

Conclusion Paragraph

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

- *Location* – the last paragraph of the essay
- *Function* – summarizes the thesis and main points in the body paragraphs and concludes the essay
- *Features* – often contains three parts: 1) a restatement of the thesis; 2) a brief summary of the main points; 3) a final statement, without introducing new information

Practice It!

Exercise 1: Read the introduction paragraph, the body paragraph, and the four conclusion paragraphs below. Decide which is the most suitable conclusion paragraph (A, B, C, or D) after considering the function, features, and content of each.

The Most Diverse City

Since the end of World War II, Canada has had one of the highest rates of immigration in the world. This fact reflects the concept of “multiculturalism” that has been Canada’s official policy since 1971. Multiculturalism is defined as “an ideal of equality and mutual respect among a population’s ethnic and cultural groups” (Burnet & Driedger, 2014). Many communities and cities in Canada have embraced multiculturalism as a way to enrich local culture by introducing novel customs and ideas. One well-known example is the city of

Toronto, recognized for its diverse population. In fact, Toronto is considered to be the world's most multicultural city due to a number of factors.

Toronto, Canada's largest city, can be called the most diverse city in the world for at least three reasons. To begin with, after the mayor of London, England claimed in 2017 that his city was the most multicultural, BBC Radio tried to confirm it. Instead, the BBC named Toronto the most diverse city in the world ("World's Most Diverse," n.d.) primarily because fifty percent of Toronto's three million inhabitants were born outside of Canada. Hence, people have come to Canada from all over the world. In fact, the population of Toronto is made up of over 230 nationalities. Finally, in just this one city, over 140 languages and dialects are used to communicate ("Toronto Population," n.d.). This data is reflected in Toronto's city motto which is "Diversity, our strength." While diversity is difficult to determine, the points cited above strongly support Toronto's claim as the world's most multicultural city.

[Conclusion –]

References

Burnet, J., & Driedger, L. (2014). Multiculturalism. *The Canadian Encyclopedia*.

<https://www.thecanadianencyclopedia.ca>

Toronto population 2019. (n.d.). *Canada Population*. Retrieved February 14, 2020, from

<https://canadapopulation.org/toronto-population/>

The world's most diverse city. (n.d.). *More or less – BBC Radio*. <https://www.bbc.co.uk/programmes/p03v1r1p>

Conclusion A

In conclusion, Toronto can definitely lead the world in terms of developing multiculturalism. The number of social services in Toronto for new immigrants is impressive and serves to make them feel welcome. The primary benefit is, without doubt, universal health care. All Canadians can access high quality health care at any time without having to pay. This system is paid for by all Canadian taxpayers. In this way, Toronto attracts people from all over the world.

Conclusion B

In summary, it is clear that the population of Toronto is extremely diverse. The details of this diversity – percentage of foreign-born population, number of nationalities, and languages spoken – give the city a strong claim to be the world's most diverse city. In this era of mass global migration, Toronto stands out as an example of a multicultural society.

Conclusion C

This essay has shown that Toronto has a very international population. According to Harris (2016), of Toronto's three million inhabitants, fifty percent were born outside of Canada. So, people have come to the city from all over the world, and there are people from over 230 nationalities living in Toronto. That means there are over 140 languages and dialects spoken in Toronto. For these reasons, Toronto is considered the most diverse city in the world.

Conclusion D

To summarize, population diversity is a very difficult concept to define and research. Surveying a population is the common research technique. However, there are no clearly defining categories for this type of research. For example, examining the percentage of foreign-born individuals is a crude measure and does not capture second- or third-generation immigrants. Alternatively, counting the number of nationalities is a flawed statistic because in large international cities it is possible to find someone from every country, so survey results might not produce a fair representation of the actual level of diversity. In the end, the percentage of inhabitants born abroad might be the best available metric.

Learn It!

Writing an Essay Title

A title has two main functions: to get the attention of readers and describe the essay content with relevant keywords. Authors often begin with a rough title, called a 'working title'. The final essay title is normally written after the essay is finished. Below are some techniques to help you write effective essay titles followed by examples using three general types of acceptable titles for academic papers.

- Highlight the topic, position, and keywords in your thesis statement.
- Write the question that you hope your essay will answer. • Write an answer/answers to your question(s).
- Ask yourself (and classmates) if your title would attract someone to read your essay.
- Capitalize the first word, the first word of a subtitle, and all major words (including all words four letters or more)

Examples

Thesis statement: Hosting the Olympic Games can benefit a city's development in terms of transportation, sport, and tourism.

Topic Titles Write the topic of your essay in an engaging way.

The Olympic Games Develop Cities

Question Titles Write the main question you hope your essay will answer.

Do the Olympic Games Promote Development?

Title: Subtitle Many academic papers use a title and subtitle separated by a colon. The title should increase the readers interest and the subtitle should state the essay's focus or position.

The Olympic Games: Three Main Areas of Urban Development

A title should not be longer than 12 words and should not be just one word.

Examples of Unacceptable Titles: Title / Homework / Report / Essay 1 / Olympic

Learn It!

Step 3: Create an Essay Outline

Essay Outline

The essay outline is a plan for writing your first draft. It allows you to organize your ideas and research evidence collected on your topic. An essay outline is usually not completed immediately. Start by filling in information about the parts you are sure about. You can fill in other parts later after doing more research and thinking about the topic. Also, you can revise (change) information as you develop your essay topic.

Exercise 2: Examine the outline for the model essay in Chapter 5.

Model Essay Outline

Topic: *Effects of storytelling on the brain*

Title: *Storytelling and the Brain*

Introduction Paragraph

Hook: Quote - *“Those who tell the stories rule the world”*

Background information: *Role of stories in culture and society, effective means of communication*

Thesis statement: *Stories can affect the human brain in two ways.*

Body Paragraph

Topic sentence: *Researchers have found that listening to a story has two significant effects on the brain.*

Supporting sentence 1: *Speakers’ and listeners’ brain activity match > neuro coupling*

Detail sentence: *Explain Princeton University research*

Supporting sentence 2: *Increased hormone (oxytocin) which leads to increased trust, prosocial behavior*

Detail sentence: *See Zak, 2015*

Conclusion Paragraph

Restatement of thesis statement: *In conclusion, the power of storytelling has been recognized throughout the ages, but now there is clinical data to support this claim.*

Summary of main points: *1) Neuro coupling and 2) hormone production in brain when listening to story.*

Final comment: *Power to make world more tolerant and empathetic.*

Write It!

Step 3: Create an Essay Outline

Exercise 3: Create an outline for your essay. Continue researching and thinking about your topic.

Essay Outline

Topic: _____

Title: _____

Introduction Paragraph

Hook: _____

Background information: _____

Thesis statement: _____

Body Paragraph

Topic sentence: _____

Supporting sentence 1: _____

Detail sentence: _____

Supporting sentence 2: _____

Detail sentence: _____

Supporting sentence 3: _____

Detail sentence: _____

Conclusion Paragraph

Restatement of thesis statement: _____

Summary of main points: _____

Final comment: _____

Chapter 8: Citations & Paraphrase

What you will do in this chapter:

1. Review your essay outline with classmates
2. Learn how to use information from sources
3. Learn some common paraphrase techniques
4. Learn basic citation and referencing (APA format)
5. Write a brief essay (an introduction, a body paragraph and conclusion)
6. Practice proofreading your writing

Review It!

Exercise 1: Explain your essay outline to classmates. If classmates have difficulty understanding some parts, revise your plan.

Learn It!

Using Information Sources: Paraphrase and Citation

Developing unity in writing requires you to make choices about what information you will include. To develop unity for an essay, you need to decide on a specific topic, and then when you read sources carefully select information that connects directly to your specific topic. Once you select the information, you will need to either paraphrase or quote it. For information from outside sources, you must insert a citation in the text of your essay.

Exercise 2: Talk to a classmate and paraphrase these proverbs. Try to explain the meaning in English.

I think one way to paraphrase "....." is ... What's your idea?

- a. Kill two birds with one stone.
- b. The nail that sticks up gets hammered down.
- c. Even monkeys fall from trees.
- d. Good medicine has a bitter taste.
- e. Don't cry over spilled milk.

Paraphrase Techniques

Becoming adept at paraphrasing outside sources is one of the most important skills for academic writing. There are a number of techniques writers use to paraphrase text. Below are five of the most common paraphrase techniques presented in isolation. As you review these techniques, think about how you can combine them to paraphrase text you will use in your academic writing. When paraphrasing, it is very important that you do not change the original meaning.

Technique 1: Change words (synonyms)

Original: The eagle suddenly disappeared into the forest.

Paraphrase: The big bird* vanished into the trees.

*Note: Check that the choice of synonyms does not change the original meaning.

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: Last Monday, students had to wait until 12 p.m. to access the PandA system.

Paraphrase: To access the PandA system last Monday, students had to wait until 12 p.m.

*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.

**Note: It is also common to break up long sentences taken from sources and make them shorter.

Practice It!

Exercise 3: Combine some of the techniques above to paraphrase the following sentences.

1. Original: Sea ice in the Arctic region is now almost 10% below the annual average recorded from 1981 to 2010.

Paraphrase: _____

2. Original: In order to stop the spread of measles, all people should get vaccinated.

Paraphrase: _____

3. Original: Paraphrasing is a skill which university students need to learn. It is a fundamental aspect of academic writing.

Paraphrase: _____

4. Original: The higher education system of the United States is widely admired.

Paraphrase: _____

5. Original: Research seems to show that insects with a celestial compass, such as ants, can determine direction within a couple of degrees of error.

Paraphrase: _____

Learn It!

Documenting Information Sources

You must use information sources to supply evidence that supports the main points in your essay. To avoid plagiarism, you need to paraphrase and show which information sources you used to write your essay. There are a number of different documentation systems used in the academic community.

This book focuses on the American Psychological Association (APA) format. The APA format is a very comprehensive referencing system widely used in Social Sciences, Education, and Psychology.

It is a name-date system which consists of:

- 1) the in-text citation (in the text of the essay); and
- 2) the reference list (at the end of the paper in alphabetical order).

All outside sources need to be included both in the text and the reference list (see p. 61 for more explanation). For more examples of the APA format, see Appendix 4.

How to document a source in APA (American Psychological Association) style

In-text citation (in the text of essay)	the environment. To begin with, common plastics used for containers and wrapping do not reliably break down when exposed to elements in the natural environment. According to Ritchie (2018), the durable plastic used in bottles (e.g., for drinks and shampoos) takes an average of 450 years to biodegrade if not recycled, and even the lightweight plastic bags people use to carry food home from the supermarket take 20 years to break down . Furthermore, research from the United Nations concluded that of the nine billion tons of plastic created as of 2015, just nine percent has been recycled (Giacovelli et al., 2018). Next, the quantity of plastic discarded directly into oceans or in waterways leading to the open ocean is causing
Reference list (at the end of essay)	<p style="text-align: center;">References</p> Giacovelli, C., Motoda, T., Doi, A., & Minamino, M. (2018). Single-use plastics: A roadmap for sustainability. <i>United Nations Environment Programme</i> . https://wedoc.unep.org/handle/20.500.11822/25496 Ritchie, H. (2018). FAQs on plastics. <i>Our World in Data</i> . https://ourworldindata.org/faq-on-plastics#how-much-of-global-plastic-is-recycled

Note 1: Always add a space before the citation.

Note 2: The punctuation (period or comma) goes after the citation (not before).

In-text Citation Details

1. Author's family name (=surname/last name), and year of publication: (Smith, 2001).

With two authors' names: (Smith & Tanaka, 2001).

With three or more authors' names: (Smith et al., 2001).

An organization can also be used if there is **no author's name**:

(World Health Organization, 2020).

2. If **no author or organization** is written, an article/webpage title can be used in quotation marks:

("Rescue Dogs," 2017). If the title is too long, it should be shortened to the first word or two*.

3. If **no year of publication** is written, n.d. (=no date) should be used: (Smith, n.d.).

*Ten tips to reduce your plastic footprint. (n.d.) → ("Ten Tips," n.d.)

Practice It!

Exercise 4: Organize the names into an alphabetical list in the box below with family name and initials.

Example	Names	APA Formatted Alphabetical List
Honjo, T. Minato, N. Tajino, A. Yamanaka, S. Yanase, Y.	Hideki Yukawa Vincent van Gogh Tetsu Nakamura Rikako Ikee John Maynard Keynes Catherine A. LeBlanc Yayoi Kusama George Orwell, Margaret Atwood	

Exercise 5: Research which documentation format your area of study uses. Compare that format with the examples from the American Psychological Association (APA) format shown above.

FYI

Academic Writing Standards at Kyoto University

You may already be aware that plagiarism, the use of others' ideas or words without proper citation, is not acceptable in the academic community. Kyoto University also takes plagiarism very seriously and will treat cases of plagiarism in the same manner as cases of cheating on examinations. See the following guidelines from the ILAS website (<https://www.z.k.kyoto-u.ac.jp/zenkyo/lesson>) on writing papers to ensure that your assignments meet the university standards.

1. Clearly differentiate between your opinions and those of others.
2. When quoting, your own work should compose the majority of your paper. Quotations* should be a minor part of your paper.
3. When quoting, differentiate the quoted material in an explicit way, such as the use of quotation marks.
4. Quote other's work exactly the way it was published, including any typographical errors [sic].
5. Cite the source material.
6. Quoted* material must be publicly available. (e.g., Because personal messages obtained over email are not officially published, you must obtain the permission of the author [copyright holder].)
7. Internet quotations* must include the URL, the title of the webpage, and author (if available).
8. Do not write something unrelated to the topic of your paper.

**Note: This refers to all externally sourced information in your essay, including information you paraphrase.*

Guidelines on the use of generative AI in academic assignments

The use of generative AI for coursework is at the discretion of each instructor. According to the Guidelines on the Use of Generative AI in Academic Assignments (ILAS, 2024), "At university, independent learning is essential for students. Relying on generative AI outputs without personal effort to complete assignments goes against this principle and does not foster deeper learning. Therefore, such use of generative AI is generally prohibited." For more information, go to KULASIS>Liberal Arts and General Education Courses> Home>Download>Guidelines on the

Chapter 9: Essay Structure

What you will do in this chapter:

1. Review/learn parts of academic essays
2. Analyze a model academic essay
3. Review/practice brainstorming topics
4. Begin research on your topic(s)

Learn It!

Academic Essay

An academic essay is a type of writing that informs readers about a topic by explaining, defining or describing a specific, focused topic with supporting evidence so that it is easy for readers to understand. Ideas presented in academic essays must be supported with evidence.

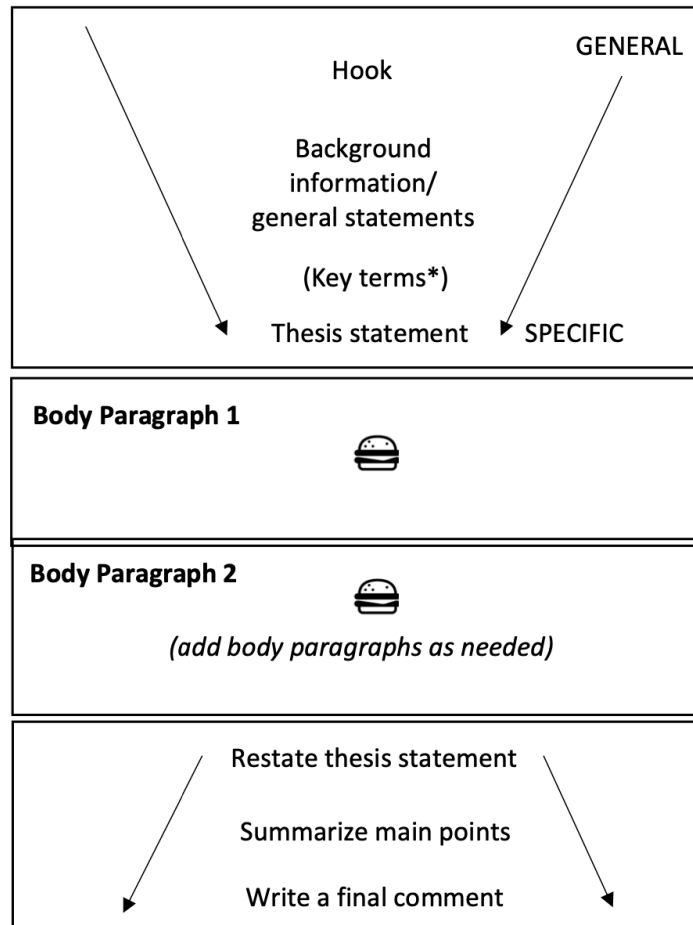
To get a better understanding of basic academic essay structure, review parts of an essay below.

Essay Structure

- Introduction**
- start by attracting the interest of readers
 - provide general information about the topic
 - (define any keywords/terms*)
 - end with a thesis statement: state the topic, state your topic focus, and outline main ideas you will write about in body paragraphs

- Body**
- write a topic sentence with a controlling idea supporting the thesis statement
 - support the controlling idea with evidence, description and explanation
 - explain how your evidence supports the controlling idea/main point
 - include a transition that connects paragraphs

- Conclusion**
- paraphrase thesis statement
 - summarize main points from body (do not add new points)
 - comment on the significance of the topic



**Note: Definitions of key terms can be written in body paragraphs instead of the introduction*

Model Final Essay

For your final assignment this semester, you will write an academic essay. The first draft should be two to three paragraphs, which will be revised and expanded into a final essay of **at least** 300 words. The number of paragraphs will depend on your chosen topic and how you develop the main points. Carefully read the model essay below and answer the follow-up questions.

Single-Use Plastic

As the number of people in the world increases, so too does the amount of waste humans produce. This trend is gaining momentum as societies modernize and new goods and services are created. The worldwide distribution of products today is increasing the amount of material waste, notably plastics, which recently has become a major cause for concern. Plastic is a material typically produced with fossil **hydrocarbons** and is commonly used for packaging.

Single-use plastic, which is intended to be disposed of after only one use, is especially damaging for the environment. Examples of such plastic materials include straws, shopping bags, and food packaging (Giacovelli et al., 2018). Single-use plastic causes many problems, but there are several solutions currently under consideration. Single-use plastic from beauty and food products has certain characteristics that cause problems for the environment. To begin with, common plastics used for containers and wrapping do not reliably break down when exposed to elements in the natural environment. According to Ritchie (2018), the durable plastic used in bottles (e.g., for drinks and shampoos) takes an average of 450 years to **biodegrade** if not recycled, and even the lightweight plastic bags people use to carry food home from the supermarket take 20 years to break down. Furthermore, research from the United Nations concluded that of the nine billion tons of plastic created as of 2015, just nine percent has been recycled (Giacovelli et al., 2018). Next, the quantity of plastic discarded directly into oceans or in waterways leading to the open ocean is causing large-scale problems. One prominent example is the Great Pacific Garbage Patch – a 1.6 million square kilometer **confluence** of plastic bottles, bags, and string, floating on the current and **ensnaring** wild fish and birds (Ritchie, 2018). In addition to the physical danger to wildlife, sea-borne plastic **photodegrades**, meaning that it slowly breaks down into small fragments from sun exposure. These fragments are called microplastics – defined as tiny plastic particles of between 0.06mm and 0.5mm in diameter (Andrady, 2011) – which can be **ingested** by animals and humans, potentially leading to numerous health problems. In sum, the amount of plastic created and discarded after just a single use has led to a build-up of plastic waste, which damages the natural environment and carries serious risks for all of the animals in the food chain.

In order to begin to **mitigate** these problems, there are a number of changes that both individuals and institutions could enact. To start with, since much of the single-use plastic waste results from purchases of food and drink products, each person should consider their own habits in order to reduce plastic consumption. According to the World Wildlife Fund (“Ten Tips,” n.d.), less than 1% of disposable foamed plastic cups can be recycled even if they are collected correctly; in addition, plastic straws and **cutlery** can take up to 200 years to degrade naturally. As a good first step toward tackling this problem, individual consumers can alter their behavior by, for example, carrying a reusable drink container, lunchbox, and cutlery. More significantly, broader societal change can be directed by commercial and governmental institutions. Examples of organizational measures could include discouraging use of single-use plastics in shops and businesses (see Giacovelli et al., 2018). While Japan has committed to a 25% reduction by 2030, there is a total ban on single-use plastic in Europe from 2021. In addition, governments and corporations have begun to co-fund research into making completely recyclable and **biodegradable** plastics (Giacovelli et al., 2018). By adopting measures like these, large social institutions might be able to gradually change the types of plastics available, while individuals change how they use them.

In conclusion, the problems caused by single-use plastic are serious and require immediate attention to resolve. Problems include generation of microplastics that enter ecosystems worldwide. Although individuals can certainly change how they purchase and use plastics, it is up to governments and corporations to help create a society where the plastics produced are effectively recycled and used more responsibly. In the final analysis, the problems humanity is creating by producing and throwing away growing amounts of non-degradable plastic waste needs to be resolved by each individual’s actions.

(693 words)

References

- Andrady, A. (2011). Microplastics in the marine environment. *Marine Pollution Bulletin*, 62(8), 1596-1605.
- Giacovelli, C., Motoda, T., Doi, A., & Minamino, M. (2018). Single-use plastics: A roadmap for sustainability. *United Nations Environment Programme*. <https://www.unep.org/resources/report/single-use-plastics-roadmap-sustainability>
- Ritchie, H. (2018). FAQs on plastics. *Our World in Data*. <https://ourworldindata.org/faq-on-plastics>
- World Wildlife Fund. (n.d.). Ten tips to reduce your plastic footprint. *World Wildlife Fund UK*. <https://www.wwf.org.uk/updates/ten-tips-reduce-your-plastic-footprint>

Glossary

hydrocarbon: a compound of hydrogen and carbon
biodegrade: to decompose and be absorbed by the environment
biodegradable: capable of being decomposed by bacteria or other living organisms
confluence: an act or process of merging
ensnare: to catch, immobilize, or trap

photodegrade: be decomposed by the action of light, especially sunlight
ingest: to take into the body (usually through the mouth)
mitigate: make a problem less severe or serious
cutlery: knives, forks, spoons; used for eating food

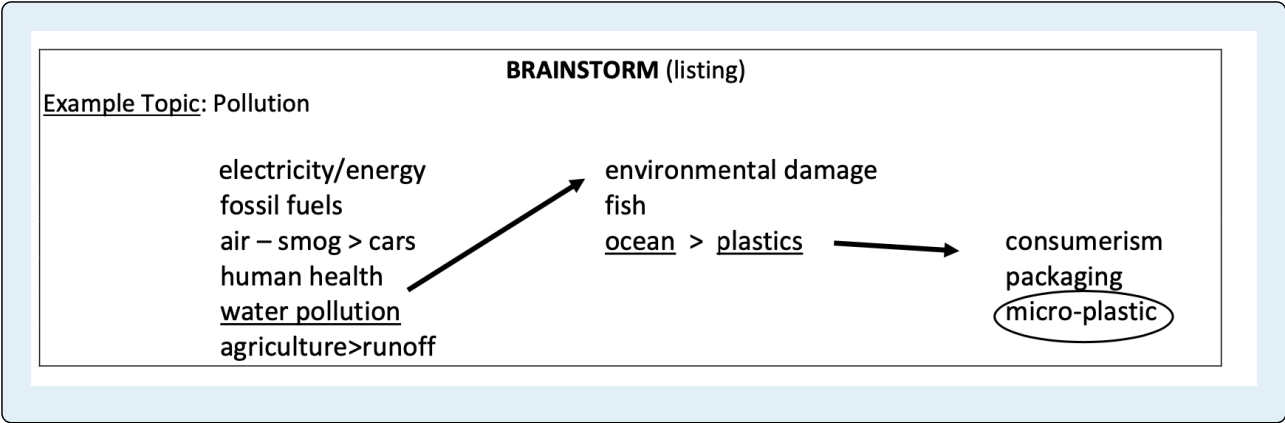
Exercise 1: Answer the following questions and check your answers with classmates.

1. What keywords are defined in the introduction of this essay? Why?
2. Find the thesis statement for this essay. Underline the topic and circle the topic focus.
3. Underline the topic sentence for each body paragraph. What are the controlling ideas for each topic sentence?
4. Find one supporting sentence with a citation in each body paragraph.
5. Go back to the beginning of this chapter and reread the description of features to include in a conclusion. Where are these features written in the model essay conclusion?

Learn It!

Step 1: Think of a topic and start doing research

Now that you have read and discussed the model essay, start thinking about your essay. To begin, you must think about possible topics. Below is an example of a topic brainstorm using the listing technique.



Write It!

Exercise 2: *Your essay topic might be assigned by your teacher or could be something that you are interested in knowing more about. Brainstorm some possible topics below by using the mind mapping (see Chapter 5, or listing technique.*

BRAINSTORM

Possible Topics: _____

Exercise 3: *Do some research for your topic(s) and choose one for your final essay.*

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

Chapter 10: Essay Outline

What you will do in this chapter:

1. Explain your topic to classmates
2. Develop a specific topic
3. Practice writing an essay outline
4. Create an outline for your essay

Review It!

Exercise 1: Explain your topic idea to classmates by referring to the four criteria listed below (see Chapter 5 to review these). If you believe your topic satisfies each of the criteria, put a checkmark (✓) in the box.

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?)

Step 2: Focus your topic

Exercise 2: Look at the chart below and consider the topic examples. Develop your own topic from vague to specific.

VAGUE TOPIC ----->	----->	-----> SPECIFIC TOPIC
Study abroad	Japanese students & study abroad	Decline in number of Japanese university students doing long-term study abroad
Pollution	human waste > plastic garbage	Problems with single-use plastic and solutions
<i>(your topic)</i>		

Practice It!

Exercise 3: Work with a partner to create an outline for the model essay Single-use Plastic (pp. 45-46).

Essay Outline

Topic: Plastic waste

Title: Single-use Plastic

Introduction Paragraph

Hook: _____

Background information: _____

Thesis statement: _____

Body Paragraph 1

Topic sentence: _____

Supporting sentence 1: _____

Detail sentence: _____

Supporting sentence 2: _____

Detail sentence: _____

Body Paragraph 2

Topic sentence: _____

Supporting sentence 1: _____

Detail sentence: _____

Supporting sentence 2: _____

Detail sentence: _____

Conclusion Paragraph

Restatement of thesis statement: _____

Summary of main points: _____

Final comment: _____

Write It!

Step 3: Create an essay outline

Essay Outline

Topic: _____

Title: _____

Introduction Paragraph

Hook: _____

Background information: _____

Thesis statement: _____

Body Paragraph 1 (two or more)*

Topic sentence: _____

Supporting sentence 1: _____

Detail sentence: _____

Supporting sentence 2: _____

Detail sentence: _____

Body Paragraph 2

Topic sentence: _____

Supporting sentence 1: _____

Detail sentence: _____

Supporting sentence 2: _____

Detail sentence: _____

Conclusion Paragraph

Restatement of thesis statement: _____

Summary of main points: _____

Final comment: _____

*Note: The number of supporting sentences and details may vary depending on your topic.

Chapter 11: Definitions, Opinions, Facts, & Format

What you will do in this chapter:

1. Learn a method for writing definitions of keywords/terms
2. Practice writing definitions
3. Identify the difference between “fact” and “opinion”
4. Type and proofread an essay draft

Learn It!

In academic writing, it is important to describe topics clearly so that readers can understand what you want to tell them. To make your meaning clear, defining keywords and terms is an essential element of academic writing. Below are parts typically found in definitions of keywords.

Parts of Basic Definitions

- 1) **keyword/term,**
- 2) word class/type,
- 3) *unique features,*
- 4) example-explanation (optional)

Examples:

Topic: Manga

Manga are comics or graphic novels created in Japan. There are at least two distinguishing features of manga compared with other comics: *firstly, manga are typically hand-drawn in black and white shades and; secondly, they are image-based rather than text-based*. This means that there is not much text or dialogue in most manga. Consequently, manga can be read quickly and appear in weekly installments like *Shonen Jump*.

Topic: English for General Academic Purposes

English for General Academic Purposes (EGAP) is a type of English used for study. The unique feature of EGAP is that *it emphasizes English language skills that can be used across disciplines*. In other words, the key distinguishing characteristic of EGAP is that *it is language and skills used for general, not specific, purposes*. Examples of general academic skills are paraphrasing, summarizing, and quoting.

Topic: Plagiarism

Plagiarism is a misrepresentation of originality. It is a process, usually associated with written work, of using the ideas, thoughts or expressions of others as though they were your own. The special characteristic of plagiarism is that *the writer (speaker) represents the ideas, data or expressions as their own work because they failed to include any citation of the original work.* Copying and pasting information into your writing is dishonest unless you quote it, cite the source, and comment on the quoted material. In higher education, plagiarism is considered to be a type of cheating or even theft of intellectual property and can result in serious consequences if proven.

Practice It!

Exercise 1: Read the introduction below from the model essay in Chapter 9. Find the definitions for plastic and single-use plastic. Label the parts of the definitions.

Single-Use Plastic

As the number of people in the world increases, so too does the amount of waste humans produce. This trend is gaining momentum as societies modernize and new goods and services are created. The worldwide distribution of products today is increasing the amount of material waste, notably plastics, which recently has become a major cause for concern. Plastic is a material typically produced with fossil hydrocarbons and is commonly used for packaging. Single-use plastic, which is intended to be disposed of after only one use, is especially damaging for the environment. Examples of such plastic materials include straws, shopping bags and food packaging (Giacovelli et al., 2018). Single-use plastic causes many problems, but there are several solutions currently under consideration.

Exercise 2: Choose a keyword from your essay outline and write a definition for it below.

Keyword: _____

Learn It!

Academic essays need to be researched using sources (e.g., research articles, scholarly books, encyclopedias, textbooks, newspapers, and websites). It is important to use credible 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, credible source material should not be simply statements of opinion; it needs to be objective and supported by adequate evidence. The best quality research builds on other high-quality research.

Comparing Facts and Opinions

Facts refer to things that can be proven true or verified, whereas opinions refer to personal judgments or beliefs.

Comparison Categories	Fact	Opinion
<i>Basic defining feature</i>	Verifiable statement	Subjective statement
<i>Representation</i>	A thing that actually happened	A viewpoint or assumption about something
<i>Basis</i>	Observation or research evidence that can be proved to be true	Assumption or personal view not supported by evidence and difficult to prove true
<i>Language for describing</i>		

Exercise 3: Look at the following statements with a classmate and based on information in the chart above, decide if they are fact (F) or opinion (O).

- ___ Tokyo is the most populous city in the world.
- ___ In most countries, cities continue to grow larger.
- ___ Melbourne is the best city to live in.
- ___ The origin of electric blues music can be traced to the city of Chicago.
- ___ Jazz music is more entertaining than classical music.
- ___ One example of a classical composer is Wolfgang Amadeus Mozart.

Write It!

Exercise 4: Write two facts about your essay topic below and share these with classmates.

Fact 1: _____

Fact 2: _____

Step 4: Type an essay draft

Exercise 5: Write the first draft of your essay with an introduction paragraph, body paragraphs, and a conclusion paragraph. The steps below are a general guide on format. Be sure to type and format your essay according to your teacher's specifications.

Steps to formatting an essay

1. Start a new document
2. Select a font such as Times New Roman, Calibri, or Arial from the “Home” (???) tab.
3. Select the font size of size 12 point from the “Home” (???) tab.
4. From the “Home”(???) tab, choose “Paragraph” (?????) and set line spacing (??) to “Double” (2.0).
5. Uncheck the boxes that make extra spaces between lines and make sure all (“Before” and “After”) are set to 0.
6. From the “Layout”(????) tab, choose “Margins” (??) and set the margins to “Normal” (??).
7. From the “Insert” (??) tab, choose “Page number” (?????).
8. Type your name and student number in the upper left corner.
9. Type your title in bold with a font size of 12-14 point, and center it.
10. Make sure the rest of your document is left justified (all lines are flush left).
11. Push the “Tab” key each time you make a new paragraph and indent 1 centimeter.

Exercise 6: Use the checklist below to prepare the first draft of your essay. Check the boxes (✓) for each of the items included in your essay draft.

Essay Checklist

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

Title

- Did you write a clear, descriptive title?

Introduction

- Did you start with a hook (i.e., an interesting or surprising point about the topic)?
- Did you write enough background information about the topic so readers can understand it?
- Did you write a definition of any keyword/term? (If necessary.)
- Did you write a clear thesis statement?

Body Paragraphs

- Did you write topic sentences for each paragraph supporting the thesis statement with a clear controlling idea?
- Did you include examples, explanations, facts, or other evidence from reliable sources?
- Did you explain how your evidence supports the controlling idea?
- Did you write in-text citations for all important sourced information in your essay?
- Did you include transitional words/phrases to connect paragraphs?

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 include all of the information source materials you used to write this paper in an alphabetically ordered list?

Proofreading, length, and submission date

- Did you check spelling and grammar (e.g., use computer software tools)?
- Did you type at least 300 words?
- Can you submit your final essay draft by the due date? Final draft due date _____

FYI

Is it plagiarism? – Computer-generated Translations

With the widespread use of electronic devices, the growing number of users, and the constant improvements of algorithms, computer-based translators and generative AI (e.g., Google Translate, Weblio, ChatGPT) have become very useful and incredibly precise. However, great caution should be taken in using these platforms for academic writing. Remember, all outside sources,

no matter the language, should be cited in your writing. That means taking information from a Japanese website, translating it into a web-based translator, and using it in your essay without paraphrasing and proper sourcing is plagiarism. Paraphrase information in your own words, and don't forget to add the citation for the source. Finally, when in doubt, ask your teacher. For more information on academic writing standards at Kyoto University, see the [FYI in Chapter 8](#).

Chapter 12: Peer Review

What you will do in this chapter:

1. Practice peer review of writing
2. Learn basic rules for capitalization and punctuation
3. Revise your essay draft

Learn It!

Step 5: Get feedback on your writing

Peer Review

What is peer review?

Good writers read the work of other writers. They also ask people to read their writing and get comments to help them improve their writing; this method of getting feedback is called peer review.

Why should you do peer review?

- Another reader can find parts of your writing that are difficult to understand.
- Another reader can point out irrelevant information.
- Another reader can point out where more information or explanation is necessary.
- Another reader can reassure you about the strong points of your writing. • You can learn a lot when reading others' writing.

How should you do peer review?

1. Read your peer's entire paper first without commenting.
2. On the second reading, try to identify the thesis statement and topic sentences.
3. Note any places where there is not enough information, where something may need to be clarified, where there is irrelevant information, or where transitional words should be added. Do not worry about spelling and grammar, unless the grammar interferes with your understanding.

4. Be specific. The more specific you are, the easier it will be for your classmate to revise. See some examples of constructive comments below.
5. Do not forget to give positive comments.

Examples of constructive feedback

- The focus of the essay is unclear to me from this thesis statement.
- Could you give a more specific example here?
- This evidence gives strong support for your thesis statement.
- You may need more support from outside sources in this body paragraph.
- I am not sure what this phrase/sentence means.
- You use a lot of transitional words, which makes your paragraphs very coherent.

Exercise 1: Discuss with a partner whether each of the following questions/comments is appropriate for peer review.

- a. Don't you think you need a better conclusion?
- b. You had better make your essay longer.
- c. I am not sure how this point supports your thesis statement. Maybe you could omit it.
- d. What are these sentences?
- e. Your hook was very effective in getting my attention.
- f. You should add a title.
- g. Fix this grammar!
- h. This is a perfect paragraph. Well done!
- i. This example might fit better in the first body paragraph.
- j. This part is interesting. I'd like to know more details about it.

Practice It!

Exercise 2: Read classmates' essays and give them feedback using the directions below.

1. Before exchanging papers, explain to your partner what your essay is about. Tell them any problems you had writing this draft and which things you want advice on.
2. Follow the guidelines in "How should you do peer review?" on p. 57.
3. When you are finished, discuss the comments with your partner.

Carefully consider the feedback you received. Whether you accept all of your peer's advice or not is your decision.

Learn It!

Here are some basic rules for correct capitalization and punctuation:

Capitalization	Examples
1. The first word of a sentence is always capitalized.	<u>T</u> he participants in the study ranged in age from 20-45. <u>A</u> ccording to calculations, the net profit margin has increased exponentially.
2. Capitalize proper nouns (the names of people, places, and things), and a person's title. ⚠ Do not write proper nouns in all capital letters > ✗ TAYLOR SWIFT, Hiroshima CARP	<u>T</u> aylor <u>S</u> wift <u>K</u> yoto <u>U</u> niversity <u>N</u> ile <u>R</u> iver <u>P</u> rime <u>M</u> inister <u>K</u> ishida <u>H</u> iroshima <u>C</u> arp <u>E</u> do <u>P</u> eriod
3. Capitalize countries, geographic areas, the population from those areas and languages.	<u>P</u> eople's <u>R</u> epublic of <u>C</u> hina <u>K</u> ansai region the <u>S</u> panish language
4. Capitalize (and italicize) titles of books, magazines, movies, and other works of art. Capitalize the first word and all main words in titles* <u>except</u> articles (<i>a, the</i>), prepositions (<i>with, to, for, etc.</i>), or conjunctions (<i>and, but</i>). *Your Essay Title Included	<i><u>A</u> <u>P</u>ale <u>V</u>iew of the <u>H</u>ills</i> <i><u>P</u>opeye</i> <i><u>H</u>ome <u>A</u>lone</i> <i><u>T</u>he <u>N</u>ew <u>Y</u>ork <u>T</u>imes</i> <i><u>B</u>ritish <u>M</u>edical <u>B</u>ulletin</i> <i><u>S</u>apiens: <u>A</u> <u>B</u>rief <u>H</u>istory of <u>H</u>umankind</i>
5. The word "I" is always capitalized.	While <u>I</u> waited for you, <u>I</u> finished my essay.
6. Capitalize the days of the week and months.	<u>O</u> ctober 10, 1964 (<u>S</u> aturday)

Punctuation	Examples
Periods (.)	
Periods mark the end of a complete sentence.	Japan's demographic trends are not unique. For example, Canada's rural population continues to fall.
Commas (,)	
Place a comma before a coordinating conjunction when joining two sentences.	The control group was assigned a topic, while participants in the experimental group could select their own topic. The book was 700 pages, but he read it in two days.
Place a comma after a dependent clause that comes before the independent clause.	Because of the convincing evidence that smoking has health risks, the university shut campus smoking areas. If you go to Fukuoka, you should try the ramen. After the rain stopped, a rainbow appeared.
Place a comma to separate items in a series.	The six universal emotions are disgust, sadness, happiness, fear, anger, and surprise. Heat the water, place the packet carefully in the boiling water, and set the timer to six minutes.
Place a comma after a transitional word or phrase at the start of a sentence.	First of all , there is plenty of scientific evidence to support the implementation of the new policy. However , not all experts agree on tuna catch quotas.
Place a comma before and after an appositive (a noun or phrase that follows another noun or phrase and gives details to further define or identify it).	Seiji Ozawa, former director of the Boston Symphony Orchestra for 29 years , was awarded honorary degrees from Harvard and several other universities. Camphora, the restaurant near the main gate , has a nice atmosphere and reasonable prices.

Semicolon (;)	
Use a semicolon to join two connected simple sentences to highlight the relationship between the sentences.	Stress can have a terrible impact on one's health; it can cause multiple diseases.
Use a semicolon to separate complex items in a list.	Some famed Japanese Nobel Prize Laureates include Yasunari Kawabata, novelist; Eisaku Sato, former prime minister; and Shinya Yamanaka, researcher in medicine and professor at Kyoto University.
Colon (:)	
Use a colon to introduce a list or series of things.	The brain is divided into three main parts: the cerebrum, the brainstem, and the cerebellum.
Use a colon to join an introductory clause and a final phrase or clause that illustrates the point. If the clause after the colon is a complete sentence, start with a capital letter.	The underwater mission was a success: The gliders gathering important oceanographic data, were collected safely.
Punctuation and tips for academic writing	
<p>Using parentheses - As a general rule, parentheses should not be used in academic writing except for the following cases:</p> <ul style="list-style-type: none"> -in-text citations A study by Gold (2019) showed evidence of the bacteria in many processed foods. -to provide an abbreviation that will be used later in your essay Major League Baseball (MLB) 	<p>✗ The movie's cinematography is very impressive (I have seen it more than 10 times). * <i>This is irrelevant information and should be deleted.</i></p> <p>✗ This new technology could change the world of transportation (Japan has invested 20 million dollars in its development). * <i>Relevant supporting details should not be written in parentheses.</i></p>
Using exclamation points - As a general rule, exclamation points should not be used in academic writing.	<p>✗ We should do something to change this!</p> <p>✗ That is an increase of 120%!</p>
Using phrases like <i>and so on</i> - As a general rule, be specific and avoid vague expressions.	✗ Our lives have become very convenient with the spread of cars, computers, smartphones, and so on.
Using phrases like <i>by the way</i> - Avoid starting sentences with phrases which suggests that the information in the sentence does not directly connect to the main point.	✗ Caffeine can reduce the risk of some cancers. By the way, people in Japan consume less coffee than people in other developed countries.

Practice It!

Revise your first draft

Exercise 3: Review the information in the table as you carefully proofread and revise your essay draft.

Volume: 56

Number: 1

Year of publication: 2013 ◊

Journal title: ◊◊◊◊

Pages: 2-11

URL: <http://dx.doi.org/10.1241/johokanri.56.2>

Source b (magazine online)

Title: Do scientists need an AI Hippocratic oath? Maybe. Maybe not

Author: Susan D'Agostino

Date: June 9, 2022

URL: <https://thebulletin.org/>

Name of publication: Bulletin of the Atomic Scientists

References

Exercise 2: Which documentation format is used in your area of study? Compare that format with the examples from the APA above.

Revising an Essay

Exercise 3: Read the following body paragraph and the teacher's comments. Use the comments to improve the paragraph.

word choice (1) Let's talk about one of the most *word form* (2) benefit types of television programming for children – educational programming. Experts have found that educational programs such as those featured on NHK, can stimulate imagination and lead to the development of vocabulary and cognitive skills (Oguchi & Sugawara, 2014). In other words, television programs specifically made for children can provide pre-elementary aged children with basic skills they need for school. *word choice* (3) By the way, a famous U.S. study from 2015 *word choice* (4) told that children who had access to *capitalization* (5) SESAME STREET in the late 1960s and throughout the 1970s were more likely to be at the appropriate educational level for their school grade than those who did not have access to it (Kearney & Levine *year?* (6)). This evidence indicates that children *subject-verb agreement* (7) was learning the basic skills *plural/singular* necessary for classroom study from the popular educational program. Similar *word choice* (8) researches in Japan has shown a link between children’s educational TV and higher grades in school (Oguchi & Sugawara, 2014). In addition to academic skills, children can also learn positive social skills, *word choice, capitalization* which can help to reinforce ideas that they learn at home *word choice* (9) and so on. *word choice, capitalization* (10) i think these types of programs hold obvious benefits for children.

References

Kearney, M. S., & Levine, P. B. (2015). Early childhood education by MOOC: Lessons from Sesame Street. *NBER Working Papers, 21229*. <https://www.nber.org/papers/w21229.pdf>

Oguchi, R. (Interviewer) & Sugawara, M. (Interviewee). (2014). *Terebi komori: Kodomo-e no eikyo-wa chisai?* [TV as babysitter: Is the influence on children small?] [Interview transcript]. *Nikkei Dual*. <https://woman.nikkei.com/atcl/dual/pwr/018/15/>

Corrections

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

- 6) _____
- 7) _____
- 8) _____
- 9) _____
- 10) _____

FYI

What's in a name?

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. There is no quick solution to identify what is a person's first or last name, but simply being aware of this issue is a starting point. When in doubt, look it up!

How to spell Japanese names?

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 points to keep in mind 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 (see Chapter 12 Learn It! for more information) Examples:
*Tatema*e refers to one's public persona.
 The short story collection *Ai no Yume toka*
Akage no An
Asahi Shimbun
Jinko Chino: Sono Totatsuten to Mirai

See [Appendix 6](#) for more information.

Write It!

Step 6: Revise your essay and submit it.

Exercise 4: Use the checklist below to prepare the final draft of your essay. Check (✓) the box for each of the items included in your essay draft.

Essay Checklist

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

Title

- Did you write a clear, descriptive title?

Introduction

- Did you start with a hook (i.e., an interesting or surprising point about the topic)?
- Did you write enough background information about the topic so readers can understand it?
- Did you write a definition of any keyword/term? (If necessary.)
- Did you write a clear thesis statement?

Body Paragraphs

- Did you write topic sentences for each paragraph supporting the thesis statement with a clear controlling idea?
- Did you include examples, explanations, facts, or other evidence from reliable sources?
- Did you explain how your evidence supports the controlling idea?
- Did you write in-text citations for all important sourced information in your essay?
- Did you include transitional words/phrases to connect paragraphs?

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 include all of the information source materials you used to write this paper in an alphabetically ordered list?

Proofreading, length, and submission date

- Did you check spelling and grammar (e.g., use computer software tools)?
- Did you type at least 300 words?
- Can you submit your final essay draft by the due date? Final draft due date _____

Chapter 14: Proofreading & Reflecting

What you will do in this chapter:

1. Practice proofreading a classmate's essay
2. Proofread your final essay draft
3. Self-reflect on your English academic writing
4. Submit a final essay draft

Practice It!

Exercise 1: Proofread a classmate's essay. Point out any errors you find.

Exercise 2: Make a final check of your essay.

Write It!

Exercise 3: Reflect on what you have learned in this course and think about your future goals for learning English.

What Can You Do?

Exercise 3: 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 write essay introduction paragraphs that include general topic information and a thesis statement.
	Can write essay body paragraphs that include a topic sentence and supporting sentences.
	Can write body paragraphs that are easy to read and understand (coherence) and focus on a single idea (unity).
	Can write essay conclusion paragraphs that include a restatement of the thesis statement and a final comment.
	Can apply basic text-formatting conventions to produce typed documents.
	Can understand and use basic paraphrase and citation techniques for incorporating information sources in essays.
	Can understand and use the writing process.
	Can write a brief academic essay of at least 300 words.

1) Which of the above points did you improve on in this course? (Check what you wrote for Exercise 3 in Chapter 1.)

2) Are you satisfied with your progress in English writing and listening? Explain.

3) What are your future goals for improving your English writing and listening skills?

Appendix 1: Essay Parts - Location, Function, and Features

Part	Location	Function	Features
Paragraphs			
Introduction Paragraph	– First paragraph of an essay	– Introduces the topic and the purpose/thesis of the essay; can include definition 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
Body Paragraph	– After the introduction paragraph and before the conclusion paragraph(s)	– 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
Conclusion Paragraph	– The last paragraph of an essay	– Summarizes the focus and main points in the body paragraphs; concludes the essay	– Contains a summary of the thesis and main points, and a final statement; typically moves from specific points to more general
Sentences			
Hook	– The first one or two sentences at the beginning of an essay	– Provides interesting information about the topic and encourages people to read	– Hooks can be interesting examples or facts
General Statements	– After the hook	– Help to introduce the topic and provide background information	– General topic information that helps readers understand the topic
Thesis Statement	– Usually the final sentence of the introduction paragraph	– Explains the topic focus (controlling idea) of the essay; gives overview of supporting points	– Unified in terms of the topic; has a specific idea focus and gives enough information without too much detail
Topic Sentence	– The first sentence of each body paragraph	– Introduces the topic and the controlling idea of the paragraph	– Commonly implies that there are several supporting points that follow it; not too specific nor too general
Supporting Sentences	– Follow the topic sentence	– Support the controlling idea in the topic sentence by giving some explanation, description, reason, fact or example	– Maintains unity and coherence of the paragraph with a focus on one main point
Detail Sentences	– Follow supporting sentences	– Provide detailed information about the controlling idea	– Provides details about the explanation, description, reason, fact or example

Concluding Sentence	– The last sentence of a paragraph	– Sums up a paragraph and often connects the paragraph to the following paragraph	– Restates (paraphrases) the topic sentence and usually summarizes the main points in the supporting sentences; commonly begins with transitional words or phrases
Restated thesis statement	– The first sentence in the conclusion paragraph	– Recalls the thesis statement	– Paraphrases the ideas in the thesis statement
Summary of main points	– After the restated thesis statement	– Gives a brief summary of main points explained in the body paragraphs	– Mentions main points briefly, does not introduce new information
Final comment	– End of conclusion paragraph	– Concludes the essay	– Gives final impression about the topic, may connect to the hook or general statements in the introduction
Other Parts			
In-Text Citation	– Within text of essay	– Tells readers where support for the thesis comes from	– Includes the family name of author and date, if known
Reference List	– At the end of an essay	– Provides a complete list of materials used to write an essay	– Includes author name, date, title and source name

Appendix 2: Transitional Words and Phrases

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

Function	Logical Connectors	Subordinating Conjunctions	Coordinating Conjunctions*
To add more information or another example	moreover in addition besides furthermore also		and
To show contrast	however in contrast nevertheless nonetheless on the other hand on the contrary	although even though though while	but
To show similarity	likewise similarly		and
To give a result	therefore thus hence consequently as a result		so
To show a sequence of events	first (second, third) next then after that finally	after before as soon as when	
To show a reason or cause	for this reason	because since	for
To restate an idea	in other words in short		
To strengthen an idea	indeed in fact as a matter of fact		
<p>*Note: 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 due to the pandemic.*

Vocabulary Building:

Throughout this course, you study academic vocabulary from the *Kyodai 1110 Database*. To build your vocabulary, examine how words from the *Kyodai* list are used in the model essays. Try to use words from the academic vocabulary list as you write essays.

Stories and the Brain (Chapter 5): **18 words** from the *Kyodai 1110* list are used in the model essay

crucial (146), culture (36), specify (136), efficacy (259), convey (397), resonance (370), significant (6), phenomenon (42), occur(ence) (173), synchrony (373), disruption (314), correspond (24), demonstrate (19), trigger (143), synthesis (182), reciprocity (438), subsequently (166), tolerance (341)

Single-Use Plastic (Chapter 9): **16 words** from the *Kyodai 1110* list are used in the model essay

distribution (10), reliable (255), expose (120), furthermore (65), quantity (210), prominent (212), fragment (177), definition (29), potential (12), mitigate (450), significant (6), broaden (91), commitment (176), resolution (84), efficacy (259), analytical (209)

Appendix 3: Academic Sentences – Simple to Complex

When writing academic or scientific research papers, it is important to use a combination of simple, compound, and complex sentences to express ideas and arguments clearly, precisely, and logically. As a general rule:

- **Do not write too many simple sentences.** This makes it difficult for the reader to follow the logic of the argument.
- **Do not write overly long, complex sentences that express too many ideas.** This makes the writer's arguments confusing and unclear to the reader.

Basic rules	
<p>A complete sentence starts with a capital letter and ends with a period, question mark or exclamation mark.</p>	<p>Good academic writing conveys ideas about a topic in a clear and logical way.</p>
<p>A complete sentence typically follows the order: subject / verb / object.</p>	<p>Good academic writing / conveys / ideas about a topic in a clear and logical way.</p>
<p>The verb must agree with the subject. That is, a singular subject needs a singular verb and a plural subject needs a plural verb.</p>	<p>A good academic essay conveys ideas about a topic in a clear and logical way.</p> <p>Research papers offer a unique perspective on a topic from a wide variety of expert sources.</p>
Types of sentences	
<p>A simple sentence has one independent clause and no dependent clause.</p>	<p>The Japanese government raised the consumption tax to 10% on October 1, 2019.</p> <p>This research investigates societal perspectives on physician-assisted suicide.</p>
<p>A compound sentence has multiple independent clauses, and no dependent clause, which are joined by a conjunction, a comma, or semicolon.</p>	<p>Education is highly valued in most societies, and education now seems increasingly dependent on the amount of money spent on this investment.</p> <p>In most countries, males and females receive an equal amount of education, yet women are still paid less than men.</p>
<p>A complex sentence has one independent and at least one dependent clause.</p>	<p>The market for traditional newspapers remains popular, although there has been a significant decrease in circulation due to competition from digital outlets and changing demographics (Merskin, 2019).</p> <p>Before conducting the experiment, the equipment was formally inspected to ensure safety.</p> <p>Immediately following the interview, the audio recordings were transcribed and analyzed.</p>

Example of sentence combination:

simple sentence:	<i>Recent developments in Information Technology have led to changes in the workplace.</i>
compound	<i>This new technology helps companies to be more productive, and it also enables new methods of communication and collaboration</i>
complex sentence:	<i>As digital resources become more commonplace in the workplace, geographical borders, spatial distances, and time differences no longer remain barriers to building a global workforce.</i>

Appendix 4: APA Format for Reference List and In-Text Citations

Below are some examples using the American Psychological Association (APA) format.

1. Book

<p><u>In-text</u></p> <p>In his book describing brain plasticity, Doidge (2007, pp. 25-26) 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.” His work proved that the human brain is incredibly adaptable.</p>	<p><u>Reference list</u></p> <p>Doidge, N. (2007). <i>The brain that changes itself</i>. Penguin.</p>
--	---

2. Website Article (author, date)

<p><u>In-text</u></p> <p>In 1998, a study published in the Lancet 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></p> <p>Hoffman, J. (2019, September 23). How anti-vaccine sentiments too hold in the United States. <i>The New York Times</i>. https://www.nytimes.com/2019/09/23/health/anti-vaccination-movement-us.html</p>
---	---

3. Website Article (no author, no date)

<p><u>In-text</u></p> <p>To promote the sale of electric cars, some auto manufacturers like Toyota are currently offering free charging at certain stations (“Finding,” n.d.).</p>	<p><u>Reference list</u></p> <p>Finding a station has never been easier. (n.d.). <i>Plaza Toyota</i>. https://www.plazatoyota.com/electrified-vehicles.htm</p>
--	---

4. Non-English Newspaper Article

<p><u>In-text</u></p> <p>Kyoto University has reversed its decision to terminate its free public site Open Courseware (OCW) (Kimura, 2023).</p>	<p><u>Reference list</u></p> <p>Kimura, Y. (2023, January 30). Kyoto daigaku no muryokogidogaisaito “OCW” iji e Edekkusu kara wa tetta [Kyoto University will withdraw its free video lecture site “OCW” from edX]. <i>Asahi Shimbun</i>. https://www.asahi.com/articles/ASR1Y75JLR1KPLZB011.html</p>
---	---

5. Non-English Website Article

<p><u>In-text</u></p> <p>A 2003 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></p> <p>Ministry of Health, Labor and Welfare. (2003). <i>Heisei 14-nen kokumin eiyo chosa kekka no gaiyo ni tsuite</i> [Overview of the results of the 2002 National Nutrition Survey]. https://www.mhlw.go.jp/houdou/2003/12/h1224-4.html</p>
--	--

6. Academic Journal Article

<p><u>In-text</u></p> <p>1-2 authors</p> <p>Gordon and Reich (2021) claim ... (Gordon & Reich, 2021)</p> <p>3 or more authors</p> <p>Yamamoto et al. (2019) argue that ... (Yamamoto et al., 2019)</p>	<p><u>Reference list</u></p> <p>Gordon, A., & Reich, M. R. (2021). The puzzle of vaccine hesitancy in Japan. <i>The Journal of Japanese Studies</i>, 47(2), 411-436. https://muse.jhu.edu/article/799776</p> <p>Yamamoto, C., Kashiwagi, N., Otsuka, M., Sakai, M., & Tomonaga, M. (2019). Cooperation in bottlenose dolphins: Bidirectional coordination in a rope-pulling task. <i>PeerJ</i> 7:e7826. https://peerj.com/articles/7826/</p>
--	---



For more information, see <https://purdueglobal-writing.center/wp-content/uploads/2020/09/apa-common-citations-and-references-4.pdf>

Appendix 5: Documenting Sources in IEEE (Institute for Electrical and Electronics Engineers) Style

The IEEE documentation style is widely used in many branches of engineering, electronics, telecommunications, computer science, and information technology. Compare the examples below, with those on Chapter 8: Documenting Information Sources for the APA documentation style and note the differences.

1) in-text citation (in text of essay)	a. Mathematical models reflect the values and biases of the people writing them [1]. b. According to O’Neil [1], mathematical models reflect the values and biases of the people who write them.
2) reference list entry (at the end of essay)	[1] C. O’Neil, <i>Weapons of Math Destruction: How Big Data Increases inequality and Threatens Democracy</i> . London, England: Penguin Books, 2016.

Exercise: Practice the IEEE reference list entry style by using the source information in Chapter 13.

I. Book (more than one author)

[#] Initials. Family Name and Initials. Family Name, *Title*. City, (only U.S. State), Country: Publisher, year.

II. Web-based Newspaper/Magazine

[#] Initials. Family Name, “Title of article,” *Title of Publication*, Month, day, year. Accessed: Month, day, year. [Online]. Available: URL

III. Non-English Source (academic journal article)

[#] Initials. Family Name, “Title translated,” (in Language), *Journal Title* (translated), vol. x, no. x, Accessed: Month, day, year. [Online]. Available: URL



For more information, see <https://iee-dataport.org/sites/default/files/analysis/27/IEEE%20Citation%20Guidelines.pdf>

See also <https://libraryguides.vu.edu.au/ieeereferencing/gettingstarted>

Appendix 6: Recommended Romanization of 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. This is called *romaji* in Japanese, or ‘romanization’. The table below shows one recommended standard for romanization of Japanese sounds.

◇	shi	◇	chi	◇	tsu	◇	fu		
Hiroshima		Chiba		Matsuyama		Fukuoka			
◇	ji	◇	ji	◇ (◇)	zu	◇◇◇ ◇◇◇	o		
Miyajima		<i>chikajika</i>		Maizuru (Izumo)		Osaka Kochi Kyoto			
◇◇ ◇◇ ◇◇	sha shu sho	◇◇ ◇◇ ◇◇	cha chu cho	◇◇ ◇◇ ◇◇	ja ju jo	◇◇ ◇◇	u	...◇ ...◇ ...◇	-wa -o -e
<i>shabu</i> <i>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 ataeru Nihon-e...</i>	

Appendix 7: Example of a Polite Email Message

When writing an email message in English to your professor, take care to structure the message correctly and use polite expressions. Below is a model of a polite email message.

Parts of an Email

Email address

New Message — ↗ ✕

To lee.moya.8a@kyoto-u.ac.jp Cc Bcc

Subject Question about next class (Aya Yamamoto)

Greeting Dear Professor Lee,

Message Body My name is Aya Yamamoto. I am a student in your EWLA course on Thursday, 2nd period (class 4).

I was unable to attend class last week because I had a fever. I asked my classmates about homework, and they said that I need to be put into a group. Could you please tell me which group I am in and what I need to do? Thank you.

Please find attached the homework that you asked me to submit last week.

Closing Sender's name Sincerely,
Aya Yamamoto
(ID 12345678)

Send Email **Attach a Document** **Delete Email Draft**

For more practical English support, visit the Kyoto University [i-ARRC, DELE Website](#).

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).

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.

Background Information

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 readers 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.

Bias

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

biodegradable

capable of being decomposed by bacteria or other living organisms

biodegrade

to decompose and be absorbed by the environment

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.

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.

confluence

an act or process of merging

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.

cutlery

knives, forks, spoons; used for eating food

Definition

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

disruption

separation or division

Draft

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

efficacy

the ability to produce expected results

English for General Academic Purposes (EGAP)

A type of **academic English** is used to communicate complicated matters in a straight-

forward way across disciplines and fields. Examples include opinion essays in newspapers and scientific reports addressed to the general public.

ensnare

to catch, immobilize, or trap

ensnaring

to catch, immobilize, or trap

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.

Hook

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

hydrocarbons

a compound of hydrogen and carbon

ingest

to take into the body (usually through the mouth)

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 a key for finding relevant information about a topic (i.e., keyword search).

Margin

The white space on a page around a text.

mitigate

make a problem less severe or serious

neuroscience

the study of the brain and nervous system

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 write an outline, writing the following headlines in advance may be useful: **Introduction, Body, and Conclusion** (in one paragraph passage); Introduction (**Hook, Background Information, 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 method of getting feedback on an essay from a classmate or colleague to improve the quality of the ideas and the organization. This is step 5 of the writing process.

photodegrades

be decomposed by the action of light, especially sunlight

Plagiarism

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

Proofreading

The process of carefully reading and correcting mistakes in an essay before submitting it.

prosocial

benefitting other people

reciprocal

mutually beneficial

Revision

Revising (or 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.

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**.

synchronized

happening at the same time or speed

synthesize

to produce a substance by combining elements through a chemical process

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.

to compel

to force or pressure to do something

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 words improve **coherence**. Examples of these expressions include *first, furthermore, lastly, however, on the other hand, or to sum up*.

Unity

A sense 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 instructors working in the Division of English Language Education of 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.

<p><u>Editor</u> Tim Stewart</p>	<p><u>Other Contributors</u></p> <p>Yosuke Yanase (Administrative support & Proofreading) Toshiyuki Kanamaru (Administrative support & Proofreading) David Dalsky (Proofreading) Emi Izumi (Proofreading) Tanya McCarthy (Proofreading) Daniel Milne (Proofreading) John Rylander (Proofreading) Daisuke Yokomori (Proofreading) Aya Yoshida (Proofreading)</p>
<p><u>Authors</u> Catherine LeBlanc David Lees Sara Schipper</p>	
<p><u>Layout</u> David Lees</p>	<p><u>Webbook (eBook)Layout</u> Doug Strable</p>

For more information about the creators of this material, visit the [Kyoto University i-ARRC, DELE website](#).

EGAP Writing 1: Academic Essays
English Writing-Listening Instructors
Institute of Liberal Arts and Sciences, *i-ARRC*
Kyoto University
January 2026

How to cite this book:

Stewart, T., LeBlanc, C., Lees, D., & Schipper, S. (2026). *EGAP writing 1: Academic essays*. Kyoto University, International Academic Research and Resource Center for Language Education.



[CC-BY-NC-ND: Attribution-Non Commercial-No Derivatives](#)

Anyone is free to share the work for any non-commercial use, as long as they give appropriate credit, provide a link to the license, and indicate if changes were made to the original material. Any derivative works may not be distributed.

CC BY-NC-ND includes the following elements:

BY – Credit must be given to the creator

NC – Only non-commercial uses of the work are permitted

ND – No derivatives or adaptations of the work are permitted



creativecommons.org