

Academic Year: (April 2024 - March 2025)

科目番号 / Course Number : LAN0170E

講義名[日本語(英語)] / Class Name : Abstract Writing for Japanese Students

担当者 (フルネーム) / Course instructor (Full Name) : ONO Keiko／小野 恵子

学期・曜日・時限 / Term・Day・Period : Fall (Session I) 秋前／Thu 木／4

単位数/ Credits : 1

1. Course Description and the Learning Objectives :

[Course Description]

This course aims to provide both guidance and support for Japanese speaking students who are writing abstracts in English for the first time. By taking a genre approach to academic writing, students will first analyze published abstracts to identify conventions for format and content organization, as well as common patterns of language use. Following these analyses, students will individually plan and draft their abstracts. Finally, students will learn to use corpus tools to edit and revise their drafts for language. Additional grammar focus will be offered in response to any language problems encountered over the course of study. This is also a required course for domestic students in the Public Policy Program who wish to take Global Studies.

[Relevant Diploma Policy (DP) learning goals]

The following diploma policy learning goal applies to this course.

公共政策プログラム地域政策コース

DP3. 政策的に重要な目的を立てて研究を行い、調査・分析の結果をもとに独自の発見または政策提言としてまとめ、かつ適切にプレゼンできる能力

公共政策プログラム 総合政策コース

DP3. 特定の政策課題について分析し、政策提言としてまとめ、かつプレゼンできる能力

[Course Goals]

Upon successful completion of the course, students should be able to...

- (1) produce a complete abstract of their thesis in APA style.
- (2) produce grammatical sentences consistent with the conventions of formal writing.
- (3) search for, retrieve, and use published scholarly research in their respective fields.

2. Course Outline :

Week 1

Introduction to abstract writing

- What is an abstract?
- Elements of an abstract
- Abstract requirements

Week 2

Analysis of published abstracts

- Using Journal Ranking to identify relevant journals
- Using Scopus to find sample abstracts
- Grammatical writing: sentence types and punctuation

Week 3

Common language patterns in abstracts

- Taking a close look: reading and critiquing sample abstracts
- Manchester Academic Phrasebank: introduction
- Formal writing: alternative to phrasal verbs

Week 4

Planning & writing the first draft

- “Structured” approach to abstract writing
- Building vocabulary

Week 5

Revising the draft for content

- Editing one’s own work
- Word choice and collocation

Week 6

Introduction to corpus tools

- Using LexTutorCA
 - Vocabprofile
 - Concordance

Week 7

Using corpus tools to edit and revise drafts

- Self editing checklist

Week 8

Abstract writing for different audiences

- Presenting one’s research in a professional setting
- Visual aid for presentation

[Out-of-class Learning]

This course meets once a week for 90 minutes. Outside of the class, students should devote 2-3 hours each week to complete each week’s assignment and review the material covered in class.

3. Grading :

Grading will be based on the following:

- Completion of weekly homework assignments 20%
- Contribution to class activities and discussion ((to receive credits, minimum 6 attendance is required) 30%
- Submission of a final abstract in English by the designated deadline. 50%

The final grade will be pass or fail.

[Evaluation Criteria]

Pass: The requirements specified in the grading criteria are satisfied.

Fail: The requirements are not satisfied.

Textbooks and References (4-1:Required 4-2:Others)

Materials will be prepared and distributed by the instructor.

4. Software Used in Lectures (If not applicable, it can be left blank.) :

Microsoft Teams

5. Auditing ; Allow or Not Allow

Allow

6. Note :

Academic Year: (April 2024 - March 2025)

科目番号 / Course Number : LAN0300E

講義名[日本語(英語)] / Class Name : Introduction to Academic Research

担当者(フルネーム)/ Course instructor (Full Name): PETCHKO Katerina, et al./PETCHKO Katerina, et al.

学期・曜日・時限 / Term・Day・Period : 秋前期 Fall (Session I)/木 Thu/6

単位数/ Credits : 1

1. Course Description and the Learning Objectives :

This course introduces students to the standards of scholarship at GRIPS and provides guidance on the basics of conducting academic research. It provides an overview of research fundamentals, briefly surveys research approaches commonly used in policy research, and explains the basic logic that undergirds these approaches. Students learn the fundamental skills of conceptualizing problems, formulating research questions, working with academic literature, creating a theoretical framework, and structuring a research paper. Significant time will be devoted to research ethics, especially proper citation and referencing.

Achievement Goals

Students will be exposed to, and will have an opportunity to learn and become familiar with, the fundamental skills of academic research including:

- conceptualizing research problems
- formulating answerable research questions
- working with academic literature, especially journal articles
- creating a theoretical framework for a research paper
- structuring a research paper and understanding what goes into each part
- referencing their work and using sources appropriately

Relevant DP

All international Master's programs

2. Course Outline :

- Week 1: Research in public policy and purposes of empirical research
- Week 2: Your research options: Quantitative, qualitative, non-empirical
- Week 3: Research questions and research strategies
- Week 4: Literature review and theoretical frameworks
- Week 5: Research ethics: Using sources appropriately
- Weeks 6: Structure of a research paper: The Introduction
- Week 7: Structure of a research paper: Methodology and analysis

Week 8: Structure of a research paper: Results and discussion/conclusion

Out-of-class Learning

Students are expected to go over the relevant sections of the textbook. Students will have an opportunity to develop and submit a research plan for feedback.

3. Grading :

Regular quizzes will be given throughout the course to assess understanding of the main topics. Students will be encouraged to submit a research plan/idea for feedback from the instructor.

Grading: Pass/Fail.

Pass: Demonstration of understanding of the course content (through quizzes).

Fail: Failure to demonstrate understanding of the course content or failure to attend at least 70% of the course.

4. Textbooks and References (4-1:Required 4-2:Others)

Petchko, K (2018). How to write about economics and public policy. Academic Press.

5. Software Used in Lectures (If not applicable, it can be left blank.) :

6. Auditing ; Allow or Not Allow

☐ Allow

7. Note :

Academic Year: (April 2024 - March 2025)

科目番号 / Course Number : LAN0310E

講義名[日本語(英語)] / Class Name : Introduction to Academic Writing

担当者 (フルネーム) / Course instructor (Full Name) : O'NEILL Gavin, et al.

学期・曜日・時限 / Term・Day・Period : Fall (Session I) 秋前／Wed 水／6

単位数/ Credits : 1

1. Course Description and the Learning Objectives :

1.1 Description

Academic writing is an expression of academic thinking; if you are not thinking like a researcher, you cannot write like a researcher. This observation is the basis for the Introduction to Academic Writing course and what makes it stand out from other writing courses. The purpose of the course is to start our students—those identified in the diagnostic test as likely to benefit from support—on their journey to learning the language of academic inquiry in their disciplines.

1.2 Learning Objectives

Students will be able to

1. State the extent to which they believe AI should be used in the preparation of academic papers and research reports
2. Understand the importance of transparency in terms of AI use in the preparation of academic papers and research reports, by, for example, including statements on AI use with submitted work
3. Understand the important social functions of citations in academic discourse
4. Insert citations in text following APA conventions
5. Integrate ideas into a text following conventions of tense use in academic writing
6. Paraphrase source texts when integrating ideas from source texts into their own writing, changing both sentence structure and employing synonyms where appropriate
7. Quote text from source texts following APA formatting guidelines
8. Use academic vocabulary to introduce and report paraphrases and quotations from source texts
9. Create paragraphs that synthesize information from multiple sources into a coherent argument
10. Use hedges, boosters, attitude markers, engagement markers, self-mentions, and evaluative language in critiques of published studies
11. Write clear research objectives using common academic vocabulary
12. Include all commonly required information in a methodology section
13. Use academic expressions to describe procedures and limitations of a study

1.3 Related Diploma Policy

Young Leaders Program (YLP)

4. Ability to analyze specific policy issues, formulate policy recommendations, and present them appropriately
One-Year/Two-year Master's Program of Public Policy (MP1 & MP2)
2. Ability to analyze micro and macroeconomic policies and make practical policy recommendations based on the analysis

3. Ability to analyze international development policies that lead to economic development and make practical policy recommendations based on the analysis
4. Ability to analyze international relations theories from the political and administrative perspectives and to make practical policy recommendations based on the analysis
5. Ability to analyze interdisciplinary and broad public policies and make practical policy recommendations based on the analysis

Macroeconomic Policy Program (MEP1 & MEP2)

4. Ability to analyze a single issue, using tools such as economics and statistics to obtain and process data, compile it as a research paper or policy proposal, and present it

Public Finance Program (PF)

4. The ability to write a thesis to investigate a theoretical issue, policy problem, administrative issue, or historical situation in the area of public finance and present their findings.

Economics, Planning and Public Policy Program (EPP)

2. Ability to make policy recommendations for practical solutions based on a deep understanding of the current state of theory and practice
3. Ability to analyze related data, etc. on a issue, using tools in economics, politics, administration, etc., to compile and present research papers and policy proposals

Maritime Safety and Security Policy Program

4. The ability to conduct policy analysis for problem solving based on academic analysis from multiple perspectives by having a broad knowledge of maritime safety and security policy
5. Develop strong personal bonds that would enable them to work closely together to analyze and tackle issues and challenges that we are facing today and will face in the future

2. Course Outline :

(LO = Learning Objective):

Part I: Ethical Writing: Using AI Tools Ethically

1. Using AI Tools Ethically (LO 1 and 2)

In this session, we will discuss the impact that AI is having on academic writing. We will discuss the implications of this impact for graduate students, especially those who are writing theses in a second language. We introduce a framework that will allow students, in consultation with their professors and advisors, to decide what role AI should play in the researching and writing activities while at GRIPS.

Preparation: None in particular

Review: None in particular.

Part II: Writing About the Literature

2. Summarizing Research: Citation Skills (LO 3, 4, and 5)

This session will explore the often-misunderstood purposes of citation conventions in academic writing. Students will be encouraged to understand the various motivations that researchers have for including citations so that they, too, can begin to think and write like a professional researcher. This session will also look the vocabulary choices writers make when reporting existing research as well as the subtle uses of tense to describe

different aspects of the research literature.

Preparation: Read Unit 2 of the materials

Review: Analyze a research article introduction from their field for how it uses citations.

3. Comparing and Contrasting Research: Paraphrasing and Quoting (LO 6, 7, 8, and 9)

This session will provide students with practice paraphrasing and quoting sentences from sources texts. It will also discuss how best to use these techniques in their research papers.

Preparation: Read Unit 3 of the materials

Review: Complete paraphrasing activity begun in class

4. Comparing and Contrasting Research: Synthesizing (LO 6, 7, 8, and 9)

Synthesizing is a complex skill that few students will have had experience with before the outset of their studies. This session will introduce a system to help students identify points of comparison and contrast among sources, how to organize paragraphs that explore those similarities and differences, and how to weave the existing literature into a synthesized narrative.

Preparation: Read Unit 4 of the materials

Review: Analyze an Introduction or a Literature Review from an article in their field to see how the information is synthesized

5. Critiquing Claims (LO 10)

This session introduces the structure and language used by academic writers when they deeply analyze the work of other researchers. This important skill will help students engage with the exiting literature as well as providing them with the language skills needed to clearly represent this engagement in their term papers and theses.

Preparation: Read Unit 5 of the materials

Review: Complete the critique begun in class

Part III: Writing About Your Study

6. Describing Your Purpose (LO 11)

Graduate students will need to defend their research topics to their program directors, advisors, and future readers. This session will provide the vocabulary and expression needed to achieve this vital component of a research project.

Preparation: Read Unit 6 of the materials

Review: None in particular

7. Describing Your Study (LO 12 and 13)

The methods section is the engine of a research report or thesis. It must be clear and provide enough information for your reader to judge the reliability of the results or findings that you have arrived at through these inquiry methods. This session will guide students in how to explain their methods clearly, concisely, and to the satisfaction of even the most demanding reader.

Preparation: Read Unit 7 of the materials

Review: Complete the methods description begun in class

8. Writing Workshop: A synthesis exercise (LO 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13)

This final workshop session will allow participants to showcase what they have learned as well as to receive support for what they have yet to master. Participants will work on a synthesis task that resembles the one attempted in the placement test at the beginning of the academic year. It will be a chance for students to measure their progress and identify areas that need further attention in other writing courses and workshops during the year.

Preparation: Review all previous units and writing activities as well as feedback from instructor

Review: Complete the synthesis begun in class

3. Grading :

[Evaluation Criteria]

Student's achievement of the Course Goals is:

Outstanding: A

Superior: B

Satisfactory: C

Minimum acceptable: D

Below the acceptable level: E

4. Textbooks and References (4-1:Required 4-2:Others)

4.1 None

4.2 Petchko, K. (2018). *How to write about economics and public policy*. Academic Press.

5. Software Used in Lectures (If not applicable, it can be left blank.) :

None

6. Auditing ; Allow or Not Allow

Allow

7. Note :

None