

Lecture Review

Yesterday, we discussed how one uses “analysis” and “assessment” in writing abstracts. Special attention was given to the differences between Japanese/Chinese/Korean/etc. and English scientific writing styles. In particular, we saw that a scientist needs to first write in their own language in order to fully express their knowledge. The scientist then “analyzes” the first draft to find the important keywords/concepts that can be translated to English. From this, a new, condensed (think “Jenga”), English draft using the found keywords/concepts, can be written. The scientist finishes by “assessing” the English text in relation to the first, original-language draft.

Relevant Websites

<http://goo.gl/cPRHXz>
<http://goo.gl/aLiuW0>
<https://goo.gl/r7DXOA>
<http://goo.gl/lPlWVi>

Relevant Videos

<http://goo.gl/lkjmXg>

Homework Two

Using the theme and key words of the simulation you “analyzed” you are to write one or two sentences (in both Japanese and English) following the “Descriptive Abstract” concept:

Example answers: (looking at <http://phet.colorado.edu/ja/simulation/legacy/rutherford-scattering>)

Theme : Rutherford Scattering

Keywords : Quantum Mechanics, Atomic Nuclei, and Atomic Structure

“In this paper I examine the usefulness of the PhET simulation *Rutherford Scattering* in teaching quantum mechanics to students. My assessment focuses on the accuracy of the simulation’s model of atomic nuclei and its visualization of atomic structure.”

For Next Class

For 27 April, please make sure to bring your laptop and journal notebook. We will discuss my observations of Homework Two and use them as a basis for a longer abstract.

(If you have any problems accessing the above websites or videos, please let me know).