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ACADEMIC WRITING

I. DESCRIPTION

Academic Writing is designed to teach you research skills, to select references, to review the use and paraphrase and direct quotations, to summarize content, to organize a bibliography, and to complete a 1,500 word research essay.

IE Writing I	IE Writing II	IE Writing III	Academic Writing
Paragraph writing: 1. Description 2. Classification 4. Comparison and contrast	Essay Introduction: 1. Analysis 2. Cause and effect	Essay writing using quotations, paraphrase, summary, MLA Style: 1. Classification 2. Persuasion	Research Essay 1. Citing references, quotations, and paraphrase 2. Bibliography 3. MLA style

The present course was developed from meetings and the suggestions of Academic Writing teachers from 1998 to 2009. The guide was written by Gregory Strong, with early contributions from Mike Bettridge, Jeff Bruce, Wayne Pounds, Alexandra Shiga, Joyce Taniguchi, and Spencer Weatherly. Joseph Dias, Ted O'Neill, Forrest Nelson, Dennis Riches, and Clark Richardson introduced a number of excellent websites for teaching the MLA Style, and Nadine Solanki contributed materials on plagiarism; Barnaby Ralph contributed an activity on using JSTOR, and Melvin Andrade and Tom Anderson made some excellent suggestions for teachers to safeguard against plagiarism and to develop our students' ability to paraphrase quotations. We would like to thank past Academic Writing students, Kuniyoshi Arai, Emiko Kobayashi, Miyako Moeko, Kei Tanabe, and Minako Yoshida for the use of their essays for our essay rating activity in the Appendix. Other student writers whose work appears are acknowledged in the text.

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Gregory Strong, July 17, 2009

I.(a) ACADEMIC WRITING AND ACADEMIC SKILLS

Academic Writing is a bridge between the writing in your sophomore year and that of your junior and senior year of studies at the Shibuya campus. During those years, you will be taking seminars in the English Department in the three areas of Literature, Linguistics, and Communications and writing academic essays.

II. USING COMPUTERS

We expect you to use a computer for your writing in the course and e-mail to communicate with your classmates. You should be able to use:

should also be able to access:

- (a) an internet browser to find online references and online encyclopedias such as Wikipedia
- (b) the spelling and grammar checks in M.S. Word or other word processing programs
- (c) the library online catalogues and its periodicals and encyclopedias
- (d) the online citations tutorials

You should try to find references for your research essay among books in the university library as well as on the internet. Ask your teacher how to distinguish between personal sites and more reliable ones such as online encyclopedias and institutional websites. Your teacher may ask you to post your essay for other classmates to read and comment upon.

III. THE PRESCRIBED TEXT

There is no prescribed text for Academic Writing except for this booklet. Part of the book contains advice and student essays and examples of the use of the MLA Style. Refer to the Table of Contents to see how this text is organized. Some of the contents may be familiar to you.

IV. COURSE GOALS

There are three major goals in Academic Writing. You will review (1)the writing process to which you were introduced in IE Writing, and learn about (2)the use of evidence, (3)critical analysis. Learning objectives are associated with each one. Classroom activities will support these.

1. **The Writing Process** – Take your research essays through the stages of brainstorming ideas, drafting, peer tutorial, and revision.

By the end of the course, you should:

- (a) understand and use the writing process including brainstorming, drafting, revising
- (b) identify problems in his or her writing
- (c) know how to evaluate other students' writing and comment upon it
- (d) be able to revise his or her writing according to the feedback from other students and the teacher.

In Academic Writing you will learn to write analytic essays. This is quite different than the traditional impressionistic Japanese essay, *kishoutenketsu*, which links ideas by association rather than by argument. In addition, you will have to use an appropriate register. This means writing in a more formal style. You will have to avoid using the first person and personal stories.

2. **Evidence** – You should understand the principle of idea and illustration. You also will need to understand the difference between doing original work and citing sources. You should be able to recognize plagiarism and know how to avoid it.

After completing the course, you should have the ability to:

- (a) locate reference materials in the library and on the internet including encyclopedias, subject area books, journals, and newspapers
- (b) create a bibliography for a research essay in the MLA format
- (d) paraphrase material
- (e) use quotations from references
- (f) integrate quotations in an argument
- (g) summarize content from references
- (h) take notes on sources for writing purposes

3. **Critical Thinking** - You should learn how to read critically. You should be able to distinguish between facts and opinions.

You should develop your ability to:

- (a) outline the organization of an essay
- (b) analyze the logic in written arguments
- (c) identify the perspective of an essay
- (d) explain their ideas in a short oral presentation

V. SCOPE AND SEQUENCE

Likely you have never written an essay of 1,500 words before so we have outlined its parts for you. Your finished research paper(s) should include the following:

- (a) a minimum of 1,500 words, word-processed, and spell-checked
- (b) an introductory paragraph which discusses the background to the question being addressed in the essay
- (c) an appropriate thesis statement and topic sentences
- (d) effective transitions between paragraphs, examples within paragraphs, and major sections of the essay
- (e) a use of quotations where appropriate, but an emphasis on paraphrasing quotations
- (f) summarizing content from references
- (g) varied sentence construction.
- (h) a final draft of the essay with few grammatical errors blocking communication.
- (i) a bibliography of several books recorded in the MLA Style, including general references such as encyclopedias, journals and magazine references in either English or Japanese (recorded in roman characters in the bibliography)

VI. THE SEQUENCE OF INSTRUCTION

The following sequence of instruction represents the steps in our 12-14 week course. It may take one class or even several classes to complete a step. Some of the homework assignments will be marked and form part of your final grade.

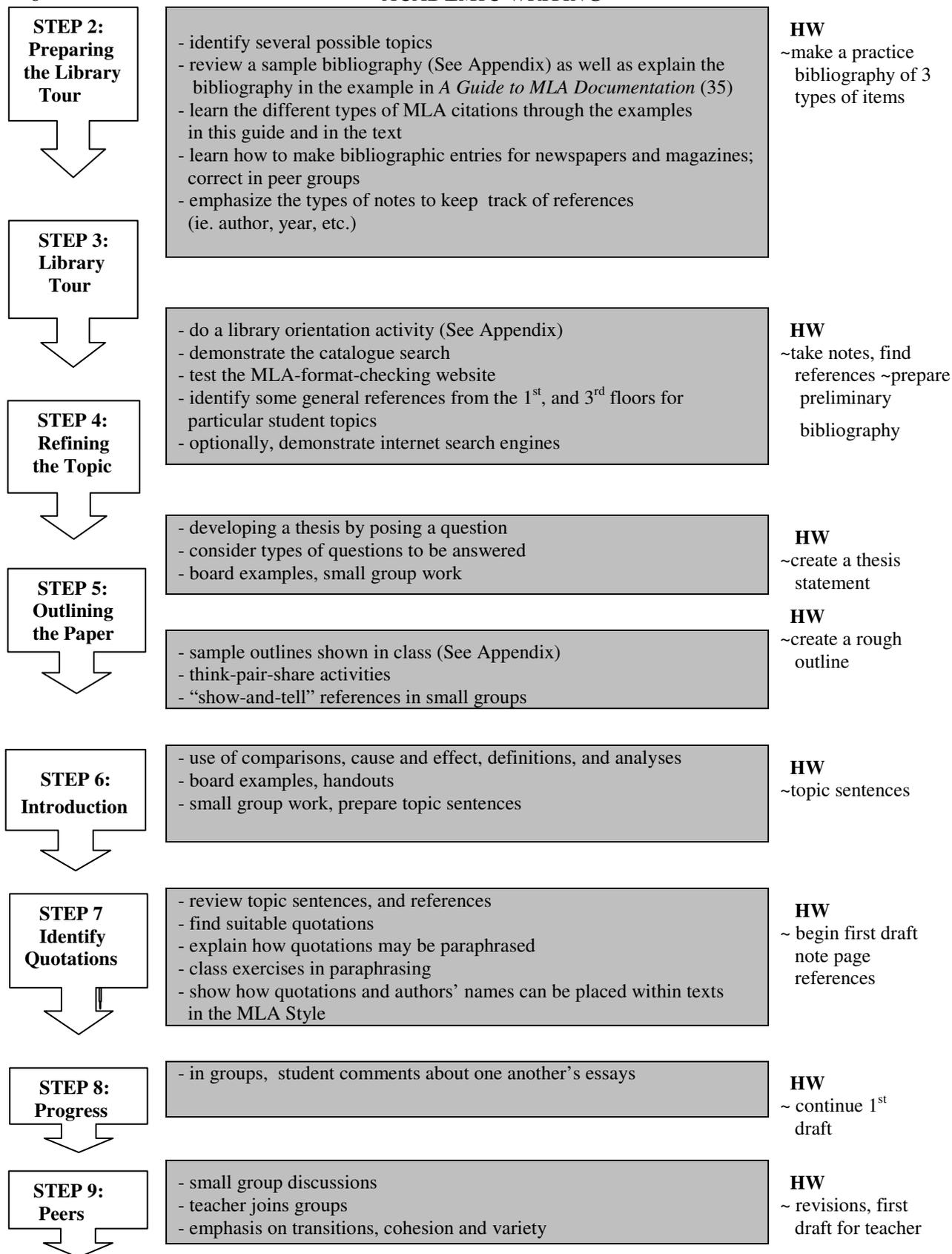
In preparing you for your junior and senior years, we hope to teach you how to participate in a seminar discussion. In Step 8, you must prepare a short talk on your essay for your classmates.

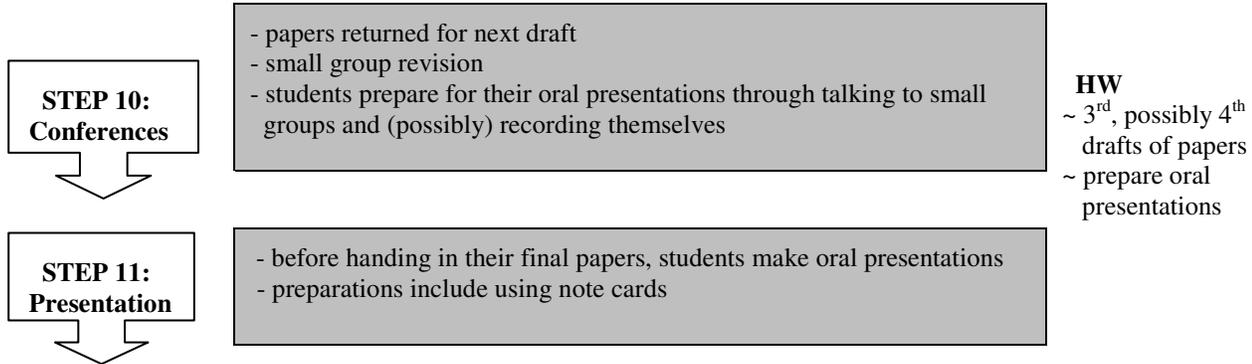
**STEP 1:
Parts of a
Research
Paper**



- review the parts of an essay, handouts
- distinguish between a simple essay and a research paper
- discuss sample topics with students (See Appendix)
- brainstorm ideas for topics

HW
~list 2 or 3
potential topics,
bring books





VI. CHOICE OF AN ESSAY TOPIC

You should choose a topic for your essay from one of the three areas of study in the English Department. These are English and American Literature, Applied Linguistics, and Communications. The first area includes the literatures of all English-speaking countries: India, Australia, Canada, and New Zealand. The second area of study encompasses such topics as second language acquisition, historical changes in the English language and the development of “World Englishes,” the uses of English in non-native speaking countries. The newest area of the Department is Communications. Topics related to it include cross-cultural values and communication, the uses of rhetoric in the media, and the influences of popular culture, including music and film.

To help you to see the differences between the three areas, try to categorize the research essay topics found in the Appendix. By writing about topics in these area, you may also clarify your own interests. This may help you to make better course choices in your junior and senior years.

Once you have chosen a topic, try to narrow it down to a title. Titles of academic papers are often written in noun phrases – a string of nouns, sometimes with a gerund in the title.

Sample Essay Topic:

Criticism of Chomsky’s Transformational Grammar
 Creating Word Frequency Lists for English for Academic Purposes
 English Education in the High School Classroom

A good title also will be specific enough to help you find the right books and information to research it. Try working with a partner in making your topic more specific. Ask a question, then turn it into a title. Here is an example of a more specific topic:

Topic: How does age affect language acquisition?

Poor: Language Acquisition

Weak: Language Acquisition and Age

Better: The Effects of Age on Language Acquisition

Another way to refine a topic is to generate specific questions that you need to answer about it. For example, in refining a topic on the role of vocabulary in 2nd language learning, you might think of the following questions of Who? What? Where? When? Why? How? as:

Defining a Topic:

- (a) Who uses vocabulary in 2nd language learning?
- (b) Who is the most effective at 2nd language learning?
- (c) What type of vocabulary is most useful in 2nd language acquisition?
- (d) Why do we need vocabulary in 2nd language acquisition?
- (e) What is the role of vocabulary in 2nd language acquisition?
- (f) Where is vocabulary acquired?
- (g) How would you define vocabulary?
- (h) How many words constitute a good vocabulary?
- (i) How much time should a language student spend on vocabulary?
- (j) How many ways are there to learn vocabulary?

For a topic in literature, you might compare two novels, even two novels by the same author such as Amy Tan's *The Joy Luck Club* and *The Kitchen God's Wife*. If you are writing an essay comparing two things, you can develop questions simply by substituting the names of the novels and authors and then those two things for the ones in the automated section of many bookstores.

A Topic in Literature:

1. How is Amy Tan's *The Joy Luck Club* different from her second novel, *The Kitchen God's Wife*?
2. How does the style of narration in *The Joy Luck Club* differ from that in *The Kitchen God's Wife*?
3. In what ways do the characters and the themes in *The Joy Luck Club* and *The Kitchen God's Wife* differ?
4. What are some of the differences between the setting in *The Joy Luck Club* and *The Kitchen God's Wife*?
5. What are the differences with respect to the central characters, June Woo in *The Joy Luck Club* and the central character in *The Kitchen God's Wife*?

(Ways of developing a topic into a thesis statement for your essay are included in the Appendix.)

VII. THESIS WRITING PATTERNS

To write an essay, you must develop your topic into a thesis statement. There are a number of different ways in which you can write an interesting thesis statement such as using a prepositional phrase or an adverb to start your sentence. Please review the following thesis statements. Then try to write a thesis statement in a similar grammatical construction.

- a) **Prepositional phrase**
In analyzing a culture, one starts with discussing language, history, and cultural values.
- b) **Gerund**
Reviewing English language education in Japan, we can see the influence of several approaches, including grammar-translation, audio-lingual, and communicative language teaching.
- c) **Subordinate clause**
Because A.A. Milne often visited a bear named “Winnie” at the London zoo with his son, Christopher, he got the idea for a children’s story, *Winnie, the Pooh*.
- d) **Adverb**
Frequently, there are usually many parallels between an author’s first novel and his life.
- e) **Conjunction**
Even though some countries share the same language such as Britain and America, there are many differences between them.
- f) **Appositives**
Intelligent, imaginative, high-spirited, Anne Shirley in the novel *Anne of Green Gables* remains popular today, some 90 years after it was written.
- g) **Infinitives**
To trace the history of the English language, to understand why it changed, one must look at the Danish, then Norman invasions of England.

VIII. THE WRITING PROCESS

Writing is a process of planning, drafting, and editing. Accordingly, generating ideas for what to write, setting goals, and organizing writing are all part of planning. Writing involves searching for the right words, and refining the rhetorical problem: the topic, and audience. Drafting and revising and editing are the next stages to be emphasized in Academic Writing. You began learning this in your IE Writing courses; in Academic Writing, we will continue the effort.

Research indicates that studying grammar has little or no effect in raising the quality of student writing. Too much emphasis on grammar might even decrease your motivation to write, so our emphasis in the course is on correcting your mistakes as you make them. On the other hand, revising your errors in class, or with a partner, using checklists, and studying some good models of writing has been found to be very effective in learning how to write.

VIII.(a) BRAINSTORMING

Brainstorming was introduced to you in IE Writing I, II, III. However, you should review each type of brainstorming and practice them. In some classes, you might try brainstorming with a partner or in a small group.

VIII.(a)i Listing

Choose one person in your group to be the recorder. This person writes down all the words and phrases that members of the group think are related to the topic. Afterwards, the other group members will copy the list so that each member has a list to help them in preparing their first draft.

SUMMER VACATION

visiting my home town
reading assignments
swimming
driving lessons
club activities
travelling in Japan

VIII.(a)ii Free-writing

This is done after brainstorming, or as a substitute. You write down anything related to the topic that comes to mind. There are only two rules: don't worry about making mistakes because you are just generating ideas; secondly, write for a fixed period of time such as 10-15 minutes.

Cross-cultural communication occurs all the time now. Through modern communications like TV or the internet we can learn about different cultures at almost any time and anywhere in the world.

VIII.(a)iii Talk-write

This kind of brainstorming is done with partners. You describe your ideas to a partner who acts as a recorder, writing down everything. The recorder asks for clarification whenever necessary. Next, you switch roles with your partner.

TALK-WRITE

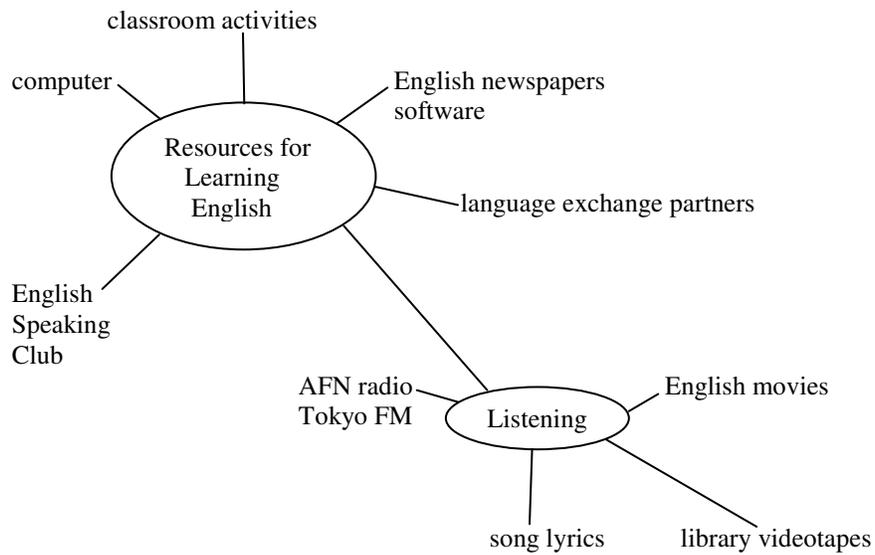
Student 1 talks about ideas
Student 2 listens and asks for elaboration

VIII.(b) KEY VISUALS

Key visuals can play an important part in brainstorming, too. Initially, you might try listing and note-taking to brainstorm your ideas and get started on your writing. For the next step, you might use a key visual such as clustering or a Venn diagram.

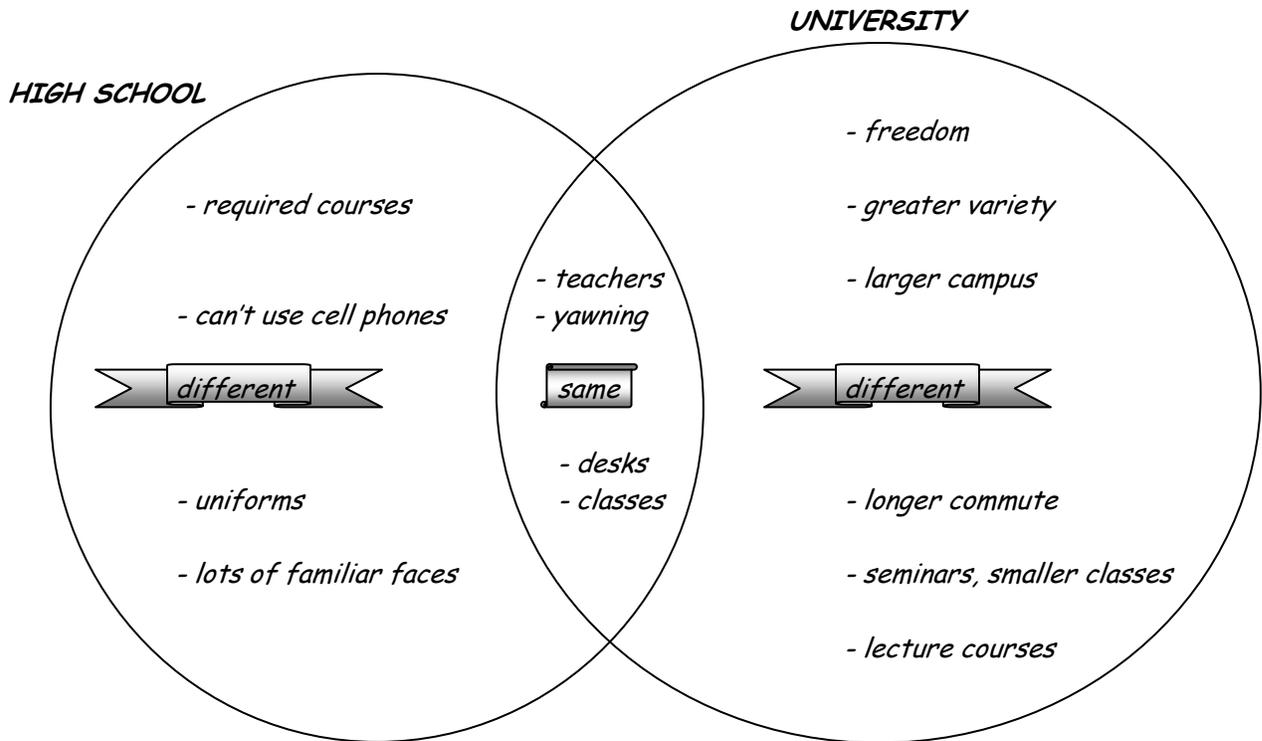
VIII.(b)i Clustering

To make a cluster on “Resources for Learning English, you write down the topic in a circle. Your group members add ideas and these are written down around the circle. You can even draw new circles if particular ideas inspire other related ideas. In the diagram shown here, the main cluster has inspired the related sub-topic of “Listening.”



VIII.(b)ii Venn-diagramming

To do this, decide upon a topic for a comparison-contrast essay, for example, the similarities and differences between universities in Japan and America. The diagram shows the differences (the right and left circles). The similarities (the intersection of the two circles: “4-year BA,” “lectures,” “seminars.”) fit into the intersection of the two circles.



IX. LIBRARY MATERIALS

Your class may go on a library fieldtrip to help you to locate references for your essay.

Encyclopedias are a good place to start. They provide an overview of a topic. The Encyclopedia Britannica is in two sections: A *Micropedia* containing short articles for ready reference and cross-references and a *Macropedia* which covers a smaller number of broad topics in great detail.

Japanese References are suitable for the research essay as long as they are cited in *romanji* and the MLA style in your bibliography. Of the many potential resources in the libraries at Aoyama Gakuin are *Hyakka-jiten*, an encyclopedia, *Eibeibungakubu kenkyubunken yoran*, an index to American and British Studies, and *Zasshikiji sakuin*, an index to periodical literature 1948 to the present, with a CD rom for those entries after 1996.

The books that can be found on the online library catalogue are in the Shibuya campuses at the university library, or in the Women's Junior College at the Shibuya campus. The catalogue can be accessed in Japanese on the library computers or from the internet:

<http://www.agulin.aoyama.ac.jp/opac/>

IX.(a) SAGAMIHARA REFERENCE BOOKS

The following reference books are in the library. Their call numbers will make them easier for you to find. But they must be used in the library; they are reference books and cannot be signed out.

1. (820.9, T9-3) Chevalier, Tracy. ed. *Twentieth-Century Children's Writers*. 3rd ed. Chicago: St. James Press, 1989.
2. (420, C11-2, 1) Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press, 1995.
3. (810.9, D12-1) Davis, Cynthia J. and Kathryn West. eds. *Women Writers in the United States: A Timeline of Literary, Cultural, and Social History*. New York: Oxford University Press, 1996.
4. (031, C1, 2-1, copy 2, (82) Halsey, William D. ed. *Collier's Encyclopedia with Bibliography and Index*. New York: Macmillan Educational Corporation, 1979.
5. (809, D2-2) Helterman, Jeffrey and Richard Layman. eds. *Dictionary of Literary Biography vol. 2: American Novelists Since World War II*. Detroit: Gale Research Company, 1978.

6. (809.2, M3, 2-1, (84) Hochman, Stanley. ed. *McGraw-Hill Encyclopedia of World Drama*. 2nd ed. New York: McGraw-Hill, 1984.
7. (809. D2-6) Kibler, James E., Jr. ed. *Dictionary of Literary Biography vol. 6: American Novelists since World War II*. Detroit: Dale Research Company, 1980.
8. (809, C11-2, 1) Magill, Frank N. ed. *Encyclopedia of World Authors: Revised Edition*. Englewood Cliffs: Salem Press, 1974.
9. (810.9, A10-4) Mainiero, Lina. ed. *American Women Writers*. New York: Frederick Ungar Publishing Co., 1982.
10. (808.88, R1-1) Rintoul, M. C. *Dictionary of Real People and Places in Fiction*. London: Routledge, 1993.
11. (802.9, B27-1, copy 2, (83) Scott-Kilvert, Ian. *British Writers*. Edited under the auspices of the British Council. vol. 1. New York: Charles Scribner's Sons, 1979.
12. (809, S5-3, 3, (85) Seymour-Smith, Martin. *The Mcmillan Guide to Modern World Literature*. 3rd ed. London: Mcmillan, 1985.
13. (016.4, C8, 1960-78, copy 2, (87) Yasui, Minoru. *Current Bibliography on Linguists and English Linguistics 1960-1978*. Tokyo: Kaitakusha, 1979.
14. (032, B2, 5-1, copy 2, (81) *Encyclopaedia Britannica*. vol. 1. 1968.
15. (031, A2-14, 1) *The Encyclopedia Americana: International Edition*. Danbury: Grolier Incorporated, 1991.

X. THE MLA STYLE

The bibliography at the end of your essay lists all the sources for your ideas. In Academic Writing, you will use the Modern Languages Association (MLA) style, the main style used in the English Department and in other departments in the faculty of Humanities. This style is continually updated and refined in order to enable academic writers around the world to share their work (*MLA Handbook for Writers of Research Papers*, 6th ed. (New York: MLA, 2003)).

Examples of MLA used with bibliographies, in-text citations, and an entire essay written with the MLA style can be found at...http://dianahacker.com/resdoc/p04_c08_o.html

X.(a) ENTERING A SOURCE IN THE MLA STYLE

Once you have found a useful book, article, or website, you need to make notes of the information, or to copy the information into a file, then make notes later. In order to use the information, you must indicate where you found it. Take these steps to record the title and author information:

1. Begin the first line of an entry flushed left against the margin, then indent the next lines one tab space.
2. List all entries by last name, then first name. Alphabeticize the list of names.
3. Italicize or underline the names of books, magazines, CD-ROMs, films, websites. But place the article name, the short story name, or the name of the song in quotation marks.
4. Separate the author, title, and publication information with a period followed by 1 space.
5. Note the page numbers if you are listing a chapter of a book, or an article in a newspaper or magazine. If you are listing a website, then you must put down the website address.

The following website from Canada at San Mateo Community College offers you a chance to test your knowledge of the MLA Style. The second one from the “Landmarks website” helps you create them. You type in the title, author, publisher and date and then send your answer. It will be corrected and returned to you

Finding examples of MLA Entries on the Internet

http://www.smccd.net/accounts/webreadyplus/lesson9_mla-check.asp

This website helps you create your own citations.

<http://citationmachine.net/index.php?reqstyleid=1>

X.(b) SAMPLE ENTRIES

Some common types of bibliographic citations are below:

1. Single author

Le Carre, John. *The Russia House*. New York: Knopf, 1989.

2. A new edition

McArthur, Lewis, A. *Oregon Geographic Names*. 4th ed. Portland: Oregon Historical Society, 1974.

3. A translation

Calvino, Italo. *The Uses of Literature*. Trans. Patrick Creagh. San Diego: Harcourt, 1986.

4. A Japanese reference written in romaji so it can be accessed on international databases

Sentaro, Morikubo. *Ehon no Sekai*. Tokyo: Kaiseisha, 1988.

5. An edited book

Lopate, Phillip. Ed. *The Art of the Personal Essay: An Anthology from the Classical Era to the Present*. New York: Anchor-Doubleday, 1992.

6. A chapter in an edited book

McKeon, Richard. "Rhetoric in the Middle Ages." *Critics and Criticism*. Ed. R. S. Crane. Chicago: University of Chicago Press, 1952, 35-90.

7. Several authors in a book

Quirk, Randolph, Sidney Greenbaum, Geoffrey Leach, and Jan Svartvik. *A Comprehensive Grammar of the English Language*. London: Longman, 1985.

8. An anonymous newspaper or popular magazine (alphabetize by title; ignore "The" or "A")

"Battle over Pooh Bear." *Maclean's* 16 February 1998: 35.

9. Reference from an academic or scholarly magazine

Gibelman, M., Gelman, S. R., & Fast, J. (1999). The Downside of Cyberspace: Cheating Made Easy. *Journal of Social Work Education* 35 (3), 367-376.

10. Reference book article with author

Trainen, Isaac N., et al. "Religious Directives in Medical Ethics." *Encyclopedia of Bioethics*. ed. Warren T. Reich. 4 vols. New York: Free, 1978.

11. An anonymous book

New York Public Library Student's Desk Reference. New York: Prentice, 1993.

12. An author/authors with a newspaper article

Brown, Anthony and Philip Willan. "Doctors Furious at Baby Clone." *The Japan Times*. 7 Mar. 2001, sec. 1: 2.

13. Radio, or TV programs

NBC News Special. KNBC, Los Angeles. 21 Mar. 1968.

14. Music CD-Rom

Jackson, Michael. *Human Nature*. CD-Rom. Tokyo: Sony International, 2003.

15. Documentary film, video or DVD

When We Were Kings. Video. Dir. Leon Gast. Umvd, 1997.

16. Feature film, video or DVD

The Return of the King. DVD. Dir. Peter Jackson. With Elijah Wood, Ian McKellen, Liv Tyler, Viggo Mortensen. Alliance Atlantis, 2004.

17. An article in a reference database

"Women in American History." *Britannica Online* Vers 98.1.1. Nov 1997. Encyclopedia. 10 Mar. 1998 <<http://www.britannica.com>>.

18. A personal site

Strong, Gregory. Home page. Aoyama Gakuin University. 10 Mar. 2004
<<http://www.cl.aoyama.ac.jp/~gregory/>>.

19. An article in a magazine found on the internet

Levine, Judith. "I Surf, Therefore I am." *Salon*. 29 July 1997. 9 Dec. 1997
<<http://www.salonmagazine.com/July97/mothers/surfing.970729.htm>>.

20. A report on a website

Wachbroit, Robert. Genetic Encores: The Ethics of Human Cloning. Report from the Institute for Philosophy and Public Policy. Fall, 1997
<<http://www.puaf.umd.edu/IPPP/Fall97Report/cloning.htm>>.

21. Electronic Resources

The internet has provided many new sources of information and a modified MLA style has been developed to record the types of information available. The following boxed text has examples.

Electronic Resources:

Author Family Name, First Name (If no Author is given, alphabeticize by the Title). "Title" or description such as 'homepage.' Date of electronic publication, name of database or online services. Pages, paragraphs or sections used. Name of any institution affiliated with the web page. Date of access <URL>.

a) Electronic book

Tucker, Karen B. Westerfield. *American Methodist Worship*. New York: Oxford UP, 2001. 2 Dec. 2001
<<http://digital.library.upenn.edu/ebooks/pdfs/019512698X.pdf>>.

b) From e-journals

Janssen, Maarten C. "On the Principle of Coordination." *Economics and Philosophy*, 17.2 (2001). 29 Nov. 2001 <<http://www.journals.cambridge.org/>>.

c) From EBSCOhost (a service to which AGU library subscribes offering numerous databases)

Jeffrey, Robert W., and Simone A. French. "Epidemic Obesity in the United States: Are Fast Foods and Television Viewing Contributing?" *American Journal of Public Health* 88.2 (1998): 277-81. *Business Source Premier*. EBSCOhost. Aoyama Gakuin University Library, Tokyo. 17 July, 2009.

d) From full-text databases

Gourevitch, Victor. "Rousseau on Providence." *The Review of Metaphysics*. (Mar. 2000). Expanded Academic ASAP. Gale Group. University of Pennsylvania Library, Philadelphia. 2 Dec. 2001 <http://web7.infotrac.galegroup.com/itw/infomark/429/324/18810857w7/purl=rcl_EAIM_0_A70696454&dyn=4!xrn_9_0_A70696454?sw_aep=upenn_main>.

e) From online magazines

Stokes, Gale. "Why the West?" *Lingua Franca* Nov. 2001. 2 Dec. 2001 <<http://www.linguafranca.com/print/0111/cover.html>>.

f) From online newspapers

Wilford, John Noble. "Artifacts in Africa Suggest an Earlier Modern Human." *New York Times on the Web* 2 Dec. 2001. University of Pennsylvania Library, Philadelphia 4 Dec. 2001 <<http://www.nytimes.com/2001/12/02/science/social/02BONE.html>>.

g) From full-text databases

Wilford, John Noble. "Artifacts in Africa Suggest an Earlier Modern Human." *New York Times* 2 Dec. 2001, A1+. *Lexis-Nexis Academic Universe*, 4 Dec. 001. <<http://web.lexis-nexis.com/universe>>.

h) Electronic book

Tucker, Karen B. Westerfield. *American Methodist Worship*. New York: Oxford UP, 2001. 2 Dec. 2001 <<http://digital.library.upenn.edu/ebooks/pdfs/019512698X.pdf>>.

Work Cited:

"List of Works Cited." Penn Online Research Tutorial. 30 July 2004. University of Pennsylvania, Library. <http://gethelp.library.upenn.edu/PORT/Port7c_bibliographicMLA.html#electronic>

X.(c) EVALUATING WEBSITES

Some websites on the internet are inaccurate, so you should be careful when using the information. The following table gives some suggestions for evaluating a website.

<i>Who?</i>	<ul style="list-style-type: none"> • Who has written it? • Can you trust them? • Are they trying to persuade you / sell me something / trick you?
<i>Where?</i>	<ul style="list-style-type: none"> • Which country is the information coming from? • Does this country of origin suggest a bias? • Where is the information held?
<i>When?</i>	<ul style="list-style-type: none"> • When was the information originally produced? • Is it still useful? • Has it been updated?
<p>Answering the W-W-W</p> <p>You can get clues to help you answer these questions by exploring the website. Look out for:</p> <ul style="list-style-type: none"> • Any mention the source for the information • The name and location of the organization publishing the information • The About Us section • The Contact Details (address /email) • The URL 	

Checking a URL:

The term URL means "Uniform Resource Locator." It is the Web address of the page you are accessing. You'll usually see one at the top of your browser when you have a Web page open:

<http://www.aoyama.ac.jp/en/>

Let's look at the following Web address in detail: **<http://www.aoyama.ac.jp/en/>**

URL	What's this?	The details
http://	Transfer Protocol	The first part of the URL is called the protocol. It tells your web browser how to open a file on the internet. The most common part of a URL is HTTP, or Hypertext Transfer Protocol.
www.aoyama	Server Name	This refers to the computer (or server) where the Web pages or files you want to view are hosted. It usually contains the name of the organization such as
ac	Top Level Domain/Organisational Code	An academic organization is responsible for the site.
jp	Country Code	This tells you in which country the site is hosted.
/en/	Directory	This specific folder about Aoyama Gakuin University is in English.
index.html	File Name / File Type	This is the type of file you are viewing. This changes to .doc for a document, .mov for a video file, or .gif , an image file.

Further clues: the organizational codes

Learn about the organization that owns the server by looking at the organization code:

- **.ac, .edu** academic or educational servers
- **.co, .com** commercial or business servers
- **.gov** government servers
- **.org** non-governmental, non-profit making organizations

Note that different countries can have different codes for the same type of organization. For example, a university server may have a .ac code in the Japan (ac is short for "academic") but a .edu code in the USA is short for "educational. "

More clues: looking at country codes

Often, you learn the country in which the server is based from this code:

- **.au** Australia
- **.ca** Canada
- **.jp** Japan

XI. PLAGIARISM

One of the rules of writing a research paper is that when you use the words or ideas of someone else in your essay, you must note where you have gotten them. Otherwise, you are plagiarizing or stealing ideas. The best way for you to avoid plagiarizing is to properly use quotations, to paraphrase and summarize materials, and to use good note-taking from your references.

To begin with, there is some information that most people know and there is no need to document, facts such as the current Prime Minister of Japan or that the 2010 Winter Olympics will be held in Vancouver, Canada. A simple rule of thumb is that any numbers, or specialized information that you couldn't know must be referenced. Proverbs or well-known sayings (for example, "When in Rome, do as the Romans do") need not be referenced.

Document Your References	Fair Use
<ol style="list-style-type: none"> 1. When you quote someone else's words, or even ideas, paraphrase or summarize them from any book, interview, newspaper, radio broadcast, software, TV program, or website 2. When you copy any statistics, or graphic 	<ol style="list-style-type: none"> 1. When you reach some original conclusion or describe a personal experience 2. When you write about something commonly known or at least well known in your field of study

As long as you show where you got your ideas, it is good to use someone else's ideas. You are supposed to do this in order to make a stronger argument. You show where you got your words or ideas by using quotations, by a paraphrase, or by a summary of some pages, chapter, or even the entire book.

XII. USE OF QUOTATIONS

You should use quotations very carefully, and not too often. Use a quote when someone says something very interesting or makes a remark that fits well with the argument in your essay.

XII.(a) DIRECT QUOTATIONS

When you use a translation, you must use it exactly. You must also include a page reference. Try not to use quotations longer than a paragraph. You can use as little of a quotation as a few words. Here are some directions on using quotation marks.

1. Keep the person's name near the quotation marks in your paper.
2. Select the direct quotations that are the most interesting; the shorter, the better.
3. Try to use quotations in different ways in your paper.

If it is shorter than 4 lines long, place it in quotation marks and put it in the text.

"It was the best of times, it was the worst of times," wrote Charles Dickens of the 18th century.

You may prefer to quote only a word or phrase in a sentence.

For Charles Dickens the eighteenth century was both "the best of times" and "the worst of times."

You might put it at the end of the sentence.

Joseph Conrad writes of the company manager in *The Heart of Darkness*, "He was obeyed, yet he inspired neither love nor fear, nor even respect."

You might place part of your quotation at the beginning and the rest at the end.

"He was obeyed," writes Joseph Conrad, of the company manager, "yet he inspired neither love nor fear, nor even respect."

If you use a long quotation, one more than 4 lines long, then then you have to add it to your essay in a very special way. You have to start a new line and indent it ten spaces from the left margin. You do not use quotation marks case although you should introduce the quotation with a colon. Several examples may be found in the Appendix. As well, the matter is dealt with in *A Guide to MLA Documentation* (15, 16; 23, 24). One example of the indent is shown below with a quotation from *Encarta*, the 1999 Microsoft encyclopedia:

The essay is written in many languages. The French tradition began with Montaigne, and continued to the 20th century with the political and social ideas of existentialist writers such as **Albert Camus** (*Resistance, Rebellion, and Death*, 1945; translated 1960) and **Simone de Beauvoir** (*The Second Sex*, 1949; translated 1953). The German novelist **Thomas Mann** (*Nobel Prize*, 1929) was also his country's most prolific essayist, as the huge collection *Essays of Three Decades* (1947) shows (Encarta, 1999).

XIII. PARAPHRASES

The difference between a summary and a paraphrase is that a paraphrase literally means “by the phrase” so it’s a short rewrite of a quotation. When you write a paraphrase of a quotation, it’s best to look at the original, make notes, then write it without looking at the original. Begin your paraphrase by identifying the speaker (ie. According to the American architect, Louis Sullivan...). Afterward, you can compare your paraphrase with the original to see how accurately you have done it. (There are paraphrase and summary exercises in the Appendix.)

Here is a famous quotation from the first paragraph of Charles Dickens’ novel, *A Tale of Two Cities*, which is about the terrors of the 18th century French Revolution.

“It was the best of times, it was the worst of times.”

It could be paraphrased as

It was a good time for people and a bad time.

People had good times and bad ones, too.

The best things and the worst things happened then.

XIII.(a) IN-TEXT CITATIONS

Even when you rewrite a quotation, you still need to indicate that someone else said or wrote it. You need to reference the quotation in your text, then later in your bibliography. So, you have to use an “in-text citation” such as the example shown here at the URL, http://diana.hacker.com/resdoc/p04_c08_o.html

The screenshot shows a web browser window with the URL http://dianahacker.com/resdoc/p04_c08_o.html. The page is titled "Humanities: Documenting Sources" and is part of a research guide. The navigation menu on the left includes "Overview", "Finding Sources", and "Documenting Sources". The main content area is titled "MLA STYLE: ENGLISH AND OTHER HUMANITIES" and explains the MLA system for documenting sources. It includes an "IN-TEXT CITATION" example and an "ENTRY IN THE LIST OF WORKS CITED" example.

Humanities: Documenting Sources

→ Overview

- FINDING SOURCES
- DOCUMENTING SOURCES
 - MLA in-text citations
 - MLA list of works cited
 - MLA information notes
 - MLA manuscript format
 - Sample papers

MLA STYLE: ENGLISH AND OTHER HUMANITIES

In English and in some humanities classes, you will be asked to use the MLA (Modern Language Association) system for documenting sources, which is set forth in the *MLA Handbook for Writers of Research Papers*, 6th ed. (New York: MLA, 2003). MLA recommends in-text citations that refer readers to a list of works cited.

An in-text citation names the author of the source, often in a signal phrase, and gives the page number in parentheses. At the end of the paper, a list of works cited provides publication information about the source; the list is alphabetized by authors' last names (or by titles for works without authors).

IN-TEXT CITATION

Matt Sundeen notes that drivers with cell phones place an estimated 98,000 emergency calls each day and that the phones "often reduce emergency response times and actually save lives" (1).

ENTRY IN THE LIST OF WORKS CITED

Sundeen, Matt. "Cell Phones and Highway Safety: 2000 State Legislative Update." *National Conference of State Legislatures*. Dec. 2000. 9 pp. 27 Feb. 2001.
<<http://ncsl.org/programs/esnr/cellphone.pdf>>.

The following examples indicate how to cite different types of references in your essay.

In-Text Citations:

a) Work by a single author

Several rivers aside from the Thames once intersected London, although those rivers have since been covered over by development (Clayton 28).

b) Work by a single author named in the text

Antony Clayton points out that several rivers aside from the Thames once intersected London, although those rivers have since been covered over by development (28).

c) Work by two authors

The unemployed of Denmark have had the right to request job related activities such as training or publicly supported work (Rosdahl and Weise 160).

d) Work by three or more authors

Cite all authors the first time the reference occurs; after that, include only the first author and “et al.”

e) Electronic Sources

Electronic sources are cited in the typical author-page number style with one difference: when an Internet site has no pages, or offers location information such as screen or paragraph (par.) number.

Because of Greece's physical characteristics---its jagged coast made almost all settlements within 40 miles of the sea---the ancient Greeks relied on the sea for most long-distance traveling (Martin sec. 2.4).

f) Multi-volume Works

Most of Plato's ideas about love are recorded in the Symposium (Singer 1: 48), while Ficino's are mainly to be found in the Commentary on Plato's Symposium (Singer 2: 168).

g) Works by corporate authors

Between 1970 and 1994, expenditures on information processing equipment rose at an inflation-adjusted average annual rate of 9.7 percent (Natl. Research Council 25).

h) Indirect quotations

Use this form to cite a quotation that was identified by its being a quotation in another (not the original) source.

John Evelyn described London's churchyards as being filled with bodies "one above the other, to the very top of the walls, and some above the walls" (qtd. in Clayton 14).

i) Classic Literary and Religious Works

When citing a classic work found in multiple editions, try to provide location information (chapter, section, verse, etc.) beyond the page number.

Wittgenstein writes, "The philosopher's treatment of a question is like the treatment of an illness" (Wittgenstein 91: sec. 255).

When citing plays, poems or the bible, omit page numbers and cite by division (act, scene, canto, book, part, etc.) and line.

Queen Gertrude is concerned about Hamlet's great distress over his father's death, saying

"Do not for ever with thy veiled lids / seeks for they noble father in the dust" (Ham. 1.2.70-72).

Works Cited:

"In Text Citations." Penn Online Research Tutorial. 30 July 2004. University of Pennsylvania, Library. <<http://gethelp.library.upenn.edu/PORT/Port7c.intextMLA.html>>.

Generally, references in the body of your essay and not in the bibliography at the end of it are limited to the author's name and the page. If you have mentioned the name earlier, then you only need to indicate the page reference. These references are usually enclosed in brackets or parenthesis. The full reference to the author and book will follow in your bibliography. For a more complete explanation, refer to *A Guide to MLA Documentation* (16-20).

XIV. SUMMARIES

A summary is a concise written version of a long part of one of your references. It might be a paragraph, a page, or even a book. If you use any words or phrases from the original, you must identify these with quotation marks and note the reference in an in-text citation.

(There are exercises on paraphrases and summaries in the Appendix of this book.)

XIV.(a) THE FAILURE OF MACHINE TRANSLATIONS

Some students have the foolish idea that they can just copy the information from an online source, input it into an online translation website and get back a good translation that they can use for a paraphrase.

This can be seen in the following translation about a young American, Christopher Swain, 35, a medical student who swam 2,000 kilometers of the Columbia River to show people how industry and economic development are destroying the river (CNN.com, 2003).

(a) Here is the English text:

An Oregon man ended a 2,000-kilometer swim on Tuesday after spending 13 months in the icy waters of the Columbia River, braving toxins and bacteria to raise awareness about its pollution. Christopher Swain, 35, a lifelong lover of water sports, began the journey more than a year ago. He put aside his plans to start a career in medicine to make the trip and help clean up the river. He lived on donations from t-shirt sales. Every day he swam about 10 miles, then went home to rest, returning the following day to the same spot to continue his journey (CNN.com, 12 April, 2003).

If reading and writing languages were this easy, there would be no need to learn them. In fact, machine translations are very poor and the longer the original passage, the worse the translation becomes.

(b) Here is the Japanese machine translation of the same passage:

汚染についての意識を上げるためにオレゴン人は13か月出費の後の火曜日の2,000キロメートルの水泳をコロンビア川、braving 毒素および細菌の氷った水の終えた。クリストファーSwain、35のウォーター・スポーツの終生の恋人は、旅行を前に年以上始めた。旅行を作り、きれいな上りを助け薬のキャリアを始めるように彼は彼の計画を川わき置いた。彼はTシャツの販売からの寄付に住んでいた。毎日彼は約10マイルを泳ぎ、そして休むことを家に行き彼の旅行(CNN.com, 2003年4月12日)を続けるために同じ日に翌日戻る。

(c) Here is the Japanese version of the text translated back into English again:

Concerning pollution the Oregonian person the Colombian river, the braving toxin and the ice of the bacterium is the water finished the swimming of 2,000 kilometers of Tuesday of 13 moonrise expenses later in order to increase consciousness. Christopher Swain and the lifelong sweetheart of water sport of 35 above year began travelling before. Travelling was made, the clean rising was helped and in order to begin the carrier of the medicine, he river side put in place that plan. He had lived in contribution from sale of the T shirt. Everyday he swims, approximately 10 miles and going to bed goes into the house and at that travelling (CNN.com, 2003 April 12th) the next day returns in the same point in order to continue.

(d) A better way of writing a summary is to use the technique you studied in IE Core II and IE Core III. Summarize the information by noting the key details about it: (the 5W and 1H), who, what, where, when, why, and how.

Look at the short article in (a) and note the following key details:

- i) who?
- ii) what?
- iii) where?
- iv) when?
- v) why?
- vi) how?

Put this information into 2 or more sentences. Use your own words. Do not copy any of the original sentences. If you copy anything from the article, then you are *plagiarizing*, stealing ideas from others which is cheating when you are writing an essay.

Write your 2 sentences down and compare them with a partner.

Even though you have rewritten the information, you need to add information about the source (in this case, the website address, CNN.com and the date).

XV. NOTE-TAKING

The best way to avoid plagiarizing your references and to organized your quotations, paraphrases, and summaries is to properly take notes from your references.

XV.(a) NOTE CARDS

Note cards are the best way to keep track of these items. Note cards are small cards about 7cm by 12cm in size. On them, you note down the “author” of the material as well as “the page number” from which the material was collected. The author and page number should be put on the top of the card. You don’t need to put down publishing information because you will be putting that information in your bibliography.

On the rest of the card, you should take down any direct quotations from their sources. You should also put down any paraphrases or summaries of their references. But you must keep track of which ones are original quotations, and which you have rewritten.

Using Note Cards

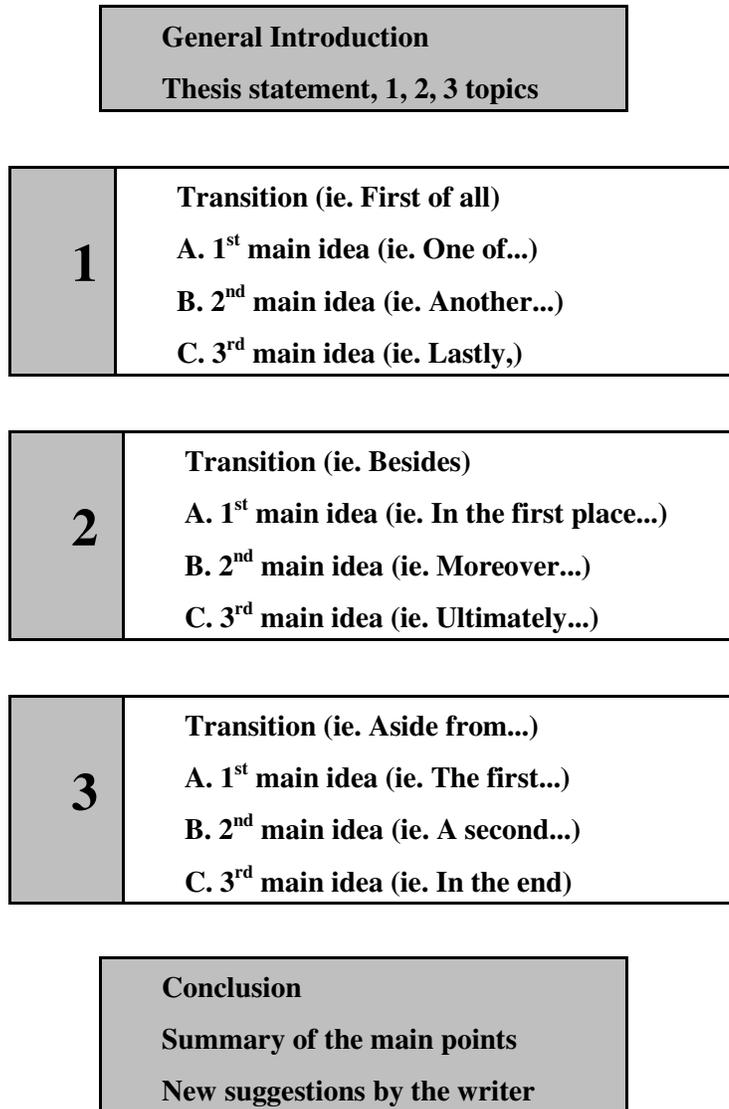
1. Keep the person’s name near the paraphrase and in your paper.
2. Choose direct quotes with the most impact --- too many quotes weaken your essay.
3. Mention the person’s name either at the beginning of the quote, in the middle, or at the end.
4. Put quotation marks around the text that you are quoting.
5. Indicate added phrases in brackets ([]) and omitted text with ellipses (. . .)

XVI. OUTLINE OF THE ESSAY

Make a rough outline of your essay by noting the title or topic of the essays, then listing its main sections in 5 or 6 main paragraphs.

The following diagram shows a general plan for an essay. Note that you should have a thesis statement and 3 topics in your introduction. The introductory paragraph defines the subject of the essay and explains the background and some key terms related to your subject.

Paragraphs 1, 2, 3 each have a transition (ie. First of all), and each paragraph introduces 2 or 3 main ideas. The paragraph dealing with the conclusion summarizes the topics and the ideas associated with them, and some new ideas you may have. (Compare your outline with the one in the Appendix on an Anne of Green Gables or Shel Silverstein essays in the Appendix . The entire essays appears later.)



If you do not know your topic well enough to outline it, the skim through one of your references and note the chapters. This might give you ideas for organizing your essay.

XVII. JAPANESE AND ENGLISH

It might be helpful to consider some of the linguistic differences between Japanese and English because these differences lead to grammatical errors.

1. Japanese articles are not like English ones (a, an, the).
2. Nouns in Japanese do not have plural forms.
3. Pronouns are usually omitted in Japanese.
4. Japanese adjectives are more closely related to verbs than to nouns.
5. Unlike English, Japanese verbs do not agree in person or number with nouns.
6. Subordinate clauses in Japanese always come first (ie. If I see him, I will pay him back).
7. Word order in Japanese (Subject - object - verb) is more rigid than in English.
As a result, there are more sentence patterns in English.

XVIII. PUNCTUATION AND CONJUNCTIONS

A group of words containing a subject and a verb is called a sentence or an independent clause. Sometimes, an independent clause stands alone as a sentence, and sometimes two independent clauses are linked together into what is called a compound sentence. Depending on the circumstances, a comma and a conjunction, or a semicolon can link these clauses.

Comma (,)

After the first independent clause, use a comma To link two independent clauses with a comma, use a comma and a coordinating conjunction: *and, but, for, or, nor, so, yet.*

ie. I am going home, and I intend to stay there.

ie. It rained heavily that afternoon, but we managed to have our picnic anyway.

ie. They couldn't reach the mountaintop before dark, so they decided to camp for the night.

A common error in sentence writing in English is to create a comma splice, also known as a run-on sentence. Two independent clauses, each with its own noun-subject and verb, are incorrectly joined with a comma. The writer uses a comma when he or she should have used a period, a semi-colon, or a subordinating or coordinating conjunction.

Semicolon (;)

Use a semicolon to link two independent clauses without connecting words.

ie. I am going home; I intend to stay there.

ie. It rained heavily during the afternoon; we managed to have our picnic anyway.

ie. They couldn't reach the mountaintop before dark; they decided to camp for the night.

Colon (:)

A colon introduces a list after an independent clause.

ie. The founding nations in the European Community are numerous: Holland,
Germany, Belgium, France.

Short sentences in English can also be joined together with coordinating conjunctions (ie. and, but) and subordinating conjunctions (ie. because, since).

I got up early *and* I rode my bicycle to school *because* I needed some exercise.

An easy way to remember the coordinating conjunctions is think of the word FANBOYS. Each of the letters in this odd word is the first letter of a conjunction.

F	A	N	B	O	Y	S
for	and	nor	but	or	yet	so

However, some sentences need to be joined together to indicate that one sentence is related to another by time, by cause-effect, by opposing ideas, or by condition. These are the subordinating conjunctions.

(There are sentence-combining exercises in the Appendix.)

TIME	CAUSE-EFFECT	OPPOSITION	CONDITION
after	as	although	even if
before	because	even though	If
since	in order that	though	in case
until	now that	whereas	only if
when	since	while	unless
while	so		whether

XIX. TRANSITIONS

To move from one paragraph of an essay to another paragraph or from one idea in a sentence to another, you need to use transitions. These describe when things occurred (time), compare two things (comparing), the order in which things happened (sequence), and summarize something (conclusion).

Time	at once at length at the same time	immediately in the meantime in the interim	meanwhile then
Classifying	among them an example	an illustration for example	one of them one of these these include
Comparing	although even though	in comparison in contrast	on the one hand on the other the bigger (smaller)
Sequence	afterward another at this point at this time	before this finally first lastly	next subsequently therefore
Conclusion	in brief in the end	in summary on the whole	ultimately

Turn to the Appendix and the first 4 sample essays, on Shel Silverstein, Ayumi Hamasaki and Britney Spears, the Japanese university and the American university, and the similarities and differences between Lucy Maud Montgomery and Anne Shirley in *Anne of Green Gables*. Circle the transitions you find in the paragraphs. Note which type of transitions they are by using the following chart.

XX. CHECKLISTS AND SAMPLES

One way for you to check your work is to use a checklist that shows the most important parts of an assignment and will help you set goals. Your teacher may use the same checklist to assess the first draft of your essay. (A checklist is included in the Appendix.)

Teachers scored these essays from 1 (the poorest) to 6 (the best written). Please read the essays and score them, too, using explanations on the marking scale to note their errors. In class, compare your results with other students. Your teacher will tell you teachers' scores.

XXI. PEER EVALUATION AND FEEDBACK

Writing involves frequent review and revision. When you revise your writing by yourself, you might only see small mistakes in punctuation, spelling, and word choice. You will likely need a partner to help you find more errors or more serious ones.

PEER EVALUATION FORM:

Content

- A) Is there a clear thesis statement and 3 topics?
- B) Are there 3 body paragraphs in the essay? Do they have good content such as names, numbers, quotations, and descriptions
- C) Are the examples well-developed? Which are the strongest examples? Why? How could the others be improved?
- D) Are there suitable quotations and paraphrases of quotations? Are the quotations used correctly and the authors identified?
- E) Have any translations been used as quotations? Do they support the writer's argument?

Organization

- F) Does the introductory paragraph have a transition and a topic sentence?
- G) Are there transitional phrases such as “One illustration of this is” and topic sentences in each paragraph
- H) Do the main ideas in each body section relate to the thesis?

Sentence Variety

- I) Are most of the sentences in the essay complex and compound-complex ones or simple Sentence-verb constructions?
- J) Are there repeated words and any sentences with unclear ideas?

Grammar

- K) Have you found any examples of incorrect subject-verb agreement, pronoun reference, tense errors, or any other grammatical errors? Circle these for correction.

Some of the suggestions your teacher or other students may give you may include re-ordering the examples in a paragraph, refining a thesis statement and rewriting of transitions and examples. The evaluation form will help your partners.

XX.(a) RATING SAMPLE ESSAYS

To help you learn the standards for academic essays in this course, we have included a marking scale and 6 different student essays (A-F) in the Appendix.

XXI.(b) FEEDBACK

Besides using peer evaluation forms, you and your partners need to give one another some “feedback” or comments on each other’s work. As a developing writer, you need to learn to find the errors in your own work and understand how to correct them. A good way to acquire this skill is to learn the kind of mistakes that your partners are making and how they might be able to fix them.

What Feedback Isn’t

1. Feedback is not meant to be your opinion of the writer’s ideas.
2. Feedback is not limited to noting the “mechanical errors” in your partner’s writing, errors such as spelling, use of articles, verb tenses, and so on)

3. Feedback is not just a comment at the end of a paper such as “good” or “good work.” These comments are not specific enough to help the writer.
4. Feedback should not be completely negative, but should also try to give some positive comments as well.

What Feedback Is

1. Feedback consists of specific comments.
EXAMPLE: “Your thesis suggested that you were going to discuss courses first, then part-time jobs, and finally, teachers in Japanese and American universities, but your first paragraph is about teachers.”

SAMPLE RESEARCH ESSAY TOPICS

1. Playwright Arthur Miller as an American social critic
2. The Process of Second Language Acquisition
3. The Critical Age Hypothesis in Language Learning
4. Language Acquisition in Bilingual Children
5. The Reasons for the Popularity of A.A. Milne's *Winnie the Pooh*
6. The English Countryside in the Books of Beatrix Potter
7. Innocence and Disillusionment in J.D. Salinger's Stories
8. A Woman's Place in Society in the Novels of Jane Austen
9. Important English Phonemes in the Language
10. The Differences Between English and Japanese
11. The Psychology of Language Learning
12. An Explanation of the Ideas in Nature Writing
13. Themes in Beatles' Song Lyrics
14. The Theme of the "Runaways" in *Huckleberry Finn* and *Tom Sawyer*
15. Conflicts in Alice Walker's *The Colour Purple*
16. An Explanation of the Principles Behind Task-Based Teaching
17. A Comparison of Japanese and American Universities
18. Comparing Two Films by Steven Spielberg

COMBINING SHORT SENTENCES

Try to write longer more, complex, and interesting sentences by combining shorter ones with commas and semicolons with coordinating conjunctions (ie. and, but), or subordinating conjunctions (ie. because, since).

1. My friend bought a trumpet. He practises constantly on it. He hopes to someday play well.
2. Our neighbours are moving to London. They lived in Tokyo for 12 years. We are going to miss them.
3. Each student brought his registration form. The forms were brought to the office. The principal gave them advice. They were to read the form carefully before answering it. Their answers were to be complete and accurate.
4. The hikers were on a campground. They were not allowed to build a fire. The forest was too dry. It hadn't rained for several weeks. The forest was vulnerable to fire.
5. Their climb up Mount Fuji was difficult. It was exhausting. It was dangerous. There was a tremendous view from the mountaintop. It was magnificent. It made the climb worthwhile.
6. A Separate Peace is a novel by John Knowles. It is about two boys who are friends. One boy is named Gene; the other, Phineas. Gene's betrayal of that friendship is a theme in the novel. Another theme is that of maturity.
7. The boy was small. He looked dirty and tired. He had not eaten for some time. He was standing on a corner of Bombay. "Got any spare change?" he asked.
8. Dark clouds passed over our heads. We heard thunder as we were walking to school. The day became very stormy. We arrived home from school unusually late. We found that our parents were about to phone the police. They had become alarmed for our safety.
9. Most predictions about the future are not optimistic. There are world problems. The energy shortage is one problem. Another problem is terrorism. At the moment, it seems to be an even more critical one.
10. The Olympics is a big business. It suffers from high costs and performance-improving drugs. These result from the pressure for each country and each athlete to be the best. Professional Sports are also dependent on corporate sponsors. The Olympics have lost some their ideals.
11. Our planet has a limited supply of water. It must be used over and over again. We have to think of some way to conserve water. We cannot afford to waste water. Many regions of the world suffer from water shortage.

CREATING THESIS STATEMENTS

1. Transform the thesis into a statement.

- ie. Scientific discoveries make problems as well as solutions.

2. Make yourself a question about the topic and then list the factors to consider in answering it. Then make up a statement using them.

- ie. (What are the challenges in daily life?)
The struggle for economic survival, the search for personal happiness, and for individual fulfilment are challenges that confront us each day.

3. Turn the thesis into a recommendation.

- ie. Japan should promote immigration because it increases employment and business opportunities, and because immigrants can become a cultural resource

4. Focus on the causes, or the recommendations.

- ie. Lack of work, a poor economy, and poor social services all promote drug trafficking in Columbia, South America.

5. Give the thesis an unexpected twist.

- ie. A university education provides us with new knowledge, the opportunity for self-discovery, and even with the chance for career training---in short, everything except the time to pursue these things ourselves.

6. Attack the opposition.

- ie. Supporters of capital punishment in Japan are irresponsible, ignorant of human psychology, and have failed to examine the numerous studies of deterrence and criminal behaviour.

7. Narrow down the area of the topic by being specific.

- Performance drugs in sports.
- ie. Drugs that increase athletic performance should not be in professional sports.
- ie. Any drugs that help an athlete's performance have no place in the Olympics.

8. Focus on the demerits of the thing you don't like.

- ie. By the emotional stress they create, by their tests instead of learning, and by the competition they encourage among students, entrance exams can be very bad.

9. Limit the terms defined in the thesis statement.

- ie. Mark Twain's skills as a humorist are best shown in his novel *Huckleberry Finn*.

10. Use logic.

- ie. If every couple in the world has two children, overpopulation will continue at an alarming rate because people are healthier, live longer, and use more resources than ever.

11. Argue against common beliefs, and traditions.

- ie. Few people argue that there were advantages to living 100 years ago, yet the men and women then had more sense of community, purpose, and security than today.

WRITING PROGRESS SHEET

Name: _____

Title: _____

1. Planning (comments)

grade: _____ / 10

**2. First draft, reader's name: _____
(comments)**

grade: _____ / 20

3. Second draft (comments)

grade: _____ / 30

FINDING LIBRARY RESOURCES

Name _____

A. The Magazine Section

The library receives English newspapers, and weekly and monthly English magazines of events in Japan and the world. Look at the name of the magazine and the table of contents to answer the following questions.

Find the names of newspapers, or magazines that give the following information:

1. international news
2. American business and finance
3. the Japanese economy
4. news of Asia, and the economic situation in Asia

Which two magazines interest you most?

- a)
- b)

B. Reference Material

The reference materials in the library include the *Encyclopedia Britannica macropedia* and *micropedia*, and several general references about geography.

1. What is the difference between the *micropedia* and a *macropedia*?
2. Which book contains maps?
3. In the Encyclopedia Britannica, list four headings that interest you.

C. Book Section

Which numbers indicate material on the following topics:

- a. Japanese history
- b. English literature
- c. medicine
- d. electrical engineering

LIBRARY ORIENTATION

Name _____

For the first library activity, the Info Scavenger Hunt, students are divided into two groups, each person doing some of the questions for homework and bringing in the answers to share with the group. Of course, a more exciting version of this scavenger hunt is as a race between groups.

Follow-up: when students return with their answers, they walk around and explain their answers.

1. Name two books that tell how to spell the last name of the western-most province of Canada, and name that province.

Ans.:

2. What is the phone number of the Ministry of Education (Tokyo)?

Ans.:

Source:

3. Who were Frank and Jesse James?

Ans.:

Source:

4. Find the following facts about the weather on the day of your birthday last year.
- high/low temperatures
- precipitation or sunny/cloudy

Source:

5. What is yogurt made of?

Ans.:

Source:

6. Who made the first photograph, and when?

Ans.:

Source:

7. Who wrote *A Child's Christmas in Wales*?

Ans.:

Source:

Name _____

Research the answers. Paraphrase (Put it into English that your classmates will understand.) in 25 words or less. Bring your answers and sources to class.

1. What is the Nobel Prize?
2. What is the sound barrier?
3. Who invented cartoons?
4. How did the custom of kissing start?
5. What is fog?
6. Who invented the pencil?
7. How did Halloween originate?
8. What is chalk? What is rubber?
9. Who discovered electricity, and how?
10. Why do we perspire?
11. How was the telephone invented?
12. What causes headaches?
13. What do ants eat?
14. What keeps a duck afloat?
15. When were rockets first used?
16. How did fingerprinting first start?
17. When was soap first made?
18. Does an ostrich really hide its head in the sand?
19. What are fingernails made of?
20. How can you recognize poisonous mushrooms?

Using the MLA Style

Put the following book entries in the proper MLA Style:

- 1) Orion Books
London
1999
Remembrance Day
Porter, H.

- 2) Teaching Talk: Strategies for Production and Assessment
Cambridge
1984
Cambridge University Press
Shillock, R., Brown, G., Anderson, A., & Yule, G.

- 3) 37-39
Hvitfeldt, Ch.
English Teaching Forum, 24 (4)
Guided Peer Critique in ESL Writing at the College Level
1988

- 4) 2000, January 17
2000, May 12
Plonsky, M.
www.uws.edu/acad/psych/apa4b.htm
Psychology with Style: A Hypertext Writing Guide

Academic Writing Database Treasure Hunt:

Instructions: Using the JSTOR Database, find the five articles. The group with the first correct answer or the most full citations wins the prize. You have one hour.

Article One: (search keywords: pragmatics, poetics)

Author(s) Mertz
 Title _____
 Journal _____ Year 1994 Vol. __ No. __ Pages 435-

Article Two: (search keywords: kabuki and freedom)

Author(s) _____
 Title _____
 Journal Educational Theatre Journal Year 1969 Vol. __ No. __ Pages _____

Article Three:(search keywords: Salinger)

Author(s) Harper, Howard
 Title _____
 Journal _____ Year ____ Vol. 12 No. __ Pages 204-229

Article Four: (search keywords: Africa* and America*)

Author(s) _____
 Title _____
 Journal Annual Review of Anthropology Year 1994 Vol. 23 No. __ Pages 325-345

Article Five: (search keywords: aesthetics and rhetoric)

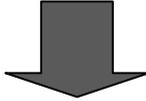
Author(s) McQuarrie, Edward F. and Mick, David Glen
 Title _____
 Journal _____ Year ____ Vol. __ No. __ Pages 37-54

A SAMPLE OUTLINE

The entire essay appears later in the Appendix.

I. Introduction and thesis statement:

Although Montgomery claimed that she was not Anne of Green Gables, she described many of her own experiences in the novel.



1st body section: topic sentence

Montgomery's life and Anne's life have both similarities and differences.

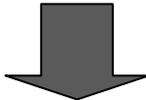
A. 1st main idea

Both women lived with an elderly couple in Prince Edward Island.

B. 2nd main idea

However, Montgomery's grandparents were not very loving toward her although in her novel, Matthew, then Marilla learned to love Anne.

Quotation 1# (pps.303-304) Quotation 2# (p.308)



2nd body section: topic sentence

Montgomery and Ann shared some of the same physical characteristics.

A. 1st main idea

Both had freckles.

Quotation 3# (p.81)

B. 2nd main idea

Both of them were concerned about their looks and felt skinny and homely.

Quotation 4# (p.69)



3rd body section

They both disliked their names and invented other ones.

A. 1st main idea

Quotation 6# (pp.156,157) Quotation 7# (p.27)



V. Conclusion

Montgomery and her character, Anne of Green Gables were alike and not alike.

PARAPHRASING QUOTATIONS

I. The following activity covers paraphrasing quotations.

Quotation:

"Rock music includes a variety of styles that are modern because they reject traditional types of music in order to keep up with the changing times."

Paraphrase:

There are many types of rock music. But they are all similar in that they try to make music in a new way. The chief purpose of rock music is to keep up with modern life.

I. Write down the paraphrase of these phrases from the original quotation.

1. ...a variety of styles = _____

2. they reject traditional types of music = _____

3. to keep up with changing times = _____

II. Quotations are often introduced with a "reporting verb" or phrase and often in the present tense when writing about an author or artist. Make up a quotation for these:

ie. As President George W. Bush says, "I love America."

The Hollywood actress insists, "_____."

As Banana Yoshimoto mentions, "_____."

However,.....declares, "_____."

As Lucy Maud Montgomery writes, "_____."

Ayumi Hamasaki sings, "_____."

Britney Spears maintains, "_____."

PARAPHRASING QUOTATIONS

1. Paraphrase each quotation from the original "Snow White" of *Grimm's Fairy Tales*. Walt Disney changed the story because the ending was very cruel. The original story dealt with Snow White's terrible revenge. Your paraphrases must use other words than the original.
 - a) "At first, the evil woman decided not to go to the wedding at all, but then she felt she just had to see the princess" (69).
 - b) "When she entered, she recognized Snow White and stood rooted to the spot with fright and terror" (70).
 - c) "But already a pair of iron slippers had been heated over glowing coals and they were brought in with tongs and placed before her" (70).
 - d) "She had to put her feet into the red-hot shoes and dance till she dropped dead" (70).
2. The following quotation is from an essay on the cultural differences between Japanese and Americans (Wakayama, 59-60). Paraphrase the quotations.
 - a) "The conduct of men toward women is very different in America than in Japan."
 - b) "If the stairs are narrow, women are allowed to ascend them first."
 - c) "Walking down a street, men walk along the more dangerous side of the road, facing traffic."
 - d) "Men serve drinks and food to women, first."

SUMMARIZING MAIN POINTS

Summarize the main points about the author of *Alice's Adventures in Wonderland* into 1 sentence for each part. Afterward, try a paraphrase.

- a) The story begins with a shy mathematics teacher, Charles Dodgson. He befriended a young girl, Alice Liddell, the daughter of his supervisor at Christ Church College, Oxford where he worked. One afternoon, he and a fellow lecturer there, met Alice and her sister and took them boating on the Isis River.

-
- b) At Christmas, 1864, Charles Dodgson gave Alice Liddell a dark green leather notebook with the story of *Alice's Adventures Under Ground* written and illustrated by hand. In 1865, Macmillan published the renamed *Alice's Adventures in Wonderland* and sold 160,000 copies during Dodgson's lifetime.

-
- c) Rohinton Mistry's short story collection, *Tales from Firozsha Baag* is about the people living in a Bombay apartment building in the 1980s. The characters include Najamai, the owner of the only refrigerator in the building and Jaakaylee, the old cook who sees ghosts, all the way to Kersi, the young boy who immigrates to Canada.
-

Rating Student Essays

Academic Writing Teachers marked the following series of student second drafts of their essays. These papers were marked with a six-point scale based on the kind of rating scales used by the TWE (TOEFL Test of Written English) and IELTS (International English Language Testing System). Your teacher will explain each of the scores to you.

Each step on the scale indicates a level of performance:

a) organization
- thesis statement
- topic sentences
- transitions

b) content
- use of examples
- quotations
- page references
- bibliography
- minimum of 1,500 words

c) structure
- sentence variety
- frequency of grammatical errors

Read each of the 6 essays and rank them on the 6-point scale. Afterward, compare your scoring and notes on each essay with other students in the class and decided which scores are correct.

After your group has decided on the scores, write the scores on the board.

When all the groups have written their scores on the board, your teacher will compare them, explaining what the right scoring was supposed to be and the reasons why some essays are weaker than others. The winning group is the one closest to the scores given by the teachers.

6	Organization	1. Thesis - clearly stated, indicating topics to be developed 2. Topic sentences - appropriate, varied transitional phrases
	Content	3. Paragraphs - developed examples, quotations, page references 4. Bibliography – titles of 7 books, journals, or newspapers in alphabetical order 5. 1,500 word minimum content
	Structure	6. Sentences - frequent variations in sentence structure 7. Grammatical errors – these few do not impede communication

5	Organization	Missing two features of a "6" essay.
	Content	
	Structure	
4	Organization	1. Thesis - present but too general 2. Topic sentences - sometimes inappropriate or formulaic
	Content	3. Paragraphs - some examples, but poorly explained 4. Bibliography - incomplete 5. Minimum of 1,500 words
	Structure	6. Sentences - a few variations in patterns 7. Grammatical errors - these occur often and block communication
3	Organization	Missing four features of a "6" essay.
	Content	
	Structure	
2	Organization	1. Thesis - undeveloped or inappropriate 2. Topic sentences - none or inappropriate
	Content	3. Paragraphs - lacking quotations, page references and discussion 4. Bibliography - missing 5. Minimum of 1,500 words is not reached
	Structure	6. Sentences - no sentences are error-free 7. Grammatical errors - make it difficult to follow the writing
1	Organization	Minimal response
	Content	
	Structure	

Notes on the Papers

Mark	Letter	Comments on each essay
6		
5		
4		
3		
2		
1		

A-1

Shinto and Christianity

Japanese three major religions are Shinto, Buddhism, and Christianity. First two religions, Shinto and Buddhism were enshrined side by side in their history. Therefore, I would like to compare Shinto and Christianity in Japan. Shinto has its origin in nature worship. It occurred in primitive times. As most of the primitive religions all over the world did. The ancient Japanese worshiped natural objects such as mountains, rocks, and trees. Those natural objects were sometimes looked old and grace which made ancient Japanese to feel that there must be some gods' spirits in those objects. On the other hand, Christianity came from a foreign country. A Jesuit missionary, St. Francis Xavier first brought Christianity to Japan in 1549. Further teachings were promulgated by Spanish and Portuguese missionaries and traders. In those days, feudal barons of Japan who permitted Christian teachings were favoured by the Western merchants while those who opposed to the new religion were avoided.

First of all, I would like to tell you about what Shinto is. Shinto means "Way of the Gods." The religion is native and exclusive to Japan. Its origin in nature worship, dates from primitive times. In the history, it has taken three forms: Shrine Shinto, State Shinto, and Secretarian Shinto. Since I'm comparing Shinto and Christianity in Japan, I would like to call those three forms as Shinto from now on. Shinto has started in primitive times and we do not know who started or what part of Japan it has started. Its origin is thought that it occurred naturally as people formed communities and organized some kinds of societies. Ancient Shinto worshiped natural objects and later symbolic objects such as the sword of imperial authority. Those symbolic objects, in some sense, inspired awe or fear and people believed those objects were inhabited by spirits, kami. One of the Shinto scholar, Toshmaro Ama says

"There is a very famous god called 'Ookami' in Shinto. Ookami exist from primitive times and was said to be a woman and many people believe that. However, from my research, I found Ookami is not a woman but a wolf. In primitive times, people were afraid of Japanese wolves, so, they thought that if wolves are the god, wolves would never kill them. From this thought, people made up a god called Ookami and hoped no more people get killed hurt by wolves."

I agree to what Ama says because there are eight million gods in Shinto. There are gods of fire, water, thunder, mountains, snow and every kinds of natural objects. People made up gods to feel safe and hoped their future.

B-1	The World According to John Irving
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The World According to Garp, written in 1978, brought John Irving recognition as a novelist. His first three works, *Setting Free the Bears* (1968), *The Water-Method Man* (1972) and *The 158-Pound Marriage* (1974) didn't earn him the reputation of an accomplished writer. Although he won a Rockefeller Foundation grant (1971-1972) and a fellowship from the National Endowment for the Arts (1974-1975), these books were unsuccessful financially, and critically. With his fourth novel, which sold over three million copies in hardbacks and paperbacks together and received the American Book Award in 1979, he suddenly became a huge success, a cultural hero, and even a sex symbol (Sasada 293). Hollister wrote, "*The World According to Garp* provoked extreme reactions, pro and con, that confirmed its vision of extreme conflict between the sexes because some readers disliked the exaggeration and violence while others disapproved of the explicit sex, and many hated the satire of "feminist excesses" (762). But such opinions don't show the total image of the book at all. There is no doubt that John Irving produced a highly original work. Its novelty is still really shocking, but the warm sense of humor eases it. According to Ruppensburg, he acquired that excellent skill after studying under Kurt Vonnegut Jr., the author of *Slaughterhouse-Five* at the University of Iowa where he got a Master of Fine Arts degree in 1967 (157). And T.S. Garp, the main character of *The World According to Garp*, is also a successful writer. Though Garp was created by Irving's remarkable imagination, some readers may believe that there is an absolute reality in it, because the long story includes a lot of characters – school teachers, whores, wrestlers, radicals, editors, assassins, transsexuals, rapists, novelists, nurses, and feminists. Is it his autobiography? If not, how could he write such a wonderful novel? Each individual in the story has a very clear-cut personality. That's why the book is so attractive. It is true, however, that it contains some autobiographical elements, for the author said in a talk with Hikari Ota, a member of a stand-up comedy team called *Bakusho-Mondai*, "The novel is to write about somebody's life objectively, but I sometimes stir up imagination based on my experience" (Niimoto 43). Then, how did John Irving create T. S. Garp, who is quite unique in birth, life, and death, by developing his own experience? The three distinctive points -at which T. S. Garp is connected with John Irving are a strong mother, an early career as an *enfant terrible* and the city of Vienna. These are the similarities between the two; nevertheless, there are differences, too.

First of all, both John Irving and T. S. Garp are fairly close to their mothers. The main reason is that neither of them has ever known a father and their mothers had to raise them. There are few materials written about Irving's mother, but judging from the fact that he went to a preparatory school, she must have been dedicated, while Garp's mother, Jenny Fields, is equally strong-willed, and independent of anybody else. John Irving was born to Frances Winslow Irving in Exeter, New Hampshire on March 2, 1942. He had a stepfather, Colin F. N. Irving, instead of a real father. Colin was a teacher of Russian history and the treasurer at Phillips Exeter Academy, the model of the Steering School in *The World According to Garp*, which John attended during his teenage years. He was never a distinguished student, but it is clear that he experienced a lot, found a lifelong hobby of wrestling and got the dream of becoming a novelist. On the other hand, the character of Jenny is quite individualistic. We can see this from the scene in which Garp was conceived in a unique way because she didn't like men. Jenny looked upon women who tried to entice men as fools and she wrote that in her auto-biography.

B-2 | The World According to John Irving

“In this dirty-minded world,” she wrote, “you are either somebody’s wife or somebody’s whore – or fast on your way to becoming one or the other” (112). She basically distrusted everybody

According to Garp, she hardly ever associated with people and only decided to have a baby because at the hospital she saw a woman who had babies. She decided to have a baby in an extraordinary way, one that makes the story more interesting to some or conversely immoral to others. Jenny herself bore the baby. She found an ideal man in the hospital, a dying soldier. All Garp ever learned about her father was that he had been a ball turret gunner, a technical sergeant named Garp and that he was dead. Surprisingly, even Jenny didn't know more. It goes without saying that she didn't choose him because she loved him. There were two reasons for her. She wanted to keep her job, live alone, and avoid sharing her body or her life. Her baby would only be involved with her emotionally. It was a decisive factor in her choice of Garp for the father that he would die soon.

It was extremely ironic that she bore the soldier a boy. Garp was also rather peculiar, so badly injured on account of World War II, he couldn't understand his own name. All he did was play with his own peter, so much so that Jenny believed babies would grow out of the soil if he dropped a little in a greenhouse.

"Garp?" Jenny whispered. She stepped out of her slip and her panties; she took off her bra and pulled back the sheet She took hold his erection and straddled him. "Aaa," said Garp. Even the r was gone. He was reduced to a vowel sound to express his joy or his sadness As Garp shrank and his vital stuff seeped from her, he was once again reduced to Aaa's; he closed his eyes and slept She never did it again. She didn't enjoy it. She had no doubt that the magical fertilization had worked (22).

This is how Jenny became pregnant as she had wished – a virgin pregnancy. This incident shows her will and strength and surprises everybody. And moreover, apparently, this is beyond the range of our everyday life experiences so it was natural that she have lost her job. Even though a woman may want to have a baby without a man, she will never do so. But Jenny did what she had wanted to do. This was Garp's mother.

A similarity of the two writers is that Vienna played an important part in their writing careers. Certainly it is true that both John Irving and the fictional Garp decided to become writers in their high school days, but it is not too much to say that their starting points as novelists were Vienna. Both of them went there to write, not just to go sight- seeing. The city enabled Irving to get a sense of history that he never acquired in the U. S. ; the history of Vienna in World War I has significant meanings in his first three novels.

Ruppersburg wrote, in a 1979 Rolling Stone interview, that Irving called the Austrian capital "a real place for me....It was so old and strange...that it forced me to pay attention to every aspect of it" (153).

But the Vienna in his books is different from the actual city; "It's not Vienna – and that gave me great freedom. I didn't have to be responsible to Vienna. Vienna was a place I could make up" (153). In each of his novels Vienna is tied to the past, to the imagination, to youthful ideas and fantasies. His experiences there provided the subject matter for much of his fiction ... (153).

B-3	The World According to John Irving
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In fact, his original aim was to take a trip to Austria. Dissatisfied with the University of New Hampshire, he went to the University of Vienna in 1963-1964 (Hollister; 762). The life in the city inspired him. He is a born novelist. Most people who travel, never write novels inspired by their experiences. The ordinary person only relaxes or follows his curiosity. But Irving watched the scenery, talked with the people, and wrote about them. This is his true vocation.

On the other hand, T. S. Garp went there with his mother, following the advice of Helen Holm who later became his wife. Vienna was a corpse for him. Everything there seemed old and inactive. His first novel *The Pension Grillparzer* reflected these impression and its theme was death. He wrote about an odd circus troupe from the point of view of a boy whose father worked at the Austrian tourist center. There were a lot of mysteries in it. But the most significant event was that Garp became famous because of Jenny's autobiography *A Sexual Suspect* which caused a sensation and made her a feminist leader. In a chapter entitled "Desire" in that book, he was the object of her inquiry. Jenny wrote in detail about the relationship between Garp and an aged prostitute that left a stain on his career.

In a third similarity, both John Irving and T. S. Garp can be regarded as an *enfant terrible* of the literary scene. Their work, which made both of them well known, involved a kind of destructive sexual action. Furthermore, both John Irving and T.S. Garp have strong feelings of attachment to family, especially to children, and to wrestling and the arts. Niimoto noted that Irving was really worrying about whether or not his two older boys would be hurt while he was instructing them in wrestling (43). This remark reminds readers of a little comical scene in which Garp reveals his own feeling of hostility against a reckless driver who threatens his children's peaceful lives. In addition, Tsutsui insisted in the introduction to a Japanese translation of *The World According to Garp*, "These two writers correspond to each other not only in the number of their works, but also the contents, except for *The Cider-House Rules* and *A Prayer for Owen Meany*" (482). For Irving, the writer may be just an observer, who sacrifices his/her own experience to write a fascinating story.

The World According to Garp stands up as a brilliant novel because of its unexpected originality which attracts a number of readers. The setting is very complicated and looks rather absurd because the novel includes a lot of sexual description. On the other hand, John Irving always writes from the omniscient point of view, or as a neutral narrator. Even though episodes or backgrounds are related to his experiences, he never injects his own personal feelings into them. All he does is hint at the true worth of living a stoical life in insanity and confusion. That's why he succeeded in *The World According to Garp*. In this sense, John Irving is the Creator of a world of fiction.

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B-4	The World According to John Irving
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C-1

Women and Men in Conversation

You just don't understand Women and Men in Conversation are sociolinguistic works written in 1990 by Deborah Tannen, professor in the Department of Linguistics at Georgetown University in Washington, DC. Analyzing everyday conversations, she makes sense of misunderstandings between women and men and explains how difficult the cross-cultural communication is. In fact she got hooked the idea of differences in gender communication, the year her marriage broke up in the summer of 1973. In 1986, she published *That's not what I meant!* It showed that people have different conversational styles and it had 10 chapters of which one dealt with gender. After that book had been published, readers wanted to know more about gender and conversational style. She wrote *You just don't understand: Women and Men in Conversation* for her readers who have a problem with the communication between men and women. This essay focuses on men and women don't understand each other because their conversational styles and purposes of conversation are different. Moreover, the psychology of men and women are different. If we realize that the difference between men and women in our conversational style each other, we are not worried about difficult conversation between men and women.

First of all, purposes of conversation are different. Men use them for building their good positions and women use them for communication. It reflects of the children's experience. And this essay mentions that meaning of the discussion and word in conversation of men and women. For example, the child's ages reflect all life. According to her study evidenced of the boy's playground, there is a hierarchical organization in the boys; they use conversation between their friend for making their position. In contrast, the girl's groups were organized in an egalitarian way and they all participate jointly in decision making with negotiation. Even if we were grown-up, we use the same way the word and social structures that we have learned, as we were children.

Next, a discussion's meaning is very different. In our daily life, when men and women have to decide serious matters, they have a discussion, sometimes it becomes a hard talk. Men are far more likely to express and create affiliation by opposition (162). This essay mentions that women hate that argument because his big voice and speedy talks and women think him just angry. But for men, it is a communication tool.

Moreover, the word of means is different in their conversation. Women want to do with their partner. For example, go out for dinner or walking. Women use the word "let's" for communications but men think it for order. Men sometimes don't feel good. As the result, men use the conversation for contest, and women use it for community. The purpose of conversations is different, so the conflict arises.

Next, the conversational styles are different. For example, there are different values of using overlapping and interruption in their conversational. In addition, that nods of men and women are different, too. First, women and men use overlapping different ways. For example, when men and women are talking about their most interesting things such as a film, which they have just seen. Women try to express that men's reviews are very interesting and in order to enjoy their talks by using overlapping. On the other hand, when men try to tell her more interesting story and knowledge, they use overlapping. But both women and men sometimes misunderstand that their interruptions and then stop to talk.

Moreover, nodding times are different in their conversation.

C-2

Women and Men in Conversation

Women giving nods many time in their conversation because want him notice that they are listening what you are saying. it means cooperative. On the contrast, men feel that nods are interruptions or in a hurry. In their conversation, men seldom give nods because his nods mean agree or understand. If men don't give nods, women think that men are very boring and then she became upset and stop to talk. Moreover, we have vastly different psychological make-ups, women is friendly more than men, And also women are more imaginative and more deep concern for her partner more than men. This essay mentions that conversation in women and men are problems because the balances of concern are different.

Next, women are imaginative what partner thinking and doing is. It related to the "metamassage" and "fream" "metamassage" means non-verbal and the signal of what they think. "Dream" means imagination what they think. Women are more imaginative than men, so inference from the metamassage what partner thinking are. And also women looking thought out the dream. Consequently, thought women fail to understand with partners feeling, women believe themselves, and then become angry, upset or smile. On the other hand men could not understand why women's feeling were changed. Women want to concern and know until they are content but men don't. Women ask to their partner too much, because women think it expresses affection. Men never think as it, it expresses doubt and order. This essay mentions that most difficult problem of men and women in conversation is psychological .

Finally, men and women could not understand because the conversational style and purpose of conversation and their psychological were very different. But this essay mentions that the most important thing in men and women are that we should realized the differences and we need not to change our conversational styles.

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Home Page Of Deborah Tannen: e.mail:robinsda@gunet.georgetown.edu Time Domestic The Workplace:e-mail:1994/941003/941003.workplace.html.October 3, 1994 Volume 144, No.14.

D-1 | Grimm's Fairy Tales in Walt Disney Movies

Walt Disney made several stories from the Grimms' fairy tales into movies but there are many differences between the Grimms' fairy tales and Walt Disney's movies. There is a very popular book, *Hontou-ha-osoroshii-Grimm-douwa* written by Misao Kiryu. The title means the horrible Grimms' fairy tales in fact. Because most of us know about the Grimms' fairy tales as fantastic and dreamy stories as they are in Walt Disney's movies, the book surprised us. The origin Grimms' fairy tales have sexual, violent, and cruel elements but in the Walt Disney's movies they are not expressed.

The Brothers Grimm are Jacob and Wilhelm. Jacob was born in 1785 and William was born in 1786. They were the sons of a judicial officer of administration in Hanou in Germany. According to the home page, *Grimm-douwa-tanken*, they started to collect fairy tales and folk tales because they had helped a poet collect them in 1805. Then the Brothers Grimm published them by themselves as "The legends for children and families" in 1812. It is recognized as the first edition of the Grimms' fairy tales. The Grimms' fairy tales had been revised for many times and had concluded in 1857 as the seventh edition.

On the other hand, Walt Disney was born in 1901 as the fourth son of a poor Protestant farmhouse in Chicago. His family had emigrated from the Ireland. They had a small farm in Missouri where people had been suffered from disasters of clay, sand and droughts. After his bright success, he answered to an interview that he could not get anything he wanted in his childhood. At first he was a poor and unknown cartoonist but after he set up the small studio with his brother, Roy Disney in Hollywood, he started to succeed in the movie. He won eight prizes included the Oscar for "SnowWhite" from the Grimms' fairy tales.

The story "Rosebud" is expressed differently in the Grimms' fairy tales and in Walt Disney's movie in the expression of its sexuality and its new title, "The Sleeping Beauty". "Rosebud" was made change in Walt Disney's movie because Disney interpreted as too much sexual. The story begins with the birth of the princess, Rosebud. Many people including twelve nymphs celebrated the newborn princess at the castle. There were thirteen nymphs in the kingdom but the king did not invite one of them because he had only twelve dishes. Then the nymph who was not invited to the party got angry with the king and the newborn princess. She laid the princess under a curse that she would die on her fifteenth birthday because of sticking her finger by a spindle. The other nymphs tried to release the curse but to the best of their ability, they could only change the death into a hundred years sleeping. Though the king struggled to save her from any spindle in all of the country but Rosebud went close to the danger by herself on her fifteenth birthday.

In the door there was a golden key, and when she turned it the door sprang open, and there sat old lady spinning away very busily. "Why, how now, good mother," said the princess, "What are you doing there?" "Spinning," said the old lady, and nodded her head. "How prettily that little thing turn round!" said the princess, and took the spindle and began to spin. But scarcely had she touched it, before the prophecy was fulfilled, and she fell down lifeless on the ground (p.41).

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The most powerful interpretation of her falling asleep is losing her virginity. Brothers Grimm put the title, "Rosebud", because they tried to express that a fifteen year old girl like a rose bud is going to bloom as a woman. There is an opinion about the spindle. "It is easy to imagine what sexual meaning implied in the spindle" (p.233, Bettelheim). It is an interpretation that he regards the sticking by a spindle as her first sex act. But in the other interpretation, it can be thought of as more abstract meaning. Hayao Kawai, a Japanese psychologist thinks that the actual facts of human mind must hide in fairy tales. He says that this "Rosebud" describes the process of general women's mental progress. Every girl dies at her fifteen because she transforms into a woman who is possible to marry (p.162, Kawai). He does not interpret the spindle as it has certain meaning. It might mean the first menstrual period, first getting a love better from a boy, or having a boy friend. There is other option. "I can give an essay by Frederic Volt for an example of the early interpretations suppose the origin of "The Sleeping Beauty" is in the myth of the four seasons and recognize the princess as the symbol of Spring" (p.233, Bethlehem).

In every Disney's cartoon there are many characters who are just boys and girls but we can not distinguish between male and female without their clothes. He eliminates nature even including sex of creatures from his work. Masako Notoro says that Walt Disney had had a dream world in his mind which has no natural things just as the Disney Land. The all plants are decorated, roads are covered with stones, and animals are stuffed toy which are ambiguous whether they are male or female. There is only man-made nature. This is caused by his childhood had been suffered from nature (p.77-79, Nomoto). The same thing can be said to his movies.

"Snow White" had been rewritten by Brother Grimm themselves each time the Grimms' fairy tales was republished and also was remade in Walt Disney's movie because of its cruelty. Moreover, it was cut at several parts by Disney, few of us know the original story of "Snow White." As the plot we know in the Disney's movie is the little princess was going to be killed by her step mother, beautiful queen. The idea that the queen kills Snow White occurs to her because her mirror said that Snow White is the most beautiful in the world. It had always told her that she is the most beautiful in the world. But at the end her plan failed because a prince helped Snow White by his kiss. In the first edition of the Grimms' fairy tales which was published in 1812, the queen was not Snow White's step mother but her real mother. But Brothers Grimm were heavily criticized by readers and critics. They pointed out there were too many cruel factor. One of them was that a mother killed her own daughter because she envied her beauty. The second was the last part of the story which was all cut when Walt Disney made it into the movie.

At first the evil woman decided not to go to the wedding at all, but the thing preyed on her mind and she just had to go to see the princess. And when she entered she recognized Snow White and stood rooted to the spot with fright and terror. But already a pair of iron slippers had been heated over glowing coals and they were brought in with tongs and places before her. Then she had to put her feet into the red-hot shoes and dance till she dropped dead (p.81-82).

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This is the clearest difference between “Snow White” in the Grimms’ fairy tales and Walt Disney’s movie is that the former has an awful ending and the latter has a happy ending. In spite of a lot of criticism, Brother Grimm would not eliminate the last of this tale. This revenge by Snow White using heated iron shoes had been inflicted actually as a punishment for crimes generally in Europe in the early nineteenth century. At this point Hayao Kawai says that the Grimms’ fairy tales are not only old tales but historically true (p.27-31, Kawai). But before rewriting, there were important and eternal theme of relationship between mother and daughter. The mother queen is jealous of her daughter’s beauty and conflicts against her. John M. Elice says in his book “The extra old tale” that the queen had wanted a beautiful daughter because she wanted everyone to admire more and more her own beauty but when she got her daughter just as beautiful as she had expected, to her surprise, she could not admit that her daughter was more beautiful than herself. John M. Elice classifies the queen’s love not in as motherly love but as selfish love (p.49, Kiryuu). Though Brother Grimm has a lot of reality in the tale, Walt Disney remade it into romantic and story with happy ending. Disney did not think telling the truth in fairy tales necessary. In his movie, the evil queen does not appear at the last scene. There is Snow White happily besides the brave prince. The sudden disappearance of the queen is strange and unnatural, it shows his persistence in happy story without torture.

Each story features differently in the Grimms’ fairy tales and Walt Disney’s movies because their purpose for telling fairy tales are quite different. Brothers Grimm started recording the tales by local people such as an old woman called “aunt Mary” intending to remain their themes which had been inside each tale. But Walt Disney aimed to make new versions of the fairy tales. Brothers Grimm lived the end of the eighteenth century to the early nineteenth century the height of the German culture. For example, Kant, Mozart, and Beethoven were active in Germany those days. Moreover the romanticism had come, people had begun to aim an extreme racism and patriotism. Still more attention to Germanic history, myths, and folk tales. Such being the case, the Grimms’ fairy tales was born. Brothers Grimm investigated what had been narrated from a long time ago by collecting and tried to remain the fairy tales imply human reality. It reflects the age they lived which appealed more nationalism and traditional in Germany. They came the purpose true by putting the truth of human emotion in many plots and themes in every fairy tale.

Walt Disney spent childhood in Missouri in where people had been suffered from disaster. In this area sand storm and clay avalanche were particularly terrible, every year some people died from getting crazy. He answered to an interview after he made a world wide success in movie, animation, and making theme parks like the Disney Land. When the interviewer asked about his childhood, he answered that he could get nothing he wanted when he was a child (p.69. Notoro). It is contrary to Brothers Grimm who were brought up by rich and high-educated parents. Walt Disney had too mad reality for a little child.

The Grimms’ fairy tales are changed in Walt Disney’s movie because what they tried to express in fairy tales are different. Brothers Grimm made the fairy tales for adult people who can distinguish fantasy from realistic as much as children. Walt Disney tried to create his dream world in which only fantasy. That had never come true when he was a child. They made fairy tales in contrast ways and made success in each way of story telling. It is also the reason why the Grimms’ fairy and Walt Disney’s movies are established as representative fairy tales of the world.

D-4	Grimm's Fairy Tales in Walt Disney Movies
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E-1 | Things That Love Brings

Nine Stories is a selection of short stories, written by J.D. Salinger, a famous modern writer in the U.S.A. As an encyclopedia, *Britannica* notes, he was born in *New York City* on Jun.1, 1919 grew up there and attended public schools and military academy. He devoted himself entirely to writing after brief periods at New York and Columbia University. His first short story, “The Young Folks” appeared in the periodical, *Story* in 1940, and he often put his hometown, New York as base of his stories. After his return from service in the U.S. Army from 1942 to 1946, Salinger’s writing style was associated with *The New Yorker* magazine, and then he began to be known as a story writer. Salinger has written more than 20 short stories by now, and *Nine Stories* includes nine short stories, as the title says. They were published from 1948 to 1953, and seven stories among nine appeared in *The New Yorker* magazine. The first story is “A Perfect Day for Bananafish,” and as Washio Hisao and many other researchers say, “Bananafish” is the best work of *Nine Stories*. However, there is a story that is very similar to “Bananafish” in some points in *Nine Stories*. The story is “Esme-with Love and Squalor.”

It is said that these two stories are similar to each other in many points, although the former was made in 1948 and the latter in 1950. Therefore, it is very interesting to compare them. What are the two stories like, and what points are similar to each other? Where is the difference between the two? What did Salinger change from “A Perfect Day for Bananafish” through “Esme-with Love and Squalor”?

To begin with, it is worth describing the structure of the two stories, “A Perfect Day for Bananafish” and “Esme-with Love and Squalor.” Both stories consist of two parts. In “Bananafish,” the time March 18th 1948. The first half is the conversation between Muriel, Seymour’s wife, and Muriel’s mother in New York. Then Muriel and Seymour are in Florida to enjoy the vacation after World War II. However, in fact, it was not only for a trip but also for Seymour’s medical treatment, because he suffered from serious neurosis caused by the war. Though the war that made him crazy is not described at all, we can suppose from the situation that he had just got out of the military hospital. He was crazy, so her mother was worried if he would hurt her, so she continued to say, “Are you all right?”(8). Moreover, she regarded him as a “raving maniac” (15). The second scene is the conversation between Seymour and Sybil, who was only four-year-old girl. At the second half, almost all the description is Seymour and Sybil’s conversation.

The story of “Esme-with Love and Squalor” consist of the Love part and the Squalor part. “I” is the main character of the story, and he was an American soldier. The time of the first half is during the war (in 1944), and he stayed at London. England for D-Day landings (116). One day, as an information board, he happened to find a notice about children’s choir practice at a church, and he listened to it. There he found the girl who was charming and sang the hymns the best of all the other children. He met her again in the tearoom. The girl’s name was Esme. She was about only fourteen years old, but she was mature for her age, because she spoke very difficult words, for example, “squalor”. In the first half of the story, almost all the description are about the conversation between Esme and “I” (Sergeant X). At the last, Esme said, “I hope you return from the war with all your faculties intact.” However, at the second half, “I” disappears, and “Sergeant X” appears instead of “I”, though “I” and “Sergeant X” are the same person.

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As Katsuhiko Takeda notes in *Kokonotsu no Hanashitenituite*, "I" becomes crazy enough not to distinguish "I", so Sergeant X appears instead of "I". We can find that he suffers from mental disease. In the second half of the story, the scene was Sergeant X and his friend's conversation scene. Moreover, as Hiroshi Kato said, neither story describes the scene of the war that drives Seymour and "I" crazy. Therefore, the two stories are similar to each other in the point of the structure, because they consist of two scenes and conversation scenes.

It is necessary to describe the main characters of these two stories. As you know, the main character is Seymour Glass in "A Perfect Day for Bananafish." He is suffering from a serious neurosis caused by the World War II as I noted before. His mental disease is so serious, but it isn't described clearly. We can see Seymour's mental condition from the conversation between his wife, Muriel and her mother. When Muriel told her mother that Seymour gave her a ride to Florida, she said the following, 'Did he try any of that funny business?'(9). She continues to say his strange action.

That business with the window. Those horrible things he said to Granny about her plants passing away. What he did with all those lovely pictures from Bermuda. In the first place, he (Dr.Sivetski) said it was a perfect crime the Army released him from the hospital on my word of honor. He very definitely told your father there's a chance, he said that Seymour may lose control of himself' (127).

We can't find in detail what Seymour did, but we can see how serious his disease is. In "Esme -- with Love and Squalor," the main character, "Sergeant X" also suffers from the same neurosis caused by the experience of World War II. We can find Sergeant X's mental disease from the description,

He took a cigarette from the pack on the table and lit it with fingers that bumped gently and incessantly against one another. He sat back a trifle in his chair and smoked without any sense of taste. He had been chainsmoking for weeks. His gums bled at the slightest pressure of the tip of the tongue, and he seldom stopped experimenting. 'Besides,' he says to his friend, 'That cat was a spy. You had to take a pot shot at it. It was very clever German midget dressed up in a cheap fur coat. So there was absolutely nothing brutal, or cruel, or dirty' (137).

These words of "Sergeant X" are really crazy and make us feel horrible because he regarded a cat as a spy. Therefore, we can see that both main characters of the two stories suffers from serious neurosis caused by World War II, and they are similar to each other. What about the characters that surround main characters of the two stories. In "A Perfect Day for Bananafish," the supporting characters are Muriel and her mother. They are described as ordinary women. Their lives are based on the reality, so they can't understand Seymour and his imaginary world. The scene takes place when Muriel is waiting about two hours for her mother's long distance call.

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She used the time, though. She read an article in a women's pocket-size magazine, called 'Sex is Fun-or Hell.' She washed her comb and brush. She took the spot out of the skirt of her beige suit. She moved the button on her Saks blouse. She tweezed out two freshly surfaced hairs in her mole. (7)

These descriptions give us the information that Muriel is a very actual person, and we can see that she is very different from Seymour and his mental world. As for the techniques of his writing, Salinger makes us understand the characters without using direct modifiers. Hiroshi Numasawa insists that we can see that Muriel is a woman who is worldly-minded because Saks is an exclusive department store on Fifth Avenue and it is the symbol of the upper class.

She is far from Seymour, who builds up the spiritual world. Salinger doesn't describe the characters directly. As Takeda Katsuhiko notes in *Salinger no Bungaku*, it seems that Salinger never describes not only Seymour's but also Muriel's personality and state of mind by using direct modifiers. He describes these by writing their specific description and their casual action (178).

The same things can say in "Esme--with Love and Squalor." In the second half of the story, Sergeant X's friend, Clay appears. Though he is a friend, he can't understand his feelings, like Muriel and her mother in "A Perfect Day for Bananafish." "Hey. Before I forget. We gotta get at five tomorrow and drive to Hamburg or someplace. Pick up Eisenhower jackets for the whole detachment" (143). This is the Clay's word and we can see that Clay is rather proud of taking part in the war. Besides, there is a letter from Clay's girl friend, Loretta, "Now that the g.d. war is over and you probably have a lot of time over there, how about sending the kids a couple of bayonets or swastikas" (143). She also doesn't understand Sergeant X's feelings. However, Sybil and Esme are different from other characters. They are the only persons who can understand and sympathize with the main characters. Sybil is a four year-old girl, and Esme is fourteen-year-old. younger than the main characters, Seymour and "I," but we don't feel the gap of their ages in their conversation scene. Sometimes, Seymour and Sybil, and Sergeant X and Esme look like lovers while the other characters can't understand them.

So far, we can see that these two stories are so similar on the point of the structure and characters of the two. However, there is an ultimate difference between the two. It is that the last scene is different. In "A Perfect Day for Bananafish," Seymour commits suicide with his Ortgies caliber automatic in their hotel room. The reason he came back to the hotel was that he was angry with Sybil. She said she could see the bananafish even though it was an imaginary thing created by him, and he was angry. We can't find the direct reason that made him angry. See his words to Sybil, "Hey, yourself! We're going in now. You had enough?" Though it is said she is the only person who can understand Seymour, it was sure that she made him angry. However, Katsuhiko Takeda says that the name, Sybil may suggest the Sibyl in T. S. Eliot's *The Waste Land*, a symbol of death (179). He was really distressed with his trauma. Therefore, we can also think that Sybil releases Seymour by death. On the other hand, surely "Sergeant X" was released by Esme, but she never drives him to suicide. He could find a hope to live from Esme's letter. "Charles and I are both quite concerned about you; we hope you were not among those who made the first initial assault upon the Contentin Peninsula." This was one part of Esme's letter. From this, we can see Esme was very kind and the letter was so affectionate.

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Reading this letter, Sergeant X felt a change. "He just sat with it in his hand for another long period. Then, suddenly, almost ecstatically, he felt sleep" (150). As Hisashi Hisao notes, this expresses that Sergeant X feels released and settled down.

The last scene "A Perfect Day for Bananafish," hints that Seymour's depression may only be resolved by his death. On the contrary, the last scene of Esme is that love and kindness can release the neurosis or depression however serious they are. As Akio Atsumi notes in *Kokonotsu no Monogatari to Shoki no Tanpen*, the moral of this story is that the man who suffered from mental breakdown was released by a girl's letter, and he knew that there was still an innocent thing in this world.

Comparing these two stories, we can find the similarities and a difference between the two. The two stories look alike very much on the point of structure and characters, but the important respect, the theme is different. As the first paragraph notes, "A Perfect Day for Bananafish," was made in 1948, and "Esme--with Love and Squalor" was written in 1950. Salinger's thinking clearly became more positive, for it is said that he also suffered from neurosis caused by the war (188). Salinger himself realized that love can rescue the people from depressing things.

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F-1	The Relation Between Computers and Humans
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Now I am interested in the computer. It is difficult but interesting. Nowadays, the computers became very useful and essential material for every field, therefore, it becomes popular among the wide age groups. From now on, it will develop more and more. Well, how did the computers have to do with people til now. Also, why it developed and what it bring to us. First, why it developed so fast? The reason is the development of technology, and the concentration of the people's interest to machines like computers. Yoshimi says it is connected to the high economic growth after Second World War (169). Between 1950 and 1960, household appliances were paid attention to the general public. At that time, the model of a rationalization in home life was the American life style. The manufacturers sold refrigerators, washing machines, and also the monochrome televisions. The new appliances appeared one after another. Of , course, not all families could buy them, therefore, new household appliances became the symbol of riches in human's consciousness (175). In short, the consumers who can buy them was a king. Then the information-oriented society, like a mass-media, infiltrate to the daily lives. After that, about 1970, the information which based on the computer techniques spread to people. "The computer became the symbol of the techniques which carve out the next information-oriented society. In short, the computer was an expected hero, people became interested in the machines which was operated by not families but individual, for example, the portable cassette tape recorders, the TV games and telephones without cords. The personal computers were one of them, too. It is true that people enjoy operating computers alone. "People have strong monopolistic desires by nature, so they always seek for personal spaces, and they buy computers to find it" (191). Actually, portable compact computers became popular nowadays. That is to say, the personalized desires which human's subconscious have developed the computers. On the other hand, the household appliances manufactures develop new machines, and computers matching with the transition of human's interests. Then they compete their sales each other. So they employ the superior technologists and technicians and their aims concentrate to a point, the development of the computers which are watched with keen interest now. Therefore, they put a great deal of the effort into it and the publicity campaign (176). They compete with other technologists, which computer is best. The consumers are like the judge. "The technologist who made a computer which is selling well is the winner" (177). That is to say, we are involved the competition among technologists and our instincts which want new things are effect of the development of the computers.

The second, what does the popularity of computers mean? There are several effects I guess. First, it almost certain that it will be easy to manage by using a computer. The computers are able to various thing more perfectly than people. The employees will feel so uneasy about their future because of a computers. In addition, Takahashi writes the workers who get irritated and has stress by using computers gradually increase (13; 58). Our brain works like a programmer have to work hard to continue for a long time, because they suffer from eyestain, backache and inflammation of a tendon sheath. Moreover, if they make a mistake or break down the computer, they may change whole social system. Since one computer is connected with all computers in all over the world. The network is great but risky (3). The computers are so important need great cares. The programmers and system engineers are responsible, so they always feel the strain.

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Also, they keep silent and watch the screen giving out strange light and keep typing like a trained animal. Also, they are solitary because they can not talk with another workers while they use computers (54). Therefore, they are under stress. The causes of their irritation come from their conversation with the computers which has expressionless face. The responses from computers are not so quickly. While they wait for the response and watch a small sandglass, their works pause. At that time, people get irritated to the computers (57).

Some people are not suitable for using computers. Actually, some workers who use computers suffer from neurosis and a spiritless to their dissatisfied jobs (17). It is fact that some programers quit their company and change his jobs within two or three years (55). We must think over about the psychotherapy to such a worker, and we need a flexibility to everything not to be under stress (61).

Another effect is that the consumers want an up-to-date computer, so they often buy a new computer in spite if they have an old one. Therefore, computers become old fast. At the same time, the old computers become trash. I watched the present situation on TV news not long ago. It is difficult to dispose of computers because a part of it rises a poisonous gas if we burn it. Otherwise, each parts in it are mostly recyclable. However, it is difficult to take computers to pieces, because the structure of the precision instrument is very close and parts are too small. The work is impossible to do with except human'shands, but people do not want to do such a work. All garbage-processing centers are in trouble to increase troublesome trash. Your computer may become a nuisance, too. As a result, the computers bring about the serious dump problems. Another effect is that we become easy to get various information.

Therefore, it is useful for us to spread knowledge. It is very convenient for us to get various information from the communicate with the internet easily. Also, the computers play an important role as the one of communication. On the other hand, it is dangerous because a lot of personal information are possible to flow out all over the world. Therefore, everyone can flow out an irresponsible information (Yoshimi 199). The computers in government offices, schools and places of work have all information of people who belong to (Takahashi 123). Some people use them for evil purposes. In the U.S., BBS (the group of hacker gangs) caused some troubles (Miyazaki 13; 46-51). They invaded the computers in the big enterprise, then some of them die out the lines and others use the information by illegal means. If the on-line stop, human's life fall into great confusion because our life system are mostly under the control of the computers. The point at issue is that the law does not provide against hacker yet (Ibid 179). Also, it is hard to catch them, because they use anonymity on computers. The hackers are increase more and more. It is possible to increase such a crime in Japan. Actually, Osaka Technical University was hijacked their computers in 1984 (Mainichi Shinbun, July 27th 1984). Therefore, people must think over the computer security and encode dates and regarding the importance of their password (Miyazaki 141; 155; 172). Also, the manufactures should spend the money not only the development, but also the prevention from crimes using computers and enact the law about it (Ibid 157). That is to say, the computers cause the privacy's problems (Takahashi 23-126). The last affect is computerization of lessons of school, especially elementary schools.

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Certainly, the computers give various information to them. However, only taking care of the informations is not able to help their development of the academic abilities. Therefore, schoolchildren's academic abilities will decline by using computer (Yoshimi 199). From now on, the teachers must give more interesting classes than informations from computers to the students. Moreover, using computer is not quite bad unless they use it in wrong way. "They should use it sometimes as the need arises because the computer is just supporting role" (Saeki 13-28). We need considering about the computers in schooling so as not to decline their abilities to think and their originalities (Yoshimi 200).

Actually the computers are very convenient for humans, but these problems which are not solved remain, yet. We must use the computers carefully, and at the same time, we should think over that what possibilities are there by using it. If the times which the computers control the whole world come, people will lose their whereabouts. It is very terrible situation. We should not make little of the computers. The most important thing is that we must raise a moral sense to use it properly. It is the foundation.

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RESEARCH ESSAY CHECKLIST

1. Thesis statement _____
2. Topics suggested in the thesis statement _____
3. An introductory paragraph of at least 5 sentences _____
4. Each topic sentence has a main point _____
5. Transitional words or phrases for each topic sentence
(next, another; in the first place, as mentioned earlier, etc.) _____
6. About 11 different quotations _____
7. Quotation marks and page references for each quote _____
8. For each quotation, the name of the author or source _____
9. Quotations are used in at least three different ways
(at the beginning, middle, and end of sentences) _____
10. Paragraphs of at least five sentences long _____
11. Sentences joined by coordinate and subordinate conjunctions:
and, but, or; although, because, if, since, so that, when, which, while _____
12. Bibliography of 7 references: books, encyclopedias, newspapers in
alphabetical order of the author's last name _____

MARK-UP SYMBOLS

A?	Article missing	<i>He is <u>A?</u> tallest boy in the class.</i>
WA	Wrong article	<i>He gave me <u>a</u> advice.</i>
C	Capitalization	<i>She was a politician in <u>j</u>apan.</i>
FRAG	Fragment	<i>Because there are many problems.</i>
K/L	Confusion over know and learn	<i>I hope to <u>know</u> about it.</i>
P	Punctuation	<i>Some plants can move <u>_</u>Most cannot move.</i>
PI	Plural	<i>These <u>story</u> are translated.</i>
PREP	Preposition	<i>She is very kind <u>___</u> children.</i>
WPREP	Wrong preposition	<i>He is excellent <u>to</u> sports.</i>
PRON	Missing pronoun	<i>She bought the book, so it is <u>_</u> book.</i>
WPRO	Wrong pronoun	<i>She bought the book, so it is <u>his</u> book.</i>
REP	Repetition	<i>Scientists do <u>scientists'</u> work, <u>scientifically</u>.</i>
ROS	Run-on-sentence	<i>Everybody talks, nobody listens.</i>
SP	Spelling	<i>He lives in <u>Canda</u>.</i>
SVA	Subject/verb	<i>The men in the factory <u>works</u> hard.</i>
T	Wrong tense	<i>I <u>watch</u> the film last night.</i>
V	Verb missing	<i>He <u>_</u> a fat man.</i>
WV	Wrong verb form	<i>Tea is <u>grow</u> in India and Japan.</i>
WO	Word order	<i>Can you tell me the station is where?</i>

Self-evaluation

	Poor	Weak	Satisfactory	Good	Very
Good					
1. Eye contact with your audience?	1	2	3	4	5
2. Explaining your thesis and topics?	1	2	3	4	5
3. Using examples to support your topics?	1	2	3	4	5
4. Avoided reading your notes?	1	2	3	4	5

PRESENTATION		/10 marks
1. Kept eye contact with your audience		
2. Spoke freely, didn't just read notes		
3. Explained thesis clearly		
4. Presented at least 3 topics		
5. Gave examples for each topic.		

The Value of Shel Silverstein's Picture Books:

I. Introduction and thesis statement:

Silverstein's picture books ask readers about philosophic concepts: maternal love, the conflict between civilization and the natural world, and individuality.



1st body section: topic sentence

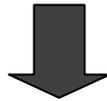
First of all, in one of Silverstein's most famous picture books, *The Giving Tree*, he expresses the values of maternal love.

A. 1st main idea

This story is a masterpiece of children's literature...

B. 2nd main idea

Even when the boy hadn't come...



2nd body section: topic sentence

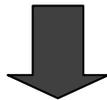
Secondly, some of Silverstein's other themes appear in an earlier book, *Lafcadio, the Lion Who Shot Back*.

A. 1st main idea

Though the hero, Lafcadio, is a lion...

B. 2nd main idea

Once he is in civilization...



3rd body section

Finally, *The Missing Piece* suggests the additional themes of self-discovery and perspective.

A. 1st main idea

This story is as simple as *The Giving Tree*.



V. Conclusion

In conclusion, with daring pages, strong lines, and simple black and white, Shel Silverstein expresses profound truths about life.

SAMPLE 1#: The Values of Shel Silverstein's Picture Books

by Makiko Sato

Shel Silverstein was born in Chicago, Illinois, in 1932 and is best known as a writer of children's literature although but he is also a cartoonist, composer, lyricist, and folksinger (Kyouken Seitsu 1). He gave his energies to writing, and developed his own writing style at a young age. His individual style of writing can be shown in his strong and primitive touch of penmanship. No one could copy the style; however, at first, Silverstein's picture books were thought to be poor sellers because of their simpleness. However, both the children and adults who read his work were fascinated, and he became a famous person. Silverstein's picture books ask readers about philosophic concepts: maternal love, the conflict between civilization and the natural world, and individuality.

First of all, in one of Silverstein's most famous picture books, *The Giving Tree*, he expresses the values of maternal love. This story is a masterpiece of children's literature books. The characters are only two: an apple tree and a boy. This point makes a forceful impression on his readers. A tree and a boy's life go by with the tree sacrificing her life for the boy. "The tree said, 'Come, Boy, come and climb up my trunk and swing from my branches and eat apples and play in my shade and be happy'" (31). Even when the boy hadn't come to play with the tree for awhile, or came suddenly and wanted material things like money, a house or a boat, the tree always welcomed him. She always wished for the boy's happiness even when she had to make sacrifices for him. It willingly gave him her fruit, branches, even her body until she has been hacked into a stump. In the end, the tree says, "Well, an old stump is good for sitting and resting. Come, Boy, sit down. Sit down and rest" (49).

Though the tree is also old and ruined, she is faithful and generous to the end. Besides the theme of maternal love, this story also tells us about bonds of friendship. Everyday, the boy comes and plays with the tree. They enjoy each other's company:

He would gather her leaves, and make them into crowns and play king of the forest. He would climb up her trunk and swing from her branches, and eat apples. And they would play hide-and-go-seek. And when he was tired, he would sleep in her shade (5-20).

Then after he grew up, he still remembered the tree in his mind and he needed its help. The tree helped him to earn money, and to live independently. When he was an old man, the tree comforted him. He rested with her. The tree was happy that the boy depended on her. She always tried to give her best to him. On the other hand, we can also how selfishly the boy behaved as he grew older. When the boy was little, he always played with the tree. But as he grew older, he exploited the tree.

After a while, as the boy grew older, the tree was often ignored, then left alone by the boy. And one day, the boy showed up, but not to play with the tree, but to ask for the things from the tree. He said that he needed some money to buy things and have fun. The tree didn't have money of course, so she gave her leaves and apples, and she was happy. (26-32).

The boy asked her to give him a house, a boat, and finally, a quiet place to sit and rest. First, he asked the tree for her body, her apples, her branches, then her trunk. He never even thanked her. If he had said that, the tree might have been happier. This point teaches us the importance of thankfulness. Each reader may understand the passage differently and what this apples stand for, what the branches are, and whether the tree is dying or she is a stump.

This is one of the reasons why so many readers love the story.

Secondly, some of Silverstein's other themes appear in an earlier book, *Lafcadio, the Lion Who Shot Back*. This story teaches us about the development of civilization, as well as what people have lost in their lives. These themes are shown in the contrast between wild animals and civilized people. Though the hero, Lafcadio, is a lion, he is a little bit stranger than the other lions; he doubted the wisdom of escaping when hunters came to the jungle. He experienced both worlds the natural world and the civilized world. He understood what was good and bad about each. The story begins when Lafcadio catches and eats a hunter as usual, and takes the hunter's gun. He realizes he could use the gun for defense. This shows the gun as a symbol of civilization in the natural world for the first time. Presently, Lafcadio used the gun to protect his friends from hunters. Then one day, a circus man came to the jungle and asked him to join, "Come with me and be rich and famous and become the greatest lion in all the world" (43).

Lafcadio accepted his proposal with the reservation that he get as many marshmallows as he liked because they were his favourite food. Here we can see people's sense of values: money is the important thing, to become famous, and to have our appetites filled.

Once he is in civilization, Lafcadio learns how to cope with things. He finds out that his orders are followed if he roars them out. Therefore, he said "GRAUGRRW" when he wanted to go up and down in an elevator, and he wore clothes, got a haircut, and took a bath. He flourished at the circus with his gun.

Lafcadio learned many things he had never learned before. He learned to sign autographs because he was so famous that everyone wanted one. So he learned to sign six autographs at once: two with his front paws and two with his back paws and one with his tail and one with his teeth. But after a while of course he would sign only one at a time with his right front paw because that was more like a man and less like a lion. Lafcadio was becoming more and more like a man all the time" (84-86).

Soon Lafcadio had had enough of money, fame, and everything else he could get, and he cried for something new. After that, the circus man took him back to Africa. However, despite him wearing hunters' clothes, and carrying a gun, the other lions recognized him. The circus man told him:

"If you are a man, you had better help us shoot these lions, because if you are a lion we certainly are going to shoot you." And the old, old lion said to Lafcadio, "If you are a lion you had better help us eat up those men, because if you are a man we are certainly going to eat you up." (Ibid, 104)

Lafcadio couldn't choose them either. He wasn't really a lion or a man anymore. He wasn't attracted by the jungle and eating raw rabbits and chasing his own tail, nor did he want to go back to the city and eat dinner with fork and knife, and play card games as a man.

He had lost himself because he had experienced both worlds, and then he realized he no longer recognized himself. Lafcadio is a symbol of modern people. If both nature and civilization disappeared at the same time, how could people survive? Perhaps it would be the end of the human race. This story forces readers to deal with such a crisis, and it teaches us the significance of coexistence with nature.

Finally, *The Missing Piece* suggests the additional themes of self-discovery and perspective. This story is as simple as *The Giving Tree*. The summary is as follows: there was an incomplete circle, and it tried to find its missing piece. It met many kinds of pieces, but these weren't fit for it. It made, its way through the world, singing and playing with a butterfly.

And at length, it was able to find a snug-fitting piece. But although it made a perfect circle, it couldn't sing any more, nor could it play with the butterfly as before because it might roll away. Therefore, it took off the piece and continued to travel the world. The story might mean several things. It might represent how disappointing it might be to achieve some of our goals and it recognized that our goals changes as well. Perhaps our final goal is simply death. The story suggests that we should live aggressively and seek a full life.

In conclusion, with daring pages, strong lines, and simple black and white, Shel Silverstein expresses profound truths about life. He uses the form of children's literature, but adults can enjoy his work, too. Perhaps, children reading his books, might learn their philosophic themes and become more thoughtful adults. As people read his books, they can reconfirm their humanity and learn to live with nature, something they often forget in their daily lives. Finally, they can try to follow their dreams. We can learn many of his values from Shel Silverstein's picture books.

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SAMPLE 2#: *Pride and Prejudice* and *Bridget Jones's Diary*
By Eriko Hayasaka

Pride and Prejudice and *Bridget Jones's Diary* have become popular all over the world, especially in England where these stories are set. *Pride and Prejudice* was written by Jane Austen, one of the most famous authors, in 1813. She flourished two centuries ago, but is still a popular writer today and her story is about a charming and witty heroine, Elizabeth Bennet. Austen's technique of describing her characters' sentiments and the ridiculous aspects of high society is wonderful. In contrast, *Bridget Jones's Diary* was written by Helen Fielding. It was serialized in *The Independent*, a quality English paper, as a column in 1995, published in book form the next year, and made into a movie in 2001. It describes the daily life of a thirty-year old career woman in London who longs for love and marriage. *Bridget Jones's Diary* is said to have been greatly influenced by *Pride and Prejudice*. Both Bridget Jones and Elizabeth Bennet belong to a different class from than Darcy, the man they fall in love with and both their mothers are chatty, vulgar and thoughtless; both Bridget and Elizabeth are saved Darcy. And in both stories, the characters daily lives are described vividly. Though *Bridget Jones's Diary* and *Pride and Prejudice* have similarities above, they also can be compared in three different ways: the women's life styles, their societies' view of female beauty, and their eating habits.

First of all, women in *Bridget Jones's Diary* and *Pride and Prejudice* have very different life styles. The life styles of women in Jane Austen's time depended on their making good marriages. For a young middle class woman of that time, a good marriage was her only hope for a happy life, so she and her friends tried desperately to find husbands. The most important qualities of men were wealth and elegant manners, so these were the criteria for choosing husbands (Moore, 7 Oct. 2004). One can see the significance of marriage for the people in Austen's time in this novel: "It is a truth universally acknowledged that a single man in possession of good fortune, must be in want of wife" (1). Except for marriage, what most women in *Pride and Prejudice* long to do is to take part in balls, attract praise, dress up finely, and dance. Universities in Jane Austen's time were only for boys, and girls' education consisted of "accomplishments" such as French, drawing, needlework and dancing (Moore, Ibid.). It was taken for granted that women lived in their parent's house until they were married. Women never worked and they spent their time talking with their family and friends, playing instruments, reading the books, and so on. Everything they did--- learning singing, dancing, and playing the instruments: taking part in the balls or dinner parties and talking about men ---was for making good marriages.

This is one important similarity in the two novels. As in Austen's novel, in Fielding's novel, Bridget Jones is pressured to get married by relatives or married friends. In a party held by her family, their friends make fun of her. "Bridget! What are we going to do with you! said Una. 'You career girls! I don't know! Can't put it off for ever, you know. Tick-tock-tick-tock'" (11).

However, Bridget is different from Elizabeth Bennet because Western women in our time can choose their life styles. Now women can study at universities, or work in companies (Shields, 18 Oct. 2004). In Bridget's case, she works in a publishing company, then works as the anchor in a television station. Women can also choose where to live instead of living with their parents. In this story, Bridget lives in London while her parents live in Grafton Underwood. Of course, most women still desire to get married, but because they are economically capable of supporting themselves, marriage is not as important to them as the women in *Pride and Prejudice*. Sharon, Bridget's unmarried friend tells her:

“The nation’s young men have been proved by surveys to be completely unmarriageable, and as a result there’s a whole generation of single girls like me with their own incomes and homes who have lots of fun and don’t need to wash anyone else’s socks. We’d be as happy as sand boys if people like you didn’t conspire to make us feel stupid just because you’re jealous” (41-42).

In the second place, women in *Bridget Jones’s Diary* and *Pride and Prejudice* demonstrate different values of beauty. In both novels, women have the same desire to be beautiful, but still, there are some differences. Women in *Pride and Prejudice* are crazy about fashion. They order tailors to cut clothes according to their tastes, figures or trends. That mania for fine clothes is found especially in the attitude of Mrs. Bennet. After Lydia ran away with Mr. Wickham, Mrs. Bennet’s chief concern was not the family’s reputation which Lydia was ruining by her elopement, but the clothes Lydia would wear at the wedding ceremony:

“My dear, dear Lydia!’ She cried: ‘This is delightful indeed! She will be married! I shall see her again! - She will be married at sixteen! But the clothes, the wedding clothes! I will write to my sister Gardiner about them directly’” (105).

Some women even bought clothing they didn’t want simply because they had to go shopping. Stupid Lydia Bennet proves it clearly:

“Look here, I have bought this bonnet. I do not think it is very pretty; but I thought I might as well buy it as not. I shall pull it to pieces as soon as I get home, and see if I can make it up any better.” And when her sisters abused it as ugly, she added, with the perfect unconcern, “Hunh! But there were two or three much uglier in the shop; and when I have bought some prettier-coloured satin to trim it with fresh, I think it will be very tolerable” (148).

The principle beauty in the beginning of 19th century was a slender waist. In order to create the appearance of a slender waist, women tried to make voluminous trains behind their dresses by layering petticoats under their skirts. They also began wearing corsets which only fat women had worn previously (History of Fashion, 145). Women in *Pride and Prejudice* do not diet, nor do they try to exercise; they just dress up or lace up their corsets.

On the other hand, the desire to lose weight is a deep-rooted desire among the women in *Bridget Jones’s Diary*. Bridget Jones constantly tries to lose her weight and makes it one of her New Year’s resolutions. She analyzes herself as follows: “I am a child of *Cosmopolitan* culture, have been traumatized by supermodels and too many quizzes and know that neither my personality nor my body is up to it if left to its own devices” (p59).

She tries various ways of losing weight, a rubdown with a dry towel, calculating the calories taken in a day, following such diets as the Scarsdale Diet, the Anti-cellulite Raw-Food Diet. The women in *Bridget Jones’s Diary* not only by wearing brand-name clothes, but also by changing their appearance by losing weight, dyeing their hair, and even plastic surgery. If women in Austen’s time learned their descendants would diet in order to lose weight or improve their noses or add an eyelid fold through surgery, they would faint (or they might be sympathetic!).

Finally, in their eating habits, three differences are found: eating times, the quality and quantity of their meals and where they eat. The people described by Jane Austen lived their lives on the natural lights. They had big breakfasts at 10 o’clock, and had dinners at 3 o’clock.

Lastly, they had tea with light food like cakes at 8 o'clock (Black and Deirdre, 11-12). People of this period were proud to offer grand dining. For them, wonderful suppers needed many servants, luxurious and unique dishes. When they dine with their friends, the people of that time hold dinner parties of home-grown farm products and fish or meat caught in neighboring area. Mrs. Bennet boasts that 24 people can dine at her house. She and her friends never eat at restaurants, bars, or cafés, but they invite their friends to their houses.

Now people can do whatever they want 24 hours each day thanks to the artificial light, eating breakfast early in the morning, or having dinner late at night. Moreover, they are free from the effort of growing food or catching fish and meat because they can get them at supermarkets. People in *Bridget Jones's Diary* often have birthday parties, Christmas parties, wedding anniversary parties, or memorial parties. Bridget and Mr. Darcy meet each other for the first time at Una and Geoffrey Alconbury's New Year's Day party. However, what they love most is to have suppers with genial friends at their favorite cafés, bars, or restaurants where they frequently talk about love or losing a job or family troubles. These meetings play an important role in their lives because when they're depressed, they can get encouragement from their friends.

The women in *Pride and Prejudice* and *Bridget Jones's Diary* have differences in their life styles, value of beauty, and eating habits. However, they all want to be beautiful and attractive and to get married. Though the periods in which they live are different, their actions, remarks, and attitudes attract women readers all over the world.

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SAMPLE 3#: Ayumi Hamasaki and Britney Spears
by Masako Okubo

Britney Spears and Ayumi Hamasaki are the most famous idols in America and Japan. The word of the idol has a variety of meanings, such as an image, a false god, and a person who is worshiped. Although we might not be able to learn the true personalities of idols, proper knowledge is needed to understand their compositions. Britney Spears was born in Kenwood, Louisiana, in 1981 and she went into the world of the music entertainment at a young age (Seikyu, 7 Oct. 2002). She went on the stage in Broadway and appeared on commercials on TV to gather experiences in entertainment, then finished school and returned into show business later, releasing her first single "Baby One More Time." She sold more than twenty million copies of that first album and even after a year, it was still in the top fifty in the American album chart (Britney Fan Site, Ibid). She excels in dance and in her singing voice, so, she is in an impregnable position in the American music world. On the other hand, Ayumi Hamsaki, who represents the Japanese music world, was born in Fukuoka, Japan, in 1978, and went to Tokyo to become a child fashion model, and was spotted and recruited as an idol singer by producer Max Matura (Ito, 7 Oct. 2002). Then she released "Poker Face," her first single and consolidated her firm position of fashion leader among young girls and the top artist in Japan. Thus, Britney Spears and Ayumi Hamasaki have many similarities in entertainment: their passion for pop music, their influence and their charisma on us.

First of all, both Spears and Hamasaki have had a passion for pop music from childhood. Lynne Spears, Spears' mother, found that Spears thought about her performance more seriously from early childhood than other children. She said it in *Britney Spears Heart to Heart* which is a joint book by Spears and her mother, that Britney Spears took part in a dance contest and danced with other small girls when she was only three years old (p.10). Although the other girls danced terribly, her daughter wanted to dance perfectly, so she instructed them how to move. Thus, her consciousness for entertainment already existed in her mind at that time. As well as that, when Spears was only four years, she sang "What Child Is This?" in a Christmas event held in the church, and the whole town heaped her with praises (Zakzak, 7 Oct, 2002).

Similarly, Hamasaki entertained from early age because she got a job as a fashion model and an idol. She felt that she couldn't write lies because she wanted to take account of the truth of her experiences or those of her friends. Additionally, she said she wanted to be honest about herself anytime and anywhere. Thus, her songs are just about herself (Tanaka, 2002). However, she had a big trauma in her mind because her father left her and her mother when she was young. Therefore, her first album, *A Song for XX* was created by her longing for her father, and all the lyrics in this album were written of her loneliness. And, her mother was short with Hamasaki and withheld her love from Hamasaki. Whether Hamasaki did something wrong or right, her mother was indifferent about her, so Hamasaki was raised without loving parents. She sings in "A Song for XX" that she no idea of a future and no one to trust. Her lyrics show us her loneliness and misanthropy. At the end of this song, she sings that one is born alone and one carries on by oneself. This song is full of her cries for help or her worries over her life, in short, a letter to her missing father. It is said that she was a lonely child who held her emotions inside instead of venting her anger or complaints. Thus, we can find that passion in her for music.

In the second place, both singers of them have had a great influence on us. The songs they have sung and the lyrics they have created appeal to our mind directly and we receive a variety of feelings. Spears said in her original song, "Dear Diary"

I can't get him off my mind
And it scares me because I've never felt this way
No one in this world knows me better than you do
So diary, I confide in you.
(Seikyu, 7 Oct. 2002)

In this song, her diary was her best friend and the only thing, which knew her well. And she told of her first love and of her confusion to her diary. We can learn an impatience and confusion in love from her obedient words. However, in contrast to Hamasaki, Spears rarely writes her songs on her own and she doesn't express her own mind, so it is difficult for us to learn of her private life. She does not reveal her love or feelings and doesn't talk about boyfriends, but her songs have the power to move our hearts because she has a fundamentally seductive voice.

Meanwhile, Hamasaki has written all her own songs. She gives them all English titles although she doesn't use any English in the lyrics. She places a special emphasis on her lyrics instead of her titles since she wants one to understand what she sings or what she want to convey as a whole by listening to the entirety of her songs. She also states her sadness and impatience in her original song, "Seasons." In this song, she sings that she thought that tomorrow would be also surely pleasant and such days would continue ever after. But her pleasant days didn't continue for a long time. It is said she compared the change of things in the world with the variation of seasons and described her sense of mortality. It is also said that this song was created in her despair at the gap between her reality and the one people imagine for an idol. Hamasaki has always struggled and suffered with the gap between her reality and the images of that life whether as an idol or a child with no real parents. Nevertheless, her lyrics strike a chord with many people because she sings of a variety of feelings, which everyone experiences and can put into words even five years or ten years after they were written.

Finally, both singers have been recognized and supported by young people in their own countries because of their charisma. They are famous not only as musicians but also as the fashion leaders. Both of them were awarded a variety of prizes. American teenagers chose Spears Spears as the best artist this year. Moreover, she received no less than five prizes: the award of the best actress, the best chemistry, the best single, the best-looking artist, and the hottest woman (Excite. Music, 7 Oct, 2002). Moreover, TV games modeled on Spears are created and sold in America, U.K. and Japan. Thus, we can say Britney Spears is an object of admiration for American girls. However, she is not popular in United Kingdom and she was chosen as the worst dresser in English magazine (Seikyu, 7 Oct, 2002). As well as Spears, Hamasaki has been awarded many prizes in her life: the award of "The Best Jeanist," 2000 and 2001, "The Nail Queen" for 2000 and 2001, "The Best Dresser 2000," "The Third Brilliant Dream," and so on (Ayumi Hamasaki, 15 Oct. 2002). In addition, in an MTV Asia Awards 2002 in Singapore, she received the award of "Most Influential Japanese Artist in Asia" (Ibid).

In Japan, she appears in many TV commercials every day. It is said that merchandise of commercials she appears in sells well. Besides, many of her original goods are sold, such as a cellular phone, camera, and so on. It is also said that her clothes always become the top Japanese vogue.

In the final analysis, Britney Spears and Ayumi Hamasaki have many parallels through their passion, their influence, and their charisma. Talking of the most importance difference between them, Britney Spears has her warm family. Unlike Auyumi Hamasaki, Spears' warmhearted family supports her. Even in 1990 when her father's business failed and her family couldn't even pay the charge for electricity and telephone, they supported her. Her family swore that they would let Spears take music lessons to realize her dream even if they had trouble because her family believed in her ability, (Zakzak 1-2, Ibid) in other words, she owes what she is to her family.

Both women are sometimes worried over their roles of idols because the images of idols which people figure are so remote from their true selves and even out of control since we don't know the real figures or we are not ready to understand them. Spears said about herself in an American magazine that she hadn't become a grown woman because of necessity to be a model for teenagers (Seikyu, Ibid). However, as they are still young, they will keep developing from now on. As we have seen, there are a lot of notable musicians in the world, such as Madonna, Michael Jackson, Mariah Carey and so on. Although they are not perfect musicians yet, certainly, Britney Spears and Ayumi Hamasaki are global artists.

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SAMPLE 4#: The Japanese University and The American University
By Chiaki Omori

The Japanese university and the American university have many differences. The American university has a liberal arts college, a graduate school which is headed by deans and organized into departments and professional schools for such area as law and medicine. In contrast, the Japanese university consists of colleges that have several departments. The idea of the modern Japanese university is that it places the development of science as its center; secondly, it guarantees the freedom of learning, and thirdly, the right to receive education (Kotokyoiku Kenkyukai 38). The universities of Japan and America can be compared in different three ways: their styles, the professors and students, and the students' lives.

In the first place, one difference between the universities is style. In Japan, high school students work very hard to enter universities. There is an entrance examination day and whether the student is admitted to the university or not is decided then. It is generally known that it is difficult to enter a Japanese university, but easy to graduate from one. Not only is this due to the more relaxed nature of the curriculum, but also due to the paternalistic concern that the school authorities show toward the students in their care.

Inamoto, who experienced both Japanese and American universities said the Japanese school feels responsible for the students and obligated to see that they graduate on time. The Japanese universities demonstrate *onjoo* (paternalism) to students, who react with *amae* (psychological dependence), (31). In America, there is no entrance examination for college. Each school has its own standard for determining acceptance or rejection, but in general, they look at a student's high school marks and his SAT scores.

SAT is the acronym for Scholastic Aptitude Test, which approximately one-third of the nation's high school seniors take before graduating. There are two parts of the test-verbal and mathematical. Each part has a total of 800 points, 1600 points in all. Of approximately 3000 universities and colleges, nearly 100 require a score of 1175 or more, while others accept students with a much lower score. Often, good grades in high school (3.0 GPA- Grade Point Average-or better) in required academic courses are sufficient for admission (22).

Thus, it is easier to enter to an American university than a Japanese one, but it is more difficult to graduate from one. Inamoto also said that American students, being disciplined from early childhood to be independent, have no feeling of *amae*. According to them, *amae* is a sign of weakness, while independence shows strength of character" (32). Therefore, no special consideration is shown to the students in times of difficulty and students do not expect preferential treatment from their professors.

Next, as for kinds of students, the American university is open to any. On an American campus, there are young people, the elderly, part-time students who work in the daytime and study in the evening, and students from all over the world. The United States has attracted the best students from foreign countries. The majority of foreign students enroll in engineering, business, computer work, and science.

For private schools facing financial crises, foreign students, who spend nearly \$2 billion for tuition and living expenses, can be an indispensable source of supplementary income (ICS 7-8).

On the other hand, in Japan, usually applicants for the Japanese universities are Japanese people, eighteen years or older, with most of the students around twenty. According to Ehara, Japan is one of the developed countries in the world where there are fewer adult students (Ehara 117). Moreover, students in American universities often take liberal arts, the broad area of learning that develops one's thinking ability and increases one's general knowledge, rather than developing technical skills, (Longman 1042). Saito, who studied at Amherst college in America, described liberal arts as an emphasis on a number of different fields of the study that are related to one another (53). In other words, with an interdisciplinary approach, the American university aims to develop students with their own perspectives. This skill is needed and useful in American society. The Japanese university also has some liberal arts subjects, but they are not as important as in an American university. The American university also has a more flexible system and a better learning environment (ICS 4-5). For example, students of American universities have enough time to decide what they want to study and can easily change their majors. In Japan, university students must decide their major before entering a university, and after entering, find it very difficult to change their departments.

Another comparison is the relationship between students and professors. In America, the relationship between students and professors seems friendlier and more casual than in Japan where students seldom meet a professor. Every professor at the American university has an office hour, in which any student can visit the professor, ask questions about classes, consult on his/her future and talk freely. If it is inconvenient for the professor, it is possible to call him/her and make an appointment. While, for Japanese students, calling a professor seems rude (ICS 19). Furthermore, when one asks American and Japanese professors, which do they believe more important, the students' education or the professor's research, more American professors than Japanese ones answered that it was their students' education.

In addition, there are student evaluations of American teachers which scares most professors. Students will grade the professor's lectures, his attitude toward students, the textbook used, the fairness of homework, and the exams. By reviewing these, students plan future classes and decide whether or not to take the lecture. As for professors, if they cannot get good evaluations, they may be discharged from the university. Therefore, professors in American universities try to do their best in their classes.

Not many Japanese universities have students evaluating them and professors usually can work at the university until retirement without worrying about dismissal. In Japan, there are also professors who are diligent and teach students very hard. However, some professors just teach students the same things every year. One Japanese university student wrote an article for a newspaper: "Though today students lacked the will to study hard, today professors also lacked the will to teach hard" (Enomoto 14). Maybe, Japanese professors don't feel they need to teach as hard as American ones. In addition, students in Japan and in America have very different university lives. Most American students live in dormitories.

Although there are several designs in each dormitory, the common pattern is that there are two students in one room and the bathroom and the kitchen are shared. Through living together, the university aims at students learning cooperation because when a student lives in a dormitory, his/her roommate is important. Saito said that if a student cannot get on well with his/her roommate, the student will have a bad year (58-60). Because Americans value independence, American students try to live by themselves. In Japan, some students live by themselves in apartments; others are in dormitories or live with their families. Unlike America, children aren't forced to become independent of their parents, so many students depend on parents and don't worry about their finances or living quarters.

Next, students in American universities study harder than those of the Japanese university. In America, students must do a great deal of homework every day and prepare for the next class. Therefore, the university library is open until late at night and computer rooms are also open almost all day long and used by a lot of students. Students start their week on "Blue Monday Morning" and ends with "Thank God it's Friday," (69). Classes start between seven and eight o'clock in the morning and the last classes ends at close to ten in the evening. Some students, not only foreign students who have difficulty in English, but also American students, take temporary absence from the university.

On the other hand, as people say, Japanese students study less than American students. Generally, Japanese students can graduate from the university easily without studying so hard, so some students skip their classes and play sports, or work part-time at jobs or devote themselves to their hobbies. The Japanese high school students look forward to college life as an enjoyable interlude between high school and their working lives. Inamoto (38) quotes an opinion poll about what students hoped to get out of a college education that indicated that 29.7% were social type and liked to join clubs, make friends, and get involved socially. The Leisure Type (29.3%) claimed that they looked forward to having a good time doing all those fun things that they were denied during high school. Only 11.2% of those polled considered university a place to gain new knowledge and broaden their intellectual horizons. Many Japanese students think that they should study more, but actually, few do so. In contrast, American students, study hard on weekdays, and often hold parties on the weekends. At parties, they make friends, and relieve the stress of study. However, Inamoto says, with the heavy burden of study, a holiday in its true sense is unknown to American students (37). In Japan, a lot of students have part-time jobs and belong to clubs and spend much of their free time in them. It is said that Japanese students learn much off-campus than in-campus. They learn several things: for example, relationships, friendships, tolerance, and the society they belong to, through the part-time jobs or clubs.

While, many American students also have part-time jobs, their salaries are often relatively lower than students in Japan and some do jobs for experience, not for money (ICS 19). For some students, the income derived from a part-time job constitutes an important supplement to a student's tight budget. Americans take pride in being independent and able to stand on their own two feet. Consequently, even students who come from well-to-do families seek employment as a matter of principle.

There are numerous differences between the American university and the Japanese one. People go to university looking for higher education and what they learn has a great influence on their futures. Both universities have their positive points and negative points and it is difficult to say which is better. People should choose their own educational place that suits the most. If a person goes to an American university, they would expect to study hard and most of their memories may stem from their classes, or in their dormitory life and so on. In the Japanese university, a person's memories may come partially from the campus and the other half from their experiences off campus. In the end, what one gets from the university depends on the person.

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SAMPLE 5#: The Similarities and Differences Between Lucy Maud Montgomery
and Anne Shirley in *Anne Green Gables*
By Yuki Oshima

Lucy Maud Montgomery, a famous Canadian author who wrote *Anne of Green Gables* was born on November 30th 1874 in Clifton (now New London), Prince Edward Island. She became a schoolteacher in Prince Edward Island and during her teaching career, she started to write. Her famous novel, translated into 13 languages, *Anne of Green Gables* is about an orphan girl named Anne mistakenly sent to an old couple who were brother and sister. According to Bruce, Montgomery started to write *Anne of Green Gables* in the late spring of 1904 and it was published in 1908 (33). Although Montgomery claimed that she was not “Anne,” Montgomery put many of her own experiences and dreams into her book.

To begin with, Montgomery’s life with her grandparents and Anne’s life with Mathew and Marilla Cuthbert, a brother and sister, have similarities in that both women lived with an old couple in Cavendish, Prince Edward Island. But the similarities end there. Montgomery lived with her mother’s grandparents on her mother’s side because her mother died when she was two years old and her father got a new job in western Canada and was too busy to look after her. When Montgomery was small she was happy living with her grandparents, but as she grew older and started to assert herself, her grandparents were not very happy with her. Montgomery put Anne in the opposite position in that she gave Anne all the love that she had wanted from her grandparents. Anne was brought to Green Gables by mistake because the Cuthberts had wanted a boy to help them on the farm because they were getting old. Still Anne was loved very much as you can see from Mathew’s words in the novel:

“Well I’d rather have you than a dozen boys, Anne,’ said Mathew patting her hand. ‘Just mind you that -- rather than a dozen boys. Well now, I guess it wasn’t a boy that took the Avery scholarship, was it? It was my girl- my girl- my girl that I’m proud of” (303-304).

Matthew had always showed greater love for Anne compared to Marilla who had been strict like Montgomery’s own grandmother. But the difference between Montgomery’s life and Anne’s was that Marilla still loved and cared for Anne as much as Mathew did.

We’ve got each other, Anne. I don’t know what I’d do if you weren’t here- if you ‘d never come. Oh, Anne, I know I’ve been kind of strict and harsh with you maybe- but you mustn’t think I didn’t love you as well as Mathew did, for all that. I want to tell you when I can. It never been easy for me to say things out of my heart, but at times like this it’s easier. I love you as dear as if you were my own flesh and blood and you’ve been my joy and comfort ever since you came to Green Gables. (308)

Marilla said these words after Mathew died, when Anne was crying alone in her bed. They show that Marilla loved Anne just the same as Mathew had done. Montgomery and Anne also have similarities in the way they looked.

When Montgomery was a child, Bruce writes that she was skinny, homely and freckled though the freckles went away as she grew older (81). Anne was also a girl like her. In the novel, when Mrs. Lynde, Marilla's friend and neighbor, first saw Anne remarked, "She's terrible skinny and homely, Marilla" and added, "lawful heart, did anyone ever seen such freckles? And her hair as red as carrots!"(69). These looks also fit Emily in Montgomery's novel, *Emily of the New Moon*. Mrs. Lynde's words hurt Anne tremendously and she lost her temper and rebuked Mrs. Lynde whose anger got the better of her, too. Even so, Mrs. Lynde turns out to be a very nice woman to Anne. However, in the real life of Montgomery, her grandmother's cruel words never ended.

A further comparison of the two is that Montgomery never seemed to like her first name "Lucy." Anne also didn't like her name that much because it seemed so "unromantic" (27). Montgomery was always called "Maud" instead of "Lucy" and she wanted "Maud" spelled out without an "e." When Montgomery's first novel *Anne of Green Gables* was accepted by the publisher, she wanted her name printed on the book "L.M. Montgomery," not Lucy Maud Montgomery on her book. Andronik mentions this is why nowadays Montgomery is known as L.M. Montgomery and not Lucy Maud Montgomery (155-156). Anne said a similar thing in the Novel when she first came to Green Gables and introduced herself. Anne wanted Marilla to call Her "Cordelia," but Marilla insisted on calling her "Anne" so Anne replied, "If you call me Anne, please call me Anne spelled with an 'e'"(27). You could imagine how much Anne liked the name Cordelia because it was used in Anne's composition. "I wrote it last Monday evening. It's called *The Jealous Rival; or, In Death Not Divided* and it's about two beautiful maidens called Cordelia Montmorency and Geraldine Seymour" (216). The name "Geraldine" was the name Anne imagined having before her "play name" of Cordelia Montmorency.

Both Anne and Montgomery had powerful imaginations. As a child, Montgomery was very lonely and without any friends so she created imaginary friends. One was named Katie Maurice and the other was named Lucy Gray. Katie was her favorite, she would stand in front of a glass door and talk with Katie for hours about her secrets. Although Montgomery did not like Lucy that much because she only talked about sad things, the only reason Montgomery listened to Lucy was that she did not want to hurt Lucy's feelings, argues Bruce (70-71). Anne, too, was lonely being an orphan. Anne also had an imaginary friend named Katie Maurice (63) Montgomery and Anne were both lonely and wanted someone to talk whatever they wanted to. They also had imagination to name things as they felt. Montgomery named the lake near her house "The Lake of Shining Waters," so did Anne. Montgomery gave Anne all the imagination she had in her childhood.

Montgomery and Anne also shared the same careers. They both became schoolteachers and they were both interested in writing poetry and novels. At the age of nine, Montgomery, started writing poems. Although Montgomery loved the school that she taught in Bideford, a year later she went to a college. After her studies, she became a teacher in Belmont and the children there and their parents and the family she stayed with were all terrible. Her room was freezing cold in the winter and she took refuge in literature and came up with the idea of *Anne of Green Gables*. Her first long novel *Anne of Green Gables* was rejected by three publishers but Montgomery never gave up and Bruce notes that although she had always wanted to write novels, she never dreamed that she'd become so famous (13-14). Anne also became a schoolteacher in Montgomery, but the difference was that she stayed at Green Gables and taught there.

Anne wanted to stay there, but we might suspect that Montgomery did not want to stay at Cavendish with her grandparents although she loved the land itself. Like Montgomery, Anne begins to write during her teaching years too. Of course Marilla did not show any interest in that but she was not like Montgomery's grandmother because Marilla tried to understand Anne in the end.

The love of Montgomery's life and the great love of Anne's life were different. The love of Montgomery's life was a man called Herman Reard whom she met in 1897 when she was 23 years old and Herman was 27 years old (CBC, 1992). Montgomery stayed with his family during her teaching years in Lower Bedeque. She fell in love with Herman though she knew that Herman was not right for her because he was not well-educated (Bruce 29). Still Montgomery was very attracted to Herman and he was also attracted to her, too. The day came when she had to go back to Cavendish because of her grandfather's death and she left Herman, (Andronik 101). She helped her grandmother with the post office and the bad news came that Herman had died of influenza and then more bad news came that her beloved father had died (Ibid, 105). Things worked out very differently for Montgomery's heroine, Anne, whose great love was Gilbert Blyth, a boy whom she hated because he called her "carrots" on her first day of school, although Gilbert actually had liked Anne from the first time he saw her. He had always wanted to make up with her as seen later:

"'Anne,' he said hurriedly, 'look here. Can we be good friends? I'm awfully sorry I made fun of your hair that time. I didn't mean to vex you and I only meant it for a joke. Besides, it was so long ago. I think your hair is awfully pretty now -- honest I do. Let's be friends'" (234).

Anne could still not forgive him still at this point. The day that they became friends was the last part of the story when Gilbert gave up the school for Anne.

"'Gilbert,' she said, with scarlet cheeks, 'I want to thank you for giving up the school for me. It was very good of you- and I want you to know that I appreciate it.'
Gilbert took the offered hand eagerly. 'It wasn't particularly good of me at all, Anne. I was pleased to be at your service. "Are we going to be friends after this? Have you forgiven me my old fault?"
'I forgave you that day by the pond landing, although I didn't know it. What a stubborn little goose I was. I've been -- I may as well make a complete confession -- I've been sorry ever since.' (319-320)

Anne and Gilbert fall in love. They get married in the sequel to this book. What was so different from Montgomery's love was that Gilbert never dies and also he was just the right person for Anne, so Montgomery gave Anne the lover that she never had.

All the elements Montgomery put in *Anne of Green Gables* made the book very attractive. They were mostly from her own experience and imagination. Montgomery gave Anne the hardships that she had as a girl. Not only that, but she also gave Anne the happiness that she had always wanted for herself. Anne's life was not Montgomery's life, but the one that Montgomery had wished she'd had.

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SAMPLE ESSAY 6#:

Rhetorical devices in Martin Luther King's "I Have A Dream" Speech
By Mayumi Hamada

Martin Luther King Jr., one of the most famous black activists in America, was born as a son of a Baptist preacher on the 15th of January, 1929, in Atlanta, Georgia. Since his early childhood, King received the teaching of freedom and equality from his father. When he was at college he became acquainted with Mohandas Gandhi's philosophy, and largely influenced by Gandhi doctrine of nonviolent protest to achieve political and social progress. King then established his own nonviolent tactics, displayed great leadership ability, and finally became a national leader of black activists both in name and in reality through the Montgomery bus boycott in 1955, a battle against racial segregation on the public bus system. His dream was to achieve equality of whites and blacks, and his famous "I Have A Dream" speech reflects his hope most eloquently and dramatically. It was a keynote speech addressed from "the shadow" of the Lincoln Memorial to an inter-racial assembly of more than 200,000 people at the 1963 March on Washington to demand equal justice (Lewis 1-5). Because of its distinguished rhetorical techniques, King's "I Have A Dream" speech is still admired as a masterpiece of modern American oratory. His speech "sensationally represented the hopes of African-American for over 400 years" (Okabe 56) and aroused American conscience by making the most of rhetorical devices, especially allusion, metaphor, and anaphora.

King opened his speech with the allusion that referred to the well-known lines from Abraham Lincoln's Gettysburg Address dedicated on 19 November 1863 during the American Civil War (Current 1-7). Lincoln is the 16th president of the United States (1861-65) who brought about the emancipation of the slaves. On January 1, 1863, he signed the Emancipation Proclamation that freed the slaves of the Confederate states in rebellion against the Union. He then delivered the Gettysburg Address in a national cemetery on the battlefield at Gettysburg and emphasized saving the Union and freeing the slaves with the following opening statement;

Four score and seven years ago our fathers brought forth on this continent a new nation conceived in liberty and dedicated to the proposition that all men are created equal.
(Abraham Lincoln, Gettysburg Address)

King effectively paraphrased it and began his speech as below;

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon, a light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. (Martin Luther King, Jr., I Have A Dream)

We see two important effects from this allusion. First, with this opening statement, King made the audience identify that the topic to be addressed as liberty for African-Americans. His audience that day was not only approximately 200,000 people who were standing on the great mall but also millions of viewers (King's speech was broadcast on television to the entire nation).

King was already known as the national leader of the black activists by then, though he carefully attracted a broad range of people by clearly showing his focus and purpose in the first moment of his speech to elevate audiences mind.

Second, but perhaps more importantly, by using similar words and tone as Lincoln's address as he spoke literally under his shadow, King evoked the fact that America, a nation of freedom, had already promised the equal rights to all Americans a century ago. Perhaps what King wanted to emphasize in his dramatic opening was the "Dream" that all Americans including blacks had and the "Justice" that had to be carried out by. Thousands of listeners were undoubtedly lifted up into "American Dream" (Sawyer 2), the key of the speech that had just begun, and they shared the same emotional field with the speaker. After having the audience participate in the sensational images of "Dream" and "Justice", King immediately brought people back to earth, the reality of the "American nightmare" (Miller 1). In fact, during the first half of his speech, the audience were forced to face up to the miserable reality that blacks still confronted.

Another allusion, particularly noteworthy, is a reference to an anthem, *My Country 'Tis Of Thee*. Right before the climactic ending of the speech, King quoted the following powerful poetry with his unique rhythm:

My country, 't'is of thee;
 sweet land of liberty;
 of thee I sing;
 land where my fathers died,
 land of the pilgrim pride;
 from every mountain side,
 let freedom ring
 (Samuel Francis Smith, *My Country 'Tis of Thee*)

"My country, 'T'is of thee" was written by Samuel Francis Smith in 1831. It was a patriotic hymn for the United States that was first used at a celebration of American independence held July 4, 1831 at the Park Street (Congregational) Church in Boston to celebrate America (Reynolds 1). This song therefore implies various things including Americans patriotism, devotion, the Declaration of Independence, and perhaps the US Constitution. King alluded to all these by referring the first verse of the song. Here we see his great faculty for allusion.

In addition to allusion, King frequently used his preeminent skill, metaphor, an imaginative way of describing something by referring to something else, to describe sharp contrasts between the ideal (the American Dream) and the reality (the American nightmare). One typical example of such metaphor is shown in the opening statement earlier; he set "the long night of their captivity" against "a joyous daybreak". The "long night" symbolizes African-Americans' reality or an "actual history" whereas "daybreak" represents the American Dream or an "idealized history" (Sawyer 4). "Captivity" is rather metonymy or synecdoche than metaphor, as it clearly stands for "Babylonian Captivity", though it also implies Blacks' nightmare. Despite "the promises of democracy" (for example, the Emancipation Proclamation), African-Americans continued to be persecuted for their race and the dream existed only for whites.

King's metaphor set people's imagination working and confronted the audience with a profound problem, a huge gap between the nation's principles and its reality. Another sensational example that must have struck a chord with the audience is a series of metaphors using financial terms. King said,

When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was the promises that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note in so far as her citizens of color are concerned. Instead of honoring that sacred obligation, America has given the Negro people a bad check; a check which has come back marked 'insufficient funds.' (King, *I Have A Dream*)

Here, a "promissory note" compared to an "idealized history such as liberty, equality, and justice that were promised to "black men as well as white men. On the other hand, "bad check" and "insufficient funds" refer to the "actual history" or the nightmare of the nation. With such concrete terms that were especially familiar to whites in those days, the audience must have pictured the back of the check marked with red ink, stamped in wide capital letters insufficient funds (Sawyer 6). King's metaphor absolutely let the people imagine, see, and feel how unjustly blacks had been treated by the nation. Such metaphors were mostly used together with anaphora, a literary or oratorical device involving the repetition of a word or phrase at the beginning of several sentences or clauses. Right after the opening statement that evoked American dream, King immediately used this technique to stress that a century had already past since the Emancipation Proclamation.

One hundred years later, the Negro still is not free; one hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination; one hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity; one hundred years later the Negro is still languishing in the corners of American society and finds himself in exile in his own land. (King, *I Have A Dream*)

What King wanted the audience to understand most appears to be stated in the first sentence; he Negro still is not free. King, however, repeated "the one hundred years" later and extended the image with anaphora and metaphor or metonymy. The audience probably imagined the picture of slavery in the second line ("cripple," "manacle," and "chains" are all associated with slavery), of alienation in the third ("lonely island in the vast ocean") and of desertion in the last. None of these repeated lines was futility. There is no doubt that the audience was gradually drawn into the real world. King used similar anaphora nine times throughout the speech including the climactic ending. He repeated "Let freedom ring," one of the most famous phrases in the "I Have A Dream" speech nine times. Needless to say, this is an extract from "My Country 'Tis of Thee."

So let freedom ring from the prodigious hilltops of New Hampshire.
 Let freedom ring from the mighty mountains of New York.
 Let freedom ring from the heightening Alleghenies of Pennsylvania.
 Let freedom ring from the snow-capped Rockies of Colorado.
 Let freedom ring from the curvaceous slopes of California.
 But not only that.
 Let freedom ring from Stone Mountain of Georgia.
 Let freedom ring from Lookout Mountain of Tennessee.
 Let freedom ring from every hill and molehill of Mississippi, from every
 mountainside, let freedom ring. (King, I Have A Dream)

In this final phase of the speech, metaphor is included in anaphora. In the lyric of "My Country T'is of Thee," Smith compared freedom to the bell. He was greatly interested in mission activity and served for the American Baptist Missionary Union for years (Reynolds 1). We therefore can easily imagine the bell in his lyric is the one of church. We also can see the Bible that teaches God's salvation and God's justice behind the bell. In other words, the bell in both "My Country Tis of Thee," and "I Have A Dream" represents the dream of America, justice and salvation. King repeated this phrase naming southern states to have the listeners identify in which states blacks were particularly confronted. Whether or not the dream of America could be realized was contingent only upon the consciousness of the nation. To urge the people to awake to and to act on the reality, King effectively used the anaphora.

King was incredibly skilful in delivering the speech with his masterful rhetorical techniques. His speech is profound with allusion, fires people's imaginations with metaphor, and urges the audience to take action with anaphora. As Sawyer describes, "the prophecy is powerful because it touches people at the level of their deepest core beliefs, changing them through shared experience during the preaching moments, appealing to logic which is both cognitive and emotive" (Sawyer 11).

Although King was assassinated at the age of 39, on the 4th of April, 1968, "I Have A Dream" speech is still very popular all over the world because of its potent imagery and strong appeal to salvation. King was awarded the Nobel Prize for Peace in 1964, and his birthday became a national holiday in 1986.

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SAMPLE ESSAY 7#:

The Differences between Seven Samurai and The Magnificent Seven

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Akira Kurosawa was the first Japanese film director to win international acclaim with such films as *Rashomon* (1950), *Ikiru* (1952), *Kagemusha* (1980), and *Ran* (1985) and he became one of the most famous Japanese directors (Gwinn, 1987). Many Japanese people are surprised that foreign people know so much about him and his films. Osamu Tezuka, a world-famous cartoonist, said in an essay, “there was never a day when I was not asked about Akira Kurosawa while I traveled to foreign countries” (1). Kurosawa was highly regarded in both Japan and foreign countries and influenced many foreign directors. One well-known episode is that Steven Spielberg studied Kurosawa’s works while he was a student of California State College and he called Kurosawa *sensei*. John Sturges, a famous Hollywood director of westerns such as *Escape from Fort Bravo* (1953), *Gunfight at the O.K. Corral* (1956), *Hour of the Gun* (1967) (French, 1977). Since he admired Kurosawa, he was inspired by *Seven Samurai* (1954) and produced *The Magnificent Seven* (1960) based on script of *Seven Samurai* which is considered the most entertaining of Kurosawa films and was the greatest commercial success. Not only *Seven Samurai*, but also *The Magnificent Seven* has a high reputation. Although both films are based on the same script written by Akira Kurosawa, Shinobu Hashimoto, and Hideo Oguni, they have some differences. One of the big reasons for *The Magnificent Seven*’s success was that Sturges could keep the *Seven Samurai*’s attractive points and change some points for an American audience. The purpose of this paper is to compare the story, the characters and the music of *Seven Samurai* and *The Magnificent Seven*.

First of all, Sturges did not make a big change in the structure of the story that seven masterless samurai protect a small village of poor peasants from bandits. The story can be divided into two major parts, the first half of the story and the latter part of the story. In the beginning, bandits loot a poor small village to take the crops. The farmers consult an elder village chief on the problem. He suggests that they should hire samurai to protect the village. This idea is very exciting because people in the upper class usually hire the people in the lower class, not the reverse. The farmers choose a skillful man as their leader. After that, the process of hiring the other six is elaborately created and shows each fellow’s character.

In the first half part, the film focuses on the drama of human relations. Then, in the latter part, the fight against bandits is the center of the story. Since bandits riding horses attack the village, the fighting scenes are energetic and exciting. This story has both the factors of a human drama and an action drama. According to an American critic, *Seven Samurai* even contained elements of popular movies (Yume 106). Sturges kept the basic concept of the original story. However, he completely changed the social setting. He made *The Magnificent Seven*, an American western film. Japan was a feudal society and America was not so that the relations between Samurai and the Japanese farmers didn’t exist in America. Sturges tried to create a similar situation. As a result, he chose Mexico as the scene and gunfighters instead of samurai. Gunfighters were not upper class people, but they had special skills. From that point of view, they were in higher position than the farmers.

Kamei points out the gunfighter's social position in his book, *In the Old West*, where six shooters were allowed because the gun was the rule (227). Sturges transferred The Seven Samurai a situation to his western world.

Interestingly, the differences of the two societies affect an episode in the story. It is a love story. When the seven men arrived at the village, there were not any young women because the farmers hid them in a forest. The farmers were afraid that the seven men would rape the young girls of the village. One day, the youngest man of the seven finds a beautiful girl hiding in the forest. The seven men get angry with farmers' behavior and tell the farmers to trust them. After the accident, the youngest man and the most beautiful girl of the village fall in love. Until then, both stories are the same but the ending is different.

In *Seven Samurai*, the young man is Katsushiro and the beautiful girl is Shino. Shino loves him and hopes to have a sexual relationship with Katsushiro as she knows that they can never get married. The night before the final battle with bandits, she asks Katsushiro to make love to her. Her father, Manzo, and the other samurai know of their relationship. Manzo says to Shino "What do you mean by having a love relationship with samurai living in a different society?" Nobody, including Katsushiro and Shino, think they will marry. In fact, Katsushiro survives the battle, but their future isn't described in the story. On the other hand, the future of the young couple in *The Magnificent Seven* is different. Chico is the youngest gunfighter, but was a farmer. The girl's father objects to their relationship because Chico is a gunfighter. Although Chico hates the life of farmers, after he survives the final battle, he decides to become a farmer again for the girl. Sturges changed the future of the young couple according to the differences between the societies.

The next comparison between the two movies is in the characters. Sturges changed Kurosawa's characters because of the difference of the settings. Kurosawa showed his ability in describing the seven samurai's characters. Each samurai had a different character. How did Sturges manage his characters? The number of fellows was the same but the details were different. Four men have almost the same characters. Kanbei, their excellent leader, played by Takashi Shimura is "Chris," Yul Brynner. Shichiroji, a sub-leader, is "Vin." Daisuke Kato and Steve McQueen played them. The cool and skillful Kyuzo played by Seiji Miyaguchi is "Britt." James Coburn became a popular actor after this role. Minoru Chiaki played a penniless samurai. Heihachi. In *The Magnificent Seven*, Charles Bronson was featured as this character, "O' Reilly" and became a Hollywood star, too. They are the same characters.

On the other hand, Sturges created "Chico" played by Horst Buchholz by combining Katsushiro, a young, good-looking young samurai, played by Isao Kimura, and Kikuchiyo, a farmer pretending to be a samurai, played by Toshiro Mifune. Gorobei, the staff officer, played by Yoshio Inaba doesn't appear among the seven gunfighters. Harry, a friend of Chris, played by Brad Dexter and Lee, a gunfighter down on his luck, played by Robert Vaughn are new characters (Watanabe, 298-299). The biggest difference in the characters is that Kikuchiyo character doesn't really appear in *The Magnificent Seven*. He is the key person in *Seven Samurai* because he is not a real samurai but a farmer.

Kikuchiyo hates the poverty and oppression of life as a farmer, so that he pretends to be a samurai.

In *The Magnificent Seven*, Chico is a farmer. However, Kikuchiyo's situation is more serious than that of Chico. In the feudal society of Japan, the Shogun Hideyoshi Toyotomi issued *itobarairai* in 1591, a law that controlled social classes. This harsh fact is described in *Seven Samurai*. One day, Heihachi sews a flag drawing some strange figures. Heihachi showed Kikuchiyo that each samurai brought his own flag to the fight. On the flag, six circles, and one triangle and a Hiragana word 'A' are drawn. Heihachi explains to him that the "A" means *anbo*, rice field, or farmers and the six circles on the flag stand for the samurai. When Kikuchiyo complains that he is not on the flag, Heihachi laughs and explains that the triangle represents him. This funny conversation shows that Heihachi doesn't regard Kikuchiyo as a samurai even though he likes him. Kikuchiyo can never become a member of samurai society. However, Kikuchiyo understands both the samurai and the farmers. Toshiro Mifune presented Kikuchiyo's irritation and sadness very well. He became internationally famous through this role. Kikuchiyo's problem was caused by feudal society, so that Sturges had to change Kikuchiyo's role. Considering these changes, we can find Sturges match the characters to American society.

Finally, in the music, we can find a big difference between *Seven Samurai* and *The Magnificent Seven*. In *Seven Samurai*, there are five main pieces of music composed by Fumio Hayasaka who worked with Kurosawa on other films. The theme music for the bandits is used in the title scene. The theme of farmers is only humming which expresses their fear and pain. The theme of the samurai is a march used in many scenes. The theme of Kikuchiyo is bongo music and has a funny sound. The theme of Shino who Katsushiro's lover is romantic music (Nishimura, Ibid). Kurosawa trusted Hayasaka's music sense so that he asked Hayakawa to compose the film's music, but he didn't use much of it in *Seven Samurai*. Kurosawa concluded that *Seven Samurai* didn't need powerful music to describe the feelings of the samurai and the farmers (Nishimura 151-152).

On the other hand, the theme music of *The Magnificent Seven*, composed by Elmer Bernstein, a film music composer who was to eventually work on 200 major films became world famous for the theme (7 Dec. 2000). French described the music of western films in his book: "Silent western movies are boring. They should have the sounds such as the cattle of hoof beats or the report of the gun and the music having the character of a folksong" (10). Western films entertain audiences by exciting music. Bernstein's music is a big reason for the popularity of *The Magnificent Seven*.

Comparing the three major points, we can find the differences of the two films. Kurosawa focused on the emotional conflict caused by living in a feudal society. On the other hand, Sturges was good at making westerns, so he changed the society and some characters to make them more attractive in America. In addition, he commissioned some wonderful music from Elmer Bernstein. It is difficult to say which film is better because they have different strong points. One of the clear things is that Sturges was a clever director because he kept the original story's basic charms yet changed some aspects to match his audience.

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