
Resource Units in Language Arts for Department of English, Baiko Jo Gakuin College (Sturges College)

— Writing —

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Introduction

Much discussion has recently been going on among the English teachers at this college (Sturges College, Shimonoseki) as well as at various colleges and universities throughout the country as to how to improve our English instruction so that it will meet the needs and interests of the students more appropriately and so will ensure the students' more successful achievement in their future academic and practical activities and furthermore will contribute to their personal development through organizing their experience. When we consider the situations in which the school is placed and the school population, especially their abilities, skills, knowledge and attitudes and their future activities, the problem of the improvement of our instruction is an urgent one that requires immediate action on the faculty's part.

One of the most important and needed steps at present is setting up a proper and effective program, which will thereby enable us to ensure well-coordinated and -integrated instruction among the teachers and various courses offered here and to help students' real growth in language power. This language power will inevitably turn out to be the sound foundation for their further growth and success in their later academic and practical work. When it comes to an effective program of instruction in the language arts, it *must be planned*; it cannot be left to chance. And the school must utilize or contrive situations in which language is needed for specific immediate purposes and must plan to manage the situations in such a way that real growth in language power takes place.

This personally proposed Resource Units in Language Arts--Writing-

-for the Department of English, Baiko Jo Gakuin is an attempt to solve this problem. It will show the general nature of curriculum content: the kind of material, and the basic experiences and activities of the writing course that the writer regards as essential or profitable and also the work in related general abilities and specific skills. And it may serve as a point of departure in setting up a particular over-all language program as well as in actual making up a daily lesson plan.

Next to this should come the stage of setting up a language program, or more specifically, setting up a sequence of grade goals. In setting up a language program, the teacher should consider the current need of a particular group of students or individual students. This principle of current need can be applicable to the kinds of experiences included, to general abilities, and to specific skills. In the consideration of current need, weight will be given to the frequency with which the experience, ability, or skill is required in use and to the crucial importance of the experience, or of the ability or skill as a factor in carrying on the experience.

The teacher cannot profitably try to meet all the current needs of students. Therefore, they must set reasonable limits to their programs, Exact, detailed directions about what to do in every situation cannot be given, but teachers can consider the matter and use their expert judgment to formulate general policies.

A word of caution. It is imperative that the specific items--experiences, abilities and skills--and their sequence or grading in language learning should be planned for important lines of growth, in both experiences and in abilities and skills, for the flexible plan emphasizes the importance of continuity of learning.

The writer will be most happy to present this tentative proposal of his as a basis for further discussion of instruction improvement at this institution.

WRITING

The course in Writing should be designed to contribute ultimately to the general education of students--general personal development--through organizing the students' experience (in the largest sense, including their thinking, imagination, and feeling) for presentation to others. The fact of their growth and its direction may well be said to be more important than the actual performance at a given moment in the college course. Furthermore, at the same time, the students should be trained in the course of Writing to acquire enough language power to further their studies in their field of study, that is, the studies in the English language and literature and also to utilize their knowledge, skills and abilities in practical ways. Ways and methods will differ with the teacher, the class, the student, and with the occasion and subject matter.

Stated another way, the aims of the course are, briefly:

- a. To be able to transcribe correctly and legibly, i. e., (without errors and in neat, legible English characters and by using other mechanics of writing correctly)
- b. To be able to write idiomatic and grammatically correct sentences in English
- c. To develop a mature style of expression, with emphasis on the factual or expository elements in writing
- d. To be able to set out in writing a sequential series of ideas in a logical and organized way
- e. To help the student to acquire proper attitudes, understandings, skills, and habits involved in various phases of writing
- f. To assist the student in writing on topics that reflect the psychology, tastes, interest, and experiences of the intelligent adolescent
- g. To show the student how she can develop writing techniques adequate for meeting her immediate needs for written communication

General Considerations

The teacher of writing must help students to awaken intellectual curiosity, to enlarge and enrich their mental lives. He must help students to extend and sharpen their power of observation, to investigate, to understand, to interpret, to reason, to reflect. He must help students to explore their feelings. Where meagerness of expression results from meagerness of thought and emotional response, gradual growth must be effected.

Style and Correctness: An Important Distinction

In teaching writing or planning a writing program, it is advisable and important to distinguish correctness from style. Correctness. What is correctness? One definition of correctness is the elimination of errors which interfere with the process of *accurate* communication of ideas from writer to reader. Here a re-statement of the more important areas of correctness would be in order.

1. Sentence structure.
2. Tense and verb forms involved in tense.
3. Case and agreement.
5. Grammar and usage.

This means the elimination of solecisms and of words incorrectly used. Grammar is taught, not for purposes of classification, but as it affects correctness. Therefore, the grammar taught for this purpose should be functional.

6. Punctuation and capitalization.
7. Letters (The Alphabet) and other symbols.

Style. What is style? Style may be defined as the use of language to communicate ideas *effectively*. To the extent that individuals differ in their estimate of what is effective and what is not, style is a more personal matter than correctness. While a canon for correctness can be established, it is quite difficult to find a consensus on what establishes "style."

For the need of the writing program, we can safely identify the following areas as being more the province of style than correctness.

1. Organization of ideas. The student must be taught the need for organization of ideas in a multiplicity of ways, some more suitable to his purpose than others. The use of an outline is of major importance.

2. Use of the paragraph. The paragraph should be recognized for what it is--an aid to the reader in following the writer's thoughts and in determining the writer's emphasis.

3. Variety of sentence structure. To maintain interest and to achieve desired emphasis, the effective writer varies sentence structure by the use of varied word order and introductory phrases and clauses: by balance of declarative, interrogative and imperative sentences; by variety of sentence length.

4. Personalized writing. This is achieved through the use of personal pronouns and proper nouns.

5. Use of the proper tone. The proper tone will vary according to the purpose of the writer and the occasion for the writing.

6. Economy of language. A good writer does not waste words, he expresses ideas in as few words as possible.

Correlation of writing with Other Subjects and Activities

Since writing teachers are interested in having teachers of other subjects take time to insist on good habits of written English, the writing teacher might do well to take the initiative and work with his students on the English they use in other courses. He should try to develop integrated units or activities involving reading, writing, speaking, and listening about topics or enterprises of daily concern to students.

Unit I. Transcription

Handwriting, punctuation, spelling and other mechanics of writing, such as, capitalization, italicization (or underlining in handwriting and typing), syllabication are essential tools of written communication. The students should be helped and trained to acquire the good habits, understandings, skills and attitudes required in using the tools correctly, observing the rules

and conventions. The letters should be legible. Here "legibility implies all the qualities of ease, accuracy, and speed in the art of obtaining meaning from letters," as John C. Tarr says in his *Good Handwriting and How to Acquire It*.¹ The students should be trained to use the conventions of punctuation and capitalization, as codified in handbooks and dictionaries and to recognize the meaning signaled by the punctuation marks. They should be trained to value correct spelling and to check in a dictionary the spellings of all words they are not absolutely sure of.

Transcription (Copying)

1. Handwriting (Penmanship)

A. Letters (Letter-formation)

1) The Alphabet

a) Manuscript style (or print script)

b) Slant style

2) Numerals

a) Arabic

b) Roman

3) Signs and figures

4) Abbreviations

5) *Romaji* (cf. The Hepburnian system of *Romaji*)

B. Words, phrases and sentences (Word-formation)

(Spacing of letters)

2. Typewriting

The mechanics of writing

1. Capitalization

2. Italicization (or Underlining)

3. Syllabication

4. Punctuation

Suggested Learning Activities or Experiences

Drilling in handwriting (letters, words, sentences)

(1) John C. Tarr, *Good Handwriting and How to Acquire It* (London: Pan Books Ltd, 1957), p. 17.

Copying words, phrases, and sentences from the blackboard or books
Filling blanks asking for information
Listing
Learning to spell, orally and in writing
Learning to use punctuation marks and other writing conventions correctly
Learning to use abbreviations correctly
Learning to use *Romaji* correctly
Learning to use numerals correctly
Writing labels and tags
Making signs
Writing advertisements
Composing notices for the bulletin board
Jotting down
Punctuating listed ideas
Learning to divide words correctly
Learning to use capitals correctly
Preparing captions and titles
Addressing letters
Revising and proofreading

Unit II. Sentence Construction (Grammar and Usage)

Constructing grammatical and idiomatic sentence in English is vital to the success in effective communication. So the students should be helped and trained to acquire good sentence sense, the good habits, understandings, skills and attitudes required in producing sentences which are grammatically correct, idiomatic and effective. In this respect some knowledge of grammar and rhetoric is essential if students are to be helped to avoid solecisms in writing. And also a knowledge of grammatical concepts can be used by students to effect improvement in writing skills. Grammar study can be correlated with improvement in the structure of sentences, in the clarity and vividness of the use of words and

in the writing of forceful and concise sentences. The expression of precise relationships can be taught in connection with the study of compound and complex sentences. In short, a grammar program should be closely coordinated with a program in composition. In this sense, the study of grammar will be truly functional. The emphasis should be on the understanding and use of a basic concept not on classification or terminology. And extensive and varied drill is essential in applying a grammatical concept.

Grammar and Usage

1. The Simple Sentence

- A. Recognition and use of subject and predicate
- B. Recognition and use of nouns, verbs, and pronouns in the sentence (nouns and pronouns as subject, object, or predicate nominative)
- C. Recognition of word order in declarative and interrogative sentences

2. Compound and Complex Sentences

- A. Compound: recognition of two independent thoughts joined by a coordinate conjunction
- B. Complex: recognition and use of independent and dependent clauses; dependent clause as modifier; recognition of dependent clauses by their introductory words

3. Modifiers

- A. Recognition and use of adjectives and adverbs as modifiers
- B. Recognition and use of prepositional phrases as modifiers

4. Distinguishing subject, verb, object in common sentence patterns

- A. Recognition and use of nouns and verbs
- B. Recognition and use of active, passive, transitive, intransitive verbs

5. Recognition and use of single word modifiers in the sentence

- A. The adjective- -modifying nouns and pronouns
- B. The adverb- -modifying verbs, adjectives, other adverbs and sentences
- C. Distinguishing between predicate adjective and adverbial modifier
- D. Comparison of adjectives; comparison of adverbs

6. Recognition and use of prepositional modifiers
 - A. Their placement for variety of sentence structure
 - B. Distinguishing between phrases and whole sentences
7. Possibilities for integration with composition instruction:
 - A. Constructing sentences, writing descriptive themes in which specific, concrete, vivid verbs are employed
 - B. Constructing sentences, writing descriptive themes in which adjectives and adverbs give needed and vivid detail
 - C. Constructing sentences, writing themes in which prepositional phrases are used occasionally as sentence openers to secure variety
8. Recognition and use of pronouns
 - A. Nominative and objective forms
 - B. Pronouns as predicate nominative
 - C. Possessive forms
 - D. Indefinite pronouns and their number in formal and informal usage
 - E. Agreement of pronouns with antecedents
 - F. Avoiding ambiguous pronoun reference
9. Recognition and use of appositive nouns and phrases
 - A. Punctuating appositives
 - B. Distinguishing appositives from whole sentences
10. Agreement of subject and verb
 - A. Agreement where modifying elements intervene between subject and verb
 - B. Verbs with compound subjects
 - C. Verbs with indefinite pronoun subjects
 - D. Verbs with collective or material noun subjects
11. Possibilities for integration with composition instruction
 - A. Achieving sentence economy through the use of appositives instead of clauses or sentences
 - B. Achieving sentence variety through the use of appositives
12. Recognizing and composing compound sentences, with stress on coordinate relationship as the basis of compound structure
13. Recognizing and composing complex sentences as a device for expressing relationship other than coordinate
 - A. Recognition and use of the adjective clause to provide subordinated information about a noun or pronoun in the main clause

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- a. The importance of proper placement of adjective clauses
 - b. Restrictive and non-restrictive adjective clauses
- B. Recognition and use of adverbial clauses to provide subordinated information related to a verb, adjective, or adverb in the main clause
 - C. Recognition and use of noun clauses as subjects, objects, predicate nominatives
 - D. Distinguishing between subordinate clauses and complete sentences
14. Possibilities for integration with composition instruction :
- A. Learning to use different connectives (coordinating, subordinating) to express properly the precise relationship between connected ideas
 - B. Using complex clauses instead of two or more independent sentences to achieve tightness of sentence structure
 - C. Using adverbial clauses at different points in a sentence to achieve variety of sentence structure
 - D. Using noun clauses as subjects to secure emphasis
 - E. Using coordination and subordination to avoid the "run-on" effect
15. Tenses (present, future, past); distinguishing and using the past, present perfect, past perfect tenses
16. Recognizing and using verbals (infinitives, participles, gerunds)
- A. Avoiding confusion resulting from dangling verbals
 - B. The value of verbals in achieving conciseness of expression and variety of sentence structure
 - C. Using parallel construction for parallel ideas ; the value of parallel structure for force and conciseness
 - D. Modern occasional use of the subjunctive mood
17. Possibilities for integration with composition instruction
- A. Writing themes in which a clear indication of time sequence is expressed through proper use of tenses
 - B. Writing sentences and themes in which conciseness and force are achieved through parallel structure
 - C. Writing sentences and themes in which the use of verbals results in economy of language and variety of sentence structure

Word effectiveness (Choice of words: Diction)

- 1. Choosing appropriate words
 - A. Vague words
 - B. Trite words (A cliché or a hackneyed term)

- 1) Worn-out figures of speech
 - 2) Frayed questions
 - 3) Stock phrases
 - C. Enphemisms
 - D. Big words (,which are too heavy for their place)
 - E. Synonyms
2. Figurative use of words
- A. Comparison
 - 1) Metaphor
 - 2) Similie
 - 3) Analogy
 - B. Relationship
 - 1) Metonymy
 - 2) Synecdoche
 - C. Degree of statement
 - 1) Overstatement (or exaggeration or hyperbole)
 2. Understatement
 - 3) Irony
 - D. Allusion
 - E. Use of figures of speech
3. Range and liveliness
(Vigor and suggestiveness of words)
(The qualities of words contribute to the life and force of writing and to its readability.)
4. Learning about words
5. Learning new words (Increasing vocabulary)
6. The use of dictionaries
7. The nature of meaning (=the denotation of a word)
- A. Concrete words
 - B. Relative words
 - C. Abstract words
8. The suggestion of words (=the connotation of a word)
The use of connotative words
- A. Emotive
 - B. Evaluational
 - C. Intentional
 - D. Loaded
 - E. Slanted

Sentence effectiveness

1. Sentence length and economy of wording

Good sentences are varied in length and in pattern.

A. Sentence length as a matter of style (for variety and appropriateness)

B. Sentence length and meaning

- 1) Choppy (too short) sentences
- 2) Stringy sentences
- 3) Relating ideas clearly

C. Avoiding wordiness

Making a statement more direct by reducing a complete predication (a sentence or a clause to a shorter construction (a phrase or a single word)

Eliminating unnecessary and ineffective words and their modifiers (i. e., circumlocution)

D. Removing deadwood (=lazy words and phrases that clutter up a statement without adding anything to its meaning: empty expressions)

E. Avoiding careless repetition

- 1) Effective repetition
- 2) Useless repetition
- 3) Repetition of words
- 4) Repetition of meaning
- 5) Repetition of sounds

2. Sentence variety, control, and emphasis

A. Sentence variety (or Variety in sentence movement)

(= Changing the order of sentence elements)

- 1) Varying sentence beginnings
- 2) Varying the position of modifiers
- 3) Varying the pattern of structure
- 4) Loose (or cumulative) sentences (cf. prolepsis)
- 5) Periodic sentences
- 6) Parallelism

(Ideas of equal value in a statement should be made parallel-- that is, they should be expressed in the same grammatical form.)

- a) Balanced sentences
- b) Antithetical sentences

B. Economy in sentences

(Efficient communication with irreducible body of words and

construction)

C. Subordination to control and clarify meaning

D. Sentence emphasis

1) Emphasis by position in the sentence

a) At the end

b) At the beginning

c) The climax sentence

2) Emphasis by separation

By means of internal punctuation--semicolons, colons, or dashes

3) Emphasis by repeating key words or phrases

4) Emphasis by repeating the ideas in other words

5) Emphasis by mechanical devices

a) By underlining (or italics)

b) By capitalizing

c) By setting off words in quotation marks

d) By using emphatic punctuation marks

6) Emphasis by intensives

Suggested Learning Activities and Experiences

Memorizing basic sentences

Composing sentences, parts of sentences, etc. in writing, by means of substitution, conversion, and completion

Practicing in reproduction

Writing from memory, with and without tips

Writing answers to oral and written questions

Keeping a diary, a journal or a vignette

Making announcements in writing

Telling all the important facts

Writing an announcement

Evaluating announcements

Keeping records

Making charts

Keeping minutes of meetings

Making lists, tabular record charts, or tabular forms as an aid in organizing work

Taking notes

Making memoranda

Making reports

- Writing an original report
- What to include in a report
- Telling enough about the subject
- Obtaining accurate information
- Using direct quotations
- Reporting information accurately
- Making and using a bibliography
- Using a table of contents
- Telling things in the right order
- Telling only what will interest others
- Making each sentence tell something new
- Choosing a subject of general interest
- Writing impartially
- Writing headlines
- Writing for the (school) paper
- Writing a news story
- Writing editorials
- Evaluating news writing

Learning written composition

Compiling scrapbooks

Writing captions, either titles or sentence descriptions of pictures

Learning to keep a reasonable margin and to observe similar conventional practices

Writing notes and letters

- Using correct form
- Stating what is wanted clearly and with courtesy
- Being polite
- Knowing the parts of a letter
- Learning the elements of letter headings and address forms
- Distinguishing between a friendly and a business letter
- Distinguishing among different kinds of social letters
- Working with different kinds of letters
- Ordering something by mail
- Using mail order forms
- Endorsing a check or money order
- Writing post cards

Writing greeting cards

Writing telegrams

Writing a personal history (or resume)

Practicing in summarizing

Practice in paraphrasing

Revising and proofreading

Putting Japanese into English

Unit III. Paragraphing

The ultimate aim for teaching paragraph-writing is to enable the students to produce a complete, unified composition in a small compass. The students should be helped and trained to acquire the understandings of what characteristics a good paragraph possesses; adequate development, unity, and coherence and to acquire the attitudes, skills and habits needed for producing a good paragraph. Paragraphing is an important and profitable step in helping the students to establish the habits of, and to acquire the skills, of organizing their ideas for presentation to others.

1. Functions and purpose of the paragraph
2. Characteristics of the paragraph
 - A. Full or adequate development
 - B. Unity
 - C. Coherence
 - D. Continuity
3. Transitional sentence
4. Paragraph arrangement and development and length
 - Typical content of paragraphs
 - 1) General statements
(Generalizations = ideas about the subject)
Inclusive statements to sum up a large number of observations, to interpret the meaning of particular observations and experiences. They express opinions or judgments of particular things or occurrences.
 - 2) Details
(= Statements of images, particular facts, occurrences)

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- 3) Topic sentences (=the statement of purpose)
 - a) Topic
 - b) Assertion
 - 4) Pointer sentences (,which announce how the paragraph is to develop)
 - 5) Clincher sentences
 - 6) Appropriate paragraph length (Adequate development)
5. Paragraph movement
- (The thought of a paragraph should move: the reader should be better informed at the end than he was at the beginning.)
- Five general types of paragraph movement
- 1) Narrative movement in time
 - 2) Descriptive movement of sense impression, especially of things seen
 - 3) Three sorts of movement of facts and ideas
 - a) Support ("General to particular")
 - b) Climax ("Particular to general")
 - c) Pro-and-con
6. Patterns or methods of paragraph development
- A. Illustration
 - B. Definition
 - C. Comparison
 - D. Analogy
 - E. Contrast
 - F. Analysis (or Enumeration of parts)
 - G. Cause-effect
 - H. Reason
 - I. Classification
 - J. Chronological order (or Chronological process)
 - K. Spatial order
 - L. Anecdote
 - M. Quotation
 - N. Combining patterns of development (Composite)
7. Paragraph continuity (Transition)
- The relation between the statements should be obvious.
- The connection must first exist in the ideas and then be shown in the writing.
- Methods of showing continuity
- A. Repetition of important words (key words) from sentence to sentence

- B. Continuation of the same subject from sentence to sentence, using the same words, synonyms, or pronouns
 - C. Use of a pronoun referring to a word or idea in the preceding sentence
 - D. Use of a connecting word, an adverb or conjunction to show the thought relationship (e.g., a conjunction, a conjunctive adverb, a conjunctive phrase)
 - E. Making sentences parallel in structure
8. Paragraphs in a longer theme
- Special attention should be paid to the beginning, to the ending, to the transitions that show the relationship between paragraphs.
- A. Opening paragraphs
 - 1) Getting the subject under way
 - 2) Interesting the reader enough to read on
 - B. Concluding paragraphs
 - 1) Rounding out the subject
 - 2) Giving the final emphasis
 - C. Transitions between paragraphs
 - Organic transitions
 - D. Transitional paragraphs

Suggested Learning Activities and Experiences

- A. Brief accounts of happenings
 - Constructing a story of paragraph length
 - Reducing a general subject to a specific topic
 - Stating the specific topic in a topic sentence
 - Developing the topic sentence coherently
 - Arranging details to reach a climax
 - Discussing synonyms for words of action
 - Possible introduction of conversation
 - Oral telling of anecdotes or fables
 - Newswriting in a single paragraph
- B. Brief descriptions
 - Writing paragraphs emphasizing sight, and one or more of the other senses: smell, touch, taste, hearing
 - Discussion of descriptive adjectives
 - Finding descriptive sentences and paragraphs in newspapers, magazines, and books
 - Discussion of the adjectives which appeal to the senses, of verbs and

adverbs which are in themselves picture-making, of the arrangement of material, and of the accuracy and vividness of the description

C. Brief explanations

Study of explanation in books, magazines and papers

Testing for clearness and interest

Study of ways in which an explanation may be made clear: illustrations from experience, comparison, contrast, cause, effect, repetition, use of drawings, photographs, clippings, or of a completed piece of work

Practice in writing:

Notes of explanation to meet a variety of situations or predicaments

Directions for making interesting objects, playing games, etc.

Explanation of processes in the actual work in....

D. Brief arguments and requests

Discussion of debatable topics, especially those of school and personal interest

Formulation of opinion or request in a concise topic sentence

Discussion of ways of proving a point, convincing others, gaining one's wish

Citing the opinion of the authority

Giving examples and illustrations

Using comparison or contrast

Making an appeal

Unit IV. Theme-writing

Students need help in finding and in shaping the material. Writing a theme based on one's experiences and ideas is a creative act. Even a student composition, in a sense, is a work of art. This means that the material, the planning, the first sentence, the development, the style, the choice of words--all must spring from the nature of the composition as well as from the personality of the writer.

Some of the steps to be followed by the teacher and the students in preparing a theme are:

Determination of Subject Area

General Discussion of Subject Area

Selection by Students of Specific Topics

Preparation of List of Relevant Items

Organization of Working Outline

Instruction in Composition Techniques (based on subject and student needs)

Actual Writing of a Theme

Revision and Proofreading of the Theme

The students should be helped in organizing observations, experiences, and reflections for clear and effective presentation. They should be helped to choose important and essential points and to eliminate those of little consequence. They should gain in power of self-criticism and establish the habit of revision and proofreading.

The stages in writing

1. Focusing on a subject
 - A. Discovering a subject
 - B. Narrowing the topic
(Breaking down general subjects into topics)
Definition of topic, sensing of problems involved
 - C. Locating a thesis (=central idea)
(A definite statement of the main point or central idea of the paper should be formulated usually in a single declarative sentence.
The thesis statement
2. Gathering material
(Using the resources)
(The discovering of the possible means of presenting a subject to an audience)
 - A. Private sources
(The writer's own experiences (personal knowledge, opinions, and attitude))
 - 1) From memory
 - 2) From observation
 - 3) From experiment
 - 4) From interviews
 - 5) From conversations
 - 6) From reading and studying
 - 7) From reasoning and reflecting
 - B. Public sources
 - 1) From reading
 - a) Finding further details or additional information for the topic

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- b) Making use of published material
 - c) Making accurate reports
 - d) Summarizing
 - e) Paraphrasing
 - f) Quotation
 - g) Formal and informal acknowledgment
- 2) From observation
 - 3) From interviews
 - The technique of interviewing
 - a) How to ask pointed questions
 - b) How to draw the answers and to remember what is said
 - c) Careful listening
 - d) Mental summary
 - e) Naming and identifying the people who give facts and specifying what qualifies them as authorities
 - 4) From research

Special attention should be paid to the following: Distinguishing between verifiable facts and opinions. Reading and weighing the opinions on all sides of the question before arriving at a firm opinion of one's own

3. Meeting the audience

Honesty of the writer -- an honest, serious approach to his subject and to his audience and an honest critical understanding of his own capabilities

Adjusting to the audience, considering the interests and needs of a particular audience

4. Deciding on the style and situation

(Making the shape of one's writing relevant to one's audience and situation)

(Attention should be paid to options in word choice, sentence pattern, and paragraph construction accordingly.)

A. Types of styles

- 1) The heightened or grand style, which is especially effective in building an emotional appeal
- 2) The plain style (=literate and direct)
- 3) Middle or mixed styles
 - (on a conversational base but using some of the devices of the more elaborate grand style)

Reading and writing of a good deal of varied reading will help one become increasingly aware of the possibilities of the language and see how they may be adapted to one's own material, purpose, and

individual temperament.

Analyzing one's own writing critically and experimenting with different ways of expressing the same ideas is effective.

5. Deciding on methods of development
 - A. Description
 - B. Narration
 - C. Example
 - D. Comparison and contrast
 - E. Division (or analysis)
 - F. Classification
 - G. Causes and effects
 - H. Definition
6. Organizing the material
(Planning the order in which one intends to present one's material, examining the material carefully to find the best order for one's special purpose)
 - A. Making an outline (Uses of an outline)
 - 1) Scratch outlines
 - 2) Thesis-sentence outlines
 - 3) Topic outlines
 - B. Determining the central idea
 - C. Revising the outline
With the central ideas as one's guide, one arranges the outline so that every part of it contributes directly to the purpose of the paper.

These main considerations for the revision
 - a) The material itself
 - b) The method of development
 - c) The expected audience
 - D. Style and tone
Objectivity (Avoidance of bias and self-interest)
Treating the subject honestly and accurately
Giving a fair and impartial account of something and at the same time making clear one's own interpretation of it
(The interpretation should be based on a fair and impartial survey of the material.)
 - E. Standard outline form
 - 1) Numbering
 - 2) Indentation

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- 1) Punctuation
 - 4) Capitalization
 - F. Content of headings (,which should be specific and meaningful)
 - G. Dividing the material
Headings of equal rank should not overlap.
 - H. Making headings parallel

Writing the first draft

Writing out in rough draft first and then revising and copying it.

1. Getting started

Write the first draft as rapidly as possible, leaving plenty of space in the first draft for making corrections and changes.

2. Developing the material

Making the first draft as complete as possible and writing down more than one will probably use in one's final paper ; being generous with explanations and illustrative examples .

Kinds of development

- A. Time : describing events in the order of their occurrence ; appropriate in narrative writing or in describing a process
 - B. Space : describing spatial objects in expository writing
 - C. Increasing complexity : beginning with the simple or familiar and proceeding to the more complex or unfamiliar
 - D. Comparison and contrast : discussing all the features of one idea or situation, then all the features of another, and ending by drawing a conclusion about the two
 - E. Support : beginning with a general statement or impression and then supporting it with specific examples, details, reasons
 - F. Climax : beginning with a specific fact or situation and unfolding the subject until it stands completed at the end
 - G. Cause to effect or effect to cause : beginning with an analysis of causes, culminating in a statement of effect, or stating the effect first, then moving to the analysis of cause
- #### 3. Relating paragraphs in sequence
- A. Showing the connection between paragraphs
Linking paragraphs together by connecting the topic of a new paragraph with that of the preceding one
 - B. Showing the relation to the topic of the paper
 - C. Opening paragraphs

- 1) To introduce the subject
- 2) To arouse the reader's interest
- D. Effective openings
 - 1) A statement of purpose or point of view
 - 2) A definition
 - 3) An important fact
 - 4) A reference to personal experience
 - 5) A lively detail or illustration
- E. Closing paragraphs
(Effective conclusions)
 - 1) A climax
 - 2) A suggestion for action
 - 3) A summary statement
 - 4) Tying in the ending with the beginning
4. Framing a title
Wording the title of the paper so that it gives a definite and accurate idea of the subject in as few words as possible.
5. Revising and correcting a paper
Revising the first draft from the following points :
 - A. The content (or material)
 - B. The organization
 - C. The wording
 - D. The mechanics, or conventions, of writing
6. Preparing manuscript
(Manuscript form)
 - A. Typed papers
 - B. Handwritten papers
 - C. Margins and spacing
 - D. Division of words
 - E. Form of the title
 - F. Numbering pages
 - G. Endorsing the paper
7. Proofreading and making corrections in the final copy

Suggested Learning Activities and Experiences

Writing (or Narrating) personal experience paper

Writing an autobiography

Writing narrative compositions

Telling the whole story

Telling a story from pictures
Telling things in the right order
Choosing good endings
Using direct quotations
Hinting at what is going to happen
Telling only things related to the point of the story
Making others wonder what finally happened
Telling how things turned out

Making the climax give the reader a definite feeling (e.g., amusement, excitement, sorrow, etc.)

Solving the main character's problem in a way that leaves the reader feeling satisfied

Writing descriptive compositions

Giving descriptions, explanations and definitions

Deciding what to write

Writing exactly what the writer means

Writing things in the correct order

Telling directions in the correct order

Giving all the information needed

Evaluating directions

Distinguishing between a description and a definition

Classifying what is being defined

Telling how what is being defined differs from others in its class

Telling what a thing being defined does or is for

Not telling more than is needed in a definition

Giving reasons for one's opinion

Distinguishing between directions, explanations, and reasons

Telling explanations in correct order

Evaluating definitions, explanations, and reasons

Making a habit of observation

Describing for identification

Telling enough so that the description will fit only the person or thing described

Making the main parts of an explanation separate and clear

Writing a process paper

Writing a profile

Writing character sketches (of actual people, or of figures in literature)

Reporting interesting observations

Writing "Letters to the Editor"

Writing argumentation (or persuasion papers)

Writing controversial themes: social and political problems

Writing reviews

 What to tell in a book review

 Writing a book review

 What to tell in review of a movie

 Giving a review of a movie

 Evaluating reviews of movies

 Reviewing a radio or television program

 Evaluating reviews

 Comparing reviews found in newspapers and magazines

Writing book reports

Writing précis

Writing literary themes (based on class text)

Unit V. Research-paper Writing

Research-paper writing can practically be said to be a consummation of expository writing taught in college. It requires all the attitudes, understandings, skills, abilities and knowledge in the courses of writing as well as of other subjects in school.

As Willard F. Tidyman and others say, "study and research take the form of problem solving and follow the customary problem-solving procedure."² So the students should be taught all the techniques necessary for problem-solving besides purely technical or mechanical problems of source-theme writing. Formulating a specific problem, finding reference material, taking notes, organizing the relevant material, planning an outline, and writing the report should all be considered.

The question of honesty in preparing such a report is a prime consideration. The students should be encouraged to use their own wording and to express their own ideas. They should be taught to give full credit to the sources of their material.

They should also be taught the correct form to be used in a research

(2) Willard F. Tidyman, Charlene Weddle Smith, and Marguerite Butterfield, *Teaching the Language Arts* (New York: McGraw-Hill Book Company, 1969), p. 159.

paper (i.e., title page, table of contents, footnotes, bibliography, etc.).

1. Purpose, functions and features of research paper
2. Choosing a topic
 - A. Choosing a subject area
 - B. Limiting the topic
 - C. Final definition of the topic
3. Forming a thesis statement
4. Locating appropriate source materials
(Using the library)
 - A. The information desk
 - B. The reference room (or shelves)
 - 1) Bibliographies
 - 2) Trade bibliographies
 - 3) Indexes
 - a) Indexes to books and collections
 - b) Indexes to literature in periodicals
 - c) Newspaper indexes
 - d) Pamphlet indexes
 - 4) Guides to reference materials
 - 5) General encyclopedias
 - 6) Special reference works and encyclopedias
 - 7) Yearbooks and annuals (almanacs)
 - 8) Atlases and gazetteers
 - 9) Dictionaries
 - C. The library card catalog
 - 1) Main entry card (or Author card)
 - 2) Title card
 - 3) Subject card (Using the catalog as an index)
5. Preparing the working bibliography
6. Gathering and selecting the source material
(Taking notes)
 - A. Making a preliminary outline
 - B. Examination or evaluation of the source material
 - 1) Facts to consider in evaluation
 - 2) Primary and secondary sources
 - C. Technique and methods of note-taking
 - 1) Summary
 - 2) Précis
 - 3) Paraphrase
 - 4) (Direct) Quotation

- D. Avoiding plagiarism
- 7. Planning the paper
 - A. Examining and arranging the notes
 - B. Making an outline
- 8. Writing the paper
 - A. Writing the first draft
 - B. Revising the first draft
 - 1) The material or content
 - 2) The structure and the expression
 - 3) The thesis sentence
 - 4) The documentation
- 9. Handling reference material
(Documenting the paper)
 - A. Using short prose quotations and paraphrases
 - B. Introducing short quotations and paraphrases
 - C. Combining paraphrases and quotations
 - D. Reproducing quoted material
 - E. Longer quotations
 - F. Poetry quotations
 - G. Ellipsis
 - H. Brackets
- 10. Footnoting
 - A. Footnotes for books
 - B. Subsequent references to a book
 - C. Footnotes for magazines and journal articles
 - D. Footnotes for encyclopedia articles
 - E. Footnotes for newspaper articles
 - F. Footnotes for pamphlets, documents, unpublished material
 - G. Footnotes for Biblical citations
 - H. Abbreviations in footnotes
 - I. Alternative forms for footnotes
 - J. Content footnotes
- 11. Assembling the completed paper
(Final order of contents)
 - A. The title page
 - B. The outline (or the table of contents)
 - C. The body of the research paper
 - D. Chapters
 - E. Conclusion
 - F. Footnote numerals

G. Footnotes

H. Bibliography

- 1) Bibliography form for books
- 2) Bibliography form for periodicals
- 3) Bibliography form for public documents
- 4) Bibliography form for other sources

Suggested Learning Activities and Experiences

Choosing a subject

Limiting the subject

Developing the topics

Preparing problems, questions, and lists

Writing a thesis statement

Learning the use of the following tools: (a) index; (b) dictionary; (c) encyclopedia; (d) author, and subject cards in the card catalogue of a library; and (e) other reference books

Carrying out the following activities: (a) taking notes; (b) outlining, (c) summarizing, (d) making footnotes, and (e) preparing a bibliography and an index

Organizing the notes

Writing a rough draft

Revising and completing the paper

Proofreading the paper

Selected Bibliography (For Teacher Reference)

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