

## Guidelines for Writing a Graduation Essay

The Department of Literature and Culture in English

Tokyo Woman's Christian University

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### Basic Rules for Writing a Graduation Essay

1. An academic essay should have three parts: an introduction, a body, and a conclusion.
2. An academic essay should have an appropriate and interesting title.
3. The text should be self-sufficient. Be sure to provide a full context for the writing in the introduction. When writing about a literary work, for example, in the introduction always include the title of the work (in italics if a novel, play or book-length poem, in quotation marks if a short story or non-book-length poem) and the name of its author.
4. Your introduction should include a thesis statement explaining the purpose of the essay.
5. Ordinarily you should avoid use of the first person "I." Instead of writing "I want to discuss *Hamlet* by William Shakespeare," for example, write, "This essay will discuss *Hamlet* by William Shakespeare."
6. Avoid the use of contractions in academic essays. Instead of writing "Hamlet can't make up his mind," write, "Hamlet cannot make up his mind."
7. In academic essays, avoid the use of the expressions "and so on" and "etc." Instead of saying "Shakespeare wrote many tragic plays: *Hamlet*, *Macbeth*, *King Lear*, and so on," write "Shakespeare wrote many tragic plays such as *Hamlet*, *Macbeth*, and *King Lear*."
8. When writing about literature, use present tense verbs for plot summary and discussion, and, usually, past tense verbs for biographical information about the author of the work.
9. Keep verb tenses consistent and, generally speaking, use simple verb tenses.
10. Normally, do not introduce a new idea in your conclusion.
11. Remember that in academic writing a good paragraph has at least three sentences and usually more.
12. Throughout your essay, in developing the argument, provide specific evidence to support your ideas. Refer to exact places in the text by putting page numbers or, in poems, line numbers to indicate your reasons for thinking something.

13. Citing such specific evidence often involves the use of quotations from the work you are discussing. For short quotations, be sure to use quotation marks. If the quotation is long (more than four lines), indent it about 2.5 cm. and do not use quotation marks. When quoting, be sure to copy the original text exactly.

14. Especially if a quotation is a short one, try to merge your own words with the quotation so that the total is a seamless whole.

15. In most circumstances, you should introduce short quotations with a comma (,) and long quotations with a colon (:). Do not to confuse the colon (:) with the semi-colon (;). See the sample pages at the back of these guidelines for examples.

16. Whether you are using an exact quotation or are simply using an idea, be sure to credit your source by including a parenthetical citation, except, in some cases, if the source is from the Internet and does not include page numbers (see p. 6, point 3). Always document all sources fully by including each in the Works Consulted list. See the sample pages at the back of these guidelines for examples.

17. If you have need to alter a quotation in order to make it shorter or to fit into the context provided by your own words, use an ellipsis (. . .) to indicate an omission within the text (see page 20, line 2 for an example), and please note that in MLA style an ellipsis properly typed is three dots (periods) preceded by a space, with a space between each, and followed by a space (. . .). If an ellipsis comes at the end of a sentence it follows the sentence-ending period, producing in effect four spaced dots (. . . .). If you need to add or alter words in a direct quotation to make it fit the context provided by your own words, use square brackets ( [ ] ) to indicate the addition or alteration.

18. Introduce your quotations carefully and, after you include a quotation, be sure to explain its importance.

19. If you translate a quotation from a Japanese source into English, you should include the expression “translation mine” in the parenthetical citation.

20. Avoid over-quotation. Quotation from sources is important in an academic essay, but ordinarily it should not constitute more than 15% of your text.

### Basic Rules for Typing a Graduation Essay

1. A TWCU graduation essay should consist of the following parts:
  - a) Cover Page (for a sample, see page 14);
  - b) Title Page (for a sample, see page 15);
  - c) Table of Contents (for a sample, see page 16);
  - d) Introduction (for sample pages, see pages 17 and 23);
  - e) Body (usually two or more chapters; for sample pages, see pages 18-20);
  - f) Conclusion;
  - g) Works Consulted (for a sample, see pages 21-22).
2. Use A4 paper and Century 12-point font.
3. Margins for most pages should be about 38 mm. at the left and 25 mm. at the top, bottom, and right.
4. Each page, including the Cover Page and Title Page, should contain 25 lines.
5. The table of contents, first page of the introduction and conclusion, and first page of each chapter start at the third line on a new page.
6. The introduction, body, and conclusion should meet the following requirements:
  - 6.1. For students in a literature seminar, the introduction, body, and conclusion should total 5,000 to 7,000 words of English text. Word number should be included at the end of the essay.
  - 6.2. For students in presentations / cultural studies seminar, the introduction, body, and conclusion should total 4,000 to 6,000 words of English text. Word number should be included at the end of the essay.
  - 6.3. For students in a linguistics seminar, the introduction, body, and conclusion should total 20-25 pages of English text.
7. Do not justify the lines.
8. Indent each paragraph about 1.25 cm.
9. Long quotations (four or more typewritten lines of prose or two lines or more of poetry) should be set off as block quotations. Every line of a long quotation should be indented about 2.5 cm.

10. Use MLA-style parenthetical citations to indicate the source of quotations, summaries, and paraphrases. If necessary, use consecutively numbered notes at the end of your essay to supply additional commentary on the text or to comment on the source of the information.

11. Titles of books and periodicals should be in italics. Titles of short stories, poems, and periodical articles should be in quotation marks.

12. When typing titles of books, essays, films, plays, poems, and short stories, capitalize the first letter of the first word, the first letter of the last word, and the first letter of all other principal words.

13. Leave one space after most punctuation marks, including periods, commas, question marks, and exclamation marks.

14. In a Word document, a dash may be made by typing two hyphens, one after another and without a space between the dash and preceding or succeeding words. A dash may be replaced with two hyphens if your word processor does not have a dash. Here are examples: “Wilkie Collins dedicated his novel to an older writer—Bryan Waller Procter—whose friendship he highly valued.” / “Wilkie Collins dedicated his novel to an older writer--Bryan Waller Procter--whose friendship he highly valued.”

15. Number the pages, beginning with the introduction, in the top right of the page, as in these guidelines. The font for page numbers should be the same as that used in the text of the paper.

### **Preparing the Cover Page of a Graduation Essay**

Carefully follow the format shown on page 14, including this information:

- a) your student number in the upper right-hand corner;
- b) your title, capitalized properly and centered in the upper middle of the page; a title and subtitle should be separated by a colon;
- c) your subtitle (if you have one), capitalized properly and centered about 0.5 cm. below the title;
- d) your student number, centered near the bottom of the page;
- e) your name, centered about 0.5 cm. below your student number;
- f) the date the essay is due (December 16, 2019), centered about

0.5 cm. below your name.

### **Preparing the Title Page of a Graduation Essay**

Carefully follow the format shown on page 15, including this information:

- a) your title, capitalized properly and centered in the upper middle of the page; a title and subtitle should be separated by a colon;
- b) your subtitle (if you have one), capitalized properly and centered about 0.5 cm. below the title;
- c) your name, centered in the middle of the page;
- d) “A thesis submitted in partial fulfillment / of the requirements for the degree of / Bachelor of Arts and Sciences in the Department of Literature / and Culture in English / Tokyo Woman’s Christian University,” centered toward the bottom of the page;
- e) the date the essay is due (December 16, 2019) centered toward the bottom of the page.

### **Submitting Your Graduation Essay**

Make three copies of the finished essay. Put clear plastic covers on two copies. Neatly and correctly fill in two stickers with the appropriate information. Place one sticker in the center of the plastic cover of each copy of the bound essays (see p. 13 for an example). Submit these two copies to the Registrar’s Office *before* 4:00 p.m. on December 16. Keep the third copy for yourself.

### **Parenthetical Citations**

*What are parenthetical citations?*

When you quote from a source or take a key idea from a source you must tell your readers where the quotation or idea comes from. You do this by putting the source information inside parentheses, thus creating a “parenthetical citation.” A good example is on page 17 of these guidelines, where after the first quotation you see (Watanabe 72, translation mine). This means that the quotation comes from page 72 of the text edited by Toshio Watanabe listed in the Works Consulted and that the quotation was translated from Japanese into English by the student.

*Why should I use parenthetical citations?*

The main reason for using parenthetical citations is to allow people who read your essay to find and examine for themselves the same material you have used during your research. This can help a reader understand and evaluate your work. If you use a quotation or key idea without telling the reader where it comes from, you are plagiarizing (see “An Important Note on Plagiarism,” p. 12).

*When should I use a parenthetical citation?*

1. Use a parenthetical citation when you quote a written source such as a book or a critical article.
2. Use a parenthetical citation when you summarize or paraphrase from a source. That is, even though your words may not be the exact words of the original source, the idea and/or the arrangement may still be that of the original.
3. For Internet or other electronic sources which do not include page numbers, include either in the text or in a parenthetical citation the first item that appears in the Works Consulted entry which corresponds to the citation. This often will be the author’s surname, but if no author is provided then the first item in the Works Consulted citation may be the title of the article or the name of the website. An example of parenthetical citation of a website article with no author noted may be found in the first paragraph of p. 18 here, (“Margaret Atwood”), which refers to the Works Consulted entry of that title on pp. 21-22.
4. Use a parenthetical citation when you are using a piece of information which is not common knowledge or which is not readily available in a variety of reference books (for example, encyclopedias). You need not, for example, provide a parenthetical citation for the fact that William Shakespeare was born in 1564. If, however, you include detailed biographical information, you should indicate in a parenthetical citation where the information comes from.
5. As a general rule, if in doubt about whether to use a parenthetical citation or not, use one! Using a parenthetical citation where none is required ordinarily is not a serious problem, but *failing to use a parenthetical citation where one is required is plagiarism.*

*How should I format parenthetical citations?*

All graduation essays should follow the Modern Language Association

(MLA) format. For details on the format of the MLA style see your textbook. For a comprehensive guide which includes many examples, see the *MLA Handbook for Writers of Research Papers*, 7th ed., by Joseph Gibaldi. Many websites also explain how to format parenthetical citations using the MLA style. A particularly good online guide, “MLA Formatting and Style Guide,” may be found at the *Purdue Online Writing Lab*.

### Works Consulted

At the end of your essay you must include a Works Consulted list. A good Works Consulted list for a graduation essay should list at least 10-15 sources. For a sample, see the pages at the end of these guidelines. Some composition textbooks and writing handbooks use the term “Bibliography,” or “Works Cited.” At TWCU, however, we use the term “Works Consulted.” The difference is that Works Cited includes only the sources actually mentioned in your essay and used for your parenthetical citations, whereas Works Consulted includes all sources mentioned in your essay and used in your parenthetical citations as well as sources used in generally researching your topic. Thus, Works Consulted is more comprehensive than Works Cited and can give readers a better idea of exactly how much research you did. Some information on the correct way to format a Works Consulted can be found below, but for exact details please consult your textbook, or the *MLA Handbook for Writers of Research Papers*, 7th ed., or a website such as the *Purdue Online Writing Lab*.

### Choosing Reliable Sources

Using good sources in writing an academic essay is extremely important. Students, especially, have difficulty identifying good sources because they lack research experience. Here are several hints to help in selecting sources:

- a) ask teachers for recommendations;
- b) choose books or articles written or edited by well-known critics or authors (Harold Bloom, for example, is a famous literary critic who has edited many reliable collections of criticism published by Chelsea House);
- c) choose books published by well-known publishers (for example, Faber, Scribners, Penguin, Harvard UP, and Oxford UP);
- d) choose well-established journals (for example, *American Literature* and *American Speech*);

- e) choose recently published books (there are many excellent older books, but recent books will have more up-to-date information).

Special care must be taken with websites. There are many good websites, but there are also many unreliable websites. Websites based at universities (usually with the name of the university or “edu” or “ac.uk” in the web address) are generally trustworthy. On the other hand, a website with an address such as “billshakespeare.com” should be viewed with suspicion. *Wikipedia* is not considered an acceptable source for graduation essays.

### Help for Works Consulted Lists

1. A Works Consulted should include—but not be limited to—the following:
  - a) primary materials;
  - b) secondary critical sources such as books and essays;
  - c) any relevant biographical sources;
  - d) any relevant and reliable Internet sources.
2. Arrange all the entries in alphabetical order, usually by the author’s family name, or, when appropriate, by the editor’s name or by the title of the work.
3. Capitalize the first letter of the first and last words and all other principal words in titles. The title page of a book may use unusual capitalization, all capital letters, for example, for aesthetic effect, but when you type titles in your Works Consulted list do not do the same thing. You must be consistent.
4. Titles of books and periodicals should be in italics. Titles of short stories, poems, and periodical articles should be in quotation marks.
5. When looking for the place of publication, some title pages list many cities in which the publisher has offices. Use the first-named city for your Works Consulted.
6. On the other hand, a few books do not list the city in which they were published and/or the date of publication. In such a case, within brackets and in the expected place in the Works Consulted, write [n.p.] (no place of publication named) or [n.d.] (no date of publication named).
7. In determining the publisher, be careful not to confuse the publisher

with the printer. The publisher's name is usually on the spine of the book.

8. When writing the publisher's name, when appropriate, use a shortened form and omit business abbreviations such as Co., Corp., Inc. and Ltd. If the publisher's name is the name of a person, cite the family name only. For university presses, use U for University and P for Press.

Examples: Use "Knopf" for "Alfred A. Knopf"  
Use "Twayne" for "Twayne Publishers, Inc."  
Use "Norton" for "W. W. Norton & Company"  
Use "Cambridge UP" for "Cambridge University Press"  
Use "U of California P" for "University of California Press"

9. Some books contain many dates of publication; if in doubt choose the most recent date. Do not confuse the first date of publication anywhere with the date of publication of a later edition you are using.

10. If in your essay you quote the definition of a word from a dictionary you need not give full publication information of the dictionary in your Works Consulted list. For example, if you quote the definition of "white elephant" from *The Shorter Oxford English Dictionary*, the reference in your Works Consulted should read: "White Elephant." *The Shorter Oxford English Dictionary*. 5th ed. 2002. Remember that when quoting from a dictionary you should use a well-known English-English dictionary. Learners' and bilingual dictionaries ordinarily are not appropriate for an academic essay.

11. In listing a website in your Works Consulted, the general format is similar to the format used for listing a book, although in addition to other information you must list the date you accessed the website. The department recommends that you do not list the full web address (URL). See any standard guide to MLA style for examples.

### Using Sources in Japanese

Most of your sources should be in English, but there may be excellent sources in Japanese or other languages which you want to include. For examples of how to document Japanese sources, see the sample Works Consulted on pages 21-22. If you translate a quotation from a Japanese source into English, you should include the expression "translation mine" in the parenthetical citation.

### Summarizing

In academic essays we often utilize the original source by summarizing the idea of the original passage in our own words with parenthetical citation and, therefore, without quotation marks. Look carefully at the following example:

#### Original Source:

Voice is a grammatical category which makes it possible to view the action of a sentence in either of two ways, without change in the facts reported:

The butler *murdered* the detective. [Active] [1]  
 The detective *was murdered* by the butler. [Passive] [2]

As we see from [1] and [2], the active-passive relation involves two grammatical levels: the verb phrase, and the clause. In the former, a passive verb phrase (i.e. one containing a construction of Type D\*) contrasts with an active verb phrase, which is simply defined as one which does not contain that construction.

\*Type D construction refers to the passive construction, which “consists of the auxiliary *be* + the *-ed* participle of a verb: e.g.: *is examined*.”

(from *The Comprehensive Grammar of the English Language*, by Randolph Quirk et al. 159)

#### Summarized in Your Essay:

Quirk et al. analyze voice as a grammatical category in which the same action is expressed with two different points of view. Based on this traditional view, they claim that the relation between active and passive should be discussed from two levels, the verb phrase level and the clause level (159).

### Examples and Abbreviations in a Linguistics Essay

When you provide examples in a linguistics essay, do not make them unnecessarily long, but do not make them too short to be understood as evidence. Also give numbering and an abbreviated parenthetical citation for your examples as follows:

## Passive Sentences:

- (1) Its share was suspended at 250p. (*TT*, Aug.1)
- (2) Tim Montgomery was seen as a real rival to Green's hegemony. (*TG*, Aug.7)

## Future Sentences:

- (3) Don't call her at seven o'clock—she'll be eating dinner then. (*NBK* 46:14)
- (4) Uh, how will you be paying for this? (*YGM* 42:02)

In the text, the first time you refer to a source using an abbreviation, you must explain what the abbreviation means. In the examples above, *TT* = *The Times* (newspaper), *TG* = *The Guardian* (newspaper), *NBK* = *Never Been Kissed* (video, the number refers to minutes and seconds.), and *YGM* = *You've Got Mail* (video, the number refers to minutes and seconds).

### Tables in a Linguistics Essay

If you use tables to illustrate a point or series of points, provide numbering and table title(s) as indicated here:

Table 1. The Number and Frequency of Passive Sentences

	Total Sentences	Number of Passives	Frequency (%)
<i>The Times</i>	4380	594	13.56
<i>The Guardian</i>	6070	678	11.17
<i>The Daily Express</i>	4932	478	9.69

### **An Important Note on Plagiarism**

In writing your graduation essay, always keep in mind that one purpose of such an essay is to prove to yourself and to your teachers that you are capable of completing successfully a high-quality work of literary, linguistic, or cultural scholarship. In the course of writing the essay you will probably be consulting what many other people have written about your topic. Indeed, you are expected to undertake such research and to display the results of that research in your paper. Remember, however, that it is a basic principle in such academic scholarship that you make a clear distinction between what others have said or thought and what you yourself have to say. Never try to pretend that either ideas or words which you have found in the works of others are your own. *Presenting the words or ideas of others as your own is plagiarism, and any essay found to include plagiarism must necessarily be rejected.* Therefore, be sure to give credit to the original writer for any distinctive facts or any opinion. Do not copy someone else's words or ideas without giving credit in a parenthetical citation.

**Remember:**

**Plagiarism = Stealing = Cheating**  
**Students who plagiarize will fail the course.**

Paste Sticker Here

K12A1234

A Study of Margaret Atwood:  
The Spiritual Quest in *Surfacing*

K12A1234

Masako Azuma

December 16, 2019

A Study of Margaret Atwood:  
The Spiritual Quest in *Surfacing*

Masako Azuma

A thesis  
submitted in partial fulfillment  
of the requirements for the degree of  
Bachelor of Arts and Sciences in the  
Department of Literature and Culture in English  
Tokyo Woman's Christian University  
December 16, 2019

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### Introduction

The study of women's writing has long been neglected by the male critical establishment both in academic circles and beyond. As a result, many women writers have either been unfairly neglected, or have been marginalized in some way so that their true importance has been overlooked. In the past, the internal conflicts involved in being a woman in a male-dominated society were largely ignored, and this affected our reading of women's work. The time has come for a serious reassessment of women's writing in light of what we understand today.

The Canadian author Margaret Atwood is "one of the foremost female writers who focuses on the strength of women" (Watanabe 72, translation mine). Her novels and critical essays are worth examining because of her interesting ideas on feminism. In her nonfiction book entitled *Second Words*, Atwood states there is "an inevitable relationship between the nationalism of Canada and the extension of women's rights" (Atwood, *Second Words* 25). She believes that Canadians and women both have been oppressed minorities and that both have traditions which have been represented with images of subordination. A part of Atwood's enterprise is to begin to rectify the effects of these representations. She seeks to add

### Chapter 1: The First Step Toward Rebirth

According to the *Compact Oxford English Dictionary*, a quest is “a long or arduous search.” The spiritual quest of the protagonist of *Surfacing*, a 1972 Atwood novel which reveals her “feminist voice” (“Margaret Atwood”), begins with her journey toward her childhood home in the wilderness of northern Canada in search of her missing father who is presumed dead. However, the search is ultimately for herself; to discover and recover her own identity. The protagonist is a psychological suicide, a woman with no name, an artist with no art form and no past or tradition that she can recall correctly. She can neither “feel” nor communicate effectively. She has a lover whom she cannot love; she is a mother without a child, and a child without a mother. Her spiritual quest for rebirth parallels her search for her parents. In other words, the spiritual quest in *Surfacing* has both aspects of an internal search and an outward search.

Each of these two aspects of the spiritual quest may be divided into two steps. The first step of the outward search is the search for her father. Through the search, the protagonist discovers how she has lost the ability to feel. It is the first step to being reborn. The first step, in other words, is the quest for rebirth guided by the power of her father. The

second step is the quest for rebirth guided by the power of her mother. The protagonist searches for “the gift” from her mother (187) because the power of her father is not enough for her to claim her power to refuse to be a victim. Concerning this spiritual experience, Carol P. Christ explains in the journal *Signs*:

This awakening is especially poignant for women who, like Atwood’s protagonist, suppress their own feelings in order to acquiesce to male value systems. Rejection of a male-defined world may also open a woman to a full experience of the great powers, as happens to the heroine of *Surfacing*. (325)

This “awakening” could be called “surfacing,” as the title of the novel indicates. The second step of the internal search involves moving from victimhood to power. The protagonist finally realizes that nothing will change as long as she sees herself as a powerless victim. This is the beginning of the protagonist’s quest toward healing and rebirth.

At first, the protagonist believes she is innocent and virgin. She shields herself from the pain of confronting her true past. She makes up fictitious stories about how she was married and was separated from her child. She believes that her inability to feel and act is caused by this separation:

I have to behave as though it doesn’t exist,

because for me it can't, it was taken away from me . . . [and] deported. A section of my own life, sliced off from me like a Siamese twin, my own flesh canceled. Lapse, relapse, I have to forget.

(Atwood, *Surfacing* 51)

In this quotation, the protagonist regards herself as a victim, as someone who has suffered and must somehow try to forget her pain.

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## Introduction

It is generally believed that “voice” is one of the important categories when we consider English grammar. There are two voice systems in English: the active and the passive. The relationship between active and passive is connected to the relationship between the agent and the patient, or subject and referent (Huddleston, *Introduction* 438). Voice is a grammatical category that makes it possible to view the action of a sentence in either of two ways, without change in the facts reported (Quirk et al. 159). Therefore it is said that the passive voice can be rewritten from the active voice.

However, this is not completely correct, because there are active sentences that do not correspond to the passive, and passive sentences that do not have active equivalents. Besides, though we can change sentences from the passive voice to the active voice, there can be subtle important differences in the meaning. Thus, we can see that the voice system is very complicated; although there are rules, there are also many exceptions or other factors that should be seriously considered. The voice system is affected by a large number of matters, not only syntactic but also semantic. The purpose of this essay is to investigate the voice system and the possible reasons that active or passive are used in present day journalistic English.