2. Creating Process: How did I work with *manga* artists and others?

- Based on presentation at ACTFL (2010) & Publisher’s seminar at ACTFL (2011)
Opportunity to create *manga* literature collaboratively

- 2008: A special project proposal at ATJ meeting
- Team building
  - Japanese Language Expert
  - Japanese Literature Expert
  - Manga artists
- Text selection
“Botchan” (1906) has universal appeal to high school and college students.

**Why Botchan manga?**

- **Familiar settings:** school, work, home, recreation, etc.
- **Storyline:** straightforward; dramatic; appealing theme to students (e.g. friendship, conspiracy, rewarding-good-and-punishing-evil theme)
- **Distinguishably different and unique characters,** but students can relate to them
- **Use of a variety of language** (e.g. keigo, archaic, dialect, オノマトペ)
- **Historical, social and seasonal descriptions** (e.g. war celebration, women’s place in home, tangerine in fall)

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Working with *manga* artists

**manga drawing & serifu development**
- Feedback on *manga* and *serifu*

**manga revised 2nd draft**
- Feedback on *manga*
- Revise *serifu*
- Create glossary translation

**manga revised 3rd draft/final**
- Revise *serifu*
- Develop teaching materials for *Botchan*
- Use the developed material in classroom teaching
Working with literature and linguistic specialists as well as others

- *serifu* translations and glossary contents
  - Feedback from literature specialists
  - Feedback from linguists
- Exercises
  - Feedback from high school and college teachers
  - Feedback from my students
棺を担ぎ出しているシーン
⇒ 引っ越しと間違える可能性あり（取り除く）
職員室からいきなり回想シーンにかわる

=> 手紙を書いているという状況をはっきり、わかりやすく描く
萩野のおばさんが事情を説明している場面
=> コマの流れ、台詞を簡素化する
暴力シーン⇒はずす