College English Essay Writing: Adealization and Realization

英语散文习作

课程构念与实践

毛继光◎编著



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内容提要

本书收集了2000级至2012级温州大学外国语学院英语本科专业大三学生在"高级英语"课 程学习期间撰写的代表性散文习作。文集跨越时间长达12年,主题涉及社会、人生、教育、文化 等方面,反映了特定时期学生的思想状况和观点,耐人寻味。本书适合高校英语教师,英语专业 学生阅读。

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Dedicated to My Students at Wenzhou University in the Academic Years 2001 - 2015 献给我在温州大学工作期间(2001—2015 年)的学生们

自序

散句随心,文理载道 Writing is What the Heart Beats, Essay is What the Writing Does.

大凡现年超五十岁的人,在 20 世纪 80 年代间攻读过英语的人都认真地收听过 VOA(美国之音)和 BBC(英国广播公司)的英语短波节目。两国电台海外广播的主要目的是向全世界宣传美英等西方主要国家的政治、体制、历史、人物、经济、科学、地理、文化和价值观,宣扬西方国家或民族思想领域内的精神要义。当时的大学生收听的主要目的是为了学好英语,提高听力水平,大多并未意识到在受西方精神文化的"洗脑"。

随着学业的提升,语言综合能力的提高和完善,光注重听和说已不能应付全方位的国际交流。日后的一些重大国际性活动,如:外贸谈判、法律文本翻译、会议口译、学术交流等,这些都需要具有较高水准的英语专才。

我们说的"英语全才"更多地是体现在读、写和译的综合能力上。 英语专业区别于大学英语,主要体现在学生英语写作和汉英互译能力上,两者的英语水平高低相比之下应是"一目了然"的。当然也有例外, 不是英语专业科班出生的学生,其英语水平也是可以让人"刮目相看"、"记忆犹新"的。

一句话,上述谈的是语言综合素质和运用能力。我们是英语专业学习出师的,更要谈自家专业的本行。笔者教大学英语、英语专业近三十年,深感英语是一种不易"学到家"的语种,常常感到此语种越学越难,该学的"东西"实在太多,涵盖的面极广,不静心修炼,难能"成佛"。唯有埋头苦学,才有可能习得正统、嫡传和地道的英语。正因为有此想



法,在历年的"高级英语"课程教学过程中,我们建预案、细规划、挺实践、强技能,高调要求学生在英语散文写作和汉译英能力上下苦功(此想法归源于阅读上海外国语大学杨小石教授 1987 年的"English Rhetoric"课程讲义;深化于 1990 年复旦大学陆谷孙教授"散文"课程学习;成熟于 2000 年解放军国际关系学院居祖纯教授的"英汉散文对比与翻译";并在 2000—2004 年间同感于广东外语外贸大学王初明、郑超教授的"以写促学"、英语"写长法")。

本书《英语散文习作:课程构念与实践》收集了自 1999 级到 2012 级温州大学外国语学院英语本科专业大三学生在"高级英语"课程学习期间撰写的代表性散文习作。文集跨越时间长达十二年之久。主题涉及社会、人生、教育、体育等方面,反映了特定时期学生的思想状况和持有的观点,多为耐人寻味之作。经编者归类取舍,对语言层面进行了适当的改正,重点分析讨论各篇章的思想和内容的丰富性,强调大学生精神层面的扩展和提升,适当地比较中西文化差异性在写作层面上的反映。

本书包括三大部分内容。第一部分是"高级英语"课程教学与散文写作构念,概括性地阐述了课程教学理念,从理论层面上为课程教学与散文写作的统筹关系奠定了基础。第二部分是师生点评习作。这部分包括十个小节。我们从十二年期间任课班级学生的散文习作中选出了七十四篇短文,合成十个主题。每节内容包含:内容提要;习作原文、同伴微评;教师点评、同类话题写作参考、话题仿写参考题。本部分的亮点是:"学生原味作文,与大学学习和生活息息相关,因而习作篇便于后学者参阅和评点;各习作题既有时代感,又不缺永久性的论点。文选是编者多年一线教学实践的结晶,多次以课程讲义形式逐届发给学生,用于学习、批评和仿效。第三部分是历年作文题选,时间跨度长、含量大、涉及范围广、针对性强,契合专业八级考试中写作部分的命题方向,具有较好的教学应用意义。附件部分精心挑选九个指导性极强的精要短文,附件内容与外语人才培养目标中描述的要求相符,主导性明确:知识、能力、素质。因此本书的目的与即将实施的英语专业"国标"、"行标"、"校标"服务,齐头并进。

现在市场上出售的关于英语写作的读本基本上是所谓的"写作模板",累牍连篇。 从表面上看是"剑指"英语专业四、八级或大学英语四、六级考试,似乎是"写作宝典", 一本万利。殊不知一篇优秀的习作必定是发自学生心底的强烈感受,来自其个人对社 会和生活的体验。空洞无味的"八股文"绝然无思想和内容,纯粹是为考而写,那样的 动机使写作"步履维艰",难以取得喜人的进步。因此,同学们的语言综合运用能力无 根本性的提高。本书选文全来自学生较长时间的思考,有一定的哲理性反思,闪烁着 学生的思想火花,展示着学生们的精神面貌,足以引起学生读者共鸣,毫无疑问对学业 或英语水平类测试不无裨益。

感谢同学们理解"一番苦心",积极配合,按部就班地完成了每学年八至十篇的"散文写作"作业(具体实施方法见下)。功夫不负有心人,历届学生在英语专业八级考试中都取得了令人满意的成绩。好成绩不全是来自一门课程的教学,但"高级英语"课程是语言综合运用能力的展示课、夯实课,它起到了"领头羊"的作用。

学生散文写作终于出集,再次感谢温州大学对英语教学的重视,外国语学院教师的共同努力和支持。文集评析中存在的各种不足之处应由编著者承担。并坚信在再版时及时改正,以回报有情人士的恩惠。

2014年8月16日于毛竹斋

Foreword

施

I've been long wishing to present some course-conscious writings by those students who signed up for the course, *Advanced English*. The essay collection is representative of the concerted effort made by the students from *classes of the academic years* 2001—2015.

Writing has always been considered to be one of the essential language skills in foreign language teaching and learning. And at the College of Foreign Studies of Wenzhou University that skill has been much emphasized and enhanced in and outside classroom, which partly answers why students from the college have been scoring high in the national TEM 8. We feel rewarded and duly honored, and indebted to the wonderful achievements they've made in their study. The fame they won will never be forgotten, and surely they will be documented in the history of the college English language education at Wenzhou University.

The essays selected for the volume cover a wide range of topics that are prepared and proofread by the students of the classes. They did do some pains-taking and passion-lending work for the whole academic years of 2001—2015. We all smelt the scent all those years. No better souvenir could be found like the present book.

The course that I've been instructing was purely an coincidence when I was challenged for the obligations assigned by the department dean, Prof. Lin Shaohua. I rose to her call for a life aim of reconstructing myself as an English language educator. Upon a good review of the pedagogical literature for doing college writing courses, I was drawn to one interesting teaching method described and hailed by Prof. Wang Chuming from Guangdong University of Foreign Studies in the year 2001. He has been one of the advocators for executing the Length Approach to Writing. We shared much of the thinking in the practice of teaching essay-writing for college students. Later he published several research papers, and we exchanged some techniques and inspirations for campus-



wide language learning. The biggest sorry is that we never met before the publication!

Up to the day I've been composing an idea that we need to compile in a book-form the students' work for the sake of instruction and institution. Year in and year out we are getting hardened, and the only thing that endures is the writings that will never ever fade.

> Mao Jiguang June 15, 2014

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第一部分: "高级英语"课程教学 与散文习作构念

此为试壶 需要完整PDF请访问·www ertonghook com

第一节 课程教与学要点

散文习作是"高级英语"课程教学的重要组成部分。教学过程中时常涉及高级英语写作的各个方面。课程中的单元选文是优秀的范文,但不是可以完全模仿的。学生和教师需要一起选题,选题的方法见第二节。学生的写作是在课外完成的。本节主要谈及课程教与学的基本要点,以便促进散文写作。

- (1) 注意扩大英语词汇量,对英语词汇知识的广度及深度有较好的理解,并能熟练运用。
- (2) 多样性地接触语言材料,如英语世界的主要新闻报刊媒体、网络头条和原版有声材料: Newsweek, Time, Life, Smithsonian, China Daily, China Today; Discovery Channel 等。
- (3) 充分重视学习自然科学知识及一般性原理,且能分析和洞察 它们的思维及推理特征。做到古为今用、洋为中用、文理打通、中西 结合。
- (4) 开展以"写"和"汉译英"为主体的能动性语言实践活动。互帮 互学、互通有无,以取得团队的共同进步。
- (5) 落实以缜密说理、规范推断为目标的课内外口语活动,积极组织开展思路明晰、旁征博引、节奏有序的持续性演讲。

Points for Your Attention

- (1) More attention could be paid to the enlargement of the English vocabulary size, to the smart use of each word in its proper place, and to the proportionate development in your depth of lexical knowledge and employment.
- (2) Pick and choose as much reading material as possible, make it a rule by weekly copying and reading texts from *Newsweek* or *Time* for extra-curriculum pleasure reading, and design listening hours by tuning to the world leading radios like *CNN*, *VOA*, *BBC* live broadcasts and surf the Internet for English video clips from the channels: *Discovery* or *Smithsonian*.
 - (3) Be alert to the general working principles of natural sciences

and cast an eye to their mechanics and the prompt of thinking mode.

- (4) Put writing and translation from Chinese to English on the agenda and pool your work and team teach one another by proof-reading the writing assignments so as to materialize learning to learn.
- (5) Consolidate the cultivation of doing debating by engaging yourself in in-class or out-class activities. A clear and clean argumentation and elaboration help much to the goal of a 20-minute consecutive elucidation.

第二节 散文习作实施简述

为了简要描述在"高级英语"教学中如何加强英语散文写作,我们将"英语写长法" 实施过程简述如下(Words on Actualizing the Length Approach to Writing):

一、散文习作"写长法"的五个综合理念

- (1) 打开学习者的情感通道,促进外语学习;
- (2) 外语技能是学出来的,不是教出来;
- (3) 写长可以加快知识向运用层面转化;
- (4) 帮助学生超越自我,开阔思路,挖掘学习潜力;
- (5)"读书必须过笔"(湖南岳麓书院校规)。

通过写去整合知识,提高语言表达的准确性,通过写长去挖掘思想深度,充分磨练语言运用基本功,这正是写长的促学优势(王初明 2005)。

写的过程: 先初稿后终稿。由感而发,放开写,放胆写;写感受,写体验,写出自信,写出语言功底;写出外语学习的美好人生,留作未来纪念。只有不怕写并有动力去写,"写长法"才能实施,才能充分利用写作使思维精确的特殊功效,将外语知识打造成运用能力(王初明 2005)。

写后评改: 树榜样,学榜样,赶榜样;感进步,乐意写,写上一辈子!

二、注意事项

- (1)每次作文第一稿完成后,请与你的同学互读一次,指出不足,找出错误(基本语法、语义与语用、思维定势、文化与价值趋向);第二稿后,互相签上姓名,并打印。作者给认为最佳句子、段落或思想亮点打上"√"记号,以便教师有针对性地阅读与评改。
- (2) 经教师修改后(一般只取几段),核对原二稿并作修正,然后用 E-mail 发给教师:carter@wzu.edu.cn。
- (3) 两到三周完成一篇,没感觉时可以不写。全学年完成 8~10 篇,每篇长度约1,000到1,500字。应有感而发,切莫凑字数。
- (4) 论题来源形式:①对已学的课文中主要观点或精辟警句,结合现实进一步探究和深化;②教师每月列出3~5个作文题;③学生根据自己的观察和思考自拟论题;④材料题:教师不定期发给学生1~2篇短文,学生阅读后,归纳发现类似或相反的观



点,选择其一,并阐述之。观点无对错之分,能自圆其说即可。建议选择有挑战性的论题。

- (5)对散文习作在语言、修辞和格式等方面如缺乏准确性和把握度,同学们可以上批改网(www.pigai.org)得到一定的求证和解决,但与较完美的散文习作还有一定的距离,需要结合同伴的书面修改意见,再经多次斟酌后上交打印原稿和电子文档给任课教师。
- (6) 每学年课程结束时,每位同学自荐 1~2 篇优秀力作(每篇后包括同学微语), 主讲教师收录"**班级英语散文写作选"。再经教师修改和点评,几年后集中筛选 出版《英语散文习作:教学构念与实践》一书。

第三节 五个"如何"写与改

学生散文写作包括两大主要环节:写与修改的过程。教师在不同的时间向学生多次强调散文写作的基本注意点。本节中的"五个如何"较全面地描述了写和改的两大环节。前两点统述了写,后三节是关于学生和教师在修改层面上可供参考的标杆。

同伴修改(peer review)在英语教学过程中被证实是确实有效的基本方法,它有利于学生互相学习和提高,因此,该做法被广泛采用。同伴修改法可以发现共性,及时更正,在线学习,共同进步。对此法,国内外已经有不少的文献可供参考,我们略取具有代表性的理念性描述("5 Hows");

一、如何宏观掌控散文写作(How to Write an Essay: General Advice)

Start early

As soon as you are given an essay question, begin your thinking. If you don't, you might miss useful information whilst doing other research. The television and radio often have programs on topical issues which could be of use, if you don't already have some ideas for your essay you could miss their usefulness. It is similar to the process when you learn a new word; because you have actually looked it up, it then seems to appear more often. This is because you become more sensitive to it, the same will happen with your essay subject.

Starting early also gives you the opportunity to draft and redraft your essay, talk to someone else about it and get it typed up and ready to hand in on time. If you do your essay the night before it is due in, it shows!

Collecting the material

It is important to collect information that is relevant. How? It is all too easy to dash to the library, collect a huge pile of books and then browse aimlessly. You might learn something, but you won't get your essay done.

The best place to start is by quickly jotting down what you already know about the question; you will probably know more than you realize. It helps to get you thinking about the topic and may also give you some ideas to follow up.

Purposeful reading

You need to adopt a strategic method; in order to read purposefully, formulate a set of questions before you begin reading. As you read, more specific questions will arise and you can look for the answers to these too. It is easy to do too much research and end up getting confused by the facts and figures. Looking for the answers to predetermined questions helps to avoid this.

Use varied sources of information

You will usually have a book list which will list the major sources of information for your subject. Use the bibliographies in these books to extend your reading. You can refer to your lecture notes, but don't rely solely on these, as they are often a general overview or could contain incorrect information if you have misunderstood something. The most productive sources of information are often subject specific journals, the "broadsheet" newspapers (e.g. The Guardian, The Independent, and The Observer) and ever increasing on-line resources, such as the Internet. These publications often have specific days in the week when they focus on issues such as business, society, law and so on. They will not only give you solid up-to-date information on your subject, but they will give you an indication of the style of writing which is required at this level.

Keep a notebook, record cards or data base

Jot down ideas, discussions, quotations or examples as you come across them. If you don't write them down, you will inevitably forget them when it comes to writing up time. This tactic also frees your mind, because you are not trying to remember small points which can block creative thinking. As an alternative, try using small record cards which can be shuffled and sorted out as you plan and write up your essay. This can also be easily done on a computer, but a computer is harder to carry around!

Record your sources

Your notebook should also be used to write down exact details of the sources of information which you use. Failure to do this will result in wasted time re-looking for information, frustration and even information being wasted because you can't use it, due to not being able to state the source.

A word on plagiarism

To do the above will help with this. If you use source material, either as a direct quotation or as a summary in your own words, you must make a reference to it in your text and give the full details in your bibliography. You must always credit the original author, otherwise your lecturer will think you are trying to cheat or pass off someone else's idea as your own.

Understanding the question

When tutors set an essay question, they are trying to get you to show them how much you know about a particular aspect of a subject, and if appropriate develop a convincing argument. You must always answer the specific question set. Many students go wrong because they don't answer the question; they get side-tracked and focus on the wrong aspect of the subject, or just write "all they know" about the subject.

Some essay briefs are more helpful than others. Some will just give a statement followed by the word "discuss". Others give structured details which guide you step by



step through what is really required. Whichever type you find yourself tackling, checking the assessment criteria can help you to see in what sort of depth you are required to write. Think of your tutor as your audience, be strategic, and find out what your tutor wants to know.

Getting down to writing

Even the most experienced writer can find a blank page daunting. The trick is to just start writing. It doesn't matter where you begin as long as what you write ends up in the right place in the end. Just write, don't worry about spelling and style. Get your first thoughts down on paper. Once you have done this you can sort out your ideas using your initial plan.

If you compose on a computer you can "cut and paste", moving paragraphs around to their final places in the essay. If you prefer pen and paper, leave a line or two between ideas so you can physically "cut and paste". Get the scissors and sticky tape out and cut your essay up. Sitting on the floor with your work spread out around you can be useful at this stage. As long as you end up with a beginning (the introduction), a middle (the body of the essay), and an end (the conclusion), you won't go far wrong.

Your essay should follow this pattern:

An **introduction** should contain some comment on the topic of the essay — perhaps definitions are needed, or some explanation of what you understand by the title. This section should also state which aspects of the topic you intend to deal with and why. Remember you are not writing a book, so you need to select a few main arguments to support your answer to the question. Your introduction should consist of a guide to the essay giving the reader a clear idea of what will follow and making it clear to your tutor that you are going to answer the question set.

The body of the essay will take each of these main points and develop them with examples and illustrations, using clearly defined paragraphs. This is where you will need to think about the structure of your essay and make sure you follow a clear path through to your conclusion. This section is where most writers go wrong, but if you plan carefully you should have a direction for your essay before you start writing.

Your **conclusion** will summarize your main ideas. It might also be appropriate to give a firm or tentative answer to the question. Or you may have chosen a question where you need to suggest wider implications, or future trends. You could also suggest areas worthy of further consideration. It is in this section that you can introduce your own views — as long as they are based on the arguments you have developed earlier.

It can help to have some idea of the length of each section; the following is a very rough guide, NOT A REGULATION.

Introduction 7-8% of total length **Conclusion** 12-15% of total length **Style**

Many students worry about their writing style but remember: your words express your thoughts and if you've got a clear plan and a real grasp of the material, then you will have very little trouble writing with clarity and coherence. It's much better to use clear straightforward language, although there is a difference between written and spoken

language. Don't use obscure or complex words or phrases for the sake of it, but avoid slang and abbreviations. Generally, stick to shorter sentences, but remember to vary these with some longer ones occasionally. The main objective is to be clear and concise so that your reader can follow your argument, and is not distracted or irritated by irrelevant padding.

Paragraphs

A paragraph normally deals with one topic or aspect of a central issue. Two paragraphs may be on different topics but linked by that difference, you may have two paragraphs dealing with cause and effect, or positive and negative aspects of one argument, or a before and after situation. Sometimes, the first sentence of a paragraph is the "topic sentence", that is, it explains what the paragraph is about and gives the main theme.

Cohesion

The transition from one paragraph to another often presents some difficulty, but it is essential to maintain continuity and give verbal signposts to your reader. Some common linking words and phrases which can help you to do this are:

but, however, on the other hand, yet	indicate	CONTRAST
for example, that is	indicate	ILLUSTRATION
similarly, moreover, furthermore, in addition	indicate	EXTENSION
therefore, consequently, as a result, thus	indicate	CONCLUSION
then, after that, ultimately	indicate	THE NEXT STEP

Referencing

Referencing within your work can be done in several ways, though most people now favor the "Author, date" or "Harvard" referencing system. To use this, when you quote from a book or other written source or summarize information in your own words, you must put the author's surname and the date of publication in the text like this:

According to Barnes (1996), there is a comprehensive guide to referencing available in the library.

Or

There is a comprehensive guide to referencing available in the library (Barnes 1996).

At the end of your essay you should give a full list of the material you consulted to complete your essay, a bibliography. If appropriate you should also list the organizations and people you have contacted. This is useful to the reader and to you if you should need to check back on points or take some of your ideas further. Referencing can be tricky; ask your tutors which system they want you to use and check with someone early on that you are doing it correctly.

Editing and proofreading

A review is essential even if it may not result in much rewriting. You might even get a friend to listen while you read aloud, this can help a lot if you're worried about clumsy