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国际英语学术论文写作

Research Papers

William Coyle & Joe Law 编著

Sixteenth Edition

第16版

- 美国主流学术论文写作教材
- 教会你如何使用图书馆、搜索网上资源等
- 含MLA和APA文献引注格式的详尽讲解
- 提醒你如何避免剽窃
- 含4篇论文范文及注解
- 调查报告、学期论文、毕业论文、国内外学术期刊论文写作的参考标准

北京语言大学出版社
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William Coyle & Joe Law
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前 言

写一篇有影响力的论文需要的不仅仅是运气和灵感……

用英语进行写作，对于每个人来说都不是简单的工作。然而，每个人在写作过程中的坚持和付出的勤奋总是会有回报的。除了收获喜悦和成就感，还会让你在研究、调查的过程中激发起自己对某个事物的好奇心和想象力。学术论文的写作不仅如此，还会对今后的学习、研究以及工作大有裨益。每一个面对学术论文写作任务的人总会碰到各种困难——如何确定题目、如何入手研究、如何查找资料、如何使用图书馆、如何做笔记、如何列提纲，如何开篇、如何收尾、采用何种写作风格、使用何种文献引注格式等等——这些问题都会在本书中一一找到答案。

本书自1959年首次在美国出版以来，很快就成为美国最受欢迎的主流写作教材之一。历经半个多世纪，作者对其进行了多达15次的修订，如今以全新的语料和信息服务于读者。一本好书经历这么长时间才与中国读者见面，有点可惜，但犹未为晚。希望本书正好在你计划写调查报告，准备学期论文、毕业论文或者准备向国内外期刊投稿的时候助你一臂之力。

本书最基本的作用就是指导你如何一步步完成一篇论文的写作：选题、搜集资源、整合材料、列提纲、写初稿、准备终稿、通读校对等，帮助你自信地写出一篇成功的论文。本书的讲解直接明了、循序渐进，并以具有时效性的例子和实用性的练习作支撑，提供独一无二的写作指导。书中的专家指导会帮你从容应对整个研究过程，写出最好的论文。除此之外，你会发现本书的第16版还包含如下内容：

1. 新的论文范文。除去旧版提供的2篇论文范文之外，最新版又增加了2篇新的范文，并对已有的一篇范文进行了重要的修订。这些新的论文更注重对于网络资源的使用，更具有时代的特点。同时，这些论文范文都有对应的文献引注格式，详细指导你解决在写作过程中有可能遇到的问题。

2. 文献引注格式的最新信息。本书提供完整的APA和MLA的文献引注格式的详细要求，同时还特别包括了最新出版的*MLA Handbook for Writers of Research Papers*（第7版）和*Publication Manual of the American Psychological Association*（第6版）中的显著变化。

3. 如何避免“剽窃”的最新信息。本书提供了范文以演示各种避免剽窃的严格要求，提醒你在引用、整合、复述和概述别人的材料时有哪些“能做”和“不能做”的事情。

4. **关于利用网络进行研究的最新资料。**本书对如何使用最好的方法寻找、评价和整合网上资料用于你的论文做了全面的介绍。

5. **大量的书本、网上练习及活动。**这些练习和活动强化和巩固你对本书重要的章节内容的理解和掌握。

除了以上内容，本书还会帮助你克服论文写作中遇到的以下困难：

1. **如何更有效地着手研究。**论文的准备阶段总是论文写作最困难的一步。每个人应该对自己特别感兴趣的题目进行研究。一旦找到合适的主题，你会出乎意料地发现，你做研究的过程乐趣无穷。本书的第1章对前期研究阶段提供了一些有益的指导，如：使用自己原有的知识积累、记录研究日志、头脑风暴等。同时也提醒那些缺少经验的作者在两方面特别加以注意：确定论文的目的和明确论文的潜在读者。

2. **如何使用图书馆等各类资源。**有人第一次进入图书馆的时候多少会有些茫然，尤其是对一些诸如网络编目和在线搜索等现代化手段更是不知所措。第2章介绍了使用图书馆的策略，包括如何利用网络搜索信息。第3章对专业的参考资料的来源进行了详细的介绍，重点强调了期刊索引的使用。同时这两章中还列出了更多的通用的和专业的参考资源。

3. **如何搜索、评价以及组织材料。**现在很多人过多地依赖从网上搜索来的材料，对其可靠性和实用性不假思索。本书鼓励学生权衡网络资源和图书、期刊资源，并合理使用这些资源。本书第4章还建议使用其他资源，如采访和直接观察。除了传统形式的笔记记录，本书还指导学生如何使用电脑记录、网络下载、影印等新的记录形式。本书第5章特别用一章的篇幅来提醒读者，任何形式的剽窃，不管是有意还是无意，都是不应该的，并对各种避免剽窃的方法进行了详细的讨论。

4. **如何下笔写论文。**每一篇论文的完成都不是一蹴而就的。第6章除了从常规角度讨论提纲的写法，并附上练习题供学习者练习提纲的写作步骤和方法，还讨论了论文初稿的重要写作步骤。第7章详细介绍了论文的修改和终稿的准备。

5. **如何以恰当的格式对论文中的文献进行引注。**论文的文献引注形式使用最多的是MLA格式，在本书第8章中也做了重点的描述。同时本章中对MLA格式的最新要求，如电子、数字媒体资料的引用也做了详细描述。三篇论文范文帮助读者了解MLA格式在实际论文写作中的具体用法。第9章介绍的是APA格式，并附上了一篇论文范文，以帮助你加深对这种文献引注格式的理解。

注意：本书还提供相关的“学生资源”和“教师资源”（含课后习题的参考答案）。请登录www.cengageasia.com，输入本书英文名称，通过注册、登录可以获取相关的资源。或者登录我社网站www.blcup.com，输入本书的汉语名称，通过注册、登录可以获取本书相关的PPT课件和其他资源。

此为试读，需要完整PDF请访问：www.ertongbook.com

To the Instructor

Much has changed in the fifty-plus years that have passed since William Coyle's *Research Papers* first appeared in 1959, particularly the ways in which information can be gathered and recorded. It is possible for students to search the card catalogs of several libraries simultaneously, retrieve the full text of a journal article and download it as a computer file, communicate directly with authors of research articles, distribute questionnaires worldwide via e-mail, view rare manuscripts at their own desks, and do any number of other things undreamed of in the mid-twentieth century. Despite such transformations in research tools, however, the basic tasks remain the same. Writers still must determine a topic, widen their understanding of it, develop a working hypothesis, plan and draft their work, and eventually produce a paper that presents their claim in a well-documented argument. And, along the way, they should expect to revise their thinking about the topic and return to earlier "steps" they had thought they had completed.

The sixteenth edition of *Research Papers* reflects all of these aspects of writing a research paper today. That is, while it provides guidance for such things as evaluating sources on the Internet and documenting a posting to an online discussion group, it also continues to stress the importance of planning and revising in crafting a paper.

NEW TO THIS EDITION

An increased focus on plagiarism—To meet the needs of today's students, the new edition offers expanded coverage of the best ways to find, evaluate, and integrate online sources into a research paper. Chapter 5 is devoted entirely to the topic of citing sources responsibly. To emphasize this idea throughout every step of the research and writing processes, every chapter now includes a "Using Sources Responsibly" box. The icon that accompanies these boxes (P) is used throughout the text to draw attention to other discussions of citing sources appropriately.

Chapter 5, "Incorporating Sources Responsibly"—This chapter illustrates the "do's" and "don'ts" of integrating sources, paraphrasing, and summarizing. Increased attention is given to introducing sources and marking their boundaries, the area in which students are most likely to commit inadvertent plagiarism. In addition, plagiarism is the subject of one of the new sample papers, and coverage of that student's research activities will help to keep the topic in view throughout the text.

Two sample papers are new to this edition—James Kebler's paper on plagiarism and T. J. Karshner's paper on Gender Identity Disorder in children draw more substantially on online sources than sample papers did in earlier editions.

Chapter-opening checklists—Checklists at the start of each chapter highlight the most important points to remember, giving students a roadmap for review and study.

MLA and APA—This edition offers examples of the latest documentation styles and sources, as well as full coverage of both MLA and APA styles.

New End-of-Chapter Exercises—In-text and Web-based exercises and activities offer students a range of practical review opportunities and comprehension checks to reinforce important chapter concepts. Many of these activities ask students to apply these concepts directly to their research and writing in progress.

FEATURES OF THE BOOK

Getting Started

All too often, students approach a writing assignment in a haphazard manner, trusting inspiration or luck to carry them from one sentence to the next. The term *research process* and the description of a step-by-step procedure may mislead them into assuming that writing is a sequence of mechanical activities conducted like a precision drill. To be understandable and clear, a description of research writing must be sequential; but the actual writing, of course, will not follow a linear progression. Still, following a systematic procedure in writing their research papers should make them better writers and, perhaps, better students as well.

Getting a paper under way is often the most difficult phase of the writing process. Students should be urged to search for a topic that truly interests them. If they find one, they may discover, perhaps to their surprise, that research can be enjoyable. Chapter 1 suggests such preliminary techniques as a mental inventory, a research log, and brainstorming. Also discussed are two considerations often given insufficient attention by inexperienced writers—determining the purpose of a paper and identifying its potential audience.

Using the Library

Students are often bewildered by their first encounter with an academic library, and the complexities of strategic computer searching—compounded by the ease and ubiquity of casual online searching—may heighten their resistance to using the library and academic databases. A single, long chapter on the library might be rather intimidating, so general library search strategies (including Internet searches) are explained in Chapter 2, and specialized reference tools are described and illustrated in Chapter 3. The latter chapter emphasizes periodical indexes. The ability to use such works in print or in electronic form could be a valuable by-product of a student's research project. Chapters 2 and 3 list many more general and specialized reference works.

Finding, Evaluating, and Organizing Material

Today, students often wish to rely solely on information found on the Internet, in many cases without stopping to evaluate its reliability or usefulness. *Research Papers* encourages them to balance those resources with books and periodicals—and to assess all of those sources critically. In addition, Chapter 4 suggests still other sources of information, such as interviews and direct observation. For recording notes, computerization and the use of photocopies are increasingly common strategies, perhaps even the dominant mode. No matter what medium a student uses—note cards, photocopies, downloaded computer files—the principles recommended here will still apply. Because plagiarism, either accidental or intentional, can occur during the collection of material and also in the actual writing of a paper, this subject is discussed in Chapter 5, which comes between the sections of the book dealing with collecting information and those dealing with writing the paper. The sample paper by James Kebler provides additional opportunities for defining and discussing plagiarism in the context of college-level writing.

Writing the Paper

To emphasize that a successful paper is usually composed in stages, not dashed off in a single sitting, the rough draft is discussed in Chapter 6 and the final copy in Chapter 7. Various methods of introducing quotations are illustrated; students are encouraged to blend quotations into their text and, in fact, to summarize borrowed material rather than overload a paper with quotations. These chapters also suggest that students learn to take advantage of the many features available in word processing packages as aids in both developing their ideas and producing the final product. Students can move large blocks of text and quickly produce multiple versions of sentences or paragraphs as they search for the best expression of their ideas. Although manual typewriters have all but disappeared, many writers use a computer as though it were one, typing a new header on each page and centering titles manually. Students should be advised to learn how their software can handle these areas as well. Students should consult handbooks for mechanics, but a summary of punctuation marks as they are used with quotations (pages 96–98) is included for quick reference.

Chapter 7 discusses the revision of a paper, including the importance of conciseness, accuracy, and gender-neutral language. Sample papers in Chapters 8 and 9 illustrate different styles of documentation, but they can also be useful examples of various types of papers. During the early stages of the research assignment, you might ask students to read all four papers to get a general impression of content, style, and manuscript form.

Documenting a Paper

The MLA style of documentation is dominant in English courses, and it receives the most detailed treatment in this book. The forms recommended are those described in the seventh edition of the *MLA Handbook for Writers of Research Papers* (2009). The citation of electronic media is covered in detail. Citing references within the text and keying the citations to a list of Works Cited is easy to master, and students quickly come to appreciate the simplicity and the efficiency of this procedure. Some students' styles improve because in-text citation facilitates the blending of quotations into their text. The features of MLA style are illustrated in Chapter 8 in a sample paper with commentary on the facing pages. Because many instructors assign literary topics for research papers, a brief paper on Kate Chopin's "The Story of an Hour" also is included in Chapter 8.

Because the discussion of documentation takes up more space in this book than important matters like content, organization, and style, perhaps students should be reminded that bulk is not always a measure of importance. A student using MLA style should know the standard forms for books and periodicals (pages 119–129 and pages 129–133). For a source that deviates from the norm, an example can be found by consulting the checklist on page 118. A second checklist (page 119) is an index to special problems that are illustrated by bibliographic examples.

The style recommended by the American Psychological Association (APA) is described in Chapter 9 and is illustrated by a sample paper. This chapter, which deals with both print and electronic sources, follows the sixth edition of the *Publication Manual of the American Psychological Association* (2010) and incorporates the corrections issued by the APA after the initial printing of the manual. If your students plan to major in nursing, education, or one of the social sciences, you might want them to document their papers in APA style. Actually, principles behind MLA and APA styles are similar enough that a student who masters one can readily adapt to the other. Commentary in Chapter 9 identifies differences between the two styles, and a number of works used as examples in Chapter 8 are also used in Chapter 9 to facilitate comparisons.

Research Papers can be adapted to whatever degree of supervision you consider appropriate. Students who have written research papers in high school may need little classroom discussion of research procedures and can use the book as a "self-paced" guide supplemented by individual conferences with you. If, on the other hand, your students are not familiar with research techniques,

Research Papers follows the preparation of a paper from the search for a topic to the final proofreading and is organized in sections that can be assigned on a day-to-day basis. The book is also suitable for group research projects, in which three or four students investigate a subject cooperatively—a teaching procedure that some instructors find effective. Collaborative research is discussed in the *Instructor's Resource Manual*, which is available from Cengage Learning. The manual also contains notes on each chapter, some supplementary exercises, and answer keys to exercises when needed.

Like a special family dinner, *Research Papers* contains more of everything than is actually necessary. There are more exercises than most instructors will use, so you can select the ones that best meet the needs of a class or individual students. There are more reference works listed in Chapters 2 and 3 than any one student will need, but the range of reference works and the expanded coverage of APA style should make the book useful to students when they take courses in other departments. Although many students sell or discard textbooks as soon as a course is over, they should be encouraged to retain *Research Papers* for future use.

ANCILLARIES

Instructor's Resource Manual—The manual contains notes on each chapter, supplementary exercises, information on collaborative research, and answer keys to exercises when needed. The manual is available for easy download on the password-protected Instructor Companion Web Site.

Web Site Evaluator Tool—This handy online tool helps students determine the reliability and authoritativeness of a Web site. Students can access the tool on the Companion Web Site by searching for "Research Papers" on www.cengagebrain.com.

Companion Web Site—www.CengageBrain.com—This open-access site contains an extensive library of interactive exercises and animations that cover grammar, diction, mechanics, punctuation, and research and writing concepts. It also includes a complete library of student papers and a section on avoiding plagiarism.

Enhanced InSite for Composition

(Printed Access Card [1-Semester]: 1111679452) (Printed Access Card [2-Semester]: 0495898929)

From a single, easy-to-navigate site, you and your students can manage the flow of papers online, check for originality, and conduct peer reviews. Students can access the multimedia InSite Handbook eBook, private tutoring options, and resources for writers that include anti-plagiarism tutorials and downloadable grammar podcasts. Enhanced InSite™ provides the tools and resources you and your students need plus the training and support you want. Learn more at www.cengage.com/insite.

InfoTrac® College Edition

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Give your students access to an entire library's worth of reliable sources with InfoTrac® College Edition, an online university library of more than 5,000 academic and popular magazines, newspapers, and journals. Learn more at www.cengage.com/infotrac. *(Access code/card is required.)*

Turnitin™

(Printed Access Card [1-Semester]: 1413030181; Printed Access Card [2-Semester]: 141303019X)

This proven, online plagiarism-prevention software promotes fairness in the classroom by helping students learn to correctly cite sources and allowing instructors to check for originality before reading and grading papers. *(Access code/card is required.)*

Additional Resources

Merriam-Webster's Collegiate Dictionary, Casebound: 0877798095
Merriam-Webster Dictionary, Paperbound: 087779930X
Merriam-Webster's Dictionary and Thesaurus: 0877798516

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Joe Law

To the Student

Writing is hard work, no doubt about it. However, it can also bring rewards if you have chosen to investigate a topic that arouses your curiosity and stirs your imagination. Developing and writing a good research paper can also have practical benefits in acquainting you with procedures and skills that you will need in future courses. In any field, you can expect to be required to use the library efficiently, to interpret and organize ideas, and to document borrowed materials. Because *Research Papers* is designed to be useful to you throughout your college career, it contains far more reference works and examples of documentation than you will need for a single paper. It has been made as inclusive as possible so that it can be used as a guide in advanced courses. Even if you usually sell textbooks back to the bookstore, you would be wise to keep this one on your bookshelf.

Documentation (listing the sources used in a paper and crediting a source for each piece of borrowed language or summarized information) seems daunting to some students and distracts them from more important matters like organizing material logically and writing clearly. The system of documentation used in this manual is that of the Modern Language Association (MLA style). It is simple and easy to use. Do not be intimidated by the lengthy set of examples in Chapter 8. Once you master the basic forms for a book (pages 119–129) and a periodical (pages 129–133), you can adapt variant forms to them. Another system in widespread use is that of the American Psychological Association (APA style), which is described and illustrated in Chapter 9. If you major in nursing, education, or one of the social sciences, you will need to become familiar with this style. Actually, the principles underlying APA and MLA styles are quite similar, and once you understand those principles, you can easily adapt to either style of documentation. The intricacies of documentation are not as important as finding effective support for a suitable topic and writing the results in a pleasing and appropriate style.

The ability to gather, interpret, organize, and then present information effectively is a valuable skill in college and in almost any business or profession. The purpose of this manual is to help you attain and use that skill.

Joe Law
Research Papers

此为试读,需要完整PDF请访问: www.ertongbook.com

Timetable

When your research paper is assigned, estimate the time that each phase will require. Set a target due date to complete each phase, and write it down in the first column. When you actually complete the phase, write that date down in the second column. Some phases, of course, will be accomplished simultaneously, and some will be accomplished in an order different from the listing below.

	Due date	Date completed
Choose subject		
Begin exploratory reading		
Narrow subject to a topic		
Formulate tentative thesis		
Compile source cards		
Select main topics		
Begin note taking		
Prepare working outline		
Write first draft		
Revise first draft		
Write second draft		
Revise second draft		
Write final draft		
Proofread		
Double-check citations		
Submit paper		

Brief Contents

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