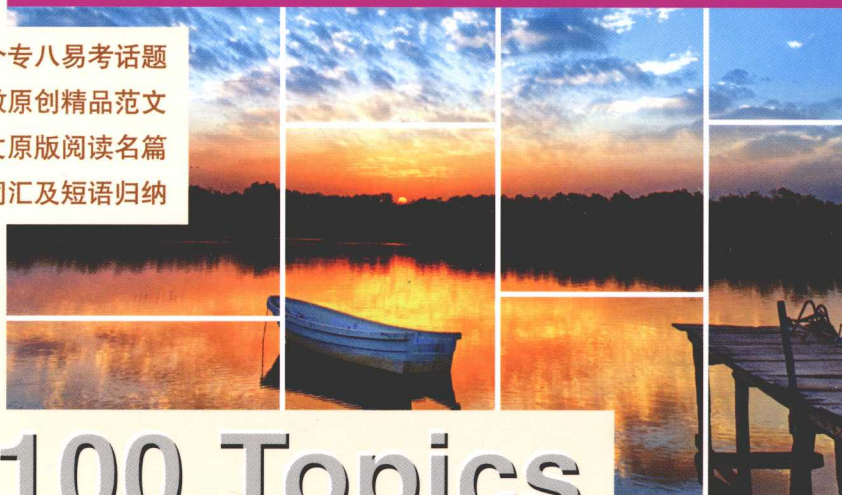


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100 Topics for TEM8 Writing

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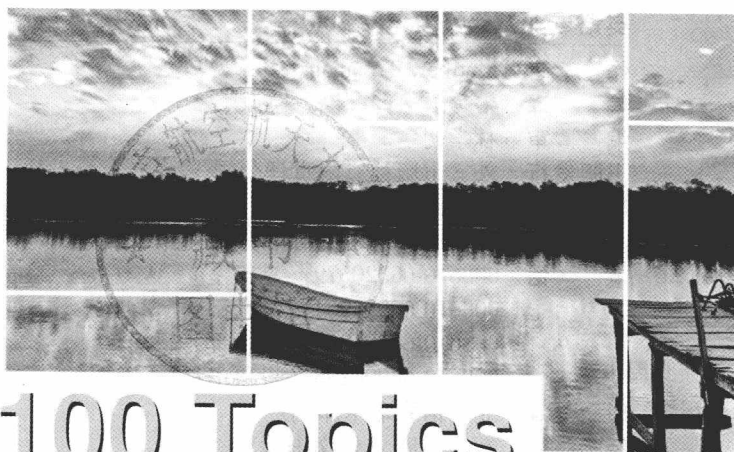
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前言

要写出好作文，最现实的办法是多背、多读经典范文。这本书包含的大量文章素材和写作思路，不仅让你平时的写作得心应手，而且能帮助你考试获取高分。

本书 100 个主题涵盖专八考试易考话题，如校园学习、业余生活、求职就业等。100 个题目是在历年真题的基础上归纳、总结、预测出来的，体现真题出题规律，具有较高的针对性和仿真度。

100 篇外教原创经典范文、100 篇名篇选读涉及近年来最受关注的社会事件、现象、争论焦点，可以让你接触到最新的写作素材、参考多样的写作思路、吸收新颖的写作论点。每篇的“思路点拨”让你知其所以然，逐渐形成快速有效的写作思路。书后附常用短语及连接词等写作必备词汇，为文章增光添彩。

作者是在中国高校教过英语写作的外教。每篇范文都按照考题要求和评分标准来写，既有同学们喜闻乐见的“套路”、“模版”，也有新颖的角度和地道鲜活的语言。本书不仅通过外教原创的范文让你学到真正的英语，还提供更多有用的例句让你的表达更加丰富。

总之，这本经典范文集最有价值之处就在于真实和原创。如果你能把书中精彩的表达方式据为己有，高分一定属于你！

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1 Optional Courses at University 大学选修课

写作范文

The Role of Optional Courses

University students are at the age when they are aware of their academic interests and able to make many decisions **on their own**. **In light of** this fact, it is reasonable that they should be given the freedom to take optional courses both within and outside their major area of study. Nevertheless, the central importance of core or requisite courses cannot be **understated**, and students should be careful not to **spread themselves too thin**.

By the time students have finished high school, they have often narrowed their academic interests. Upon entering university, for example, a student might decide to major in English, psychology or economics. However, students are likely to have other interests outside the **scope** of their field of major. Allowing them to take non-major courses will offer two important benefits. First, it will **engender** a more meaningful academic experience. Second, it will **cultivate** students who are **well-rounded** and bring a variety of skills into the workplace upon graduation. For these reasons, university students should be given the opportunity, and even encouraged, to take courses outside their major.

In addition to taking noncompulsory courses outside of their major, university students are also generally allowed to take elective courses within, or relevant to, their academic major. An undergraduate student majoring in economics, for instance, would typically be required to **take core courses** such as microeconomics, macroeconomics and econometrics, among others. Courses such as industrial economics, environmental economics and labor economics, however, may be offered on an optional basis. This allows students to develop an **area of specialization** within their major that can better prepare them for employment or graduate studies.

From the foregoing discussion, **it is evident that** optional

courses offer students a variety of benefits. However, it would be a **disservice** to students if universities allowed them to take too many optional courses, especially ones outside of their academic major. If an engineering major graduated having completed a variety of coursework in sociology and anthropology but only two or three engineering courses, it is unlikely that he would have attained enough expertise in his field to be well-trained professionally or to qualify for postgraduate work. **It is critical that** students avoid becoming a “**jack of all trades and a master of none**”.

In my opinion, students should be encouraged to pursue their unique and potentially diverse academic interests. To this end, optional courses are an essential part of higher education. However, too many optional courses would **thwart** students' ability to develop a single main area of expertise, with **detrimental** consequences to their future careers.

选修课的作用

大学生已经能够了解自己的专业兴趣，并且能够自己做决定。因此，他们有在自己专业内外选择选修课的自由。但是基础课和必修课的重要性绝不可忽视，而且学生们也要注意不能参与太多活动。/学生到高中毕业的时候，专业兴趣已经变得比较狭窄。一进入大学，学生们可能就选了英语、计算机或者经济专业，但是学生可能在本专业外还有其它的兴趣。让这些学生上非专业的课程会有两个重要的好处：一是会增加一种更有意义的学术体验；二是能培养学生全面发展，在毕业后能将各种技能运用到工作中去，所以应该给学生们提供机会、鼓励学生选修本专业以外的课程。/除了选上本专业以外的非必修课程，也可以让学生选修本专业领域内的或者和自己专业相关的课程，比如，一名经济学专业的本科生一般都要求学微观经济学、宏观经济学、经济计量学等课程，但是像产业经济学、环境经济学、劳动经济学这样的课程也要作为选修课提供给学生。这能使学生们在本专业内发展自己的专长，能为他们的就业或者研究生的学习做好充分的准备。/从上述的讨论中可以很明显的看出选修课能够给学生带来许多的好处。但是如果高校让学生选过多的选修课，尤其是过多地选修本专业以外的课程，也会对学生产生不利的影响。比如一个工程专业的学生完成了很多社会学和人类学的课程，而本专业的课程只选了二三门，这就很可能造成他的专业技能不精，也无法胜任研究生课程的学习。学生要避免成为涉猎众多却没专长的毕业生这也是至关重要的。/在我看来，应该鼓励学

生培养独特的、潜在的、多种多样的专业兴趣。为了实现这一目标,选修课应成为高等教育不可缺少的一部分。但是过多的选修课会限制学生在某一领域中形成自己的专长,对学生长远的职业发展会产生不利的影响。

思路点拨: 作者首段直接切入主题,提出有保留的赞成观点:学生有权选择选修课,但不能忽视基础课的学习。随后两段详细论述了选修非专业课程和本专业课程的好处。第四段从相反角度论述过多选修课也会对学生产生不利的影响。全文主要采用举事例和讲道理相结合的方法进行论证。末段作者再次强调论点、总结全文。

名篇选读

Personal and Academic Benefits of Elective Courses

While every degree program has specific requirements, electives allow students to test the waters outside their main area of focus. By exploring elective options, you may gain a new perspective into your professional calling. Regardless of whether or not your electives lead you to a new career, or simply add to your community college experience, electives are helpful for potential job-seeking candidates to apply for work. In fact, employers seek candidates who have well-rounded backgrounds. Showing a diverse academic background, along with your career focus, demonstrates that you are *versatile* and enjoy learning.

While electives often provide students with new opportunities and a fulfilling educational experience, studies are also revealing that electives actually promote better thinking and learning. For example, in considering art electives, "more and more business leaders are realizing that arts education helps to prepare young people for the workplace, acknowledging that arts education develops *collaborative* skills, technological *competencies*, flexible thinking, and an appreciation for diversity," according to Bernard Cesarone.

Furthermore, the elective study of foreign or native languages also leads to a better understanding of vocabulary, grammar, mechanics, and communicative skills. In studying any of the language arts courses, students tend to see an improvement in their overall speaking and written abilities. On the other hand, if a student chooses a more physically active elective, such as a team sports course, students are able to improve their critical thinking strategies by implementing team plans, using problem solving methods with groups, while also working on communication and collaborative *dynamics*.

While schools offer a variety of options, research supports that the elective courses in school programs ultimately lead to a better overall progress

in a student's core areas of focus, according to research analyzed by Cesarone. Elective education courses help contribute "to the quality of education overall and fosters critical thinking skills, develops valuable work force skills, builds values that connect children to themselves and to their cultures, and produces citizens and workers who are comfortable using many different symbol systems (verbal, mathematical, visual, auditory)," as indicated by Cesarone.

(338 words)

versatile *adj.* 多才多艺的, 有多种技能的

competency *n.* (pl. -ies) 技能, 本领

collaborative *adj.* 合作的, 协作的

dynamics *n.* 动态

选修课对个人成长和学业发展的好处

每一门学位课程都有具体的要求, 而选修课程可以让学生接触自己专业以外的领域。通过选修课, 你可能会对自己的专业要求产生新的认识。不论你选修的课程是否会把你带往新的职业道路, 或只是丰富了你在社区大学的学习经历, 选修课对于潜在的求职者申请工作都是有帮助的。事实上, 雇主们要的是素质全面的应聘者。有职业重点, 同时展示出多样化的学术背景, 可以证明你多才多艺、热爱学习。

选修课可以给学生提供新的机会, 丰富学习经历。研究还发现, 选修课实际上还能促进思维和学习。例如, 据伯纳德·切萨罗内说, 在考虑艺术选修课时, “越来越多的商界领袖逐渐认识到, 艺术教育能帮助年轻人职场作好准备。他们认识到艺术教育能培养合作技能、技术能力、灵活的思维, 以及对多样性的欣赏。”

此外, 选修外语或母语能加强对词汇、语法、语言机制和交际技能的理解。在学习任何一门语言艺术课程的过程中, 学生一般都会发现自己的口头和书面表达能力得到了全面提高。另一方面, 如果学生选择一门有更多身体活动的选修课, 比如团体体育课, 学生一面努力沟通, 不断协作, 一面实施团队计划, 跟小组一起运用解决问题的方法, 可以提高他们的批判思维策略水平。

虽然学校提供了各种各样的选择, 切萨罗内的研究分析也证实, 学校课程中的选修课最终会对学生的专业学习有全面促进的作用。切萨罗内指出, 选修课程有助于“全面提高教育质量, 培养批判性思维能力, 培养有效的工作技能, 形成联结学生自身和文化的价值观, 培养能够自如地运用不同符号系统(文字、数学、视觉、听觉)的公民和劳动者。”

选自: <http://www.communitycollegereview.com/articles/27>

2 Teacher-centered versus Student-centered Classes

以老师为中心的课堂和以学生为中心的课堂

写作范文

Teacher-centered versus Student-centered Classes

Over the past few decades, teaching styles have changed significantly. Many teachers no longer feel satisfied with lecture-style, teacher-centered learning. A student-centered teaching style has been shown to have **substantial** benefits for both teachers and students.

Student-centered learning can help students take an active interest in their education. Attendance is a problem in today's universities and colleges. Some students fail to attend classes, while others sleep or **socialize** during class time. Students who are forced or at least encouraged to **participate in** discussions and answer questions aloud are more likely to pay attention. Studies have shown that answering questions aloud improves understanding and **retention**. In addition, students' participation may help them realize that going to class is more effective than simply reading the textbook on their own, without the aid of a teacher.

At first glance, student-centered learning seems to make teaching a more difficult task. It requires instructors to think of ways to **engage** their students and make sure that each one is participating. In reality, however, student-centered learning is of great benefit to teachers. When students are forced to express their opinions and answer questions **on the spot**, it is easy for the instructor to see where students are having trouble. This type of communication between teachers and students can greatly enhance a teacher's understanding of what the students have learned or missed.

Another advantage of student-centered learning is that it can enable students to improve their **social skills**. Under a teacher-centered **mode** of instruction, students have little or no opportunity to **interact with their peers**. **As a result**, opportunities to

build communication and teamwork skills may be severely limited. One of the important functions of higher education, including in-class learning, should be to prepare students for a **smooth transition** into society and the workplace. **Only by** encouraging student participation and interaction can universities **foster** students' ability to make this transition smoothly and effectively.

Student-centered learning helps teachers do a better job of planning what material they are going to teach and how best to present it to their students. Students find this type of learning not only more enjoyable, but also much more effective than teacher-centered learning.

以老师为中心的课堂和以学生为中心的课堂

在过去的几十年中,教学方式已经有了巨大的改观。许多老师不再满足于以老师为中心的讲课方式。以学生为中心的教学方式无论对老师还是对学生都显示出了很大的优势。/以学生为中心的教学能够帮助学生对学习产生积极的兴趣。在当今的本专科高校中出席率是个问题,很多学生逃课,还有一些学生在上课时间睡觉或者参与社交。而被老师要求、至少是鼓励参与课堂讨论、并且大声回答问题的学生更可能精力集中。研究表明大声回答问题能够提高学生的理解力和记忆力。除此之外,学生的课堂参与能够帮助学生意识到去上课比没有老师帮助、只是自己读教科书更有成效。/初看上去,以学生为中心的学习似乎给教学出了个难题,它要求教师要想方设法让学生参加并且确保每名学生都能参与进来,但事实上,以学生为中心的教学使老师受益匪浅。在老师当场让学生表达观点、回答问题时,老师很容易看到学生在哪些地方还存在不足。师生之间的互动交流能够使教师对于学生掌握了哪些知识、哪些地方还有疏漏的情况了如指掌。/以学生为中心的教学的另外一个好处就是能够提高学生的社交能力。在以教师为中心的教学模式下,学生很少有机会与同学交流。结果,培养交流能力和团队合作的机会极其有限。高等教育包括课堂学习的一个重要作用就是要为学生走向社会和工作岗位的平稳过渡做好准备。高校只有通过鼓励学生课堂的参与和互动才能培养学生的能力,使学生平稳地有效地做好这个过渡。/以学生为中心的教学帮助了教师更好地设计授课材料,更好地讲演给学生;学生也觉得这种教学方式较之以教师为中心的课堂更加愉悦,更加有效。

思路点拨：作者首段针对教学模式近年发生的变化，提出论点：以学生为中心的教学对老师和学生益处颇多。下文作者用三个自然段详细论述这种教学模式的好处：1. 能够帮助学生产生学习的兴趣；2. 能够帮助老师了解学生掌握知识的程度；3. 能够提高学生的社交能力。文章主要运用了对比的论证方法。最后作者重述全文观点。

名篇选读

What Does SCL Mean for Students and Lecturers?

The term student-centred learning (SCL) is widely used in the teaching and learning literature. Many terms have been linked with student-centred learning, such as flexible learning, *experiential* learning, self-directed learning and therefore the slightly overused term ‘student-centred learning’ can mean different things to different people. In addition, in practice it is also described by a range of terms and this has led to confusion surrounding its implementation.

The concept of student-centred learning has been credited as early as 1905 to Hayward and in 1956 to Dewey’s work. Carl Rogers, the father of client-centred counseling, is associated with expanding this approach into a general theory of education. The term student-centred learning was also associated with the work of Piaget and more recently with Malcolm Knowles. Rogers, in his book *Freedom to Learn for the 80s*, describes the shift in power from the expert teacher to the student learner, driven by a need for a change in the traditional environment where in this ‘so-called educational atmosphere, students become passive, *apathetic* and bored’. In the School system, the concept of child-centred education has been derived, in particular, from the work of Froebel and the idea that the teacher should not ‘interfere with this process of *maturation*, but act as a guide’. Simon highlighted that this was linked with the process of development or ‘readiness’, i. e. the child will learn when he/she is ready.

The *paradigm* shift away from teaching to an emphasis on learning has encouraged power to be moved from the teacher to the student. The teacher-focused/transmission of information formats, such as lecturing, have begun to be increasingly criticised and this has paved the way for a widespread growth of ‘student-centred learning’ as an alternative approach. However, despite widespread use of the term, Lea *et al.* maintain that one of the is-

sues with student-centred learning is the fact that ‘many institutions or educators claim to be putting student-centred learning into practice, but in reality they are not’.

(325 words)

experiential <i>adj.</i> 经验得来的, 来自经验的	动于衷 maturation <i>n.</i> 成熟过程, 成熟
apathetic <i>adj.</i> 冷漠, 淡漠, 无	paradigm <i>n.</i> 典范, 范例, 样式

以学生为中心的学习对学生和教师来说意味着什么?

以学生为中心的学习这个术语在教学和学习研究中使用很广泛。很多术语跟以学生为中心的学习有关, 如灵活的学习、经验式学习、自主指导学习。因此, “以学生为中心的学习”——这个有些过度使用术语, 对不同的人来说有不同的含义。此外, 在实践中, 也有人用不同的词来描述这个术语, 引起围绕其实施的一些混乱。

以学生为中心的学习这个概念早在 1905 年就已由海沃德提出, 1956 年杜威在其著作中也提出这个概念。以顾客为中心的咨询的创始人卡尔·罗杰斯将该观点扩展到一般教育理论。以学生为中心的学习这个概念也与皮亚杰有关, 最近还与马尔科姆·诺尔斯有关。罗杰斯在他的书《80 后的学习自由》中, 描写了学习重心由权威教师向学习者的转移。在这个“所谓的教育氛围里, 学生变得被动、冷漠、无聊”的传统环境产生了变革的要求, 推动了这种转移。在学校系统中, 尤其是从弗罗贝尔的著作中衍生了以儿童为中心的教育这个概念, 以及教师“不应干扰成熟的过程, 而是发挥引导者的作用”的观点。西蒙特别指出, 这与发展过程或“准备好”过程相关, 也就是说, 孩子准备好了就会学习。

由强调教转向强调学促进了重心由教师向学生转移。像讲座这类的教师中心的/知识传授的模式日益受到抨击, 这也作为另外一种可选途径“以学生为中心的学习”的推广作了铺垫。但是, 尽管这个术语使用很广泛, 李和其他学者认为以学生为中心的学习的一个问题是“很多学校和教师声称正在实践以学生为中心的学习, 实际上他们并没有这么做。”

选自: http://www.aishe.org/readings/2005-1/oneill-mcmahon-Tues_19th_Oct_SCL.html

3

Theoretical Courses and Practical Courses

理论课程和实践课程

写作范文

Theoretical Courses versus Practical Courses

While scholars and **academics** might argue for the importance of fundamental or theoretical courses, career advisors are more likely to contend that practical courses are **of the essence**. **With respect to this debate**, I would prefer to adopt a “middle-of-the-road” position. In other words, I do not believe that fundamental courses are more important than practical courses, or vice versa, but rather that each type of course serves its own distinct purpose.

Just as a high-rise building cannot be **erected without a solid foundation** and sound framework, students must first acquire foundational knowledge in order to learn practical skills. Medical students have to learn about biochemical processes before they can understand the etiology of diseases and how to treat them. It would be unfeasible for a student to **bypass** a biochemistry course and study pathology or oncology. In the same vein, courses in physiology, while not having any “practical” application per se, offer a necessary foundation for students pursuing careers in pharmacology or toxicology. **Given that theory lays the foundation for** practice, the importance of fundamental courses in higher education cannot be underestimated.

Although some students move on to pursue postgraduate or even doctoral studies, most undergrads enter the **job market** at the end of their four-year degree. In general, students attend college in order to acquire the skills they need to succeed in their careers. **With intense domestic and global competition** in the job market, students must learn skills that will enable them to fill a need in society once they have finished their post-secondary studies. Practical courses, which enable students to solve real-world problems, are **superior to** theoretical courses in preparing students for the job market and should thus form an important part of the curriculum.

While the value of theoretical and practical courses has already

been amply demonstrated above, **it is worth noting** that not all courses fit neatly into either of these broad categories. For instance, although an introductory economics course may generally be regarded as a fundamental course, it also offers practical applications. Theoretical economic concepts such as opportunity cost and comparative advantage can easily be applied to everyday life and even business decisions. While statistics may seem like a theoretical course, it has direct applications for **data analysts, actuaries** and statisticians. Even philosophy courses can offer practical value for students wishing to become professional or academic philosophers.

In sum, both theoretical and practical courses have their own intrinsic value. While the former are **vital** to helping students develop foundational knowledge and problem-solving skills, the latter can assist students as they **embark on** their careers. Finally, as the preceding analysis indicates, the distinction between these two types of courses is not **cut and dried**, and may depend on a student's major and career goals.

理论课程和实践课程

当学者和学术界人士可能为基础课或理论课的重要性而争论的时候,职业设计者更倾向于认为实践课程才是最关键的。对于这个争论,我更倾向于“中庸之道”。换句话说,我既不认为基础课更重要,也不认为实践课更关键,我认为每一类课程都有它独特的作用。/正如高层建筑没有地基和坚实的框架就不能拔地而起一样,学生也必须首先学会基础知识才能去学实践技巧。医学专业的学生必须先了解生化过程,才能理解疾病的病因学 and 如何治疗疾病。让一个学生绕过生物化学的学习而直接去学病理学和肿瘤学,是不现实的。同样,生理学的课程,本身并没有任何实践上的应用,但给学生提供了坚实的基础,使学生能够从事与药理学和毒理学相关的职业。鉴于理论为实践奠定基础,所以基础课程在高等教育中的重要性是不可低估的。/尽管一些学生会继续读研或读博,但是大多数本科生在大四的最后阶段走向了就业市场。总的来说,学生进入大学的目的是要学会技能以便在未来职业生涯中取得成功。随着国内和国际就业市场竞争的日趋激烈,学生们一旦结束了高等教育的学习,就必须学会技能以使自己能够满足社会的需要。实践课程能够帮助学生解决现实生活中的问题,在学生就业做准备方面优于理论课程,因此也是学生课程重要的组成部分。/理论课程和实践课程的价值上面已经充分地论述了,值得注意的是:不是所有的课程都十分适合这两大分类。比如,尽管经济学概述课程一般来讲会被认为是基础课程,但它也提供了实践上的应用。理论的经济学区