An E-learning Course In Writing

大学英语写作

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网络教程

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前 言

　　《大学英语写作网络教程》是一本英文版立体化教材。由纸质课本、配套练习系统光盘、网络等多种载体构成。该教材系统地、创造性地将计算机网络技术引入大学英语写作教学，体现了新的教学理念与教学模式，开拓教学视野，拓展学习空间，旨在培养学生的英语综合应用能力，有效地进行书面信息交流，增强其自主学习能力，提高其综合文化素养。

一、编写依据

　　随着我国国民经济和对外开放的进一步发展，社会对大学生英语综合应用能力的要求将越来越高。然而，从中学到大学，多数英语教材只是针对课文出现的写作现象加以分析，并无系统地阐述写作基本知识与技能，也无系统教学。因此，英语写作往往是一带而过，写作练习常常被忽略，甚至被取消，教学的盲目性与片面性较大，在大学英语教学的框架结构中出现了一个"结构空洞"。

　　为了弥补这一"空洞"与缺憾，作者依据大学英语课程的教学要求，总结并吸取了几十年来丰富的英语写作教学经验，结合实际教学中的反馈意见，整理了多年的教学讲义及教学课件，收集了大量的国内外相关资料，研究近年来国内外英语写作教学方法，经过认真细致的调研与策划，编写了本教材并研发配套练习系统教学软件以满足新形式下大学英语教学的需求。

二、创新理念

1. 教学理念创新

　　《大学英语写作网络教程》在教材体系的设计上，充分利用现代网络信息技术，创新教学理念，"纸质课本＋光盘版练习系统"相互配合，既可独立使用，也可联网

使用,形成一个教学资源有机的整体,使教材从原来的单兵作战转化为海陆空的立体进攻,大幅度提高教学质量服务。和以往不同,该教材没有千人一面、只提供答案和注释的教师参考书,而是设计了配套教学光盘《大学英语写作网络教程——练习系统》,提供大量指导性、示范性和适用性的拓展资源,鼓励教师在教学中灵活操作并进行个性化教学。

2. 教学模式创新

《大学英语写作网络教程》创新“课堂精讲精练,网络博览实践”的教学模式,形成纸质课本、练习光盘与网络课程之间相互补充和支持的有机体系。在网络技术的支持下,该教材在配套教学光盘《大学英语写作网络教程——练习系统》设计了信息化、自动化、资源化等功能,通过模拟测试、自动评分、学生与智能机器人进行书面聊天、在新浪网上搭建教学博客,利用“腾讯QQ”进行交流、提供写作批改网平台进行自测等现代教育技术手段,更好地体现知识更新、资源共享、师生互动、在线学习、信息反馈、个性化教学等原则。

3. 教学内容创新

《大学英语写作网络教程》从纸质课本开始,通过配套教学光盘《大学英语写作网络教程——练习系统》进行网络的延伸,连接到多元化的信息空间,促进对课堂学习内容的课外延展,实践各种语言综合技能,把学生引向世界,激发学习兴趣,使学生学以致用并在不断地练习过程中提高其英语综合应用能力。

三、教材特色

1. 系统性与鉴赏性

《大学英语写作网络教程》清晰、浅易地系统介绍英语写作知识及技能。全书共分12章,即绪论,单词,短语,句子,修辞,段落,标点符号、大小写及数字写法,短文写作,应用文写作,应试写作,论文写作,常见英文作品及欣赏。学习者可从宏观上了解英语写作的主要内容,同时学习与鉴赏各种常见的英文佳作。

2. 实践性与拓展性

本教材设计了配套教学光盘《大学英语写作网络教程——练习系统》。该光盘结合课堂教学内容,提供丰富的语境与资源供学生课外练习,创设开放或创造性的语料,给学生以不同层次的空间,促进对课堂学习内容的课外拓展,使学生学以致用,在不断地练习过程中提高其英语综合应用能力。

3. 信息化、自动化和资源化

本教材在配套教学光盘《大学英语写作网络教程——练习系统》设计了信息化、自动化、资源化等功能，通过模拟测试、自动评分、学生与智能机器人进行书面聊天、博客教学、QQ交流、批改网自测等现代教育技术手段，更好地体现知识更新、资源共享、师生互动、在线学习、信息反馈、个性化教学等原则。

4. 整合性、灵活性与推广性

本教材设计"纸质课本+光盘版练习系统"相互配合，既可独立使用，也可联网使用。配套教学光盘《大学英语写作网络教程——练习系统》提供大量指导性、示范性和适用性的拓展资源，鼓励教师在教学中灵活操作并进行个性化教学。本教材特色突出、适用性广、切实可行、极具推广性。

四、使用建议

1. 教学对象

本教材主要教学对象为普通高校非英语专业的本科生、硕士研究生或低年级英语专业学生。此外，专科生、广播电视大学、成人高等学校的学生或英语水平相近的自学者也可借鉴参考。

2. 使用时间

本教材可供非英语专业本科生一个学期使用，选择第三或第四学期使用为宜，大学英语拓展课程或选修课程使用更佳。其他学生可视实际情况选择合适时间使用。

3. 授课教室

本教材授课地点以数字多媒体网络语言实验室为宜，有利于课堂教学与网络教学的有机结合。

4. 授课学时

与常规课程不同，网络教程的课堂授课学时弹性较大，本教材可视具体教学情况安排授课学时，以每周2-3学时，约15-16周为宜。

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Chapter 1
Introduction

1. Writing

Writing is a kind of social act with strong aim, mental labor full of comprehensive study, productive process of mental products by means of the unity of subjective cognition and objective things, unique form in written language to reflect life.

Writing is not an easy job, but a sweet agony. Without relevant ideas, the essay would be meaningless. An essay full of grammar and spelling mistakes is not readable at all. One's pen would be awkward without writing skills. Therefore, writing involves the interplay of ideas, a good command of grammar and vocabulary, and some knowledge of writing skills.

2. Classifications of Writing

2.1 School Composition Writing

School composition writing generally emphasizes the basic knowledge of writing in schools. It proceeds in an orderly way and step by step. So the students can improve their writing ability and form a good habit of writing. For example, based on *College English Curriculum Requirements* issued by Ministry of Education of China, the requirements of writing are as follows.

Basic Requirements	Students should be able to complete writing tasks for general purposes, e.g., describing personal experiences, impressions, feelings, or some events, and to undertake practical writing. They should be able to write within 30 minutes a short composition of 120 words on a general topic or an outline. The composition should be basically complete in content, appropriate in diction and coherent in discourse. Students are expected to be able to have a command of basic writing strategies.
Intermediate Requirements	Students should be able to express personal views on general topics, compose English abstracts of theses in their own specialization, and write short English papers on topics of their specialty. They should be able to describe charts and graphs, and to complete within 30 minutes a short composition of 160 words. The composition should be complete in content, clear in organization and coherent in discourse.
Higher Requirements	Students should be able to express their opinions freely on general topics with clear structure, rich content and good logic. They should be able to write brief reports and papers of their areas of specialty, and to write within 30 minutes expository or argumentative essays of 200 words on a given topic. The text has complete content, logical thinking, and clear expression of ideas.

2.2 Creative Writing

Unlike school composition writing that teaches students to compose work based on the rules of the language, creative writing is believed to focus on writers' self-expression. Creative writing can technically be considered any writing of original composition. In this sense creative writing is a more contemporary and process-oriented name for what has been traditionally called literature, including the variety of its genres.

More often, creative writing is considered to be any writing, such as poetry, prose, fictions or non-fictions that go outside the bounds of normal professional, journalistic, academic, and technical forms of literature. Works which fall into this category include novels, epics, short stories, poems, etc. Writing for the screen and stage, screenwriting and playwriting respectively, typically has their own programs of study, but fits under the creative writing category as well.

3. Comparison of Thought Patterns

3.1 Relation between Thought and Language

The opinions vary on the relationship between thought and language although the studies on it have been lasted for over 2000 years. Usually there are five parlances, i.e. theory of equation of language and thought, language determinism, thought determinism, independent language-thought theory and separate-combinative theory.

We often have a long tradition of highlighting thought and treating language as a tool to express one's thoughts and opinions. Therefore, thought pattern is closely related to language. Thought embodies itself by some means, and reflects itself in some languages. Different thought pattern is just an important reason for diversity in language. But the application of language incarnates the choice and creation of thought. Language and thought influence and reflect each other.

3.2 Comparison of Thought Patterns between English and Chinese Writing

Thought Patterns
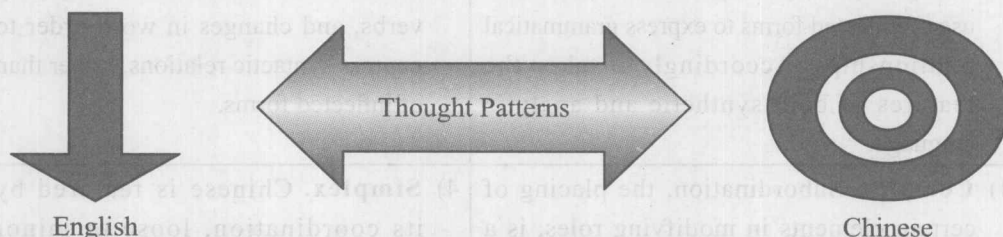
English   Chinese

English Thought Patterns	Chinese Thought Patterns
1) Linear	1) Circular or spiral
2) Deductive, with the main idea presented at the beginning	2) Inductive, with the main idea following supporting details
3) Inferential, with topic sentences presented at the beginning, in the middle or at the end of the paragraph	3) Connotative, with topic sentences implied between the lines of the paragraph
4) Linear or direct patterns are often found in developing a paragraph	4) Circular or digressive patterns are often found in developing a paragraph
5) Analysis	5) Synthesis
6) Abstract	6) Imaginative
7) Objective	7) Subjective
8) Rational	8) Intuitional
9) Individualistic	9) Collectivistic

3.3 Reflections of English and Chinese Thought Patterns on Language Expressive Forms

3.3.1 Thought Patterns and Sentence Structures

English	Chinese
1) **Hypotactic language,** which uses the distinct formal labels, such as inflexion, prepositions, conjunctions, etc. to link the compact phrases, sentences and paragraphs, with covert grammar.	1) **Paratactic language,** in which word and sentence units are composed by means of their semantic coherence with diffusive linguistic forms and covert grammar.
2) **Verb** is the center of a sentence. The relationships between words are represented by the morphological changes, inflections, conjunctions and prepositions. Their meanings are expressed by the sentence elements.	2) There are no relative pronouns, relative adverbs, etc. Prepositions and conjunctions are often omitted. **Rhetorical devices** are often used in the articles, such as repetition, parallelism, or antithesis.
3) **Synthetic-analytic language,** which is derived from old English which is characterized by frequent and systematic use of inflected forms to express grammatical relationships. Accordingly it takes the features of both synthetic and analytic language.	3) **Analytic language,** which is characterized by relatively frequent use of function words, auxiliary verbs, and changes in word order to express syntactic relations, rather than of inflected forms.
4) **Complex.** Subordination, the placing of certain elements in modifying roles, is a fundamental feature of English. With plenty of subordinate clauses and phrases, English has longer and more complicated sentences than Chinese.	4) **Simplex.** Chinese is featured by its coordination, loose or minor sentences, contracted sentences, elliptical sentences and composite sentences.
5) **Front focus.** Logically the focus of a sentence falls on the conclusion, assertion, result and fact. In English the placing of focus is on the front part of sentence.	5) **Back focus.** In Chinese expression, reason comes before result; therefore, the focus of sentence is on the back part.
6) **Static language,** in which verb is not very often used, whereas non-finite verb, gerund, cognate noun derived from verb, prep and adverb are frequently used instead.	6) **Dynamic language,** in which verb is frequently used to express action and motion as there is no use of inflected forms.
7) **Passive voice.** In English passive voice is often available because of inanimate words as subjects.	7) **Active voice.** Correspondingly in Chinese active voice is often available because of animate words as subjects.

3.3.2 The Influence of Culture Awareness on Writing Style

English	Chinese
1) **Viewpoints put forward in the beginning.** In English writing thesis or topic is stated in the very beginning, with top sentence in every paragraph. That is, bottom line first.	1) **Viewpoints put forward in the end.** Often the thesis is stated implicitly, with conclusion in the end.
2) **Objective statistics and data preferred,** which seem more scientific. Too many proverbs, epigram, mottoes and quotations from celebrity will seem cliché and lack creativity.	2) **Aphorism, epigram, motto, proverb and quotation from authority and famous people preferred.** All these above seem powerful and persuasive in Chinese writings.
3) **Personal experience preferred.** Personal feeling is valued in English writing.	3) **Not much personal experience.** Compared with English writing, Chinese writing does not involve too much personal feeling.

3.3.3 Thought Patterns and Alignment of Information

English	Chinese
1) **Peacock Pattern:** The important information is first declared right at the outset, coming straight to the point, and then other elements are added. The alignment of information looks like a peacock with a small head and a big and long tail.	1) **Lion Pattern:** The environment outside is described clearly and the main information is touched at last, just making the reader feel suddenly enlightened. The sentence structure looks like a lion with a big head and a small tail.
2) **Anticlockwise Order:** The picture is described from the nearer distance to the farther one. It begins from the prologue and then replenishes it in an anticlockwise order.	2) **Clockwise Order:** One event is often described in the time order, very methodically.
3) **Abstract Thought Pattern:** English is fond of the well-organized, logical structure. As a result, English language is characterized by its direct and abstract words.	3) **Imaginative Thought Pattern:** Chinese is fond of using imaginative words (such as metaphors) in order to achieve vivid effects in writing. Metaphors have become an important tool in Chinese people's daily communication.

3.3.4 Thought Patterns and Discourse Patterns

English	Chinese
1) **Linear:** There is no "small talk" or a background for the main point. What one should do is come to the point directly.	1) **Circular:** First of all, the idea is introduced and as the conversation proceeds, each loop comes closer to the point until the main issue is finally addressed. Readers are expected to be able to read between the lines and decode messages from a holistic, context-based perspective.
2) **Objectivity:** The writing is more objective and every argument should depend on the facts. The facts themselves should be able to convince the readers. The writer is an observer and stands outside of the event as he writes.	2) **Subjectivity:** The writing is very personal, tending to write from inside of the issue and wanting the readers to feel the same way as the author.
3) **Unity:** A united sentence expresses a single complete thought. While unity of a paragraph leads to one central theme, the paragraph is unified. The central theme is usually summarized in what is called the topic sentence. It often appears at the beginning of the paragraph; however, it may also be found in the middle or at the end of the paragraph. The content has close relation with the topic sentence; its deductive structure is very rigorous.	3) **Parataxis:** The sentences generally lack adherence and cohesion functioning as the signs between sentences, which make sentence structures very loose. The semantic meaning is the center. Once they get connected, the context will go on fluently. In one paragraph, some information might even have nothing to do with the topic.

4. British English and American English

According to WIKIPEDIA, British English is the form of English used in the United Kingdom, which includes all English dialects used within the United Kingdom. American English is the form of English used in the United States, which includes all English dialects used within the United States.

Both British English and American English can be used in oral and written English. However, the spoken forms of British English vary considerably. The written forms of British and American English as found in newspapers and textbooks vary little in their essential features, with only occasional noticeable

differences in comparable media such as spelling and choice of words.

British English		American English	
Spelling	Examples	**Spelling**	Examples
-our	honour, humour, colour,	-or	honor, humor, color
-re	centre, metre, theatre	-er	center, meter, theater
-ogue	dialogue, catalogue, monologue	-og	dialog, catalog, monolog
-ence	defence, offence, licence	-ense	defense, offense, license
-ll-	traveller, jewellery, enrollment	-l-	traveler, jewelry, enrolment
Words		**Words**	
cheque, grey, luggage, mould, tyre, flat, lorry, petrol, lift, tin, torch, sweets, railway, windscreen, silencer, bulb, note, form, etc.		check, gray, baggage, mold, tire, apartment, truck, gasoline, elevator, can, flashlight, candy, railroad, windshield, muffler, globe, bill, blank, etc.	

5. Features of Good English Writing

Structures	Examples
Layout	Spacing, indention, handwriting or typeface complied with convention
Organization	Clear organization Appropriate style for the purpose Reader-oriented
Language	Coherence Effective use of expressions KISS (Keep It Simple and Short) Accurate spelling Correct use of grammar and idioms Meaningful punctuating A range of vocabulary and an appropriate choice of words A wide range of sentence structures
Content	Good thinking Relevance Ideas developed and organized clearly and convincingly Ideas and information in sentences linked in a coherent fashion
Others	Revision

6. Questions for Discussion

1) What is the importance of English writing? What should we do to be a successful language learner?
2) What do you usually do when you write an essay? In your opinion, what is good English writing?
3) Do you have any problems in English writing? If yes, what are they?
4) How do you practice English writing after class? Do you often take notes when you come across good sentences, phrases and articles?
5) What are the differences between British English and American English, English writing and Chinese writing?
6) Can you name some famous remarks about writing? Which famous remarks do you like best? How far do you agree with their viewpoints?