

“十二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

# 写作教程

## Successful Writing

学生用书

第2版

主编 / 邹 申



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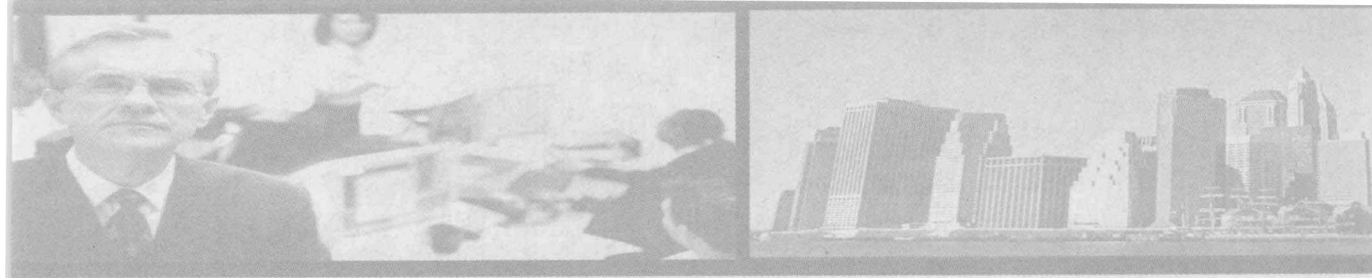
# “新世纪高等院校英语专业本科生系列教材”(修订版)

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# 总序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这 30 多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、六级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”、“十二五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国 30 余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。





## 言 前

作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校 40 余位著名英语教育专家,根据英语专业学科发展的新趋势,围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究,并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识和相关专业三大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾 200 种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员,总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍,再次得到教育部的认可,荣列“普通高等教育‘十一五’国家级规划教材”。其专业技能板块的 70 多种教材更于 2012 年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。我深信,这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养,填补现行教材某些空白,为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员  
国务院学位委员会外语学科评议组组长



# 前 言

2000年出版的《高等学校英语专业英语教学大纲》指出,“在注意听、说、读、写、译各项技能全面发展的同时,更应该突出说、写、译能力的培养”。同时大纲又提出“注重培养跨文化交际能力”以及“加强学生思维能力和创新能力的培养。”

根据大纲的精神和要求,本系列教程旨在通过科学的教育方法,系统地教授写作知识,使学生在完成英语专业课程时掌握必要的写作知识及技巧,具备大纲所规定的写作能力。

本系列教程旨在编写上突出教学方法的科学性、教学内容的系统性、连贯性、时代性及趣味性,并做到三个相结合:写作知识的教授与写作能力的培养相结合,写作能力的培养与跨文化交际能力的培养相结合,写作能力的培养与学生思维能力和创新能力的培养相结合。

本系列教程在教学内容安排和教学活动设计上采用循序渐进、循环往复的方式,强调各分册之间的延续性和系统性,即各分册既有相对的教学重点和独立性,又与其他分册构成一个完整的写作教学体系。除学生用书外,本系列教程配备教师用书。

本系列教程包括以下四册:

## 第一册

使用阶段: 一年级第二学期

教学目标: 学生在学完第一册后,能正确理解和掌握英语句子成分与结构以及词汇用法,并能够按照不同的要求正确写出英语句子;能改写或缩写课文内容,并能正确写出150个单词左右的短文;能正确书写便条和通知等应用文。

教学安排: 本册共10个单元。每周2节课,每两周上一个单元。



## 第二册

使用阶段：二年级第一、二学期

教学目标：学生在学完第二册后，能正确理解和掌握英语段落的写作知识与技巧，并能够按照要求写出不同体裁的段落；能根据作文题目、提纲或图表、数据等写出各种类型的短文（200 单词左右）；能正确书写便条和通知等应用文。

教学安排：本册共 18 个单元。每周 2 节课，每两周上一个单元。

## 第三册

使用阶段：三年级第一、二学期

教学目标：学生在学完第三册后，能正确理解和掌握文章的写作知识与技巧，熟悉各种文体及其篇章结构，了解并能运用英语修辞知识，并能够按照要求写出不同文体的文章（500 单词左右）；同时能够写故事梗概、读书报告、课程论文以及正式的书信等。

教学安排：本册共 18 个单元。每周 2 节课，每两周上一个单元。

## 第四册

使用阶段：四年级第一学期

教学目标：学生在学完第四册后，能正确理解和掌握学术（毕业）论文写作知识及相关技巧，并能够写出合乎要求的毕业论文。

教学安排：本册共 9 个单元。每周 2 节课，每两周上一个单元。

## 第四册单元设计特点及框架

1. 融合国内外先进的写作教学模式，强调写作过程的教学，积极鼓励

学生参与课堂教学,培养学生获取知识的能力、运用知识的能力、分析问题的能力、独立提出见解的能力和创新能力。

2. 针对学术论文和毕业论文的要求和规范,结合中国英语专业大学生的学习特点及现状,重点介绍论文写作过程中的重要环节及步骤;提供范例并作讲解或点评,帮助学生掌握学术论文/毕业论文写作要领及技巧。
3. 课堂活动或练习的设计兼顾课堂教学规律和特点,采取循序渐进的方式和启发式教学方法,以提高教与学的效果。
4. 本册包括以下部分:

#### ● PART I INTRODUCTION

这部分旨在引起学生对本单元内容的兴趣,激活已有的经历或已储存的相关知识。

#### ● PART II EXPLANATION

这部分主要是通过教师课堂讲授和学生课堂活动,使学生掌握该单元内容。

#### ● PART III FOLLOW-UP ACTIVITIES

这部分主要提供各种形式的课堂或课后练习,以巩固本单元所讲授的内容。

本册在编写过程中得到了上海外国语大学有关学院学生和朱磊老师的大力支持和无私帮助,作者在此一并表示谢意。



# CONTENTS

Unit	Theme	Teaching Focus	Page
1	<b>Understanding Research</b>	Fundamentals of Research Types of Research Requirements of Research	1
2	<b>Choosing a Research Topic</b>	Criteria in Topic Selection Steps in Topic Selection	11
3	<b>Conducting Preliminary Research (I) — Library Research</b>	Using the Library Internet Research	21
4	<b>Conducting Preliminary Research (II) — Field Research</b>	Common Field Research Methods Getting Information from Field Research	43
5	<b>Writing a Research Proposal</b>	Importance of Writing a Proposal Major Components of a Proposal Writing of an Adequate Proposal	65
6	<b>Writing a Working Outline</b>	Purpose of Writing an Outline Formats of Outlines Types of Outlines Construction of an Outline	83
7	<b>Composing the Draft</b>	Purpose of Drafting Organizing Your Draft Integrating Information into Your Draft	97
8	<b>Finalizing the Paper</b>	How to Document Sources How to Revise and Edit a Paper How to Write the Supplementary Parts	121
9	<b>Evaluating Sample Papers</b>	4 papers with signpost questions	139





# Understanding Research

## Unit 1



### Unit Objectives

At the end of the unit you will

1. understand the fundamentals of research,
2. know what the main types of research are, and
3. have learned what is required for conducting research.

### PART I

## Introduction

A graduation thesis bears much resemblance to a research paper in many ways. Therefore, we think it appropriate to discuss the essentials of research and some general requirements for research in this unit.

### *Group Work*

Look at the following situations together, and then answer the questions that follow.

- Situation One: choosing a college
- Situation Two: looking for a part-time job
- Situation Three: reading a book and then writing a book report
- Situation Four: studying how children learn to speak

### *Questions:*

1. What does each situation involve?

2. Based on your answer to the first question, can you summarize the common features of these four situations?

What does it involve?	
Situation One	
Situation Two	
Situation Three	
Situation Four	

Common features	
1	
2	
3	
4	
5	
6	

1. What does each situation involve?

The activity in INTRODUCTION may have already given you some idea as to what research is. This part aims to clarify your thoughts and provide you with further explanation about what research is.

### Questions

1. What is research?
2. What are the primary features of research?
3. How is research categorized?
4. What does research require?

## Fundamentals of Research

In order to understand what research is, we would like to start with a few definitions.

**Definition One:** Research involves *curiosity* about a phenomenon and the posing of *testable* questions about relationships among observed phenomena.

**Definition Two:** Research involves *serious*, *systematic* activity, requiring hard work, dedication, and perseverance.

**Definition Three:** Research is *planned*, *systematic* investigation. It attempts to study phenomena through careful description and identification.

**Definition Four:** Research concerns obtaining *knowledge* about something unknown or making a *discovery*.

You may notice that there are some italicized words in the above definitions. If you care to pick out those words, then you can form an idea of what we call research. What motivates you to carry out research is your curiosity or interest in something unknown; there is a desire to know more about something that you don't have much knowledge about. In research, questions or hypotheses have to be asked or established. And then there is a design that plans out how the questions or hypotheses are to be answered or tested; what research methods are most suitable for the research purpose, how data are to be analyzed and discussed, etc. In other words, a research scheme has to be worked out to ensure objectivity and reliability. Research does not stop short of drawing conclusions based on the findings. In actuality, this is the most important outcome of research — to gain knowledge about something previously unknown. Research cannot be complete without making conclusions concerning your research questions or hypotheses.

To sum up, we can make the following points about the features of research:



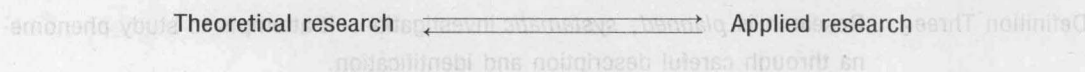
1. Research is conducted systematically.
2. Research requires asking good questions or establishing valid hypotheses.
3. Research involves seeking to describe, identify, and control relationships among phenomena in order to study them.
4. Research requires attempting to interpret study findings in a convincing and justifiable manner.
5. Research requires attempting to generate conclusions that throw light on phenomena formerly unknown.

## *Types of Research*

Research activities can be classified into different categories according to research intention and source of information.

### **1. Research intention**

According to what a particular example of research attempts to eventually achieve, research can be divided into *basic* or *theoretical* research and *applied* research. Theoretical research involves attempts to construct theoretical models. For instance, theoretical research may attempt to establish some universal or abstract language rules that can be applied to all human languages. Applied research may, on the other hand, seek to investigate the applications of these universal language rules to one particular language. Though theoretical research and applied research differ in their research intention/purpose and thus may result in different research questions or hypotheses, each category often contributes to revision of the content and structure of the other. For example, findings or discoveries in applied research may lead to the revision of theories proposed in theoretical research. Thus, the relationship between the two is two-way rather than unidirectional.



### **2. Source of information**

According to the source of information a research activity draws upon, research can be classified into *primary* research and *secondary* research.

Primary research, sometimes called *empirical* or *field* research, is the study of a subject through *firsthand* or *original* information obtained from observation and investigation. For example, you may conduct a language proficiency test in order to investigate the level of language proficiency of the subjects. You may interview some students in order to find out their attitudes or opinions about some phenomenon. Or you may analyze a literary or historical text, carry out a lab experiment, etc. These sources of information are called primary sources, as they come from your own investigations or observations rather than from published books or articles.

Secondary research, on the other hand, is the examination of studies that other researchers have made of the subject of your interest. Thus, it is sometimes called *library* research. Examples of secondary sources include books, articles, and other kinds of publications that concern your chosen field.

Primary research and secondary research, though drawing on different sources of information, are not mutually exclusive. In fact, they are complementary. Most academic papers, including graduation theses, contain a combination of the two. For instance, Literature Review, which is an important part of a research paper, usually requires the researcher to conduct library research by examining relevant reference materials. The outcome of library research is the identification of research questions, which can be investigated by either primary research or secondary research.

No matter what type of research or combination of research you decide to use in your graduation paper, you need, firstly, to learn how to investigate, observe, and collect data in a systematic way. Secondly, you need to learn how to identify, analyze, review, and effectively use information, ideas, and opinions of other researchers. Remember: identifying, locating, assessing, and assimilating others' research findings and then developing and elaborating your own idea are exactly what constitutes research paper writing, including graduation thesis writing.

## *Requirements of Research*

As we have seen, inspiration for research may come from everyday situations. For example, a lot of advertisements nowadays target the younger generation. You may want to find out what impact advertisements have on the young, in what way(s), and to what extent. However, research activity is not the same as everyday activity, for the former requires certain qualities or skills in order to accomplish the research task. In this section, we will have a brief survey of the basic requirements for research.

### **1. Learning to ask questions**

The ability to develop for the beginning stage of research is your ability to ask questions. In order to pin down something worth your research effort, you need to learn how to ask questions about what potentially interests you. While asking a series of questions from different angles, or at different levels, you are, in fact, identifying, examining, and evaluating its worth for your effort. If something is really worth doing, then asking questions can further help you clarify your thoughts, formulate your proposition, and stimulate your own thinking about possible research plans.

The following is a list of suggested questions:

- Questions concerning your familiarity with the topic/subject: Am I sufficiently interested in my question or topic to keep me interested over the necessary time period? Do I know something about it? Have I read about this topic/subject before?
- Questions concerning your academic background or training: Is the topic/subject within my academic area? Is my current research interest related to my academic research in general? Does my current research interest build on my past research studies? What is the relationship between my research interest and current work in this subject area? Is my academic background or training adequate for my potential research interest?
- Questions concerning the availability of library sources: Are there sufficient reference materials to further my research interest? Do I have access to the relevant reference materials? What books or articles do I know that address my main proposition?

- Questions concerning general evaluation of a given text or book: What is most impressive about this book? Is the book up to date? Is the author's argument convincing? What is lacking in his proposed model or theory? How does the author elaborate on his main argument? What are the main features of his theory? How is his theory compared to others? What is the main message/theme?
- Questions concerning detailed study of a given text or book: By what means, stylistic and other, does the author attempt to establish the character of the narrator in the text? Which types of character in the text use irony? And why?
- Questions concerning formulating your proposition/main argument: What are the questions I wish to answer in my graduation paper? What is the main or central question that I wish to address in my paper?
- Questions concerning outlining your thesis: What kinds of answers am I looking for? What methods will help me find answers?

There can be as many questions as you can possibly think of. Our main purpose here is not to provide you with a complete list, but to bring your attention to its importance. We want you to be aware that asking questions can help you develop critical, analytic thinking and be inquisitive and discerning in mind, which are the essential qualities of being a good researcher.

## 2. Knowing how to focus on a topic

Every researcher has to decide what to write about at the early stage of any research project. The decision-making process should include the following activities:

### (a) Following your interests

Once you start thinking about what to write, you will probably find that there are many subjects you would like to explore. One way to begin to choose a subject is to recall what interests you already have, to think about what you already know, and to consider how to build on what you know. Before you commit yourself, it is wise to take time to consider the possibilities. You may want to make three lists:

- a list of subjects that you already know something about;
- a list of new subjects you wish to explore;
- a list of those items on the first two lists that are appropriate for you.

### (b) Breaking down large subjects

Subjects are too broad to be covered at length in a paper, so it is of great importance that you know how to break down a subject. A subject usually refers to a field of study or a discipline, such as linguistics, literature, history, economics, etc. In contrast, a topic is a specific area within a subject, representing one thesis or central idea.

The following example illustrates how a subject can be narrowed down to a topic.

#### Subject

Psycholinguistics

Literature

#### Topic

Linguistic factors can affect some cognitive processes.

Green has a symbolic meaning in *The Great Gatsby*.