



普通高等教育“十五”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

总主编 戴炜栋

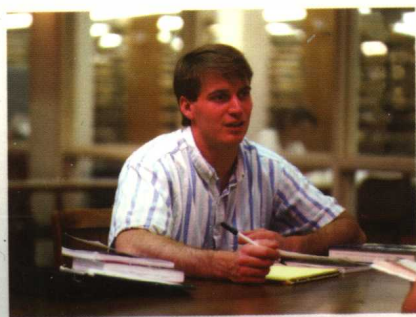
写作教程

SUCCESSFUL WRITING

主编 邹 申

第四册

Book 4



学生用书

Student's Book

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外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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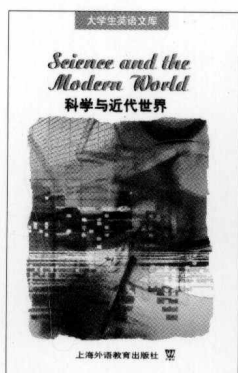
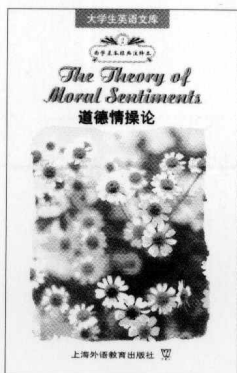
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“大学生英语文库”

—— 解读西方文明 欣赏纯正英语

“大学生英语文库”是一套由上海外语教育出版社奉献给全国大学生及英语爱好者的英语注释读物，现已出版20余种。

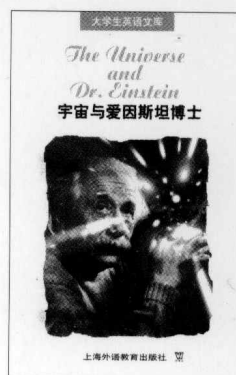


★ 该文库是一个开放的系列，内容涉及西方的科技、艺术、历史、经济、军事、意识形态、宗教、文化等诸多方面。文库中既有传统的西学基本经典之作，也有著名伟人成功的人生历程、重大历史事件的来龙去脉和影响西方社会的各种思潮；

★ 文库所选作品绝大部分出自英美名家之手，也有从其他文字的名著中精选后转译成英文的译作，文字流畅、深入浅出、取材精当、通俗易懂；

★ 参加注释工作的，都是具备相关专业知识和英文功底深厚的专家。注释以对文字的解释为主，亦提及背景知识，兼有对专业常识提纲挈领的介绍；

★ 读者不仅可以藉此窥见西方文明的发展历程，更能从中领悟到西方文明的精神实质。从这个意义上来说，这套文库是了解西方文明的一扇窗口，适合大学生和研究生阅读。



“大学生英语文库”之“西学基本经典注释本”书目一览：

种族、语言、文化

法律、宪法与自由

就业、利息和货币通论

动机与人格

伯罗奔尼撒战争史

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总 序

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了21世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国25所主要外语院校和教育部重点综合大学英语院系的50多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过150余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国21世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,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。教材作者均由编写委员会的专家在仔细审阅样稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了

II 总 序

“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足 21 世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴炜栋
上海外国语大学校长

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，本系列教程系列配备教师用书。

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

IV 前 言

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英语学院朱磊老师的大力支持和无私帮助，作者在此一并表示谢意。

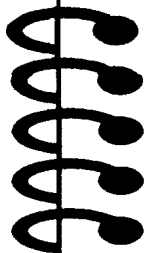
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UNIT 1

UNDERSTANDING RESEARCH

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 Unit One.

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 doing?
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	Research involves serious, systematic activity requiring hard decisions and perseverance.
2	Research is planned, systematic investigation. It requires a discipline through careful design and identification.
3	Research involves acquiring knowledge in a systematic manner through a discovery.
4	You may notice that there are some related words in the above definitions. Care to pick out those words, then you can form an idea of what we do in research.
5	You may not realize that your initial interest in something is not motivated by a desire to know more about something that you don't have much information about. In research, questions or hypotheses have to be asked or established.
6	There is a desire that plans out how the questions or hypotheses are to be asked and what research methods are most suitable for the research project. It is also to be analyzed and discussed, etc. In other words, research activities are to be planned and to ensure objectivity and reliability. Research also consists of a wide range of activities based on the findings. In actuality, this is the part that is most interesting to you.

PART II EXPLANATION

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, re-

search 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.

Theoretical research \longleftrightarrow Applied research

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	Topic
Psycholinguistics	Linguistic factors can affect some cognitive processes.
Literature	Green has a symbolic meaning in <i>The Great Gatsby</i> .

3. Knowing the format of a research paper

There are standard formats for a research paper. For example, a paper should include the following elements: (1) Title, (2) Abstract, (3) Introduction including Review of Literature, (4) Methods, (5) Results, (6) Discussion, (7) Conclusion or Recommendations, (8) References or Works Cited, and (9) Appendices.

Moreover, a paper should follow standard outline formats: number-letter sequence or decimal sequence. The following example is a number-letter sequence: