

Discoveries in Academic Writing

大学英语写作 教程新编

Barbara Harris Leonhard 著

许卉艳 周英莉 译

THOMSON



汤姆森英语写作教程

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序言

《大学英语写作教程新编》一书融写作和语法于一体，适合我国大学英语专业二、三年级，以及非英语专业基础较好的高年级学生和研究生使用。本书还可用作雅思写作培训教材。

本书设定16周学完，每周5个学时，平均每章需要8至12课时。如果每周只能安排3个学时，学生可以自己做语法复习练习，这样课堂练习、探索练习以及其他写作练习仍能集中练系句子写作。

本书设计作业时，考虑到要让学生能更灵活地支配时间，根据各自的写作水平，不同班级可以选择相应程度的作业。更重要的是，学生可以灵活自主，完全不用全部做完一章的练习，再学习下一章。事实上，基于写作过程的特点，学生在学习新一章写作技巧的同时，也在修正前一章的习作。写作是一个动态过程，不能在学完一章后也随之停止。相反，学生应在学习新的写作技巧的同时，继续不断地提高自身的写作水平、不断修改和完善习作。

由于本书的对象是非英语国家的读者，书中着重从文化角度阐述了英语学术写作的要求。人们通常认为，文化不同修辞风格也会不同。因此，不能认为所有非英语国家的读者都知道西方文化对英语学术论文写作有不同的期望和要求。本书旨在帮助非英语国家的读者为有效扩展和组织英语学术论文打好基础。其中论及了以下几种修辞模式：例证、分类、叙述、过程、比较/对比和因果。此外，还包括以下各主题：

逻辑思维技巧

使用逻辑思维技巧是编写本书的基本原则。第二章介绍了这些技能，以引导学生积极参与各项需要思考和创新的写作活动，并能携手合作。而且，学生在不断修改学术写作任务的同时，“逻辑思维技巧”这一概念也会不断得到强化。

过程和结果法

从修辞层面看，本书是写作过程和结果并重。其中，第二章详细说明了写作过程，其他章节也都有所涉及。事实上，从第二章到第八章，很多探索练习都设计用来指导学生的写作过程：首先理解术语的含义和练习设计的目的；然后，开始写作过程中的主要步骤：集思、组织、撰写、同学互评、修改、校订。除了上述技巧外，写作过程中另外一个重要技巧是如何恰当地称呼读者。第一章介绍了如何正确地选词和写作视角的指导原则，以及如何使用概括性的语言和客观的语体。

同学互评过程

同学互评的过程首先在第二章中提到，然后在后面的许多练习中得到应用。同学互评表共有15种（见附录D），每种都是针对具体的修辞方法或写作任务而设计的，比如：修改。同学互评是学术论文写作的重要组成部分，原因如下：首先，它可以帮助回顾每次的写作作业要求；其次，能使学生运用一些重要的思考技巧：分析、解决问题及评价。结合书中的范例、同学互

评及老师的评语，学生在发现和解决文章内容及结构问题的能力会进一步得到提高，从而更客观地修改自己的作业。

此外，同学互评这一过程还能促进学生之间有意义的讨论，并自行解决意见分歧。如果不熟悉同学互评过程，可参考“同学互评的指导原则”和“意见阐述策略”，这样就能更好地理解这一活动，并从中受益。通过初稿范例、同学互评的评语及文章的修改也可清楚地了解写作过程所涉及各个步骤。

本书从第三章开始学习和讨论学术“产品”（按各修辞模式写作的段落和文章）。因为外语学习者需要了解英语学术写作的要求，所以本书后几章提供了学术论文范文，作者是以英语为母语和外语的本科生及研究生。这些范文涉及的学科很多，如历史、艺术、气象、保健学和心理学。选定这些方面的论文是为了便于课上讨论西方文化与文化差异，从而活跃课堂气氛。

书中大多数范文属于A类和B类文章。不过，也有一些其他不同等级的范文以示不同的写作水平。有时，学生需要对比分析同一题目的不同文章，确定哪篇文章更符合写作作业的要求。这些范文从段落到文章长短不一，而且按照章节逐步增加难度。尽管学生学习的是典型的五段文体，但他们会发现学术论文不一定必须拘泥于那种单一的模式。通过学习这些范例，学生不仅会了解什么是真正的学术论文，而且会更有信心写出A类文章。

句子组织

与修辞方法相关的语法也是每个章节的主要组成部分。随着书中内容的展开，句子组织的知识越来越复杂，所以需要按照章节顺序来学习。本书开篇介绍了如“一致”、“代（名）词”的用法和“平行结构”等表层问题，然而其主要目的是让学生了解句子组织与文章连贯性之间的关系。而缺乏对基本句子结构和先后顺序的掌控能力就会影响整篇论文的内容表达。因此，本书系统地讲解了所有的句子类型，句子结构方面的问题（接排句和破碎句），以及修辞模式（如：例证、比较/对比、因果和定义），而且，还教给学生利用每一种修辞模式相对应的主题和主旨句型构建文章。此外，由于时态的运用对这个水平的非英语国家读者来说是一大难点，因此书中有些“探索练习”专门练习时态、时间转换和时间从句。同时，还会讲到如何运用复杂的结构将新旧信息连接起来，以及如何有效地使用实词来避免不必要的重复。最后，学生还会学到呈列原始资料的结构、释义的语法技巧和直接引文的规则。

学习技巧和辅助手段

本书的另一个特色是学习技巧的介绍，内容包括时间安排、学习计划和写作测试。在第二章中，学生需要分析每周的时间表与写作过程中需要的实际时间。书中还给出了如何合理地安排时间来完成课内和课外写作任务的建议。另一个有效的学习技巧是制定学习计划表，根据指定的阅读材料来写作。第八章中的写作业就可以用这些图表来总结。第九章介绍了写作测试技巧，同时也回顾了时间安排和写作过程。写作测试可以用一些学术论文对学生进行测评，如第五章和第七章中关于龙卷风的一系列论文。最后，为了便于学生学习，每一章都备有概要图表和章节总结。

导入练习和写作练习

为了鼓励学生去探索他们内心深处的信念和态度，形成自己的观点，每一章节都设有导入练习和日常写作练习。这些练习，一部分是用来帮助学生形成观点，为完成“探索练习”和范

文分析做好准备，一部分是这些练习的反馈，还有一小部分则充当在后面章节或书中正式作业的跳板。每项写作练习的长度要求按章节逐步增加。例如，第一章中的第一个写作练习要求150-200字；第八章中一个典型的写作要求是700-800字。不过，这些要求仅作参考，可以根据学生的水平进行调整。给出参考长度的目的是让学生们有个努力的目标，范文的字数长度的设计也基于同样的原因。

除了30个导入练习以外，本书还包括几个课内/课外的写作练习。这些练习没有具体的字数要求，而是给出了页数建议，通常2-3页。随着学生们的写作技巧的提高，他们的课外作业往往超出2-3页的要求。

附录

本书包括四个附录：附录A是学术写作格式指南，附录B是一些常用的修改符号表，并附有实例说明如何使用这些符号修改错误。附录C总结了书中提到的主谓一致原则。附录D包括15个同学互评表，帮助学生完成互评练习。

致学习者

《大学英语写作教程新编》一书如果没有学习者的支持和帮助是无法写就的。本书会带你进行一次有关学术论文写作和自身的发现之旅。如果你正在或正准备去美国或加拿大的一所大学读书的话，很可能会遇到如何撰写学术论文的难题。毕竟英语不是你的母语，而且不同的文化有不同的语言组织模式。因此，对你来说要想像用自己的母语一样自如地用英语去组织和表达思想无疑是一个挑战。

但是不要泄气。本书会教你英语写作的技巧，并展示完成有效的论文写作的全过程（集思、组织、撰写、修改、校订）。通过一学期的学习，你的写作及逻辑思维能力会有很大提高。

老师可以给你指定方向并给予指导，但是你需要听取更多的读者反馈意见。你的同学也能帮你找出在文章结构、段落、整体方面需要改进的地方，这个活动叫做同学互评，它能帮你有效地形成逻辑思维技巧，与其他作者交流写作技巧，并在修改的同时完善自己的习作。学会了如何修改别的同学的文章，你也就会对自己的文章有一个更客观的认识，因此也就能在修改的过程中不断进步。

书中所涵盖的“探索练习”能帮助你掌握这些写作技巧，之所以冠以此名是因为这些练习和范文能帮助你发现（或认识）你对文章内容的个人见解。本书也能帮你在诸如时间安排、文体分析和写作测试等方面提高自己的学习技能。更重要的是，练习中的集体作业（如同学互评、集思等）会帮助你找出如何改进文章内容和组织结构的方法，也能帮你建立学会或掌握谈话技巧的信心。

《大学英语写作教程新编》一书提供了广泛的写作题目以供选择。每章都有正式的写作作业，可以在课上或课下完成；也有导入练习，一项长度不限的非正式写作。写作是一个自我发现的过程，导入练习会帮你拓展自己对段落或文章范本的主题及其它探索练习的个人见解和看法。因为有些正式写作作业是在导入练习的基础上完成的，所以不要把这部分的练习随手扔掉，可用活页本保存。

本书旨在帮助你提高句子的组织能力，不仅可以复习一下基础知识，还能学写复杂句，从而增加文章的连贯性。句子是表达思想的基本单位，句序混乱会影响文章内容的表达。本书将帮你纠正在句法层次上的问题，形成一种形式多样、结构复杂的文体，这些在英语学术写作中非常重要。本书包括四个附录：附录A给出西方文化背景下学术写作的格式指南。附录B列举了一些常用的修改符号，以及如何使用这些符号修改错误。附录C总结了书中提到的主谓一致原则。附录D给出在本课程中会使用到的同学互评表。写作不是可以信手拈来的，需要多加练习。如果你能认真完成“探索练习”和写作作业，根据老师和同学的互评意见修改作文，你会写出阐述更清楚、详尽的学术文章。

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第一章 英语学术写作：A 类文

English Academic Writing: The “A” Paper

本章要点

有效的学术写作

读者与语气

连贯性：写作视角的选择

数的一致原则

代（名）词的使用及所指

第一节 有效的学术写作 Effective Academic Writing

导入练习 1 Journal ENTRY 1

写作对你来说难吗？Is writing hard for you?

In *Writing Fiction: A Guide to the Narrative Craft*, Janet Burroway wrote: “Remember. Writing is easy. Not writing is hard.” Do you agree? Write a short organized response to this quotation by explaining two or three major reasons that writing is hard (or not hard) for you. Use details and examples to support your discussion. [150-200 words, every other line]

探索练习 DISCOVERY

1.1: 分享学术写作经验 Sharing experiences in academic writing

Discuss the following questions as a class or in small groups.

1. What kinds of composition courses have you had up to now? Discuss the courses you have had and how they were taught.
2. Are the rules for writing essays in your native language the same as or different from those for English writing?
3. What do you hope to learn about English academic writing in this course? (Think about the writing assignments you will have to do in your academic course work.)

上述问题讨论完之后，你会发现不同文化有不同的写作方法。如果你所在国家的写作方法与西方的写作方法不同，那么在最初学习如何完成英语学术写作作业时，就会感到不适应。当然，如果你目前正在美国或加拿大上大学或准备入学，就要准备学会如何在论文和写作测试中把自己的观点表达清楚。因此，你就得采用西方的篇章组织方法，这样老师才能明白你的观点，为你的写作打出高分。

本部分的中心内容是讨论英语学术写作。下面一文不但说明了有效的学术写作的特点，尤其是A类论文的特点，而且还展示了准备提交的标准的学术论文打印稿。（参见附录A“学术论文写作格式指南”）

探索练习 DISCOVERY

1.2: 找出A类文的写作特点 Discovering the characteristics of the “A” paper

- Read the following essay.
- Then answer the Discussion Questions that follow.

Barbara H. Leonhard

ID: 123456

ELSP 003

C1D1

English Academic Writing: The “A” Paper

Academic writing is writing completed in a college or university setting for an academic audience consisting of professors, instructors, teaching assistants, and students. There are several features of English academic writing which make it of value for nonnative speakers to learn. Failure to master the rules for effective academic writing in this culture will affect the learner's success in a course. Effective English academic writing, particularly the “A” paper, has three major characteristics. It has convincing content, clear organization, and effective use of the English language.

First, the “A” paper has convincing content. To begin with, the content is informative and thought-provoking. The purpose of academic writing is to convey knowledge and understanding of a topic in a persuasive, formal, and objective manner. Such writing is not too general. In order to be convincing, academic writers in Western culture are expected to use specific and logical details, examples, facts, statistics, and case studies to support generalizations. Overly general and illogical content is not well received by professors. Second, the support is relevant. That is, the support relates directly to the thesis, which clearly presents the writer's topic, purpose, method, and opinion in an essay; and topic sentences, which do the same thing for each developmental paragraph in an essay. Writers are taught not to digress by telling stories or making “by the way” statements, which are out of tone with the assignment despite attempts to be creative and entertaining. All of the sentences contain well-thought-out ideas and relevant supporting points. Third, although objective, academic writing can be creative in that the writer is able to demonstrate effective critical-thinking skills. The content, that is, has depth of thought. The writer effectively analyzes the information, interprets the facts, makes judgments, draws conclusions, summarizes, and defends opinions. Shallow writing is indicative of weak critical-thinking skills, and such papers, often described as “sophomoric,” receive low marks. Finally, an “A” paper has a clear purpose, which helps direct the reader, the audience. This is because the writer has clear objectives and strong control of the content. The message is clear, logical, and to the point. Indeed, papers with strong, unified support which demonstrates effective critical-thinking skills are well received by professors.

In addition to being convincing, effective academic writing in Western culture is well organized according to certain patterns and rules which may vary from culture to culture. The general pattern

is described as linear* because of the direct relationship between generalizations and their supporting points. Academic papers generally have a deductive approach, in which the generalization is stated first and then supported by specific details, examples, and other kinds of support. Sometimes, however, academic writers use an inductive approach, in which the specific support is given before the generalizations. English academic writing is also organized on the rhetorical level. There are several classical patterns used: narration, description, definition, process, classification, comparison, cause/effect, and argumentation. The pattern chosen is the method by which the writer will convey the content. This involves learning the organizational cues for the patterns and ways to order the support with these rhetorical devices. The success of a paper depends on how well the writer handles these organizational principles.

Finally, good English academic writing demonstrates sophisticated use of the English language. First, "A" papers are clearly written at the sentence level. Organization is important not only at the rhetorical level; it is crucial at the sentence level. Disorganized sentences disrupt the flow of thought in a paper and interfere with the meaning of the passage. Frequent agreement errors, misspellings, incorrect punctuation, and other such problems also demonstrate lack of control of English and distract the reader. Second, style is important. Effective English academic writing demonstrates control over a variety of sentence types. In Western culture, complex and compound-complex sentences, which contain dependent clauses, are preferred in academic papers. Papers containing too many simple sentences and the conjunctions *for*, *and*, *nor*, *but*, *or*, *yet*, and *so* are considered boring and unimaginative. A wide vocabulary range is another characteristic of effective academic writing. Because information is conveyed in content words, weak (basic) vocabulary demonstrates weak thinking. Since effective sentence organization and vocabulary contribute to the content of a paper, writers who have a command of the English language are more convincing than writers who cannot articulate complex ideas.

In conclusion, nonnative speakers studying in the U.S. or Canada will benefit from learning what will be expected of them in their academic writing. If the professor's expectations are not met with regard to content, organization, and language, the papers may not be well received. Mastering the fundamentals of English academic writing will enable nonnative speakers to succeed in their academic studies. [777 words]

问题讨论 Discussion Questions

Use the previous essay to answer the following questions.

1. What is the writer's purpose for this essay?
2. What are the three characteristics of English academic writing? Where are they stated?
3. Briefly define the following:
 - a) thesis statement:
 - b) topic sentence:
 - c) relevant:
 - d) support:

* Kaplan, Robert B., "Cultural Thought Patterns in Intercultural Education." *Language Learning*, 16, 1966, pp. 1-20.

- e) “by the way” statements:
 - f) linear pattern:
 - g) deductive approach:
 - h) inductive approach:
 - i) classical rhetorical patterns:
 - j) sophomoric:
4. Is the essay convincing? Did the writer succeed in persuading you to understand the value of learning about English academic writing?
 5. Has reading this essay changed your expectations about English academic writing?
 6. What problems might you experience as you are getting used to the English rhetorical system and professors' expectations? Why?

第二节 读者与语气 Audience and Tone

学术读者 The Academic Audience

有效的学术写作的另一特点是读者、语气或形式的把握。读者包括作者写作或提交论文的对象。学术课的读者是老师或其他同学。另外,还有一些其他学术场合要求的作业可能会直接或间接地说明读者对象。例如,参加硕士学位写作综合考试的考生知道他们的读者对象包括其专业的教授委员会。此外,申请奖学金的学生通常必须写一份目的说明,读者是奖学金授予委员会。上述这些写作应采用正式文体(严肃认真、客观求实),还应提供委员会需要的相关信息以决定该考生为什么应通过综合考试或获得奖学金。但另一方面,写给朋友的书信就应该选择非正式的文体风格(亲切、友好),描述一下自己的日常生活,个人问题或旅行计划。

综上所述,根据读者对象选择恰当的文体形式有助于作者建立和读者间的联系,说服(或赢得)读者。但是,如果作者选错了写作形式和语言,可能会疏远(或失去)读者。如果语言太通俗,委员会成员会认为考生无礼或不成熟(非学术人才)。同样,如果学生在给朋友的书信中使用正式或专业语言,又会被认为太傲慢或高人一等(比他人优越)。

因此,构思针对某些或相关读者的文章时,应该考虑以下几个因素:

• 读者的身份 Identity of Audience

即读者的年龄、性别、社会地位、知识层次、特殊兴趣或需要、职业、文化或种族背景、感觉和态度,或者你们的关系。

• 目的/场合 Purpose/Occasion

包括类似下面的问题:你是在完成学术写作业、专业方面的写作考试,还是与家人或朋友分享信息,还是想拿到奖学金、解决问题、求职,是向你父亲借钱,还是说服出版商出版你的著作,或想在短篇小说竞赛中获胜?当然,还有很多其他时间(场合)因为不同的原因(目的)而需要你写得有说服力和感染力。

文体形式的划分 Levels of Formality

文体形式的划分各不相同,但下面的描述应该能帮你找到合适的学术写作形式。学术写作

还可以是专业方面的, 尤其当读者和场合需要专业知识的时候。因为读者/知识水平可能较一般, 正式的学术论文写作通常对专业性要求不高。然而, 私人写作的风格选择较多, 可以是非正式的或通俗的, 这取决于作者和读者以及场合的关系。作者和读者的关系越密切, 所使用的语言就越随意。因此, 最不正式的语篇是使用通俗/口语化的语言。

注意: 探索练习 Discoveries 1.3 and 1.4 会用到下表。

文体形式的划分 Levels of Formality		
形式选择范围		
专业 → 正式 → 非正式 → 口语		
	专业 / 正式 (学术写作)	非正式 / 口语 (私人写作)
读者 Audience	老师	好朋友和家人
语气 Tone	正式、客观、严肃	非正式、亲切、友好
词汇 Vocabulary	学术用语、范围广、简洁、准确	俚语、习语和缩略形式
风格 Style	复合句(从句)、句式多变	多用简单句或并列句
语言 Language	错误极少	包括破碎句、接排句、拼写错误和标点错误
内容 Content	思想深刻、统一、有说服力(严谨)、简洁	口语化, 可能有重复
组织 Organization	清楚、连贯、构思严谨	文章组织上可能没有正式写作严密

探索练习 DISCOVERY

1.3: 确定合适的文体形式 Determining appropriate levels of formality

- What level of formality should be used in each of these writing tasks? Is it technical, formal, informal, or colloquial?
- Use the chart “Levels of Formality” to help you decide.

Examples

Your brother writes to you about his experiences as a college freshman.

colloquial

You need to write a note for your professor, saying you had stopped by her office and want to make an appointment.

formal

1. You need to write a seminar report for colleagues in your major field (other educators, other engineers, other sociologists).
2. Your friend needs to write a letter to his father, who is fairly understanding and with whom he is fairly close, explaining his poor grades.

3. You need to write a letter to your sponsor, explaining your poor grades and asking for more funding.
4. It is summer vacation, and you are writing a letter to your American roommate, who has not traveled much, persuading him or her to come to visit you in your country.
5. You are writing about the history of log cabins in the U.S. for your History 101 class.
6. Your roommate is completing a term paper (a lengthy paper which usually takes several weeks and library research to complete) for a lower-level economics class.
7. You are writing comments on a peer review form for a classmate.
8. Your professor is writing an article on historical linguistics for *The TESOL Journal*.
9. You are writing about how to build a suspension bridge for an upper-level civil engineering course.
10. Your best American friend writes you a letter in which she complains about her low grades and mean professors.

探索练习 DISCOVERY

1.4: 分析读者和语气的用法 Analyzing the use of audience and tone

Imagine you are teaching a composition course for native speakers. You have just finished a unit in which you studied Robert Kaplan's research on the cultural differences in writing.

- Read the following Essay Test Question and the three Essay Test Answers that follow.
- On a separate sheet of paper, analyze each Essay Test Answer for audience, tone, vocabulary, style, language, content and organization. Use the chart "Levels of Formality" on page 5 as a guide.

Example

Audience: Other American students (we ... us)

- Then answer the Discussion Questions that follow.

Essay Test Question

As you learned from the Kaplan article, people in different cultures have different approaches to writing. What do nonnative speakers need to know about the format rules in this culture? Write an essay in which you explain to nonnative speakers the rules for academic writing at universities in this culture. Be specific and informative.

Essay Test Answer 1

Professors in this culture have specific format rules. First, they want papers to be neat. This is true in other cultures too. But in our culture, we have to remember little things. Such as put the holes on the left, not the right. We also have to skip lines and leave the margin empty. Because the paper will be easy to read. Moreover, professors here want us to use only the front of the paper, not the back. We aren't supposed to flip the page over wrong. So what should be the top is used as the bottom, this is confusing.

Second, a composition is supposed to be like a picture. The words are the picture and the margin is the frame. We think this is beautiful. But maybe people in other cultures think something else is beautiful. Cultures are different, nobody is right or wrong. Also, if my paper is sloppy, it looks like I

did it at the last minute. Professors here expect us to pay attention to details. Not just with format but with spelling, capitalization, and punctuation. For example, one of my professors gave me a C, I had too many mistakes.

Third, we have to type the right way. If a paper is typed wrong, our grade goes down. We have to double-space and leave spaces on the side. We also have to use font 12, not 15. If we use a computer to write our papers and print them, we have to make sure we tear the pages apart and put them in order. Professors do not like to do that for us. I think if nonnative speakers know these rules, they will do well with format. But they need to have interesting content, too. Because a paper won't get a good grade just because it looks nice.

In conclusion, it won't be hard for nonnative speakers to learn these rules, they are easier than thinking of ideas. [324 words]

Essay Test Answer 2

Cultural differences regarding the presentation of an academic paper may not be significant, but nonnative speakers should be aware of the format rules they will be expected to follow in academic courses.

First, effective academic writing in any culture looks polished and professional. In other words, it is well presented, not sloppy or illegible. Literally, the word "paragraph" means "picture of words." The completed writing assignment is pleasing to the eye and easy to read. Good writers care as much about the paper's appearance as its message. Writing a good paper takes effort, and the "format" of the paper is the wrapping on the gift. The professor will be more willing to appreciate the message if the presentation is pleasing to the eye. Such a paper demonstrates the writer's eye for detail in the completion of the paper, whereas a sloppy paper indicates a slipshod job, perhaps a last-minute attempt. A paper that looks professional will not necessarily get an "A" in a university here; but a carelessly assembled, messy paper will be lucky to get a "D," especially if the content is poor.

Although good academic writers in most cultures have high standards with respect to the presentation of their writing, the format rules they follow may vary in other cultures. To begin with, the use of holes, lines, margins, and the paper space are different from culture to culture. For example, in some cultures, writers prefer the paper holes on the right, not the left. Thus, their front page is the back of the page in this culture. Moreover, writers in other cultures may not like to waste paper, so they fill all the space on a page, including the margins. Professors here, however, will expect empty margins and double spacing to allow room for comments and aid readability. Also, the pages should be clearly numbered and in order, and the back of the paper should not be used. If the back is used, the writing should not be upside down. The paper, therefore, should not be flipped over from the bottom; the top of the back page should correspond to the top of the front page, not the bottom. Finally, there are other format rules to learn regarding typed papers. Typed papers should be double-spaced in font 12. The margins should be adequate also. Professors expect the pages to be numbered, torn apart if printed, and handed in in the correct order.

In conclusion, nonnative speakers need to realize that, regardless of neatness, the format they are used to may be distracting to a professor here. Learning these rules is easier than learning how to compose a paper. [441 words]