



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

英语专业写作

ENGLISH WRITING

主编 王 星

第三册

Book 3



学生用书

Student's Book

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外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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总序

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

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“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

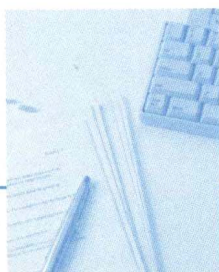
前 言

英语专业学生进入高年级的学习，课程内容的深度和强度都有了一个飞跃性的变化。作为高年级专业写作课程教材，英语写作第三册旨在提高学生写作的综合能力。教材的结构从体裁框架转为题材框架，强调阅读、思考、写作相结合的过程。

第三册的内容与形式都与第一、二册有很大不同。前两册系统介绍了写作基本知识和技巧，并以此作为教材的结构主线。在此基础上，第三册教材更为强调思辨能力和研究能力的训练。文章的思想深度来源于作者思考的深度和逻辑思维能力。中西方思维方式不同，表达思想的方式也不甚相同。西方人善于缜密的推理，经常会不厌其烦地分析论说，我们写作英语文章当然也要研习英语的思维方式，毕竟英文不是写给中国人看的，我们潜在的读者是讲英语的人。为此，教材的第一部分选择了六个主题，这些主题涉及了政治、经济、高等教育、文化、文学艺术、语言、科技、伦理等大家关心和争论不休的问题。围绕这些主题，教材提供了不同角度、不同观点的文章和报道，使学生看到事物的多元性、复杂性和多变性，引导他们拓宽思路，研究问题，最终形成自己的观点。由于各种限制，本教材选用的文章不乏典范之作，如文学名家S·约翰逊，德·昆西，纽曼等人的文章，虽然写于一二百年之前，但是读起来依然发人深省，他们文章的思想、结构、行文都是后人学习的楷模。除了开拓思想，教材提供的文章还为学生展示了讨论问题的方法和角度，通过分析这些文章的写作风格、方法和手段，学生能够巩固基础阶段学习的相关技巧，并提高灵活应用这些技巧的能力。正是为了从立论、论证、技巧设计等多方面综合提高学生的写作能力，有的文章没有进行删减，篇幅很长，给学生呈现一个完整的论说过程，使学生能够看到作者如何展开讨论，论证自己的观点。有的文章删减之后不影响其论证的完整性，我们则做了适当删减。

教材的第二、三部分根据高年级其他课程的需要，介绍了文学评论类和报道类文章的写作，为学生完成其他课程作业提供更为直接的写作训练。

参加本册教材编写工作的教师有王星、武尊民、蒋虹、王广州。其他参与教材编写工作的人员还有王艳、龚知鹏、张淑红。本册的语言顾问是埃丝特·鲍威尔。



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SECTION ONE

*Read, Think,
and Write*





Unit 1

Why Do We Go to University?

What are the aims of a university? Why do we go to university? What subjects should a university teach? These are the familiar questions people have been trying to answer ever since education began to expand to common people more than a century ago. The debate for and against the utilitarian attitude towards education in Britain a hundred and fifty years ago¹ is still echoed in the canon debates of the 1990's in U.S. and the worries over the decline of science students in UK now. T. H. Huxley made an address on education during his visit to the United States².

“You have enunciated the principle that ‘the glory of the university should rest upon the character of the teachers and scholars and not upon their numbers of buildings constructed for their use.’ And I look upon it as an essential and most important feature of your plan that the income of the professors and teachers shall be independent of the number of students whom they can attract. In this way you provide against the danger, patent elsewhere, of finding attempts at improvement obstructed by vested interests; and, in the department of medical education especially, you are free of the temptation to set loose upon the world men utterly incompetent to perform the serious and responsible duties of their profession.”

In these words, Huxley prophesied the lamentation of the professors and teachers of a century later, who ask “Why do colleges shower their students with A’s?”

In 1897, Mark Twain said of Britain, “British history is two thousand years old, and yet in a good many ways the world has moved farther ahead since the Queen was born than it moved in all the rest of the two thousand put together.”³ The same thing is said of the 20th century when the move has been accelerated. Public education has a shorter history, but it likewise has undergone a great change. Even so, some of the fundamental issues remain unsettled.



Read and Think

Commercialization has permeated throughout our life and has turned what was traditionally an interest free relationship into seller-and-buyer or consumer-and-service relationship in many fields including education. Higher education has more than ever been confronted with the problems brought about by the combination of utilitarianism and commercialism. The following selections are passages and articles expressing controversial opinions concerning the problems of higher education.

Reading 1

Why Colleges Shower Their Students with A's

The economist Milton Friedman⁴ taught that superior products flourished and shabby ones died out when consumers voted emphatically with their dollars. But the truth of the marketplace is that shabby products can do just fine if they sustain the veneer of quality while slipping downhill, as has much of higher education. Faced with demanding consumers and stiff competition, colleges have simply issued more and more A's, stoking grade inflation and devaluing degrees.

Grade inflation is in full gallop at every level, from struggling community institutions to the elites of the Ivy League. In some cases, campus wide averages have crept up from a C just 10 years ago to B-plus today.

Some departments shower students with A's to fill poorly attended courses that might otherwise be canceled. Individual professors inflate grades after consumer-conscious administrators hound them into it. Professors at every level inflate to escape negative evaluations by students, whose opinions now figure in tenure and promotion decisions.

The most vulnerable teachers are the part-timers who have no job security and who now teach more than half of all college courses. Writing in the last issue of the journal *Academe*, two part-timers suggest that students routinely corner adjuncts, threatening to complain if they do not turn C's into A's. An Ivy League professor said recently that if tenure disappeared, universities would be "free to sell diplomas outright."

The consumer appetite for less rigorous education is nowhere more evident than in the University of Phoenix⁵, a profit-making school that shuns traditional scholarship and offers a curriculum so superficial that critics compare it to a drive-through restaurant. Two hundred colleges have closed since a businessman dreamed up Phoenix 20 years ago. Meanwhile, the university has expanded to

Why Do We Go to University?

60 sites spread around the country, and more than 40,000 students, making it the country's largest private university.

Phoenix competes directly with the big state universities and lesser-known small colleges, all of which fear a student drain. But the elite schools fear each other and their customers, the students, who are becoming increasingly restive about the cost of a first-tier diploma, which now exceeds \$120,000. Faced with the prospect of crushing debt, students are treating grades as a matter of life and death — occasionally even suing to have grades revised upward.

Twenty years ago students grumbled, then lived with the grades they were given. Today, colleges of every stature permit them to appeal low grades through deans or permanent boards of inquiry. In *The Chronicle of Higher Education*, Prof. Paul Korshin of the University of Pennsylvania recently described his grievance panel as the “rhinoplasty committee,” because it does “cosmetic surgery” on up to 500 transcripts a year.

The argument that grades are rising because students are better prepared is simply not convincing. The evidence suggests that students and parents are demanding — and getting — what they think of as their money's worth.

One way to stanch inflation is to change the way the grade point average is calculated. Under most formulas, all courses are given equal weight, so math, science and less-challenging courses have equal impact on the averages. This arrangement rewards students who gravitate to courses where high marks are generously given and punishes those who seek out math and science courses, where far fewer students get the top grade.

Valen Johnson, a Duke University statistics professor, came under heavy fire from both students and faculty when he proposed recalculating the grade point average to give rigorously graded courses greater weight. The student government beat back the plan with the help of teachers in the humanities, who worried that students might abandon them for other courses that they currently avoided. Other universities have expressed interest in adopting the Johnson plan, but want their names kept secret to avoid a backlash.

Addicted to counterfeit excellence, college, parents and students are unlikely to give it up. As a consequence, diplomas will become weaker and more ornamental as the years go by.

(1998)

Brent Staples

from *The New York Times*

Questions for discussion

1. What is the general situation of American universities according to Staples's description?
2. What is Staples's attitude towards American higher education? What are the words or

expressions that can help to tell whether he is pleased or not with the fact that more students have better grades now?

3. Why does the author refer to the University of Phoenix in this article?
4. Do you find similar situation in your university? What do you think of it?

Reading 2

Shameless Students Put Tutors in E-mail Hell

Students once would only dare to approach a lecturer with a meek knock and a humble “Excuse me, professor.” But now they bombard lecturers with e-mail messages at all hours of the day to make banal or impertinent queries in a manner that ranges from the overly familiar to the downright rude.

UK academics say e-mail is erasing the boundaries that traditionally kept students at a healthy distance. Students hit the send button at all hours, even on Christmas Day, addressing their tutors by their first names only and often in a style so informal that the message ends in “hugs” and “kisses”.

One lecturer received this from a drama undergraduate: “Hey. do u have to quote from all the plays u r referrin 2 in the drama essay or just paraphrase? thank.” Another regularly receives e-mails signed “hugs ‘n’ kisses”, “cheers mate” and “see you in class!”

One student expected his lecturer to reply immediately to the following:

“Sorry I lost the handout that gave me the essay title — I know it’s due in tomorrow so can you send it again, Pete?” The essay referred to had been set a month earlier.

The examples emerge from an informal *Times Higher* survey of UK academics — who were only too pleased to divulge their experiences. Today’s e-mail correspondence also increasingly reflects students’ perception of themselves as paying customers.

One sent an e-mail to his tutor threatening to “take his fees elsewhere” unless he had a prompt response about why he had failed a module.

Another wrote: “I see no point in retaking this exam unless you can provide me with feedback of where I underperformed. I hope you can supply this to me at the nearest opportunity.”

(2006)

Jessica Shepherd

<<http://www.thes.co.uk/search>>

Questions for discussion

1. Do you think the students deserve the epithet “shameless”?
2. What might be the causes of this phenomenon?
3. Will this happen in your university?

Reading 3

Tory MPs Question Value of Arts Degrees

Too many students are wasting their time and money on traditional arts degrees that are likely to leave them jobless, a group of Conservative MPs has warned.

In a new paper, the right-leaning Cornerstone group of Conservative MPs argued universities were becoming overcrowded with students who would not benefit from higher education study.

The paper, written by the Conservative MP for Canterbury and Whitstable, Julian Brazier, suggests that vocational degrees in subjects such as media studies provided students with better job prospects.

“Everybody has a story about golf-course management, equine studies or surfing technology. This paper will suggest, however, that such courses are not the major problem. Perhaps there is a debate to be had about whether overtly vocational courses should be classified as degrees, but many such courses have a good employment record,” Mr. Brazier’s paper said.

“Everyone with the educational attainment to benefit from a degree course should have the opportunity to go to university — as [Conservative party leader] David Cameron has rightly said. But this paper will suggest that participation has already passed that point and growing numbers of those entering the higher education system are not benefiting from it.”

Mr. Brazier said universities were staffed by academics that were seriously underpaid and working under difficult circumstances.

“At the same time, much of the output from some of Britain’s universities is unproductive, not just a waste of money but a waste of the students’ time; over a third of students who enter higher education either drop out, become unemployed or settle into jobs for which a university degree has little value,” he said.

Section One

Read, Think, and Write

The Conservative higher education spokesman, Boris Johnson, said he agreed with much of Mr. Brazier's paper but the expansion of higher education was not necessarily a bad thing.

"People have got to think carefully about their degrees and whether they are worthwhile," Mr. Johnson said.

Mr. Brazier's paper said it was a concern that barely half of those who graduated from university in recent years followed careers that did not require a degree.

"In future, many, including a majority of those who do traditional arts subjects, are likely to make a substantial financial loss out of their time at university. The financial benefits from their studies will be either less than the cost of the course or even, in some cases, worth nothing in the job market at all."

However, Universities in UK, which represents vice-chancellors, said the document failed to acknowledge that not all graduates measure the value of their degrees purely in economic terms.

"The vast majority of graduates and employers also recognize the personal development opportunity that an undergraduate education offers. A point often overlooked in such analysis," said a spokesman.

"Some specific assertions in this report are not supported by the most recent studies into graduate employment. The suggestion that certain undergraduate courses are a waste of money is at odds with the findings of a number of recent surveys on the subject. For example, the recent Unite student experience survey showed that students continue to recognize the benefits of higher education, with 89% believing the money they're spending to be a good investment for their future."

He added: "The latest evidence shows that employers continue to value graduates and are prepared to pay a premium that reflects this, with graduates in the UK enjoying the highest financial returns of any OECD country."

(2006)

Alexandra Smith

<<http://education.guardian.co.uk/students/>>

Questions for discussion

1. What different opinions does this article report?
2. Whose idea makes more sense to you?
3. Do you regard it as a failure of education if you can't find a job that is directly related to your major courses?

Reading 4

Trend to Drop Philosophy No Bad Thing, Says Rammell

Students are dropping subjects such as philosophy and history in favour of courses that will be more useful to their careers, the higher education minister, Bill Rammell, said today.

The minister said the trend — which also hit classics and fine art — was “no bad thing”.

The latest figures from the universities admissions service, Ucas, showed a fall in applications as students face top-up fees of £3,000 a year for the first time.

Applications to study traditional history courses were down 7.8%, while students applying to take degree courses in subjects such as art history or history of religion were down 10.1%.

Philosophy was down 3.9% and fine art degree applications fell 11.4% from last year.

Mr. Rammell told the Press Association more analysis was needed on the figures, but a first reading showed students picking the subjects they think will help them get jobs.

“There is some evidence that students are choosing subjects they believe will be more vocationally beneficial to them,” he said.

“What you might describe as subjects which students see as being really non-vocational, like fine art, philosophy, classical studies, have seen big reductions.”

“That’s why I say an initial reading of figures suggests to me that there is some evidence that students are choosing subjects they think are more vocationally beneficial.”

He added: “If that’s what they are doing I don’t see that as necessarily being a bad thing,” he said.

Asked if there was any merit in students taking courses in history and philosophy, Mr. Rammell said: “Of course there is and if people want to do that I am not going to stop them.”

“But if students are making a calculation about which degree is going to get them the best job and the best opportunity in life, I see that as being no bad thing.”

Applications to take some longer courses that would result in more debt for students, such as law and engineering degrees, also fell dramatically.

“It is a complex pattern,” Mr. Rammell said.

“There are reductions in electronic and electrical engineering,” he said. But the minister said he was “encouraged” by the fact that numbers applying to study chemistry, physics and mathematics were up this year.

(2006)

<<http://education.guardian.co.uk/students/>>