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与实务

李桂荣 著

CADEMIC ARTICLE WRITING IN ENGLISH
(in Economics and Business Management): Principles and Practices

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Preface

Purpose of the Book

China, with one fifth of the world's population and her dramatic economic transformation from the late twentieth century, is attracting enormous attention in the world. Chinese academics, who understand, explain and probe what has gone, what is here and what may come, are making impact on the academic world. English, the leading business language, is the tool which academics from different countries use to communicate. This book aims to be helpful to academics who want to present their ideas in English in leading journals on economics and business management.

Structure of the Book

This book is organized in 11 chapters. Each chapter has two focuses: the first is an observation on sample articles from leading journals in the world and the second concentrates on the practical writing of related parts of articles. Chapter one concerns the format of academic articles, talking about the key elements of academic articles and the location and function of these elements. Chapter two is about the forms that titles of academic articles take and their implications. It talks about features of academic article titles in grammatical and rhetorical terms and the functions these terms perform. Chapter three concerns the key information necessary in an author's introduction. It describes what is in authors' introductions in leading journals and why each piece of the information is necessary. It also summarizes typical ways of presenting the information. Chapter four looks

at the logical relationship between different parts of articles, analyzing how authors' ideas are developed and how they are linked together. Chapter five examines key elements of abstracts of academic articles, explaining what is necessary in an abstract and how the content of the abstract is drawn from the academic article. Chapter six concerns key words and how they may be derived. It also looks at their function and presentation. Chapter seven discusses the logical patterns of arguments, presenting nine common logic patterns. Chapter eight is about the grammatical construction of a sentence and how sentences in academic articles are structured. Chapter nine examines the use of figures of speech in academic articles. It identifies the common figures of speech used in academic articles and explains their functions and uses in writing. Chapter ten concerns wording in academic articles, talking about the characteristics in wording and how words are chosen and used creatively. Chapter eleven concerns different layouts of references, talking about the key elements of effective information of references and how they are laid out.

The book has two focuses: the first on the observation of sample articles from leading journals in the world, and the second on writing practices in the background of China society in economic and business world.

The whole book is based on practices because in the world there are rare materials relevant to the subject. What are laid out for readers to follow are from samples from leading journals in the world and what are laid out for readers to avoid or improve are from students' homework writing and some other practical writing.

This book's coming into being is due to the intelligence of PHD students of Renmin University of China and the un-resistible demand to present

their intelligence in English. So here and hereafter I give my high respect and rich thanks to PHD students of Renmin University of China because without their intelligence and demand there would be no necessity for this book. Special thanks to PHD students of 2003, 2004, 2005, 2006 and 2007 because of their hard work and practical suggestions.

A lot of thanks to Dr. Zhihong Yi, head of Graduate School of Renmin University of China, Dr. Dongxia Song, who observed the demand of the students and started the English teaching reformation in Renmin University of China and Dr. Lisha Lu, Graduate School of Renmin University of China, who is in charge. High respect and a lot of thanks to Mr. Weiping Zhang, dean of School of Foreign Languages of Renmin University of China, who directed and encouraged and gave precious suggestions in English teaching reformation.

A lot of thanks to Mr. Bing Wang, editor in Nankai University Press, who gave encouragements and suggestions, urged time after time for the draft of this book, without whose push the book would still be nowhere.

Thanks to Giles Mathews, head of Wrexham Business School of University of Wales in UK, who worked on the whole book for the improvement in expression.

Thanks to those PHD students who agreed for me to use their homework writing as samples.

Thanks to all teachers in Graduate English Teaching and Research Department who take challenges in English teaching reformation and cooperate so well that the hard work of reformation goes on successfully and productively and who win the admiration of those who know what we

are doing and how we are doing what we think we should do.

Thanks to Mr. Baocheng Ji, President of Renmin University of China, who allowed me to use his famous article published in *Journal of Renmin University of China* as a sample to show how to express in English—how to avoid Chinese English while writing academic articles in English, encouraging improving English teaching in China.

Guirong Li

School of Foreign Languages of Renmin University of China

Introduction

New Arrangements for Non-English Major PHD Students English Class

1. Reforms in PHD students' English teaching

Before reforms, PHD English class was divided into 4 parts—listening, speaking, reading and writing, and each part was independent and had its test separately. The content of these four courses (in fact there should be only one English course) was mainly general English related with the general knowledge and common sense. In other words, there's almost no difference with what the students learn as undergraduate and postgraduate students. So to make students work hard, the natural way is to make the tests difficult. And that's the main complaints of the students. They complained about three things: First, some teachers, e.g. foreign teachers, took them as children (with very low intelligence); second, some teachers thought they just come to get the diploma without any hard work and often tried to force them to work hard with difficult tests; third, there were too many subjects for English course and there were some same things in different classes, so they were wasting their time. These complaints lasted for about ten years. And every two or three years, there was a change. Changes kept happening but complaints kept going. Why? Because the changes were superficial, i.e. only the forms were changed, not the quality, for example, half-a-year course instead of one-year course and the mark for passing the exam changed from 70 to 60 points. But the content of the class and the way to teach were just the same. Because of the strong

complaints, the Graduate School of Renmin University of China made a survey on the satisfaction among PHD students of 2000, 2001 and 2002 in 2003 and, after the analysis, approved 2 campus teaching reform projects to solve the problem, which started the reforms and the new system..

2. The purpose of the new system

In the new system, English course consists of 2 parts: listening and speaking, and reading and writing. Both of these 2 parts are on 3 levels. Level A focuses on academic communication, Level B working communication and Level C daily communication. Though there are three levels, there's only one test for all the students and the level of the test is determined according to the level of Level C. The logic of this arrangement is to realize two objects: to make all the students relaxed about whether they can pass the test, and to give students what they want. To make the test easy for students, there are two ways. One is to make the test easy. The other way is to split students' work assessment into two parts: 40% from the class work and homework, and 60% from the final test as illustrated in the following table.

Table 1

English course for PHD students						
Subjects	Class work and homework		Final test	Value in the total course	Total score	
Listening and speaking	40%		60%	50%	100%	
Reading and writing	40%	Class work	Homework	60%		50%
		Attendance	Answering questions			
		20%	10%			

3. The contents of Reading and Writing Course

Academic Articles Reading and Writing focuses on journal articles, which are good examples for students' writing, but not on academic paper reading and writing, which is often a course in higher education institutions, and for which there are a lot of books. The difference between academic article reading and writing (AARW) and academic paper reading and writing (APRW) is that AARW is based on articles from first-class academic journals and aims to develop students' ability to write for academic journals while APRW is mainly based on the papers written by students on campuses. From the name, we get our focus, that is scholarly journal articles or field journal articles. The name is not 'academic writing' because it covers too much for us, for we have only 15 weeks' class. If we try to get too much, we'll get much less. We focus on academic journal articles because I think that's what we need most. For other kinds of academic writing, I'll introduce you some books which are most popular in China.

As what I know, the universities that reformed their English teaching earlier to satisfy the PHD students in China are Nanjing University, Zhongshan University, Chongqing University and so on. And in all these universities, they are teaching academic writing such as International Academic Conferences, Practical English for International Academic Communication, etc. For academic writing, there are 7 books popular in China. They are *Practical English for International Academic Communication* published by Nanjing University Press, *MLA Handbook for Writers of Research Papers* published by Shanghai Foreign Language Education Press, *Form and Style: Research Papers, Reports and Theses* published by Chongqing University Press, *English Writing for Graduate Students*, *Write to Communicate: Practical Writing* and *Write to*

Communicate: Academic Writing published by Beijing University Press. All these books have their own focus. *Practical English for International Academic Communication* is a theoretical introduction to the format of academic articles for journals and conferences and the letters and speeches related with international conferences. *MLA Handbook for Writers of Research Paper* introduces the detailed format of and principles to document in research papers. *Form and Style: Research Papers, Reports and Theses* is about the writing process, format of research paper, report, term paper, reviews, thesis and dissertation and the principles of different systems of referencing. Especially it tells students how to write their thesis and dissertations. *English Writing for Graduate Students* is about the basic writing skills and the way to write common practical writing such as resumes, abstracts, summaries, reports, notes, etc. *Write to Communicate: Practical Writing* is about writing process and basic skills of different letters and short speeches. *Write to Communicate: Academic Writing* is about the description of basic skills and formats of student term papers, thesis, etc. Books *Practical English for International Academic Communication* and *English for International Academic Conferences* are good for non-English major students.

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Chapter One Formats of Academic Articles

'Format' means 'form', 'style', 'arrangement', 'design' or 'layout'. So in this chapter, we'll get to know: what are the common formats of academic articles and how to layout our articles.

I . Formats of Academic Articles

Different journals have different formats, but main items in articles are usually the same or similar. Especially, journals in different fields such as literature, philosophy, business management and economics may take different formats and the difference mainly lies in the outline of the texts of articles. In journals of literature, philosophy and law, etc., the format usually goes as follows:

Table 1

- Title
- Name of the author
- Abstract
- Key words
- JEL classification
- Text of the article, which is usually outlined as follows:
 - I.
 - II.
 - A.
 - 1.

- a.
- b.
- c.
- 2.
- 3.
- B.
- 1.
- a.
- b.
- c.
- 2.
- 3.
- C.
- 1.
- 2.
- 3.
- D.
- 1.
- 2.

III.

- A.
- B.

Bibliography

Footnotes (including correspondence address and acknowledgement)

In journals of economics, finance, statistics, marketing, etc., the format usually goes in the following way:

Table 2

Title

Name of the author

Abstract

Key words

JEL classification

Text of the article, which is usually outlined as follows:

1.

1.1

1.1.1

1.1.1.1

1.1.1.1.1

1.1.1.1.1.1

1.1.1.2

1.1.1.2.1

1.1.1.2.2

1.1.2

1.1.2.1

1.1.2.2

1.2

2.

2.1

2.1.1.1

2.1.1.1.1

2.1.1.1.2

2.1.1.2

2.1.1.2.1

2.1.1.2.2

2.2

2.3

2.4

3.

- 3.1
- 3.2
- 3.3
- 3.4
- 4.
- 4.1
- 4.2

Bibliography

Footnotes (including correspondence address and acknowledgement)

We major in economics and management, so our articles usually go to journals as *Journal of Financial Economics*, *Oxford Review of Economic Policy* and *Cambridge Journal of Economics*. The following are the formats of articles in these three journals.

1. The format of articles in *Cambridge Journal of Economics*

Taking the article ‘Capital, distribution and macro-economics: “Core” beliefs and theoretical foundations’ as an example, we get the following:

Table 3

- Title
- Name of the author
- Abstract
- Key words
- JEL classification
- Body of the article, which is listed as follows:
 - 1. Introduction
 - 2. A ‘benchmark’ model of relative prices and distribution
 - 3. The ‘benchmark’ model and capital theory

4. Capital and macroeconomics: a stationary economy
 5. Keynesian results, competitive outcomes and microfoundations
 6. Capital, macroeconomics and aggregate demand shocks
 7. Capital and macroeconomics in a growth context
 8. Conclusion
- Bibliography
- Footnotes (including correspondence address and acknowledgement)

2. The format of articles in *Journal of Financial Economics*

Taking ‘New Lists: Fundamentals and Survival Rates’ as an example, we get the format as follows:

Table 4

Title

Name(s) of author(s)

Institutional affiliation

Abstract

JEL classification

Key words

Body of the article, which is listed as follows:

1. Introduction
2. New lists: a supply demand model
3. New lists: counts and size
4. Data issues
5. Average profitability and growth
 - 5.1 Growth
 - 5.2 Profitability
6. Cross sections of profitability and growth
 - 6.1 Profitability