iCourse·教材

大学英文写作

“大学英文写作”MOOC 配套教材

主编　李慧辉

College English Writing

高等教育出版社

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主　编　李慧辉

编　者　刘　晶

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前言

慕课（MOOC，“massive open online course”）是互联网时代涌现出来的大规模开放在线课程。在中国，慕课的发展同样迅猛，几乎与世界同步。“大学英文写作”，作为2014年5月教育部“爱课程”网“中国大学MOOC”平台首批发布的十门课程之一，已上线两年多，每年分春季和秋季学期开设课程的上、下两部分。目前，这门慕课第三轮开课，注册学生数量累计十几万。在教学中，常有学生要求推荐合适的教材。然而，传统的英文写作教材已不再适合互联网时代广大学习者个性化、移动化和碎片化的学习方式。面对传统外语课堂难以想象的规模和多元的学生群体，教材改革势在必行。

《大学英文写作》教材的编写始于慕课，在课程教学内容的基础上，作者加以充实完善，不仅体现自身从慕课教学中所获得的感悟，还凝聚了作者跨越中、美、加多元文化、三十余年学习和教授英文写作的经验。这本教材既是“大学英文写作”慕课课程的配套教材，又适用于课堂教学、便于教师利用它的资源开展翻转课堂、推行混合式教学，同时还适合其他需要以书面方式用英语交流的人群进行自我学习。如此多种功能，正是因为本教材具有多层次、多模态和跨文化意识等三个特点。

首先，它有多层次的设计，菜单式的教材内容可适应学校、教师和不同程度学习者的各种需求。本教材含14个教学单元、1个写作工具单元和4个附录，介绍大学英文短文的写作规范、常用写作策略。四个附录兼顾大学课程常见写作任务和学生的实际需要，涵盖公函、备忘录、电子邮件、论文摘要、研究报告等的写作方法、步骤及范文和模板。教学内容包含两个重点：一是第一部分第1–4单元“大学英文写作简介”，强调写作过程和五段式短文的结构特点，二是第十四单元“论说文”的写作，突出写作的目的和写作策略的综合运用。其余十个单元和四个附录，学习者可根据需要和学时长短合理取舍、重新组合。这种菜单式的总体设计，在目前加大英文写作教学需要但课堂学时削减的情况下，更具灵活性，也更符合我国外语教育发展不平衡的实际情况。

与以往英文写作教材专注于知识性、体系性的既成模式不同，本教材引入了微课堂教学理念，对英文写作的要点和重点、难点和疑点进行梳理，以写作技巧为基本知识点，划分不同的难度层级，以满足程度不同的学习者的需要。每单元各个部分的英文名称及功能简要说明如下：

	名称	功能
1	Core Concepts	提供核心概念的定义及单元要旨
2	Writing Skills: ◦ Key Techniques ◦ Other Useful Techniques	 • 解析关键性写作技巧应用，举例和范文讲解 • 补充常用写作技巧，可根据需要进行取舍
3	Integrated Exercises	复习巩固教学内容
4	Language Study and EFL Advice	讨论因文化及思维方式差异而导致的写作困难和问题以及相关的语法、词汇和特殊用法
5	Unit Task	单元综合性写作练习，以促进知识内化

在学习过程中这五个部分不用全部覆盖，学习者可以量体裁衣。例如，初次接触英文写作的学习者可以从掌握“核心概念”和“关键性写作技巧”入手；较高水平的学习者可以尝试其他“常用写作技巧”；而对英文写作较为熟练的学习者，可以学习第四小节，从了解中西方文化和思维方式的差异入手，认识造成写作困难和问题的原因，从而找到解决办法。

第二，教材呈现为多模态，包含纸质书和网络资源两大部分。在纸质书小节标题处，印有手机二维码，学习者可以有效链接相关教学视频进行学习。只要手机有扫描二维码功能的app都可以使用。具体操作如下：微信—发现—扫一扫，用手机屏幕上的扫描框对准二维码即可在手机上弹出视频界面，直接点击观看，或登录中国外语网（www.cflo.com.cn）下载相关教学资源（含参考答案等）。小节结尾处，凡是附有“Pop Quiz”图标的知识点均配套了测试练习题，供教学随堂检测或学习者自主学习使用。（请到abook学习卡资源服务网站下载相关资源，具体操作方式请见郑重声明页使用说明。）与此同时，“中国大学MOOC”平台的“大学英文写作”慕课课程与本教材的内容基本一致，学习者可以注册后免费观看在线视频、下载和使用课程资源。这样，本教材基本保留了慕课开放、测试反馈、交流互动等优点，实现课程和网络相连接、纸质和新媒体相贯通，同时也可为设计混合式学习和翻转课堂提供有价值的教学参考。

第三，教材强调跨文化意识，通过比较中英文不同的写作规范，从文化思维方面，解析我国学习者在英文写作时经常遇到的困难和疑点，引导学习者对中英文语言的不同表达形式进行比较。本教材还大量采用学生的习作，侧重范文分析和习作点评，力求零距离贴近学习者、贴近时代和社会，以克服封闭式的传统写作教材内容常常脱离语境、脱离实际的弊病。换言之，本教材从文化和思维的视角，提供英语的篇章结构和语法规则等基本范式，帮助学习者认识蕴含其中的另一种文化和思维模式，加强跨文化意识，提高批判性思维能力，从根本上掌握用英文写作的技巧，达到洋为中用的目的。

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前 言

由于印刷术的发明和电视的革命，人类历史上经历过两次知识大普及的革命，如今“互联网+”异军突起，也必定对人类知识的普及产生革命性的影响。“互联网+”时代的大变革，让慕课和这本教材应运而生，慕课的理念就是实现让“任何人、在任何时间、任何地方能学到任何知识”。面对国家和社会对英文写作日益迫切的需要，外语教学理念和教学方法都必然会发生根本性变化。英文教学的深化改革，需要利用互联网技术，扩大收益面、拓展学习空间，激发教师和学习者的潜质。因此，推行新模态教材，已是刻不容缓。作者真诚地希望此次尝试能够得到外语界各位同仁的认同，得到广大学习者的支持。若有不当之处，请大家给出宝贵意见，使之不断修改完善，更加符合现实需要，推动我国外语教育事业更快更好地发展。

《大学英文写作》能够与读者见面，首先要感谢国防科学技术大学各级领导的支持和鼓励，特别是人文与社会科学学院梁晓波副院长、国防语言系况守忠主任和文化研究所柳晓所长，积极推动促进了这本教材的顺利出版。同时要感谢国防科学技术大学所有外语教师，特别是《大学英文写作》精品视频课和慕课团队成员唐安华、张丽娟、龚双萍、蔡晓红、胡卫星、孟东红、陈旭传、曹旸、陈菁、朱灵茜子，感谢她们参与课程建设，做出积极贡献。最后，还要特别感谢国防科学技术大学“钱学森创新拓展班”2010级到2015级的同学们，这本教材不少地方直接引自他们的习作，许多教学设计来自课堂教学迸发的灵感，测试练习设计也是根据同学们的反馈经过提炼整理出来的。衷心祝愿“钱学森班”的同学们加倍努力，早日成为国际化人才，成为国家的栋梁！

作者

2016年7月于湖南长沙

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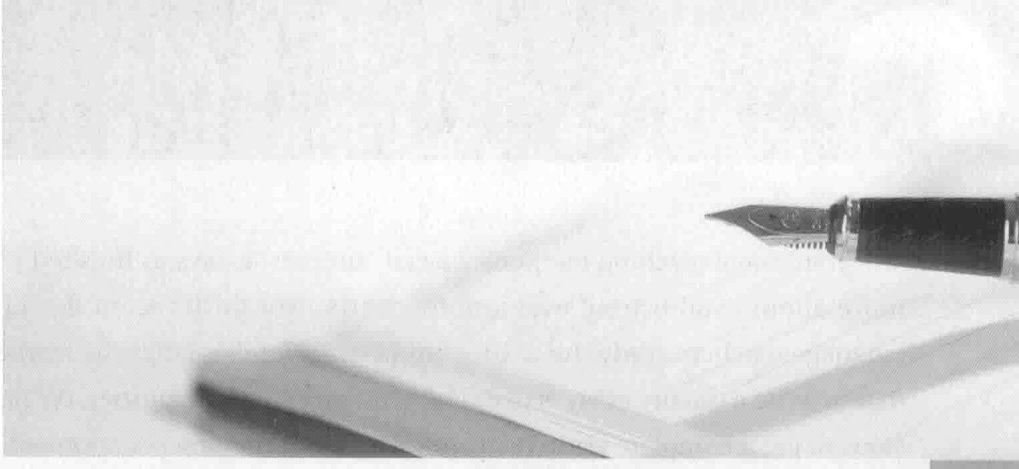
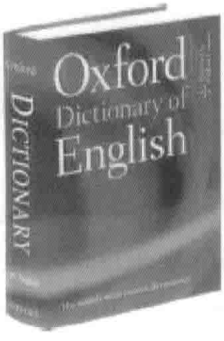


UNIT 1

The Writing Process

INTRODUCTION

First things go first. The opening unit of the book particularly addresses the preliminary issue—writing and the writing process. What is "writing"? *The Oxford Dictionary* defines the noun in seven ways:



(1) the act of a person or thing that writes;
(2) written form: *to commit one's thoughts to writing*;
(3) that which is written; characters or matter written with a pen or the like: *His writing is illegible*;
(4) such characters or matter with respect to style, kind, quality, etc.;
(5) an inscription;
(6) a letter;
(7) any written or printed paper, as a document or deed.

We can largely group the definitions under two labels: the end product of writing or the process of writing practice. Those labels represent totally different perspectives on writing and have lead to very different approaches to learning and teaching of academic writing.

Traditional teaching methods viewed students' essays as finished work and thus concerned more about establishing evaluation criteria. Not until recent decades did researchers and language teachers study the writing process. As foreign language learners, we are highly aware that to write a quality essay is like setting off on an ardent journey. We have to go through several steps to get a complete essay ready to turn in, but the process approach involves more than just dividing assignments into steps of writing.

The process approach, firstly, emphasizes the production and communication of ideas. It views writing as a form of communication and urges us to consider our purposes and audience from the starting point. Who are we writing for? What do our readers know about the topic? In the world outside classroom, people write for real purposes. They write proposals, poems, memorandums, instructions, reports, and news articles. In academic writing, however, our purpose is mainly to display knowledge, and our audience is usually our professor and fellow students.

Secondly, the process approach regards writing not as a closed piece of text but as a learning and thinking process. During the course, we endeavor to discover, arrange, and revise thoughts. Words do not flow naturally and directly from the writer's head onto the page. Of course, writing is essentially an individual action, and individual learners may have adopted different strategies. However, from most people's experience of writing, we find certain common stages.

CORE CONCEPTS

A writing process is like a zigzag journey to discover ideas. It always begins with a stage of preparation although the step may take a longer or shorter period of time according to personal likes, time, and/or other constraints. The next three steps, overlapping and recurrent, involve planning, drafting and revision and editing. The last stage is to make a final copy, ready for submission. To identify those different steps in the process will open doors for us to learn, work on, and master various writing strategies and techniques and improve our writing ability eventually. This unit will examine each of the five steps.

Five Steps of the Writing Process

The five steps of the writing process

The process of writing usually undergoes five steps. W. B. Yeats's short poem "The Balloon of

the Mind" uses the metaphor to describe vividly the difficulty in arranging and organizing ideas in the writing process. To borrow Yeats' metaphor, the process of collecting ideas is like pumping air into a balloon and then struggling to bring it into a confinement.

Figure 1.1 Process of Writing an Essay

This diagram indicates the five steps to write a college essay, including prewriting, planning, drafting, revision and editing, and making a final copy.

❶ Prewriting

As we know, ideas for writing do not come easily. People often get frustrated when beginning to write. Some brainstorming activities will help us discover ideas. People may have adopted various prewriting skills, but their goal is the same—to generate and organize ideas. Writing textbooks often list a variety of techniques to generate ideas, for example, free-writing, focused free-writing, staged free-writing, listing, clustering, questioning, and so on. Although people will do it differently, prewriting aims at one thing, that is, to make preparations for the following steps of writing.

❷ Planning

The next step involves making an outline or a plan for the essay. An outline is a general plan of what we are going to write. The outline can be very helpful for two reasons: Firstly, an effective outline will help you organize the discovered ideas and will help your body paragraphs stay focused on the main ideas. Secondly, a careful plan can save time. Preparing an outline can take time, but when it is done, you will be able to write the draft much faster than doing without an outline.

❸ Drafting

Guided by the thesis statement and the outline, you will find it much easier to write the first

draft of your essay. To be more efficient in the step, you should not worry about writing a "perfect paper" as your goal is simply to get the ideas down for a rough draft. So you should follow the outline, develop and support the listed ideas instead of being slowed down by checking errors in spelling and grammar. If possible, you should finish the first draft early, put it aside for a while, and then return for improvement.

❹ Revision and Editing

Next comes the stage of revision and editing, and you aim at polishing or refining the draft. You go back over it and work on its content and structure. This may be called "**revision**," in which you go back over the first draft and look for ways to make substantial improvement in the organization and expression of ideas. People may prefer to revise on paper or screen. Meanwhile, you can read the draft to check and correct errors in spelling, grammar, punctuation, and sentence structure. This step may be called "**editing**." If doing it on computer, you can take advantage of the Word spelling checker but do not trust the machine completely. You should proofread the final copy before handing it in.

❺ Making a Final Copy

The last step is turning in your essay to be graded. Here is a checklist for you to prepare the final copy. Table 1.1 "Standard College Paper Formatting" lists these requirements as follows.

Table 1.1 Standard College Paper Formatting

Style	Required manuscript style, e.g. MLA, APA, etc.
Paper	A4, white
Ink	Black
Page Layout	Default margins on all sides: 2.54 cm on the top and bottom; 3.17 cm on the left and right
Font Face and Size	Serif fonts, such as "Times New Roman"; 10–12 points
Spacing	Double space
Justification	Left justification of the text; center the title
Indentation	All new paragraphs indented 5–7 spaces
Stapling	One staple at the top-left handed corner

Here the term "style" refers to the "paper formatting" or page layout and the citation and documentation style such as the MLA (Modern Language Association) and the APA (American Psychology Association) styles. For more information, you can go to Unit 15.

Pop Quiz 1

WRITING SKILLS

Key Techniques

Before we actually start to write our essay, we usually do three things: to choose a topic, to generate ideas for the topic, and then to focus on the central idea. Because the rest of the textbook will discuss the writing strategies and techniques mainly for drafting and revision, let's focus now on the prewriting and planning techniques.

❶ Choosing an Appropriate Topic

Essay writing usually starts from an essay topic. The topic can be critical for an essay assignment as it may lead to success or failure. An essay topic cannot be too broad or too specific. If it is too broad, the essay is likely to go superficial. If too specific, it will be difficult to look for supporting details.

This is true not only for college essay writing but also for the high-stakes English proficiency examinations like CET-4 and CET-6. Instead of squarely phrased topics, the test taker is asked to describe a cartoon picture and then choose a central idea to write about. Let's look at an example of such essay examinations.

"'How to Do Well in School Without Studying' is over there in the fiction section."

Directions: *For this part, you are allowed 30 minutes to write an essay based on the picture on the left. You should start your essay with a brief description of the picture and then discuss whether there is a shortcut for learning. You should give some arguments to support your views and write at least 150 words but no more than 200 words.*

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