

英语高级写作教程

English Advanced Writing Guidance

庾鲜海 编著

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Preface

English Advanced Writing Guidance is a textbook designed for composition courses and for Advanced English Language Learning programs. It integrates reading with essay assignments, emphasizing the connection between reading and writing. Building on language resources that students already have, the book shows students how to integrate new procedures and ideas with previously learned theories and skills, thereby increasing their own knowledge base.

The textbook is divided into five parts.

Part I explains and demonstrates the process of keeping a reading/writing journal on the course work. Students are guided towards practising several exploratory reading and writing skills, including annotating, making double – entry notes, and summarising that will be useful for subsequent assignments.

Part II contains the first essay assignment, which asks students to express a belief or share an insight based on their own experience. To fulfill this assignment, students should practise not only the strategies learned in Part One, but also follow invention strategies and the processes of focusing, drafting, organising, peer reviewing, revising, and completing an essay.

Part III contains the second essay assignment, which asks students to evaluate the course reading by relating what they have read to what they have already known from experience. To fulfill this assignment, students should practice previously learned strategies, adding the skills of note taking, paraphrasing, quoting, and citing

course material.

Part IV contains the third essay assignment, which asks students to analyze an argumentative essay and to present and support opinions in reaction to ideas discussed in the reading. To fulfill this assignment, students should practice previously learned strategies, adding the strategies of critical reading and argumentative writing.

Part V contains the fourth essay assignment, which asks students to research a recent controversy and to establish and support a position on the controversial issue. To fulfill this assignment, students should practice previously learned skills, adding the processes of learning how to use the college library, conducting an interview, examining various sides of the issue, synthesising material from several sources, making an oral presentation, and documenting outside sources. This part also presents the most current guidelines in the MLA style and format. In addition, it offers increased coverage of the new APA style and format, and includes a more detailed discussion of investigative techniques and the rationale behind research writing.

Students can follow guidelines for developing the skills of annotating, summarising, paraphrasing, quoting, note-taking, citing and documenting sources.

For several years, my students have generously, patiently and collaboratively worked for fulfilling the assignments. I will always be grateful for their curiosity, insight and willingness to take risks.

My special thanks go to Professor Pan Neng and Professor Shi Yongzhen, who offered valued suggestions, careful proofreading and helpful reviewing, and to those who have positively influenced my thinking on every aspect in writing. My thanks are extended also to those, whose writings have been used both in my writing class and in this book. I am pleased to have this opportunity to introduce their ideas, thoughts and skills of writing to my students and readers. I thank them all.

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Part I Reading, Writing, and Keeping a Journal

What is a Reading/Writing Journal?

A journal is a record of your impressions and thoughts related to the reading and writing. Making regular entries in your journal can help you to improve your reading and writing skills.

In writing about what you read, you can discuss an author's ideas and your reaction to those ideas. You may develop a deeper understanding of a reading selection or identify why you do not understand it. You can discuss why a selection seems valuable or confusing or even boring. In the process of writing a journal entry, you may discover why you agree or disagree or identify with an author's point of view or experience. Your journal comments may lead you to develop a point of view for your own essay on a similar topic.

By sharing these entries on the reading with your classmates and instructor, you can help to stimulate reflection on and discussion of the ideas in each reading selection.

What to Keep in the Journal?

You can write about class discussions, writing activities and exercises, or the process of writing itself. And you can keep a record of your progress. For example, you may write regularly about the research project that you will start near the beginning of the semester and finish by the end of the semester.

It may be hard for you to get started on a journal entry, especially the first one. Instead of starting for a long time at a blank page, start writing and keep your pen moving, even if you just begin by saying “I have nothing to say today” or “this reading was really difficult.” The act of writing itself will probably generate ideas.

It’s hard to write anything in a journal unless you first develop some appropriate reading and writing strategies. As the semester progresses, you will develop your own strategies for writing journal entries.

Sample Student Journal Entries

Problems with vocabulary in writing

Sometimes I have trouble writing an English composition. For example, when I write, I have a lot of good ideas, but I don’t know which English word to use because I think in my native language. I used to take out a Chinese – English dictionary. But after I found out the word, I couldn’t continue the idea which I had been thinking about. I then tried to control my ideas by thinking about only those ideas which I could express in English without seeing the dictionary. This action wasn’t helpful because it didn’t satisfy what I wanted to write. I really don’t know how I can improve my English in writing. The best way, I think, is to study a lot of English words first. Is that right or not?

Fulfilling a writing assignment

I’m glad that I finally finished the research essay. I think the experience of doing research is unique. Whenever I have a research paper to write, I feel tons of pressure pressing on me. When I get started on the paper, I am afraid that I will have nothing to

say about the subject. Then when I collect the materials I need, I have to control myself so that I don't write a fifty - page paper. The last part and also the best part is finishing the paper. When the paper is done, I have a feeling of success and of accomplishing a task, and I feel that I am an expert on that particular subject. Moreover, I feel I have the power to acquire any knowledge. Research writing is unique (but I'm not saying that I enjoy writing a research paper!)

Reading Guidance

The reading selections present varying degrees of difficulty. Some may be easy for you to read; others may be hard. Some will immediately provoke a reaction; others will take more thought. Some selections may require only one reading before you feel ready to write a journal entry; others may at first appear easy but in fact involve complex ideas and require careful rereading.

Prereading

To help predict its content and purpose, preview the reading:

- Read the title;
- Read the brief background information about the author;
- Read the vocabulary explanation.

Reading

Read the essay once, without using a dictionary.

Rereading

A second or third reading can consist simply of reading the selection again. But you can achieve a closer reading by making notes as you reread. Making these notes, either in the margins of the text, within the text itself, or on a separate sheet of paper, is known as annotating.

Making a journal entry

Annotating by making brief comments as you are reading is a way to summarize and record your reactions to a reading selection. This process not only helps you to focus on the reading task, but it also enables you to become involved in your reading, almost as if you were engaging in conversation with the author.

A journal entry usually consists of two main parts: Summary and Reaction. In other words, you separate what the author is saying (Summary) from what you think (Reaction).

Sample Readings

Zen and the Art of Burglary

by Wu - tse Fa - yen

Wu - tse Fa - yen was a Chinese Zen Buddhist priest who lived from 1025 to 1104.

If people ask me what Zen is like, I will say that it is like learning the art of burglary. The son of a burglar saw his father growing older and thought, "If he is unable to carry on his profession, who will be the bread winner of the family, except myself? I must learn the trade." He intimated the idea to his father, who approved it.

One night the father took the son to a big house, broke through the fence, entered the house, and opened one of the large chests, told the son to go in and pick out the clothing. As soon as the son got into it, the father dropped the lid and securely applied the lock. The father now came out to the courtyard and loudly knocked at the door, waking up the whole family; then he quietly slipped away by the hole in the fence. The residents got excited and lighted candles, but they found that the burglar had already gone.

The son, who remained all the time securely confined in the chest, thought of his cruel father. He was greatly mortified, then a fine idea flashed upon him. He made a noise like the gnawing of a rat. The family told the maid to take a candle and examine the chest. When the lid was unlocked, out came the prisoner, who blew out the light, pushed away the maid, and fled. The people ran after him. Noticing a well by the road, he picked up a large stone and threw it into the water. The pursuers all gathered around the well trying to find the burglar drowning himself in the dark hole.

In the meantime he went safely back to his father's house. He blamed his father deeply for his narrow escape. Said his father, "Be not offended, my son. Just tell me how you got out of it." When the son told him all about his adventures, the father remarked, "There you are, you have learned the art."

What True Education Should Do

by Sydney J. Harris

Sydney J. Harris (1917 - 1986) was a writer for major newspapers in Chicago, Illinois. His syndicated column, "Strictly Personal," was published weekly throughout the United States and in several other countries.

When most people think of the word "education," they think of a pupil as a sort of animate sausage casing. Into this empty casing, the teachers are supposed to stuff "education."

But genuine education, as Socrates knew more than two thousand years ago, is not inserting the stuffings of information into a person, but rather eliciting knowledge from him; it is the drawing out of what is in the mind.

"The most important part of education," once wrote William

Ernest Hocking, the distinguished Harvard philosopher, "is this instruction of a man in what he has inside of him."

And, as Edith Hamilton has reminded us, Socrates never said, "I know, learn from me." He said, rather, "Look into your own selves and find the spark of truth that God has put into every heart, and that only you can kindle to a flame."

In the dialogue called the "Meno," Socrates takes an ignorant slave boy, without a day of schooling, and proves to the amazed observers that the boy really "knows" geometry—because the principles and axioms of geometry are already in his mind, waiting to be called out.

So many of the discussions and controversies about the content of education are futile and inconclusive because they are concerned with what should "go into" the student rather than with what should be taken out, and how this can best be done.

The college student who once said to me, after a lecture, "I spend so much time studying that I don't have a chance to learn anything," was succinctly expressing his dissatisfaction with the sausage-casing view of education.

He was being so stuffed with miscellaneous facts, with such an indigestible mass of material, that he had no time (and was given no encouragement) to draw on his own resources, to use his own mind for analyzing and synthesizing and evaluating this material.

Education, to have any meaning beyond the purpose of creating well-informed dunces, must elicit from the pupil what is latent in every human being—the rules of reason, the inner knowledge of what is proper for men to be and do, the ability to sift evidence and come to conclusions that can generally be assented to by all open minds and warm hearts.

Pupils are more like oysters than sausages. The job of teaching

is not to stuff them and then seal them up, but to help them open and reveal the riches within. There are pearls in each of us, if only we knew how to cultivate them with ardor and persistence.

Writing Skills

Responding to the Readings

1. Write notes that summarize the essay you are reading, to help you understand and focus on what the author is saying.

2. Write notes that record your reactions to what you have just read. This can be done paragraph by paragraph or in large chunks. In this section, you should feel free to say whatever you want to say. For example, you can express pleasure, surprise, disagreement, or anger at what you've just read; recall personal associations; make connections with something else you've read or seen; or ask questions.

While reading the sample annotated version of the essay (language errors have not been corrected), compare it with your own, and discuss your responses with the others.

(1) Did the sample writing capture the essence of the story in the summaries?

(2) Are the reactions similar to yours?

(3) If not, what is different?

(4) Have the sample reactions helped you to understand the story better?

(5) Why, or why not?

Annotations in the form of paragraph summaries are useful primarily if they provide a shorter version of the paragraph than the author has originally written. Their chief purpose is to help you glance down the margin or side and be quickly reminded of what the author

has said and of the organization of the material. If the summaries are as long as the original or even longer, you might as well ignore the summaries and reread the original. Therefore, you should attempt to make paragraph summaries as short as possible.

Working alone or with a partner, rewrite the summaries so that they are as short as possible while still capturing the essence of the story. The summaries do not have to be complete sentences.

Responding to “*Zen and the Art of Burglary*”

<p>SUMMARIES</p> <p><i>The son of a burglar decided with the approval of his old father to learn his father's trade in order to feed his family.</i></p> <p><i>One night they both went to a house and the father having locked his son in a chest and waked up the residents left.</i></p> <p><i>The son in the chest began thinking and imitating a rat</i></p>	<p> If people ask me what Zen is like, I will say that it is like learning the art of burglary. The son of a burglar saw his father growing older and thought, “If he is unable to carry on his profession, who will be the bread-winner of the family, except myself? I must learn the trade.” He intimated the idea to his father, who approved of it.</p> <p> One night the father took the son to a big house, broke through the fence, entered the house, and, opening one of the large chests, told the son to go in and pick out the clothing. As soon as the son got into it, the father dropped the lid and securely applied the lock. The father now came out to the courtyard and</p>	<p>REAC- TIONS</p> <p><i>I don't agree with the son who wanted to go on with stealing but the fact that he wants to feed his family because of his old father impresses me.</i></p> <p><i>Wise dad.</i></p>
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