

英语专业 Writing Thesis in English A Course in Writing for English Majors

毕业论文写作教程

主编 张秀国



清华大学出版社 · 北京交通大学出版社

英语专业。

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Writing Thesis in English

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·北京·

内 容 简 介

英语论文写作是高校英语专业的一门必修课程,目的是使学生了解英语论文写作的一般过程和英语研究论文的写作格式,并掌握其写作规范。本书从切实培养和提高英语专业学生运用英语进行论文写作能力的目的出发而编写。本书分为9章:第1章为序言,简要介绍研究与研究论文的定义;第2章介绍论文写作的一般过程与步骤;第3章介绍论文包含的各个主要部分及其结构;第4章介绍论文的语言特点和文体风格;第5章介绍英语写作的技巧,涉及英语论文写作者常常忽略和经常感到困惑、容易出错的地方;第6章专论标点符号,讨论常用标点符号在各种情况下的一般使用规则;第7~9章讨论引文和参考文献的三种常用格式。

本书强化直观性,突出实用性,每个部分之后均编写了相关练习供学习者复习巩固之用。同时,本书还提供了许多格式实例,供学习者比较分析及写作时模仿。本书内容丰富,资料性强,既可作为英语专业本科教材使用,也可为其他英语研究者写论文时参考。

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图书在版编目(CIP)数据

英语专业毕业论文写作教程/张秀国主编. —北京:清华大学出版社;北京交通大学出版社, 2007.5 (2016.6重印)

ISBN 978-7-81082-978-6

I. 英… II. 张… III. 英语-毕业论文-写作-高等学校-教材 IV. G642.477 H315

中国版本图书馆CIP数据核字(2007)第043846号

责任编辑:张利军 特邀编辑:何强

出版发行:清华大学出版社 邮编:100084 电话:010-62776969 <http://www.tup.com.cn>

北京交通大学出版社 邮编:100044 电话:010-51686414 <http://press.bjtu.edu.cn>

印刷者:北京瑞达方舟印务有限公司

经 销:全国新华书店

开 本:185×230 印张:17.25 字数:450千字

版 次:2007年5月第1版 2016年6月第9次印刷

书 号:ISBN 978-7-81082-978-6/H·87

印 数:20 001~21 000册 定价:25.00元

本书如有质量问题,请向北京交通大学出版社质监组反映。对您的意见和批评,我们表示欢迎和感谢。
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前言

论文写作（包括毕业论文写作）是综合检测学生学业能力、训练和培养学生创新思维能力的重要环节。《高等学校英语专业英语教学大纲》（2000年）指出，各个高校都应强化对毕业论文的指导，要求英语专业学生的毕业论文都应当用英文撰写。用英语撰写论文必须符合英文论文的格式规范。因此，需要帮助学生提高论文写作能力、了解和掌握英语论文写作的格式。高校英语专业规定英语论文写作是英语专业的一门必修课程，其目的之一就是通过对本课程的教学，使学生了解英语论文写作的一般过程和英语研究论文的格式，并掌握其写作规范。

从切实培养和提高英语专业学生运用英语进行论文写作能力的目的出发，本书内容共分9章：第1章为序言，简要介绍研究与研究论文的定义；第2章介绍论文写作的一般过程与步骤；第3章介绍论文包含的各个主要部分及其结构；第4章介绍论文的语言特点和文体风格；第5章介绍英语写作的技巧，其中涉及英语论文写作者常常忽略和经常感到困惑、容易出错的地方；第6章专论标点符号，讨论常用标点符号在各种情况下的一般使用规则；第7~9章讨论引文和参考文献的三种常用格式。其中，第7章介绍美国现代语言学会（MLA）格式，第8章介绍美国心理学协会（APA）格式，第9章介绍美国芝加哥大学出版社采用的芝加哥格式（Chicago Style）。

为改变目前英语论文写作能力训练的书籍大多用中文撰写，不适应英语专业高年级教学需要的现状，本书用英文撰写，以切合英语专业高年级教学的实际需要。本书既涉及选题、发掘材料、收集资料、提炼主题、确定写作提纲、撰写初稿、修改与定稿等具体写作过程，也涉及引文、注释、参考文献等写作规范；既介绍如何引用书籍、期刊等纸质文献，也介绍怎样引用网络文献；既介绍 MLA 的格式要求，也介绍 APA 和 CHICAGO 的格式要求。本书内容丰富，资料性强，既可作为英语专业本科教材使用，也可供其他英语研究者写论文时参考。本书强化直观性，突出实用性，每个部分之后均编写了相关练习供学习者复习巩固之用。同时，本书在9章内容之后还设计了“综合练习”，为学习者提供了 MLA、APA 和 CHICAGO 三个常用写作规范的对比实例，供学习者比较分析和写作时模仿。本书习题内容丰富，形式多样，针对性强，答案简明准确，既便于平时个人自学，也便于课堂讨论和讲解使用。

本书可供一个学期使用，建议安排 20 个学时左右完成学习任务，使用者可根据实际

情况灵活挑选学习内容，掌握学习进度。

本书由张秀国、王伟、焦立东编写。张秀国负责制定编写原则和全书的整体设计，编写了第1~6章、第9章的9.2节及“附录”、“参考文献”、“索引”和“综合练习”中APA、CHICAGO格式的习题解答，并通读了全书；王伟编写了第8章和第9章的9.1节；焦立东编写了第7章、“综合练习”的习题和MLA格式的习题解答。在编写过程中，我们广泛参考了各种书籍，在此向各位专家学者对本书的形成所做出的贡献致以崇高的敬意。本书的出版得到了江苏省教育厅和淮阴师范学院的资助，在此我们表示诚挚的谢意。同时，我们还应该感谢清华大学出版社、北京交通大学出版社的大力支持，特别要感谢张利军编辑，是他的鼓励与支持使本书能够在较短时间内与广大读者见面并发挥作用。

由于编者的水平有限，书中肯定存在不少疏漏和欠妥之处，欢迎广大读者和同行批评指正。

编者

2007年5月

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Chapter

Introduction:

Research and Research Paper

1.1 What Is Research?

The English word *research* not only derives from the French *cerchier*, which means “search,” but also from the Late Latin *circare*, which means “circle around, explore.” As its name implies, “research” is a way of exploring a subject by circling carefully around it, a process that the editors of the eleventh edition of the *Encyclopedia Britannica* identify as all “investigations [...] based on sources of knowledge.”

Research is absolutely vital. Without research, “no authoritative words could have been written, no scientific discoveries or inventions made, no theories of any value propounded,” and thus the world would have come to a standstill. Research is a common thing — permeates our life. Work in many professions — news reporting, law, medicine, police detection — relies heavily on research. You act as a researcher whenever you investigate something — whether a college, a course, a TV program, or a portable computer — by reading up on it, discussing its features with your friends or experts. Even before you decide to buy a pair of sports shoes, you will check several stores to see what is in stock, how much it costs, what level is the after-sales service, and the like.

Everyone should possess essential research skills. As an undergraduate, you should know how to combine experience, observation, and new information when you try to solve a problem, make a decision, or analyze a situation. You should know how to seek out pieces of information, evaluate their usefulness, fit them all together, and then use them to make an “educated guess.” No matter what subject you study, learning to investigate, to review, and to use information, ideas, and opinions of other researchers productively will play a major role in

your development as a student. Keep in mind that research increases our knowledge and understanding of a subject. Sometimes research will confirm our ideas and opinions; sometimes it will challenge and modify them. But almost always it will help to shape our thinking.

1.2 What Is a Research Paper?

A research paper is a sort of report describing some original research a researcher has done or has been doing. It is a formal, substantial and well-documented paper that explores, discusses or analyzes some factual or theoretical questions. Learning how to write a research paper can help prepare you — an undergraduate — for assignments in your professional career. It is difficult to think of any profession that would not require you to consult sources of information about a specific subject, to combine the information with your ideas, and to present your thoughts, findings, and conclusions effectively.

In a research paper, unless your instructor specifically directs you otherwise, you should not merely review publications and extract a series of quotations from them. Rather, you should look for sources that provide new information, that helpfully survey the various positions already taken on a specific subject, that lend authority to your viewpoint, that expand or nuance your ideas, that offer methods or modes of thought you can apply to new data or subjects, or that furnish negative examples against which you wish to argue. As you use and scrupulously acknowledge sources, you should always remember that the main purpose of doing research is not to summarize the work of others but to assimilate and to build on it and to arrive at your own understanding of the subject.

Different paths can and do lead to successful research papers. Some researchers may pursue a more or less standard sequence of steps, but others may find themselves working less sequentially. In addition, certain projects lend themselves to a standard approach, whereas others may call for different strategies. Keeping in mind that researchers and projects differ, we will discuss activities that nearly all writers of research papers perform, such as selecting a suitable topic, conducting research, compiling a working bibliography, taking notes, outlining, preparing and formatting the paper, and so forth.

If you are writing your first research paper, you may feel overwhelmed by the many tasks discussed here. As you follow the book's advice on how to locate and document sources, how to format your paper, and so forth, you may be tempted to see doing a paper as a mechanical exercise. Actually, research paper is an adventure, an intellectual adventure rather like solving a mystery: It is a form of exploration that leads to discoveries that are new — at least to you if

not to others. The mechanics of the research paper, important though they are, should never override the intellectual challenge of pursuing a question that interests you. This quest or search should guide your research and your writing.

E xercises

I. Answer the following questions.

1. Do you agree that research is common in our life? Show an example in your own experience.
2. What are the important features of a research paper?
3. Why does a researcher look for sources? What is the main purpose of doing research?
4. In what way is a research paper an intellectual adventure much like “solving a mystery”?

II. Fill in the blanks with proper words.

research	assumptions	strategic	pursuit	view
objective	study	existing	application	important

Research is the creation of new knowledge. It can be categorized into three distinct types: basic, strategic and applied. Basic research is the (1) of new knowledge without any (2) about what it might lead to — essentially knowledge for its own sake. (3) research is the pursuit of new knowledge which might, in principle, have a practical (4) but without a precise (5) of the timescale or nature of the application. Applied research is knowledge which is developed with a specific (6) in mind, particularly the conversion of (7) knowledge into products, processes and technologies. Often people think of (8) in terms of science and technology, but research takes place in every area of academic (9). Research into our culture, our business practices or our economy can be as (10) as medical and scientific research.

III. Read the passage and answer the questions.

The term research has been used in so many contexts and with such a variety of meanings that it is difficult for the student to sort it all out. Much of what we have been taught about research is based on misconceptions. Teachers give students an assignment