

英语专业系列教材

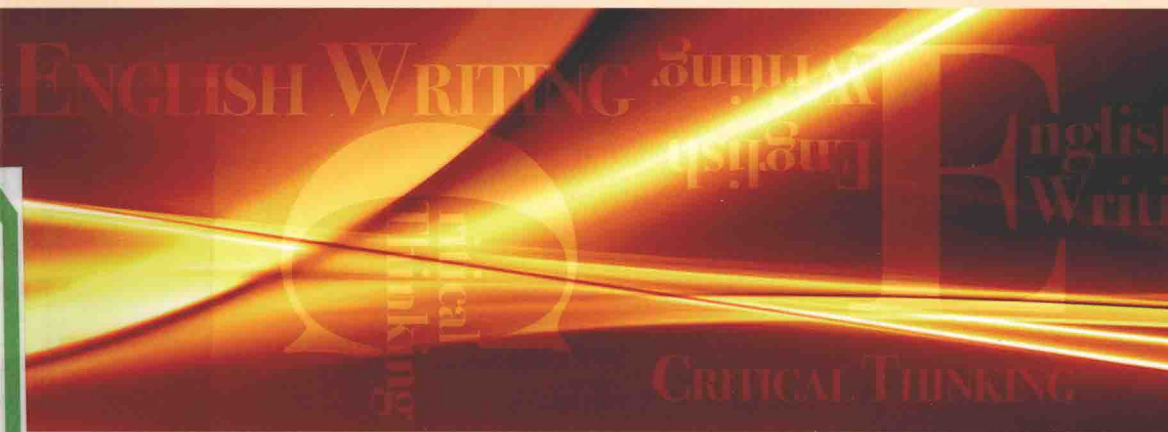
Critical Thinking & Effective Writing

高级英语写作教程

思辨能力进阶

主 编 崔珣丽
副主编 李 娟

英文主审 Carol Griffiths



清华大学出版社

英语专业系列教材



Critical Thinking & Effective Writing

高级英语写作教程

思辨能力进阶

主 编 崔珣丽

副主编 李 娟

编 者 崔珣丽 李 娟 Carol Griffiths 胡 旭

清华大学出版社

北 京

内 容 简 介

本书着眼于英语议论文写作,从写前构思、证据收集与评估、论点形成、动笔、修改等各个环节入手,引导学生一步步构建逻辑严密、词句顺达的好文章。教材始终将思辨能力的提高贯穿到写作教学过程中,并有专门的章节讨论写作中的推理和常见逻辑问题。所有讲解及案例分析都基于英语写作教学中的一线经验,同时吸收了国外写作教学研究的精华和经典范文,有的放矢,操作性强。

本书既适用于高校英语专业学生的写作课堂,也适用于非英语专业学生的选修课及有志于提高自身英语写作水平和思维能力的自学者。

版权所有,侵权必究。侵权举报电话:010-62782989 13701121933

图书在版编目(CIP)数据

高级英语写作教程:思辨能力进阶/崔珣丽主编. —北京:清华大学出版社,2016
(英语专业系列教材)

ISBN 978-7-302-44130-4

I. ①高… II. ①崔… III. ①英语-写作-高等学校-教材 IV. ①H315

中国版本图书馆CIP数据核字(2016)第139143号

责任编辑:刘细珍

封面设计:平原

责任校对:王凤芝

责任印制:刘海龙

出版发行:清华大学出版社

网 址: <http://www.tup.com.cn>, <http://www.wqbook.com>

地 址:北京清华大学学研大厦A座 邮 编:100084

社总机:010-62770175 邮 购:010-62786544

投稿与读者服务:010-62776969, c-service@tup.tsinghua.edu.cn

质量反馈:010-62772015, zhiliang@tup.tsinghua.edu.cn

印刷者:三河市君旺印务有限公司

装订者:三河市新茂装订有限公司

经 销:全国新华书店

开 本:170mm×230mm 印 张:12.25 字 数:172千字

版 次:2016年8月第1版 印 次:2016年8月第1次印刷

印 数:1~2000

定 价:35.00元

产品编号:065962-01

又是一年杨柳吐绿、桃李竞芳之时，欣闻我系教师崔珣丽、李娟带头编著的书稿即将付梓，我由衷地为她们感到高兴。这两位教师基本功扎实，肯于钻研，她们共同的特征是做事情认真，并且善于动脑、勤于践行。两位教师从 2009 年左右开始接任我系大三学生的高级英语写作课程，在实践中不断摸索，形成了一套系统的英语议论文写作教学方法。胡旭老师教学风格清新活泼，是写作教学团队注入的新鲜力量，她为书稿的整理、校对以及智学苑材料补充做了很多工作。

Carol Griffiths 博士 2006—2007 年在我校任教，期间主要从事英语写作教学工作。她为人和蔼、治学严谨、专注学术，迄今在学术期刊发表论文 20 余篇，出版著作 *Lessons from Good Language Learners* 和 *The Strategy Factor in Successful Language Learning* 等。

《高级英语写作教程——思辨能力进阶》从写作本质入手，强调写作任务的真实性和交流的有效性。书中设计的写作任务从学生的生活实践和社会实际出发，既不脱离学生认知，又在思想上具有一定的挑战性。

本书的一大特色是写作与思辨能力的充分结合。“思辨”（critical thinking）简言之指的是对事物或论断有审慎、敏锐的判断能力。具有思辨能力的人以开放的态度和探索未知事物的热情，运用良好的思维技能，在证据与理据的基础上形成对事物的判断。写作就是形成判断、阐释判断的过程。本书通过深入质询与挖掘证据、培养思维技能等环节，将写作水平提高与思辨能力进阶融为一体。写作方面的要求，如文章需密切围绕一个核心，主题句要内容饱满、具体等，也锻炼学生梳理、驾驭自己思维的能力，使其思想得到清晰、系统地表达。

说服力写作这一章通过写作内容训练，培养学生的正义感与责任意识——这是思辨能力又一重要体现。

最后，再次诚挚地祝贺几位老师及 Ms. Griffiths 的写作教材得以出版。相信通过她们的努力，将会培养出更多高质量人才。也希望此书能给其他写作教师和学生带来裨益。



2016 年春于北京体育大学

你认为写作是一件快乐的事吗？答案很可能是否定的。对于绝大多数人，哪怕是有成就的作家来说，写作是一个痛苦的过程。所以重要的是，我们要让这一过程变得有意义。太多的时候我们被误导，以为写作只是为了应付考试，套用所谓的“高分模板”，而忘记发掘自己内心的声音，忘记了写作的本意是人与人之间的交流，是观点、思想真实的碰撞。当写作者有感而发、一吐为快时，洋洋洒洒的写作可以成为乐事；即便有时为搜寻证据或遣词造句而劳心费神，但更多的时候会因自己的作品能够打动读者而快慰，此时写作就不那么辛苦了。

写作是一个对话的过程，既是自己与自己的对话，也是自己与他人的对话。与自己对话，我们发掘内心真实的想法；与他人对话，我们使所写的文章更具有说服力。对话的过程，就是我们运用思辨能力、提升思辨能力的过程。

本书着眼点是英语议论文写作，全书围绕如何能写出逻辑严密、词义顺达的文章而构建。内容主要包括写前构思、资料收集、论据与观点整理、文章结构、主题句写作等方面；其中贯穿始终的是思辨能力的养成，并且有专门的章节讨论推理及写作中的常见逻辑问题。书中给出大量的学生写作实例和优秀范例分析，阐释如何增强思辨能力，并运用这种“魔法”般的能力切实提高我们的写作水平。

掌握了议论文、尤其是说服力议论文的写作技巧，可以说便掌握了生活与工作中一把必备的金钥匙。全家人一起讨论去哪儿度假，面试时如何展示自己，工作中的各种报告与展示，家庭纠纷的解决，这些都需要我们有思辨、推理、论说与说服的能力。有经验的人士曾经这样评价高校学生：文章写得好的人做什么事情都做得比较好。

本书共分 12 个单元，根据我们多年的写作教学经验，内容基本上按照学生的接受能力和文章质量逐步提升的顺序排列（参见目录）。例如，写作的第一步是对话题有充分的了解，从不同的角度追寻问题的本源，发掘本质意义，建立合理观点（Units 1 & 2）。学生应尽早树立这样的意识，即一篇文章需要并且只能

有一个核心观点 (Unit 3)。写作与思辨中一项重要技能是区分观点与事实, 强调用充分的证据证明观点 (Units 4 & 5)。在学会驳论 (Unit 7) 之前, 学生先学会做好立论 (Units 1-6)。避免逻辑谬误 (Units 8 & 9) 可以大大增强文章的说服力。在经过充分的证据、逻辑等以理服人的训练后, 我们进一步讲解说服力文章还要从情感等方面向受众发出全方位的呼吁 (Unit 10), 达到最大的效果。Unit 11 介绍了正确引用他人观点的方法, 实现思辨和科学精神相统一。Unit 12 则根据我们多年教学的经验, 从语言运用角度总结了中国大学生英文写作容易出现的短板, 并且给出了应对方案。

我们的教学设计是一个学期 16 个教学周, 每周 2 学时。第 2、4、5、10 单元内容一般各需两周时间, 第 12 单元的内容可以渗透在平时学生习作点评之中, 不必占用单独的授课学时。最后再留有一周复习答疑时间。教师可以根据学生的领会情况和作文中出现的具体问题, 对各部分内容讲授的先后顺序和时间分配进行调整。

本书也适合学生自学使用。学习者在使用本书掌握了英语议论文写作手法、增强思辨能力之后, 对于其他文体的写作, 也会一点就通, 迅速上手——因为他们已经透彻理解了写作的根本目的, 并掌握了行之有效的思考方法。

本书中用到了我们教学过程中收集的一些学生写作范文, 还有部分阅读文章是从不同的出版物中选摘的, 在此对这些文章的作者一并表示感谢。由于时间关系, 我们未能取得所有这些作品的使用许可, 如有必要, 请这些作品的作者或原出版方与本书的编者或出版社取得联系。*

编者

2016 年春

于北京

* In composing this book, we have used some students' writing samples and have taken articles from various publications as reading material. We hereby extend our sincere thanks to all the authors. Due to the time limit, we have not been able to get the permission for reproduction of all the works. If necessary, the authors or the original publishers of these works can contact us or the publisher of this book.

目 录

Foreword 序	iii
Preface 前言	v
Unit 1 Prewriting and Brainstorming (提笔成章?)	1
Unit 2 Asking Questions: The Way to Critical Thinking (思辨能力之养成——质疑)	11
Unit 3 Writing with a Clear Focus (到底要说什么?)	29
Unit 4 Opinions and Facts (观点与事实)	47
Unit 5 Evidence (证据)	61
Unit 6 Reasoning Skills (如何推理)	77
Unit 7 Refutation (如何做好驳论)	93
Unit 8 Logical Fallacies (I) (避免掉进逻辑谬误的陷阱之一)	109

Unit 9 Logical Fallacies (II)	
(避免掉进逻辑谬误的陷阱之二)	123
Unit 10 Persuasive Writing: Appealing to the Whole Person	
(说服力写作: 全方位动员)	141
Unit 11 Referencing	
(引用与引文格式)	159
Unit 12 Common Errors in Chinese Students' Writing	
(这些错误你也有吗? 我们来避免!)	173
Appendix Writing Clinic	
(写作问题诊所)	185

1

[illegible]

*A writer who waits for ideal conditions
to begin writing which to work will die without
writing and on patience.*

— Kurt Vonnegut (1922–2007)

Learning Outcomes

In this unit, you will learn to

1. brainstorm and generate ideas about a given topic;
2. gradually focus on one idea; and
3. accentuate that idea throughout your writing.



Key Ideas

The first step in writing is probably to decide what to write about. A common reaction to a writing task is “Gee, I have no idea about it” or “I don’t have any idea that really counts.” The truth is, anyone can find some ideas that are interesting and worth sharing. What we need is a proper brainstorming process and a bit more confidence. Let me tell you a story about how students can be helped to find an idea that really counts.

It was the first writing class of a new semester. I asked the students to share their vacation experiences. I encouraged them to try to recollect as many memories as possible by giving them clues such as *the funniest moment, the best time, an unforgettable event, a lesson I have learned, a new skill that I have mastered, a sad occasion*, etc. Hence, the students started using prewriting techniques—freewriting, clustering or listing to brainstorm. They were urged to generate as many ideas as possible describing what they did or what happened to them during the previous vacation. They were told not to worry about grammar or spelling at this point, just quickly to put down as many ideas as possible on paper.

Then I asked them to choose one from those ideas to describe to their study partners. You bet they would choose the most impressive or meaningful thing to talk about. After that, I asked them to write a paragraph about that event.

It was a simple activity, but it clearly demonstrated the process of generating ideas, narrowing down (finding a topic), working on it and making it a complete piece.

Easy as the task may seem, many students still had trouble choosing a worthy topic to talk or write about. They would say, “I went back to my hometown/I stayed at school to attend a summer course, but nothing in particular happened.”

Familiarity breeds contempt? Now, it is time to stop devaluing yourself or things around you.

It so happened that I invited a girl to come to the front and share the most valuable lesson she had learned (we focused on that aspect during the brainstorming exercise) before I gave the whole class time to put their chosen event on paper. She started timidly by saying “I had an ordinary life last vacation. Nothing extraordinary happened. I just stayed on campus and took some courses with New Oriental School.” Then she hesitated, “It might be a trivial detail but what impressed me most were two Japanese girls in the class. They wore heavy make-up and had weird hairdos. At first I thought they must be people with strange attitudes and I tried to stay away from them. But later on I discovered they were polite and hardworking. Getting to know them made me realize this: Never judge people according to their appearance.”

I couldn’t believe my luck that she came up with such a good example. What she learned was not trivial at all. It was a great lesson. And the way she presented it was typical—we do not believe things of real value will happen to us, done by us or have anything to do with us. We have been living in a culture of self-denial for so long that we forget those trivial things happening to us amount to grave importance in life. We do not have life-changing experiences every day, probably

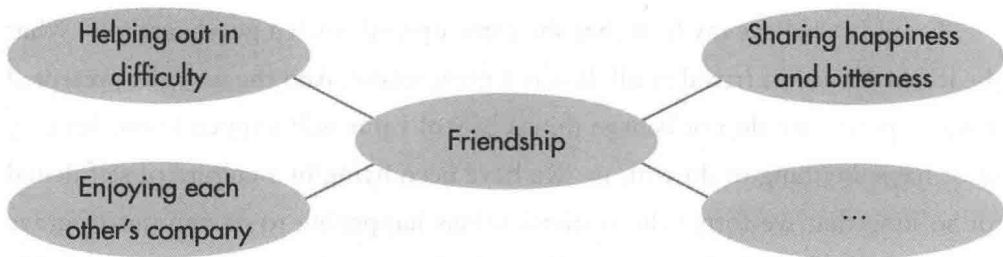
not even for years. It is those so-called “petty” “little” “trivial” things that count, that help shape us into what we are. And we, full persons to be respected as anyone else, count as well.

Unstructured Techniques for Generating Ideas

When it comes to prewriting, most writing guides will talk about the techniques mentioned above: freewriting, listing or clustering. *Freewriting* is an effective way to generate ideas for topics that affect you personally. Similarly, *clustering*, *diagramming* and *listing* are good ways to generate ideas too.

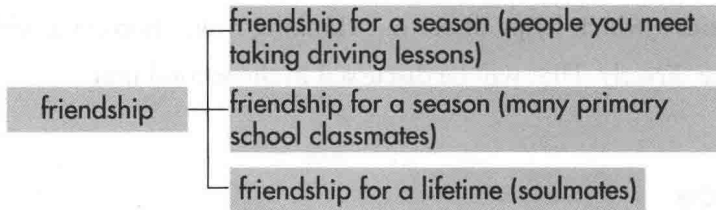
Things seem to be fuzzier with argumentative writing, which may be less personal and more challenging. The most obvious step to take with controversial topics is to brainstorm a list of pros and cons and see which outweigh which. Then where do those pro and con ideas come from? Not having enough ideas is precisely most students' problem. To deal with this problem, we may break the writing task into several more accessible sub-tasks and freewrite or brainstorm on those smaller, easily accessible tasks.

Let's take the TEM-8 writing task “Does Financial Disparity Affect friendship?” for example. It is a good, debatable topic. What stand do we take? What evidence could we give? Before we reach a conclusion, we may brainstorm on the following smaller topics: What is friendship? What activities do friends do? What shows that two people are in a relationship that could be called friendship? If you use the clustering technique, you may come up with a graph similar to this:



Clustering

Or you may classify friendship in a different way, using a different graphic organizer:



A linear diagram

The next step is to examine which components/types of friendship are or are not affected by money. If you focus on the point that friends are people who enjoy doing things together, you may conclude that money matters. Richer people and poorer people tend to go to different places for fun activities; they buy different products and are likely to have totally different lifestyles. They will probably drift away from each other due to financial inequality.

If you decide to start from the understanding that true friendship is only possible between good men (Cicero, *On Friendship*) and that perfect, long-lasting friendship is based on goodness (Aristotle), you would probably agree that money does not matter. Both wealthier and poorer people can be honest, righteous and can devote themselves to a worthy cause. Here the Marx and Engels story fits in. You may reason that true friendship is rare and true friends are not to be estranged by financial gap.

To sum up, those wide-spread prewriting techniques help. We may freewrite to brainstorm and generate ideas, and we may use graphic organizers such as a cluster or a diagram to plan, expand and organize our ideas. For complicated argumentative writing tasks, breaking down the topic into several sub-concepts and brainstorming on those smaller topics may be helpful.

Those are called unstructured techniques because ideas may be expanded towards any direction. Experienced writers, however, often use structured techniques to help generate ideas as well. Structured techniques are based on asking questions which helps direct our thinking towards coping with the topic at hand more directly. That will be discussed in the second unit.



Practice

1. Brainstorming and paragraph writing

- 1) Brainstorm on what you did or what happened to you during your last vacation. Try to list as many things as possible.
- 2) Choose one interesting, unforgettable or valuable lesson or incident to tell to your classmates.
- 3) Write about that lesson or incident. Develop it into a paragraph.

2. Brainstorming on an argumentative topic

The Ministry of Education prescribed in the 2014-revised *National Student Physical Health Standards* that students with a PE score lower than 50% shall not receive their diploma upon graduation, applicable to high schools, vocational schools and universities. What is your opinion about the issue? Do you think it sensible to make physical performance a prerequisite for a university degree?

[You may try breaking down this topic into smaller concepts and brainstorm on each of them in relation to the larger question.]



From Reading to Writing

Read the sample student essay on the topic “Does Financial Disparity Affect Friendship?” and answer the questions after it.

Financial Disparity Can Pull People Apart

by Agnes Wang

It is a well acknowledged truth that friendship is one of the few things in the world that you cannot purchase with cash or your credit card. It is also undeniable that friendship is one of the most precious and cherished emotions that human beings are capable of. It is usually right that when we choose our friends, we may consider their characters or interests first. However, the financial factor can have much greater influence on friendship than you ever imagined. In fact, financial disparity can pull people apart in an unwitting but irresistible way.

If you’ve never found how financial factors work on you, there is an extremely easy way to do it. You can just find a little piece of paper and write down the names of six friends that you like to spend time together with. The chance is slim that there will be two or more millionaires in your list if you are not one yourself. In fact, you will probably find that there is not a huge financial disparity between your friends and yourself, although you may never have considered the financial factor when choosing friends. What is the cause of this phenomenon? An unconscious jealousy of people who are much richer? A hidden disdain for people who are poorer? No. The real cause behind the phenomenon works more unconsciously: People are more likely to meet people of the same economic level and be friends with them; financial disparity results in different lifestyles and pastimes.

Before children go to school, they play with their peers who live in the neighborhood. Similar house values in a certain area decide that families of children who play together are likely to have similar economic levels. When they

go to school, it is natural that children from rich families go to expensive elite private schools and children from poor families go to cheap normal schools. When people start working, they begin to make friends with their workmates, who probably have similar incomes.

In addition, people with financial disparities spend their free time in different ways. The rich dine in French restaurants, play golf, and fly to another country to get away from the heat in summer, none of which are affordable for people who are trying to make ends meet. How can people become friends if they do not have similarity in the choice of recreation and leisure?

All in all, even if most people are not aware of it, financial disparity affects friendships covertly but overwhelmingly.

Discuss the following questions after you read the sample essay.

- 1) How does the writer begin her essay?
- 2) What is the thesis statement? Where does it occur in the essay?
- 3) What major reasons does the writer give to support her thesis?
- 4) Do you find the evidence convincing? Do you have any evidence that would support a counter-argument?
- 5) How does the essay end? Does the writer forcefully state her opinion again?



Writing Exercises

1. Complete and improve the paragraph writing task in the first activity of the Practice Section. Make sure your paragraph has a clear focus.
2. Try writing a passage on the topic "Physical Performance—A Prerequisite for Academic Diplomas?".