



普通高等教育“十一五”国家级规划教材

● 大学英语选修课 / 学科课程系列教材

# 学术英语 写作教程

(修订版)

English for Academic Study:  
**Extended Writing &  
Research Skills**

■ 《大学英语选修课 / 学科课程系列教材》项目组 编



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XUESHU YINGYUXIEZUO JIAOCHENG

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## 《大学英语选修课/学科课程系列教材》

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### 《学术英语写作教程（修订版）》

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# 《大学英语选修课 / 学科课程系列教材》总前言

随着我国经济、文化、科技的不断发展,社会对大学生的英语水平提出了更高的要求,大学英语教学改革已成为社会关注的热点之一。为了推动大学英语教学改革,教育部在总结近年来教学改革经验的基础上,对2004年公布的《大学英语课程教学要求(试行)》进行了全面修订,并于2007年8月正式颁布了《大学英语课程教学要求》。与以往的《大学英语教学大纲》相比,新的《大学英语课程教学要求》从以下三个方面为大学英语教学带来了新的变化:1. 培养目标的变化。《大学英语课程教学要求》提出,大学英语要培养学生的英语综合应用能力,在坚持其通用基础学科定位的同时,提出了与专业学习相结合的专门用途英语,以及以人文、国际交流为核心的文化素质课程的定位;2. 教学思想的变化。提出了自主学习的思想,鼓励学生自主选择学习内容和学习方式;3. 教学模式的变化。鼓励在教和学的过程中使用以计算机为基础的教育技术,拓展英语学习的渠道,增加语言练习的机会,提高语言输入和输出的质量。

面对新的改革形势,我们明显感到,现行的以英语基础能力发展为核心的大学英语教材体系难以适应新形势的需要,广大师生也盼望着更多与国际文化知识、专业知识、学术交流相结合的新型英语教材,满足正在出现的大学英语的多重定位、学生自主选择学习内容和基于计算机技术的自主学习方式等变化的需要。为此,我们提出开发《大学英语选修课 / 学科课程系列教材》。

本系列教材为“普通高等教育‘十一五’国家级规划教材”,主要供完成《大学英语课程教学要求》中规定的“一般要求”后,继续学习“较高要求”和“更高要求”英语课程的学生使用,也可供研究生及广大专业技术人员学习专业英语、学术英语,提高英语综合应用能力使用。

本系列教材包括语言技能发展、跨文化交际能力发展和通用学术交流能力发展三个子系列。语言技能发展系列教程着重发展学生的通用英语技能。在该系列教材的开发中,我们将分期、分批建设若干门大学英语高级技能发展课程教材,其中包括:网络视听、翻译实践、网上阅读、高级阅读、口译技巧、应用写作等。跨文化交际能力发展系列教程着眼于扩展学生的国际文化视野,培养学生将英语作为国际交流语言使用的能力。在该系列教材的开发中,我们拟建设的教材有中西方文化概论、英语文化解读、英语演讲与辩论、跨文化交际、世界文明与文化导论、科技与人文、文学选读、经典作品欣赏、影视欣赏等。通用学术交流能力发展系列教程重在发展学生使用英语进行相关专业学术交流的能力。在该系列课程的开发中,我们将重点建设两大类别的专业学术英语课程,即A类教材和B类教材。其中,A类教材以学术研究和职业技能为基础,包括学术写作、学术会议、批判性思维等;B类教材以专业知识为基础,提供能供双语教学使用的专业通用基础教材,从而将专业学习与语言学习有机地结合起来。

本系列教材的开发是我们的一个新的尝试,新教材强调英语学习与文化学习、专业学习、学术交流和工作的结合,突出英语学习的实用性、学术性和人文性,充分反映国内外新式教学思想和理念,



## 前 言

随着我国大学英语教学改革的不断深入与发展,学生对英语学习也有了更高的要求。许多学生在本科阶段通过大学英语四级考试后,希望尽快进入选修课程的学习,如:实用写作、高级听说、英美社会与文化、报刊选读等,以便更有针对性地加强某项语言技能或提高某方面的语言能力和文化素养。从多数院校的实际情况看,为高年级或通过大学英语四级考试后的学生开设英语选修课程已成为高校大学英语课程建设与发展的一个重要方面。

为了更好地适应大学英语教学这一发展趋势以及学生的需要,高等教育出版社引进了由英国里丁大学开发、Garnet 出版社出版的系列教材 *English for Academic Study*, 该系列教材以学术性写作和阅读为主体,针对具有较好英语基础的大学生和研究生而设计,以语言运用培养为主线,以学术内容为基础。其主要特点是:

1. 选材新颖,题材广泛,内容丰富;具有强烈的时代气息;有利于拓宽学生在英语方面的视野及知识面。
2. 语言规范,难度适中,语言实践性强;适合于大学高年级学生的实际需要,能够达到《大学英语课程教学要求》的相关要求。
3. 教学内容实用,注重学术英语的培养,有利于学生较早地了解这方面的知识,为将来的工作打下相应的基础。

为了使该系列教材能够更好地符合我国大学英语选修课程的教学需要,我们在改编中做了以下工作:

1. 根据《大学英语课程教学要求》对选修课程的要求,将原系列教材合并为两册,即《学术英语阅读教程》和《学术英语写作教程》。
2. 在保持原书风格的基础上,适当增加相应的练习,以满足我国大学英语教学的需要。
3. 在所有增加的练习后面,配有参考答案。扩展写作部分提供参考范文等,以便教师和学生参考。参考答案和范文可在中国外语网下载 ([www.cflo.com.cn](http://www.cflo.com.cn))。
4. 对一些内容和有关文字作了必要的修改,使其更加符合大学英语教学的需要。

《学术英语阅读教程》和《学术英语写作教程》分别包含学生用书和教师用书;每册约需 48 学时,供一个学期使用。主要适用于本科高年级或通过大学英语四级考试的学生使用,也可用于研究生英语选修课程。本教程还适用于自修和准备到国外留学的人员。

由于编者水平有限,时间紧迫,错误和疏漏之处恐难避免,热忱欢迎批评指正。

编 者  
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The creation of these materials stemmed from the need to help international students develop the study skills necessary to function effectively on academic courses in a university context. The rationale behind the material is that students need to develop the confidence and competence to become autonomous learners in order to successfully carry out research and complete assignments, such as extended pieces of written work or oral presentations.

The development of these materials has been a collaborative effort which goes far beyond the collaboration between the authors. The materials have evolved over several years of pre-sessional teaching at the Centre for Applied Language Studies at the University of Reading. There have been significant additions from a number of teachers, who have either contributed ideas or given extensive feedback on the materials. The number of teachers involved is too large for us to mention each one individually, but they are all fully appreciated.

In something like their present form, the materials have been trialled on successive pre-sessional courses at the University of Reading since 2001. This trialling has involved almost a thousand students, and they too have provided feedback in terms of course evaluation, as well as with their responses to the tasks in the programme. We very much appreciate the contribution of students whose work has been adapted and incorporated into the materials.

We would particularly like to thank Jill Riley for her meticulous editing and typing up of the materials and Corinne Boz and Bruce Howell for their very significant contributions to the development of the accompanying on-line tasks.

Joan McCormack and John Slaght, Authors, March 2005

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# Introduction to the Skills of Extended Writing and Research

In this unit you will be introduced to extended writing and informed about the projects you will work on in this book.

## Academic disciplines on the typical university campus

There are a number of schools (or faculties) that exist on university campuses, and within these there are also departments and units (or sections). Students often have to produce a specific type of work in order to be assessed, depending on the school, faculty, department or unit they are studying in. The type of writing that students have to do also depends on the level of study: whether undergraduate or postgraduate.

## Extended writing at university: Why do students write?

Students write for a number of purposes, according to the particular requirements of their course. In many cases the topic or title will be predetermined by the lecturer, and may require the reading of recommended texts. At other times, for example, when writing a thesis or dissertation, students have to choose their own titles. Students will receive support and guidelines from a supervisor, but on the whole they are expected to work independently at this level.

The reasons why students carry out extended academic writing activities may include:

- to develop and express their ideas;
- to provide evidence to support their ideas;
- to dispute or support existing theories;
- to display knowledge.

The type of writing required by students will be determined by the purpose of the writing.

## Task 1: What do students write?

You are going to brainstorm some ideas about the kind of writing students have to do at university. This means you are going to write down some ideas about this topic. You are going to do this very quickly within a time limit, so don't worry about the accuracy of your grammar or spelling.

- 1.1 List the kinds of writing students have to do at university, without worrying about the order.

1.2 Note your ideas in the box below; one idea has been written for you.

## WHAT STUDENTS HAVE TO WRITE AT UNIVERSITY

- Reports of experiments
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

University students are often asked to write essays. These may be as short as 600 words, especially during examinations. However, undergraduates as well as postgraduates are also frequently required to write *extended essays*. A typical length for an extended essay might be 3,000 words. We sometimes refer to these extended essays as *projects*.

However, not all students write traditional-style essays. For example, in the Engineering Department of a university, students will often be expected to write *reports* on projects they have been working on during their course. Towards the end of their period of study, the same students will probably be expected to write a *thesis*. This is "a long piece of writing based on your own ideas and research as part of a university degree, especially a higher degree such as a PhD" (Cobuild 1993 *Advanced Learner's Dictionary*). Sometimes this is called a *dissertation* — "a long formal piece of writing on a particular subject, especially for a university degree" (Cobuild 1994 *Advanced Learner's Dictionary*). In the United Kingdom and Ireland, a dissertation is written for a Master's-level degree.

In certain academic disciplines, such as Applied Linguistics, Education or Sociology, students may be required to write a *case study*. A good example of a case study might be the "study of speech, writing, or language use of one person, either at one point in time or over a period of time, e.g. a child over a period of one year" (Richards, Platt & Weber, 1985). A student in an Applied Linguistics Department would probably write a case study like this.

Students also have to write *notes*: from written sources, or when attending a lecture, seminar or tutorial. Some students annotate lecture handouts, either by highlighting key points or writing notes / comments in the margins of the text, which may be useful later.

## Task 2: Types of writing

Complete the following table to help your understanding of the types of writing described above.

Type of writing	Type of student	Explanation
Essay		A traditional 600–1,000 words text written as an assignment or for an exam
Extended essay or project		
Report	Undergraduate / postgraduate	
Thesis		
Dissertation		
Case study		An account that gives detailed information about a person, group or thing and their development over a period of time

Whatever form of extended writing students are expected to do, the process will usually involve the following steps:

- gathering information from various sources;
- organising this information so that it appropriately answers the needs of the task that the writer has to complete;
- planning the text;
- drafting and redrafting the text until it communicates the information and ideas fully and clearly.

Students are expected to take responsibility for working through these steps. In other words, they should work independently to a large extent.



## Types of assessment

The writing of reports, theses, dissertations and case studies is all part of the assessment process in most academic disciplines in the majority of universities. Another form of assessment is through *oral presentations*. Presentations are normally given as part of a study project. For example, a student writing a report might give a presentation in order to "present" his or her report in a clear, concise way.

Oral presentations can be given by an individual student, or they can be group presentations. Another form of presentation is the *poster presentation*. In this case, the student prepares a visual display outlining the work or project he / she has been involved in. A poster presentation will normally be displayed during a student *conference*. Students display their work, and participants and visitors to the conference are invited to look at the display and ask the author of the poster questions about the process or information they can see. At the same time, other students will normally be giving oral presentations at the conference.

Apart from the methods of written and oral assessment mentioned above, of course, students will probably have to take exams at the end of term and / or the end of year, as well as at the end of their university studies when they take their *final examinations*.

## Writing projects

You will do most of the extended writing in this course independently, outside the classroom. Any writing that goes on in the classroom will normally be for editing purposes, when you will have an opportunity to consult your tutor and redraft your work accordingly. You will be expected to follow a *process writing* approach. This approach includes editing your work, submitting your first draft, and redrafting the project after your tutor has given you feedback.

You might also have the opportunity to take part in one-to-one tutorials with your tutor, in order to discuss your first and subsequent drafts. You will be expected to go on redrafting and revising the content of your text in order to improve it, as long as you are able to submit your final draft before any submission deadline. The final product is less important than the process you go through while writing it. Writing your project gives you the opportunity to practise the academic skills and conventions you have been learning and developing.

The project you are going to complete will be on the topic of *sustainable development*. For this project, you will be given certain "core" texts to consult. However, you will have the opportunity to carry out some independent research, because you can select *two extra texts* of your own choice from books, journals or online sources. You will need to provide hard copies of these sources for your tutor.

The aim of this project is to give you practice in finding appropriate information. Although a range of texts is available, you will need to read "selectively" in order to find information that is relevant to the task title. You will also practise note-taking from these sources and then summarising your notes effectively. You will be given advice on how to avoid plagiarism and how to acknowledge the origin of your information.

The first project in this book should be considered as practice for a second project. For the second project, you should make all the decisions about subject, topic and title, and you will carry out the research independently (including the search for appropriate sources).

At each stage of both projects, you should make best use of any tutorial sessions you may have. University staff are busy people and expect you to come with readily prepared questions and a thorough knowledge of the work you have been carrying out. Preparation for tutorials is your responsibility.

### Task 3: Analysing the task

Before beginning any task, it is important to analyse the requirements of the task so that you have a very clear idea of your purpose for writing.

Consider the following project title:

**To what extent can the problems of urbanisation be met by a policy of sustainable development?**

Discuss the following with a partner:

- a) Look at the project title above and highlight the key words / phrases.
- b) How is the title framed (e.g. statement / question / heading)?
- c) What does the title ask you to do?

### Task 4: The stages of writing a project

There are three stages in producing an extended essay or project: **planning**, **researching** and **writing up**. In each of these stages there are a number of smaller steps.

**4.1** Put the steps listed below into the appropriate stages on page 12 (*Planning*, *Researching* or *Writing up*), in the most appropriate order. Write the steps in full; do not write numbers. Note that one step can be placed in two stages.

- a) Read the first draft.
- b) Edit the draft — decide objectively whether your ideas have been expressed clearly.
- c) Think of a working title for the project. ✓
- d) Search for relevant journals / books / information in the library and on the Internet.
- e) Write down the details of your sources.
- f) Decide if you need to do more reading.
- g) Write the contents page, bibliography, title page and abstract. ✓
- h) Arrange a tutorial with your tutor.
- i) Do some reading.
- j) Decide on a topic.
- k) Write the first complete draft.
- l) Highlight / take notes of relevant information. ✓
- m) Plan the contents in detail.
- n) Work on establishing a clear focus.
- o) Make a rough outline plan of your ideas.
- p) Check that sources are available / accessible.

### Planning

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 *Think of a working title for the project.* \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

### Researching

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 *Highlight / take notes of relevant information.* \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

### Writing up

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 *Write the contents page, bibliography, title page and abstract.* \_\_\_\_\_

**4.2** Discuss your answer with another student. There is more than one possible order for the steps.



## Task 5: Starting Project 1

In Task 3, you analysed the title of the project: *To what extent can the problems of urbanisation be met by a policy of sustainable development?*

You are now going to work on this project by answering the following questions, which are grouped under the three broad headings *Introduction*, *Main body* and *Conclusion*. First read the questions.

### Introduction

- a) What is "sustainable development"? (Definition)
- b) What is "urbanisation"? (Definition)
- c) What are the problems of urbanisation? (Background information)
- d) What policies of sustainable development exist or could be introduced? (Background information)
- e) To what extent do you think sustainable development can solve the problems?  
[The expression "To what extent" allows you to give your opinion about the likely success of sustainable development policies. Your position (opinion) on this question will help form your "thesis" — that is the main argument you will present in your project.]

### Main body

- f) What specific problems are related to the lack of urban space?  
What evidence can you find for this?
- g) What specific problems are related to urban transport?  
What evidence can you find for this?
- h) What are the possible solutions to the problems outlined above?
- i) What evidence can you find to suggest that a policy of sustainable development can be successful?

### Conclusion

- j) Based on the evidence you have presented above, to what extent can a policy of sustainable development meet the current urban problems related to a lack of space and transport?
- k) Does the evidence you put together in the "main body" support the thesis you introduced in your introduction?

In the appropriate boxes on the next page, brainstorm some ideas on the above questions. At the moment, you are only being asked to guess what the answers *might* be. After this, you will have to do some reading to find out whether your guesses are correct or not. You will also be reading to find out other ideas about the topic. This reading stage is one of the most important parts of your work because you will be looking for *evidence* to support your ideas.

Write your initial ideas in the boxes overleaf. You only need to write in note form.