



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

英语学术论文写作纲要

*Effective Academic Writing in English:
An Essential Guide*

程爱民 祁寿华

上海外语教育出版社  外教社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

普通高等教育“十五”国家级规划教材

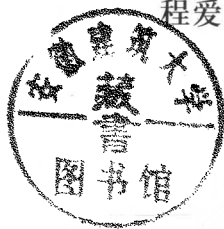
新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

英语学术论文写作纲要

*Effective Academic Writing in English:
An Essential Guide*

程爱民 祁寿华



上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



图书在版编目(CIP)数据

英语学术论文写作纲要 / 程爱民, 祁寿华编著.

—上海: 上海外语教育出版社, 2005

(新世纪英语专业本科生系列教材)

ISBN 7-81095-681-7

I. 英… II. ①程… ②祁… III. 英语-论文-写作-高等学校-教材 IV. H315

中国版本图书馆 CIP 数据核字(2005)第 039480 号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 陈鑫源

印 刷: 江苏句容市排印厂
经 销: 新华书店上海发行所
开 本: 890×1240 1/32 印张 8.75 字数 300千字
版 次: 2005年8月第1版 2006年7月第2次印刷
印 数: 5 000册

书 号: ISBN 7-81095-681-7 / H·263

定 价: 12.00 元

本版图书如有印装质量问题,可向本社调换

新世纪高等院校英语专业本科生系列教材编委会

主任:

戴炜栋

委员:(以姓氏笔划为序)

- | | | | |
|-----|----------|-----|----------|
| 王守仁 | 南京大学 | 王守元 | 山东大学 |
| 王 蕃 | 北京师范大学 | 申 丹 | 北京大学 |
| 石 坚 | 四川大学 | 史志康 | 上海外国语大学 |
| 冯建文 | 兰州大学 | 朱永生 | 复旦大学 |
| 刘世生 | 清华大学 | 刘海平 | 南京大学 |
| 庄智象 | 上海外国语大学 | 李 力 | 西南师范大学 |
| 李绍山 | 解放军外国语学院 | 李悦娥 | 山西大学 |
| 张少雄 | 中南大学 | 张伯香 | 武汉大学 |
| 张绍杰 | 东北师范大学 | 张春柏 | 华东师范大学 |
| 张维友 | 华中师范大学 | 何兆熊 | 上海外国语大学 |
| 杨信彰 | 厦门大学 | 宋渭澄 | 南京国际关系学院 |
| 杜瑞清 | 西安外国语学院 | 汪榕培 | 大连外国语学院 |
| 姚乃强 | 解放军外国语学院 | 胡文仲 | 北京外国语大学 |
| 顾大僖 | 上海师范大学 | 秦秀白 | 华南理工大学 |
| 徐青根 | 苏州大学 | 陶 洁 | 北京大学 |
| 黄国文 | 中山大学 | 黄源深 | 上海外贸学院 |
| 蒋洪新 | 湖南师范大学 | 程爱民 | 南京师范大学 |
| 廖七一 | 四川外国语学院 | | |

总 序

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了21世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国25所主要外语院校和教育部重点综合大学英语院系的50多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过150余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能

力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了“十五”重点教材规划项目。我们相信,继“高等院校英语语言文学专业研究生系列教材”之后,外教社该套教材的编写和出版,不仅会满足 21 世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴炜栋

上海外国语大学校长

PREFACE

Academic Writing* is one of the key courses for university students majoring in English in China. This course is designed to help students learn how to write a course paper and /or a BA thesis and to lay a foundation for writing more advanced academic papers in English for their future career. However, in many departments or schools of foreign languages across the country, especially in those that have been established recently, this course has been set up and taught rather haphazardly. The main cause for this situation, among other things, is the absence of a good textbook thoughtfully written to meet the special needs for this rather challenging course, hence the inclusion of this textbook in the “National Textbook Project in the Tenth Five-year Planning” authorized by the Ministry of Education.

As indicated by the title, this book is an “essential” guide to effective academic writing in English. By that it is meant that it does not pretend to cover every single one of all the important issues that are related to academic writing. That would have been a much more ambitious project with a much more “comprehensive” approach than has been adopted by this book. However, this book covers all of the *most* important aspects related to effective academic writing. Therefore, modest in scope and depth as it is, this book is “essential” — meaning a *must* — to all advanced undergraduate students, beginning graduate students, and any professionals in China who are serious about grasping the basics and improving their abilities in academic writing for an English-speaking audience.

The book is a result of collaborative work between two scholar-teachers (or teacher-scholars) drawing heavily on their own extensive teaching and writing experiences and their research work (e.g., Qi’s

* This course is also called *Writing of Research Papers in English* or *Graduation Paper Writing in English* in different universities or colleges.

Success in Advanced English Writing: A Comprehensive Guide, Shanghai Foreign Language Education Press, 2000) both in China and in the United States. Informed by current theories and pedagogies in composition studies, the book is written specifically for Chinese students and other professionals and to guide them toward success in effective academic writing in English. Therefore, it will prove more valuable to readers in China than other such guides or handbooks “imported,” wholesale, from abroad.

Another notable value of this book is the group of academic essays written by student authors collected in the Appendix. While their topics, ranging from social to literary, are treated with varying levels of depth and sophistication, these essays serve as excellent examples of student academic writing although readers should not look at them as models per se.

Finally, this book can be used either as a textbook for a semester-long advanced writing course, or as a reference book for anyone, particularly those students in self-taught programs, who may need a clear, concise, and easy-to-use guide for writing in academic settings in English.

We are deeply indebted to all the authors from whom we have quoted and to Sarah Gass, Bridget Sibthorp, Cassandra Stevenson, Brian Hancock, Frank Y. Qi, Katie Hydingler, Marita C. Masuch, Dennis DeSantis, and Alice A. Barfoot for granting us the permission to reprint their essays in this book.

CHENG Aimin
QI Shouhua
2004.8

CONTENTS

PART I GENERAL FEATURES OF ACADEMIC WRITING

Chapter 1 Academic Writing: An Introduction 3

- 1.1 Academic Writing: A Definition 3**
- 1.2 Characteristics of Good Academic Writing 5**
 - 1.2a Good Writing Calls for Critical Reading and Critical Thinking 6
 - 1.2b Good Writing Involves Thoughtful Revision 7
 - 1.2c Good Writing Is Directed Toward an Audience 8
 - 1.2d Good Writing Achieves a Clear Purpose 9
 - 1.2e Good Writing Expresses Ideas Clearly 9
 - 1.2f Good Writing Pulses with Creativity 10

Chapter 2 Kinds of Academic Writing 12

- 2.1 Writing to Summarize 12**
- 2.2 Writing to Synthesize 16**
- 2.3 Writing to Explain 19**
 - 2.3a Writing to Inform 21
 - 2.3b Writing to Explain Processes 23
 - 2.3c Writing to Explain Concepts 25
- 2.4 Writing to Argue 28**
 - 2.4a The Logical Appeal 29
 - 2.4b The Emotional Appeal 30
 - 2.4c The Ethical Appeal 30
 - 2.4d Five Basic Components 31
- 2.5 Writing to Propose 34**
- 2.6 Writing to Analyze 36**
- 2.7 Writing to Evaluate 38**

Chapter 3 The Rhetorical Context and Characteristics of Academic Writing 42

- 3.1 The Rhetorical Context 43**
 - 3.1a Topic or Subject 43
 - 3.1b Audience 44
 - 3.1c Purpose and Role 48
- 3.2 Characteristics of Academic Papers 49**

PART II PROCESS OF EFFECTIVE ACADEMIC WRITING

Chapter 4 Finding a Topic 55

- 4.1 Process of Writing 55**
- 4.2 Assessing Your Prior Interest and Knowledge 57**
- 4.3 Narrowing the Topic — Creating a Good Title 59**
- 4.4 Techniques for Inventing 61**
 - 4.4a Freewriting 62
 - 4.4b Brainstorming 63
 - 4.4c Branching 64
 - 4.4d Cubing 64
 - 4.4e Questioning or Journalistic Formula 66
- 4.5 Generating New Ideas by Critical Reading 67**

Chapter 5 Researching the Topic 69

- 5.1 Field Research 70**
 - 5.1a Observing 71
 - 5.1b Interviewing 73
 - 5.1c Using Questionnaire 75
- 5.2 Library Research 80**
 - 5.2a Library Sources and Materials 80
 - 5.2b Taking Notes 88
- 5.3 Internet Research 89**
- 5.4 Keeping Track of Your Research 92**
- 5.5 A Six-Step Approach to Research 94**

Chapter 6 Outlining 98

- 6.1 The Structure of a Paper 98**
- 6.2 Sorting Out Your Notes and Other Materials 101**
- 6.3 Outlining 101**
 - 6.3a Draft Outline 102
 - 6.3b Formal Outline 103
 - 6.3c Two Commonly Used Patterns of Formal Outlines 105
- 6.4 Formulating the Thesis Statement 108**

Chapter 7 Drafting, Revising, Editing and Proofreading 111

- 7.1 Drafting 111**
- 7.2 Revising 114**
 - 7.2a Revising for Content and Organization — Macro-revision 115
 - 7.2b Revising for Details — Micro-revision 116
- 7.3 Final Editing and Proofreading 122**

PART III STRATEGIES FOR EFFECTIVE ACADEMIC WRITING

Chapter 8 Organizing the Paper 127

- 8.1 Five Basic Organizational Patterns 129**
 - 8.1a General-to-Specific/Abstract-to-Concrete 129
 - 8.1b Specific-to-General/Concrete-to-Abstract 132
 - 8.1c Order of Importance 134
 - 8.1d Chronological Order 135
 - 8.1e Spatial Order 136
 - 8.1f Other Organizational Patterns 138
- 8.2 Introduction 139**
 - 8.2a Narrative 140
 - 8.2b Descriptive 141
 - 8.2c Preparatory 143
 - 8.2d Corrective 145
 - 8.2e Inquisitive 146
 - 8.2f Stating a Problem 147

8.2g Giving a Surprising Fact or Statistics 148

8.2h Using a Striking Quote 150

8.3 Conclusion 150

8.3a Restating the Main Points 151

8.3b Referring Back to the Thesis (and the Introduction) 151

8.3c Suggesting a Solution, Further Study, or Predicting an Outcome 152

8.3d Giving a Humorous Comment or Unexpected Twist 152

8.3e Using a Striking or Memorable Quote 153

Chapter 9 Strategies for Development 155

9.1 Definition 156

9.1a Sentence Definition 157

9.1b Extended Definition 158

9.1c Historical Definition 158

9.1d Stipulative Definition 159

9.2 Classification 160

9.2a Choosing the Principle(s) to Classify 161

9.2b Testing the Effectiveness 162

9.2c Explaining Each Subgroup 164

9.3 Example 166

9.3a Relevant Examples 167

9.3b Specific Examples 168

9.3c Sufficient Examples 169

9.4 Comparison and Contrast 170

9.4a Points for Comparing and Contrasting 170

9.4b Two Ways for Organizing Comparison and Contrast 172

9.4c Transitional Words and Phrases 175

9.5 Cause and Effect 176

9.5a Distinguishing Between Cause and Effect 176

9.5b Necessity, Sufficiency, and Mill's Methods 179

9.5c Organizing Cause and Effect Analysis 181

9.5d Transitional Words and Phrases for Cause-and-Effect Analysis 186

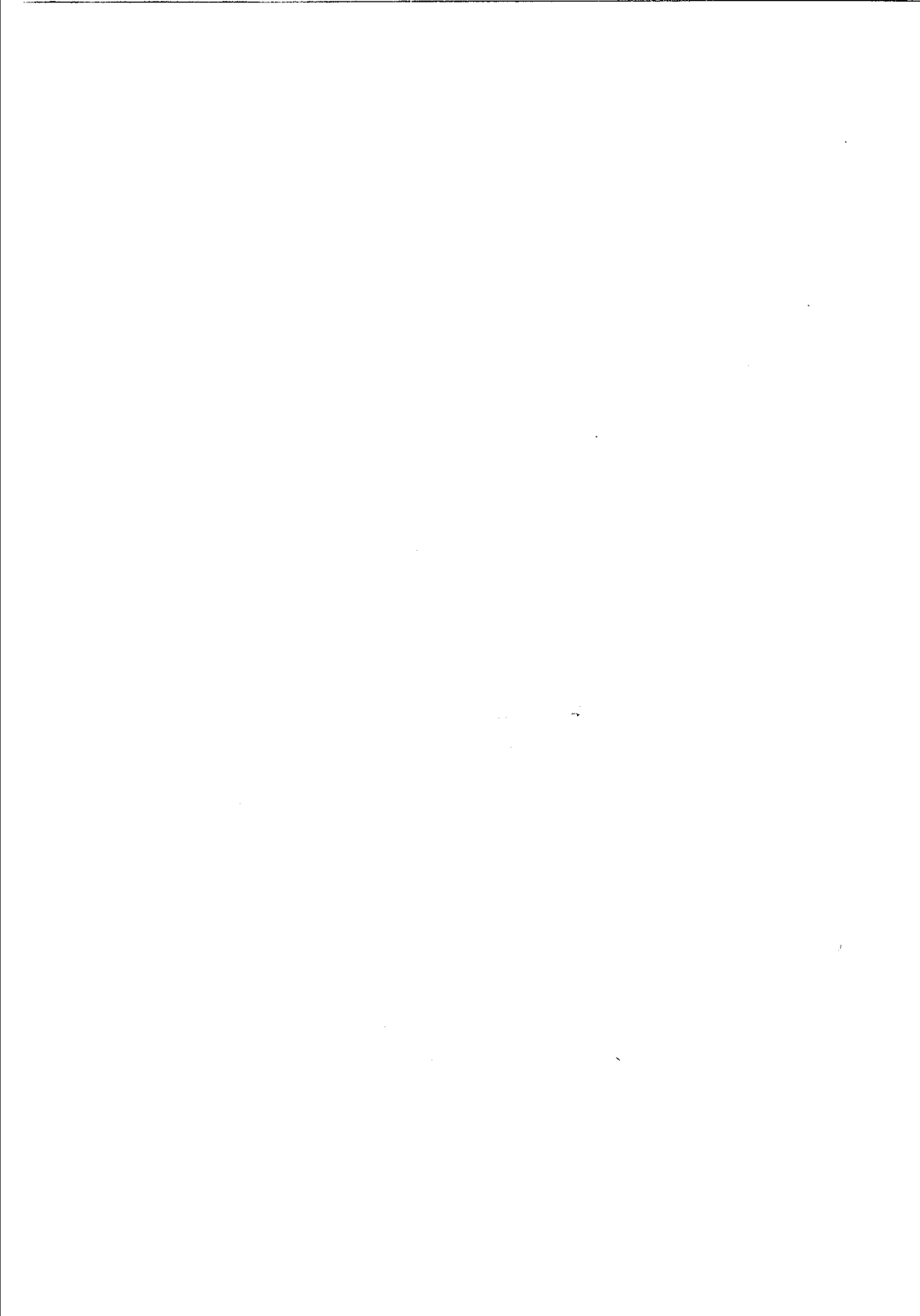
9.6 Generalization 186

9.7 Visual Elements 187

Chapter 10	Use of Sources and Documentation	189
10.1	Importance of Using and Documenting Sources	189
10.2	Three Ways to Use Sources	190
10.3	Styles of Documentation	193
10.4	MLA Style	194
10.4a	In-text Citation	194
10.4b	Explanatory Notes	196
10.4c	List of Works Cited	196
10.5	APA Style	202
10.5a	In-text Citation	203
10.5b	Explanatory Notes	204
10.5c	List of References or Bibliography	204
10.6	中文参考文献格式	210
Appendix: Sample Student Academic Writings		211
Works Cited and Consulted		263

PART I

**GENERAL FEATURES OF
ACADEMIC WRITING**



CHAPTER 1

Academic Writing: An Introduction

1.1 Academic Writing: A Definition

What is academic writing? Before trying to answer the question, let's look at the following scenarios:

It's Julong Wang's second year in the economics program at Beijing University. A talented student and fledgling economist, Julong is from a small village in a mountainous area in Shanxi Province. While surfing in new macro- and microeconomic theories, Julong has one thing constantly on his mind; the small village that still suffers from shortage of water and absence of electricity or phone services. Everyday in his mind's eye he would see his father whose back is bent by too much hard work, and whose dry wrinkled face is darkened by too much exposure to the cutting wind and burning sun. Julong still remembers the day he left home for Beijing. Father insisted on carrying Julong's bundle of things on his old back as they were walking along the little muddy path toward the first bus-stop 15 miles away. Father didn't say much that day, but Julong noticed some sadness and a sparkle of hope in his eyes. Julong wants to write an essay describing what life is like in that small village so that his fellow students would know how ...

Michelle Williams is an international student studying Chinese language and culture at the Beijing Languages University.

She has noticed some interesting and sometimes rather annoying differences in driving behavior between people in Beijing and those in her home country, the U.S. Through observations and analysis, she concludes that these differences in driving behavior can be traced to several factors: road and transportation conditions, dependability of cars, customs and habits, and mind-sets of drivers. She plans to include an analysis of this phenomenon as part of a booklet she is working on: "China through the Candid Eye of An American."

Fangfang Li, a junior majoring in English at Shanghai Foreign Languages University, is taking a course in modern art history. She is fascinated by the dreamlike imagery of Surrealist artists, particularly the fantasy land and world of dreams created by Pablo Picasso in his paintings. She is interested in knowing how Surrealist movement in the early decades of the 20th century was influenced by Sigmund Freud's concept of the subconscious, Dada, and the Symbolist movements. Finally, after extensive reading and research, she decides to write about Surrealism in art for her term paper.

Are the papers Julong Wang, Michelle Williams, and Fangfang Li plan to write "academic"? To answer this question, you have to know a bit of the debate that has been going on among professors and scholars in the United States over what sort of writing students should be doing in their college writing classes.

One side of the debate argues that the main purpose of college writing courses is to help students develop abilities so that they can write competently for other courses they are taking or are required to take, e.g., psychology, sociology, political science, anthropology, physics, and chemistry. According to that view, the kind of essay Julong is going to write about life in his home village would be considered "personal" rather than "academic." "Academic" writing, these professors and scholars would insist, emphasizes on the following:

- Summarizing or synthesizing information and ideas gathered