

新世纪大学英语系列教材（第二版）

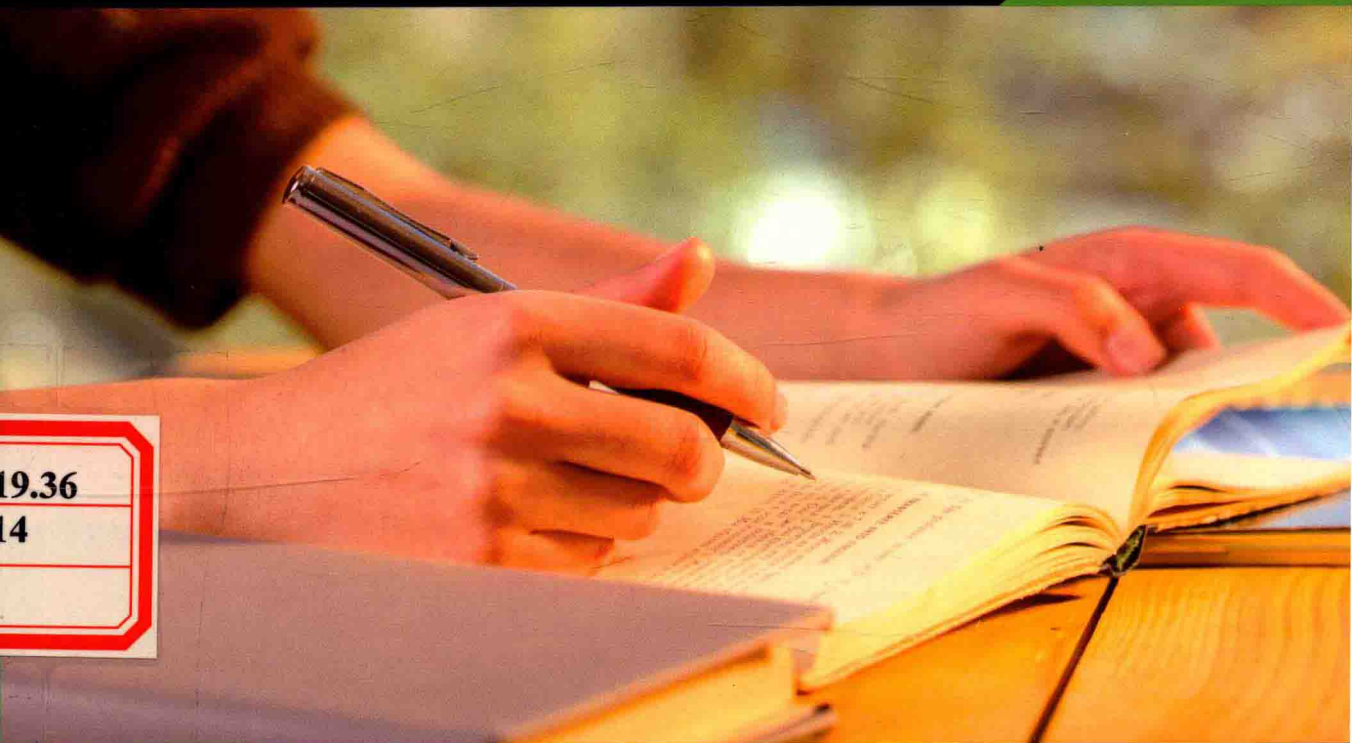
总策划 庄智象
总主编 秦秀白

• 专门用途英语课程

文科英语写作

Research Writing in
The Humanities and Social Sciences

主 编 刘海平 丁言仁



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2004年1月,教育部颁布了《大学英语课程教学要求(试行)》,提出了分层次(即“一般要求”、“较高要求”和“更高要求”)和分类指导的教学要求,进一步推动了我国高校大学英语教学全方位的改革和教学质量的全面提升。

上海外语教育出版社即于当年组织全国数十所高校启动了“新世纪大学英语系列教材”建设项目。在庄智象社长的直接领导和策划下,“新世纪大学英语系列教材”在2007年正式面世。

我们借鉴了国内外专家在教材编写上的成功经验,并充分考虑了我国大学生英语学习的需求、习惯和特点,注重编写理念的先进性、内容设计的合理性和前瞻性、质量的可靠性和竞争性;在体系设计上,系列教材集纸质图书、教辅资源、网络平台、移动学习等立体化、数字化教学资源于一体,以满足国内大学英语教学的需求。教材出版后,受到广泛欢迎,被全国近千所高校选用。教材先后被教育部认定为“普通高等教育精品教材”;入选教育部“普通高等教育‘十一五’国家级规划教材”、“‘十二五’普通高等教育本科国家级规划教材”;并获评“教育部2014年国家级教学成果二等奖”,此教学成果奖是国务院确定的国家级奖励,始于1989年,每四年评选一次,这是当年获评奖项中唯一一套英语教材。

“新世纪大学英语系列教材”的成功,与编写过程中始终秉承的理念密不可分,可归结为以下几点:

- 1) 始终把夯实语言基本功、提升学生英语综合运用能力作为教材编写的根本宗旨。教材准确把握大学英语的课程定位,突出大学英语课程丰富的人文内涵,强调实现工具性和人文性的有机统一,注重增强学生的自主学习能力,提高综合文化素养,并将提升学生的跨文化交际意识融入通用英语教学的全过程。
- 2) 教材贯彻“以教师为主导、以学生为主体”的教学理念,使教学活动实现由“教”向“学”的转变,使教学过程实现由关注“教的目的”向关注“学的需要”转变,打造以教师引导和启发、学生积极主动参与为主要特征的教学新模式。
- 3) 凸显自主学习和个性化学习理念,引导和帮助学生掌握学习策略,学会如何学习;通过开发学习者的自我潜能,引导学生学会认知、学会思索、学会交际;促使学生从“被动学习”向“主动学习”转变。
- 4) 网络课件和电子教案配套齐全,并通过网络教学平台,为学生提供丰富的自主学习资源,构建课堂教学与现代信息技术相结合的自主学习路径。
- 5) 教材参照大学英语课程综合评价体系,发挥测试对教学的正面导向作用,全面检测大学生的英语能力,重视教学过程和学习过程的评估,尤其是教学过程中的形成性测试和学生的自我评估,使之更好地为教学提供诊断和反馈信息,促进大学生英语能力的全面提高。

2014年开始,教育部组织研制并即将发布《大学英语教学指南》(下称《教学指南》)。

《教学指南》重申“大学英语课程是高等学校人文教育的一部分,兼有工具性和人文性双重性质”,并根据我国现阶段基础教育、高等教育和社会发展的条件现状,将大学英语教学目标分为基础、提高、发展三个等级,将大学英语教学内容分为“通用英语”、“专门用途英语”和“跨文化交际”三大类课程。这一“三三制”的课程结构和教学目标,凸显了分层次和分类指导的教学原则,指明了我国大学英语教学今后的发展方向。

“新世纪大学英语系列教材”(第二版)中的《综合教程》、《视听说教程》、《阅读教程》、《写作教程》和《快速阅读》、《长篇阅读》等,其1-4册定位于《教学指南》中通用英语课程,满足实现《教学指南》规定的“基础级”教学目标的需求。

我国幅员辽阔,各地区、各高校之间存在很大差异。为了适应全国不同高校的办学特点,满足不同层次学生的学习需要,“新世纪大学英语系列教材”(第二版)经过重新规划、梳理、打造,于2016年推出旨在实现《教学指南》中通用英语“提高级”和“发展级”教学目标的教材,同时推出《教学指南》规划的“专门用途英语课程”的教材,供进一步提高英语技能和满足具有拔尖创新潜质的高水平学生使用。

新推出的教材包含以下四类:

1. “通用英语课程—提高阶段”教材

《综合英语提高教程》、《英语阅读提高教程》和《快速阅读提高教程》各编写2册。“提高教程”注重词汇、篇章、语用等方面的知识传授和技能训练,引导学生开展批判性阅读,拓宽语言和文化视野,培养思辨能力。通过一年左右的学习,能使学生达到《教学指南》中规定的大学英语教学“提高级”的相关要求。

2. “通用英语课程—发展阶段”教材

《综合英语发展教程》、《英语阅读发展教程》和《快速阅读发展教程》为高校人才培养计划的特殊需求以及部分学有余力学生的多元需求度身定制。这三种“发展教程”各编写2册,注重高层次语言应用能力的拓展训练,着力培养学生英语思维习惯和人文情怀,扩展国际视野,提升跨文化交际意识。

3. “专门用途英语课程”教材

系列教材专门为国内开设学术英语和职业英语方向课程的高校编写了相关教材,其中有着力培养高级学术英语听说能力,重点发展学术英语听力与记笔记能力,引导学生掌握各种交际策略的《学术英语视听说》;有以人文社科领域论文撰写为内容主线,指导学生就一个题目进行持续性调查研究和写作修改,帮助学生打下扎实学术写作功底的《文科英语写作》;还有凸显商务英语特色,体现学科内容与语言教学目标有机结合,帮助学生提高用英语进行专业交流、从事金融领域工作能力的《金融英语综合阅读》等等。

“专门用途英语课程”教材为开放系列,我们将根据高校英语教学的不同需求,不断完善,并开发更多品种供高校选用。

4. “培养创新创业能力”教材

为适应高校创新创业教育改革新政策、立足职场实际需求,系列教材同时编写了《职场英语写作》和《职业规划与拓展》;前者立足职场创新创业实际需要,采用“项目教学法”指导学生进行包括网页编写、产品使用说明、项目报告等不同文体的写作,后者旨在帮助大学生解决职业规划和发展中必然遇到的困难,指导学生开展多样的教学活动并悉心探索自己的未来职业规划与发展方略,培养其职场交际能力。

以上四类教材供已完成基础阶段教学的高校选用,可与系列教材中基础阶段教材相衔接,也可供部分高校高端学生单独使用。

教材建设必须以实现教学目标为己任,同时推动教学模式的改革和学习行为的转变。和外语界的众多前辈一样,我们在特定的历史条件下做了一件我们认为有意义的工作。我们深信,“新世纪大学英语系列教材”(第二版)能体现《教学指南》的精神,必将更好地服务于高校人才培养和学生个性化发展的需求。

秦秀白

2016年1月7日

“新世纪大学英语系列教材”(第二版)包括了《大学英语教学指南》(下称《教学指南》)所规定的通用英语课程教材和专门用途英语课程教材,《写作教程》(*Writing as Communication*)是该系列教材的有机组成部分。

《写作教程》前四册适合基础级别的学生使用,属于通用英语课程教材,旨在培养高校学生的英语写作意识,传授英语写作基本概念,训练写作技巧,提高学生英语书面表达和沟通能力,并在此基础上带动听、说、读、译等其他能力的提高。而《职场英语写作》、《文科英语写作》则是像《教学指南》所说的那样,“以英语使用领域为指向,以增强学生运用英语进行专业和学术交流、从事工作的能力,提升学生学术和职业素养为目的”,立足于满足对英语应用能力有较高要求的学校和专业人才培养的需要,满足部分学有余力学生的多元需求。它们属于专门用途英语课程教材。正因为这两种书的目标设定和内容设计与前四册有较大的不同,它们不再需要、也无法再以写作知识和技巧为各册之间循序递进的线索,与大学英语四、六级测试也无直接关系。它们面向我国教育、文化、经济和科学技术国际化步伐不断加快的发展态势,突出英语写作与学生现在或未来选修以英语讲授的专业课程、撰写课程论文和学术报告之间的联系,强调英语写作能力与毕业后工作岗位上各种需要的结合。它们基于“特殊用途英语”(English for special purposes, ESP)及“学术英语”(English for academic purposes, EAP)之理念,分别面对职场应用和学术研究的实际问题,编写均从完成项目、办理实事的角度出发,要求学生收集资料,分析问题,组成小组,分解任务,齐心协力,写出有深度有质量的作文。

本书为《文科英语写作》(*Research Writing in the Humanities and Social Sciences*),内容为研究型论文的写作,要求学生根据自己的专业和研究兴趣自选题目,独立研究,并学会使用规范的英语书面语来报告自己的研究结果。这样的写作对学生是有一定难度的。对老师来说,要想教好,就应该针对学生的专业、论文撰写所处不同阶段,以及不同的研究问题而灵活使用教材。本书兼顾人文和社科,因此根据不同专业方向的教学对象,每个单元的教学内容可以有所侧重和取舍。再者,第二单元Writing the Body涉及到一些大部分本科学生尚未掌握的学术研究方法,教师可根据学生的专业和水平,另选一些合适的范文,帮助他们理解课文内容。

《文科英语写作》经南京大学外国语学院、大学外语部、金陵学院和南京工业大学外国语学院很多老师数年努力编写而成,部分内容还在教学中试用,但由于水平不够,问题在所难免,欢迎读者指出,以便今后修改订正。

本书除学生用书外,还配有电子教案(Electronic Teaching Portfolio)等辅助资料。编写过程中,我们得到上海外语教育出版社社长兼总编庄智象教授悉心指导和大力支持;“新世纪大学英语系列教材”编委会秦秀白、黄源深、杨惠中、石坚、黄震华、束定芳等教授审查了《写作教程》各分册选题内容;英籍专家Anthony Ward先生对教材英语文字作了通读润饰;上海外语教育出版社孙玉副总编、高等教育事业部主任谢宇和责任编辑杭海等为教程的出版做了大量仔细工作。编者在此一并致谢。

编者

同十年或更长一段时间以前的情况相比,我国当代的大学教育更加国际化了。有的大学不仅有外籍教师上英语课,学生还可以选修外籍或海归教师用英语上的专业课。还有的大学学生可以出国交流或在海外学习,到英语国家(或用英语教学)的一所大学上一个或两个学期的课,再回来读完本科。在外籍教师的专业课上或者在国外大学的课堂上,英语的课程论文是必不可少的,有的老师还会要求学生提交一篇完整的学术论文。这些论文都必须符合一定学术规范和格式,而我们在一般的英语课上很少能学到这些规范和格式。

这本《文科英语写作》介绍的就是如何写好这样的研究性论文(research paper)。与我们平时英语作文课上的作文相比,研究性论文最突出的特点就是“研究”。在普通的作文课上,老师给了题目后我们往往略加思索就可以动笔了,所写的内容在动笔之前就完全在我们的头脑里。而研究性论文则要求我们收集、分析、整理素材,得出结论,然后再将这一过程和结果写成报告,换句话说,所写内容在动笔之前并不完全在我们的头脑里。譬如说我们要写一篇关于“黄宗羲定律”的论文,我们不可能不查对这位明末清初思想家的有关论述就动笔打草稿。一篇研究性论文报告的不是自己个人的思想、观点、情感,而是自己研究的结果,即使有个人倾向性,也必须有充分的事实依据。因此,写一篇研究性论文也是一个增长知识的过程,可以说,写完一篇有质量的研究性论文,你就成了所写领域的一个小小的专家。比起普通的作文,研究性论文的内容要深刻得多。即使我们将来不从事研究工作,撰写研究性论文也为我们走上工作岗位将遇到的挑战提供了很好的应对训练:在机关或者企业,写一份简单的报告也往往要作一定的“研究”,引用数据,进行分析,得出结论。

研究性论文还有一个特点,就是在报告自己的研究时还要报告别人在同一问题上已做过的研究,说明自己的研究是怎样继续(补充深入或挑战批评)他人研究的。这样做使读者清楚地看到你的结果是怎样得出的,别人给了你多少启示和帮助,你在哪些地方做出了自己的贡献。学术规范反映了学术道德,如果借用别人的观点和文字而不加说明,则是剽窃抄袭,是严重的学术不端行为。为此,研究性论文对于引用和著录参考文献有详细的格式上的要求。凡是正文中引用的文献在正文后面的参考文献中都必须著录,而凡是参考文献中著录的文献在正文中也必须有所引用。英语人文学科论文中引用和著录应该按MLA(即Modern Language Association)格式,社会科学论文中引用和著录要求按APA(即American Psychological Association)格式。

除了以上两点不同以外,要写好一篇研究性论文还要有高度的“激情”,对论文的题目

或观点要能够持续地左思右想，反复考虑，甚至为此茶饭无味、夜不能寐。写好一篇几百字的短文也需要有这样的激情，但是远远不能与写长篇幅研究性论文所需要的那种持续几周、几月的激情相比。正因为这样，写好一篇研究性论文的关键在于找到一个自己真正感兴趣的研究题目。一般说来，对某个领域兴趣越大、了解越多、阅读越多，就越容易找到一个自己喜欢的题目。

学会撰写研究性论文就是学会查找资料，分析、鉴别、判断资料，以便回答书本上没有现成答案的问题；就是学会独立思考，独立地分析问题、解决问题；因而它也是我们成长经历中的一件大事。假如进了大学以后每门课都是老师讲、我们听的模式，那么在开始学习写研究性论文时会感到一定的困难。但是只要坚持不懈，锲而不舍，就没有什么克服不了的困难。但愿我们花了几年时间编写和试用的这本教材，能成为你克服困难抵达彼岸的桥梁。

随着我国综合国力的增强和人民生活水平的提高，我们的高等教育也日趋国际化，部分大学的一些文理课程已经开始用英文授课，甚至由外国专家开设，学校积极鼓励学生参与国际学术和文化交流活动。然而目前绝大多数高等院校英语教学的内容和方法仍然滞后，难以满足社会对人才的需求。在课堂上，英语写作的讲授为了应付四、六级考试，往往引导学生背四、六级范文，按考试要求写上几百个字。学生不需要就作文题目作深入思考和研究，无须查阅资料，他们写的内容与他们的真实思想和实际应用严重脱节。这样的写作课没有给学生任何表达思想、发挥研究能力和创造能力的空间，学生没有兴趣，语言学习效率低下就很自然了。

我们希望通过《职场英语写作》和《文科英语写作》的出版和使用进一步探讨英语写作教学改革的新思路、新方法。较长时间以来，我们习惯于“老师布置学生写”，对学生如何去写则考虑较少。而实际生活中的写作往往有一个素材搜集、加工、整理、分析、思考的过程，拿到题目马上动笔的情况可能仅仅发生在考试中，这样写不可能有多少深度或多高的质量。为了调动学生的积极性，鼓励他们真正按照英语文本的规范表达、讨论、交流自己的看法，为进入工作岗位或者研究生阶段的写作打下良好基础，我们在《写作教程》后几册中，注重培养学生就一个题目进行持续性调查研究和写作修改的能力，鼓励他们认真阅读资料，分析讨论，相互帮助，写出他们最有质量、最有深度的作文。比如《职场英语写作》涉及网页、使用说明、项目报告等不同文体的写作，从内容上说往往超出了学生所掌握的信息，不收集素材不可能完成作业；从作业量上说，也超出了一个学生用一节课或者一周时间所能完成的功课。学生必须组成小组，每组选一个题目，大家分工合作，用几周时间共同完成一份作业。《文科英语写作》的内容是研究性论文的撰写，尽管这样的写作一般是由个人完成的，但写作的时间可以是几周甚至几个月，要求学生反复调查研究，反复核对修改，不可能像以往在作文课上那样拿到题目一拍脑袋，一蹴而就。

我们这样的一些做法也许可以叫做“项目教学法”，由老师指导学生确定项目，查找资料，完成各自的研究和撰写。这在许多英语国家已经不是什么新方法了。他们从小学就开始普遍使用这种“项目教学法”，叫做project approach或者project-based learning。老师让学生就一个感兴趣的题目收集和阅读大量相关资料，采访调查，分析研究，得出结论，整理成表格、图片、文字材料，向全班报告。与我们所熟悉的作文课当堂写作显著不同的是，学生在“项目”开始阶段往往并不知道自己会发现什么，得出什么样的结论。所以，完成项目的过程也是一个调查研究、增长知识、形成初步想法和不断深入思考的过程。同时，很多“项目”必须由学生组成小组连续工作相当一段时间才能完成，因此项目教学法能激发学生的学习兴趣，符合知识习得和能力培养的规律，也有利于培养学生的集体观念和团队精神。

对于英语教学来说，用项目教学法来上写作课还有一个重要的作用，就是促进读写结合。输出(output)的关键在于输入(input)，英语写作的文字水平很大程度上来自于阅读过程中对语句用法的关注度。不少学生阅读时满足于理解内容，很少去关注阅读材料的作者是如何使用语言的，这样，他们的阅读理解可以达到较高的水平，但写作水平却难以提高，读的时候看不到，用的时候想不到。项目教学法相当于二语习得理论中的输出假说，在做“项目”的时候，学生为写而读，读到的马上就用，他们会关注别人如何使用语言，从而不断掌握新的语言点，提高自己的写作水平。

用好项目教学法，重要的一点是“项目”本身要有一定的难度，必须有一定的工作量，有一定的思想深度。我们往往只想到学生必须先掌握好语言才能写好较难的题目，但实际上我们还应该同时看到：语言服务于交际活动，活动的内容有一定深度才能促使学生去积极学习语言。有深度的写作内容可以帮助学生走出“浅阅读”的怪圈，学会思考和研究，分析别人的观点，用论据支持自己的观点。在英语学习方面，有一定的难度才能使学生看到自己的差距，端正学习态度，不断取得进步。

在我们心中，《职场英语写作》和《文科英语写作》的对象是大学英语六级或者通过六级的学生，当然也适合一定程度的英语专业学生当作教材或参考书。这几册新的教材是南京大学、南京大学金陵学院、南京工业大学很多老师花了几年的努力才编写完成的，在教学科研之余挤出点点滴滴时间编写教材，不难想象所遇到的困难。同时，由于时间较紧以及我们自己水平有限，教材一定存在许许多多的问题，我们诚挚地欢迎使用这套教材的老师们对我们提出批评和指正。

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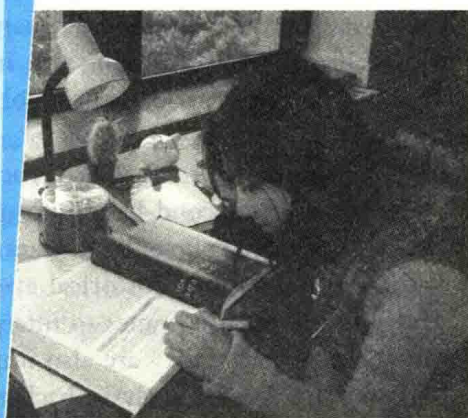
Introduction

To the student

Do you panic when asked to write a research paper? Perhaps you do, because almost everybody does. But you will agree that being able to write a good research paper in English will give you many advantages in this competitive world, where English is becoming, in a sense, a global language. Research writing becomes easier once you know how to do it. It is the purpose of this book to introduce to you the basics of “how to do it.”

These basics include:

- Essential components of a research paper
- Strategies for organizing a research paper
- Language skills you need in writing a research paper
- Proper ways of citing and referencing sources



What Is a Research Paper?

A research paper is a paper that reports the result of your research — whether it is the analysis of a perspective or the argument of a point. The *Oxford English Dictionary* defines research as “a search or investigation directed to the discovery of some fact by careful consideration or study of a subject; a course of critical or scientific inquiry.” Therefore, the paper should present the writer’s own thinking, backed up by other people’s ideas and information obtained through research; and the research results should be presented in the required format.

You have probably written in English quite a few essays that present your thoughts, feelings, and opinions. While writing these essays, you did not have to go beyond your personal knowledge or refer to any source of information. With research writing, in contrast, you have to do much research before you can develop a studied opinion. You do a lot before you start the first draft, exploring ideas, solving problems, or putting forward arguments in relation to what others have written. That is, it involves using materials beyond your personal knowledge. As a result, it requires sustained effort, interest and

patience.

Research can be classified into two basic types: primary research and secondary research. Primary research involves the collection of new data through various means such as interviews, surveys, observations, questionnaire surveys or tests. For instance, investigating changes in farmers' income in a remote village is a primary research project. Secondary research is also called library research because it is usually done in libraries where the writer searches for the information already available in previous reports, journals, books, magazines, newspapers, and online sources. Studying the real meaning of the "rectification of names" in Confucianism is a typical library research project.

Researchers in the humanities rely heavily (but not exclusively) on library research, while researchers in social sciences rely heavily (but not exclusively) on primary research.

When you write a research paper, you have to consult many sources. A source is a book, an article, a document or a person that provides you with information. There are two types of sources, primary sources and secondary sources.

Primary sources, in the humanities, are first-hand accounts, for example, historical documents (letters, speeches, and so on), literary works, archival/museum/library materials, oral histories, interview records and so on. Primary sources, in social sciences, are the data collected by the writer himself or herself through tests, interviews, observations and so on. Collecting and analyzing original data is, in fact, a major tool for social scientists in their efforts to interpret and analyze the world.

Secondary sources are also crucial for writing research papers. As the name suggests, secondary sources are the second-hand information about the subject under study, that is, any commentary about a primary source, be it a summary of an issue, an account of an event, an interpretation of a literary work or an historical event. Secondary sources are major tools for researchers in the humanities when it comes to interpreting and analyzing a text or a work of art. For researchers in social sciences, they are also important because they can provide supporting evidence for an argument, ideas for analysis, background to a problem, and evaluation and summaries of related studies.

This discussion of different types of research and different types of sources should not give an impression that research papers are wildly different. They are not. In general, they all follow certain routines and rules, and these rules are broadly similar although may vary slightly between different fields.

Types of Research Paper

Research papers can be divided into several types according to the purpose and the method employed in writing them. Most commonly in humanities and social sciences we would find:

- Historical papers
- Interpretive papers
- Analytical papers
- Argumentative papers
- Reports

A historical paper in any field of the humanities is characterized by the historical approach it uses in examining some human experience of the past to produce clearer pictures and better understanding. It presents information and analyzes events, people, places or ideas of the past. For instance, you may study patterns of math education in China in the first three decades of the 20th century.

An interpretive paper, also written in the disciplines of the humanities, tries to interpret

the intended meaning of a text or its impact on the readers. The text can be a work in literature, history or philosophy. The writer makes a claim as an argument and then supports the claim by citing evidence from the text. Such a paper often asks and answers questions about *what*, *why* and *how*. For instance, the Declaration of Independence was an important document in U.S. history, but why was it written the way it was? You may interpret the document little by little to reveal how it served the interests of certain people.

An analytical paper, as its name suggests, makes extensive analysis about a subject. The writer breaks down the topic into parts and examines each in detail through careful analysis. Different from an argumentative paper, the means to achieve the goal in an analytical paper is objective analysis instead of opinioned argument. The writer analyzes the strengths and weaknesses of a claim, and asks critical questions to evaluate the evidence. Teachers in the humanities often ask students to write such a paper about a reading he or she has finished. Reviewing a book, for instance, may require that you look into every aspect of the book and develop a paper with detailed analysis.

In an argumentative paper, the writer takes a stance and tries to persuade the readers to accept this stance by providing evidence and knocking down counter-evidence. The evidence can be other people's views, facts, data or any other information the writer has collected through research. Going back to the example of Confucianism, you may write a paper arguing that the "rectification of names" suffocated free thinking.

Reports are used widely in various disciplines of the social sciences to give an account of findings from empirical studies. A report informs the readers of an investigation, whether into a problem, a case or a hypothesis. It follows a rather fixed sequence of introduction, methodology, result and discussion, and uses clear, exact and objective language, free of emotional expressions sometimes allowed in humanities writings. For example, if you have investigated changes in farmers' income in a remote village, you should write up your findings in a report.

Task 1

Pause to review

You probably have already learned what components an essay normally has. What is the general format? How many parts are there usually in an essay? What are they? What is the function of each part? You may answer these questions in your group or with any of your peers.

What Are the Main Components of a Research Paper?

The General Format

Almost all writings share the following three-part organization:

- Introduction
- Body
- Conclusion

The Greek philosopher Aristotle said in his famous work *Poetics*: A whole is that which has beginning, middle, and end. This remark applies to research papers, too. A research paper should have fully integrated introduction, body and conclusion. While the introduction is always there for any writing, the body and conclusion parts have several variations depending on the discipline and/or the kind of paper one is writing. The historical, interpretative, analytical or argumentative types of paper usually have various ways of constructing the body part, while a report always has in the body part *methodology* and *results*, and then concludes with a *discussion*.

This textbook will talk in detail about the functions of these three parts and the ways of writing them in Units 1, 2, 3 and 4. Just briefly, an introduction is to present the background for your research — what the issue or problem is, what has been said or studied on this issue or problem, and what is the writer's view, assumption or hypothesis. For argumentative and analytical papers, the writer usually ends the introduction with a thesis statement, that is, the writer's own opinion on the topic. In the body part, the writer addresses the topic in detail, either by logical reasoning and analysis in a few or many paragraphs (or sections or chapters), or, as in the social sciences, by presenting researched information step by step until an answer is found. Then the writer concludes the topic either by summarizing the arguments and restating the thesis, as in most analytical and argumentative papers, or by discussing implications and suggesting possibilities for further research, as in experimental reports.

How to Cite Others' Work and Avoid Plagiarism

Another very important characteristic of research writing is the citations that scatter throughout the paper. By definition, a citation is a reference to a published or unpublished source that the writer uses in the writing. The source here could be a person or document that supplies information. A citation can be any of the following:

- A direct quotation of words from the source
- A paraphrase (i.e., indirect quotation) of words from the source
- A summary of the major point(s) of the source

With a quotation, you record the material exactly as it appears in the source, word for word, and you put it in quotation marks. With a paraphrase, you restate the material in your own words as you do not need the exact wording. With a summary, you mention the general idea of a large amount of material.

Providing citation is the writer's way of informing the readers where the ideas come from and where the writer's research is in the field. If a paper does not cite any outside source, it means the writer is isolated and not informed of any development in the academic community. The paper is, therefore, worthless. Besides, providing citation is also a way of acknowledging the help the writer has received during the process of research; therefore, this shows his or her integrity and honesty.

However, some students may use ideas or copy long paragraphs from a source without making any due acknowledgement, that is, without mentioning the contribution of the source. This theft in the academic world is called *plagiarism* (剽窃), that is, the use (both intentional and unintentional) of somebody else's words or ideas without giving them

credit. A charge of plagiarism in many countries can have serious consequences, including expulsion from a university or loss of a job, not to mention a loss of credibility. As students, in addition to being honest and upright, we should also learn to avoid unintentional plagiarism. There are many ways to avoid it.

Research writing follows many rules that beginning writers are not aware of or do not know how to apply, and many of these rules have to do with proper citation and acknowledgement. Familiarity with these rules and methods is critically important. Therefore, Unit 5 introduces how to integrate the language of outside sources with one's own through quoting, paraphrasing and summarizing. Units 6 and 7 will introduce, in some detail, the two most widely used styles of presenting sources, the MLA (Modern Language Association) style for humanities majors, and the APA (American Psychology Association) style for social science majors. Your research writing will be much strengthened once you grasp the skills of referencing.

What Is the Process of Writing a Research Paper?

Research writing usually proceeds through the following steps, with some steps more important than the others:

Finding a topic → Researching the topic → Narrowing it down to form a proper title → Searching for materials → Taking notes of useful information → Planning the organization of the paper → Drafting → Researching more and reading more → Keeping drafting → completing the first draft → Revising for more drafts → Editing → Producing the final draft

As can be seen, the whole process involves much research and critical thinking. Two of these steps deserve a close look here.

Finding a Good Topic

The importance of a good topic can never be overemphasized. It is the very beginning of your research writing, and a proper topic sets up the steer for the whole journey. In order to have a good title, you may consider taking the following substeps:

- Substep 1: Think of a topic that you are interested in and that you already have some knowledge about.
- Substep 2: Explore the topic from different angles (typically ask questions about *who*, *what*, *why*, *how*, *when*, and *where*), try to understand the context of the topic, see how this topic relates to other things that you know, and then narrow it down to a more specific one that fits your purpose, required paper length and time limit.
- Substep 3: Search for related materials and see if you can find enough resources for your topic.
- Substep 4: When you have enough ideas about your topic, develop a title that reflects your thesis (i.e., your opinion). This title will also be the controlling idea of your entire paper.