高等学校英语专业规划教材

Academic Writing for English Majors

大学英文写作

Researching a Topic

主编　林奈尔

Research Writing in Context

Introduction to Cinderella

Beginning the Search for Sources

Using Background Sources

Writing from Primary Sources

A Critical Interpretation of Cinderella

A Critical Response to Bettelheim

Broadening the Debate

Contemporary Transformations of Cinderella

Beginning the Research Journey

Tests and Trials on the Research Journey

Supreme Ordeal and Return

第4册

南京大学出版社

丛书总主编　丁言仁　赵文书

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前言

这套英语写作系列教材的编写遵循部颁高等学校英语专业英语教学大纲的精神，努力满足英语专业本科阶段不同年级写作教学上的需要，旨在帮助学生在毕业时能够用英语写出高质量的毕业论文。我们希望，写作教学在训练学生的英语书面表达能力的同时，培养和提高学生独立从事科研工作所需要的分析和解决问题的能力，为国家经济建设和教育发展输送高质量、高水平的英语人材。

目前已经出版的英语写作教材不少，但大多是独立的一册教材或英语写作手册，缺少一套贯穿英语专业本科阶段的全程教学、相互衔接、适合课堂教学使用的系列教材。我们编写这套教材的目的之一就是要填补这一空缺，为英语专业的学生提供一套由浅及深、循序渐进的写作教材，做到老师用了顺手，学生用了有效。为了使这套教材真正对教学起到帮助作用，我们想说明下面几个问题。

书面表达能力是英语专业学生综合素质的一项重要指标，目前越来越受到重视。对于英语专业写作课的教学，大纲已作了规定和要求，但各个地方、各个学校在执行上因具体情况的差别而又各不相同。有的高校新生一入校就开写作课，有的则要到一年级下学期或者二年级才开写作课。在教学进度上各校也不一致，有的因课时不足，不能切实完成大纲所规定的教学任务，学生在撰写学术性的毕业论文时感到有很大困难。同时，大纲本身也有一个在实践中不断完善、不断适应学生毕业后工作需要和国家经济建设快速发展需要的问题。

这套教材大致上第一、二、三册分别供大学一、二、三年级使用，第四册则供四年级使用一个学期。对于一年级下学期才开设写作课的学校来说，第一册的一部分也可供二年级使用，第二、三册也可分别供三、四年级使用。当然也可以适当压缩内容，将第四册提前到三年级使用。为了帮助学生适应英语专业四级考试和八级考试对写作的要求，我们在第二、三册里又分别包括了相应的应试写作内容和相关练习。

一般的说来，本科阶段英语写作的学习要上两个台阶、过四道关口。第一个台阶是写记叙文、说明文和一般的议论文，学生上这个台阶就是要用英语写出他们在中学的汉语写作中已经熟悉的各种文体。这里的两道关口，一道是克服畏惧心理，敢于用英语写作，能写得出；另一道是学会用规范的书面英语来写作，要写得好。第二个台阶是写大学本科阶段专业学习所必需的课程论文、科研报告和毕业论文。这里也同样存在着“写得出”和“写得好”这两道关口。

由于学生在这四道关口上所面临的困难不尽相同，写作课的教学也应有不同的侧重，这套教材教学内容的分配在一定程度上反映了这些不同的侧重点。总的说来，第一册重在帮助学生打消顾虑，敢用英语表达自己的思想，能用常用的文体表达自己的思想；第二册则在学生已经能写得出的基础上，帮助他们学会使用规范的英语书面表达，并进一步训练常用的语言修辞和篇章修辞技巧，更深入、更有效的表达自己的思想。第三册的重点是议论文写作，特别是学术性议论文的写作，旨在提供初步的学术论文写作训练，使学生敢于并能够写出学术性的文章，表达和论证自己的观点；第四册侧

重增强学生对研究过程的了解和对学术论文写作规范的把握，帮助学生把学术性文章进一步写清楚，并且能写得深入、写得规范，最终能够顺利进入毕业论文写作阶段。

各学校的教学情况有自己的特点，任课老师在教材内容的选用上应该有很大的灵活性，不必拘泥于教材的每一章、每一节、每一个练习，可以根据学生的具体兴趣和要求，对于书中的练习，有的可做深，有的可做浅，有的可多做，反复做，有的则可以不做，一切从教学出发，从调动学生积极性出发。写作是一个不断挖掘深化、不断修改提高的过程；如果课本上每一个练习都要做，就难免会占用过多的时间，影响到一篇作文的深化和提高。使用。当然也可以适当压缩内容，将第四册提前到三年级使用。

老师对学生帮助最有效的时机是在写作过程之中，而不是在这一过程结束之后来写评语、批分数。在写作过程中，老师可以指出问题，提出修改意见，启发学生，全程参与学生的写作过程，帮助他们写出更好的作文。因此，课堂的主要时间应该是用来评讲学生的作文，帮助他们修改第二稿、第三稿。

这套教材是原《大学英文写作》的修订本。原教材于1997年出版后，被国内多所高校采用，受到广大师生的欢迎，前后重印十多次。但原教材编写于1990年代初，其中有些写作话题和例文反映的是当时学生所关心的问题，与目前学生的兴趣不尽吻合。在修订过程中，我们对教材内容作了更新，换上了更贴近目前形势的写作话题和例文，以期激发学生写作的积极性，收到更好的学习效果。

这套教材的编写和出版得到了校、院、系各级领导的长期支持，藉此表示衷心感谢。这次教材的修订得到了南京大学出版社的大力支持，特别是出版社的杨金荣先生和董颖女士的关心，特此致谢。我们还要感谢所有给予这项工作各种支持的老师和同学，他们在使用教材过程中对教材提出的反馈意见使修订工作得以顺利进行。

丁言仁

2007年7月

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Words for the Teacher (and the Student)

This textbook was originally written for fourth year English majors. Over the years, however, it has been used successfully with various students who have completed TEM-4. Third and fourth year writing classes have used it to prepare for writing the graduation thesis and first year MA students have used it in courses in advanced writing.

The focus is not on the basic mechanics of English writing, things like paragraph organization and grammar, because technical correctness is only one part of what a university program in English writing should provide. Instead, this textbook fosters more advanced academic skills that are necessary for professional work in many fields. The aim is to teach the skills that students need to become competent thinkers who can go on to graduate study and who can solve real life problems. The textbook can help prepare students to write quality research theses and professional papers and reports of many kinds.

In our present information society, research skills have become essential. At the same time, the conditions for carrying out research are changing. Not long ago, scholars and students relied exclusively on printed resources, but now many more resources are available in electronic form in library databases and on the Internet. These technological changes plus the growing expectation that universities produce knowledge as well as convey it means that students need new skills. These skills are called information skills and include:

- Asking researchable questions;
- Making plans for finding answers to questions;
- Searching for sources that are available both in print and electronically;
- Distinguishing between authoritative sources of information and those that are less reliable;
- Scanning information to efficiently select what is useful;
- Managing large amounts of information;
- Analyzing texts of all kinds-literary, critical, popular, scientific, oral, visual, etc.;
- Recognizing and distinguishing among different theoretical perspectives;
- Appropriately summarizing, paraphrasing and quoting source materials;
- Critically reading and analyzing primary sources;
- Using secondary sources to put topics into a context;
- Citing and documenting sources in standard documentation styles;
- Assembling, integrating and synthesizing information in a way that is responsive to the research task;
- Presenting findings in ways that are attractive and consistent with accepted forms; and
- Working independently on a complex task over time.

It is our hope that this textbook will help students develop these skills and abilities, and prepare them to write a quality graduation thesis. To pursue these goals, the textbook focuses

on one topic, the fairytale Cinderella. Among the reasons for choosing this topic are these:

- Fairytales are universal and, therefore, familiar to all students.
- Fairytales are short, so students can read many of them.
- The structure and language of fairytales are relatively simple, so there are few language barriers to understanding them.
- Because fairytales are basic narratives, the issues they present are relevant to many contemporary problems.
- Because fairytales are traditional literature, most are not subject to copyright protection. That means that they are available for study even in information-poor environments.
- Secondary materials on fairytales span the range from highly scholarly to very popular, which allows students to choose materials at their reading level.
- Fairytales are told in many media including children's literature, mainstream literature, genre literature and films, etc., which allows students to develop the topic in many ways.
- The topic is relatively hot, so new materials are constantly being published. This includes everything from Hollywood films and Internet blogs to scholarly books, short stories and novels.

With these advantages, Cinderella is presented as a sample project. It is wise, when the course begins, to follow the project step by step. The emphasis in the first part of the textbook is on how to use source materials. Gradually, as students learn ways to use source materials, they are introduced to strategies for searching for and selecting sources. In working on one topic for a whole term, students are better able to assess and analyze more difficult materials they encounter as the course progresses. Students work with pre-selected research materials through Unit 9. At this point, the student is ready to plan and carry out an individual research project, such as the graduation thesis. The later chapters provide additional support for students working on research independently. This way of presenting lessons and assignments allows students to develop their skills systematically.

Projects for further research are presented at the end of each unit. Teachers can select these projects or not, depending on time available and on the needs of particular groups of students. These smaller projects can also stimulate students' thinking as they plan their individual research projects. Each project gives students a taste of a specific research methodology that they are likely to learn about more formally in post-graduate study.

In Units 10 through 12, research is presented as a heroic journey, a venture into unknown territory, a journey of discovery. We think this is a particularly appropriate metaphor for several reasons:

- It focuses students' attention on the purpose of research rather than on the form of the academic paper. This is particularly suitable at a time like our own when forms are in flux.
- It compresses what is complex (research) into a comprehensible scheme. That is, it supports insight into the process as a whole.

- It connects to popular culture texts, such as movies, that appeal to students.
- It appeals to students' desire to transcend the everyday world of their routine studies.
- It connects to deep cultural roots while supporting the use of advanced technologies.
- It highlights the potential of learning to transform the life of the learner.

- It encourages creativity and innovation.
- It enables students to see research as highly variable in form, yet universal in its basic characteristics.
- It provides a scheme, a context, in which to place specific research and writing tasks.
- It shows students what kind of help they need when they are working independently. It shows them where they can find help and how to use it.
- It presents research and research writing as a social process that benefits various communities in addition to the person who carries it out.

Among the helpers students need as they carry out their research projects are teachers and research supervisors. They are essential guides, guardians, mentors, monitors, nurturers and critics. It is teachers who issue the initial call to inquiry, and they play an essential role throughout the process from its inception to its final fruition. It is our hope in writing this textbook that it will provide them (you!) with sufficient support in carrying out this important work.

One of the teacher's roles is assessment of student work. We recommend that you stress formative rather than summative evaluation. In practice, this means providing feedback that students can use to improve their work as they go along. This is more time consuming than simply giving a grade when a student hands in a paper. To ease the teacher's burden, the textbook instructs students in peer editing. Learning how to assess their own and others' work improves their critical reading and thinking skills and lessens their reliance on the teacher for assessment. Another strategy that teachers use is to review a sample of student work for each assignment. The teacher then gives feedback orally to the whole class and provides a checklist the other students can use to evaluate their own and their classmates' work on that assignment. This method of giving feedback fits well with the portfolio method for end of term grading. Students submit a portfolio of their work, including multiple drafts of essays, along with a self-assessment. This assures that students review and assess their own work before they ask the teacher to do it.

Reviewing student work in progress has the additional advantage of reducing the possibility that students will plagiarize their papers. It means that the teacher is always reading a final paper in the context of the work that has gone before. This makes it possible for the teacher to identify problems and to intervene to prevent major errors, including documentation errors, from finding their way into the final paper.

Linell Davis

Contents

Words for the Teacher (and the Student) vi

1 Research Writing in Context 1

2 Introduction to Cinderella 12

3 Beginning the Search for Sources 22

4 Using Background Sources 33

5 Writing from Primary Sources 38

6 A Critical Interpretation of Cinderella 49

7 A Critical Response to Bettelheim 58

8 Broadening the Debate 67

9 Contemporary Transformations of Cinderella 75

10 Beginning the Research Journey 86

11 Tests and Trials on the Research Journey 100

12 Supreme Ordeal and Return 115

Research Materials

Replica of the Chinese text of Yeh-Shen 130

The Chinese "Cinderella", translated by Arthur Waley 131

Yeh-Shen, a "Cinderella" Story from China, retold by Ai-Ling Louie 132

Folktales, by Tristam Potter Coffin 136

Universality of the Folktale, by Stith Thompson 140

The Isolated Hero, by Max Luthi 145

Cinderella, by Charles Perrault 148

Ashputtle, by Jakob and Wilhelm Grimm 153

The Cat Cinderella, by Giambattista Basile 159

"Cinderella": A Story of Sibling Rivalry and Oedipal Conflicts, by Bruno Bettelheim 165

A Critique of Bettelheim, by Jack Zipes 171

A Feminist's View of "Cinderella", by Madonna Kolbenschlag 176

America's "Cinderella", by Jane Yolen 182

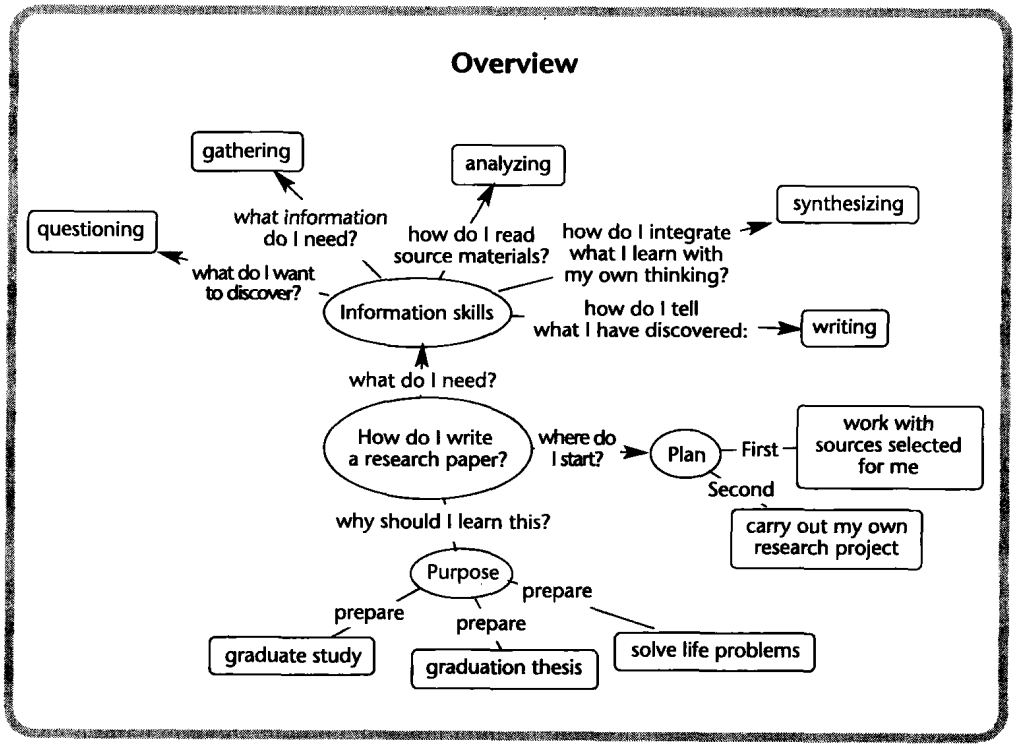
"Cinderella" by Anne Sexton 189

"Cinderella" by Olga Broumas 192

"Gudgekin the Thistle Girl" by John Gardner 193

MLA and APA documentation styles 202

1 Research Writing in Context



Looking at the diagram, the two ideas that stand out are "How do I write a research paper?" and "Information skills." These two ideas are inseparable twins. In order to write a research paper you need information skills. In this textbook you will work on building information skills and applying them to writing research essays. In the first section of the course (Units 1–9), you do not have to do much gathering, because we have included a selection of source materials for you. Units 10 to 12 are intended for you to use when you are working on your own research project from beginning to end. That is the plan—develop your skills with pre-selected sources and then use those skills and develop them further by carrying out a research project of your own.

It sounds simple, as simple as the fairy tale Cinderella, which is the focus of the pre-selected source materials. Students who worked with these materials from the first edition of the textbook soon discovered, however, that the story is not as simple as it first appears to be. In fact, hundreds—perhaps thousands—of versions of the story have been written, and experts tell us that it was told orally centuries before it was written down. Experts of all kinds, including folklorists and literary critics, have been studying the story for decades. In addition,

artists, including poets, novelists, musical composers and filmmakers, continue to retell the story for contemporary audiences. What at first appears to be simple is actually complex. It is the same with the diagram.

To explore the complexity, look at the diagram in detail. One thing to notice is that it is in the form of a graphic, a kind of picture. Representing ideas in diagrams reflects the fact that we live in an increasingly visual culture under the influence of things like television, movies and advertising. This has influenced the way people write. People do not patiently read through page after page of text as they once did. They want their information fast. These cultural developments affect how you should write. You have to consider how attractive your writing is, how quickly you can get your readers' attention, how your words look on the page, how easily readers can scan what you write, and how to use lists and charts in your writing.

Perhaps this was not what you expected from an English writing course. Perhaps you thought that the focus would be on using English correctly, writing grammatically correct sentences and finding the right words to express your ideas. These issues are important but they are not the focus of this writing course. You should pay attention to English expression especially during the drafting and revising phases of the writing process, but you will need resources beyond this textbook to help you. That might be one of your **questions**. Where do I get the language help I need to improve my writing? Good. You asked a question, one of the information skills. Now you have to **gather** information. What kind of help do you need and where can you find it? Gathering information involves searching for and selecting source materials, a skill that many Chinese English learners have not developed sufficiently. You could ask your teacher after class or you could "google" your question (use the Google search engine on the Internet). These strategies for gathering information might or might not work, but they indicate that the person using them has not developed adequate search skills. That is one focus of the writing course. You will improve your search skills.

You might bring other expectations to the writing course. Most likely you have worked on English writing in other college courses and hope to use what you have already learned. You will use most of what you learned, but you will have to reevaluate a few habits you acquired along the way. For instance, some English writing courses emphasize a three-part essay form: thesis statement, body with supporting details, and conclusion. In its simplest version, this formula is used to write a three-paragraph essay. In a more complex form, it provides the structure for a five-paragraph essay: introduction, three supporting points, and conclusion. If you have become accustomed to writing essays using this formula, it is time to reevaluate it.

To review, this is how the introduction-body-conclusion essay works:

1. It begins with an introduction that announces the writer's main idea or thesis. The introduction may also include a list of the supporting points to be discussed in the body of the essay. For example,

   Thesis: *The three point essay is bad.*
   Supporting points:
   It is artificial;

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It creates an appearance of order by dividing a topic into a small number of parts; and It encourages poor writing habits.

2. The body may be one paragraph or longer, but it should contain evidence and argument to support the thesis. For example,

   (1) *It is artificial because it is seldom seen outside the classroom and almost never used in newspapers, journals, books, or any form of academic writing.*
   (2) *Since the structure of the three-point essay is fixed, it has neither the flexibility nor the range to be useful for more complex writing tasks.*
   (3) *Because the writer can simply write what first comes to mind, it discourages idea development through pre-writing. The set structure also discourages writers from learning other patterns of organization and discourages revision in favor of mere correction.*

3. The conclusion often begins with "Thus, we see" or "In conclusion" and essentially repeats the introduction. For example,

   Thus, we see that the three-part essay is artificial, only superficially ordered, and a barrier to developing good writing habits.

That should be the one and only time you see the classic three-point essay in this writing course. What, you may ask, is the alternative? That is another good question that takes us to the issue of **analysis**, the next item on the list of information skills. What you need to do is analyze your specific writing situation. What is your purpose in writing, and whom are you writing for? The three-point essay form has a built-in assumption that we reject. That assumption is that the teacher is the main or only reader of what a student writes. Who, other than a dutiful teacher, would read one of those essays? From now on, you are expected to write for an audience of readers. That means that you need to think about who might be interested in what you have to say. You must think about what benefit your readers will get from your writing, and you must strive to make your writing attractive and readable. Your teacher is still important but only as a mentor, critic, and coach, not as your primary reader.

Another assumption built into the three-point essay is that it is worthwhile for the writer to express his or her opinions. We believe that your opinions are valuable, but we also think that you must make every effort to develop your opinions—your ideas—so that you and your readers can be confident that they are worthwhile. To do that, you have to read source materials and analyze them. The next issue is to solve the problem that you share with student writers around the world—how to **synthesize**, how to integrate your ideas with information you get from reading source materials. Once you have figured that out, it is time to write a draft of your research essay. In fact, however, you have been writing all along. You write to discover questions you want to answer. You write lists and take down specific factual information to help you search during the gathering stage of your research. You write to analyze the ideas and arguments from the source materials you read. And you write to work out how you will integrate your ideas with ideas you get from source materials.

The list of information skills in the diagram is short and simple. If you look, you can find many variations of the list of information skills that experts tell us that everyone living in today's world should master. Here is a longer list:

- defining issues and problems
- framing effective questions
- identifying information needs
- devising a research plan to address the issue or problem
- locating and selecting appropriate resources
- searching for and locating key ideas
- making judgments about the authenticity and relevance of the information
- working collaboratively with supervisors and peers
- ordering, classifying, analyzing and evaluating information
- asking open-ended as well as closed questions
- exploring alternatives and recognizing possibilities
- considering different perspectives
- seeking connections between ideas
- creating innovative solutions
- interpreting information
- comparing and contrasting ideas
- justifying points of view
- evaluating proposed solutions and their consequences
- summarizing findings
- representing information accurately, clearly and persuasively in a variety of ways
- assessing one's own and others' work
- thinking reflectively about one's learning
- setting goals for future action.

This gets us to the issue of **purpose**. Why should I learn this? One answer has already been given. Experts say that information skills are essential to survive and thrive in the modern world. That sounds good, but not necessarily convincing. In order to evaluate their opinions, you should **gather** and **analyze** more information. Your **question** is: how important are information skills in real life?

ASSIGNMENT

1. Interview someone who participates in a professional field you are preparing to enter. This might be a classmate from another department, a graduate student, a friend or relative who works in a particular field. Ask about the skills, knowledge and art needed to be successful in that field.
2. Transcribe the results of your interview into one page of notes in English, retaining as many specifics from the interview as possible. Bring your findings to class.
3. With your classmates make a list of "success factors" that combine the findings of all your

interviews. Do this by starting with one student reporting, followed by others in turn who tell what they heard that is similar to what previous students have reported and what they learned that is not yet on the list.

4. After sharing your data, compare your findings with our list or another list of information skills. Use your data as the basis for an essay on the topic of preparing for work in today's world.

Your purpose for learning research writing may be more immediate and practical. You have to write a thesis to meet the graduation requirements for your university. We have kept this practical purpose in mind while writing the textbook. You may see that requirement as a barrier to overcome before you can get on with your life. It is that, but you should take a moment to analyze the assumptions on which the requirement is based. The requirement was invented decades (maybe centuries) ago as the best way for students to demonstrate that they had become educated persons. Over the years most people have forgotten the original purpose and just follow the form. We encourage you to re-infuse the form with life. We want you to use the requirement to acquire the information skills that we hope you are convinced are necessary for your future life and work.

ASSIGNMENT

For this assignment, you work on an information skill from the previous list, seeking connections between ideas.

In your personal journal or in a class discussion, explore ways to use academic requirements such as the graduation thesis, term papers and oral presentations to help you develop the skills you will need in your future professional work.

For instance, if you anticipate a career in print or electronic journalism, you might want to develop your interviewing skills. In this case, you might decide to include interviewing in the research that you do for academic assignments. If you plan a career in teaching, you might look for opportunities to present research findings orally to an audience of classmates in seminars. The point is to look for connections between your personal goals and the academic requirements of your educational program.

Writing from source materials

Research writing involves gathering information from source materials. In this textbook, we use texts-stories, criticism of the stories, rewritten versions of the stories and background information of the type found in encyclopedias and other reference books. These are the types of source material that students typically use when they begin to do research writing, but it is also possible to use other types of source materials—films, photographs and other images, and numerical data of the type found in statistical tables and databases. You can also create your own sources through interviewing, surveying, and observing.

Often students who are new to research expect that their biggest problem will be lack of sources. In practice, however, students more often have trouble (1) finding sources that are

available, (2) choosing high quality sources from among those available, and (3) making good use of sources they do find.

Finding sources

6 In today's world, gathering information requires sophisticated search skills. Students lacking these skills are at a disadvantage, so our advice is to learn and practice these skills as you carry out your work. In recent years searching for information has become more complex because in addition to the traditional print resources located in libraries, there are now two major types of electronic sources—the Internet and electronic databases available in libraries by subscription or on CD-ROM. This means that the aids available for researchers have increased, but it also means that you need more knowledge and skill to use them effectively. Students lacking good search skills are likely to make one of two mistakes. The first is to browse the library catalogue or the shelves in the book collection looking for a title on a specific topic. Not finding a book on the topic, the student is likely to walk away thinking, "There is nothing here." The information, more than likely, is there but the student lacks the skill to find it. The second mistake is to type the topic into a general Internet search engine such as Google or Yahoo. This strategy is also ineffective because it typically yields thousands of sources, making it difficult if not impossible to select the good sources from among them.

Most students know that they must use a **keyword** to search. The problem is that one keyword is not enough. You must consider all possible words or phrases that someone might use to describe your topic; you need a list of keywords. A good way to generate a list is to search general reference sources such as the Britannica or Americana encyclopedias in the reference room of the library. While reading introductory articles you will find various terms related to your initial search term. For instance, if you look up "fairy tale," you will find that fairy tales are a kind of folktale and that folktales are a kind of folklore. You will also find the names of people who have written, collected, and studied fairy tales. You can then add these names and related terms to your list of keywords. With a good list of keywords, you can search the library catalog, specialized reference books, general Internet search sites and gateway sites, as well as print and electronic indexes to periodicals.

You also need to know how to combine and limit your search terms using what librarians call the Boolean operators of AND, OR, and NOT. For instance, if you are investigating American folktales, search for "American" AND "folktales." Another basic strategy is to limit your search to a specific subject area. For instance, if you search for "Cinderella" on the Internet, search only in the literature subject area. Otherwise, you will find websites that are of no use to you. You might find booksellers, film reviews, bridal shops and even software for doing mathematics, everything that includes the name Cinderella.

In the lessons that follow, you will learn more search strategies. For now, it is enough to know that good search skills are essential for everyone living in our information age.

Selecting sources

The next dilemma the research writer faces is selecting sources from among the many that are located. This is an important but more advanced skill, so we begin with a selection of

sources on one topic, the fairy tale Cinderella. Working with a collection of sources will acquaint you with the types of sources available and give you a chance to learn how to use various kinds of sources. The collection includes:

- a Chinese text from the Tang dynasty,
- an English translation of the Chinese text,
- a contemporary retelling of the Chinese text,
- two introductory essays on folktales,
- a definition essay on the fairy tale hero,
- three European versions of Cinderella,
- four critical essays expressing four different views on Cinderella fairytales, and
- two poems and one short story by contemporary writers.

—Altogether seventeen sources

For convenience, we categorize these as background sources (the two introductory essays and the definition essay), primary or original sources (versions of the fairy tale and modern literary retellings) and critical sources (the four critical essays). Each type of source has a place in research writing, but we encourage you to follow our example and use primary sources as much as possible.

In selecting sources, your ultimate concern will be the relevance of source materials to your research question-what it is that you are trying to discover. Usually, however, coming up with a good research question requires preliminary searching and reading. A good place to begin the preliminary work is with a reference search to acquaint yourself with what is already known about your topic. If you are taking up a topic for the first time, you are likely to be surprised by how much work has already been done on it. Realizing this, you can narrow your topic to avoid simply repeating what others have already said.

Another issue in selecting sources is quality. Evaluating the quality of a source requires **analysis**, about which you will learn more in the following lessons. For now, consider the distinction between primary and secondary sources. A primary source is the thing itself, so in the study of literature a primary source is a literary work while a critical article about the literary work is a secondary source. As a general rule, writing a quality research paper requires working with primary sources as much as possible. This does not mean that you never use secondary sources, but it does mean that you must evaluate secondary sources to determine how close they are to primary sources. For instance, if you want to interpret a version of Cinderella using the psychoanalytic theory of Sigmund Freud, you do not have to read primary sources on psychoanalytic theory, the books Freud wrote that explain his theory, but you should choose secondary sources written by experts who did read Freud's books. If you select a source written by someone who only used secondary sources, that source is already three steps removed from the primary source, and your paper will then be four steps removed from the primary source. In that case, the quality of your paper will be poor because the quality of the sources you selected was poor.

Using sources

To effectively search for and select sources, you should have an idea what you will do with them when you find them. We begin with sources already selected, so that you can learn various strategies for reading and writing from source materials. Among other things, you will learn how to question a text, how to summarize a text, how to search a text for specific information, and how to compare features of texts to find meanings in both similarities and differences. You will learn how to analyze arguments and how to integrate ideas from multiple sources to make an argument of your own. You will learn ways to take notes using paraphrase and quotation appropriately, to document sources correctly, and to distinguish between your ideas and ideas you get from your sources. Using these skills, you will learn how to synthesize what you find in your source materials with your own thinking.

In our collection of Cinderella materials, we begin with primary sources and background sources. Only after working with these sources, do you go on to read critical sources. By the time you read the criticism, you will be sufficiently familiar with the primary sources so that you can test the critics' opinions against your own reading. The critics will open up new ideas and possibilities, but by reading and studying the originals first, you will not be tempted to allow any critic to have the final word. You will also learn to notice that critics often disagree with one another. Critics bring their own assumptions, called critical theories, to their discussion of literary works and to evaluate their opinions, you need to examine those assumptions. By studying many critical opinions, we hope you will discover that there is no one right answer to the question, "What is the meaning of this literary work?" We think that meaning in a literary work is negotiable, a topic for discussion rather than a certainty. You will find that there is no final authority on a literary work or any final truth about it. There is only good evidence, good argument and good writing.

At its best, research writing is a process through which you discover and create new meanings, new knowledge and new connections. It depends on your hard work, your information skills, your thinking and your passion.

Accepted forms for research writing

Leaving forms like the three-point essay behind does not mean that you no longer have to write according to fixed forms. In academic and research writing the most important fixed forms are determined by professional organizations connected to academic fields. The Modern Language Association of America (MLA) publishes the major international standard for writing in the humanities, including literature. The American Psychological Association (APA) sets the international standard for writing in the social sciences, including linguistics and education. Their guidelines have been widely adopted throughout the world by academic journals, university publishing houses, and university departments. You can learn some of the rules for academic writing by consulting the style manuals published by these two organizations.

- Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th edition. New York: Modern Language Association of America, 2003.

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