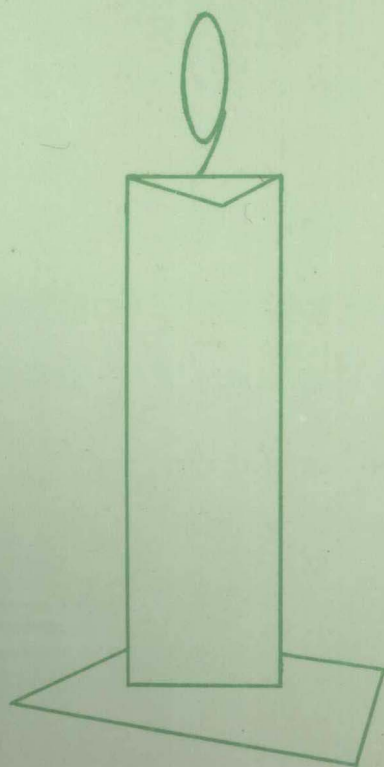


英语写作教程(下册)

Developing English Writing Skills Part II

by Janina P. Traxler



东北大学出版社

Northeastern University Press

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A NOTE OF APPRECIATION (Preface to the First Edition)

This text is the result of many types of inspiration and much work on the part of the teachers and students who used the material in its early form during the spring of 1989. This book is designed to follow Nancy Lee's Developing English Writing Skills: Part I, and it is to Nancy Lee that I owe the first word of thanks. By working under her direction during the fall semester and by doing the final editing on Part I, I was able to gain much insight into the teaching of composition to non-native speakers of English.

My greatest debt is to the composition teachers, whose corrections, reactions, and additions to the material have greatly improved it. In particular, I must thank Stephen Rhodes, from Illinois Valley Community College. His twenty-five years of experience in the teaching of composition were a great asset to the course; his suggestions significantly improved the content. Kenneth Long, China Educational Exchange Scholar in Residence and professor of chemistry at Westminster College (New Wilmington, PA) provided helpful suggestions from his perspective as a scientist. Nancy Long, China Educational Exchange Scholar in Residence and Director of the Buhl-Henderson Community Library (Sharon, PA) was also generous in her suggestions and encouragement. The other composition teachers were likewise helpful and diligent in their work: Kelly Suzanne Adkins, a graduate of and exchange student from Appalachian State University (Boone, NC); Ann Webb, a graduate student at Virginia Technological University; Bruce Rogers, graduate of Tulane University and English teacher at the Shenyang Conservatory of Music; Wayne De Fehr, China Educational Exchange teacher from Canada. This diverse and delightful group devoted many hours to correcting student papers and frequently offered creative suggestions for improving the material and helping the students.

Directing a course for which there are no prepared materials is a challenge that I could not have overcome without the cooperation members of the Program for Graduate Students at Northeast University of Technology. Professor Tang Gi Te, Director, and Teacher Ma Teng, Deputy Director, were the essential link between the composition teachers and the English department, and between my computer and the staff members who actually made the copies during the spring of 1989.

Finally, I owe a great debt to our students, whose needs and enthusiasm encouraged us to do our best for them and whose reactions to the material helped us gauge its effectiveness. Though no one relishes the careful grading which composition courses require, I felt highly rewarded for my efforts by the insights that my students gave me to their own culture and by the gratitude which they expressed. I will not forget the dedication they brought to a class taught frequently in rooms without electricity and heat or the moments of perplexity, hope, and despair we shared as we worked together during this memorable spring.

PREFACE TO THE SECOND EDITION

As I finish the revisions to this second edition, I am struck by how quickly time has passed since I completed the first edition and how profoundly that year in China has shaped my life. The experiences I had in Shenyang helped me to teach English composition upon my return to Manchester College, provided me with wonderful new stories about life in other parts of the world as I taught my French classes, and gave me a completely different way of viewing both my home culture and the European cultures with which I was already quite familiar.

The contact I have maintained with students and colleagues I met in China has helped inspire me continue with these revisions even though I have been gone from China for four years. Whenever I considered simply not doing this revision, the faces and voices of many people urged me on. I think especially of the graduate students and the colleagues in China who helped shape the first edition, Nancy Lee and Ma Teng who guided me in reconceiving the second edition, and the freshmen of 1988-89 who are now old enough to use this text. I will never forget the experiences we had together at NEUT.

With these revisions go my sincere hope that this text serve well the people for whom it was written.

August 1992
Janina P. Traxler
Manchester College
North Manchester, IN
USA

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OUTLINING

Writing an outline helps one to organize ideas before writing an essay or presentation. A good outline provides a "window" through which one can see the structure of the essay. Those who develop the ability to outline well, spend less time writing their essays, and their content is clearly organized and more precise.

There are two main types of outline entries:

1. single words or phrases
2. whole sentences

The form of an outline follows these guidelines:

1. The outline begins with the thesis.
2. Entries are arranged according to levels of importance, each level indicated by a numeral or letter.
3. Each level has at least two entries; otherwise the material is revised and added to another level.
4. A period follows each letter or numeral indicating a level, unless there are parentheses.
5. Each subdivision entry begins under the first letter of the heading for that subdivision.

Below you will find an example of an outline. This outline is abbreviated, but the detail of the first part indicates the basic form of an outline. Examine it carefully so you can do activity one, which follows the outline.

Example of an outline:

Chapter One

Thesis: A long trip requires the traveler to make plans in advance, choose the most appropriate things to take, and pack carefully.

I. Travel plans

- A. Destinations
- B. Travel papers
 - 1. Passport
 - 2. Visa(s)
 - 3. Other papers necessary
- C. Forms of transportation
 - 1. Train
 - 2. Bus
 - 3. Plane
- D. Ticket purchase

II. What to take

- A. Clothing
 - 1. Different weather conditions
 - a. Temperature
 - b. Dampness
 - c. Protection against sun
 - 2. Ease of care
 - a. Washable
 - b. Wrinkle free
 - 3. Compatibility of items with each other
- B. Personal care items
 - 1.
 - 2.
- C.
- D.

III. Careful packing

- A.
- B.

ACTIVITY 1:

Expand the outline you just examined above. The first point is done in detail, but the second and third points need more information. Add more levels of importance and add information where only the subdivision is indicated.

ACTIVITY 2:

The following items are entries in a sentence outline. Rearrange the items to indicate levels of importance and subdivisions. Use the proper form and punctuation for an outline. Also, use the numbers of the sentences as you rearrange the sentences--this will make checking the outline in class easier.

If you are unfamiliar with this information about the Great Wall, you can read two short articles on this topic in chapter six (Short Documented Paper).

THE HISTORY OF THE GREAT WALL

1. Emperor Qin Shi Huang Di, the first Qin emperor, ordered the earlier segments to be connected and extended, thus creating the first version of the Great Wall.
2. Chinese themselves flock to see the Wall.
3. It allowed rapid transport of men and equipment along the Ming frontier.
4. Foreigners are fascinated by the restored segments.
5. It was a barrier to the Ming Dynasty's northern enemies.
6. Pre-Qin kingdoms built unconnected segments for protection.
7. It increased the speed of information from the frontier to the Ming rulers.
8. The Great Wall is really several walls whose appearance and function have evolved over several historical periods.
9. The Ming Dynasty greatly shaped our modern conception of the Wall's appearance and use.
10. The modern role of the Great Wall is quite different from earlier roles.
11. Ming builders used facing stones to give the wall more stability and beauty.
12. For much of China's history, different rulers have relied on the Wall to discourage invasion from the north.
13. The Ming Wall served several functions.
14. It fell into disrepair under the Qing because it was irrelevant to Qing politics.
15. Zhu Yuanzhang, the first Ming ruler, ordered all extant segments of the Wall rebuilt.
16. Under the PRC the Wall has become an important tourist site.

ACTIVITY 3:

As you outline, indent carefully, check to see that each subdivision has at least two parts, and use the correct numeral or letter for each level of importance. The following outline has a number of common errors. Revise the outline by completing it and correcting the punctuation.

HOW TO REVISE A COMPOSITION

Thesis: Revising a composition requires attention to the logic of the organization, the quality of the expression, and the appearance of the final version.

- I. Correct errors in organization
 - A. Introduction: should end with a clear thesis
 - b. Body
 1. Points should be arranged in order of importance
 2. Each paragraph should have a topic sentence
 - C. Conclusion: should summarize the discussion
2. Correct errors in expression
 - A. Style
 1. Avoid informal expressions or slang
 - B. Word choice: Did you choose the correct word
 2. Avoid unclear vocabulary
 - C. Punctuation
 - d. Mechanics
 - a. Spelling
 - b. Punctuation
 - c. Use the correct form of pronouns, verbs, adjectives, adverbs
- III. Present the composition attractively
 1. Add a title

THE RESUME AND COVER LETTER

Resume

Your resume will present important information about you in a neat, logical outline form so that another person can learn about you quickly. It is really a list of your educational and employment facts. Avoid leaving gaps in this information; the reader will wonder if you are hiding something.

Resume and curriculum vitae:

The main difference between a resume and a curriculum vitae is that a resume is more oriented toward jobs outside of college teaching and research. In practice, the terms are used interchangeably. Resume may appear with the accents (*résumé*--it is a French term); curriculum vitae (a Latin term) may be called simply a "vita" or a "CV" and appear with or without underlining.

Above all, the resume should satisfy the needs of the reader and you, the author. Because it is short (often no more than two pages), it must focus on the information most important for the position you seek. This means that you will likely change your resume somewhat as you use it for various purposes; and you will update it frequently, at least once a year.

Below you will find an example of a student resume. Examine it carefully in order to answer these questions:

1. What categories of information are included?
2. Do you see any particular logic or order in the categories? Explain.
3. Within each category, in what order are the items arranged?
4. This is another student's resume. If you were writing a resume, would you include any other types of information? Explain.
5. Does indentation make this information easier or more confusing for you? Why?
6. Besides indenting, in what other ways does this student distinguish different items for the reader?

Chapter Two

Example: a student's resume

WANG Yi

Campus Address (until 8-92):
Box 1357
Northeast Univ. of Technology
Shenyang 110006

Home Address:
No. 5, San Hao Jia
Tientan District
Xiao Shi 123456

Job Objective: Marketing or advertising trainee
(Date available: August 1, 1992)

Education:

1989-present Northeast University of Technology
M.A.: expected July, 1992
Major: marketing

1984-1988 Jilin University, Changchun
B.A. 1988
Major: marketing

Work Experience:

1988-1989 sales representative, Zhong Jia
Department Store, Changchun.
Responsibilities included contain-
ing vendors and purchasing for the
silk department

Extracurricular Activities:

1990-1992 President, student soccer assoc.
1985-1988 Student Activities Council, Jilin
University (Vice-Pres. 1987-88)
1984-1986 Ping-pong team

Special Skills: typing, word-processing
English (TOEFL score of 640)
Russian (4 years of study)

Special Interests: Sports, travel, photography

References: Professor WU Yuan
Department of Marketing, NEUT
Shenyang 110006

Mr. HEN Duo Qian, Manager
Zhong Jia Department Store
No. 27 Zhong Jia
Changchun 987654

Proofreading

Because the resume is likely to be the first contact a prospective employer has with you, its appearance and accuracy carry a great amount of weight. The resume must contain no mistakes in spelling, usage, or fact. Have several people proofread it. It should be typed on good paper and look neat and attractive.

Those who have already completed their education and have work experience can include some different types of information in their resume. Below you will find an example of a professional resume. Examine it carefully and compare it to the student resume above. Then answer these questions:

1. What are the major differences between these two types of resumes? Can you understand the reasons for these differences? What do you not understand?
2. Share your observations with you classmates. What did you learn from hearing your classmates' answers?
3. Remember that these are only examples. Are there categories in the professional resume that could be included in a student resume? Could the professional resume include other categories from the student resume?

Chapter Two

Example: professional resume (partial)

Janina P. TRAXLER

Home:
1601 Heckathorn Dr.
North Manchester, IN 46962
Phone: 219/982-7148

Office:
Box 133 Manchester Col.
North Manchester, IN 46962
Phone: 219/982-5375

Education:

Doctor of Philosophy (1986): Indiana University. Major, French literature; minor, English literature. Dissertation: A Literary Analysis of the Thirteenth-century Prose Tristan (Adviser: E. J. Mickel)

Master of Arts (1976): Indiana University. Major, French literature

Bachelor of Arts (1973): Manchester College. Majors in mathematics and French

Employment:

Manchester College (1979-present): Professor of French

Indiana University (1978-79): Associate Instructor of French

Manchester High School (1974-78): Teacher of mathematics and French

Courses taught:

all undergraduate levels of French language, culture, and civilization

French literature (all periods and genres)

Foreign Language Methods

English composition (PRC and USA)

Freshman English (PRC)

Scholarship: I have published in American and European journals.

My work studies the Prose Tristan and its relationship to other thirteenth-century Arthurian and courtly literature.

Memberships (partial list): Modern Language Assoc., International Arthurian Society, American Assoc. of University Professors, Tristan Society

Language Skills: Native speaker of English; fluent in French; reading knowledge of German; limited knowledge of Latin and Chinese

International Experience: I have lived in France for two years and in the People's Republic of China for one year. I have also traveled throughout Europe.

Now that you have examined two different resumes, it might help to summarize the types of information that a resume should include. Use this list as a guide; as you prepare your own resume, you should choose some of the same categories and add other that fit your skills, training, and experiences.

Types of information an academic resume should include:

1. Your full name, address, and phone number. Include both temporary and permanent addresses and phone numbers. Indicate the dates for which the temporary address and phone number are valid.
2. Educational background: degrees or certificates earned since secondary school, institutions at which you studied, dates of degrees or certificates, titles of projects required for completion of degrees, name of the adviser associated with each project, and honors received. Indicate your major and minor areas of study for each degree. List the items in reverse chronology--from current to earliest.
3. Employment record: jobs you have held since leaving secondary school, especially those important to the person reading your resume. Give the job title, name of employer/organization, town, state (or province or country), dates of employment. Under the job title it is a good idea to list achievements with verbs; this will convey what you have actually done if the job title is not easily understood. Do not leave gaps in the chronology. List the items in reverse chronology--from current to earliest.
4. Courses you have taught, projects you have participated in, or other professional responsibilities you have had (committee work, administrative work not included in your employment record, etc.). This section should convey your achievements.
5. List of publications in your name (or summary if the list is long) and special lectures or conference presentations you have given; a summary of professional work in progress.
6. Record of important activities you have participated in; positions held; honors or recognition you have received for these activities. These activities will give a prospective employer an idea of what you do outside of the workplace.
7. Information about other interests; summary of your travel experience, foreign study, or other enriching experiences; languages you speak or read (including standardized test scores, such as the TOEFL); special skills you have, such as computer skills.
8. Information about your family. This is appropriate only if you are married.

9. Other information important to the person reading the resume. This might include your birthdate.
10. References: names, titles, addresses, and phone numbers of those who can verify your qualifications. Generally you should ask permission of these people before listing them.

Cover letter

A cover letter should always accompany a resume unless you personally deliver the resume to the reader. This is especially true if the resume does not specify your job goals or your interest in the particular job you seek. A cover letter is often a letter of application. Although most types of business letters will be studied in Chapter 3, we will discuss the letter of application here because a resume most often needs this type of letter to accompany it.

The Letter of Application

This type of business letter is perhaps the most important for you right now. Students most often use letters of application when they apply for a job or apply for admission to a university in another country. Below you will find the general formats for such letters and an example of each type.

As you read the first example, prepare answers for these questions:

1. Notice the parts of a business letter. What types of information does the letter include other than the "body" (the three paragraphs of the letter)?
2. What information does paragraph 1 contain?
3. What information does paragraph 2 contain?
4. What information does paragraph 3 contain?
5. Consider the order of the information in the three paragraphs. Does it seem logical? Explain.

Example: cover letter (application for a job)

P. O. Box 2468
Northeast University of Technology
Liaoning, Shenyang 110006
May 21, 1989

Mr. Li Lam
Room 01B 5/F
CITIC Building
Beijing

Dear Mr. Lam:

In the April 25, 1989, issue of the China Daily I read an advertisement in which your company invited applications for a job as office manager. My work experience and educational background match the requirements of the position, and I wish to apply for it.

My professional preparation and interests are related to work in international business. As my resume (enclosed) reveals, this July I will complete a masters degree in management at Northeast University of Technology. I have taken several courses in management and recently completed a research project comparing Japanese and American styles of management. My graduate program has also included courses in English composition and listening, both taught by American teachers. In addition, I worked for three years as an office manager in a Sino-American corporation. In this job, I developed skills in word processing and report writing. In the next few years I wish to learn as much as possible about international trade and management practices.

The letters of recommendation for me and other materials requested in the advertisement will arrive soon at your office. I am available for an interview at your convenience, except during the period of final examinations (July 15-23), and you may contact me at the address and phone number given in my resume.

Sincerely,

(your handwritten signature)

Ms. QIAN Wai Hui