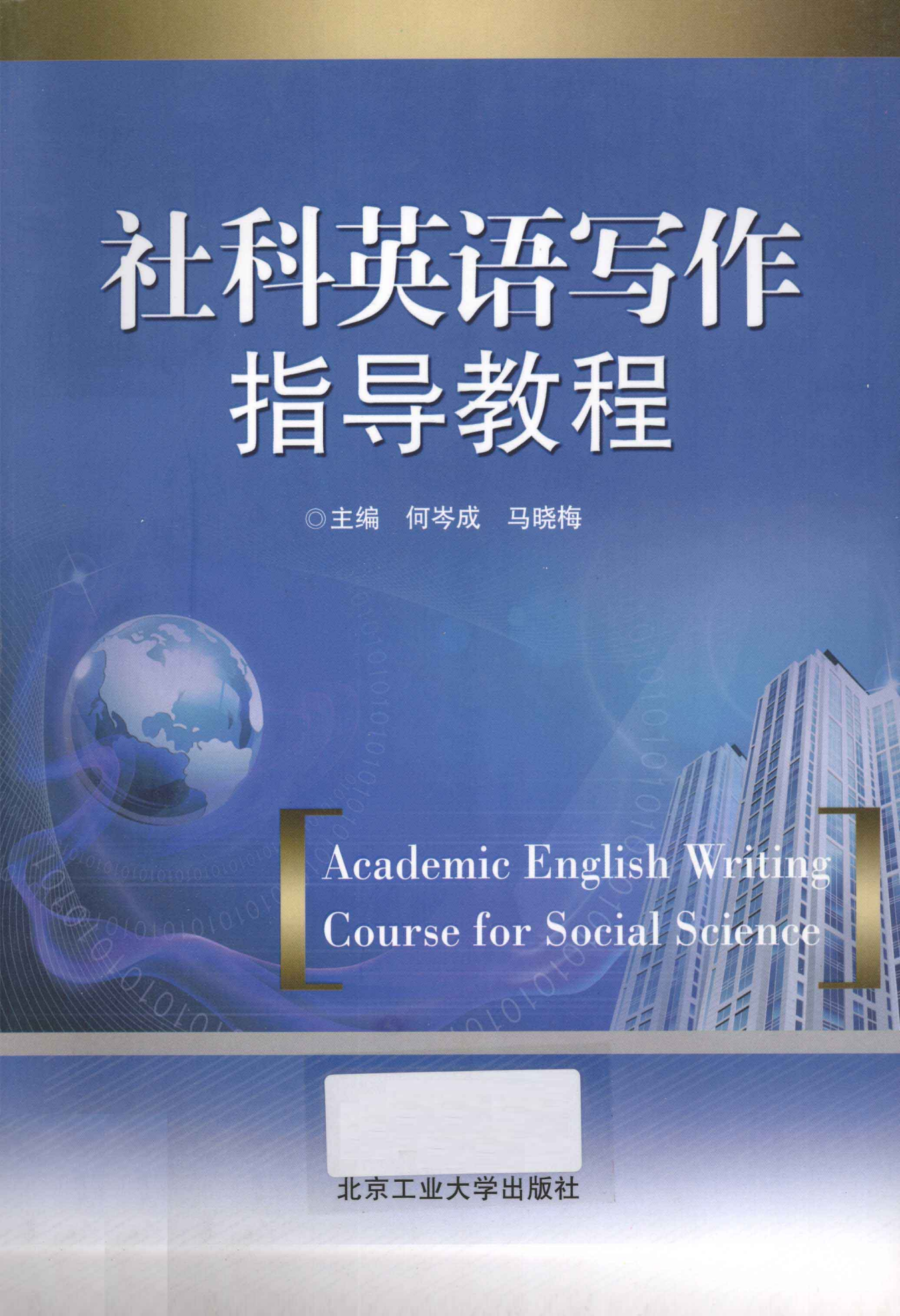


社科英语写作 指导教程

◎主编 何岑成 马晓梅



Academic English Writing
Course for Social Science

北京工业大学出版社

社科英语写作指导教程

Academic English Writing Course for Social Science

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内 容 简 介

本教材结合大学英语教学改革的具体实践,以提高学生英语运用能力,增强卓越工程师、国际化应用创新人才的国际竞争力为目标编写而成。本教材以人文经管类学生为授课对象,按照大学英语课程设置的特点及课时安排,设计为十个单元,供一个学期使用。

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前言

随着国际全球化架构的日趋形成,中国作为当今世界经济发展速度最快的国家之一,日趋受到世界各国的关注,中国与世界各国在各个领域中的交往也日趋广泛和深入。在这种形势之下,尽快而有效地培养出大批既拥有专业知识又具备英语交流能力的专门性人才便成了大学英语教学尤其是地方工科院校大学英语教学的重要任务之一。

尽管大学英语一直是我国高等学校非英语专业本科生入学后必修的公共基础课,而且自改革开放以来,我国高校的大学英语教学已经历了几次改革并取得了一定的成效,但作为各高校课时最多、涉及学生面最广、用时最长的一门课程,大学英语教学却一直无法突破“费时低效”的瓶颈,致使我国大学毕业生总体英语水平不高,无法满足卓越工程师培养计划的需求,也无法提高我国科技工作者的国际竞争力。导致我国大学英语教学存在上述问题的重要原因是:现行大学英语教材内容没有为专业学习服务,大学英语教学未能将培养卓越工程师或国际化应用创新人才的专业沟通技能作为其教学的目标,从而使大多数非英语专业的大学生在未来的国际专业学术交流中缺乏有效的语言沟通手段和实际运用能力,也无法将他们的研究成果用规范的英文发表在国际期刊上。因此,改变现行只是注重学生的语言基本功训练的英语教学状况,推动大学英语教学向专业英语转化的改革已成为大势所趋。

本套教材正是在这种大形势下,结合北京工业大学英语教学改革的具体实践,以加强学生专业英语教学、提高学生英语运用能力、增强卓越工程师、国际化应用创新人才的国际竞争力为目标编写而成的。本套教材适合已经通过大学英语四级考试的本科生使用,可以帮助学生完成大学英语学习逐渐向专业化双语学习的过渡。本套教材具有以下优势:

1. 打破了传统写作教材不区分文理科、单纯强调培养语言基本功的编写手段,集不同科技、社科文体于一身,以不同文体的样本为范文,专门探讨科技、社科英语各种文体的写作规范和技巧,为未来进行英语写作教学做了很好的探索。

2. 传统的写作教材没有把未来工程师、国际化应用创新人才的专业沟通技能列入培养计划,而本套教材着力涵盖了专业工程师、国际化应用创新人才所应掌握的各种文体的写作范例,不仅使学生熟悉了本领域相关的专业词汇,同时也了解了不同文体之间的差异,可以满足学生提高学术英语水平的需要,为未来工程师、国际化应用创新人才从事本领域或本专业的研究打下良好的基础。

本套教材分为两册，一册以理工科学生为授课对象，另一册以人文经管类学生为授课对象。本册以人文经管类学生为授课对象，并按照大学英语课程设置的特点及课时安排，设计为十个单元，供一个学期使用。

在本册教材的编写过程中，何岑成、马晓梅负责整体的策划和构思，以及各章节的编写规范，第1单元和第5单元由赵焱编写，第2单元和第4单元由马晓梅编写，第3单元和第6单元由陈浩编写，第7单元和第8单元由王英男编写，第9单元和第10单元由么娟编写。因编者水平有限，在材料的选择和编写过程中难免存在诸多不当之处，恳请读者批评指正，以便我们修改、完善。

编 者

2012年6月1日

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Unit 1 Thesis Proposal

I. Lead-in

- A. If you are asked to get into a business and management research, what may strike your mind? Why are you interested in that specific topic?**
- B. Is it important to plan your research before getting your hand dirty? Why or why not?**
- C. What should be illustrated in the thesis proposal?**
- D. Are the findings for the research topic likely to be of similar value whatever the outcome?**

II . Objective

- A. This unit is intended for the students engaging in business and management related majors to master the basic organization of a thesis proposal.**
- B. After studying this unit, students should be able to define a good research topic of their interests.**
- C. Students are required to be familiar with language features of a thesis proposal.**

III. Text A

Design and Analysis of the Student Strengths Index (SSI) for Nontraditional Graduate Students

Background of the Study

Admission committees at graduate schools across the United States are charged with the task of deciding who to admit into graduate programs. These decisions are often based on readily available measures used to predict the likelihood of student success including standardized examinations such as the Graduate Records Examination (GRE) and measures of past performance such as the Undergraduate Grade-Point Average (UGPA). Sternberg and Williams (1997) examined the uses of the GRE to admit students to graduate school. Some schools use the GRE score as a cut score to even be considered for admission or provide an average GRE in their admission materials. While the use of these measures is common practice, it is not clear whether these measures can accurately predict student success in all graduate student applicants. When considering populations of graduate students described as nontraditional, often over 30 years of age or several years removed from their baccalaureate degree, these measures take on increased importance (Hartle, Braratz & Clark, 1983). This study examined the use of a noncognitive assessment tool to measure student's strengths which can be used as an additional factor for admission committees when considering admitting nontraditional graduate students.

Statement of Problem

The current admission criteria vary from university to university. Schools often require a student to take a standardized exam such as the Graduate Records Examination (GRE) which can be weighted heavily in the overall admission decision (Kuncel, Hezlett & Ones, 2001). Standardized examinations are typically designed for traditional-aged students, who tend to perform better than nontraditional-aged test-takers. Lindle and Rinehart (1998) state "the GRE was designed for 'traditional' graduate students, those who pursue advanced studies full time immediately or shortly after attaining their baccalaureates" (Lindle and Rinehart, p. 1). Other studies have found that older students score significantly lower particularly on quantitative measures associated with the GRE (Clark, 1984; Hartle, Braratz & Clark, 1983). If admission or selection decisions are based primarily on measures such as the GRE alone, the potential impact of adverse decisions is enormous because an estimated 48.6% of the 2,637,000 students entering graduate school in 2003 were over the age of 30 (Digest of Educational Statistics, 2004). Most schools use multiple factors to consider applicants for admission. However, schools have a limited amount of resources to admit students each year. There are more applicants than posi-

tions to be filed. The number of applicants to admitted students varies by department or school; at Yale University in the Comparative Literature Department reports a 10:1 ratio for applicants to acceptance (<http://www.yale.edu/complit/gradprogramfaq.html>, retrieved at November 15, 2007). There is no explicit minimum stated; however, they make note that “the scores of those admitted tend to be high to very high.” The ratio for applicants to admission for the Department of Planning Policy and Design at University of California-Irvine for the PhD program is 5:1 (<http://socialecology.uci.edu/?q=ppd/faq>, retrieved at November 15, 2007). The minimum GRE combined for University of California-Irvine is 1000; the website states that “applicants falling below the minimum on either standard should exhibit compensatory strengths in other areas.” At the University of Nebraska-Lincoln in the Educational Psychology Department, the admit ratio varies by specialization, 2:1 for Cognition, Learning and Development (CLD); 1.5:1 for Quantitative Qualitative and Psychometric Methods (QQPM); 5:1 for Counseling Psychology, and 4:1 for School Psychology (E. E. Burgess, Admission Administrator, personal communication, retrieved at November 20, 2007). There is no minimum for the Department of Educational Psychology stated publicly. As the number of applications increases, the more selective the universities and colleges tend to be in terms of cut scores for the GRE. Schools also require the applicants to provide other information such as letters of recommendation and a personal statement of goals. The letters of recommendations receive high importance ratings to many graduate programs in psychology (Fauber, 2006). Applicants tend to choose individuals that they know will provide stellar recommendations. Therefore, these measures are subjective in nature and may not provide an accurate picture of the student’s success characteristics in graduate school.

Significance of the Study

Education is an important investment in one’s future. For the past two decades the influx on nontraditional students into post secondary education has a dramatically increased. These students are older and have many responsibilities outside of their education. They take classes online, on weekends and evenings. They are aware of the benefit that an education can give to them. They sacrifice a great deal in order to get the education they know they need. They understand that in order to succeed in their chosen profession they need further education (Beitler, 1997). This is one of the reasons that older students return to school after a long absence. One of the major obstacles for nontraditional students is the GRE which can be biased against these students (Murray, 1998). These students are often denied admission into graduate school based on scores that may not be a true reflection of their ability to succeed in graduate school.

Need for Study

Research exploring the use of measures such as standardized examinations and the UGPA to predict performance in graduate school is plentiful (Holt, Bleckmann & Zitzmann 2006; Nelson & Nelson, 1995; Sacks, 1997; Sacks, 2003). Sacks (2003) stated that the use of standardized tests “blinds us to what’s real about individual students and their real-world skills, academic or

otherwise" (p. 20). Unfortunately, despite the often-reported shortcomings of these measures, there is relatively less research exploring alternative selection practices for the nontraditional graduate program applicant. The nontraditional student tends to be "achievement oriented, highly motivated, and relatively independent" (Cross, 1980). Others describe them as "meta-motivated" and "goal oriented" (Davis & Henry, 1997). Davis and Henry (1997) state nontraditional students "have special needs and capacities that distinguish them from traditional students" (p. 3). Failure to consider factors such as motivation and goal orientation could lead to the exclusion of many potential nontraditional graduate students who could have been successful. This is an area where the current research falls short. There is currently no assessment available that students can take to demonstrate objectively to graduate admissions committees the extent of motivation, interaction, cognition and execution they possess. If these could be measured, admission into graduate school could be based on multiple factors above and beyond the traditional cognitive methods alone. The purpose of the study was to design and validate a tool called the Student Strengths Index (SSI) to assess motivation, interaction, execution and cognition and create a success profile of the nontraditional graduate student. Specifically, this study addressed the following research questions:

1. Can a non-cognitive instrument to measure motivation and other competencies be developed to predict success of the nontraditional student in graduate school in comparison to the traditional means?
2. Do the motivation, interaction, execution and cognition of nontraditional students predict success in graduate school?

Assessments such as the SSI are used every day in the business arena to help predict success of individuals in sales, management and other professional careers. The SSI was adapted from a tool originally created by TalentMine® LLC (Limited Liability Company) called the Talent-Mine Index (TMI). This tool is used to design strengths profiles to select individuals who will succeed in the position they are applying. If a profile could be developed of a "successful non-traditional graduate student" then this information could be used in conjunction with the GRE and other measures as a selection tool for admission committees to select individuals who will succeed in graduate education.

Research Questions/Objectives

Is motivation the key to success in graduate school? Do nontraditional students possess certain strengths that help them succeed in higher education? In research, it has been shown that the GRE is a fair predictor of success for nontraditional students; can a valid tool be developed to be a predictor of success using motivation, interaction, execution and cognition as domains of the emotional quotient? Can the SSI and the GRE be used together to predict success in graduate school?

Methodology

The target population for this study was nontraditional students enrolled in graduate education. The sample was selected from the University of Nebraska-Lincoln (UNL) graduate student population, from a list of graduate students provided by the University of Nebraska-Lincoln graduate studies office. A sample of 1,740 individuals was initially sent an invitation to participate. This included both nontraditional and traditional students combined. The pilot study was completed using non-probability sampling using specifically convenience sampling.

IV. Detailed Study of the Text

1. New Words

likelihood [ˈlaɪkliːhʊd] *n.* the probability of a specified outcome 可能性, 可能
a cut score qualified score 及格分数

population [ˌpɒpjʊˈleɪʃən] *n.* 1. the people who inhabit a territory or state 全体居民; 全部人, 全体人民 2. a group of organisms of the same species populating a given area (某地或某类) 物品的总数; (某地或某类) 动(或植)物的总数 3. the number of inhabitants (either the total number or the number of a particular race or class) in a given place (country or city etc.) 某国家, 城市人口(数字)

baccalaureate [ˌbækəˈlɔːriət] *n.* an examination in a range of subjects that students do in their final school year in France and some other countries, and in some international schools (法国) 高中毕业会考; 会考证书

cognitive [ˈkɒɡnɪtv] *adj.* of or being or relating to or involving cognition 认知的, 认识的

explicit [ɪkˈsplɪt] *adj.* precisely and clearly expressed or readily observable; leaving nothing to implication 明确的, 清楚的, 直率的, 详述的

compensatory [kəmˈpensətəri] *adj.* compensatory payments are paid to someone who has been harmed or hurt in some way; intended to reduce the bad effects of something 补偿的, 赔偿的

stellar [ˈstelə] *adj.* 1. indicating the most important performer or role 主要的
 2. being or relating to or resembling or emanating from stars 星的, 星球的

influx [ˈɪnflʌks] *n.* the process of flowing in 流入, 汇集, 河流的汇集处

bias against prejudice against 对……有偏见

alternative [ɔ:l'tɜ:nətɪv] *adj.* allowing a choice 供选择的 *n.* one of a number of things from which only one can be chosen 供替代的选择

orientation [ɔ:'rɪən'teɪʃən] *n.* 1. the act of orienting 定向 2. position or alignment relative to points of the compass or other specific directions 方向, 向东方 3. a course introducing a new situation or environment 情况介绍

2. Organizational Framework

A productive thesis needs to be based on an effective thesis proposal. In this session, we will work through the process of developing a proposal. The goal of thesis proposal is to outline your research plan. Therefore, it should include at least the following listed aspects. But you may add more components which underpin a successful thesis proposal.

An Outline of a Thesis Proposal

Topic

be succinct, specific, to the point

Introduction

background of the study

Aim

objectives/significance of the study

Summary of Literature

identify theory, method, i. e. framework for your research

Methodology

specific details and considerations

Ethical Issues

if there is any...

Timeline

to specify all the phases in writing a thesis such as brainstorming, preliminary literature review, draft writing and submission

List of References(Preliminary)

In your research proposal, you need to include:

- (a) the questions you plan to address
- (b) the purpose of addressing these questions
- (c) relate it to existing literature on the subject

- (d) explain the approach you plan to take
- (e) indicate time and resources required

Length of a Proposal

1,000 words or so, please keep it brief with some references

3. Useful Expressions of Instructions

Expressing Academic Research Background

Suitable Headings of a Thesis Proposal

Background of the Study/Academic Background/Literature Review/Summary of the Literature

Aim of the Study/Significance of the Study

Key Research Questions/Summary of Main Research Points

Methodology/Research Methods

Useful Samples of Expressions

Sternberg and Williams (1997) examined the uses of the GRE to admit students to graduate school.

...and...examined/claimed/declared/illustrated/demonstrated the...

One of the major obstacles for nontraditional students is the GRE which can be biased against these students (Murray, 1998).

One of the major obstacles for...is...

The letters of recommendations receive high importance ratings to many graduate programs in psychology (Faubert, 2006).

...receive(s) high importance ratings to...

4. Exercises

(1) Please tick the attributes of a good research topic from the following Checklist.

- (a) Is the topic something with which you are really fascinated?
- (b) Is the research topic achievable within the financial resources that are likely to require for this topic?

- (c) Does your research topic contain issues that have a clear link to theory?
- (d) Is the research topic achievable within the available time?
- (e) Are you able to state your research questions and objectives clearly?
- (f) Will your proposed research be able to provide fresh insights into this topic?
- (g) Are the findings for this research topic likely to be symmetrical; that is, of similar value whatever the outcome?

(2) Translate the following sentences into English.

- (a) 每个大学现行的录取标准都不一样。
- (b) 全美的研究生院中的录取委员会主要负责录取任务。
- (c) 每年的申请者比实际招生的数量更多一些。
- (d) 这个领域目前的研究较不充分。
- (f) 申请者数量越多,大学或学院的 GRE 录取分数线就越高。

(3) Comprehension Questions.

- (a) Please outline the features that make business and management research distinctive from research in other disciplines.
- (b) What are the key differences between basic and applied researches?

V. Text B

Chinese Silver Jewelry Branding

Introduction

Although silver is not a precious metal comparing with gold and platinum, a great quantity of the most innovative and elegant modern jewelry offerings are in silver. Silver jewelries are seen as more fashionable, cooler and more desirable for their various designs nowadays. China, with a large population, is a big marketing for silver jewelries. However, Chinese silver jewelry companies pay less attention to brand their products and are lack of brand management. They earn far less profit than international famous brands, such as Tiffany. In this case, thorough analysis of the brand management of world famous brand will provide Chinese companies examples of how to brand their own products, how to develop a positioning and brand expression for Chinese silver jewelry.

On the other hand, investigation on Chinese consumers' attitudes toward silver jewelry brands as well as the relationship between a company's brand strategy and its consumers' attitudes should be carried out. Therefore, companies are capable to choose an appropriate brand strategy with anticipation of its influence on the potential consumers.

I intend to demonstrate three aspects of Chinese silver jewelry branding through methodologies such as case study and individual interview. First, compare the brand strategy of Chinese

local silver jewelry companies with that of foreign silver jewelry companies in order to find out the successful brand strategy of foreign companies and the problems and obstacles on Chinese silver jewelry branding. Second, analyze Chinese customers' purchasing behavior and their attitudes toward silver jewelries and find out the relationship between the brand strategy and consumers' attitudes. Third, provide reasonable recommendations to Chinese companies to choose an appropriate brand strategy for their products.

Aim

1. To find out how foreign silver jewelry companies brand their products.
2. To examine Chinese consumers' attitudes and consuming behavior to silver jewelries and other jewelries. And their attitudes toward foreign famous brands.
3. To find out the relationship between the branding strategy of the company and consumers' attitudes as well as their behavior.
4. To identify the key problems and obstacles of branding Chinese silver jewelry, and give a suggestion on how to make a branding strategy for Chinese silver jewelry companies.

Key Research Questions

1. What is the brand strategy of foreign silver jewelry companies?
2. What is Chinese consumers' attitudes toward the silver jewelry and brand?
3. What is the relationship between a company's brand strategy and the consumers' purchasing behavior? Who has strong impact on the other?
4. How to choose and conduct a suitable brand strategy for Chinese companies? Are there any problems in silver jewelry companies' brand strategy?

Summary of Literature

Brands and the management of brand is an interesting topic which has attracted many scholars' attention. Riezebos (2003) gives insight into the phenomenon that companies have become acutely aware of how their brand image could mean the difference between success and failure. In his book, he focuses on a decision-making approach to brand management, including the decisions a brand or product manager would face when considering their own brand strategy such as design, judicial protection, adverse publicity and financial-brand valuation. It is a guide for analyzing the brand strategy of foreign companies. Solomon talks a lot about the consumer behavior as a general concept from several aspects: consumer as individuals, consumer as decision makers and the cultural influence on consumers. His book provides theory for the research in Chinese silver jewelry consumers' attitudes and behavior.

Belch (2004) gives an introduction to the integrated marketing communications and how to develop the integrated marketing communications programs. Many real life examples of advertising and promotion are given in the book. It is a practical guide book for spreading brand impact.

Methodology

Conduct a case study analysis on comparing Chinese silver jewelry brands——Pirateship with foreign silver jewelry brands——Tiffany & Co. , find out their branding strategies based on

relevant theories. And search for the extent and reasons of market differences between China and other countries.

Carry out interview on individual consumers to find their attitudes toward silver jewelries and the brand. The subjects being interviewed would be both male and female consumers of different careers, different ages and different cities. No specific personal information will be identified in the research. Interviews can be conducted through telephone, online chatting and face-to-face chatting. Through interviews, try to find out what the consumers' interests locating in and their needs for the changes in Chinese silver jewelries. Ask for their suggestions to Chinese companies on how to improve their products. Classify different kinds of consumers and their different attitudes to silver jewelries. Try to find out the key determinants that decide the future branding success of Chinese silver jewelry companies.

Ethical Issues

There may be ethical issues may arise when doing the individual interview. Therefore, the interviewees will be informed of the purpose, methods and intended possible uses of my interview, and no informant will be identified in any way.

Timeline

October—November 2005: decide topic, review literature.

December 2005: prepare proposal and draft literature review.

January—February 15, 2006: review research methods literature and finalize details of methodology.

March 16—April 15, 2006: collect cases.

April 16—June 15, 2006: final collection and analysis of cases and data.

June 16—July 15, 2006: completion of first draft of dissertation.

July 16—30, 2006: complete first draft of dissertation.

August 1, 2006: submit final dissertation.

Interview Questions (Draft)

1. Did you buy any silver jewelry before? If you did, for yourself or for other people?
2. If not, why did not you buy silver jewelry? What was your choice?
3. Which brand did you choose? How did you know that brand?
4. How much did you pay for it?
5. Are you willing to buy very expensive silver jewelry such as Tiffany? Why? / Why not?
6. How much did you spend on jewelry? (percentage)
7. Do you think famous brand jewelry has higher quality than non-branded one?

1. New Words

platinum [ˈplætɪnəm] *n.* a silver-grey precious metal, used in making expensive jewellery and in industry [化学] 铂; 白金

brand positioning 品牌定位

branding strategy 品牌战略

informant [ɪnˈfɔːmənt] *n.* a person who gives sb. information about sth. 被调查者; 告密者; 提供消息者

ethical [ˈeθɪkəl] *adj.* connected with beliefs and principles about what is right and wrong 伦理的; 道德的

2. Exercises

- (a) Comparing Text A and Text B, do you find there is any difference? If there is, which one is better to function as a thesis proposal? Or, is there anything to be improved? Why and How?
- (b) And then please write a thesis proposal of your subject field. Pay special attention to formal language usage and the organization of the proposal.