



世纪实用研究生英语系列教程



英语学术论文写作 教程

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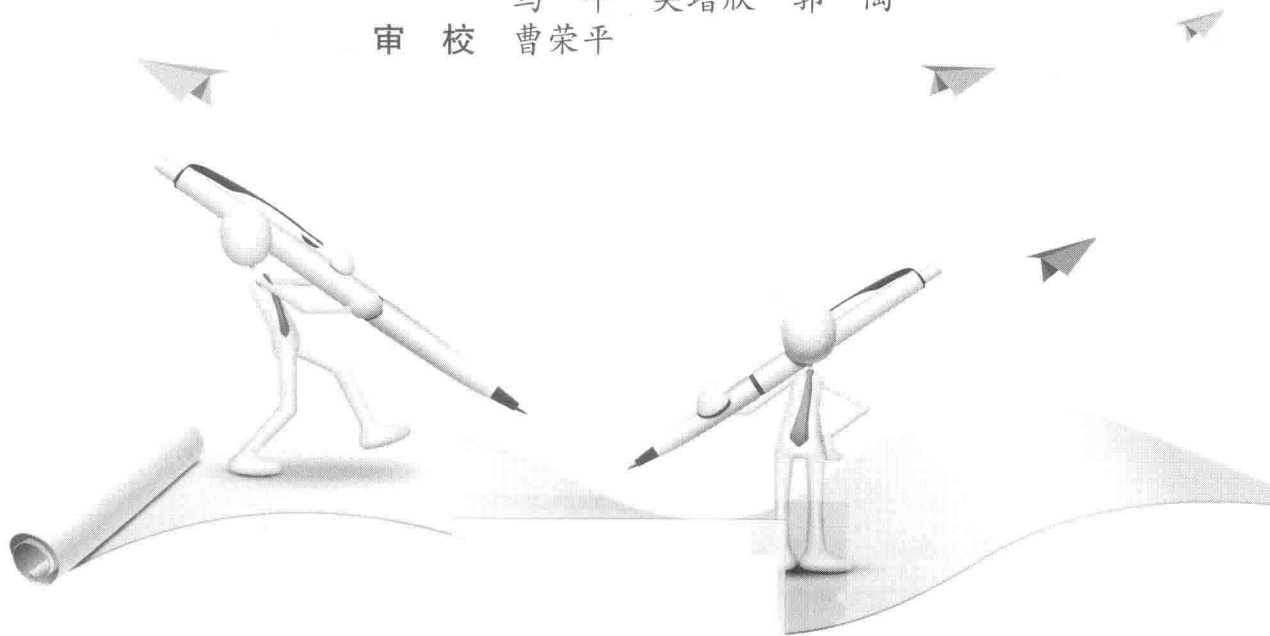
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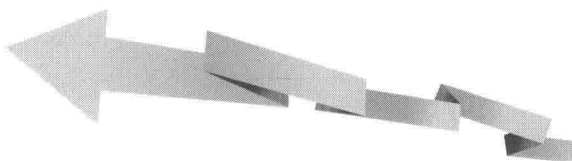
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P 前言 Preface



高校研究生阶段的教学宗旨是培养能够独立从事专门研究的高层次、国际化科研人才。研究生英语课程的教学目标是使学生掌握英语这门工具，进行本专业的学习、研究和国际交流。其中，英语学术论文写作是非常关键的环节，在研究生英语教学中具有重要的意义。英语学术论文写作课程的开设能够提高学生的综合学术英语表达能力，通过英语学术文献阅读和分析等语言输入活动，培养学生的英语学术论文写作输出能力。能否培养出一批能够撰写和发表符合学术规范的英语学术论文、参加国际学术会议并宣读研究成果的研究生，应当成为衡量高校研究生英语教学体系和教学模式的重要评价标准之一。因此，英语学术论文写作的教学工作任重而道远，对提升高校学生学术英语交流能力具有重要意义。

《英语学术论文写作教程》的教材建设得到北京林业大学研究生院、科技处和外语学院的高度重视和大力支持。本教材由具有多年英语学术论文写作教学和研究经验的教师们在北京林业大学研究生精品课程“硕士生英语一外”课程讲义的基础上改编而成，历经三轮课堂教学实践，在课堂应用中不断改进，取得了显著的教学效果。本教程的编写目的是帮助学生掌握英语学术论文的篇章结构、语言特点、写作要求和学术规范。教程的编写思路侧重于分析学术论文各部分的语步和文体特征，引导学生掌握英语学术论文的语篇特点和行文规范，从而增强学生在论文撰写过程中的语体和语域意识，并通过具体的任务提高写作能力。本教程共包括七个章节，第一章重点介绍英语学术论文的写作策略、语言表达的正式性、信息表达的逻辑性等基础知识。第二章至第七章对英语学术论文的主要构成部分，即引言、材料和方法、结果、讨论和结论、摘要以及标题的写作分别进行分析，引导学生掌握各部分的逻辑结构、句式特点、学术词汇以及行文规范。

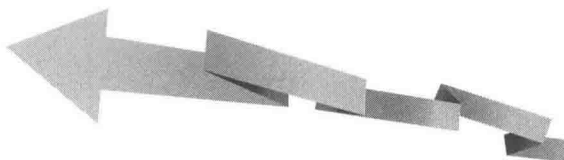


在本教材的编写过程中，我们遵循高质量的语言输入是保障英语学术论文写作质量的原则，所选取的论文语料均选自近期发表的高水平英文国际学术期刊。选文难度适中，不涉及过于术语化和专业化的内容，因此适用于不同专业背景的学生使用。本教材以语言输出为导向，能够帮助学生分析和建构学术论文写作的基本要素，循序渐进地掌握英语学术论文的写作规范和语言技巧。在课堂实践上，建议采取教师讲解、小组讨论、学生归纳、写作实践、师生反馈等多种方式；每完成一个章节的学习任务，引导学生对本专业领域的学术论文进行对比分析和讨论，并通过布置相应的写作任务，引导学生进行写作实践和同学互评，教师予以反馈。

本教材讲练结合，可操作性强，读者群广泛，主要使用对象为高校非英语专业硕士、博士研究生，也可供高年级本科生和其他英语爱好者使用。本教材的出版得到中央高校基本科研业务费专项资金（项目编号：2015ZCQ-WY-01）的资助，特此致谢。本书在编写过程中如存在疏漏与不足之处，欢迎各校同行和广大读者批评指正，共同进步。

读者可登录中国人民大学出版社外语分社主页 <http://www.crup.com.cn/wy>，搜索本书后下载相关资源，或与 010-62513265，010-62515580，chengzsh@crup.com.cn，jufa@crup.com.cn，jialk@crup.com.cn 联系索取相关教学资源。

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Unit One Writing Foundation

Overview

Writing and publishing academic papers in English is a challenge to most Chinese university graduate students in their path to graduation. To be able to do research in a particular academic field and publish the research results in a paper in the most widely used language is largely a prerequisite and foundation to qualify a master or a doctor education in whatever specialty.

Most possibly, an academic paper is both argumentative and expository which aims at sharing information on a given research subject. In this unit, pre-writing tasks are designed to shape students' understanding of a good writing process by discussing purpose, logic, style and some language techniques for academic writing. The actual writing process itself is not elaborated in the first unit at length. However, the issues discussed will be highly relevant to every unit in this book.



Task 1

What is the purpose of writing academic papers? Some students believe that to write academically is to “sound intimidating.” A student claimed, “When you inflate weak ideas, obscure poor reasoning, and inhibit clarity, you create an impenetrable fog in the writing and it may look profound.” According to this statement, it seems that phraseology might be the most important consideration in academic writing, which can excuse “weak ideas,” tolerate “poor reasoning” and produce a web of inexplicable language to “look good.” In contrast, Sol Stein (1995: 27) believes that “much academic writing is counter-educational because its dullness insulates its information from nearly everybody.” What is in your mind when you decide to write something concerning your field of study?

Please read the statement above and discuss with your partner. Then share your answers to the following questions.

1. To whose statement do you agree? The students' or that by Sol Stein?
2. Do you think phraseology is the most important element in academic writing? If yes, why? If not, what elements are important?
3. What purposes might college students have in writing academic papers? What should be the right understanding of purposes in writing academic papers according to your learning experiences?

Task 2

Discuss these possible writing strategies with your partner. Put a check (✓) before the strategies you would probably use and a circle (○) before those you consider as helpful and effective. Write a summary of 50–100 words about the strategies you would recommend to your classmates.

1. _____ Searching over the Internet to find what is new in the relevant field.



2. _____ Learning from one or more seminal journal articles in your field of research and referring to them as models by paying special attention to how the paper is organized and what phrases are used, etc.
3. _____ Writing a Chinese paper first and then translating everything.
4. _____ Spending a lot of time reading books or doing research, then quickly writing your own paper based on the data you have collected.
5. _____ Waiting for your supervisor to tell you what to write and how.
6. _____ Relying on a mentor who gives you advice on choices of subjects and information on journals or conferences for submission of your papers.
7. _____ Asking a friend who is an English major to do the proof-reading for you.
8. _____ Writing with the consciousness of an audience and being aware of what needs to be said and what does not.
9. _____ Recognizing that styles matter much and trying to make stylistic changes in paper writing.
10. _____ Writing a little every day and managing to finish the draft within a month.

Strategies in Academic Writing

Know Your Readers

Know your readers! It is very important to know to whom you are writing before the actual writing process. As a graduate student, your possible readers might include your supervisor, members of thesis committee, journal reviewers or scholars attending a conference. The knowledge of your readers helps you to decide the content and style of the paper.



Task 3

The knowledge of your readers is not only important in writing papers but is also helpful in all aspects of your life whenever communication is needed. Take this college student who wants to find a job after graduation for example. In order to get more chances for interviews, he writes to two companies to introduce himself and apply for two different jobs. Read carefully the two excerpts from his cover letters. Tell your partner how he writes differently for different job requirements and why.

A. Applying for the position as an analyst

I am Herbert Leech from the University of Illinois. From your ad, I know you need an experienced person to lead junior analysts in tracking the oil industry. I tracked the sector for five years in Shell's North Sea Base and was the leader for a team of six analysts. I was especially good at running software in tracking.

B. Applying for the position as a manager

My name is Herbert Leech. I have completed my Bachelor's Degree in Administration Management from the University of Illinois. I have five-year experience as a manager in Shell, one of the most renowned oil companies in the world. During the five years I worked here, my team had almost won all the management awards in the company and was greatly appreciated by our clients.

(Source: <http://www.resumecoverletters.org/>)

Task 4

Read these excerpts from 3 texts that discuss the concept of “landscape” and answer the following questions.

A. There are two main meanings for the word landscape: it can refer to the visible features of an area of land, or to an example of the genre of painting that depicts such an area of land.



Landscape, in both senses, includes the physical elements of landforms such as (ice-capped) mountains, hills, water bodies such as rivers, lakes, ponds and the sea, living elements of land cover including indigenous vegetation, human elements including different forms of land use, buildings and structures, and transitory elements such as lighting and weather conditions.

- B. Contrary to the old adage, green grass may make for better neighbors, not jealous ones. According to preliminary results from an ongoing long-term study of landscapes and human interaction, neighbors are more likely to be social when living among lush lawns. These results from six mini-neighborhoods in Phoenix may not bode well for the ongoing conflict between environmental and social wants. Sociologist Scott Yabiku of Arizona State University and an interdisciplinary team of colleagues have set up five independent landscape groupings within a larger suburb of virtually identical housing units. Each group of six homes has been assigned to a specific landscape type: mesic, consisting of water-loving shade trees and grass; xeric, consisting of desert plants; oasis, a mixture of both; native, desert plants from the region; and control, simple rock ground cover. The researchers plan to assess how these varieties impact everything from microclimates to impacts on wildlife as well as how the various landscapes aid or hinder social interaction. “We often think of people transforming and changing the environment,” Yabiku notes. “But we also wanted to document the other part of the people-environment relationship: Could environments transform people?”
- C. A starting point lies with the concept of place. Research since the early 1970s conceptualizes place as a holistic human-environment relationship that includes emotional functioning and subjective impulses. David Canter (1977) is generally credited with developing place theory suggesting that an individual’s perception of place has three constituents: the physical components; the activities that occur there; and the individual’s thoughts, meanings and understandings. Others have also contributed, including, for example, Mayer Spivak, who defines place behaviorally as a finite range of archetypal places that relate psychological health with diversity of place experiences (Spivak, 1973). Further accounts emphasize human dependence on place by assigning spiritual significance (Norberg-Schulz,



1980). The term *genius loci*, relatively familiar to landscape architecture, steers designers to search out an assumed pre-existent essence, unique to specific locations, with which subsequent development should aim to harmonize.

Questions:

1. For whom are they written?
2. What are the aspects that help you to identify the readers in each text?
3. From what kind of sources would you expect to find these texts?
4. Does the definition of “landscape” appear in all of the texts? Why or why not?
5. If you are writing an academic paper on landscape and need to refer to materials from the texts above, which text(s) might be the most appropriate to choose?

Logic

Even when reading very short pieces of writings, the reader expects to follow a well-structured format rather than a messy one. To see things in order delights human beings, no matter in their working sheds or upon their writing pads. The logic of a paper is closely related to its purpose and readers: the knowledge of whom we are writing for and what effect we aim to achieve helps us to organize our thoughts. To present these thoughts depends on both the innate coherence and visible logical connectors.

Task 5

Here is a text on the importance of organization to academic writing. However, the sentence order is in a mess. Please rearrange these sentences and construct a logical paragraph.

- ① Academic papers are, in essence, an advanced version of argumentation writings.



- ② The task itself inherently requires coherence and cohesion of the passage, i.e. it should be presented logically with a neat structure.
- ③ Today, the criteria remain unchanged.
- ④ From Roman Academia to universities founded in the Middle Ages, logic has always been crucial in the teaching of argumentation writing.
- ⑤ This requirement is acknowledged universally.
- ⑥ To put it another way, the task of writing is to select and use all kinds of evidence to support an opinion.
- ⑦ While in ancient China, generations of scholars are trained to write papers following the routine below: Introduction; Elucidation on the topic; Deepening the argument by using evidence from the other side; and Summarizing.
- ⑧ A well structured, highly logical passage is obviously much more convincing than a bunch of useful information randomly heaped together, no matter how well the phraseology of the latter is adopted.
- ⑨ Argumentation writing aims at convincing.
- ⑩ The author has a point or a hypothesis, and he tries by all means to prove it.

Correct order:

Task 6

It has become a universal trend in recent years that more and more people choose to migrate from rural areas to cities, resulting in continuous loss of farmland and other serious problems. Two authors decided to write about this. Read the two texts below and answer the following questions.

Text A

The underlying causes of farmland loss in California are rapid population growth and



the inefficient use of land. Since 1990, urban development has consumed an acre of land for every 9.4 people statewide. In the San Joaquin Valley, the rate was an acre for every 8 people. In contrast, recent development in Sacramento County, an acknowledged leader in efficient growth, accommodated 20 people per acre. Additional land has been removed from agriculture for environmental purposes, mainly the creation or enlargement of wildlife refuges and withdrawals due to water shortage.

If current development trends continue, 1.3 million acres of California agricultural land, including 670,000 acres of prime, unique and statewide important farmland, will be developed by 2050. For irrigated cropland alone, this would entail an annual loss of an estimated \$2 billion in agricultural production in current farm gate dollars. Only five counties in California now produce more than that.

Some California farmland will continue to be lost to urban and other uses in the future. But more effective farmland retention and urban development policies could significantly reduce the loss. In the San Joaquin Valley, a recent study done for a regional planning process called the “Blueprint,” found that increasing urban densities to 10 dwellings per acre—comparable to those in the more suburban areas of the state—could reduce farmland loss by 53 percent or 174,000 acres by 2050.

(Source: Thompson E J. Agricultural land loss & conservation. Landscape research American farmland trust, 2009, 7.)

Questions:

1. What is the topic sentence in Para. 1?
2. “An acre of land for every 9.4 people statewide,” “an acre for every 8 people”, “20 people per acre”... Why does the author present these numbers?
3. What is the main idea of Para. 2?
4. What is the topic sentence in Para. 3?
5. How do we know that “effective farmland retention and urban development policies could significantly reduce the loss”?

**Text B**

- ① As time flying by, the number of people from agricultural areas to cities is increasing rapidly.
- ② People from agricultural areas think that they can earn more money in cities; however they also bring problems to cities.
- ③ They come to city and work in factories, the environment becomes worse and worse because of polluted water, and rubbish which created by factories.
- ④ For another thing, once people who come from agricultural areas cannot get jobs in factories, they don't want to go back, so they will get money in some illegal ways.
- ⑤ Then the security of our city should be worried.

For people from agricultural areas get less education than people who live in cities, in my opinion, they should learn rules and knowledge first, the serious problems can be solved. Except cities, the matter that people from agricultural areas come to live in cities not only ruins the city, but also destroys the agriculture. The numbers of people who work on land, raising crops become fewer, we couldn't get enough crops to live on, and no one can get rid of the hungry.

To solve this problem, we need a balance between agriculture and factories. Neither of them can be abandoned. By the way the environment in agriculture areas is better than in cities, some people chase good life, so there will some people come to the country from cities.

(Source: student assignment)

Questions:

6. Is there a topic sentence in Para. 1?
7. What is the logical fallacy implied in Sentence ③ ?
8. What is the logical fallacy implied in Sentence ④ ?
9. What logical problems can you find in Para. 2?
10. Are there any useful solutions to the problem provided in Para. 3?
11. Who had addressed the issues in a more organized, coherent and convincing way, the author of Text A or of Text B?
12. Discuss with your partner and exchange your ideas on the reasons why a passage can be poorly organized.



Task 7

Usually argumentations serve three specific functions: (1) to answer a question; (2) to discuss an issue; (3) to solve a problem. These three functions intertwine in writing an academic paper, for sometimes you have to explain, while in other time you have to analyze and give solutions. Read the following text with Question-Answer pattern and answer the questions that follow.

① The core theoretical question of this study is to assess how increased agricultural efficiency in forest peripheries would affect NTFP extraction. ② In order to answer this question, technical efficiency of agricultural farms in forest peripheries were estimated along with their potential for improving technical efficiency.

③ Factors such as agricultural extension, formal education, and the nutritional status of households were found to have a statistically significant relationship with reducing technical inefficiency. ④ The negative and significant coefficient of technical efficiency implies the reduction of NTFP extraction with increasing farming efficiency. Additional revenue gained from improvements in technical efficiency can partially offset the reduction in income from extracted forest goods. ⑤ Therefore, increasing technical efficiency in agriculture may lessen forest dependency to a certain degree. ⑥ More specifically, the additional revenue gained from increased agricultural efficiency would sufficiently compensate the loss of forest income in the Kithulanhela and Bibilehela-Welanvita reserves. ⑦ Efficiency improvement in farming within forest margins should be considered as one of the policy options for protecting natural forests.

⑧ This finding is of particular importance since tropical forests around the world are often surrounded by rural communities whose primary livelihood is dependent on agriculture. ⑨ Despite some cultural and historical differences, forest gathering is largely considered as a secondary source of income for rural households. ⑩ Therefore, the results generated from this study are not confined to a particular geographical area; rather it is useful for improving livelihood of forest based communities in tropical forest margins around the world.



(Source: Illukpitiya P, Yanagida J F. Farming vs forests: Trade-off between agriculture and the extraction of non-timber forest products. Ecological economics, 2010, 69 (10): 1952–1963.)

Questions:

1. What is the question the author proposed?
2. What approach should be taken to answer the question?
3. What are the answers given by the author to the question?
4. Why are the answers important?

Task 8

Try to write an essay covering the following 3 aspects: (1) to answer a question; (2) to discuss an issue; (3) to solve a problem. These titles may give you some hints.

- What is your attitude towards genetically modified food?
- Does the government play a major role in easing urban pollution?
- Should smoking be banned in public?

Task 9

Read the passage and answer the following questions. You may have a discussion with a partner.

① Pectin, a natural polymer, is extracted from plant cell walls, especially in apple pomace, citrus fruits, and sugar beet root. ② It has commonly been used as a gelling agent, a thickening agent, and a colloidal stabilizer in food industry. ③ Its applications in the pharmaceutical industry were increased in the last decade. ④ High-methoxyl pectin (P50%