

<<写作要义>>

图书基本信息

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前言

This little book is designed to help college students learn to write better essays .In its earliest draft it was a simple set of mimeographed guidelines for my first .year students who seemed to learn better by seeing my mini-lectures than by hearing them. Although many of my examples are drawn from courses in which students write about their own lives and their reactions to college life , the principles of good writing that I discuss will apply to almost any courses in which students are expected to write argumentative essays. This book is designed to teach itself .Each chapter is not only a self contained lesson on some feature of writing , but is also a model of the kind of writing that students are expected to do in college. It has an introduction , a thesis or central argument supported by evidence or examples , transitions , and a conclusion. In addition to designing Writing Matters for use in courses that require systematic writing. I have al so designed it with a view to the kind of writing that professional men and women will do after they leave college .Not only do I include an early chapter specifically on “ Writing in the Professional World. ”

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内容概要

《写作要义（第2版）》作者petetg.beidler是美国lehigh大学资深写作课教授、中世纪文学及美国印第安文化研究专家，其“why i teach”一文为中国大学生所熟悉。

《写作要义（第2版）》26章，每章自成体系，重点突出，内容具体，例证翔实；语言浅显活泼，插图生动诙谐。

该书通过对大量大学生习作的分析、讲评及修改，总结出写作过程中应避免的40个最易犯的错误。

作者曾以富丰赖特学者身份在中国讲学多年，熟知中国学生实情，此版由作者为中国读者量身修订，因此具有极强的实用性和针对性。

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章节摘录

lover because you wanted him to know that everywhere you looked you saw his face , even in that tree outside your bedroom window. You would say something else if you were describing it to a painter who wanted to get just the right shades of green on a canvas , something else if you were describing it to a blind man who had never seen a tree , something else if you were describing it for a newspaper audience in an editorial about how terrible it is that such trees are cut down to make paper. And so on . In each case the tree you describe would be exactly the same one , but the way you write about it would differ drastically depending on your audience. The same is as true for argumentative writing as for descriptive writing . If you were asked to write an essay about the problem of stray dogs on campus , you would take one approach with a society for preventing humans from being cruel to animals , another with the student government subcommittee on academic environment , still another with the local police. You can supply from your own imagination examples to demonstrate the different kinds of essays that would result if you were writing for different audiences. Who is your audience for a college essay ? In a sense , of course , your reader is that remarkable creature known as your English teacher . He or she will usually be the final audience for your essay , and have to comment on it and assign it a grade. But your teacher is really an artificial sort of reader . If you are writing about your apartment , or about students having cars on campus , or about corruption in politics.

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