

第一章 緒 言

1.1 作者簡介

1.2 何謂遠距教學？——未來必然的趨勢！

1.3 課程內容

特為華文、華語為背景之學生、學者之需要而作。除包括重要的華人易錯之基本文法外，主要教授符合科技英文格式和要求之寫作技巧。

1.4 何謂專業英文寫作？

專業英文寫作至少有四種型式，其中第四種——即其目的在告知作者研究的結果及其重要性的——是本書（課程）之重點，尤其是傳授如何成就一篇有水準的英文摘要。

1.5 課程進行方式

由 Youngs 博士在美國維州州大以英文解說 Power Point Slides 寫就之內容，王教授則在屏科大視學生需求做中文解說，學期中 2~3 次之

2 專業英文寫作技巧

越洋連線視訊會議則由兩位老師同時與學生面對面授課、溝通。小考和家庭作業則是必然的。

1.6 願景

但凡能通過此一課程者，即具備以正確、通順的英文，得以書寫一篇三百字之研究計畫（大約 A4 一頁）。也可依全球認可的格式組擬一篇科技論文或報告。

1.7 課程內容之整體進程

本書（課程）結合 ESL（視英語為第二語言）和科技英文寫作之重要內涵，後者之不容易人盡皆知，需要精準的語言應用能力。而中文和英文在文法、習慣等各方面有極大差異，是造成華人執行專業英文寫作時頭痛之起源。

ESL 部分包括：主詞—動詞之協調使用，動詞形式，特殊動詞和名詞之問題，如何正確使用冠詞、形容詞和副詞，其他疑難雜症及文法上、標點符號有關之正確使用。

1.8 三種等級之錯誤

寫作時可能犯的錯誤，一如其他，有不同的程度，大約可分三種等級。

混淆性的：通常是用錯了拼法相當接近的字眼；

引人注目的：長一大串的東西組成的句子，想要表達很多不同的意念；

誤導讀者的：主詞錯置等。

1.9 有關寫作的重點

先從草擬一份簡要英文自傳開始，繼而進行重要文法解說及練習，學習訂正文章或句中之錯誤；再回復至寫作要點復習，最終要成就一篇水準以上的英文摘要。

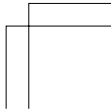
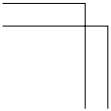
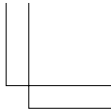
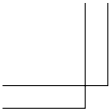
1.10 專業英文寫作之限制

任何努力都有可能遇到瓶頸，專業英文寫作自不例外。原因可能來自於寫作的目的，讀者為何許人，該文擬刊登文獻之要求等。

家庭作業（範例）。

家庭作業解答。





CHAPTER 1

Introduction

1.1 Meet the Authors

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Bob Youngs is Professor emeritus, Forestry & Forest Products, Virginia Polytechnic Institute and State University (Virginia Tech), Blacksburg, VA, USA. He is former Editor, *Wood & Fiber Science*. Former Coordinator of Forest Products Division, IUFRO.

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1.2 What is Distance Learning?

Distance learning is learning that takes place when the teacher is present only electronically. The teacher might be on the same campus or halfway around the world. Technologies and techniques are improving rapidly. With rapid advances in computers and electronic communication, distance learning is rapidly increasing in use. It is the direction of the future. It provides both the student and the teacher a greater degree of flexibility than in classical teaching, but has unique requirements to insure understanding and communication between teacher and class.

1.3 Course Content

This course is aimed at meeting the scientific writing needs of Mandarin speaking scientists and students of science. It is a combination of improving basic English and writing scientific English. Scientific writing includes a broad array of academic writing with unique requirements and formalities, and is directed to a unique readership. To learn to write well, you must write, write, and write. You will have many opportunities during the course. We will critique your writing, with suggestions for improved English writing.

"He has a right to criticize who has a heart to help." (A. Lincoln)

The course is designed to be helpful, although it may well be confusing at times. English and Mandarin are basically different languages and attaining perfect English is like chasing a rainbow.

You can become an effective writer if you are patient and diligent. Learn from your mistakes--don't become discouraged.

1.4 What is scientific writing?

Scientific writing takes many forms. One common form is correspondence designed to inform or query. This might be by letter, memo, or e-mail. Another form is the proposal designed to persuade those who have the authority and funding to approve and support a research project that the scientist has a viable strategy for solving a problem and the ability to implement that strategy. A third is preparation of instructions designed to inform others how to do something. Still a fourth is the presentation of a report, scientific paper, thesis, or dissertation designed to inform others of your research and its significance. This latter aspect is the focus of the course, with first emphasis on writing a summary.

This type of writing includes: description of research, interpretation and significance of results, usually with the aim of publication. Language must be clear and understandable. This type of writing is an essential part of scientific work.

"Good writing is the key to sound thinking."

(George Marra, American, 1980)

Such a course is justified because there is increasing publication of scientific reports in English language journals. English is becoming the *Lingua franca* of such writing. Broader readership & knowledge of one's scientific work requires the ability to master such writing. There are basic differences between Mandarin and English, which lead to common mistakes in writing or speaking English.

Native speakers of English make mistakes also and learn to write following the same principles.

1.5 Procedures

The course as it is presented by distance learning consists of lectures in English by Youngs from Blacksburg. These are either in the form of narrated Power Point slides or lectures using Power Point slides presented by teleconference. Either of those is interpreted in Mandarin by Wang in Pingtung as necessary for student understanding. Also included are demonstrations of good and bad writing, short quizzes on points of discussion, and writing assignments, which are sent via the NPUST DE website & returned electronically.

1.6 Expectations

After completing the course successfully, you should be able to:

Prepare a 300-word summary of a research project in accurate, fluent English (One A4 page, double spaced).

Organize a scientific paper according to internationally accepted format. Prepare a scientific paper using clear, accurate English.

1.7 Overall Approach

This course is a combination of English as a Second Language (ESL) and scientific writing. Scientific writing is difficult and calls for precise use of any language. Most problems of Chinese scientists are incorrect use of English due to differences from Mandarin. ESL courses usually do not deal with scientific English. The ESL emphases in this course deal particularly with:

Subject-verb agreement

English verb forms

Special verb and noun problems

Using articles appropriately

Adjectives and adverbs

Use of prepositions

Potential trouble spots

Avoiding pitfalls of grammar and punctuation

1.8 Degrees of Error

Mistakes in writing, like mistakes in anything else, have differing degrees of error. Three degrees of error are exemplified in the following:

Confusing

The research included a series of tests to measure principle properties of the material.

"Principle" is used instead of "principal". It implies that the tests would measure properties of some rule of the material, when it should refer to measuring the major properties of the material.

Noticeable

The solution was added to the liquid in the beaker as heating took place in an oven in the analytical laboratory of the chemistry building when classes resumed after summer break of two months in mid-September.

This is a "run on" sentence that contains too many different points to be understood clearly.

Misleading

Walking down the street, a house came into view.

This implies that the house was walking down the street.