

<<毕业论文及研究论文写作>>

图书基本信息

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前言

北京大学出版社2008年最新引进了一套国外畅销的《英语写作原版影印系列丛书》，并邀请我为这套丛书写序，谈谈我对英语写作教学与研究的一些认识。

我仔细翻阅后，觉得这套书特色十分鲜明，其中有几本再版达十次以上，经久不衰，非常乐意在此推荐给我国的广大读者。

在经济全球化和网络高度发达的今天，学好英语已变得十分重要，英语口语与书面语的表达能力已逐渐成为当今的核心竞争力之一，从第二语言学习的社会文化观看，能否流利地运用外语进行口头或书面交流已直接关系到学生的就业和未来发展。

中国的英语写作教学有许多问题需要深入探讨，引进国外优秀的英语写作教学与研究成果，对于更新我国的英语写作教学观念和方法，改革当前的英语写作教学具有重要意义。

一、国内外二语写作研究概览 第二语言写作的教学与研究在国际上一直受到重视，国外的写作教学研究十分活跃，以美国为例，美国普度（PURDUE）大学每年定期召开二语写作学术研讨会，2008年6月6-7日召开的第7届写作年会的主题是：外语写作教学：原理与实践。

二语写作拥有自己的研究队伍、研究机构、学术期刊。

概括起来，国际二语写作研究集中在四个领域：（1）写作过程研究，重点关注认知操作模型、写作构思策略、学习者的个体差异以及写作过程的阶段性变化；（2）写作结果研究，采用文本分析、错误分析、对比分析、对比修辞分析、语料分析等方法；（3）写作社会文化因素研究，影响写作的社会结构、语域知识、动机和需求等因素；（4）写作教学研究，如教学过程、学习策略、语言水平发展、课堂教学环节、写作测试、网络写作课件开发等。

国际二语写作研究近期关注四个热点：（1）批评对比修辞学，（2）母语写作迁移，（3）写作教师教育，（4）计算机辅助写作与研究。

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内容概要

本书有广度又有深度，把看似难以完成的论文写作过程分解成不同的步骤和阶段，并提供了详实的例证或样章供读者参考。

本书章节排列与学位论文的框架大致相同，对论文的整体写作过程都具有指导作用。

每章的结构也与学位论文章节大致相同，脉络清晰，便于读者查寻及跳读。

本书关注读者的切身感受，采用谈心式、要点式叙述方式，读起来有身临其境的感觉，对初步涉猎学术研究的学生或有关人员有较大帮助作用。

每章最后都附有“小测验”或核对清单，简单实用，对论文的修改尤具参考价值。

作者简介

Puncky Paul Heppner博士现为美国密苏里大学哥伦比亚分校教育学院教授，任该校教育、学校和咨询心理学系主任，并兼任多元文化研究、培训与咨询中心主任。

Heppner教授早年就读于内布拉斯加大学林肯分校并获得咨询心理学哲学博士学位，主要研究领域为应对/解决问题与心理调适，曾任《咨询心理学家》主编，现为美国心理学联合会会士、美国心理学学会学组会士、美国咨询心理协会会长和多家学术期刊编委、顾问及评审专家，并获咨询心理学领域多项奖项。

Heppner教授有多部论著出版，发表学术论文百余篇，曾作为福布赖特研究学者和访问教授在瑞典、爱尔兰、英国、南非等国家工作。

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章节摘录

SUMMARY OF PROBLEMS REGARDING EATING DISORDER RESEARCH WITH AFRICAN AMERICANS As stated throughout this chapter, a fundamental problem in the eating disorder field is that too much eating disorder research focuses on middle- to upper- class Caucasian women and too little research examines African American women's unique experiences (Wangsgaard Thompson, 1992). As a result, stereotypes in mental health lead to racism in assessment and treatment. Many medical and mental health professionals do not assess for eating disorders in their African American clientele while they more readily recognize eating disorder symptomology in Caucasian women. Treatment may be delayed, and thus only the most serious cases are seen. Therefore, most case studies on African Americans reflect an inherent treatment bias (Crago et al., 1996). While three studies with prevalence rates for DSM-IV eating disorders and symptoms have been conducted with Caucasian college samples (Brock, 1999; Mintz et al., 1997; Mulholland, 1996), prevalence rates of DSM-IV eating disorders and symptoms for African Americans are unstudied. Two studies indicate that African American women at predominantly Caucasian colleges and universities may exhibit greater eating disorder symptomology than African American women at predominantly Black colleges and universities (Gray et al., 1987; Williams, 1994). These studies, supported by Newcombs (1943) work on reference groups, provide support for conducting a prevalence study at a predominantly Caucasian university. Indeed, prevalence rates for DSM-IV eating disorders (anorexia, bulimia, and EDNOS) and symptoms (no bona fide disorder but eating disorder symptoms) would be a contribution to the field. It is possible that EDNOS, which are subclinical syndromes, may more accurately describe African American women's disordered eating than anorexia or bulimia. In addition, this chapter concluded that only one eating disorder assessment, the Q-EDD, is based on DSM-IV criteria and captures the range of DSM-IV eating disorders. The Q-EDD differentiates eating disordered from non-eating disordered from symptomatic for asymptomatic participants. All current disorder assessment inventories have been developed on Caucasian women, and only one, the EDI-2, has adequate psychometric properties with a middle-aged African American sample. No instrument's psychometric properties have been examined with exclusively African American college women. Given the particular strengths of the Q-EDD over other inventories, it is the clear choice for psychometric examination with African American college women. Clearly there is a fundamental need in the field for the psychometric properties of inventories to be examined with African American women.

编辑推荐

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"It is comprehensive in its coverage of relevant topics and issues related to developing and writing a dissertation. It gives better attention to qualitative methods than similar texts." ——JULIE MILLER-CRIBBS, University of South Carolina

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