

# Writing

## A College Workbook

SECOND EDITION

James A.W. Heffernan  
John E. Lincoln

# WRITING

## A COLLEGE WORKBOOK

*Second Edition*

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## ABBREVIATIONS FOR CHAPTER TITLES

When your instructor uses one of these abbreviations in marking your paper, you should read or review all the material in the designated chapter.

<i>coord</i>	3.	Coordination 1—Compound Sentences (pp. 85-104)	<i>seq</i>	11.	Verbs—Sequence of Tenses (pp. 251-268)
<i>coord/ sub</i>	6.	Coordination and Subordination (pp. 149-158)	<i>sp</i>	21.	Spelling (pp. 381-403)
<i>disc</i>	14.	Direct and Indirect Reporting of Discourse (pp. 293-298)	<i>ss</i>	1.	The Simple Sentence—Basic Parts (pp. 1-29))
<i>mech</i>	22.	Mechanics (pp. 405-417)	<i>style</i>	15.	Invigorating Your Style (pp. 299-315)
<i>mo</i>	13.	Verbs—Mood (pp. 281-288)	<i>sub</i>	5.	Subordination—Complex Sentences (pp. 117-147)
<i>mod</i>	2.	Modifiers (pp. 30-84)	<i>sv</i>	9.	Subject-Verb Agreement (pp. 207-231)
<i>pc</i>	4.	Coordination 2—Parallel Construction (pp. 105-116)	<i>t</i>	10.	Verbs—Tense (pp. 233-250)
<i>pr</i>	8.	Using Pronouns (pp. 177-206)	<i>vo</i>	12.	Verbs—Active and Passive Voice (pp. 269-279)
<i>sent</i>	7.	Complete Sentences and Sentence Fragments (pp. 159-175)			



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# PREFACE

*Writing—A College Workbook*, Second Edition, is a basic textbook on the writing of sentences and the handling of punctuation and mechanics. It is designed as a supplement to *Writing—A College Handbook*, Second Edition, but it may also be used by itself or with other books in a writing course.

While the *Handbook* explains the writing process as a whole, the *Workbook* focuses on the writing of sentences because problems with sentence structure often constitute the biggest hurdle student writers have to overcome. The *Workbook* follows the *Handbook* in its basic approach to sentence structure, and the explanatory terms used in both books are essentially the same. But many of the instructions in the *Workbook* are more elementary, and the exercises are in general simpler, asking frequently for the recognition of sentence elements and the correction of difficulties most commonly found in student writing. At the same time, the *Workbook* also includes a number of sentence-combining exercises, and these are designed to let students see the variety of effects they can generate with a variety of constructions. Thus the *Workbook* reinforces the fundamentally positive thrust of the *Handbook*, reasserting the point that good writing is not simply the absence of grammatical error, but also the presence of rhetorical power. This aim is, in fact, summed up by the title of the new chapter that ends Part I, “Invigorating Your Style.”

Teachers familiar with the First Edition of *Writing—A College Workbook* will find important improvements in the Second Edition. It not only treats sentence errors more thoroughly and positively than the first one did, but also an improved reference system makes assistance more locatable. In addition, the new Part II, “Punctuation and Mechanics,” breaks what was once a single chapter into seven chapters, so that major points are now treated separately in short, readily accessible sections with their own headings. As a result,

specific advice on using the comma or the colon is much easier to find.

Each chapter and section of the *Workbook* corresponds to a chapter or section in parts II and III of the *Handbook*, “Writing Sentences” and “Punctuation and Mechanics.” For example, chapter 2 in the *Workbook*, “Modifiers,” corresponds to a chapter with the same title in the *Handbook*—chapter 12. Likewise, section 2.15 in the *Workbook*, “Misplaced Modifiers,” corresponds to a section with the same title in the *Handbook*—section 12.15. As a result, students using the *Handbook* can readily find in the *Workbook* further instruction and further exercises on all of the major topics treated in parts II and III of the *Handbook*. Alternatively, students can use the chapters or sections of the *Workbook* as preparation for the corresponding chapters or sections of the *Handbook*.

Since the *Workbook* is a self-contained guide to punctuation and the writing of sentences, it can also be used by itself. No part of the *Workbook* presupposes a knowledge of the *Handbook*; instructional parts of the *Workbook* give all the information necessary for completion of the exercises. All the exercises are printed on separate pages, which can be torn out and handed in to the instructor while the rest of the book remains intact for future reference. Answers to the exercises in this book can be found in the instructor’s manual.

John E. Lincoln, the collaborator most responsible for the revision of the *Workbook*, would like to thank the following students for the use of their essay material: Daphne Bien, Chandler Harris, Robin Hayden, Marielle Lemal, Brendan MacLean, Lisa Miles, Tom Porter, Brett Rome, Timothy Smith, and Jessica Teitz.

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John E. Lincoln

Note: Nonstandard constructions in this book are marked with a star (\*) except in chapter 7, “Complete Sentences and Sentence Fragments,” where sentence fragments are not starred because they are acceptable under certain special circumstances.

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**WRITING  
SENTENCES**



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