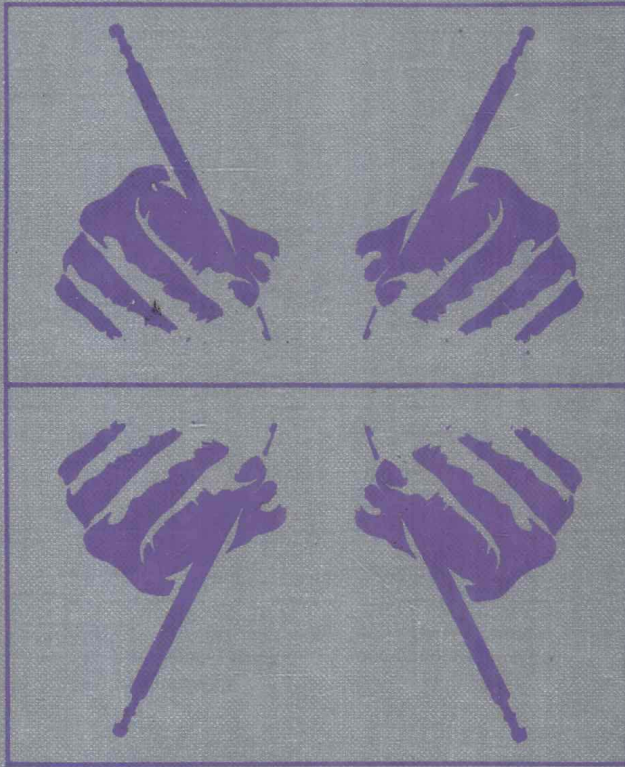


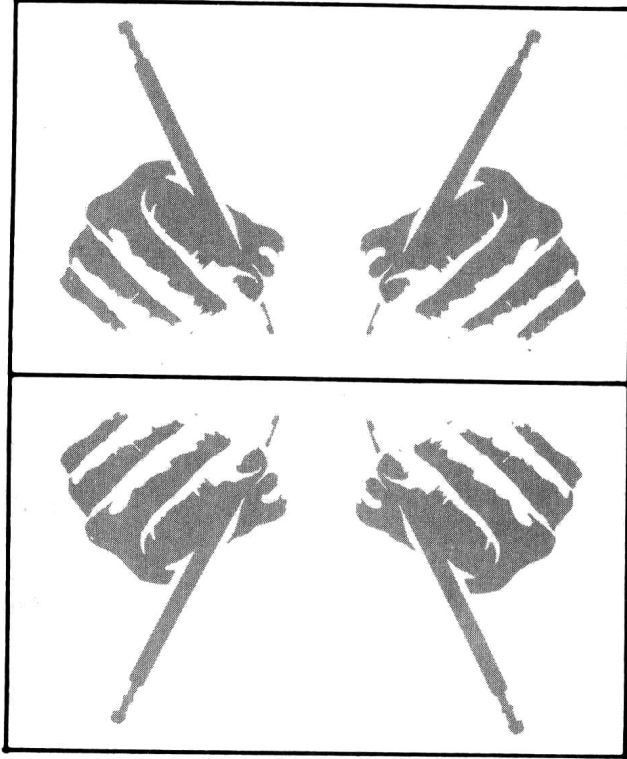
SECOND EDITION

# **The Writer's Rhetoric and Handbook**



Elizabeth McMahan and Susan Day

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**SECOND EDITION**

**Elizabeth McMahan and Susan Day**

Illinois State University

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## THE WRITER'S RHETORIC AND HANDBOOK

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In loving memory of Moose  
1970–1982

# Preface

We have tried to follow our own advice in this book and write in a style appealing to students, our primary audience. Although the tone is sometimes light, the content is always serious. In this second edition we have provided a text balancing process and product orientation. We incorporate as much current composition theory as possible without burdening students with technical language or abstruse paradigms. Our purpose remains practical: to provide instruction that is pleasant to read and easy to understand. And we still aim to help students learn to write standard English that is clear, coherent, and concise.

## **PRACTICAL APPROACHES TO WRITING IMPROVEMENT**

The content of *The Writer's Rhetoric and Handbook* is informed by our concern for pedagogy. The first eleven chapters, which constitute the Rhetoric, contain instruction in writing techniques. The remaining chapters make up the Handbook, which outlines the regulations governing standard English grammar and usage.

### **The Rhetoric**

Our introductory chapter now contains more emphasis on audience and purpose, several additional invention strategies, and expanded advice on the composing and revising process. We have added a chapter on diction which stresses careful word choice; gives advice on connotative language, figures of speech, and usage levels; and provides suggestions for using a dictionary and avoiding sexist language. Chapter 3 on sentences now offers practice in imitating admirable and useful sentence models by professional writers. We have also expanded and strengthened the material on sentence combining.

Because sound organization is essential for clarity, we continue to devote considerable attention to patterns of development. We now have three chapters detailing methods for organizing essays according to seven rhetorical types, arranged from the simplest to the most complex. Argument and persuasion receive a good deal more attention in this edition. The explanation for each rhetorical type includes the following:

- Invention ideas
- Ways to introduce and conclude the essay
- Appropriate transitional techniques
- Sample essays and outlines written by students
- Revision checklists for troubleshooting
- Prewriting ideas for in-class practice
- Essay topics designed to interest students of varying ages

Examples by professional writers illustrate good paragraph development, but as models for essays, we use student themes primarily—and lots of them. We have found that our students profit greatly by analyzing and editing each other's essays, discovering why one paper is successful, why another is less so. Our discussion questions are formulated to lead students to critical judgments.

### **The Special Skills Section**

Chapter 8 on study skills, "Reading and Writing in College Classes," contains helpful advice on how to read textbooks, take notes, budget time, and pass tests—including essay examinations. Chapter 10 on researched writing covers library resources, précis writing, paraphrasing, and revising; it also provides documentation styles for all disciplines, as well as complete information following the style in the *MLA Handbook*. We now have in Chapter 11, "Practical Career Writing," valuable suggestions for writing effective letters, job applications, and résumés.

### **The Handbook**

We limit our discussion of grammar to the concepts applicable to writing. Drawing on the most useful concepts from traditional, structural, and transformational grammar, we explain the system as simply as possible and illustrate the principles with sentence diagrams—a useful tool which lets students see how sentence elements function. We now call the chapter on mechanics, punctuation, and style the "Revising Index," because it contains—conveniently alphabetized—all the advice necessary for revising and editing a paper. The "Revising Index" is keyed to the theme correction symbols inside the front cover of this book. To the "Glossary of Usage," which reflects current standard English usage, we have added stern warnings against a couple of questionable habits that we have noticed in student writing lately.

Our suggested theme topics include over one hundred ideas for writing. Exercises—for prewriting, writing, and discussion—are interspersed throughout the book. There are three comprehensive exercises (one on sentences, one on grammar, and one on mechanics and style) at the ends of the grammar chapter and the Revising Index. These can be used as diagnostic tests and appear on duplicating masters in the Instructor's Manual.

## **Supplementary Materials**

We have planned the Instructor's Manual as a resource book. Beyond suggesting answers for exercises and discussion questions and providing the answer key for *The Writer's Workbook*, the Instructor's Manual offers further ideas for classroom activities, suggested grading standards, diagnostic tests, and additional sample student papers on duplicating masters for in-class editing.

*The Writer's Workbook* is designed to provide extra practice and remediation for students who are not prepared for the level of difficulty the text exhibits. It includes exercises on thesis, sentence, and paragraph development as well as exercises that parallel the material in the Handbook.

## **ACKNOWLEDGMENTS**

We want to extend warm thanks to the many people who have enabled us to improve this book—especially the composition specialists whose theories we have put into practice: James Kinneavy, Janice Lauer, Jacqueline Burke, Frank O'Hare, Linda Flower, Ken Macrorie, Winston Weathers, Donald M. Murray, Richard L. Graves, Sondra Pearl, Karl Taylor, Ronald Fortune, and Charles R. Cooper. We wish to thank our conscientious and helpful reviewers: Donald Morse, Donald Stewart, Earle Bryant, Mary Jane Dickerson, Thomas Martinez, James Willis, Norma Gaskey, and Richard Bullock. We would also like to express our warm appreciation to the McGraw-Hill editors and editorial assistants; Pat McCarney, our exemplary typist; to Robert Townsend of the ISU Milner Library; and to Nadine, Michele, Patsy, Mark, Sue, and Dan, our good friends and trusty assistants. We have also benefited from the loving support of our women's groups, who know more about rhetoric than they probably ever wanted to.

Elizabeth McMahan  
Susan Day

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<p> <i>Conjunctions, Correlative • Conjunctions, Subordinating • Conjunctive Adverb • Connotation and Denotation • Contraction • Coordinating Conjunction • Coordination • Correlative Conjunction • Dangling Modifier • Dash • Denotation • Determiner • Diction • Digression • Doublespeak • Ellipsis Dots • Elliptical Construction • Emphasis • Euphemism • Exclamation Point • Expletive • Figures of Speech • Formal Usage • Fragment • Function Words • Fused Sentence • Generalizations • Hyphen • Infinitive • Informal Usage • Interjection • Intransitive Verb • Irregular Verb • Italics • Jargon • Levels of Usage • Linking Verb • Logic • Misplaced Modifier • Modifiers • Mood • Nominal • Nonrestrictive Clause • No Punctuation Necessary • Numbers • Object • Overburdened Sentence • Paragraph • Parallel Structure • Parentheses • Participle • Participle Endings • Passive Voice • Period • Personification • Phrase • Point of View • Possessives • Possessives with Gerunds • Predicate • Predicate Nominative • Predicate Adjective • Predication, Faulty • Preposition • Pronoun • Proper Noun • Qualification • Quotation Marks • Redundance • Redundant Prepositions • Reference of Pronouns • Regular Verb • Repetition • Restrictive Clauses • Run-On Sentence (Fused Sentence) • Semicolon • Sentence Types • Shifts in Tense and Person • Simile • Simple Sentence • Slang • Spelling • Split Infinitive • Squinting Modifier • Subject • Subjunctive Mood • Subordination and Coordination • Tense • Thesis Statement • This and Which • Titles • Topic Sentence • Transitions • Transitive Verb • Triteness • Underlining • Underdeveloped Paragraphs • Unity • Usage • Variety • Verb • Verbal • Word Division • Wordiness</i> </p>	
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### **Levels of Usage**

**457**

*a/an • accept/except • advice/advise • affect/effect • ain't • allude/refer • allusion/illusion • almost/most • a lot/alot • already/all ready • all right/alright • altogether/all together • a.m./p.m. • ambiguous/ambivalent • among/between • amount/number • analyzation • and • any more/anymore • anyways/anywheres • apprise/appraise • as/like • as to • author • awhile/a while • bad/badly • being as/being that •*



*beside/besides • better/best • between/among •  
 busted • can/may • can't help but/cannot help but •  
 center on/center around • choose/chose •  
 compare/contrast • complected •  
 complement/compliment • continual/continuous •  
 deduce/infer/imply • differ from/differ with •  
 different from/different than •  
 disinterested/uninterested • dominant/dominate •  
 effect/affect • enthuse • etc. • everyday/every day •  
 except/accept • farther/further • fewer/less •  
 former/latter • got/gotten • hanged/hung • he or  
 she/his or her • himself • hopefully • hung/hanged •  
 illusion • imply/infer • in/into/in to • irregardless • is  
 when/is where • its/it's • kind of/sort of •  
 latter/former • lay/lie • lead/led • leave/let • lend/loan •  
 less/fewer • lie/lay • like/as • likely/liable •  
 lose/loose • man/person • may/can • most/almost •  
 Ms. • myself • number/amount • orientated/oriented •  
 prescribe/proscribe • principal/principle •  
 probable/probably • proved/proven • quite/quiet •  
 quotes • raise/rear • real/really • reason is because •  
 refer • rise/raise • shall/will • she or he • should of •  
 sit/set • sort of/kind of • split infinitives • supposed  
 to/used to • than/then • their/there/they're •  
 themselves • then/than • thusly • to/too/two •  
 try and/try to • two • very • weather/whether •  
 who/which/that • will/shall • would of •  
 you (indefinite) • your/you're*

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