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SECOND EDITION

College

Workbook

The

HARBRACE HANDBOOKS

LARRY MAPP

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College Workbook

The Harbrace Handbooks

Larry G. Mapp

Middle Tennessee State University

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Correlation of *College Workbook* units to *Hodges' Harbrace Handbook* chapters

<i>College Workbook</i>	<i>Hodges' Harbrace Handbook</i>
Unit 1 Parts of Sentences	Ch. 1 Sentence Sense
Unit 2 Sentence Boundary Problems	Ch. 2 Sentence Fragments
	Ch. 3 Comma Splices and Fused Sentences
Unit 3 Verbs	Ch. 4 Agreement
	Ch. 5 Verbs
	Ch. 20 Consistency
Unit 4 Pronouns	Ch. 6 Pronouns and Case
	Ch. 6b Agreement
	Ch. 78 Prona in Reference
Unit 5 Modifiers	Ch. 7 Adjectives and Adverbs
	Ch. 7b Misplaced Parts and Dangling Modifiers
Unit 6 Comma	Ch. 7 The Comma
	Ch. 7c Unnecessary or Absolutive Commas
Unit 7 Semicolon	Ch. 7d The Semicolon
Unit 8 Apostrophe	Ch. 7e The Apostrophe
Unit 9 Quotation Marks	Ch. 7f Quotation Marks
Unit 10 Other Marks of Punctuation	Ch. 7g The Period and Other Marks
Unit 11 Spelling	Ch. 18 Spelling, the Spellchecker, and Hyphenation
Unit 12 Capitals	Ch. 19 Capitals
Unit 13 Italics	Ch. 19 Italics
Unit 14 Abbreviations, Acronyms, and Numbers	Ch. 19 Abbreviations, Acronyms, and Numbers
Unit 15 Usage	Ch. 20 Concise Usage
Unit 16 Factiveness	Ch. 20 Factiveness
Unit 17 Conciseness	Ch. 20 Conciseness
Unit 18 Sentence Clarity and Completeness	Ch. 21 Clarity and Completeness
Unit 19 Sentence Unity	Ch. 21 Sentence Unity
Unit 20 Subordination and Coordination	Ch. 21 Subordination and Coordination
Unit 21 Parallelism	Ch. 21 Parallelism
Unit 22 Emphasis	Ch. 21 Emphasis
Unit 23 Variety	Ch. 20 Variety
Unit 24 Argumentation and Logical Fallacies	Ch. 25 Writing Arguments
Unit 25 Paragraphs	Ch. 33g Planning and Drafting Essays
	Ch. 33d Revising and Editing Essays
Unit 26 The Essay	Ch. 33 Planning and Drafting Essays
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Unit 27 Research and Documentation	Ch. 36 Finding Sources Online, in Print, and in the Field
	Ch. 37 Evaluating Sources Online and in Print
	Ch. 38 MLA Documentation

A correlation chart of *College Workbook* units and *The Writer's Handbook* chapters appears on the inside back cover.

Correlation of *College Workbook* units to *The Writer's Harbrace Handbook* chapters

<i>College Workbook</i>	<i>The Writer's Harbrace Handbook</i>
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Unit 2: Sentence Boundary Problems	Ch. 21: Phrases and Clauses in Sentences
	Ch. 22: Sentence Fragments
	Ch. 23: Comma Splices and Fused Sentences
Unit 3: Verbs	Ch. 26: Verbs
Unit 4: Pronouns	Ch. 25: Pronouns
Unit 5: Modifiers	Ch. 24: Modifiers
Unit 6: Comma	Ch. 35: The Comma
Unit 7: Semicolon	Ch. 36: The Semicolon
Unit 8: Apostrophe	Ch. 37: The Apostrophe
Unit 9: Quotation Marks	Ch. 38: Quotation Marks
Unit 10: Other Marks of Punctuation	Ch. 39: The Period and Other Marks
Unit 11: Spelling	Ch. 40: Spelling, the Spell Checker, and Hyphenation
Unit 12: Capitals	Ch. 41: Capitals
Unit 13: Italics	Ch. 42: Italics
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Unit 15: Usage	Ch. 32: Good Usage
Unit 16: Exactness	Ch. 33: Exactness
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Unit 27: Research and Documentation	Ch. 39: Finding Sources Online, in Print, and in the Field
	Ch. 40: Evaluating Sources Online, in Print, and in the Field
	Ch. 42: MLA Documentation

A correlation chart of *College Workbook* units and *The Writer's Harbrace Handbook* chapters appears on the inside front cover.

Preface

In an attempt to group material logically and make it easier to find, we have organized the *Workbook* into five large parts. Part 1 contains units on matters of grammar, and Part 2 treats the conventions of punctuation and other mechanics of writing. Part 3 examines word selection and word use, while Part 4 addresses issues of style. Finally, Part 5 treats writing as a whole. Within these large groupings we have created units on the topics you expect. The organization of the material complements the clear explanations and helpful exercises that the *College Workbook* continues to offer, so we think you will find this an extremely useful and practical text.

The exercises now are grouped at the end of each unit for easier access. Within each exercise we have tried to create a complete unit of discourse so that the sentences fit together semantically. We believe that by writing small but whole discourses we encourage students to think in terms of complete discourses even as we instruct on issues such as punctuation or grammar.

Unit headings carry references to both *Hodges' Harbrace Handbook* and *The Writer's Harbrace Handbook*. At several junctures in the workbook we also encourage students to extend their study of a topic by consulting one of the handbooks. While the workbook has a less formal tone, its lessons are the same as the handbook's, and the two work well in tandem.

The work on this edition has been made immeasurably easier and more pleasant because of the efforts of Michell Phifer, Lianne Ames, and Barbara Lipson. I appreciate their leadership, close reading, and attention to detail.

As always, I thank my wife Ann whose generosity knows no bounds.

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1

Grammar

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UNIT 1

Parts of Sentences

Hodges': chapter 1

Writer's: chapters 20, 21

Parts of speech

As you analyze your writing, or that of other writers, you need to learn to identify the words in sentences. Ultimately you will want to identify each word as a specific *part of speech* and as having a specific *function* in its sentence. The following chart lists the various functions words can perform in a sentence and the types of words that perform each function.

Function	Kinds of Words
Naming	Nouns and Pronouns
Predicating (stating or asserting)	Verbs
Modifying	Adjectives and Adverbs
Connecting	Prepositions and Conjunctions

The next chart summarizes the parts of speech that you will study in detail in the rest of this section (except for interjections).

Parts of Speech	Uses in Sentences	Examples
1. Verbs	Indicators of action, occurrence, or state of being	Josh <i>wrote</i> the report. Sarah <i>studied</i> the essay. They <i>are</i> students.
2. Nouns	Subjects and objects	Josh gave Sarah the <i>list of chapters</i> .
3. Pronouns	Substitutes for nouns	She will return <i>it</i> to <i>him</i> later.
4. Adjectives	Modifiers of nouns and pronouns	The <i>third</i> chapter is the <i>interesting</i> one.
5. Adverbs	Modifiers of verbs, adjectives, other adverbs, or whole clauses	presented <i>clearly</i> a <i>very</i> interesting study <i>entirely</i> too long <i>Indeed</i> , we are ready.

Parts of Speech	Uses in Sentences	Examples
6. Prepositions	Words used before nouns and pronouns to relate them to other words in the sentence	<i>in</i> a hurry <i>with</i> no thought <i>to</i> them
7. Conjunctions	Connectors of words, phrases, or clauses; may be either coordinating or subordinating	lyric poems <i>and</i> ballads before the reading <i>or</i> after it <i>since</i> the signing of the contract
8. Interjections	Expressions of emotion (unrelated grammatically to the rest of the sentence)	<i>Good grief!</i> <i>Ouch!</i> <i>Well</i> , we tried.

Verbs and predicates

Although the verb is usually the second main part of the sentence, you should master it first because the verb is the heart of the sentence. It is the one indispensable part of the sentence. Remember that a trainer can communicate with a dog using only verbs: *Sit. Stay. Fetch.*

Function The verb, as the heart of the sentence, says something about the subject; it expresses an action, an occurrence, or a state of being.

Action	Professor Wolfe <i>wrote</i> all of his life.
Occurrence	He <i>considered</i> fieldwork to be necessary.
State of Being	He <i>seems</i> to have been an inspiring teacher.

The verb also determines what kind of complement the sentence will have: either a word or words that will receive the action of the verb or a word or words that will point back to the subject in some way. If the verb is *transitive*, it transfers or passes along its action to a complement called a *direct object*.

Transitive

Matzger described field trips.

[The transitive verb *described* passes its action along to its complement the direct object *trips*.]

If the verb is intransitive, it does not pass its action along to a complement. One kind of intransitive verb is complete in itself; it has no complement.

Intransitive

The images soared.

[The verb *soared* is complete; it does not need a complement.]

Another type of intransitive verb is the linking verb, which links the subject with a complement that refers back to the subject. The most common linking verbs are *be* (*is*,

are, was, were, has been, have been, will be, and so on), seem, and appear, as well as those that are related to the senses, such as feel, look, and taste.

Intransitive

The images seemed original.

[The linking verb *seem* calls for a complement that refers back to the subject.]

Position The verb (underlined twice) is usually the second main part of the sentence, but in questions, emphatic sentences, and sentences that begin with *there* or *it*, the verb may come first or before the subject (underlined once).

Usual Order

Students can study off campus.

Question

Have students enrolled in off-campus courses?

Emphatic

Rare is the uncommitted student.

There

There are resemblances among the students' backgrounds.

Always look for the verb first when you are trying to match it with its subject. This practice will help you to avoid agreement errors (the use of a plural verb with a singular subject and vice versa). If you look for the subject first, you may easily choose the wrong word in a sentence like this: "The students in the research institute (*is, are*) studying off campus." You are much less likely to choose "institute" as the subject if you first locate the verb (*is, are*) *studying* and then determine who or what the verb is speaking about: the institute is not studying; the *students* are studying.

Form The verb may be recognized not only by its function and its position but also by its endings in the third person. Verbs ending in *-s* or *-es* are singular in number: he tries, she jumps, it requires. Verbs ending in *-d* or *-ed* are in the past tense: he tried, she jumped, it required. (Sometimes, however, the verb changes its form altogether in the past tense: he rides, he rode; she lies down, she lay down; it comes, it came.)

Auxiliaries (Helping Verbs) The verb may be one word or several words. The main part of the verb—the word that actually expresses the action, occurrence, or state of being—may be accompanied by auxiliaries or helping verbs—words like *has, have, should,* and *can* and forms of *be*. This cluster of verbs is referred to as a *verb phrase*. Often the parts of the verb phrase are separated.

Many students could not use the computers.

[*Not* often comes between the auxiliary and the main verb; it is a modifier, not a part of the verb, even when it appears in contractions like *don't*.]

Can you use the computers?

[In a question the parts of the verb phrase are usually separated.]

Phrasal Verbs The main verb may also be accompanied by a word like *up, down, or in* that functions as a part of the verb. This part of the verb is called a *particle*; the particle usually changes or adds to the meaning of the main verb.

Verb I passed the stadium on my way to class.

Verb with Particle I passed up a chance to go in the stadium.

The particle ordinarily follows immediately after the main verb, but it is sometimes separated from the main verb.

I passed the chance up.

Summary

Function The verb expresses an action (*throw, run, talk*), an occurrence (*prevent, criticize, modify*), or a state of being (*be, seem, appear, become*).

Position The verb is usually the second main part of the sentence (“We *photographed* the black-footed ferrets.”), but it may come elsewhere, especially in questions (“*May we copy* the records?”).

Form In the third person (*he, she, it*), the verb shows singular number by an *-s* or *-es* ending (*feeds, comes, carries*) and past tense by a *-d* or *-ed* ending (*solved, walked, carried*). Sometimes, however, the verb changes form completely in the past tense: *run, ran; buy, bought; choose, chose*. The verb may be only one word (*turned*) or several words (*has turned, will be turning, should turn in*).

Subjects, objects, and complements

All sentences except those that issue commands have a stated subject. And even in a command, the subject—*you*—is understood.

[You] Find a Web site about mammoths.

Function The subject is whom or what the sentence is about. Once you have located the verb in the sentence, you need only to ask who or what is *doing, occurring, or being*. Your answer will be the complete subject. To find the simple subject, ask specifically whom or what the verb is talking about.

Everyone in our class has created a Web site.

[Who has created? *Everyone in our class*. Who specifically has created? Not *in our class* but *everyone*.]

My topic, unlike the others, was assigned by the instructor.

[What has been assigned? *My topic, unlike the others*. What specifically has been assigned? Not *my* or *unlike the others* but *topic*.]

As in these examples, a word or group of words usually comes before and/or after the simple subject. Do not confuse one of these other words with the subject. If you do,