The Wadsworth Handbook

(Eighth Edition)

高级英语写作手册

（第八版）

[美] 劳里·G·柯斯兹纳
斯蒂芬·R·曼德尔 著

中国人民大学出版社

The Wadsworth Handbook

(Eighth Edition)

高级英语写作手册

（第八版）

[illegible]

[illegible]

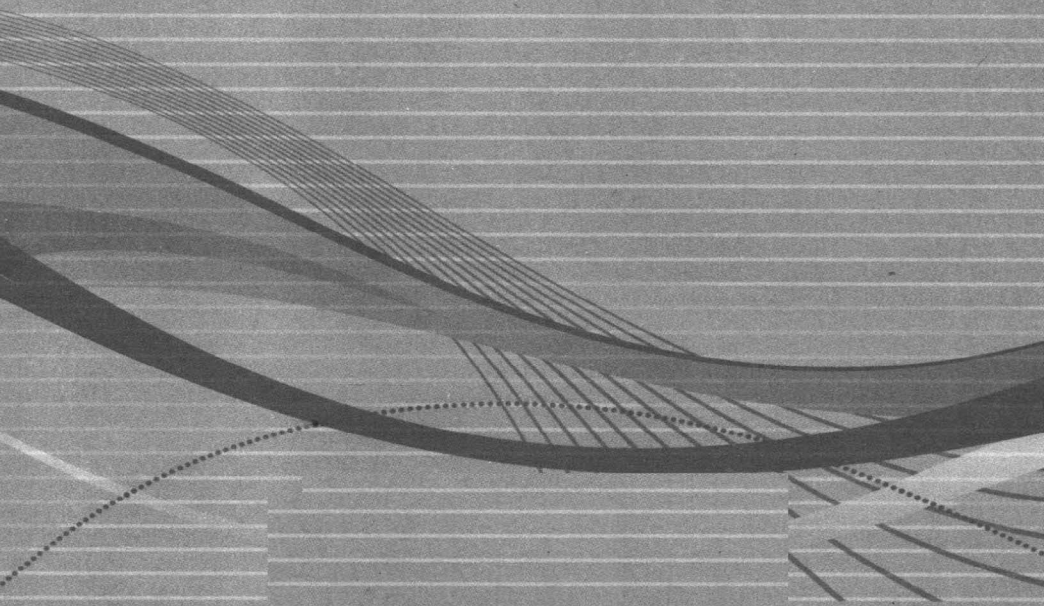
The Wadsworth Handbook

(Eighth Edition)

高级英语写作手册

（第八版）

[美] 劳里·G·柯斯兹纳 (Laurie G. Kirszner)
斯蒂芬·R·曼德尔 (Stephen R. Mandell) 著



中国人民大学出版社

图书在版编目（CIP）数据

高级英语写作手册：第八版 /（美）柯斯兹纳，（美）曼德尔著.
北京：中国人民大学出版社，2008
ISBN 978-7-300-08936-2

Ⅰ.高…
Ⅱ.①柯… ②曼…
Ⅲ.英语-写作-手册
Ⅳ.H315-62

中国版本图书馆CIP数据核字（2008）第011661号

The Wadsworth Handbook (Eighth Edition)
高级英语写作手册（第八版）

[美] 劳里·G·柯斯兹纳（Laurie G. Kirszner）
斯蒂芬·R·曼德尔（Stephen R. Mandell） 著

出版发行	中国人民大学出版社		
社　　址	北京中关村大街31号	**邮政编码**	100080
电　　话	010-62511242（总编室）	010-62511398（质管部）	
	010-82501766（邮购部）	010-62514148（门市部）	
	010-62515195（发行公司）	010-62515275（盗版举报）	
网　　址	http:// www. crup. com. cn		
	http:// www. ttrnet. com（人大教研网）		
经　　销	新华书店		
印　　刷	北京易丰印刷有限责任公司		
规　　格	140 mm × 210 mm 32开本	**版　　次**	2008年4月第1版
印　　张	26.875	**印　　次**	2008年4月第1次印刷
字　　数	899 000	**定　　价**	59.80元

版权所有　侵权必究　印装差错　负责调换

Note to Students

We would like to introduce you to the eighth edition of *The Wadsworth Handbook*, a comprehensive writing guide for college students. Our goal in this text remains the same as it was in the first edition: to help you produce sound academic writing. To this end, we provide practical support for the writing and research projects that will be important to you in your academic careers and in your professional careers as well.

The Wadsworth Handbook, which comes out of our many years of hands-on experience as teachers of writing, offers full coverage of all the topics we see as essential for writers: the writing process, critical thinking, argumentation, the research process, common sentence errors, grammar and style, punctuation and mechanics, and English for speakers of other languages. We also explain specific academic success strategies as well as conventions of writing in various disciplines. In addition, the book includes the most up-to-date information on writing in an electronic environment; visual rhetoric; MLA, APA, Chicago, and CSE documentation; writing in the disciplines; document design; and Web page design. Throughout the text, practice exercises are provided to reinforce writing skills.

As writers, you already know that to express your ideas clearly, you need to understand the basic principles of grammar, mechanics, and style. In addition, however, writers in the digital age also need to know how computers can help them communicate their ideas to others more effectively, whether they are writing for an academic audience or on the job for a business audience. In fact, in all the writing you do—regardless of your purpose or audience—technology plays an ever-increasing role in helping you to convey your ideas. For this reason, it is very important that you have a clear understanding of the relationship between technology and writing.

We revised *The Wadsworth Handbook* with this idea in mind. The result is a book that you can depend on to give you sound, sensible advice about writing as well as about the electronic tools that define the twenty-first-century writing environment. We hope you will find *The Wadsworth Handbook* a resource that you can turn to again and again as you write in college and beyond.

Laurie Kirszner
Steve Mandell
March 2007

此为试读,需要完整PDF请访问: www.ertongbook.com

Features of This Book

- **Frequently Asked Questions (FAQs)** appear at the beginning of each chapter. A marginal FAQ icon appears in the chapter beside each answer.
- **Computer tips** highlight specific ways in which technology can help you throughout the writing, revising, and editing processes. Each computer tip includes the URL for the book's companion Web site, <http://thomsonedu.com/english/kirsznermandell/>, which contains a wealth of online resources.
- **Grammar checker boxes** illustrating sample errors show the advantages and disadvantages of using a grammar checker.
- **Numerous checklists** summarize key information that you can quickly access as needed.
- **Close-up boxes** provide an in-depth look at some of the more perplexing writing-related issues you will encounter.
- **Parts 4–5** include the most up-to-date documentation and format guidelines from the Modern Language Association, the American Psychological Association, the University of Chicago Press, and the Council of Science Editors.
- **Newly designed documentation directories** make it easy for you to locate models for various kinds of sources, including those found online from library subscription services such as InfoTrac® and Lexis-Nexis™. In addition, annotated diagrams of sample works-cited entries clearly illustrate the elements of proper documentation.
- **Marginal cross-references** throughout the book allow you to flip directly to other sections that treat topics in more detail.
- **Marginal ESL cross-references** throughout the book direct you to sections of Part 13, "Bilingual and ESL Writers," where concepts are presented as they apply specifically to second-language writers.
- **ESL tips** are woven throughout the text to explain concepts in relation to the unique experiences of bilingual students.
- **Getting Help from the Dictionary boxes** appear throughout Chapter 63, "Grammar and Style for ESL Writers," offering bilingual students practical advice for using a dictionary effectively.

- **Numerous exercises** throughout the text allow you to practice at each stage of the writing, revising, and editing processes.
- **Numerous annotated sample documents**, created by both student and professional writers, illustrate the principles of effective print and electronic document design.
- **An extensive writing-centered treatment of grammar, punctuation, and mechanics**, including hand-edited examples, explains and illustrates specific strategies for improving your writing.

Note to Instructors

In this eighth edition of *The Wadsworth Handbook*, our goal is to show students how they can become more effective and confident writers. To this end, the first half of the book focuses on writing and research as well as strategies for academic success. Here we also include material to help students create and interpret visual texts as well as a chapter that guides students through the process of writing effective and compelling literary arguments. The second half of *The Wadsworth Handbook*, which deals with grammar, punctuation, and mechanics, has also been reworked to reflect our focus on student writing. Grammar checker boxes, which include sample screen shots, appear in almost every chapter, acknowledging the role computer technology plays in the revising and editing processes. Finally, we illustrate how the rules of grammar, punctuation, and mechanics operate in real-world contexts—for example, in advertisements, emails, and text messages.

Despite our focus on the electronic tools that students have at their disposal, we have not forgotten the fundamental reason students consult a handbook: to become more effective, more confident writers. Accordingly, in addition to adding checklists and revising close-up boxes, we have strengthened basic discussions of the writing process, research, grammar, style, and mechanics. For example, we have streamlined our coverage of writing essays and research papers, and we have added more examples of electronic sources and redesigned the documentation directories to make them easier to navigate. Finally, we have expanded our treatment of English for speakers of other languages in Part 13, "Bilingual and ESL Writers," by adding a new Chapter 62, "Adjusting to the US Classroom."

Although *The Wadsworth Handbook*, Eighth Edition, is grounded in the most up-to-date research in composition and rhetoric, it is also informed by our many years of classroom teaching. We began our careers as teachers of composition as graduate students in Temple University's basic writing program; years later, we both still teach first-year students. We were colleagues before we became textbook writers, and our struggle to create useful instructional materials for the students we were teaching was our first collaboration. Today, we

continue to search for what works for our students—for what they will need to succeed in college and on the job. Our goal with this new edition of *The Wadsworth Handbook* is to define the challenges that real writers will encounter in the digital writing environment of the twenty-first century and to provide students with clear choices and pragmatic advice. The result, we hope, is a book that both students and instructors will trust—and one that they will use with ease and, perhaps, even with pleasure.

New to the Eighth Edition

- An expanded Part 2, "Thinking Critically and Writing Arguments," includes even more coverage of using logic, using visuals to support arguments, and writing electronic arguments.
- Newly designed documentation directories make it much easier for students to locate models for print and electronic sources—including online sources from library subscription services such as InfoTrac® and Lexis-Nexis™.
- A new Chapter 24, "Writing a Literary Argument," walks students through the steps of planning, organizing, and writing an effective literary argument.
- A new Chapter 62, "Adjusting to the US Classroom," provides strategies for bilingual and ESL writers to understand the writing process, English language basics, and the value of editing their work.
- New grammar checker boxes illustrating sample errors show the advantages and limitations of using a grammar checker.
- A streamlined new design makes the book easier to navigate.

Acknowledgments

We thank the following reviewers for their advice, which helped us develop the eighth edition:

Joan K. Anderson, *Southeastern Louisiana University*
Clay Armstrong, *East Mississippi Community College*
Nancy G. Barron, *Northern Arizona University*
Carole O. Beasley, *East Mississippi Community College*
Linda Boyd, *Houston Baptist University*
Wayne Christensen, *Florida Memorial University*

Vicki Covington, *Isothermal Community College*
Nate Gordon, *Kishwaukee College*
Barbara Hanna, *East Mississippi Community College*
Jonathan B. Himes, *John Brown University*
Steven H. Jobe, *Hanover College*
Bill Koch, *University of Northern Iowa*
Kay Kolb, *University of Texas, Permian Basin*
Kathleen Lazarus, *Daytona Beach Community College*
Jill LeRoy-Frazier, *Milligan College*
Mary Ann Macartney, *Rosemont College*
Rachel A. Mournian, *Point Loma Nazarene University*
Nancy Parker, *LeTourneau University*
Tammy Parkes, *East Mississippi Community College*
Alix Paschkowiak, *Westfield State College*
Barbara Peterson, *Isothermal Community College*
Lynn Pifer, *Mansfield University of Pennsylvania*
Norman Prinsky, *Augusta State University*
Diane Putzel, *University of Maryland, Baltimore County*
Gerald J. Pyle Jr., *Paul D. Camp Community College*
Bernard Quetchenbach, *Florida Southern College*
Mark Sandona, *Hood College*
Steve Sansom, *North Harris College*
Joan Schell, *Pennsylvania College of Technology*
James T. Simmons, *Mount Marty College*
Ron Smith, *University of North Alabama*
Nelson Stone, *Mount Marty College*
Jamie Sullivan, *Mount Marty College*
Michael Travers, *Southeastern Baptist Theological Seminary*
Natasha Whitton, *Southeastern Louisiana University*
Diana Yeager, *Hillsborough Community College*
Holly W. Young, *Heritage Christian University*
Gary Zacharias, *Palomar College*

Any revision as extensive as this one depends on the combined talents and expertise of many people, such as those who generously contributed student essays to this book: Bryan Burke, Washington State University; Fiona Glade, Washington State University; Melinda Lipani, The University of Texas at Austin; Roger Rouland, The University of Texas at Austin; and Jessie Swigger, The University of Texas at Austin.

We are particularly grateful to the panel of expert advisors who worked with us to develop our treatment of specific topics and features. We would like to thank Patricia Arnott, University of Delaware, for her cogent advice about library research; Bill Bolin, Texas A&M University, Commerce, for his work on Toulmin logic; Kristine Blair

and Cheryl Hoy, Bowling Green State University, for their insights on technology and visual rhetoric; and Melinda Reichelt, The University of Toledo, for her work on the ESL section.

At Wadsworth, we thank Michael Rosenberg, who provided the guidance and support that made this revision possible. He assembled an editorial team whose commitment, enthusiasm, and personal involvement made this revision a pleasure to work on, and for this—as well as for his friendship—we are very grateful.

The true star of our editorial team is Karen Smith, who is, without a doubt, the best development editor we have ever worked with. Insightful, intelligent, well organized, astute, and unflappable, the awe-inspiring Karen remained in control in all situations—no matter how difficult. We predict great things for her.

Also at Wadsworth, we would like to thank Lyn Uhl, Publisher; Star MacKenzie Burruto, Senior Acquisitions Editor; Elliot F. Sanchez, Editorial Assistant; Lianne Ames, Senior Content Product Manager; Sheri Blaney, Senior Permissions Account Manager; Mandee Eckersley, Marketing Manager; and Mary Beth Hennebury, Senior Print Buyer. We also very much appreciate Brian Salisbury's eye-catching cover design.

At Nesbitt Graphics, we remain very grateful to Susan McIntyre, our outstanding Project Manager; Jerilyn Bockorick, who created the attractive interior design; and the rest of the team, all of whom worked hard and did their usual great job.

Once again, we would like to thank our families—Mark, Adam, and Rebecca Kirszner and Demi, David, and Sarah Mandell—the people we care about the most. Finally, we would like to thank each other for making this book a collaboration in the truest sense.

Laurie Kirszner
Steve Mandell
February 2007

此为试读,需要完整PDF请访问: www.ertongbook.com

THE RESEARCH PROCESS

Activity	Date Due	Date Completed
Move from an Assignment to a Topic, **13a**	_____	_____
Do Exploratory Research and Formulate a Research Question, **13b**	_____	_____
Assemble a Working Bibliography, **13c**	_____	_____
Develop a Tentative Thesis, **13d**	_____	_____
Do Focused Research, **13e**	_____	_____
Take Notes, **13f**	_____	_____
Fine-Tune Your Thesis, **13g**	_____	_____
Outline Your Paper, **13h**	_____	_____
Draft Your Paper, **13i**	_____	_____
Revise Your Paper, **13j**	_____	_____
Prepare Your Final Draft, **13k**	_____	_____

CHECKLIST

Avoiding Plagiarism

- ☐ **Take careful notes.** Be sure you have recorded information from your sources carefully and accurately.
- ☐ **In your notes, clearly identify borrowed material.** In handwritten notes, put all words borrowed from your sources inside circled quotation marks, and enclose your own comments within brackets. If you are taking notes on a computer, boldface all quotation marks.
- ☐ **In your paper, differentiate your ideas from those of your sources** by clearly introducing borrowed material with an identifying tag and by following it with documentation.
- ☐ **Enclose all direct quotations** used in your paper within quotation marks.
- ☐ **Review all paraphrases and summaries** in your paper to make certain they are in your own words and that any distinctive words and phrases from a source are quoted.
- ☐ **Document all quoted material and all paraphrases and summaries** of your sources.
- ☐ **Document all information** that is open to dispute or that is not common knowledge.
- ☐ **Document all opinions, conclusions, figures, tables, statistics, graphs, and charts** taken from a source.
- ☐ **Never submit the work of another person as your own.** Do not buy a paper from an online paper mill or use a paper written by a friend. In addition, never include in your paper passages that have been written by a friend, relative, or writing tutor.
- ☐ **Never use sources that you have not actually read (or invent sources that do not exist).**

Correction Symbols

abbr Incorrect abbreviation: **60a–c**; *editing misuse*, **60d**

ad Incorrect adjective: **33c1**; **46d**; **50a–b**; *comparative/superlative forms*, **50d**; *avoiding double negatives*, **50e**

adv Incorrect adverb: **33c1**; **46e**; **50a**; **50c**; *comparative/superlative forms*, **50d**; *avoiding double negatives*, **50e**

agr Faulty agreement: *subject/verb*, **49a**; *pronoun/antecedent*, **49b**

aud Audience not clear: *identifying audience*, **1b**; *in the disciplines*, **22a**; **25a**; **26a**

awk Awkward: **42a–d**

ca Incorrect case: **47a**; *case in special situations*, **47b**

cap Incorrect capitalization: **57a–e**; *editing misuse*, **57f**

coh Lack of coherence: *paragraphs*, **7b**

con Be more concise: **37a–c**

cs Comma splice: *correcting*, **39b–e**

d Inappropriate diction: *appropriate words*, **43a**; *inappropriate figures of speech*, **43c**; *inappropriate language*, **43d**; *offensive language*, **43e**

dead Deadwood: **37a1**

det Use concrete details: **43b3–4**

dev Inadequate development: **7c**

dm Dangling modifier: **40c**

doc Incorrect or inadequate documentation: *MLA*, **18a**; *APA*, **19a**; *Chicago*, **20a**; *CSE*, **21a**

emp Inadequate or unclear emphasis: **36a–e**

exact Use more exact word: **43b**

fig Inappropriate figure of speech: **43c**

frag Sentence fragment: **38b–e**

fs Fused sentence: *correcting*, **39b–e**

ital Use italics: **58a–c**; *for emphasis or clarity*, **58d**

lc Use lowercase: *editing misuse of capitals*, **57f**

log Incorrect or faulty logic: **8a–c**; **9a–d**; **42d**

mix Mixed construction: **42b**

mm Misplaced modifier: **40a**

ms Incorrect manuscript form: *MLA*, **18b**; *APA*, **19b**; *Chicago*, **20b**; *CSE*, **21b**

num Incorrect use of numeral or spelled-out number: **54b2**; **61a–b**

p Punctuation error: **Ch. 51–56**

par or ¶ New paragraph: *paragraph checklist*, **p. 78**

no ¶ No paragraph: *paragraph checklist*, **p. 78**

¶ coh Paragraph not coherent: **7b**

¶ dev Paragraph not developed: **7c**

¶ un Paragraph not unified: **7a**

plan Lack of planning: **4a–e**; **10a**; **28a**; **31a**; **32b**

purp Purpose not clear: *determining purpose*, **1a**; *purpose checklist*, **p. 5**; *in the disciplines*, **22a**; **25a**; **26a**

ref Incorrect pronoun reference: **47c**

rep Unnecessary repetition: *eliminating*, **37b**

rev Revise: **6b–d**; **10d2**; **13j**; **28c**

run-on Run-on sentence: *correcting*, **39b–e**

shift Unwarranted shift: **42a**

sl Inappropriate use of slang: *level of diction*, **43a2**

sp Spelling error: **45a–c**

sxt Sexist or biased language: **43e2**

thesis Unclear or unstated thesis: **5a–b**; **13d**; **13g**

var Lack of sentence variety: **35a–f**

w Wordiness: *eliminating*, **37a**; **37c4–5**

' Apostrophe: **54a–c**; *editing misuse*, **54d**

[ ] Brackets: **56d**

: Colon: **56a1–3**; *editing misuse*, **56a4**

^ Comma: **52a–f**; *editing misuse*, **52g**

— Dash: **56b1–3**; *editing overuse*, **56b4**

. . . Ellipsis: **56f**

! Exclamation point: **51c**

// Faulty parallelism: *using parallelism*, **36c**; **41a**; *revising*, **41b**

- Hyphen: **59a–b**

( ) Parentheses: **56c**

. Period: **51a**

? Question mark: **51b1–2**; *editing misuse*, **51b3**

“ ” Quotation marks: **55a–d**; *with other punctuation*, **55e**; *editing misuse*, **55f**

; Semicolon: **53a–c**; *editing misuse*, **53d**

/ Slash: **56e**

Contents

Note to Students **xiii**
Note to Instructors **xvii**

PART 1
Writing Essays 1

Chapter 1
Understanding Purpose, Audience, and Tone 2

1a Determining Your Purpose 2
1b Identifying Your Audience 9
1c Setting Your Tone 12

Chapter 2
Reading Texts 15

2a Previewing a Text 15
2b Highlighting a Text 16
2c Annotating a Text 16

Chapter 3
Reading Visuals 22

3a Interpreting a Visual 24
3b Previewing a Visual 25
3c Highlighting and Annotating a Visual 26

Chapter 4
Planning an Essay 29

4a Understanding the Writing Process 29
4b Computers and the Writing Process 30
4c Analyzing Your Assignment 31
4d Choosing and Narrowing a Topic 32
4e Finding Something to Say 34

Chapter 5
Using a Thesis to Shape Your Material 41

5a Understanding Thesis and Support 41
5b Developing a Thesis 42
5c Constructing an Informal Outline 46
5d Constructing a Formal Outline 47
5e Constructing a Storyboard 49

Chapter 6
Drafting and Revising 52

6a Writing a Rough Draft 52
6b Moving from Rough Draft to Final Draft 55
6c Using Specific Revision Strategies 58
6d Editing and Proofreading 68
6e Preparing a Final Draft 71

Chapter 7
Writing Paragraphs 78

7a Writing Unified Paragraphs 79
7b Writing Coherent Paragraphs 82
7c Writing Well-Developed Paragraphs 88
7d Patterns of Paragraph Development 90
7e Writing Special Kinds of Paragraphs 99

PART 2
Thinking Critically and Writing Arguments 105

Chapter 8
Thinking Critically 106

8a Distinguishing Fact from Opinion 106
8b Evaluating Supporting Evidence 108
8c Detecting Bias 109

Chapter 9
Using Logic 113
9a Understanding Inductive *Reasoning 113*
9b Understanding Deductive Reasoning 115
9c Using Toulmin Logic 117
9d *Recognizing Logical* Fallacies 120

Chapter 10
Writing Argumentative Essays 125
10a Planning an Argumentative Essay 125
10b Using Evidence Effectively 129
10c Organizing an Argumentative Essay 132
10d Writing and Revising an Argumentative Essay 133

Chapter 11
Using Visuals to Support Your Arguments 142
11a Using Visuals 142
11b Evaluating Visuals 145

Chapter 12
Writing Electronic Arguments 149
12a *Considering Audience and* Purpose 149
12b Shaping Electronic Arguments 150
12c *Writing and Revising Electronic* Arguments 151

PART 3
***Doing Research* 153**

Chapter 13
Writing a Research Paper 154
13a Moving from Assignment to Topic 155
13b Doing Exploratory Research and Formulating a Research Question 158
13c Assembling a Working Bibliography 159
13d Developing a Tentative Thesis 162
13e Doing Focused Research 163
13f *Taking Notes 164*
13g Fine-Tuning Your Thesis 169
13h Constructing an Outline 171
13i *Writing a Rough Draft* 173
13j Revising Your Drafts 176
13k Preparing a Final Draft 180

Chapter 14
Using and Evaluating Library Sources 181
14a Doing Exploratory Library Research 181
14b Doing Focused Library Research 187
14c Evaluating the Library's Print and Electronic Sources 193
14d Doing Research Outside the Library 196

Chapter 15
Using and Evaluating Internet Sources 198
15a Understanding the Internet *198*
15b Using the World Wide Web for Research 199
15c Using Other Internet *Tools 207*
15d Evaluating Internet Sites 208

Chapter 16
***Summarizing*, Paraphrasing, Quoting, and Synthesizing Sources 213**
16a Writing a Summary 213
16b Writing a Paraphrase 215
16c Quoting Sources 217
16d Integrating Source Material into Your Writing 219
16e Synthesizing Sources 223

Chapter 17
Avoiding Plagiarism 224
17a Defining Plagiarism 224

17b Avoiding Unintentional Plagiarism 225
17c Revising to Eliminate Plagiarism 226

PART 4
Documenting Sources: MLA Style 233

Chapter 18
MLA Documentation Style 239
18a Using MLA Style 239
18b MLA-Style Manuscript Guidelines 264
18c Sample MLA-Style Research Paper 266

PART 5
Documenting Sources: APA and Other Styles 281

Chapter 19
APA Documentation Style 284
19a Using APA Style 284
19b APA-Style Manuscript Guidelines 294
19c Sample APA-Style Research Paper 297

Chapter 20
Chicago Documentation Style 310
20a Using Chicago Style 310
20b Chicago-Style Manuscript Guidelines 321
20c Sample Chicago-Style Research Paper (Excerpts) 323

Chapter 21
CSE and Other Documentation Styles 330
21a Using CSE Style 330
21b CSE-Style Manuscript Guidelines 335
21c Sample CSE-Style Research Paper (Excerpts) 336
21d Using Other Documentation Styles 339

PART 6
Writing in the Disciplines 341

Chapter 22
Writing in the Humanities 342
22a Understanding Purpose, Audience, and Tone 342
22b Writing Assignments 343
22c Conventions of Style, Format, and Documentation 348
22d Avoiding Plagiarism 348
22e Using Visuals and Technology 348
22f Research Sources 349

Chapter 23
Writing a Literary Analysis 352
23a Reading Literature 352
23b Writing about Literature 353
23c Sample Literary Analysis (without Sources) 355
23d Sample Literary Analysis (with Sources) 359

Chapter 24
Writing a Literary Argument 366
24a Planning a Literary Argument 366
24b Supporting Your Literary Argument 368
24c Organizing a Literary Argument 371
24d Sample Literary Argument 372

Chapter 25
Writing in the Social Sciences 380
25a Understanding Purpose, Audience, and Tone 380
25b Writing Assignments 381
25c Conventions of Style, Format, and Documentation 388
25d Avoiding Plagiarism 388
25e Using Visuals and Technology 388
25f Research Sources 389

Chapter 26
Writing in the Natural and Applied Sciences 392
26a Understanding Purpose, Audience, and Tone 392

此为试读,需要完整PDF请访问: www.ertongbook.com