THE NEW CENTURY HANDBOOK

SECOND EDITION

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The
New Century
Handbook

Second Edition

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Preface

The New Century Handbook, Second Edition, is a comprehensive resource for college writers. It shows students how to plan, compose, and revise; how to do research and formulate arguments; and how to write for different disciplines and special purposes. At a time when many students arrive at college without adequate grounding in "the basics," this handbook provides thorough coverage of grammar, style, diction, and punctuation, as well as a special section on ESL problems. In an increasingly visual world, it shows students how to apply principles of document design. The handbook repeatedly emphasizes both the conventional and the rhetorical aspects of good writing, pointing out how even small details should reflect the writer's consideration of audience, persona, genre, field, and goals.

We are delighted and deeply gratified by the positive response to the first edition of *The New Century Handbook,* the first college handbook developed with computer users in mind. Its success confirms our conviction that students can benefit from a handbook that integrates the use of computer technology into instruction in the writing and research processes. Most students today do their writing on a computer, taking advantage of the unique features afforded by word-processing programs. Many use the Internet, gathering information on the World Wide Web and communicating via email with their peers, so we are especially pleased to learn that the book has helped both experienced and less experienced computer users. We are confident that our users will appreciate the additions and improvements to this new edition, which we have attempted to make even better while retaining the book's primary emphases on sound rhetorical principles and on an accessible, useful treatment of computer technology and online resources.

CONTENT

Writing

While retaining a general focus on the rhetorical principles that underlie effective writing, this handbook is unique in that it shows students how to tap the power of computers to become more effective and more confident writers. The first part of the handbook shows students how to apply critical reading and writing processes to their own work. Accompanying boxes explain how computers can function as a powerful writing tool.

Part 1 opens with an overview of ways in which computers can help today's writers communicate better (Chapter 1). In the following chapters, student writers learn about critical thinking and the reading process (Chapter 2). They discover how to prepare for writing assignments (Chapter 3). They find out how to make the best use of the organizational possibilities computers offer for storing work in directories and folders. They also learn how to explore topics through Internet searches; how to brainstorm potential topics using email or newsgroups; and how to harness the power of computers to focus, develop, and organize ideas.

Chapter 4 introduces students to the many ways to compose. They learn techniques for combining prewriting and outlining documents, building a first draft from an electronic outline, and composing with documents in two separate windows. The chapter encourages students to collaborate online with other student writers, sharing drafts via computer networks and responding to each other's writing through document comments or email. Chapter 5 guides students through the steps in efficiently and effectively rewriting their work—from comparing and revising drafts of their texts to editing for more effective wording and sentence structure.

The next two chapters are devoted to two fundamental issues in writing academic papers: structuring paragraphs and formulating arguments. Chapter 6 explains how to devise an appropriate thesis, support it with compelling evidence, and construct paragraphs that guide readers through the text. Using a student essay on human cloning to illustrate its main points, Chapter 7 emphasizes the importance of audience analysis, sound reasoning, and considering alternative points of view.

Research

This handbook provides unparalleled coverage of the research process. The six chapters in Part 2 detail the steps in the research process; each

chapter addresses the ways in which computers can facilitate researching and writing.

In addition to describing traditional library catalogs and print indexes, Chapter 8 covers innovations such as computerized notebooks and note cards, document comments and annotations, computerized footnote and bibliography programs, Boolean keyword searching, and online databases. Then, because the Internet is so radically changing the research process, two complete chapters explain using sources on the World Wide Web. Chapter 9 shows students how to use the Internet to find and explore topics, conduct background and focused research, and collaborate and exchange feedback with peers. It also illustrates the range of information available via the Internet and the use of search tools to find that information. Perhaps most importantly, Chapter 10 helps students assess the credibility and reliability of sources they find in print and on the Internet. Both Chapters 9 and 10 include model student searches.

An entire chapter (Chapter 11) covers using sources appropriately and effectively. The chapter offers helpful guidance on avoiding plagiarism and on quoting, summarizing, and paraphrasing source information. In Chapter 12, students learn to harness the power of computers as they plan and organize, draft, review and revise, and format research papers. Chapter 13 includes an overview of the MLA, APA, CMS, CBE, and COS styles of documentation. In addition to supplying explanations and illustrations of how to document conventional sources, this handbook provides unprecedented coverage of how to document electronic sources. The latest information from the 1998 *MLA Style Manual* is included, as well as extensive and up-to-date tips on electronic citation formats across the disciplines.

Writing in the Disciplines

In Part 3, students get advice on writing papers for literature classes, as well as for other courses in the humanities, social sciences, and natural sciences. Each of these writing-across-the-curriculum chapters introduces students to the major types of writing in the disciplines and to the most important technological resources available. The extensive listings of Web sites were compiled by professors in the different disciplines and include only those sites they found most useful to themselves and their students.

Document Design

With the increased availability of computer graphics programs, the "look" of documents has become more important. Part 4 covers designing documents of all types.

Chapter 17 describes three basic design principles and then explains how various formatting tools (such as itemized lists, frames, and columns) can be used to put these principles into practice. The chapter also discusses common types of graphical displays. In all cases, students are encouraged to use design elements not simply for decoration but as a way to enhance their readers' engagement with and understanding of the document.

Because so many of today's writers are required to "publish" their work using the word-processing software available for personal computers, this handbook includes a chapter on desktop publishing. In Chapter 18, students learn how to write and publish both a brochure and a newsletter. Instructors may wish to suggest these types of desktop publishing as alternative ways to format traditional essays. The text of the "Global Warming" newsletter, which is used as a model in Chapter 18, is from the model research paper found in Chapter 12. By comparing these two pieces, students can see how the content found in a traditional research paper can be published as a newsletter.

Chapter 19 teaches students how to apply basic design principles when designing Web pages. In this chapter, students learn the important ways in which Web texts differ from print texts and proceed through the process of designing their own Web pages. In Chapter 20, students learn about writing for the Web. They are introduced to HyperText Markup Language (HTML) and receive step-by-step instruction in constructing a Web page. Once again, the "Global Warming" newsletter is used, this time to show students how they can publish a research paper as a Web document.

Special Purpose Writing

Part 5 covers special types of writing that students encounter, including writing email and writing résumés. Chapter 21 introduces the many ways students can use computer networks to enhance their writing. Students need to become familiar with all of these resources—email and listservs, bulletin boards and newsgroups, IRCs and MOOs, and collaborative software. The chapter also explains how to use electronic media to write better papers. In particular, the chapter encourages students to become involved with online communities as a way to collaborate with other writers.

Writing in college offers an excellent opportunity to practice writing for the workplace. Chapter 22 provides basic instruction in writing letters, résumés, reports, memos, and other forms of business correspondence. With more and more business communication taking place electronically, the chapter devotes special attention to email, scannable

résumés, and homepage résumés. Instructors may want to take advantage of the multiple links between this chapter and the report-writing sections of Chapter 16.

Chapter 23 covers essay exams. It includes both excellent and poor student responses for comparison.

Grammar and Style

Parts 6–12 of the handbook provide comprehensive coverage of grammar and style, including traditional topics such as sentence structure, pronoun case, agreement, consistency, conciseness, parallelism, word choice, spelling, and punctuation. Because students are likely to use this material selectively, discussions and explanations are concise and various devices (consistent formatting, FAQs at the beginning of each chapter, frequent cross-references, and a comprehensive index) make it easy for students to look up a particular topic. More than 100 exercise sets are sprinkled throughout these chapters, giving students hands-on practice in analyzing grammatical forms and correcting errors.

The handbook's unique emphasis on computers continues in this section. Warnings about the shortcomings of grammar checkers are accompanied by suggestions about special ways to make good use of these checkers. Help boxes explain how to customize a grammar checker, search for particular grammar problems, use an electronic thesaurus, customize and streamline spell checking, and identify punctuation problems. The text includes many references to helpful Web sites. Students who need basic instruction in using grammar checkers and other computerized word-processing tools can turn to Chapter 39 for help.

ESL students will benefit as much as native-speaking students from the material presented in this handbook. Four chapters address specific ESL problems: the use of definite and indefinite articles (Chapter 55), verb problems (Chapter 56), word order (Chapter 57), and vocabulary (Chapter 58).

New to This Edition

In writing this second edition, we listened to feedback from users of the first edition to make *The New Century Handbook* even more useful. The most exciting change to this edition is the inclusion of CD and Web site icons within the book, indicating to students where additional material that is both supplementary and complementary to the book can be found in these multimedia components. Additional material includes video clips, audio clips, interactive exercises, assessment tests, links to useful Web sites, and further explanations and examples.
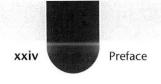
Here are other major changes listed by chapter:

- Chapter 2, "Critical Thinking and Reading," features extensive new material on critical thinking and reading, including a critical analysis of a published essay on the proposed national flat tax. Here students are shown a step-by-step, multistage process for analyzing texts and then converting their reading into written notes and summaries.

- Chapter 3, "Preparing," has expanded coverage of narrowing a topic, formulating a working thesis, and evaluating and revising a thesis.

- Chapter 5, "Rewriting," features expanded coverage of peer response groups plus new guidelines for giving and receiving peer feedback. It also has new Help boxes on how to rewrite a word-processed text and how to insert comments into a word-processed document.

- Chapter 6, "Structuring Paragraphs," includes many new sample paragraphs as well as a new section on when to start a new paragraph.

- Chapter 7, "Formulating Arguments," has extensive additional coverage of inductive and deductive reasoning, logical and emotional fallacies, rhetorical purpose, and audience, as well as a new section on electronic argument.

- Chapter 8, "The Research Project," has an expanded discussion of bibliographies as well as new guidelines for effective observations, surveys, and interviews.

- Chapter 9, "Using the Internet for Research," has been completely rewritten to incorporate up-to-date coverage of the World Wide Web, search tools, search engines, and subject directories. It includes specific introductions to *Netscape* and *Explorer* browsers with illustrative screen shots and a comparison chart of menu bars. It also has new material on understanding URLs; using browser tools such as bookmarks, favorites, and history; and designating a homepage on a browser.

- Chapter 11, "Using Sources," has expanded coverage of when to use direct quotations, how to incorporate quotations smoothly (with illustrations), and how to avoid plagiarism when summarizing.

- Chapter 13, "Documentation Formats," has been completely updated for all styles with several new models added, including the most recent versions of APA electronic style and Columbia

Online Style, and unparalleled coverage of citing electronic sources. Students will easily be able to find all of the documentation styles for their bibliographies, particularly for citing Internet sources.

- Chapter 17, "Design Principles and Graphics," features greatly expanded coverage of document design, including new material on headings, frames, and color. Also new to this chapter is an in-depth analysis of two versions of the same flyer—the first version demonstrates an ineffective presentation, while the second version illustrates a much more effective design.

- Chapter 19, "Designing for the Web," includes the very latest tools and methods for designing and publishing Web pages. This chapter features new coverage of naming and storing Web files and expanded coverage of basic design elements such as tables, frames, and style sheets. It includes five new illustrative screen shots.

- Chapter 20, "Writing for the Web," has new material on using *Microsoft Word* or *Netscape Composer* to compose Web pages, with illustrative screen shots. It also has expanded coverage of creating links, using other media, and composing Web pages with HTML editors.

- Chapter 21, "Using Email and Computer Networks," covers the ways in which students can take advantage of networks to collaborate and build writing communities. This chapter has new coverage of Web class tools and new material on collaborating on drafts using email (with several new screen shots). It has expanded coverage of building community through online networks, including threaded discussion forums and electronic mail.

- Chapter 22, "Business Correspondence and Reports," has new material on rhetorical considerations in writing business letters and memos, and on how to prepare a letter envelope.

- Chapter 39, "Word-Processing Tools for Improving Sentences," features new, step-by-step illustrations of how to use computerized grammar checking and sentence revision programs, with screen shots.

- The ESL section includes new material on the use of determiners other than articles (Chapter 55) and a new section on the use of inverted word order in sentences (Chapter 57).

Additional exercises, updated Web links and screen shots, and new Help boxes can be found throughout the book.

PEDAGOGY

The New Century Handbook is an easy-to-use yet comprehensive reference. It contains both extensive writing instruction and a complete guide to grammar and style issues. The grammar coverage is authoritative. Tom Huckin, a leading linguist, brings to these sections of the handbook an important understanding of grammatical systems. The examples, illustrations, and exercises that appear throughout the handbook will help students to write correctly and to understand the principles, both grammatical and rhetorical, on which good writing is based. The effectiveness of this handbook is extended via the Web links in the handbook and at the book's companion Web site. These Web links, designed to connect students to the many important writing resources found on the Internet, will be updated regularly to ensure their currency.

Help Boxes

A unique pedagogical feature throughout the handbook is the Help boxes. These boxes provide students with key computer-related information in an accessible, succinct form. Because the instructions are compartmentalized in Help boxes, they do not interrupt the flow of the text; instructors and students can use them as appropriate. The Help boxes are generic—the advice they provide will work across different operating systems and with a variety of computer software. An explanatory note points to any advice that is platform-specific.

FAQs and Other Informational Boxes

In addition to the Help boxes, other types of boxes highlight information throughout the handbook. FAQs, which introduce each chapter, cite frequently asked questions about the chapter's topic. Some boxes contain checklists, which guide students through a process or concept; other boxes summarize key information in a succinct format. All boxes work as reference aids for students, providing a concise representation of the information in the handbook.

Sample Student Papers

Student models and examples, which appear throughout the handbook, illustrate both the writing process and written products. Part 1 follows a student through the process of developing an essay on Net theft, from prewriting through revising. Chapter 7 uses a second student essay, on cloning, as its model for argumentation. Chapters 8–12

follow one student's research process, including Internet research. The resulting research paper on global warming appears first in Chapter 12 and then again in Chapter 18, reformatted as a newsletter, and in Chapter 20, reformatted as a Web site. A number of student models appear in Chapters 22 and 23. Finally, four model research papers from different disciplines appear in Chapters 14–17. All student models were chosen for their accessibility, their lively and interesting topics, and their usefulness to students as examples for their own work.

Engaging Exercises

The exercises in this handbook provide students with practice at every step in the writing process. The handbook includes individual, collaborative, and computer-based exercises, thus providing instructors and students with a number of helpful options. All exercises are designed with students in mind. The exercises are not busy work, but rather provide students with additional practice in important skills that they can put to use in their own writing.

Visuals and Artwork

This handbook was carefully designed to be visually appealing, colorful, and graphically intensive. Numerous computer screens are reproduced to show students and instructors the visual options available via desktop publishing and Web authoring. Screens illustrating computer software and Internet applications appear throughout the handbook.

Glossaries

Separate glossaries are provided for computer terms, grammatical and rhetorical terms, and usage.

SUPPLEMENTS

An extensive package of supplements for both instructors and students accompanies *The New Century Handbook*, Second Edition. Please see your representative for details.

For the Instructor

- *Instructor's Manual to Accompany The New Century Handbook*, written by the handbook's authors, presents a wealth of materials to help instructors, including chapter highlights, teaching

suggestions, classroom activities, computer activities, usage notes, linguistic notes, computer novice notes, ESL notes, connections (cross-references to the handbook), additional exercises, and exercise answers.

- *The New Century Handbook Web Site* enables instructors to post and make changes to their syllabi; receive the scores of objective tests in the areas of grammar, punctuation, and mechanics; hold chat sessions with individual students or groups of students; and receive email and essay assignments directly from students. In this second edition, the Web site now more extensively supplements and complements the book. The Instructor's Manual offers useful suggestions for integrating use of the Web site in teaching. In addition, a special version of Blackboard, called *Course Compass*, accompanies *The New Century Handbook*, Second Edition. Please contact your sales representative for details.

- *Teaching Writing with Computers*, developed by Eric Hoffman and Carol Scheidenhelm, both of Northern Illinois University, offers a wealth of computer-related classroom activities. It also provides detailed guidance for both experienced and inexperienced instructors who wish to make creative use of technology in a composition environment.

- *The Allyn & Bacon Sourcebook for College Writing Teachers*, Second Edition, compiled by James C. McDonald of the University of Louisiana at Lafayette, provides instructors with a varied selection of readings written by composition and rhetoric scholars on both theoretical and practical subjects.

- *Teaching College Writing*, an invaluable instructor's resource guide developed by Maggy Smith of the University of Texas at El Paso, is available to adopters who wish to explore additional teaching tips and resources.

- *Diagnostic Tests and Exercise Bank* includes two diagnostic tests, keyed to the relevant handbook sections, for analyzing common errors. The additional exercise sets on grammar, punctuation, and mechanics topics supplement those found in the handbook. (It is also available in computerized Windows and Macintosh formats.)

- *Model Research Papers from Across the Disciplines*, Fifth Edition, a collection of student papers in the humanities, social sciences, and natural sciences, contains photo-reproducible material that can be distributed to students.

- The **Longman resources for instructors** include six valuable works: *Teaching in Progress: Theories, Practices, and Scenarios*, by Josephine

Koster Tarvers; *Using Portfolios,* by Kathleen McClelland; *Comp Tales,* writing teachers' reports on their teaching experiences, edited by Richard Haswell; and the videos *Writing, Teaching, and Learning,* by David Jolliffe and *Writing Across the Curriculum: Making It Work,* produced by Robert Morris College and the Public Broadcasting System.

For the Student

- *Interactive Edition of The New Century Handbook* is a valuable resource and learning tool that brings instruction on writing, research, and grammar to a new and exciting level. This CD-ROM contains all pages from the text, with icons providing instant Web links, audio and video explanations of key concepts, and interactive exercises. Special CD icons 🐚 appear in the book itself to indicate where additional material that complements and supplements the book appears on the CD.

- *The New Century Handbook Web Site* offers a wealth of added material that is integrated with the book and designed to supplement and complement its content. Special Web site icons 🐚 appear in the margins of the book pages to indicate where additional related material can be found on the Web site.

- *The Exercise Book to Accompany The New Century Handbook* contains seventy additional exercise sets that supplement and parallel the exercise sets found in the handbook. A separate answer key is available.

- *Researching Online,* Fifth Edition, by David Munger and Shireen Campbell, gives students detailed, step-by-step instructions for performing electronic searches; for researching with email, discussion groups, and synchronous communication; and for evaluating online sources.

- *The Writer's ToolKit Plus* is a cross-platform CD-ROM offering a wealth of tutorials, exercises, and reference material for writers and is flexible enough to be used either occasionally for practice or regularly in class lab sessions.

- *The Longman Writer's Journal* provides students with their own personal space for writing. It contains journal writing strategies, sample journal entries by other students, and many writing prompts and topics to help get students writing.

- *Take Note!* is a cross-platform CD-ROM that integrates note taking, outlining, and bibliography management into an easy-to-use package.

- *Composition on the Net, 2001,* by H. Eric Branscomb, provides a thorough introduction to using the Web as a resource for college writing. This volume provides a comprehensive array of useful sites to help the composition student begin his or her search; activities that encourage practical, hands-on use of the Web; and a thorough section on evaluating sources on the Web.

Additional supplements for students include *Eighty Readings,* Second Edition; the Literacy Library Series (*Public Literacy, Workplace Literacy,* and *Academic Literacy*); *Visual Communication,* Second Edition, by Susan Hilligoss; *Analyzing Literature: A Guide for Students,* Second Edition, by Sharon James McGee; *Reading Critically: Text, Charts, Graphs,* Second Edition, by Judith Olson-Fallon; and two guides to collaborative learning, *Learning Together,* by Tori Haring-Smith, and *A Guide for Peer Response,* by Tori Haring-Smith and Helon Raines.

The handbook may also be packaged with other books at a discount. Two dictionaries are available: *Merriam-Webster's Collegiate Dictionary,* Tenth Edition, a hardcover desk dictionary; and *The New American Webster Handy College Dictionary,* Third Edition, a briefer paperback. And the Penguin Program, through Penguin Putnam, offers a variety of Penguin titles, such as Arthur Miller's *Death of a Salesman* and Julia Alvarez's *How the Garcia Girls Lost Their Accents.*

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Throughout the handbook, we stress the principle that writing is not a solitary act, but rather is collaborative in the best sense of the term. Writers need feedback from readers in order to communicate better. We benefited tremendously from the timely feedback of the many reviewers who read our first edition drafts. In particular, we would like to thank John Clark, Bowling Green State University; Ray Dumont, University of Massachusetts, Dartmouth; Todd Lundberg, Cleveland State University; and Bill Newmiller, United States Air Force Academy. We are grateful to Kathy Fitzgerald, Utah State University, for help with a computer cross-platform review; Eric Hoffman, Northern Illinois University, for help with the Web links in the handbook; and Joe Law, Wright State University, for help with the documentation chapter.

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