

A N O R T O N P O C K E T G U I D E

W R I T I N G

E S S E N T I A L S

**WITH
QUICK-REFERENCE
COVERAGE OF
WRITING ONLINE**

S E C O N D E D I T I O N

D A W N R O D R I G U E S

M Y R O N C . T U M A N

Writing Essentials

SECOND EDITION

A NORTON POCKET GUIDE

江苏工业学院图书馆

Dawn Rodrigues

UNIVERSITY OF TEXAS AT BROWNSVILLE

藏书章

Myron C. Tuman

UNIVERSITY OF ALABAMA



W • W • NORTON & COMPANY

New York • London

Copyright © 1999, 1996, by W. W. Norton & Company, Inc.

All rights reserved

Printed in the United States of America

The text of this book is composed in ITC Stone Serif and Helvetica with the display set in Rockwell.

Composition by UG.

Manufacturing by Courier Companies.

Editors: Carol M. Hollar-Zwick, Jennifer Bartlett

Developmental Editor: Carol Flechner

Associate Managing Editor: Marian Johnson

Production Manager: Diane O'Connor

Editorial Assistant: Katharine Ings

Text Design: Joan Greenfield

Cover Design: Debra Morton-Hoyt

Library of Congress Cataloging-in-Publication Data

Rodrigues, Dawn.

Writing essentials / Dawn Rodrigues, Myron C. Tuman. — 2nd ed.

p. cm. — (A Norton pocket guide)

Includes index.

ISBN 0-393-97336-0 (pbk.)

1. English language—Rhetoric—Data processing—Handbooks, manuals, etc. 2. Report writing—Data processing—Handbooks, manuals, etc. I. Tuman, Myron C., 1946– . II. Title. III. Series. PE1408.R6386 1998

808'.042'0285—dc21

98-34152

CIP

W. W. Norton & Company, Inc., 500 Fifth Avenue, New York, NY 10110
<http://www.wwnorton.com>

W. W. Norton & Company Ltd., 10 Coptic Street, London WC1A 1PU

ACKNOWLEDGMENTS

The authors wish to thank the following teachers for their thoughtful reviews of the manuscript: Jeremy Brigstocke, Santa Monica College; William Condon, University of Michigan; Louise Dibble, Suffolk County Community College; Beth L. Hewett, The Catholic University of America; Van E. Hillard, Duke University; Stephen E. Hudson, Portland Community College; Chandice M. Johnson, Jr., North Dakota State University; Nancy Montgomery, Sacred Heart University; Bob Murray, Virginia Military Institute; Laurence E. Musgrove, University of Southern Indiana; James Raymond, The University of Alabama; Geoffrey Schmidt, Illinois Valley Community College; Carol Teel, George Washington University; Alison Warriner, Sacred Heart University; Holly Zaitchik, Boston University.

The production of a handbook is a little like that picture of modern-day surgery now a commonplace on TV dramas: with lots of people (all specialists of one sort or another) crowded around and working their magic upon a bit of exposed flesh or, in our case, text. While standard practice requires that one or more be singled out as authors, the successful completion of the operation is truly a collaborative process—in this instance, one that has been initiated and carefully monitored from the start by its original editor, Carol Hollar-Zwick, and is now under the watchful care of Jennifer Bartlett. And a special thanks to Kathryn Tuman for timely and thorough editorial assistance during the stifling summer of '98.

QUICK-REFERENCE INDEX TO CHECKLISTS AND ONLINE TIPS

C H E C K L I S T S

1. Exploring the Assignment 5
2. Prewriting Online 12
3. Drafting Strategies 19
4. On-Your-Own Revision Questions 24
5. Group-Workshop Revision Questions 25
6. Peer-Editing Revision Questions 27
7. Evaluating Sources 41
8. Sources That Must Be Cited 45
9. MLA Quick Reference 56
10. APA Quick Reference 75
11. Document Design 98
12. Use Parallel Sentence Structure 106
13. Use Coordination and Subordination Effectively 108
14. Replace Wordy Expressions with One-Word Substitutes 109
15. Add Needed Words to Fragments 116
16. Repair Comma Splices and Run-On Sentences 117
17. Choose Precise Words 119
18. Avoiding Biased Language 120
19. Singular and Plural Forms of Pronouns 139
20. Case Forms of Personal Pronouns 141
21. Quick Review of Comma Rules 158
22. Quick Review of Possessive Apostrophe Rules 163
23. Punctuating Direct Quotations 165
24. Quick Review of Capitalization Rules 174
25. Titles: Quotation Marks, Italics, Capitalization 176

O N L I N E T I P S

- Exchange Ideas in an Online Group Discussion 6
- Review Web Pages on Your Topic 7
- Use Brainstorming and Clustering to Generate and Organize Ideas 8
- Freewrite While You Draft to Generate New Ideas 9
- Invisible Writing 10
- Pairing Opposite Views 11
- Use a Template File of Questions 12
- Use an Outline Template to Help Generate a Draft 17
- Building Files for Future Reference 23
- Group Workshopping 26
- Proofreading Online 28
- Exploring Online Libraries 35
- Using Search Engines 37
- Search Strategies (Including Boolean Searching) 38
- Electronic Note and Bibliography Cards 40
- Drafting a Research Paper 43
- Integrating Sources 49
- Bibliographic Tools 64
- Tracking Online Sources 73
- Designing a Resume 95
- Creating a Home Page 101
- A Personal Library of Effective Sentence Patterns 110
- Tracking Your Spelling Demons 181

CONTENTS

Writing Essays Online

- 1 Thinking, Writing, and Computers 2
 - 1a Thinking and the Writing Process 2
 - 1b Computers and the Writing Process 3
 - 1c Computers, Writing, and Risk Taking 4
- 2 Prewriting 4
 - 2a Exploring the Assignment 4
 - 2b Group Discussion 5
 - 2c Prewriting with Computers 6
 - 2d An Exploratory Draft 13
- 3 Organizing the Main Ideas 13
 - 3a Formulating a Thesis Statement 13
 - 3b An Organizing Plan 14
 - 3c A Working Outline as a Drafting Aid 17
 - 3d Paragraph Structure 18
- 4 Framing the Main Ideas 18
 - 4a The Introduction 18
 - 4b The Conclusion 21
 - 4c The Title 22
- 5 Revising 22
 - 5a Revising on Your Own 23
 - 5b Group Workshopping 24
 - 5c Peer Editing 26
 - 5d Proofreading 26

Research

- 6 Search Strategies for Gathering Information 30
 - 6a Research Questions and Key Words 31
 - 6b The Online Catalog and Other Library Holdings 31
 - 6c Standard References and Indexes 33
 - 6d The World Wide Web 35
 - 6e Integrating Library and Web Searches 38
 - 6f Note-Taking Strategies 39
- 7 Evaluating Your Sources 41
- 8 Writing the Research Paper 42
 - 8a Developing a Controlling Idea 43
 - 8b Drafting the Paper 43
 - 8c Revising Your Work 44

- 9 Using Sources in Your Paper 44
 - 9a Documentation Systems 44
 - 9b What to Cite 46
 - 9c Paraphrasing, Summarizing, and Quoting 46
 - 9d Incorporating Source Information into Sentences 47
 - 9e Avoiding Plagiarism 49
 - 9f Moving Beyond Print Research Papers 50
- 10 Sample Research Paper Using MLA Parenthetical Style 51

Documentation

- 11 MLA Documentation 57
 - 11a In-Text Citation Format 57
 - 11b Works Cited 63
 - 11c Works Cited Entries: Books 64
 - 11d Works Cited Entries: Articles 68
 - 11e Works Cited Entries: Other Sources 70
- 12 APA Documentation 74
 - 12a In-Text Citation Format 74
 - 12b References 78
 - 12c References Entries: Books 79
 - 12d References Entries: Articles 81
 - 12e References Entries: Other Sources 82
- 13 CBE Documentation 84
 - 13a Name-Year System 84
 - 13b Citation-Sequence System 84
 - 13c References or Cited References 85
- 14 Turabian Documentation 86
 - 14a Note System 86
 - 14b Parenthetical System 87
 - 14c Works Cited or References 87

Basic Document Design

- 15 Document and Page Design 90
 - 15a Printed Documents 90
 - 15b Fonts, Typefaces, and Headings 96
 - 15c Understanding Web Documents 98

Sentences and Words

- 16 Effective Sentences 104
 - 16a Active and Passive Voices 104
 - 16b Parallel Construction 105

- 16c Coordination and Subordination 106
- 16d Wordy Sentences 107
- 16e Sentence Variety 109
- 17 Errors in Sentence Wording 110
 - 17a Misplaced Modifiers 110
 - 17b Split Infinitives 112
 - 17c Shifts in Construction 112
- 18 Errors in Punctuating Sentences 115
 - 18a Fragments 115
 - 18b Comma Splices and Run-On Sentences 116
- 19 Effective Word Choice 117
 - 19a Formal and Informal Words 117
 - 19b Specific and General Words 118
 - 19c Figurative Language 119
 - 19d Biased Language 119
- 20 Usage Glossary 121

Grammar

- 21 Verbs 132
 - 21a Subject-Verb Agreement 132
 - 21b Irregular Verbs 136
- 22 Pronoun Agreement 138
 - 22a Pronoun-Antecedent Agreement 138
 - 22b With the Conjunctions *And*, *Or*, and *Nor* 139
 - 22c Indefinite Pronoun Antecedents 139
 - 22d With Collective Nouns 140
 - 22e Gender-Inclusive Pronouns 140
- 23 Pronoun Case 140
 - 23a With Appositives 141
 - 23b With Incomplete Comparisons 142
 - 23c With Subjects of Infinitives 142
 - 23d Before Gerunds 142
 - 23e Pronoun Reference 143
- 24 Adjectives and Adverbs 144
 - 24a Adjectives 144
 - 24b Adverbs 145
 - 24c Comparatives and Superlatives 145
- 25 Grammar Tips for Speakers of English as a Second Language 146
 - 25a Articles (*a*, *an*, *the*) 146
 - 25b Adjectives and Adverbs 148
 - 25c Verbs 149

Writing Essays Online

1 Thinking, Writing, and Computers

Behind all writing lies the writer's interest in altering, if only slightly, some preexisting understanding or condition of the world. (Indeed, some would argue that such an interest in change lies behind all thinking.) Even a simple letter you might write home emerges from such an interest—possibly the practical interest in asking for money or the less immediate interest in informing family members about your activities, thus reaffirming your sense of belonging to an ongoing community. Likewise, most college writing assignments need to be thought of as an opportunity for you to alter readers' understanding by having them consider your own formal written presentation and explanation of events in the world.

Ideally, there is a natural connection between your having an interest in a topic and then writing about it: in such a situation, your text develops directly from your concern or interest.

In the real world, however, you often write not necessarily to express an interest in a topic, but to meet the demands of other people. As students, for example, you are regularly given writing assignments. But even when your writing is not directed by someone else, you may have little interest in the writing itself (for instance, when you write home to ask for money), or your interest in a topic may be strong but unfocused (for example, when you are outraged by a rate increase proposed by the local cable television company).

1a Thinking and the Writing Process

As noted above, thinking and writing are often connected by interest: you are angered by a proposed hike in cable-TV rates and decide to write a letter of protest. Here both your angry thoughts and your angry words use a common vocabulary organized into grammatical units to express ideas. We all think with words and express our thoughts when we write. Never-

theless, there is a fundamental difference between the two. In thoughts, words and associations come and go quickly, without much order or opportunity for development; in writing, our goal is to get everything—words, thoughts, examples, and so forth—in some sort of order: first things first, with everything else in its place, one item after the other, until the end. In a nutshell, thinking often seems easy; writing often seems hard.

The writing process described below attempts to bridge the gap between thinking and composing by encouraging you to work through your topic in repeated cycles of prewriting and exploration, drafting and organizing, rereading and revising. The hallmark of process-based writing classes is students regularly bringing drafts of their assignments to class for feedback from their classmates or teacher and then revising the pieces again for the next class.

1b Computers and the Writing Process

Computers offer an exciting way to bridge this gap between thinking and writing. Words on a computer screen, while not as fluid as those in our minds, are not nearly as fixed as those on paper. When you write by hand or type, words are entered and stored on the paper at once. Thus, editing such a text in order to change anything you have already said requires considerable effort, usually including rewriting or retyping. With word processing, the three acts of entering (or editing), printing, and saving the text are separate. You still use the keyboard to enter what you want to say, but now text is recorded in the computer's memory and reflected on its monitor, allowing you to alter it at will and, later, to print and save it (technically, to issue commands that send the text—called a *file*—to a printer and to a disk for storage).

Do not make the mistake of thinking that entering your writing into a computer, neatly saving it to disk, or sending it to a costly, high-quality laser printer somehow gives it any special value. The computer is strictly a tool that allows you to interact with your writing more easily, especially when it comes to improving what you have written by engaging in the ongoing process of revision.

Computers allow you an easy means of editing or otherwise revising (generally by deleting words or moving them from one location to another). Therefore, when you write with a computer, you can take more chances with your ideas, trying out new ways of thinking and expressing yourself throughout the

brainstorming and drafting process. Indeed, writing with a computer is so fluid, in some ways so much like thinking, that the old categories of prewriting, drafting, and revising are no longer clear and distinct. Unlike traditional work, where each step takes place in a separate document, with word processing you can do all the work on a topic in a single file, deleting rough notes and early thoughts as the process proceeds.

1c Computers, Writing, and Risk Taking

The writing process gives all writers the opportunity to go from an unformed feeling about a subject to its full expression in a text. The computer helps writers during this period of struggle and uncertainty by offering them considerable technical support. With just a couple of keystrokes, old work can be copied and safely stored, freeing you to revise your position or even to try a new approach to the same topic without fear of losing something. Likewise, there is less pressure to get everything lined up from the beginning. You can easily write the conclusion first or add something to the introduction at the end. Network-based writing software offers even more help by allowing you to share your work with others, to receive feedback on what you have written, and, just as important, to see how others have responded to the current task. Computers take some of the work and anxiety out of composition, enabling you to give your writing energy and spontaneity.

2 Prewriting

Methods for discovering and gathering ideas are often called prewriting strategies. Prewriting refers to all the thinking, information gathering, and topic exploration that you do before you plunge into the first draft.

2a Exploring the Assignment

The best time to develop a risk-taking attitude is while thinking through the assignment. Most college writing will begin with a teacher-generated task that either defines your topic for you or instructs you to find a topic on your own. In either case, the assignment may also specify conditions about your audience and about your purpose in relation to that audience. Rarely, however, will a teacher be able to specify what it is about the topic that you find personally engaging.

Begin your work, therefore, by defining the assignment—es-

Exploring the Assignment

CHECKLIST

1

THE TOPIC

- What does the assignment ask me to do? What is its purpose? Is it to argue a position, to try to solve a problem, or to entertain the reader? Does it ask me to analyze, argue, report, or describe something? Does it require that I draw from my reading or other experience, or that I conduct research?
- Why am I considering writing on this topic? What am I expected to accomplish by writing this? What do I want to accomplish by writing this? What should the finished product look like?
- Does the assignment call for a certain genre or format such as a standard essay or research paper, letter to the editor, or editorial, or is it discipline-specific, calling for a format such as a proposal, memo, or lab report? How long must it be?
- Do I know enough about my topic? What do I need to do to learn more? Where will I be able to gather information—books, magazines, online sources, talking to others?

AUDIENCE

- Does this assignment have a specific audience? If so, who is it? How familiar will these readers be with my topic? What are their probable opinions? How familiar will my fellow students be with my topic? What are their probable opinions? If the readers of this piece were not in my class (and most papers are written for interested readers who have not sat in on your class discussions or done your assigned readings), would they still understand all my references?

INTEREST

- What aspect of the topic most interests me? Why?
- What is there in my own life (past, present, or future) that relates to this topic or helps to explain my interest in this topic?
- Can I use this personal connection in the paper itself to introduce, to help develop, or to draw conclusions about this topic?

pecially in terms of topic or content, audience, and purpose—all the time seeking for ways to strengthen your interest in this topic.

2b Group Discussion

Probably the most valuable form of prewriting is the easiest one—talking with others. By telling someone about your topic or discussing topic ideas with others, you have a chance to think through what you want to say before you begin to write.

ONLINE TIP**Exchange Ideas in an Online Group Discussion**

Many students have access to networked computer facilities that allow electronic discussion among students and teachers.

The most common program for such a purpose is electronic mail (E-mail), software that allows you to write messages to one or more people you identify in the "To" field of your message or to one or more groups, organized as distribution lists and so called since they automatically send a copy to each person on the list of any message sent to the list itself. Your class, for example, might be set up as a distribution list. E-mail messages, once printed or exported to regular text files that can be read and edited with a word processor, can then provide you with starting points or relevant details once you begin to draft your paper.

Finally, if you are reviewing Web pages as suggested in the online tip below ("Review Web Pages on Your Topic"), you can share what you have found by E-mailing to classmates the Web addresses (URLs or Uniform Resource Locators) of interesting sites you have located.

The "Online Tip" above offers suggestions for discussing your ideas online.

2c Prewriting with Computers

This section describes a number of practical, well-tested classroom techniques—all involving computers—for transforming your initial interest in a topic into writing that is both controlled and forceful.

BRAINSTORMING Brainstorming, a problem-solving technique, involves the spontaneous generation of ideas about a subject. To brainstorm, create a list of everything that comes into your mind about your subject. Write it all down as quickly as you can in the order that you think of it. To push yourself, set a time limit for yourself, such as ten minutes, or a number of items, such as fifteen.

SUBJECT: CENSORSHIP ON THE INTERNET

Censorship in print

E-mail and other private messages on the Internet

Hate groups and other political extremists on the Web

Censorship in other media (films, video, and television)

Community standards and defining obscenity

Review Web Pages on Your Topic

ONLINE T

Increasingly, computers have access to the World Wide Web. Most software programs that are used to access the Web—*browsers*—have a button to initiate a search by a keyword, or you can go to one of the most helpful sites on the Web, Yahoo!, by using the “open” button, typing in “yahoo,” and from there entering your keyword.

The Web is popular, in large part, because of the ease with which one can find information (admittedly not always the best or most accurate) and then move from site to site via hypertext linking—clicking on highlighted text to jump to another, related location.

Many Web pages also allow you to send E-mail messages for more information from the person or persons responsible for that page.

E-mail discussions and special-interest groups

Supreme Court ruling on Communications Decency Act

Responsibility of Internet service providers and other Internet-based companies

Internet-based research on sexuality

Chat groups and live interaction

Pornography on the Web

CLUSTERING Brainstorming is just a start. After you have finished brainstorming, consider using another prewriting strategy, clustering, to organize your ideas. **Clustering**, a technique for grouping similar items together, helps you collect your ideas and focus your thinking.

Read over your brainstorming list, and consider how related items could be grouped together—that is, clustered. Begin by putting a “1” next to the first item on the list. Then look for items similar to the first one, and put a “1” beside those items that match this item. Go to the next item on your list that does not have “1” beside it, and put a “2” next to it. Now proceed through your list, putting a “2” beside each similar item. Keep running down your list, using new numbers for items that do not fit into any existing clusters.

SUBJECT: CENSORSHIP ON THE INTERNET

- 1 Censorship in print
- 2 E-mail and other private messages on the Internet
- 3 Hate groups and other political extremists on the Web
- 1 Censorship in other media (films, video, and television)
- 1 Community standards and defining obscenity
- 2 E-mail discussions and special-interest groups

- 1 Supreme Court ruling on Communications Decency Act
- 2 Responsibility of Internet service providers and other Internet-based companies
- 3 Internet-based research on sexuality
- 2 Chat groups and live interaction
- 3 Pornography on the Web

So that you can see the results of your clustering, use the **CUT** and **PASTE** commands on your word processor to move the items into common groupings. Give each cluster grouping a name, compare the groups, consolidate similar items, add new items as they occur to you, and delete items that are no longer relevant. Clustering is a powerful tool for organizing your thoughts and for generating new ones. (You don't have to use all the items that appear on your brainstorming list. It is unlikely that all of your first ideas will fit into your paper.)

CLUSTER #1: CENSORSHIP ISSUES

- Censorship in print
- Censorship in other media (films, video, and television)
- Community standards and defining obscenity
- Supreme Court ruling on Communications Decency Act

CLUSTER #2: PERSON-TO-PERSON COMMUNICATION

- E-mail and other private messages on the Internet
- E-mail discussions and special-interest groups
- Responsibility of Internet service providers and other Internet-based companies
- Chat groups and live interaction

CLUSTER #3: OTHER INFORMATION

- Hate groups and other political extremists on the Web
- Internet-based research on sexuality
- Pornography on the Web

ONLINE TIP

Use Brainstorming and Clustering to Generate and Organize Ideas

Use the Cut and Paste function of your word processor to group similar items from your brainstorming list into clusters. With the **CAPS LOCK** key depressed, type a heading or title for each cluster, and then use the Cut and Paste function again to rearrange entire clusters in logical order—for example, from most to least important or from most to least obvious.

FREEWRTING AND NUTSHELLING Freewriting means what the name implies: totally free writing, done without worrying about grammar, typing and spelling errors, paragraphing, or coherence. Write about anything at all or, if you have a specific assignment, about anything related to that assignment. Write for a specified time period, such as fifteen minutes, or until you have written a page or more.

After you have finished freewriting, read over what you have written, and summarize your ideas in a nutshell sentence, one that captures the gist of what you were trying to say in your freewriting.

Here is a sample of some freewriting done on the subject “Censorship on the Information Superhighway”:

I wonder if pornography is as big a deal on the Web as people say. Are there really sexual predators lurking all around, trying to lure small children and others into danger? Are pornographic images all that easy to find, more so than on television or at the magazine racks in drug stores today? In some stores, adult magazines are stored behind the counter to keep them away from children. What is the high-tech equivalent of such an arrangement? Will adults be able to get to such materials on the Internet or will the whole thing be brought down to the level of broadcast television? And what about private discussions between adults—will this be protected on the Internet so that people are free to say what they want without fear of having their conversation made public?

After each freewriting session, read over what you have written, and write a summary or nutshell sentence. For example:

The new electronic forms of communication are raising many difficult questions about censorship and privacy.

Freewrite While You Draft to Generate New Ideas

ONLINE TIP

Freewriting is especially productive with a computer because it is so easy to freewrite at any time during the writing process. If you are in the middle of a draft, trying to work out a particularly troublesome paragraph, just press ENTER a few times and begin freewriting right there—in the middle of your draft. If you come up with usable sentences, you can incorporate them into your draft by cutting and pasting the text.