EASY ACCESS

The

Reference

Handbook

for Writers

Michael L. Keene ▪ **Katherine H. Adams**

THIRD EDITION

EASY ACCESS

The Reference Handbook for Writers

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HOW TO USE THIS BOOK

Easy Access is organized into three color-coded parts so that you can get to the *kind* of information you need as quickly and easily as possible: Part One (red tabs) provides **detailed how-to guides** for writing processes and various types of writing; Part Two (blue tabs) provides comprehensive but quick coverage of how to avoid or solve the **most common problems** for both native and non-native English-speaking writers; and Part Three (yellow tab) provides an alphabetically arranged list of **terms** central to grammar, mechanics, and punctuation, all with clear explanations and useful examples.

Part One, Processes and Products (red tabs), contains step-by-step guides to

- writing processes and how to write essays, research papers, argument papers, papers about literature, essay exams, various kinds of professional communication, and Web pages;
- using MLA, APA (look for each style's separate black tab), and other documentation styles to incorporate and cite research sources;
- document design—for short papers, long papers, and Web pages;
- and writing and delivering oral presentations.

Part Two, Common Writing Problems (blue tabs), provides quick but intensive help with the ten most common problems writers encounter. This part also includes a separate section that covers the key trouble spots for writers whose first language is not English. Each of the eleven sections in this part opens with a "Quick View" guide to understanding and solving these common problems (on color-screened pages) and closes with exercises for self-study.

Part Three, The Basics from A to Z (yellow tab), presents terms central to English grammar, mechanics, and punctuation, all alphabetically listed for quick and easy reference. Each term is briefly defined, clearly explained, and usefully illustrated with examples.

The Glossary of Usage (first black tab following Part 3) provides alphabetically arranged help covering how to correctly use commonly confused words (such as *its* and *it's*).

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▐ **The Index** ▌ (second black tab following Part 3) presents the entire handbook's contents listed alphabetically by topic and followed by the page numbers where the topics are covered.

Easy Access, Third Edition, includes numerous other features to help you find and use the information you need as easily as possible. Several different navigation shortcuts can take you to relevant topics:

- The **Quick View** on the inside front cover shows the section and subsection names and codes at glance.
- The **Frequently Asked Questions (FAQs)** on the back cover flap directs you to the answers to questions that may come up as you write.
- The **list of all Quick Views and checklists** on the book's last page (page 506) will help you locate these boxes of overviews and tips.
- The **Checklist for Finishing Your Paper** on the inside back cover simplifies the necessary task of confirming that your paper is ready to turn in.

Inside the back cover flap is a list of **Revision and Correction Symbols,** with their corresponding meanings, to help you quickly interpret your teacher's and peers' markings on your writing.

Additional features are pointed out on the sample pages shown on pages vii and viii and described in the numbered annotations.

1. **Color-coded tabbed section dividers** identify the three parts by color and the sections by name. The tabs show the sections' page ranges to make flipping to specific pages quick and easy.

2. **Tables of contents** on each section divider conveniently detail each section's coverage right where it begins. Brief tables of contents appear on the front of the dividers, and detailed contents are shown on the back.

1

The Writing Process

3. **Running heads** at the top of each page give the page number and your location. The section name and number are on the left-hand page, and the sub-section name, number, and letter are on the right-hand page.

4. **Computer icons** appear in the margins throughout the book to highlight all coverage relevant to computers-and-writing and the Internet. The computer icon accompanies the many useful URLs (WWW addresses) included in the text.

96 **2** RESEARCH WRITING

2. If you decide on a paraphrase and thus put the information completely into your own words, you don't use quotation marks but you do cite the source.

3. If you use information that is not common knowledge, you must cite the source. If the information would not be familiar to someone who has not researched the subject, it is not common knowledge, and you must cite its source, whether you are quoting or paraphrasing.

4. Cite sources for all kinds of borrowings, not just for words and facts. You need to cite the source for anything that is not yours, including drawings, photos, artwork, ideas, and music.

CITING ELECTRONIC SOURCES

Today's students are generally familiar with the traditional elements of documenting sources: articles are cited one way, books another way, and so on. With the advent of electronic sources, however, there are a few new considerations. The most important one is the distinction between two types of electronic sources: CD-ROMs and other portable (or unchangeable) sources and online (or changeable) sources.

CD-ROMs and Other Unchangeable Electronic Sources

If you go to your university library and look something up on a CD-ROM in the reference room (such as material on InfoTrac or First Search), that material's source is stable (i.e., unchangeable). Anyone could look it up today, next month, or next year and find the same information. The source has a date and place of publication (although here "publication" may mean "production") and a version number, all of which should be shown in your documentation, just as you would show the comparable information for a page in a book or a journal article. In addition, for these kinds of sources you need to give the title of the database (underlined) and identify the medium (such as CD-ROM).

Online (or Changeable) Sources

For materials you find on the Internet, you need to include the date you accessed the Web source as well as the date of its publication or last revision and its Uniform Resource Locator (URL). In MLA style, URLs are usually shown in angle brackets (< >). In the early days of the Web, teachers would not let students break a URL across two lines, but today that is usually acceptable so long as the break is after a slash rather than between letters. Some teachers may also require you to indicate the path you followed to get to that Web page or even to include a hard copy (a printout) of the page itself. If information

5. **Boxes** highlight "Quick Views," guides, and check-lists that you may refer to repeatedly. They are listed on page 506 at the end of the book.

6. **ESL icons** appear in the margins throughout the book to highlight points of special interest to writers whose first language is not English. These icons are accompanied by page numbers for easy cross-referencing to additional information.

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VERB ERRORS

11a QUICK VIEW

This Quick View shows the most common problems with verbs: subject-verb agreement, form, tense, and mood errors. The pages that follow explain these problems in more detail. (For a complete discussion of verbs, see **19v, Verbs**, in Part Three, pages 455–64.)

SUBJECT-VERB AGREEMENT ERRORS

Subjects and verbs must agree in *number*—both singular or both plural. The subject always determines whether the verb should be singular or plural.

➤ The design of the new cars ~~help~~ *helps* their gas mileage.

[A prepositional phrase (*of the new cars*) separating the subject (*design*) from the verb (*help*) has fooled the writer into making the verb agree with the plural object of the prepositional phrase (*cars*) instead of the singular subject (*design*).]

➤ At the front of the procession ~~was~~ *were* the president of the college and the dean of students.

[The inverted sentence order, in which the verb precedes the subject, has fooled the writer into using a singular verb, *was*, with a plural (compound) subject, the *president* of the college and the *dean* of students.]

FORM ERRORS

Verbs change form to indicate time (tense) and convey certain other information. *Regular verbs* change only their endings (*talk, talked*), whereas *irregular verbs* change internally (*sing, sang, sung; go, went,*

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7. **Examples with hand-written edits** illustrate at a glance how to correct or improve model sentences. Arrows signal these examples.

8. **Cross references** in parentheses after discussions direct you to additional information elsewhere in the text if you would like to see more examples or a more detailed explanation.

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246   **9**   COMMA SPLICES

➤ *When* Stephanie walked into the cafeteria, she didn't see anyone she knew.

➤ Stephanie walked into the cafeteria, *although* she didn't see anyone she knew.

➤ *Before* Stephanie walked into the cafeteria, she didn't see anyone she knew.

Punctuating Complex Sentences

When the dependent clause begins the sentence, follow it with a comma, as in the first and third sample sentences above. When the dependent clause *follows* the independent clause, as in the second example above, you do not need a comma. (In Part Three, see **19c, Clauses**, pages 379–82, and **19r, Restrictive and Nonrestrictive Clauses**, pages 431–32.)

9c Practice

For more exercises, see Student Resources at <http://www.mhhe.com/keene3>.

I. Creating Compound Sentences

Correct the following comma splices by turning them into compound sentences, adding an appropriate coordinating conjunction (*and, but, or, nor, for, so,* and *yet*) or conjunctive adverb (listed on page 244). The first one has been done for you.

  1. The College of Engineering may institute its own yearlong writing course, it may continue to have its students take the writing courses offered by the College of Liberal Arts.

    Revised: The College of Engineering may institute its own yearlong writing course, *or* it may continue to have its students take the writing courses offered by the College of Liberal Arts.

  2. We approached Detroit about 5:00, we took the I-275 route that by-passes downtown.

  3. You have never lied to me, I hope you never will.

PREFACE

Before we wrote this book, we observed how students really use such a reference. We saw that student writers, especially less experienced ones, turned to their handbooks for specific kinds of help only to find a multiplicity of sections on specific, often technically worded topics. We saw that even the most popular reference handbooks overwhelmed less experienced writers, and that what students needed was a handbook with a straightforward organizational framework, one with an internal logic that was nontechnical, easy to grasp, and completely visible— a handbook that was organized first by purpose or kind of help, then by topic. We wrote *Easy Access: The Reference Handbook for Writers* to satisfy students' need for this kind of handbook. It presents comprehensive, up-to-date reference handbook content in three distinct parts so that each part can serve a specific purpose. Now in its third edition, *Easy Access* is still the only handbook available that offers writers three distinct types of reference help. The third edition remains true to our original goals for the book, but it also offers myriad additions and improvements, all designed to make *Easy Access* the best—the easiest-to-use, most intuitive—handbook on the market for today's writers.

Easy Access's three parts are color coded and essentially work together as three texts under one cover: Part One, Processes and Products (red tabs), is a guide to writing processes and various kinds of writing; Part Two, Common Writing Problems (blue tabs), is a guide to avoiding and solving the ten most common writing problems and the most persistent ESL trouble spots; and Part Three, The Basics from A to Z (yellow tabs), is a dictionary of grammar, mechanics, and punctuation terms. The kind of help a writer needs determines which of the book's three parts the writer turns to. For example, if a student is looking for guidelines on how to write for the Web, she would turn to Part One. If she's looking for help on how to solve a persistent problem, such as sentence fragments, the writer would turn to Part Two. And if she's looking for an explanation and examples of something basic, such as whether or not she should capitalize *spring,* the student would turn to Part Three. Instead of leafing through innumerable tabbed sections for often only subtly differentiated topics, writers using *Easy Access* have a narrowed search right from the start.

Easy Access's three-part structure is central to its effectiveness because the organization reflects the kinds of help less experienced writers actually look for when they consult a handbook. That is, the organization eliminates a step, getting students to the kind of information they need and reducing the likelihood that they set out on discouraging hit-or-miss searches. Based on the comments of students who have used the book's previous editions, we're confident that your students will tell you resoundingly that *Easy Access* narrows their search for information by reliably taking them to the *kind* of help they're looking for with their first flip of a tab.

NEW TO THIS EDITION

We've improved *Easy Access* in five key ways so that it is

Easier to Use

Easy Access has been completely redesigned inside and out so that it is even easier to use:

- **Improved page design and layout.** The third edition has been entirely redesigned, with four-color pages, new type faces, more effective spacing, more easily distinguished examples, and improved use of headings.
- **More tabbed section dividers.** The third edition has four more tabs (twelve total) so that there are separate tabs for MLA and APA, a new tab for Document Design, a new tab for the Glossary of Usage, and a new tab for the Index—just enough tabs for the format to be effective, not so many that they're cumbersome. Additionally, the tabs now show page ranges as well as section titles.
- **More visual elements.** The third edition's visual elements include a new computer icon designating all computers-and-writing and Internet-related coverage, more boxes, illustrations, screen captures, checklists, Quick Views, and enhanced running heads.
- **Color-coded parts.** Each of the book's three parts is distinguished by a unique color that is used on the part's tabbed section dividers and in its running heads. Part One's color is red, Part Two's is blue, and Part Three's is yellow. MLA, APA, Glossary of Usage, and Index tabs are black.
- **New section numbers and subsection letters.** Each section and subsection in the handbook can now be referenced by its designated number and letter. For example, "Revising Run-On Sentences" is section "10," subsection "b," and can be referred to as "10b."

A Better Resource for Students Writing with Computers and Using the Internet

Students who are relatively new to computers and the Internet, and those who are more comfortable and skillful with the technology, will

find this updated and expanded coverage useful (all of it is flagged with the new computer icon):

- **New Computers-and-Writing Tips.** Appearing throughout the entire book, these tips ensure that computer technology's availability or influence is consistently addressed—from using Internet browsing as an invention technique to the ease of incorporating visuals into documents with computers.

- **Expanded Document Design section** (Please see document design discussion on next page.)

- **New coverage of writing for the Web and Web page/site design.** This new section covers the key principles of writing for the Web, types of Web pages, a Web glossary, and elements of page design such as site design and navigation aids.

- **Updated, expanded, and thoroughly integrated coverage of online research** (please see next section).

- **New computer icons.** Appearing in the book's margin, this icon flags all computers-and-writing and Internet-related discussions, boxes, illustrations, Quick Views, and checklists.

- **A greater number of URLs.** Favoring stable sites, the third edition refers students to online resources whenever possible and practical.

- **A new box that presents a glossary of Internet/Web terms.**

A Better Resource for Students Doing Research-Based Writing

From larger research process issues (such as planning a strategy and consistently saving bibliographic information) to particular resources (such as recommendations for reliable online databases and virtual libraries), as well as improvements such as substantially increased numbers of documentation models for electronic and Internet sources and a new model research paper in MLA format, the third edition's coverage of research-based writing has increased both in its number of topics and amount of detail:

- **Separate tabbed section dividers for MLA and APA coverage.** Each documentation style now has its own tabbed section divider.

- **Coverage of CSE and CMS expanded into two full sections.** This coverage makes *Easy Access* a better resource for students writing in disciplines across the curriculum.

- **Substantially increased coverage of Internet search strategies and issues.** This coverage includes discussions of the most efficient ways to use subject directories, search engines, and electronic databases such as InfoTrac and ProQuest, as well as how to track down even the hardest to find Web site source information. The sample paper in MLA format, on the topic of Internet search engines, also adds to the handbook's Internet coverage (please see next section).

- **New material on balancing types of sources**—primary and secondary, traditional and Internet.
- **New sample MLA paper.** On the topic of Internet search engines, this paper includes a graph downloaded from an online source.
- **New sample APA paper.** This paper appears in the Argumentation section as an example of a research-based argument.
- **New discussions of various research issues.** Issues addressed (and illustrated with numerous examples) include the following: how to make a topic more focused, the finer points of how to evaluate Web sources' reliability, how to avoid plagiaphrasing, how to read critically to evaluate potential sources of any type, and when and how to use direct quotations.

A More Complete Guide to Writing in General and Document Design in Particular

Easy Access, Third Edition, supports writers more thoroughly by providing new, expanded, and highlighted coverage of the writing process, which now places more emphasis on recursivity. Expanded discussions include those on revising thesis sentences, peer review, making topics concrete, reading and understanding essay exam questions, and overcoming writer's block. This edition offers new coverage of writing about literature (which includes a box on strategies for reading literature critically) and writing for the Web, as well as dozens of new boxes and Quick Views highlighting writing tips. The following changes also improve the book's general writing and document design coverage:

- **A new tabbed section for document design.** All document design coverage (for both short and longer papers and Web pages) now appears in its own section and is considerably expanded (to twenty pages) and well illustrated.
- **New and additional sample student writing.** In addition to the new sample papers, new examples of varying lengths throughout Part One show all stages of the writing process.
- **Substantially revised exercises in Part Two.** These exercises have been updated to ensure that they're engaging.
- **Consolidated sentence coverage.** "Use a Variety of Sentence Types" has been moved from Part Three to the discussion of revising sentences in Part One.

A More Complete Guide for Bilingual and Multilingual Writers

ESL specialist Paulette Swartzfager at Loyola University New Orleans ensured that the handbook's guidance for bilingual and multilingual writers is more complete and provides even better examples for topics such as placement of adverbs and the use of prepositions of

time and place. Additionally, we now cover American academic writing, which may differ from academic writing in some other languages. We've also updated our list of online ESL resources.

Proven Features

In addition to the new and enhanced features described above, *Easy Access* is distinguished by a number of important features that have made it a success with both teachers and students in its two previous editions. We highlight those established features here because they are less obvious than the book's unique three-part structure, comb plastic binding, clean design, and tabbed section dividers:

- **Part Two, Common Writing Problems.** Teachers and students often comment that this is the part of the book they use most frequently. It first covers the ten most common writing problems for all students and then focuses on the most common trouble spots for students whose first language isn't English. Each problem's section opens with a Quick View (a tightly focused tutorial with screened color pages) before covering the topic in more depth. That way students who just need a reminder of, for example, what constitutes a sentence fragment can find and review the explanation, and students who need or want a more developed discussion and even some practice exercises have everything in one place. This part is the heart of the book, an important key to its three-part structure.

- **Exercises in the book.** Every section in Part Two, Common Writing Problems, ends with sets of practice exercises (suitable for self-study as well as homework or group work) that include both separate sentences and connected discourse.

- **Example sentences with "hand-edited" changes.** Instead of examples presented in "before and after" or "correct and incorrect" pairs, most examples in *Easy Access* appear handwritten so that writers see at a glance what's been changed. Additionally, this example format focuses on positive models and reinforces the habits of editing and proofreading.

- **Clear, concise, and direct writing style.** We continue our commitment to using nontechnical terms and direct language as often as possible. We are also careful to avoid condescending statements and explanations and to maintain an unpretentious tone.

- **Comprehensive computers-and-writing and Internet coverage.** Both integrated throughout the text and appearing in specially focused sections, this handbook's computers-and-writing and Internet coverage is comprehensive yet practical. It addresses and anticipates the full spectrum of situations, circumstances, and research sources that today's writers encounter. All relevant coverage is flagged with a computer icon—nearly 100 computer icons in all. The model MLA paper is on the topic of Internet search engines and itself offers significant guidance for students working online.

- **Comprehensive document design coverage.** This coverage is presented in a separate twenty-page section (set off with its own tabbed section divider) and discusses design considerations for short papers, longer research

papers and reports (including how to incorporate visuals into these longer documents) and Web pages.

- **Comprehensive and reliable research coverage.** The research sections have been completely rewritten and expanded with today's writers in mind; the book's coverage of the research process and developing a research strategy; its integrated discussions of Internet topics and issues; its numerous documentation models for non-print, visual, and Internet sources; its new coverage of CSE and CMS documentation styles; and its new model MLA and APA papers ensure that students confidently complete research projects.
- **Substantial argumentation and critical reading coverage.** This section presents step-by-step guides to choosing a thesis and planning key assertions, employing the rhetoric of argument, acknowledging opposing views, and reading arguments critically.
- **Abundant help for ESL students.** *Easy Access* includes coverage for bilingual and multilingual writers both in a separate section (at the end of Part Two) and throughout the book. Coverage of potential importance to non-native English speakers is tagged with an ESL icon (a small globe) that provides page numbers for easy cross-referencing.
- **Coverage of oral presentations.** This section explains how to adapt a written text for oral delivery and how to incorporate visuals into a presentation. The section also includes guidelines for using presentation software such as PowerPoint.
- **Coverage of professional writing.** This highly praised section includes coverage of various business forms, job- and internship-application letters, and online job searches and résumés.
- **Coverage of writing essay exams.** This section is also highly praised because it includes coverage of each phase of the writing process as it occurs in this context and includes guidelines for analyzing exam questions.
- **Abundant student models.** Examples of various lengths illustrate the stages of the writing process and other aspects of writing, and two full-length papers model research (MLA style) and argument (APA style) writing. Both model papers include a balance of print and electronic/Internet sources.

Supplements

A wide array of digital and print supplements for both instructors and students accompanies *Easy Access*. These optional resources include the following:

- An **Online Learning Center** (OLC). A wealth of digital content that requires no maintenance on your part, the *Easy Access* OLC can be delivered to you and your students in multiple ways: through the book's Web site, PageOut (see below), or within a course management system such as WebCT, Blackboard, TopClass, or eCollege. The OLC includes, among other elements, interactive exercises; diagnostic tests; PowerPoint slides; transparency masters; quizzes; WWW links; Internet research tutorials; the In-

structor's Manual to Accompany *Easy Access,* Third Edition; and excerpts from the book.

- **Instructor's Manual.** This resource provides assignments for Part One, answers for the exercises in Part Two, additional exercises and answers, advice on teaching grammar and writing, and bibliographies on teaching writing.
- **Instructor's CD-ROM.** For portability, this CD-ROM provides all of the instructor content available through the OLC except that which is Web based.
- **PageOut.** This tool allows you to create a customized course Web site, including an interactive syllabus and integrated discussion function, without needing to know html. It is FREE and hosted on McGraw-Hill's servers; it includes password protection, a grade book, student reporting, class announcements, and the capability to upload, store, and manage up to 10MB of your data. You're also welcome to peruse the PageOut Library, which provides a complete, already-built Web site, with assignments and testing.
- **Course Management Systems.** McGraw-Hill has partnered with the most reliable course management software companies to deliver the *Easy Access* OLC content through **Blackboard, WebCT, TopClass,** and **eCollege.** This resource is free and does not require special access codes. For users of WebCT and BlackBoard, we also offer the **Instructor Advantage** program, which provides free e-mail and toll-free customer support for the life of the adoption as well as **Instructor Advantage Plus,** which adds one day of onsite training for up to 10 instructors (depending on the size of your adoption). For demonstrations, click on the button for your course management system or the McGraw-Hill Web Site Gallery at *www.mhhe.com/solutions.*
- **eBooks** use the latest Web technology to deliver complete or custom digital versions of *Easy Access.* Offering interactive Web links and the ability to highlight and annotate, eBooks are available through McGraw-Hill's **Primis Online** (completely customizable versions; see next bullet) and our partners **MetaText, Versaware, and WizeUp.**
- **Primis Online** is our Web site that enables you to build customized books, including versions of *Easy Access,* online. The finished text is available in two formats: as a print book or as an eBook. The print version is ordered and shipped to your campus bookstore, whereas the electronic version is sold through our partners MetaText, Versaware, and WizeUp.
- *The Mayfield Quick View Guide to the Internet for Students of English,* Version 3.0, is available for free when shrink-wrapped with the print version of *Easy Access.*
- *Research and Writing Across the Disciplines,* Second Edition, is a pocket-sized guide to the research process in general and research specifics for eighty disciplines (organized alphabetically) across the curriculum.

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Several very talented people have made invaluable contributions to this book. Our sponsoring editor, Renée Deljon, helped us to decide on the additions to this edition, envisioned new elements to improve its value and usability, and spearheaded the work of moving to a completely new and four-color interior design. As she does with every book, developmental editor Barbara Armentrout reviewed every word carefully, always with attention to students' needs. Production editors Lynn Rabin Bauer and Carla Kirschenbaum worked with April Wells-Hayes of Fairplay Publishing to see the project through to completion. Art director Jeanne Schreiber and design manager Violeta Diaz, working with designers Linda Robertson and Laurie Anderson, created the book's new look. We thank everyone on this team and their colleagues at McGraw-Hill for their enthusiasm for this project and their unceasing concern for quality.

We also thank our colleagues for their help and support. At the University of Tennessee, Jennifer Campbell Koella's contribution has been major, especially on Internet issues; undergraduate English majors who work as coaches in English 462 provided valuable feedback during the development of the second edition; and the Department of English has generously provided release time from teaching for completion of the new edition. At Loyola University, Paulette Swartzfager proved an incisive critic of the book's ESL section. Conversations with John Biguenet, Mary McCay, Peggy McCormack, John Mosier, Thomy Penfield, Mary Waguespack, and other teachers helped us see how students were reacting to specific sections. Erin O'Donnell handled the endless mailing involved among two authors and a publisher, all in different cities. From many fine librarians and teachers, we also received help with our section on slang and regionalisms: Ethelle S. Bean, Michael A. Golrick, Martin Kurth, Douglas McCay, Mary McCay, and Ann K. Symons. We are grateful for their assistance; however, any errors in this or any other section of the book are our own.

We also thank our families: Handbook writing requires their endless patience. Finally, we thank the students and instructors who use this book.

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