

**INSTRUCTOR'S MANUAL  
FOR**

**The  
Techniques  
of Writing  
4th edition**

**Paul Kinsella**

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Techniques  
of Writing**  
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**Paul Kinsella**  
Jefferson Community College

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## TO THE INSTRUCTOR

After teaching English on the college level for many years and observing closely how my colleagues succeed in the very difficult task of teaching students to write, I am indeed convinced that instructing students in composition is not a science; it is an art. In The Techniques of Writing I am attempting to share my observations concerning this art--how conditions have changed over the years, and how I have been forced to change my teaching approach in order to survive. Today teaching is a far greater challenge than it was in 1955, when I taught my first class, or even in 1968, when I began at Jefferson Community College.

The most striking difference between then and now seems to be the lack of student preparation for college work. Conditions naturally vary from one place to another, but it is no secret that in general the verbal abilities of students have declined in the past ten years. In fact, the decline has been so severe that I have had to make radical changes in my whole instructional approach. Previously, I would tell students what to do; now I have to teach them how to do it.

To get my point across, I have developed a very simple teaching philosophy, which can be summed up in three words: activity, repetition, and reinforcement. The Fourth Edition of The Techniques of Writing is based on this pedagogical concept. To supplement it, I emphasize objective testing as a part of the overall course grade, for these reasons:

1. It is difficult, if not impossible, to be perfectly objective in grading student writing.
2. In assigning students a regular letter grade on a composition written at the beginning of the semester, I was passing judgment on them before I had taught them the principles of writing. Low grades at the beginning of a semester can cause a serious morale problem in the class, which can lead to a high dropout rate. Because of my current grading system, I have a relatively high retention rate, which is one of the top priorities among the faculty and administration at Jefferson Community College.
3. In basing grades solely on written work, I found that many students would not even read the chapters in the text unless they thought the material would be covered on an exam. This attitude brought back memories of my own student days--"Why study it if I won't be tested on it?"
4. In basing students' grades strictly on their writing, I realized I was discriminating against the younger students who had recently graduated from high school. Exceptions

notwithstanding, older students usually write better than younger ones because they have experienced more and read more. Also, their diction is usually more mature. This competition puts a heavy burden on younger students, who may receive high grades in all their other subjects but end up with a C or D in English composition. This grade might exclude them from programs for which they are highly qualified. If a student makes a high grade on the objective mid-term and final exam, I feel justified in raising a C or C+ to a B, or a B or B+ to an A for the final grade.

I still make it perfectly clear at the beginning of the semester--and put it in writing--that the most important grading criterion will be the student's writing. Even when the student receives an A on the objective test, if he or she is not writing acceptably by the end of the semester, no passing grade can be given. However, there is almost always a close correlation between the objective test grade and the student's ability to write.

Before giving the mid-term exam, I do not assign conventional letter grades to students' written work. Rather, I use these symbols: S+ (above average), S (average), S- (below average), and U (unsatisfactory). Most of the students receive S's. I have found that from the standpoint of class morale, the S is more acceptable than a C or C+, even though they are virtually the same.

I consider these grades along with the grade made on the objective test in determining students' regular letter grade for the mid-term--A, B, C, and so forth. In the second part of the semester I assign regular letter grades (A, B+, B, B-, C+, C, C-, and U) to the students' written work. They write a number of paragraphs in class, which are read aloud. These are not graded, but I do give credit for having done the work with a check mark in my grade book. These are considered numbered assignments that must be in the students' folders at the end of the semester if they are to get passing grades in the course.

I also give the students an objective final exam based on The Techniques of Writing. This encourages them to study the material in the text-workbook. The final exam may be the determining factor as to whether a student receives an A or B, B or C, C or U. Inasmuch as the mid-term and final objective exams are graded on a relative basis, students can readily see where they place in relation to one another. Consequently, I hardly ever have a complaint from a student about his or her grade, a problem that was fairly common before I started using objective tests.

The Techniques of Writing is a text-workbook that teaches students how to write. It is not, like many books used in freshman composition, a reference book for students who already possess such a background. It is, to a large extent, a self-teaching aid that emphasizes activity, repetition, and reinforcement.

I have kept the text and exercises simple (without, I hope, insulting the intelligence of the reader) by avoiding lengthy sentences and paragraphs and uncommon words. If students thoroughly learn and put into practice what is in the book, I sincerely believe that they will be well prepared for a more advanced course in writing or for any other writing they will have to do.

I hope that The Techniques of Writing proves useful to you and to your students. If for any reason you need to get in touch with me, please write me at the following address:

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## Part One: ANSWERS TO TEXT EXERCISES

### 1

#### GETTING STARTED

##### Exercise 1, pp. 13-14

This exercise requires no specific answers.

### 2

#### STEPS IN WRITING

##### Exercise 2, pp. 25-28

This exercise cannot be graded objectively. Students may revise it somewhat differently than we have done.

There is an old saying: Everybody talks about the  
<sup>sp</sup>whether, but nobody does anything about it. In my home  
town, Louisville, Kentucky, this saying is about 100% true.  
The winter of 1978--as in other parts of the country--was



<sup>#</sup>one of the worst ever recorded. As a result, millions of dollars in business profits, <sup>sp</sup>wages, and tax revenue <sup>sp</sup>was <sup>agreement</sup> never to be recovered, <sup>Run-on</sup> but even worse than the financial disaster was the untold suffering and inconvenience to almost every person who had to live through that horrible nightmare.

It seems obvious to me that this calamity could have <sup>#</sup>been avoided if people had anticipated that such a winter might <sup>sp</sup>occur. In Louisville we did not have the excuse that nothing like "this" ever happened before. For the previous winter was almost as bad. And similar conditions to a lesser <sup>sp</sup>degree <sup>agreement</sup> <sup>have</sup> happened many times in the past. <sup>Frag</sup>

Who is to blame for the lack of planning that caused so many need <sup>less hardships?</sup> The obvious answer is the politicians--especially the city mayor and county judge of present and past administrations, <sup>sp</sup> however, the snow removal problem is too large <sup>sp</sup> and complicated to use the mayor and country judge as scapegoats. As an educated citizen, I must <sup>Run-on</sup> accept my share of the blame, <sup>sp</sup> but I also blame the so-called business and educational leaders in the community for not <sup>sp</sup> taking the initiative to minimize the problem. <sup>complice</sup>

How can such a catastrophe be avoided <sup>#</sup> in the future? <sup>sp</sup> One or more representatives from every "big business" in the area along with the school officials should come together and work out a master plan. (The public utilities--the Louisville Gas and Electric Company, South Central Bell, the Louisville Water Company, and the Metropolitan Sewer

District--should, of course, play a major role in the snow removal plan.<sup>f</sup> The city and county officials would coordinate the project,<sup>f</sup> but the most radical feature of the *Run-on* plan would be that "big business" would furnish free of charge the bulk of the <sup>sp</sup>equipment and <sup>sp</sup>personal to do the job of snow removal.<sup>f</sup> to depend solely on the city and county is *comma splice* utterly impractical.

*agreement* Yet the government agencies could do a much better job than ~~it has~~ <sup>they have</sup> done in the past. More vehicles (such as garbage trucks) could be <sup>sp</sup>equipped with portable snow <sup>sp</sup>plows,<sup>f</sup> *comma splice* also, one or more snow blowers (such as those used in the northern states) could be acquired to blow the snow off the expressways. The snow could be removed almost as fast as it <sup>sp</sup>feel. The <sup>sp</sup>down<sup>o</sup>town business district could be given top priority. Small and large trucks (most of them furnished by "big business") could <sup>sp</sup>haul away the white stuff <sup>sp</sup>as fast as it came down<sup>o</sup>. At the same time, outlying streets, back roads, and parking areas could be taken care of according to a prearranged plan,<sup>o cap</sup> <sup>sp</sup>an assigned radio stations<sup>f</sup> could be used to direct the operation.

After the snow had <sup>sp</sup>stopped falling,<sup>f</sup> everyone could rejoice and shout with <sup>sp</sup>gless, <sup>cap</sup>"oh, isn't it beautiful<sup>o</sup>!" People could drive to their jobs, and students could go to school with only a short delay in their regular <sup>sp</sup>routine,<sup>f</sup> <sup>sp</sup>factories *comma splice* and commercial businesses would operate as usual,<sup>f</sup> and the *Run-on* government would not <sup>sp</sup>lose vast sums of money in <sup>sp</sup>vevanue. But of even greater importance, men, women, and children

would be spared the hardships of being snow bound.

*argument* I know that most of us <sup>have</sup> ~~has~~ a <sup>sp</sup> tendency "to sit back and wait for George to do it". However, if we are ever to get our heads out of the snow, the time has come to prepare for the <sup>sp</sup> worse.

### Exercise 3, pp. 29-31

This exercise cannot be graded objectively. Students may revise it somewhat differently than we have done.

It was Sunday (in the middle of April) a few minutes before noon when I flashed my I.D. card at the ~~shore~~ *lc* patrolman on duty at the main gate of the Naval Station and *lc* darted across the highway to the train depot. The train for Chicago wasn't <sup>sp</sup> due for another twenty minutes, but already a *Run-on* horde of sailors had congregated on the platform, jockeying for positions at the <sup>place</sup> point where the cars usually stopped.

I had already developed a hatred for standing in lines, *Run-on* so I retreated from the platform into the waiting room. <sup>sp</sup> Floping down on one of the wooden benches, I lighted a cigarette and began to mull over the two <sup>sp</sup> month I had been in the Navy. All in all, <sup>sp</sup> they hadn't been <sup>sp</sup> so horrible. The first couple of weeks of boot camp had been rather hectic, *Run-on* *lc* and the two weeks of mess cooking after I returned from boot *lc* leave had been a little nasty.

But on the whole, things had <sup>gone</sup> ~~went~~ pretty <sup>well</sup> good. After all, I was on my way to Chicago with twenty-five dollars in <sup>sp</sup>

my wallet and bubbling over with the spirit of adventre. <sup>sp</sup>

When I got to Chicago, all I had to do was find myself some young lady with the face and figure of a movie star, and everything would be perfect. <sup>Run-on</sup>

The bedlam that burst lose as the train pulled to a stop alongside <sup>the</sup> platform interrupted my revrie<sup>sp</sup>, and I rushed out of the station and was swallowed up by the whirl<sup>sp</sup>pool of sailors pushing ~~their way~~ toward the doors. I was one of the last to <sup>sp</sup>squeze on the coach, but luckily I found an empty seat in the rear of the car. <sup>Run-on</sup>

\* \* \*

I walked thought the crowded train station and out the front door onto Wabash Avenue. For a time I <sup>sp</sup>stroled around the Loop, craining my neck at the tall buildings and viewing the wonders that unfurled before my eyes. But realizing I was missing many of the points of interest, I reached in my jacket pocket and pulled out a small guide book that I had brought with me. Slowly, I turned the pages: Field Musum of Natural History, <sup>sp</sup>Sheed Aquarium, <sup>sp</sup>Art Institute of Chicago. <sup>Deadwood</sup>

That last one sounded interesting. I had never been to a museum before, and I figured I might as well take advantage of the opportunity and soak up a little culture. Besides, I might meet some lovely girl at the <sup>sp</sup>musum. We would spend the day sight<sup>sp</sup>seeing and the evening <sup>having a good time @</sup>~~living it up.~~ <sup>Run-on</sup>

A policeman directed me to the Art Institute, located on Michigan Avenue and Adams Street. I entered the huge

building and, for the next hour so so, <sup>sp</sup>wondered from one <sup>sp</sup>room to the other with open-mough <sup>sp</sup>awe.

Finally, I left the Institute, found a tavern, entered, and ordered a baked ham on rye and a glass of beer. I enjoyed the delicious taste of the ham and the cool, tangy beer. "Man, <sup>sp</sup>this Chicago is really alright", I gloated as I sipped the last drops of beer in the glass.

Eventually, my meanderings <sup>took</sup>lead me to the Harris Theater on Dearborn Street where the stage play "Kiss and Tell" <sup>sp</sup>was about to begin. I had never been to a big-time play before, <sup>sp</sup>Run-on and I figured this would be an excellent opportunity to satisfy my <sup>sp</sup>curiosity. So I shuffled up to the box office and bought a ticket.

### 3

## ORGANIZING THE COMPOSITION

### Exercise 4, p. 45-46

#### Introduction

#### I. Body

- A. Keeps you from gaining weight
- B. Tones your muscles
- C. Makes your heart pump faster
- D. Keeps your blood pressure from rising
- E. Aids elimination of body wastes

#### II. Mind

- A. Gives you a sense of accomplishment
- B. Keeps you alert
- C. Provides fun and recreation
- D. Reduces tension

#### Conclusion

### Exercise 5, p. 47-48

#### Introduction

- I. Disadvantages
  - A. May buy things you don't need
  - B. May live beyond means
  - C. May pay a high rate of interest on purchases
  - D. May be hopelessly in debt if you lose your job
- II. Advantages
  - A. Have a record for income tax purposes
  - B. May take advantage of sale
  - C. May make a profit on something you buy on credit
  - D. Use your credit in case of an emergency
  - E. May find using a credit card easier than writing a check

#### Conclusion

### Exercise 6, p. 49-50

#### Introduction

- I. Causes
  - A. Increase in population
  - B. Increase in car ownership
  - C. Inadequate public transportation
- II. Effects
  - A. Increase in auto accidents
  - B. Prolonged traffic jams
  - C. Waste of valuable time going to and coming from work
- III. Remedies
  - A. More expressways
  - B. Improvement of public transportation
  - C. Wider use of car pools
  - D. Prohibition of trucks on main streets during rush periods

#### Conclusion

Exercise 7, p. 51-52

Introduction

- I. Activities on train
  - A. Observing the countryside
  - B. Playing cards and chatting
  - C. Taking catnaps after lights were turned down
- II. Activities in New York
  - A. Monday
    - 1. Boat trip around Manhattan
    - 2. Evening at Radio City Music Hall
  - B. Tuesday
    - 1. Tour of United Nations Building
    - 2. Stroll through Central Park
    - 3. Visit to Museum of Modern Art
    - 4. Farewell dinner at Sardi's

Conclusion

Exercise 8, p. 53-54

Introduction

- I. Energy
  - A. Petroleum
  - B. Natural gas
  - C. Electricity
- II. Food
  - A. Grain
  - B. Dairy products
  - C. Beef
- III. Wood
  - A. Lumber
  - B. Paper

Conclusion

Exercise 9, p. 55-56

Introduction

- I. Working at a part-time job
  - A. How to spend and save money
  - B. What plans to make for future career
- II. Learning from television and radio
  - A. Important issues of the day
    - 1. "Meet the Press"
    - 2. Local and national news reports
  - B. Programs devoted to the fine arts
    - 1. Classical music programs
    - 2. Drama programs (such as Hamlet and Hedda Gabler)
- III. Reading other than school books
  - A. Newspapers
    - 1. Local
    - 2. The New York Times
  - B. Magazines
    - 1. Monthly--Atlantic
    - 2. Weekly--Newsweek

Conclusion

4

WRITING PARAGRAPHS

Exercise 10, p. 69-70

The responses to this exercises will vary from student to student.

Exercise 11, p. 71-72

The responses to this exercises will vary from student to student.



Exercise 12, p. 73

I. Advantages

X B

X D

X G

II. Disadvantages

X B

X D

Exercise 13, p. 75-76

I. Educational

X B

X F

II. Cultural

X C

S E

III. Occupational

X C

X E

IV. Recreational

X A

S D

Exercise 14, p. 77

I. John Kennedy

D

H

B

E

G

A

F

C