THE BASICS
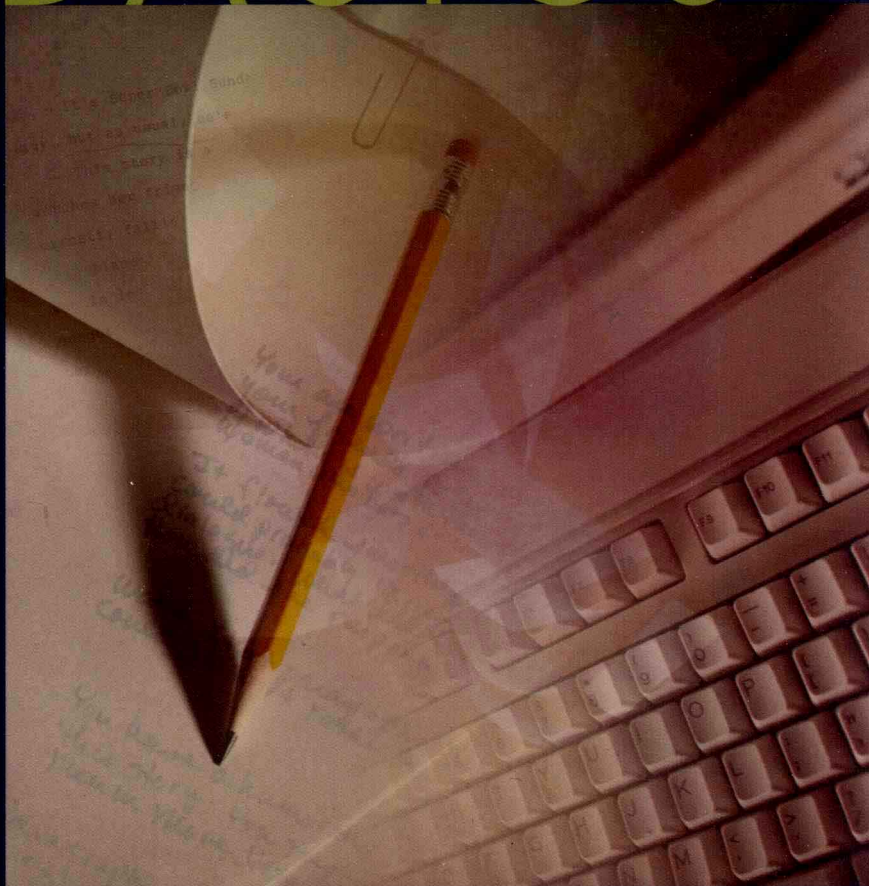
A Rhetoric and Handbook

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With 1999
MLA Update

THE BASICS
A Rhetoric and Handbook

Third Edition

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McGraw-Hill Higher Education

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For the Women in Our Lives:
  Elaine Buscemi,
  Dorothy Polaski, and
  JoAnn Strugala

TO THE INSTRUCTOR

The Basics is designed for use both as a classroom tool and as a reference guide that even beginning writers can use independently. As its subtitle indicates, it offers college writers an introduction to important writing strategies as well as a handbook of grammar and usage. Unique exercises integrated within each part of the text give students additional skills practice.

Designed for Easy Reference

The third edition is organized for easy accessibility. New color-coded tabs make it easier for students to differentiate between the parts of the text. New sections have been added on researching online, Chicago and CBE documentation, special-assignment writing, and document design to make *The Basics* even easier for students.

Integrated Exercises

Boxed exercises intergrated throughout the text allow students to practice and strengthen their skills. These exercises, which cover topics from writing effective introductions to using adverbs correctly, can either be assigned in class, or students can work through them on their own.

> *"The exercises, both in number and level of difficulty, are very effective. These exercises will, unquestionably, be useful to my students."*
>
> **Rick Tomlinson**
> *Richland Community College*

Overview of the Text

One of the most important features of *The Basics* is its comprehensive coverage of rhetoric. **Part 1: The Writing Process** helps students learn methods to gather information, to draft and revise, and to edit their work. Explanations are thorough and fully illustrated, often with student writing.

5.2 Make Important Changes

The paper that appears on pages 36–38 is the second draft of the essay in Chapter 4. This second draft shows that the main point made about *electronic communications devices* has changed. In fact, writing the second draft helped the student discover what she really wanted to say.

NOTE

Added material has been underlined. Deleted material appears with a line drawn through it.

Revised thesis: Using any electronic communications device irresponsibly can annoy and even endanger others.

Look for other important changes in the paper as you read the second draft, which follows:

**ELECTRONIC ETIQUETTE
(SECOND DRAFT)**

1   In the last fifteen years the world has gone went thru a true revolution revalation in the communications industry. Computers enable help us to send long e-mail messages quickly, cheaply, and

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"The most effective parts of this handbook are the comprehensive and well-explained chapters on the writing process, which take students step-by-step from topic invention to writing concluding paragraphs. This makes The Basics *a valuable teaching tool rather than a simple grammar reference book."*

Kurt Bolotin
Old Dominion University

Part 2: The Research Process teaches students how to research and take notes and gives valuable advice on locating sources, cross-referencing, and evaluating sources.

Part 3: Researching Online is new to the third edition. This section reflects the changing face of research by first providing basic information on how to use the Internet to do research and then discussing specific electronic databases and search engines. A comprehensive section on evaluating electronic resources teaches students how to cull valuable information from the abundance of material on the World Wide Web.

11.2 Master the Internet

The Internet is an electronic highway that connects computers all over the world. Research institutions, universities, government agencies, and private computer users like you use the Internet to exchange information via tools such as e-mail, listservs, and chat rooms and to access various databases and World Wide Web sites, where a variety of information and publications are posted. The World Wide Web, often simply referred to as the Web or WWW, is one of the electronic tools that is most useful to students. Large universities can afford to maintain varied collections with hundreds of thousands of volumes and tens of thousands of periodical subscriptions. Most community and many college libraries, on the other hand, are too small to offer more than a basic collection of books and periodicals for academic use. That's why the Internet has become such an important tool. Many sources once available only through interlibrary loan, if at all, can now be accessed immediately from the local library or even from home.

To access the Internet, you will need to work with an Internet service and content provider, such as Prodigy, American Online, or Compuserve, or with a provider and a Web browser such as Netscape Navigator and Microsoft Internet Explorer. Many of these services are already available on new computers and need only to be activated. Of course, each charges a monthly fee. If you don't have a computer at home or don't want to pay the monthly service charge, simply use the Internet service in your college library.

On page 106 is a reproduction of the Netscape Navigator homepage.

11.2a Searching for Information on the World Wide Web

You can search the WWW for information on a particular topic in two ways.

- If you know the Uniform Resource Locator (URL) of a Web site, you can type the URL in the Web browser's address box, sometimes labeled *Go To, Location,* or *Netsite.* The URL is a series of characters used to identify and find each page on the Web. In short, it is a Web address. For example, the URL for the division of McGraw-Hill that published this online handbook is http://www.mhhe.com/socscience/english.
- On the other hand, if you are trying to find information on a specific topic from a variety of sources, you will need the services of **search engine.** A search engine is a commercial

...vemb...991, ...

DiSilvestro, Roger L. *The African Elephant: Twilight in Eden.* New York: Wiley, 1991.

"The Elephants' Telltale Tusks." *Futurist,* March/April 1990: 51.

Morais, Richard C. "Save the Elephants!" *Forbes,* 14 September 1992, 338–345.

Morell, Virginia. "Running for Their Lives." *International Wildlife,* 20 (May/June 1990): 4–13.

Moss, Cynthia. *Elephants Memories: Thirteen Years in the Life of an Elephant Family.* New York: Morrow, 1988.

The 1993 Information Please Almanac. 46th ed. New York: Simon and Schuster, 1993.

"Poachers' Pause." *Economist,* 2 March 1991, 42.

Tattersall, Ian. "The Elephant Wars." Review of *At the Hand of Man: Peril and Hope for Africa's Wildlife,* by Raymond Bonner. *New York Times Book Review,* 2 May 1993, 13.

Underwood, Anne. "The Good Fake." *International Wildlife,* 21 (July/August 1991): 29.

"When Is Culling the Animal Not Killing the Animal?" *Africa Report,* May/June 1992, 10.

14.4 Learn CBE Format

The Scientific Style and Format: The CBE Manual for Authors, Editors, and Publishers was prepared to provide formats for papers published about both natural and applied sciences. The latest edition of the *CBE Manual* (6th edition, 1994) recommends a common style but also covers major differences between disciplines and even countries. CBE format allows two methods of documentation:

1. A name-year system similar to APA format
2. A citation-sequence system that lists sources in the order of use

Students are introduced to various styles of documentation in **Part 4: MLA Documentation, Part 5: APA Documentation,** and **Part 6: *Chicago* and CBE Documentation.** Parts 4 and 5 include information on how to write a research paper using the MLA and APA formats, with examples of fully documented student papers included in each part. In addition, Part 4 includes updated MLA guidelines. All three sections provide information on documenting electronic sources. **Part 6: *Chicago* and CBE Documentation is new to the third edition.**

Part 7: Special Assignments is new to the third edition. A handy reference on special types of writing assignments that students will find useful throughout their college careers. The first chapter in this section discusses persuasive writing and presents strategies to help students write logical, well-developed arguments. The second chapter, on writing about literature, gives students tips on how to critically read and analyze literary texts. This chapter also discusses explication and critique. The third chapter, on business writing, prepares students for writing business letters, memos, resumés, cover letters, and e-mail.

15.5 Recognize Five Logical Fallacies

Errors in logic, though sometimes subtle and hard to detect, appear in political speeches and advertisements, in television commercials, in newspaper editorials, and even in well-written and sincere arguments of bright college students. Learn to recognize the most common logical fallacies in the work of others and to avoid them in your own writing.

15.5a Generalizations Supported with Insufficient Evidence

Using induction, writers sometimes draw conclusions that are not justified by the amount of information they have gathered. Failing to consider enough examples can lead to faulty generalizations.

   1. My Uncle Randolph never attended college, yet he has a net worth of more than $2 million. Therefore, the claim that college graduates have greater earning power than those who are not college graduates is a myth.

Composing and Sending E-mail Messages

1. Find the e-mail section on your e-mail service provider's home page.

2. Click on the icon labeled To Mail, Create Mail, or other appropriate title.

3. See a screen that displays the TO, SUBJECT, Cc, Bcc, and ATTACHMENTS fields or spaces. In some cases, fields for other types of information will also appear.

4. In the TO field, type the e-mail address of the person or organization to which you are writing. Make sure your address is accurate to the last character; otherwise, your message will not be delivered.

5. In the SUBJECT field, type a short phrase describing the subject or nature of your message.

6. In the Cc ("carbon" copy) field, type the e-mail address of another reader—someone other than your principal correspondent—to whom you would like to send a copy of your message. If necessary, you can also send a copy of your message

CAUTION

Do not consider e-mail an informal method of communication. The same rules of good writing and courtesy apply to both e-mail and paper correspondence. If

23.1b Relative Pronouns

Relative pronouns connect groups of words to nouns or to other pronouns.

That and *which* refer to animals, objects, or ideas.
Who, whoever, whom, and *whomever* refer to people.
Whose can be used in all cases.

> The family enjoyed a pizza *that* Rinaldo cooked.
> She studied Buddhism, *which* is a major world religion.
> Andy spoke with students *who* majored in history.
> The company *whose* employees were honored is Apex Lamp.

23.1c Indefinite Pronouns

Indefinite pronouns refer to people and things that are not named or are not specific.

any	everybody	nobody	some
anybody	everyone	no one	somebody
anyone	everything	one	someone
each	few		

> *Anybody* can join the club.
> *Everyone* has paid a dollar.
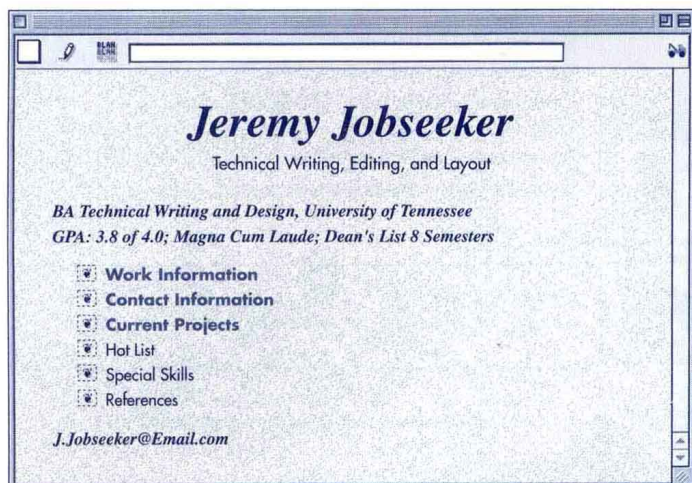> Angela told *no one* about the problem.
> *Somebody* turned off the light.

" More than simply a fragmented reference, like some grammars, these sections develop a systematic approach to learning basic skills. I like how each rule is first presented, then reinforced with an example, and finally explained in terms of the example."

John P. Hinkins
Oakland Community College

A strong basic grammar section is provided in **Part 8: Sentence Sense, Part 9: Correct Usage,** and **Part 10: Punctuation, Spelling, and Mechanics.** Having learned from years of experience that students prefer practical approaches, we have tried to avoid the jargon of professional grammarians when offering advice or explaining rules, principles, and techniques. Instead, we have explained how following a particular principle will help students write sentences and paragraphs that are clear, effective, and correct.

Part 11: Document Design gives students advice on using headings, tables, and other visual aids when formatting documents, as well as information on using word processing programs and HTML to design Web pages.

Jeremy Jobseeker

Technical Writing, Editing, and Layout

BA Technical Writing and Design, University of Tennessee
GPA: 3.8 of 4.0; Magna Cum Laude; Dean's List 8 Semesters

- **Work Information**
- **Contact Information**
- **Current Projects**
- Hot List
- Special Skills
- References

J.Jobseeker@Email.com

Jeremy Jobseeker

Work Information

Intern with Zoomatic Software, Inc., Oak Ridge, Tennessee

Write design and edit sections of user's manuals for computer software used in the aerospace industry. Intern under Martha Modem, Director of Publications.

Managed Tasytop Diaryshop, Bloomsburg, VA--Summers1996-99

Hired and supervised all workers; ordered all supplies; tallied daily receipts and made bank deposits; opened and closed business seven days per week.

Back to top   *J.Jobseeker@Email.com*

Part 12: A Guide for ESL Writers gives additional guidance to nonnative speakers. ESL students will find in-depth coverage of articles, sentence structure, subject-verb agreement, verb problems, adjectives and adverbs, participles, and usage.

She *can* learn to operate the fax machine quickly.

Tom *did* arrive on time despite the traffic jam.

You *must* promise not to reveal the secret to anyone.

If the mayor *will* supply the equipment, the town council *will* approve the plan.

The students *would* register for his course if it met later in the day.

If you qualify, you *should* enter the contest.

Modals

can	do	may	will	would
could	does	might	shall	should
	did	must		

3. Combine gerunds and infinitives correctly with verbs.

A **gerund** is an *-ing* noun formed from a verb; it stands for an activity.

Hiking is my favorite sport.

I love **running** through the fields.

An **infinitive** is the basic form of a verb preceded by *to*. Infinitives act as nouns, adjectives, or adverbs.

Noun: *To eat* well is *to live* well.
Adjective: Shoppers often make lists of things *to buy.*
Adverb: I stopped at a small hotel *to rest.*

CAUTION

Do not add *-ed* to verbs that come after modals.

Not: I could not opened the door.

But: I could not open the door.

Here are some important things to remember when you combine gerunds and infinitives with verbs:

a. Some verbs take **both gerunds and infinitives** with no change in meaning.

Infinitive: I love to swim in the ocean.
Gerund: I love swimming in the ocean.

Other verbs mean one thing when they are combined with gerunds and something else when they are combined with infinitives.

Infinitive: Jane forgot to buy a birthday card for her aunt.
Gerund: Jane forgot buying a birthday card for her aunt.

In the first sentence, Jane did not buy a card. In the second, she bought a card but forgot that she had done so.

Ancillary Package

An array of supplements is available from McGraw-Hill to accompany *The Basics*.

http://www.mhhe.com/basics—*The Basics* Web site includes an online handbook, interactive grammar exercises, and interactive tutorials, as well as *The McGraw-Hill Guide to Online Research*. You can also access *The Basics* Web site by logging on to the McGraw-Hill English site at www.mhhe.com/socscience/english.

AllWrite! 2.0 with Online Handbook. This HTML based CD-ROM includes an online handbook for easy reference, as well as hundreds of interactive exercises and animated and video tutorials, to help students learn, review, and practice a full range of skills in rhetoric, grammar, style, and research. This is also available on the Web at http://www.mhhe.com/allwrite

WebWrite!—An interactive peer-editing program allows students to post their papers, share comments, respond to comments, and edit their papers according to the comments they receive online. Available exclusively at http://www.mhhe.com/webwrite.
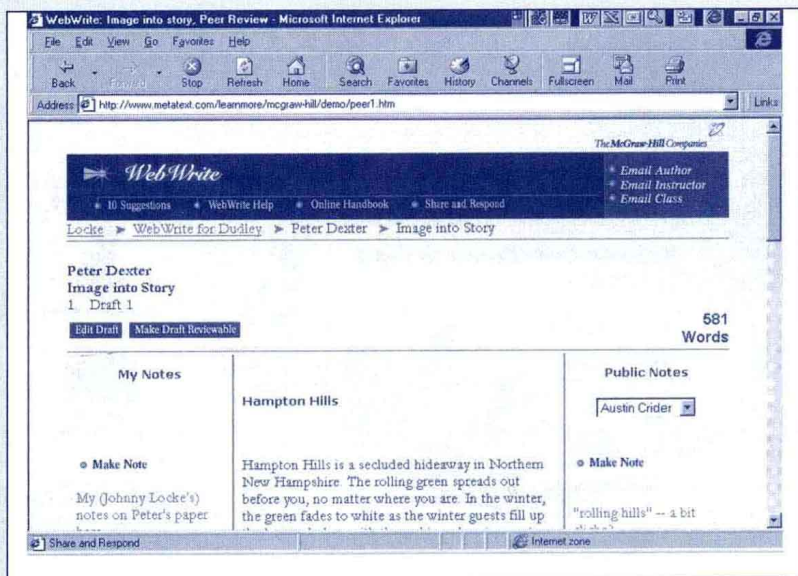
Instructor's Manual to accompany The Basics

McGraw-Hill Computerized Diagnostic Tests

Acknowledgments

TO THE STUDENT

You might be asked to take this book with you to class and to use it during class discussions and exercises. You might also be required to complete many of its practical exercises as homework.

However your teacher decides to use this book, remember that it was written with you in mind, as a personal reference guide for you to use during your college years and beyond. Therefore, while you should thoroughly complete the work your teacher assigns in this book, don't think of *The Basics* as just another textbook. Consider it a tool you can also use independently to become a more powerful and effective writer.

The Basics is divided into 12 parts to help you find useful information quickly. Parts 1 to 6 introduce the writing process, describe how to develop various types of paragraphs, and explain how to organize an essay. They also contain sections on library and online research, as well as four methods of documentation. You will find these chapters especially helpful if you are taking other classes that require you to write essays or research papers. Part 7 discusses three special types of writing: persuasive, literary, and business writing. Parts 8 to 10 cover principles of grammar, punctuation, and other matters important to editing and proofreading your work. Part 11 discusses the principles of document design, including how to design your own Web page. Finally, Part 12 is devoted to special writing problems faced by ESL students.

The table of contents is your road map through the text. Browse through it often and use it to locate information that will help you improve skills your instructor thinks are weak. You will also want to refer to "*The Basics* at a Glance," located on the first tab of the text, for quick reference. Get into the habit of reading the comments your teacher makes on your papers. Then target the problems he or she points out by reading more about them on your own in *The Basics*. Even better, use the text as a reference guide to editing and proofreading *before* you hand in your papers. In other words, devote some of the time you spend preparing a paper to checking points of grammar, sentence structure, mechanics, and so forth in *The Basics*.

In addition, the text contains study guides called "Chapter Checklists" at the end of each chapter. These summarize information and ideas presented in the chapters. "Chapter Checklists" are easy-to-use tools that will help you edit and proofread your work. As mentioned earlier, *The Basics* contains a section that is important to ESL students (Chapter 34). If your first language is not English, read this chapter carefully.

To get you started, we suggest that you read Part 1 of *The Basics* right away. It is fairly short and will give you a good overview to the writing process, which in turn will increase your chances of success as you launch your career as a college writer. As you will learn in Part 1, writing can be an exciting voyage of discovery—a voyage that teaches important things about yourself and about the world around you. Best of luck as you begin your journey!

Santi V. Buscemi
Albert H. Nicolai
Richard Strugala