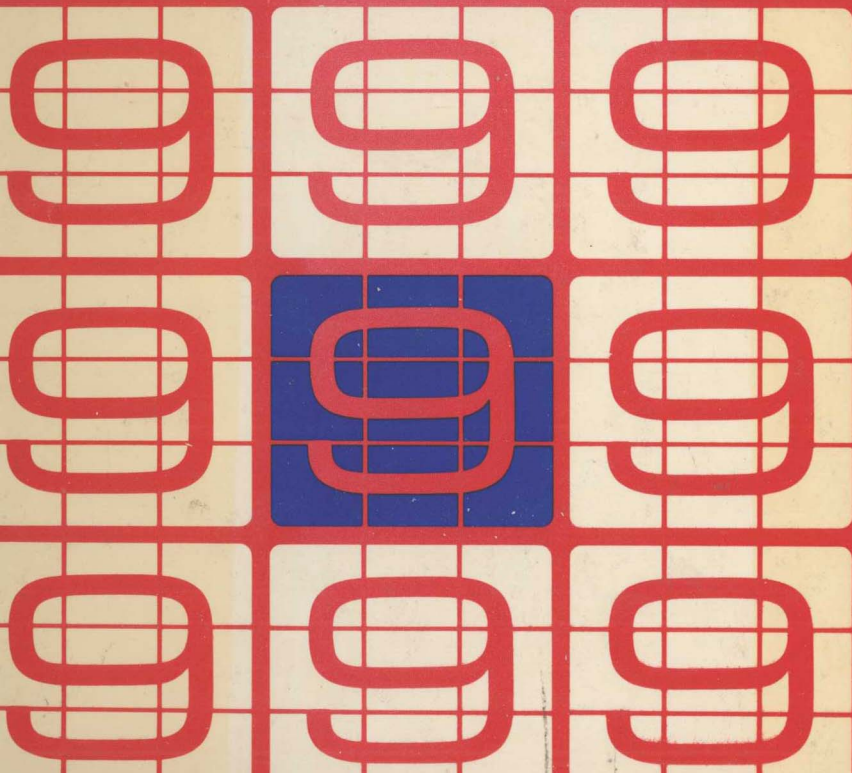


HARBRACE COLLEGE HANDBOOK

1984 Printing

With the new MLA documentation style





Ninth Edition

HARBRACE
COLLEGE
HANDBOOK
1984 Printing

With the new MLA documentation style

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and

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Preface

This 1984 Printing of the Ninth Edition of the *Harbrace College Handbook* updates Section 33, *The Research Paper*, by closely following the new documentation style of the Modern Language Association. Except for the changes in Section 33, the Ninth Edition remains the same.

The *Harbrace College Handbook* is both a reference guide for the individual writer and a textbook for use in class. A comprehensive yet concise summary of the principles of effective writing, the *Harbrace* provides an easily mastered system for the correction of student papers, and the directness and economy of its rules and examples make it a lasting resource for the writer.

A glance at the front endpapers shows that the organization of the Ninth Edition is very similar to that of the Eighth. Topics are treated in an orderly way, from the smallest elements to the largest. The book begins with a review of the essentials of grammar and ends with a glossary of grammatical terms. The former may be used as needed to introduce the other sections, and the latter may be used as a reference throughout the course. According to the requirements of a particular class, the book may be taught in any order. For example, some instructors may want to begin with Section 32, **The Whole Composition**, others with Section 31, **The Paragraph**, or with Sections 19–30, which deal with diction and sentences. In every section, the large number and variety of exercises make it possible for instructors to select activities appropriate to the needs of their class.

The Revision / The Ninth Edition is the result of extensive revision—especially in the larger elements. In response to suggestions from many users and reviewers of the Eighth Edition, the following sections have been substantially revised and expanded: In Section **18**, the list of frequently misspelled words has almost tripled. Section **23 (Unity and Logical Thinking)** now includes discussions of formal and informal definition, deductive and inductive reasoning, and the most common fallacies. Section **31** includes expanded coverage of the topic sentence and methods of paragraph development, and Section **32** has been completely rewritten in terms of essay writing as a process—from choosing and limiting a topic, gathering ideas and formulating a thesis statement, to revising the second draft. Throughout the section, a single student essay is used to illustrate each step of the process. In this 1984 Printing, Section **33** describes and illustrates the new style of documentation adopted by the Modern Language Association. The sample research paper, accompanied by detailed annotations, adheres to the new MLA style. Also shown in this printing are the American Psychological Association's 1983 changes in reference format. As in previous printings, Section **33** includes material on the computerization of library catalogs, a discussion of formal outlining, and a discussion of plagiarism. Finally, Section **34** includes four sample business letters and two resumé.

Teaching Aids / For the first time, an *Instructor's Guide* (149 pages) is available to users of the *Harbrace College Handbook*. The Guide offers teaching strategies, classroom activities, and answers to exercises for each of the thirty-four sections; a set of criteria for grading papers; and an annotated bibliography of important titles in composition pedagogy and research. Other teaching aids include three forms of the *Harbrace College Workbook* by Sheila Y.

Graham: Form 9A, with sports used as the theme throughout; Form 9B (1983), an alternate version of 9A with a different theme; and Form 9C, with the theme of the world of work. A two-color *Instructor's Edition* is available for each workbook. Also available are a Correction Chart and a new Test Package with both diagnostic and achievement tests, scorable either manually or mechanically.

Acknowledgments / I did not work alone in the preparation of the Ninth Edition. Eileen B. Evans, Western Michigan University, wrote Section 32 and shared the writing of the *Instructor's Guide*. Peter T. Zoller, Wichita State University, revised most of Section 31 and all of Section 34. These contributors and I worked in close consultation with Natalie Bowen and Paul H. Nockleby, my editors at Harcourt Brace Jovanovich, who guided the scope and nature of change in this edition.

I am indebted to the following instructors and directors of freshman composition, who read all or part of various drafts of the manuscript and made valuable suggestions for its improvement: Percy Adams, University of Tennessee; Lois S. Anderson, Tennessee Technological University; Rance G. Baker, San Antonio College; Barbara J. Cicardo, University of Southwestern Louisiana; Bruce Chadwick, Long Island University; John J. Colaccio, Bergen Community College; William Connelly, Middle Tennessee State University; Richard J. Daigle, University of Bridgeport; Robert V. Dees, Orange Coast College; Kathleen E. Dubs, University of Oregon; Eileen B. Evans, Western Michigan University; Lynn Garrett, Louisiana State University; David Goslee, University of Tennessee; Sheila Y. Graham, University of Tennessee; Rosanna Grassi, Syracuse University; Stanley R. Hauer, University of Southern Mississippi; Dixie Elise Hickman, University of Southern Mississippi; Michael J. Hogan, University of

Preface

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Very special thanks also go to Joseph Gibaldi of the Modern Language Association for his assistance in reviewing Section 33 of the 1984 Printing to ensure its adherence to the new MLA documentation style.

And I continue to appreciate the work of those editors—particularly Karen H. Kirtley and the late William A. Pullin—who contributed to the success of the *Harbrace College Handbook* in its earlier editions.

Mary E. Whitten

To the Student

Numbers or Symbols / A number or a symbol written in the margin of your paper indicates a need for correction or improvement and calls for revision. If a number is used, turn directly to the corresponding number at the top of the page in the handbook. If a symbol is used, first consult the alphabetical list of symbols inside the back cover to find the number of the section to which you should turn. An appropriate letter after a number or symbol (such as **2c** or **frag/c**) will refer you to a specific part of a section.

References / Your instructor will ordinarily refer you to the number or symbol (**2** or **frag**, **9** or **cap**, **18** or **sp**, **28** or **ref**) appearing at the head of one of the thirty-four sections of the handbook. The rule given in color at the beginning of each section covers the whole section. One of the more specific rules given within the section will usually be needed to guide you in revision. Study the section to which you have been referred—the whole of the section if necessary—and master the specific part of the section that applies to your writing.

Correction and Revision / After you have studied the rules called to your attention, revise your paper carefully, as directed by your instructor. One method of revision is explained and illustrated in Section **8**, page 104.

Contents

Preface	v
To the Student	ix

GRAMMAR

1 Sentence Sense	2
a Recognizing verbs and subjects	5
b Recognizing objects and complements	9
c Recognizing all parts of speech	13
d Recognizing phrases and subordinate clauses	20
(1) Phrases used as nouns	22
(2) Phrases used as modifiers	23
(3) Subordinate clauses used as nouns	26
(4) Subordinate clauses used as modifiers	26
e Recognizing main clauses and types of sentences	28
2 Sentence Fragments	32
TEST FOR SENTENCE COMPLETENESS	33
REVISION OF A SENTENCE FRAGMENT	34
a Phrases	35
b Subordinate clauses	36
c Other fragments	37
3 Comma Splice and Fused Sentence	40
VARIOUS METHODS OF REVISION	41
a Coordinating conjunctions	41
b Conjunctive adverbs and transitional phrases	45

4	Adjectives and Adverbs	50
a	Adverbs	51
b	Adjectives as subject or object complements	52
c	Comparative and superlative forms	53
d	Awkward use of a noun as an adjective	54
5	Case	56
a	Pronouns in compound constructions	59
b	Use of a pronoun in its own clause	60
	(1) <i>Who</i> or <i>whoever</i> as the subject of a clause	60
	(2) <i>Who</i> or <i>whom</i> before <i>I think, he says, etc.</i>	61
	(3) Pronoun after <i>than</i> or <i>as</i>	61
c	<i>Whom</i> in formal writing	62
d	Possessive case before a gerund	64
e	Objective case with an infinitive	64
f	Subjective case for the complement of <i>be</i>	65
6	Agreement	66
a	Subject and verb	68
	(1) Intervening noun or pronoun; retention of <i>-s</i> suffix	68
	(2) Subjects joined by <i>and</i>	68
	(3) Singular subjects joined by <i>or, etc.</i>	69
	(4) Inverted word order	70
	(5) Relative pronoun as subject	70
	(6) <i>Each, etc.,</i> as subject	71
	(7) Collective noun as subject	71
	(8) Linking verbs	72
	(9) Plural form, singular meaning	72
	(10) Titles of works; words spoken of as such	73
b	Pronoun and antecedent	74
	(1) <i>Each, a person, etc.,</i> as antecedent	74
	(2) Antecedents joined by <i>and; by or/nor</i>	75
	(3) Collective noun as antecedent	75

7	Verb Forms	78
	TENSE, NUMBER AND PERSON, VOICE	78-79
	MOOD	80
	PROGRESSIVE FORMS	80
	FORMS OF <i>BE</i>	81
a	Misused principal parts; confused verbs	82
	(1) Principal parts of verbs	82
	PRINCIPAL PARTS OF VERBS	83
	(2) <i>Set</i> and <i>sit</i> ; <i>lay</i> and <i>lie</i>	85
b	Sequence of tenses	87
	(1) Meaning of tense forms	87
	(2) Sequence of tense forms	89
	VERBS, INFINITIVES, PARTICIPLES	89-90
c	Subjunctive mood	91
d	Needless shifts in tense and mood	92
e	<i>Should</i> and <i>would</i>	94

MECHANICS

8	Manuscript Form	96
a	Proper materials	96
b	Arrangement	97
c	Legibility	98
d	Word division	99
e	Revising and proofreading	101
	(1) Before submitting the paper	101
	PROOFREADER'S CHECKLIST	102
	(2) After the paper has been marked	103
	A PARAGRAPH MARKED BY AN INSTRUCTOR	
	THE SAME PARAGRAPH CORRECTED BY A STUDENT	104
	INDIVIDUAL RECORD OF ERRORS	105

9 Capitals 108

a	Proper names	109
	(1) Proper names	109

(2) Words as part of proper names	110
(3) Derivatives	110
(4) Abbreviations	110
b Titles preceding proper names	111
c Titles of books, plays, etc.	111
d The pronoun <i>I</i> and the interjection <i>O</i>	112
e First word of the sentence	112
f Unnecessary capitals	113
STYLE SHEET FOR CAPITALIZATION	113

10 Italics 115

a Titles of books, etc.	115
b Foreign words and phrases	116
c Names of ships, aircraft, etc.	117
d Words, etc., spoken of as such	117
e Emphasized words	118

11 Abbreviations and Numbers 120

a <i>Mr., Dr.,</i> etc.	120
b Names of states, etc.	121
c <i>Street, Avenue,</i> etc.	121
d Courses of study	122
PERMISSIBLE ABBREVIATIONS	122
e Numbers	124
SPECIAL USAGE REGARDING NUMBERS	124

PUNCTUATION

12 The Comma 128

a Before <i>and,</i> etc., linking main clauses	129
b After introductory elements	132
(1) Adverb clauses	132
(2) Long phrases	133
(3) Transitional expressions and interjections	134

Contents

c	Between items in series	135
	(1) Words, phrases, and clauses	135
	(2) Coordinate adjectives	136
d	Nonrestrictive and miscellaneous elements	137
	(1) Nonrestrictive clauses and phrases	137
	(2) Nonrestrictive appositives, contrasted elements, geographical names, and items in dates and addresses	140
	(3) Parenthetical elements	142
e	Prevention of misreading	143

13 Superfluous Commas 147

a	Subject and verb, verb and object	147
b	Misuse with a coordinating conjunction	148
c	Slightly parenthetical expressions	148
d	Restrictive clauses, phrases, and appositives	148
e	First and last items of a series	149

14 The Semicolon 151

a	Between main clauses not linked by <i>and</i> , etc.	152
b	Between items in series	155
c	Misuse with parts of unequal rank	156

15 The Apostrophe 159

a	Possessive case	159
	(1) Singular nouns and indefinite pronouns	160
	(2) Plural nouns	160
	(3) Compounds or word groups	160
	(4) Individual ownership	160
b	Contractions	161
c	Plurals of lower-case letters, etc.	162
d	Misuse with pronouns and plural nouns	163

16	Quotation Marks	164
a	Direct quotations	165
	(1) Long prose quotations	165
	(2) Poetry	166
	(3) Dialogue	167
	(4) Punctuation of dialogue	168
b	Minor titles	169
c	Words used in a special sense	169
d	Overuse of quotation marks	170
e	Placement with other marks of punctuation	170
	(1) Period and comma	171
	(2) Colon and semicolon	171
	(3) Dash, question mark, and exclamation point	171
17	The Period and Other Marks	173
a	The period	174
	(1) Declarative and mildly imperative sentences; indirect questions	174
	(2) Abbreviations	174
b	The question mark	175
c	The exclamation point	176
d	The colon	177
	(1) Explanations, appositives, series, and quotations	177
	(2) Scriptural and time references; titles and subtitles	178
	(3) Superfluous colons	178
e	The dash	180
	(1) Break in thought	180
	(2) Explanation or illustration	180
	(3) Between introductory series and main clause	181
	(4) Parenthetical elements	181
f	Parentheses	182
	PUNCTUATION OF PARENTHETICAL MATTER	183
g	Brackets	183
h	The slash	184
i	The ellipsis mark	185

SPELLING AND DICTION

18	Spelling and Hyphenation	190
a	Pronunciation of problem words	191
b	Words of similar sound and spelling	193
	WORDS FREQUENTLY CONFUSED	194
c	Prefixes and suffixes	195
	(1) Addition of prefix to root	195
	(2) Final <i>e</i> before suffix	196
	(3) Addition of suffix to one-syllable word	197
	(4) Final <i>y</i> before suffix	197
	(5) Final <i>l</i> before <i>-ly</i>	198
d	Confusion of <i>ei</i> and <i>ie</i>	198
e	Forming the plural	199
	(1) Nouns	199
	(2) Nouns ending in <i>s</i> , etc.	199
	(3) Nouns ending in <i>y</i>	199
	A LIST OF WORDS FREQUENTLY MISSPELLED	200
f	Hyphenation	207
	(1) Two words as single adjective	207
	(2) Compound numbers	208
	(3) Prefix and root, suffix and root	209
	(4) <i>Ex-</i> , etc.; prefix and proper name; <i>-elect</i>	209
19	Good Usage and Glossary	210
a	Use of the dictionary	210
	(1) Spelling, syllabication, and pronunciation	211
	(2) Parts of speech and inflected forms	212
	(3) Definitions and examples of usage	212
	(4) Synonyms and antonyms	213
	(5) Development of the language	214
	(6) Special usage labels	218
b	Informal words	219
c	Slang and jargon	220
d	Regional words	221

e	Nonstandard words and usages	222
f	Archaic and obsolete words	222
g	Technical words	222
h	Overwriting; distracting sounds	223
i	Glossary of Usage	224

20 Exactness 246

a	Exact words	247
	(1) Precise denotation	247
	(2) Appropriate connotation	249
	(3) Specific words	250
	(4) Figurative language	253
b	Idiomatic words	255
c	Fresh expressions	257

21 Wordiness 261

a	Meaningless words	262
	(1) Avoiding tautologies	262
	(2) Omitting unnecessary words	263
b	Revising to avoid wordiness	265
c	Careless or needless repetition	267

22 Omission of Necessary Words 271

a	Articles, pronouns, conjunctions, and prepositions	272
	(1) Omitted article or pronoun	272
	(2) Omitted conjunction or preposition	272
b	Awkward omission of verbs and auxiliaries	274
c	Words necessary to complete comparisons	274
d	Phrases and clauses after <i>so</i> , <i>such</i> , and <i>too</i>	275

EFFECTIVE SENTENCES

23	Unity and Logical Thinking	278
a	Unrelated thoughts	279
b	Excessive detail	280
c	Mixed or awkward constructions	282
	(1) Mixed metaphors	282
	(2) Mixed constructions	282
	(3) Awkward or obscure sentences	282
d	Formal and informal definition	283
e	Sound reasoning	285
f	Common fallacies	287
	(1) Non sequitur	287
	(2) Self-contradiction	287
	(3) Circular reasoning	287
	(4) Facts and value judgments	288
	(5) Hasty generalization	288
	(6) Post hoc	288
	(7) False analogy	289
	(8) Ignoring the question	289
	(9) Ad hominem	289
	(10) Ad populum	289
	(11) Bandwagon	290
	(12) Appeal to authority or prestige	290
	(13) Ambiguity	290
	(14) Equivocation	290
	(15) Oversimplification	291
	(16) Either-Or	291
24	Subordination	293
a	Related series of short sentences	295
b	Ideas of unequal weight	296
c	Excessive subordination	297
25	Coherence: Misplaced Parts, Dangling Modifiers	300
a	Misplaced parts	301