

EIGHTH EDITION

Includes 2009 MLA & 2010 APA Updates

The Bedford Handbook

A decorative pattern of overlapping diamonds in various shades of purple, blue, green, and orange, arranged in a horizontal row across the middle of the cover.

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The Bedford Handbook

Eighth Edition

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Preface for Instructors

Hacker handbooks have long been recognized as the most innovative and practical college references—the ones that respond most directly to student writers' questions and challenges. In revising *The Bedford Handbook*, our goal was to continue to respond to students by helping them make the most of their college writing experiences. Part of our revision plan—crafted with my fellow contributors and Diana Hacker's longtime editorial team—was to learn firsthand what's happening in composition classrooms and writing centers across the country.

With our plan in mind, I visited more than thirty-five colleges and universities to listen to students, teachers, and tutors talk about the challenges facing today's college writers. Throughout my travels, I heard students puzzle out the unfamiliar elements of academic writing, particularly those related to working with sources. I watched creative teachers show their students how to build arguments, synthesize sources, and strengthen their ideas through revision. I observed writing center tutors responding to students' questions about thesis statements and research assignments. And I listened, everywhere, for clues about how to develop a better, more useful reference. The eighth edition is inspired by the students, teachers, and tutors at these schools—and by the candid feedback offered by users of *The Bedford Handbook's* earlier editions.

As you look through this new edition, you'll find many innovations—large and small—that help students make the most of their experience as college writers. For example, new boxes called *Making the most of your handbook* pull together advice from different parts of the book to help students complete any college writing assignment. To help students make the most of their teachers' feedback as they revise, we have created a new feature, *Revising with comments*, that provides concrete strategies for revision. The comments in this new feature come directly from our interviews with sixty-five students about the comments they receive most frequently.

Teachers, students, and tutors asked for more instruction on academic writing and research. In response to their requests for a more detailed treatment of thesis, we expanded the coverage: Section 1e now helps students identify problems in a draft thesis, ask relevant questions, and then revise. Students asked for more guidance in finding, evaluating, and integrating scholarly sources, so we created a case study to illustrate steps in one student's research process. Teachers asked for attention to synthesis, a key academic skill. The eighth edition features new coverage that models how students use their own language and ideas to position sources in an academic conversation. Finally, teachers and tutors asked us for grammar coverage that's more accessible and relevant, so we added new hand-edited examples that show typical grammar errors that students make when they use sources. We also completely revised our ESL material.

Diana Hacker wanted her handbooks to provide clear, straightforward guidance in response to a college student's basic question: *How do I write a good college paper?* The eighth edition of *The Bedford Handbook* continues to respond, offering even more practical advice and useful models for today's college writers. Diana taught us well, and I am not alone in saying that her method of teaching one lesson at a time helped me become a more effective composition teacher. Now as lead coauthor on her handbooks, I am honored to continue the Hacker tradition, helping students make the most of their

college writing experiences as they compose their way through college and into the wider world.

Features of the Eighth Edition

What's new

Navigation help that makes sense to students

- **Making the most of your handbook.** These new boxes, running throughout the book, help students to pull together the advice they need to complete writing assignments in composition and other classes. The boxes teach students to use their handbook as a reference by prompting them to consult related advice and examples from different parts of the book as they write and revise.



REFERENCES IN THE MARGIN HELP STUDENTS FIND RELATED MATERIAL

5b View your audience as a panel of jurors

Do not assume that your audience already agrees with you. Instead, envision skeptical readers who, like a panel of jurors, will make up their minds after hearing arguments from both sides of the argument.

Making the most of your handbook

You may need to consider a specific audience for your argument.

- ▶ Analyzing your audience: 1a
- ▶ Writing in a particular discipline, such as business or psychology: 7

will make up their minds after hearing arguments from both sides of the argument. For example, in arguing a public policy issue, you might write your paper at readers who represent a range of opinions. In the case of the offshore drilling, for example, you might choose a jury representative of those who have a strong stake in the matter: environmentalists, policymakers, and consumers.

At times, you can deliberately narrow your audience. If you are working within a word limit, for example, you may not have the space in which to address all the issues surrounding the offshore drilling debate. Or you might

See pages 6 and 109 for additional examples.

- **Plain-language navigation.** We have replaced traditional handbook section titles with familiar terms for quick and easy reference. Terms like *main idea*, *flow*, and *presenting the other side*, placed in the upper right-hand corners of the pages, will help students see at a glance the exact page they need. See page 47 for examples.

Concrete strategies for revising

- **Revising with comments.** Based on research with sixty-five students at colleges and universities across the country, this new boxed feature gives students targeted help with revising in response to instructors' comments on their drafts. Each box contains a sample student passage with a common instructor's comment, such as "unclear thesis," "develop more," or "cite your source." We help students understand similar comments by their instructors and give them strategies they can use to revise their own work. An example appears on page ix. ▶▶▶
- **Specific strategies for revising thesis statements.** We know that college writers often need help reworking thesis statements, no matter the discipline. A new stepped-out approach helps students identify a problem in a draft thesis, ask relevant questions, and revise based on their own responses. See page 28.
- **New coverage of portfolio keeping.** For students who are asked to maintain and submit a writing portfolio, a new section (2c) covers types of portfolios and offers tips for writing a reflective cover document. See pages 59–61.

"REVISING WITH COMMENTS" PAGES PROVIDE CONCRETE STRATEGIES**Revising with comments | Unclear thesis****Understanding the comment**

When a teacher or tutor points out that your thesis is unclear, the comment often signals that readers may have a hard time identifying your essay's main point.

Fathers are more involved in the lives of their children today than they used to be. In the past, the father's primary role was as the provider; child care was most often left to the mother or other relatives. However, today's father drives to dance lessons, coaches his child's baseball team, hosts birthday parties, and provides homework help. Do more involved fathers help or hinder the development of their children?

Unclear
thesis

One student wrote this introductory paragraph in response to an assignment that asked her to analyze the changing roles of mothers or fathers.

A writer's thesis, or main point, should be phrased as a statement, not a question. To revise, the student could answer the question she has posed, or she could pose a new question and answer it. After considering her evidence, she needs to decide what position she wants to take, state this position clearly, and show readers *why* this position—her thesis—matters.

Similar comments: vague thesis • state your position • your main point?

Revising when *your thesis is unclear*


1. **Ask questions.** What is the thesis, position, or main point of the draft? Can you support it with the available evidence?
2. **Reread your entire draft.** Because ideas develop as you write, you may find that your conclusion contains a clearer statement of your main point than your current thesis does. Or you may find your thesis elsewhere in your draft.
3. **Try revising your thesis** by framing it as an answer to a question you pose, the resolution of a problem you identify, or a position you take in a debate. And put your thesis to the "So what?" test: Why would a reader be interested in this thesis?

More help with writing a clear thesis: 1c and 1e

See pages 33, 110, and 502 for additional examples.

Targeted content for today's students:

Academic writing and research

- **A new case study** follows one student's research and writing process, providing a detailed, illustrated model for strategizing about sources, using search tools and techniques, evaluating sources, taking notes, thinking critically about how best to use sources in a paper, and integrating a source responsibly. This self-contained section (54b) includes marginal navigation aids directing students to more detailed information throughout the book. The first page of the case study is shown on page xi. 
- **Synthesis, a requirement in academic writing.** More of today's college writing assignments require that students synthesize—analyze sources and work them into a conversation that helps develop an argument. New coverage of synthesis, with annotated examples in MLA and APA styles (pages 512–15 and 635–38), helps students work with sources to meet the demands of academic writing.
- **Integrating evidence in analytical papers.** New coverage in section 4, “Writing about Texts,” shows students—at the sentence level—how to introduce, include, and interpret a passage in an analytical paper. See pages 94–97.
- **More help with writing assignments in other disciplines and in various genres.** For students who work with evidence in disciplines other than English, we have included annotated assignments and excerpts from model papers in psychology, business, nursing, and biology. For an example, see page 136.
- **New and up-to-date documentation models** for the sources students are using today—eighty-five new models across the three styles (MLA, APA, and *Chicago*)—with special attention to new sources such as podcasts, online videos, blogs, and DVD features. Detailed annotations for many

NEW CASE STUDY FOLLOWS ONE STUDENT'S RESEARCH AND WRITING PROCESS

getting started • forming a research plan • posing questions

573

Making the most of your handbook**Highlights of one student's research process (MLA style)**

Anna Orlov, a student in a composition class, was assigned a research essay related to technology and the American workplace. The assignment called for her to use a variety of print and electronic sources and to follow MLA style. Orlov immediately thought of her summer internship at an insurance company and her surprise at the strict employee Internet use policy in place there. As she thought about how to turn her experience into a research project, she developed some questions and strategies to guide her research and writing.

*"How do I begin a research paper?"*

Before getting started, Orlov worked with a writing tutor to break her research plan into several stages. (Section numbers in blue refer to relevant discussions throughout the book.)

- Ask worthwhile questions about my topic. 1b, 46a
- Talk with a reference librarian about useful types of sources and where to find them. 46b
- Consider how each source can contribute to my paper. 47a
- Decide which search results are worth a closer look. 47b
- Evaluate the sources. 47d, 47e
- Take notes and keep track of the sources. 48
- Write a working thesis. 1c, 50a
- Write a draft and integrate sources. 1e–1g, 52, 53a
- Document sources. 49, 53b

Orlov began by jotting down the research question she wanted to investigate: *Is Internet surveillance in the workplace fair or unfair to employees?* She thought the practice might be unfair but knew that she needed to consider all sides of the issue. Her instructor had explained that sources uncovered in the research process would both support and challenge her ideas and ultimately help shape the paper. Orlov knew she would have to be

1b and 46a:
Posing questions for a research paper

See pages 573–82 for the entire case study.

models help students see at a glance how to format their citations. See examples on page 553. **NOTE:** The eighth edition includes up-to-date guidelines for MLA (2009) and APA (2010).

- **New MLA-style research essay** (pages 583–88)
- **New flowchart on intellectual property** (pages 486–87)

New examples, more accessible grammar coverage

- **More ESL help, presented more accessibly.** Part VI, “Challenges for ESL and Multilingual Writers,” now completely revised, offers more accessible advice and more support for multilingual writers across the disciplines.
- **Grammar basics content is more straightforward than ever.** Part XI, the handbook’s reference within a reference, now teaches with everyday example sentences and exercise items.
- **More academic examples** reflect the types of sentences students are expected to write in college. A new type of hand-edited example (“Writing with sources”) shows typical errors students make—and how they can correct them—when they integrate sources in MLA, APA, and *Chicago* papers. See page 240 for an additional example.

Writing with
sources
MLA-style
citation

- Deborah Tannen’s research reveals that men and women have different ideas about communication. For example, Tannen explains that a woman “expects her husband to be a new and improved version of her best friend” (441).

A quotation must be part of a complete sentence. *That a woman “expects her husband to be a new and improved version of her best friend”* is a fragment—a subordinate clause. In this case, adding a signal phrase that includes a subject and a verb (*Tannen explains*) corrects the fragment and clarifies that the quotation is from Tannen.

A new collection of resources that helps instructors make the most of their handbook

- **Teaching with Hacker Handbooks**, by Marcy Carbajal Van Horn, offers practical advice on common topics such as designing a composition course, crafting writing assignments, and teaching multilingual writers. Ten lesson plans, each including strategies and materials that are ready to use or customize, support common course goals such as teaching argument, teaching paragraphs, and teaching peer review. The collection also includes a wealth of handouts, syllabi, and other materials for integrating a Hacker handbook into your course. Available in print and online (hackerhandbooks.com/teaching).

What's the same

Comprehensive coverage of grammar, academic writing, and research. A classroom tool and a reference, the handbook is designed to help students write well in any college course. This edition includes nearly one hundred exercise sets, many with answers in the back of the book.

A brief menu and a user-friendly index. Students will find help fast by consulting either the brief list of contents on the inside front cover or the user-friendly index, which works even for writers who are unsure of grammar terminology.

Citation at a glance. Annotated visuals show students where to find the publication information they need to cite common types of sources in MLA and APA styles.

Quick-access charts and an uncluttered design. The eighth edition has what instructors and students have come to expect of a Hacker handbook: a clear and navigable presentation of information, with charts that summarize key content.

What's in the Student Center

hackerhandbooks.com/bedhandbook

The handbook's companion Web site has a new name but includes many of the resources students have used before.

Grammar, writing, and research exercises with feedback for every item. More than 1,400 items offer students plenty of extra practice, and our new scorecard gives instructors flexibility in viewing students' results.

Annotated model papers in MLA, APA, *Chicago*, and CSE styles. Student writers can see formatting conventions and effective writing in traditional college essays and in other common genres: annotated bibliographies, literature reviews, lab reports, business proposals, and clinical documents.

Research and Documentation Online. This award-winning resource, written by a college librarian, gives students a jump start with research in thirty academic disciplines.

Resources for writers and tutors. Checklists, hints, tips, and helpsheets are available in downloadable format.

Resources for ESL and multilingual writers. Writers will find advice and strategies for understanding college expectations and completing writing assignments. Also included are charts, exercises, activities, and an annotated student essay in draft and final form.

Language Debates. Twenty-two brief essays provide opportunities for critical thinking about grammar and usage issues.

Access to premium content. New copies of the print handbook can be packaged with a free activation code for premium content: *The Bedford e-Handbook*, a series of online video tutorials,

and a collection of resources that includes games, activities, readings, guides, and more.

Supplements for instructors

Practical

Teaching with Hacker Handbooks: Topics, Strategies, and Lesson Plans

The Bedford Handbook instructor resources (at hackerhandbooks.com/bedhandbook)

Professional

Teaching Composition: Background Readings

The Bedford Guide for Writing Tutors, Fifth Edition

The Bedford Bibliography for Teachers of Writing, Sixth Edition

Supplements for students

Print

Developmental Exercises for The Bedford Handbook

Working with Sources: Research Exercises for The Bedford Handbook

Research and Documentation in the Electronic Age, Fifth Edition

Extra Help for ESL Writers: Supplement for Hacker Handbooks

Designing Documents and Understanding Visuals: Supplement for Hacker Handbooks

Writing in the Disciplines: Advice and Models

Online

The Bedford e-Handbook

CompClass for The Bedford Handbook

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Contributors

My fellow coauthors wrote new content and rethought existing content to make sure that *The Bedford Handbook* reaches an ever broader range of students and meets their various needs. Jane Rosenzweig, a composition teacher and writing center director, revised the coverage of thesis statements, wrote new content for the “Writing about Texts” section, and created many new examples for our innovative “Writing with sources” grammar coverage. Tom Jehn, a composition teacher and writing in the disciplines expert, refined our research coverage and drafted the new case study in the MLA section. Marcy Carbajal Van Horn, online writing lab director, ESL specialist, and experienced composition instructor, improved the ESL coverage in the book, wrote new ESL content for the companion Web site, and is lead author of the new collection of instructor resources, *Teaching with Hacker Handbooks*.

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