

HARBRACE COLLEGE HANDBOOK





Ninth Edition

HARBRACE COLLEGE HANDBOOK

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and

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Preface

The Ninth Edition of the *Harbrace College Handbook*, like its predecessors, is 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

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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 Section 33, the new research paper is accompanied by detailed annotations of both its structure and its documentation. All the documentation adheres to the style of the 1977 *MLA Handbook*, but other styles, such as those used in the social and physical sciences, are discussed and illustrated. Other additions to Section 33 include material on the computerization of library catalogs, a discussion of formal outlining, and an expanded discussion of plagiarism. Finally, Section 34 has been enlarged to include four sample business letters and two resumés.

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.

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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.

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