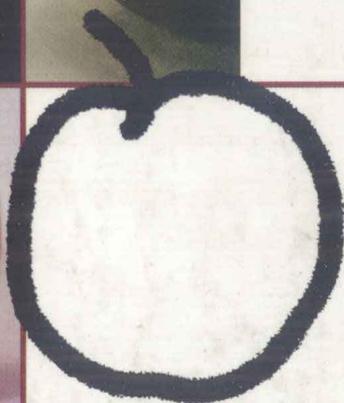
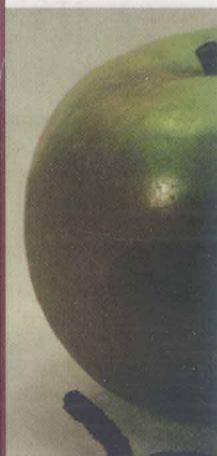
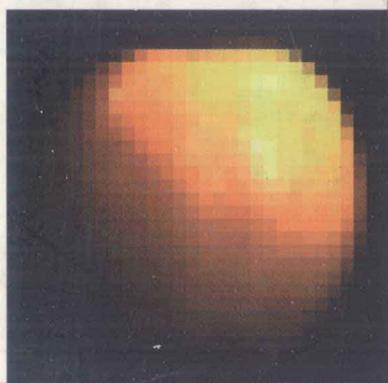


The Scott, Foresman Handbook for Writers



F I F T H E D I T I O N

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The Scott, Foresman Handbook for Writers

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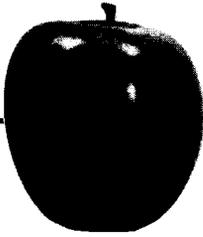
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Preface

In the three years since the last edition of *The Scott, Foresman Handbook for Writers* (which set new standards for coverage of electronic technologies and document design), we've seen even more substantial change in the field of writing, change brought about in part by the explosive growth of the Internet and the World Wide Web. New possibilities have opened for college writers whose work can now reach audiences never imagined before. But new possibilities bring fresh challenges. As writers work in more complex situations with more powerful tools, they need guidelines for navigating this exciting but also daunting new world of communication. The winds of change are blowing stronger than ever.

In preparing this fifth edition of *The Scott, Foresman Handbook for Writers*, we set three broad goals.

- **To present the process of writing as an activity with powerful civic and cultural dimensions.** Abstract concepts such as “audience” and “purpose” no longer seem adequate to describe the dynamic contexts of composition. So in accord with contemporary theory, we now present writing as a culturally rich process of taking ideas public and making a difference in the world. As always, good writing remains our focus.
- **To make writers knowledgeable enough about developments in online and electronic research to decide on their own which are essential to their work.** In this edition, we bring writers full and frank coverage of the latest technologies for writing, everything from World Wide Web search engines to new approaches to electronic documentation. We're both enthusiastic and appropriately cautious about these developments.
- **To invite writers to consider the growing role that images play in contemporary communication.** We review principles of visual literacy; advise writers how to use (and read) graphs, tables, and images; and provide detailed informa-

tion on document design. In short, we greatly expand the coverage that we pioneered in the last edition.

We've achieved these goals by making the following changes.

Emphasis on Public Writing

This edition incorporates a new focus on public writing throughout, but especially in Part II, “Writing for Public Forums” (p. 93). Many chapters in this handbook now feature sections, new exercises, and sample writing topics that illustrate public discourse. In addition, new examples from political, civic, and community topics connect student writing to the world at large.

- **Coverage of writing responsibly in academic and public forums** appears in Chapter 5 (p. 94), which aims to help students connect the writing they do in the classroom to the writing they'll do outside school in civic, workplace, and community settings. The chapter offers tips for tailoring writing to academic audiences (Section 5a) and nonacademic audiences (Section 5b).
- **New “Going Public” sections highlight student writing.** These examples show how student writers adapt their work to real audiences, either in or outside the classroom (see examples on pp. 18 and 84).
- **New attention to critical reading of print and visual texts.** Now more than ever, students need the skills to assess the information they encounter in public forums. To this end, Chapter 6 has been thoroughly revised to include coverage of critical reading (Section 6a) and to offer strategies for evaluating sources critically (Section 6b). Chapter 7 (p. 120) furthers these goals by helping students to evaluate visual texts critically.
- **An emphasis on public writing.** Here are a few highlights: New sections in Chapter 1 remind students that mastering the skills of writing gives them power as citizens (pp. 2–3) and alert them to the importance of establishing credibility when they write about difficult issues (pp. 15–17). Sections in Chapter 2 encourage students to tackle writing topics related to public and community issues (pp. 21–22). Chapter 5 offers tips for writing to nonacademic audiences (Section 5b). Chapter 8 stresses ways of building community with readers, treating opposing viewpoints fairly, and constructing nonconfrontational arguments (pp. 138–146). Chapter 13 includes new coverage of civil language (p. 216).

Emphasis on Using Technology in Writing and Research

In this fifth edition, we have thoroughly revised our coverage of research to establish a dynamic balance between traditional library skills and rapidly developing electronic technologies. We've learned that, far from overturning familiar habits, the newer writing tools and environments are actually demanding that writers compose as they always have—only more expeditiously and more skillfully. Researchers still must approach sources strategically, review materials conscientiously, organize projects well, and document sources accurately. But the tools they can choose and the environments in which they work are often new.

- **Coverage of electronic and online technologies is integrated throughout the handbook.** Our assumption is that information technologies have become a fact of life for most writers, even those who don't routinely work online or browse the Web. So, for example, we discuss visual literacy as an extension of critical thinking (Section 7b), present electronic resources side by side with conventional research tools (Section 35c), and even consistently use the term *research project* rather than *research paper* to accommodate the wide range of options writers may have in responding to college assignments.
- **This new edition puts special emphasis on electronic research.** We provide writers with specific help in doing keyword searches (p. 609), finding sources on the World Wide Web (pp. 596–599), and evaluating online materials, including Web sites, newsgroups, and listservs (pp. 616–626). At the same time, this handbook foregrounds traditional research processes more thoroughly than ever before, offering detailed new sections on claiming a topic (p. 579), shaping a thesis (pp. 585–589), and preparing summaries and paraphrases (pp. 636–645)—all in accord with the handbook's new emphasis on public writing.
- **Documenting electronic sources receives special attention.** In our previous edition, we were the first handbook to introduce a system of documentation for electronic sources endorsed by the Alliance for Computers and Writing (ACW), covering items (such as Web sites) not adequately treated in other systems. Since that time, both MLA and APA have updated their coverage of electronic sources (see p. 683 and p. 731), and we now include those revisions in their authorized forms. In addition, we are the first college handbook to offer extensive coverage of the full documentation system that has

developed from ACW style—Janice R. Walker and Todd Taylor’s Columbia Online Style (COS). COS provides a consistent and elegant format for handling electronic sources in all disciplines. COS is fully adaptable, too, to the other systems of documentation covered in *The Scott, Foresman Handbook*: MLA, APA, CMS, and CBE. But we do not mix styles. The MLA and APA entries we present, for example, are faithful to MLA and APA guidelines—not modified by someone else’s notion of what their electronic entries might look like. So writers using *The Scott, Foresman Handbook* can be confident that they are always using authoritative forms.

- **A new Chapter 16 on online style** (p. 306), written with *Kairos* editors Mick Doherty and Sandye Thompson, explains and illustrates the conventions developing for writers who work in new electronic environments. This innovative chapter offers practical advice about using netiquette, writing email, working in online communities, presenting World Wide Web pages, and following copyright rules in electronic environments.

Attention to Visual Literacy

Because today’s readers and writers encounter visuals everywhere, we’ve devoted three chapters to helping students deal with these elements critically and confidently.

- All-new Chapter 7, “How Do You Interpret and Use Visual Texts?” (p. 120), offers the only handbook **introduction to working with visuals** that discusses how charts, graphs, and tables are used to present information (Section 7a) and gives guidelines for evaluating such graphic aids (Section 7b).
- Thoroughly revised and expanded Chapter 17 on **document design** (p. 322) discusses the basic principles of visual literacy and shows writers how to add visual elements to their work to enhance its audience appeal.
- An all-new Chapter 18 with **model documents** (p. 336) puts the principles of document design into practice in seven authentic model documents. Samples include a student Web site (p. 340), a newsletter (p. 344), and standard documents such as a business letter (p. 346) and a résumé (p. 350).

Authoritative Research Writing and Documentation Coverage

The Scott, Foresman Handbook has long set the standard for coverage of research in handbooks, and we continue the tradition in this

latest volume. In addition to changes noted above covering electronic research, the fifth edition offers the following improvements.

- **An important new section on evaluating sources (Section 35e).** Writers are introduced to a full range of potential sources, from scholarly books to newsgroups, and are provided with precise criteria and a helpful new table (pp. 618–619) for evaluating them.
- **New coverage of CMS style.** Writers who prefer traditional footnotes now can consult the detailed guidelines on Chicago style (Chapter 39). The chapter uses the convenient format for presenting documentation pioneered by *The Scott, Foresman Handbook*.
- **New sample research papers.** Sample research papers in the APA and CMS sections are all new, and the MLA paper has been modified and updated. All three papers feature both conventional and online sources. The new APA paper explores the human genome project (p. 746); the CMS paper analyzes a literary subject (p. 774).
- **New material on the research process.** The structure of the research section has been completely reworked to provide a more logical sequence for students moving from research idea to final project. And at every stage, students will find more specific advice and more detailed examples, whether it involves choosing a subject (pp. 579–585), searching by keywords, positioning a source within its context (pp. 632–635), limiting a claim (p. 650), or dozens of other topics. In particular, material on summarizing and paraphrasing is much fuller and more specific in this edition, helping writers do a better job at both reading and taking notes (p. 636).

Comprehensive Treatment of Argument and the Writing Process

While we continue to discuss the writing process in accessible, student-friendly terms—guiding writers through the steps from brainstorming to ready-to-publish product—we’ve added several new features.

- A thoroughly **revised and expanded discussion of argument** in Chapter 8 introduces students to the Toulmin model (p. 131) and offers specific strategies for persuading an audience (pp. 138–146).
- We now treat **research as a key part of invention**, pointing writers to print and electronic sources that can help them explore and refine their ideas (Section 2a).

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- There is now much more in the way of guidelines for writers working on projects in **collaboration** (Sections 3e, 4d, and 36d).
- Coverage of purpose and audience has been expanded to include **public image** (pp. 15–18).
- New sections introduce **strategies for developing topics**, including the ancient concept of stasis (Section 2d-3), and using resources taken from the Internet (Section 2d-7).
- This edition incorporates a **wide range of sample student projects** at various stages of the writing process, including “Technology’s Children,” a student research paper shown as a preliminary proposal (p. 18), prewriting exercise (p. 34), and finished draft with peer comments (p. 84). A new writer’s diary sample (p. 61) illustrates the recursive nature of the writing process.

Other Additions and Improvements

Many other additions and improvements are new to this edition.

- A revised chapter on **literary analysis** introduces writers to some basic conventions of this kind of writing (p. 821), complemented by a new sample literary paper (p. 774).
- A new chapter on writing **essay exams** gives students detailed strategies for preparing for exams, analyzing test questions, and writing under time pressure (p. 153).
- New **authentic documents and examples** appear throughout, selected from real-world writing.
- Updated **paragraph chapters** include discussion of the criteria for deciding on paragraph length (p. 178).
- A new section on **inclusive language** (p. 213) shows how writers can work to avoid alienating readers.
- Expanded and recast material on sentences reviews the **grammar of sentences** comprehensively; explains balanced and cumulative sentences in rich detail (pp. 269–274); provides writers with detailed advice on making their writing clearer, livelier, and more memorable (Chapter 15); and includes a new section on figurative language (Section 15e). This edition also includes numerous subtle revisions to the grammar and mechanics chapters, aimed at making them more accessible and comprehensive.

Retained Features

Readers familiar with previous editions of *The Scott, Foresman Handbook* will notice two changes in the new volume. We have omitted “Troubleshooting” headings at the beginnings of chapters and removed icons that formerly ranked various errors in mechanics. The “Troubleshooting” headings were deleted to make the text less cluttered.

tered: the book continues to offer detailed and practical advice for solving a writer's problems. The icons were removed because we found them out of place in a book increasingly focused on the active, public, and dynamic character of writing. We still believe, of course, that errors matter and that handbooks must offer accurate guidelines for editing texts. (And the fifth edition includes innovative material designed precisely to meet this expectation—for example, an entirely new chapter on sentence grammar beginning on p. 227.) But we no longer think it appropriate to represent an activity as rich and transformative as writing through lists or rankings of common errors. Instead, contemporary handbooks must reach out to writers, young and old, and encourage them to use language to shape their worlds. *The Scott, Foresman Handbook* has many features designed to meet that goal.

- **A reader-friendly tone and style** provides a model for clear and effective writing and offers practical, easy-to-understand guidelines to help students spot problems and resolve them efficiently.
- **A pragmatic, problem-solving approach** enables student writers to use the handbook as a tool, a do-it-yourself manual that will help them get started and assist them in developing and revising their writing.
- **Succinct and practical advice about writing college papers** helps writers anticipate what instructors look for and value in work that is submitted to them.
- **Checklists, charts, and summaries** provide quick-reference tools for students to use in revising.
- **Guidelines for working on drafts** help writers evaluate their work in progress.
- **A full discussion of sexist and biased language** shows writers ways to treat their readers with respect and recognition of differences.
- **Authentic student writing and exemplary professional models** show how writers at all levels work effectively.
- **A complete treatment of grammatical matters and usage issues** provides writers with reliable and easy-to-access guidelines for revision.
- **An ESL chapter written by an ESL professional** offers special help on issues that may be confusing to nonnative writers.
- **Model research papers in MLA, APA, and CMS styles** illustrate the conventions for each style.
- **An easy-to-use glossary of terms and usage** enables writers to check on specific problems.
- **Exercises** in each part of the book allow writers to practice concepts they're learning.

Supplements

An extensive package of supplements accompanies *The Scott, Foresman Handbook for Writers*, Fifth Edition, some for instructors and some for students. An asterisk (*) precedes any item or items that are complimentary to qualified adopters of the handbook.

For Instructors

- *The **Instructor's Resource Manual: Creating a Community of Writers**, by Virginia Anderson of Indiana University Southeast and Christy Friend, offers guidance to new and experienced writing teachers in using the handbook and the ancillary package to its best advantage. It includes a guide to teaching writing online (covering Internet research, conversation, and composition) that is highly accessible to instructors who have never used the Internet. The *Instructor's Resource Manual* is handbook-sized and spiral bound for ease of use.
- **Teaching Online: Internet Research, Conversation, and Composition**, Second Edition, is an accessible introduction to Internet resources for teaching writing. Written by Daniel Anderson of the University of North Carolina, Chapel Hill, and Bret Benjamin, Chris Busiel, and Bill Paredes-Holt of the University of Texas at Austin, the book offers basic definitions and information on Internet access and shows how to integrate a variety of Internet tools in writing courses.
- *An extensive **assessment package** includes diagnostic and competency profile tests and TASP and CLAST exams. All tests are keyed to the handbook, and all are available both in print and as computer software. In addition, the software versions can be customized and used on a network for online testing.
- *Two books contain photo-reproducible material that can be distributed to students: **Eighty Practices**, a collection of grammar and usage exercises, and **Model Research Papers from Across the Disciplines**, Fifth Edition.
- The **Answer Key** provides answers to all the exercises in the handbook.
- *The series **Longman Resources for Instructors** includes five valuable works: *Teaching in Progress: Theories, Practices, and Scenarios*, Second Edition, by Josephine Koster Tarvers; *Teaching Writing to the Non-Native Speaker*, by Jocelyn Steer; the videos *Writing, Teaching, and Learning*, by David Jolliffe, and *Writing Across the Curriculum: Making It Work*, produced by Robert Morris College and the Public Broadcasting System.

For Students

- **Web site for *The Scott, Foresman Handbook for Writers, Fifth Edition*, at <<http://longman.awl.com/sfh>>.** This Web site builds on the handbook's research coverage and is devoted to assisting students through the research process. Created by Craig Branham of St. Louis University, the Web site focuses on distinct stages in the research process, offering an array of materials to support and guide the student through each phase. Resources include model student projects, prompts and tutorials on the various stages of research, and a citation manager.
- ***ESL Worksheets*, Second Edition, by Jocelyn Steer,** provides nonnative speakers with extra practice in the areas that tend to be most troublesome for them.
- ****Researching Online*, Second Edition, by David Munger,** combines research and documentation with information on Internet access and resources from *Teaching Online* in a handy format. This indispensable supplement speaks directly to students, giving them detailed, step-by-step instructions for performing electronic searches.
- ***Documenting Sources Across the Curriculum*** is a fast, easy reference for students writing research papers in any discipline. It provides full coverage of MLA, APA, Chicago, CBE, and COS citation styles, including up-to-the-minute guidelines for citing electronic sources. Also featured are a brief discussion of creating a working bibliography and a schedule to help students manage research projects.
- **The Scott, Foresman online collaborative writing environment.** Created in partnership with the Daedalus Group, this web-based tool allows for collaborative work within—or even between—classes. With chat and bulletin board tools, peer review features, and material from *The Scott, Foresman Handbook for Writers*, this online application takes the classroom experience to a new level. Get more information at the Scott, Foresman web site <<http://longman.awl.com/sfh>>.
- ****StudyWizard Computerized Study Guide*.** Prepared by Earl “Bud” Frankenberger of the University of Texas, Pan American, this interactive software for Windows and Macintosh computers helps students learn and review major concepts and facts through drill and practice exercises with diagnostic feedback. The program provides immediate reinforcement of correct answers and includes answer explanations with textbook page references. Other useful features are chapter summaries, vocabulary drill and pronunciation guide, practice tests, glossary, and electronic notebook.

- ***Reading Critically: Text, Charts, and Graphs**, Second Edition, by Judith Olson-Fallon, complements the handbook's introduction. It provides a framework for developing critical reading questions and gives detailed information on preparing reading notes, study summaries, and graphic organizers.
- ***Two guides to collaborative learning**, both by Tori Haring-Smith, help students work together in groups: *Learning Together* discusses the advantages and varieties of collaborative work, and *A Guide for Peer Response*, Second Edition, revised and expanded by Helon Raines, contains forms to guide students' peer editing.
- Two guides to **writing with a word processor**—*Using WordPerfect in Composition* and *Using Microsoft Word in Composition*—help students master word-processing functions while they develop their own writing processes.

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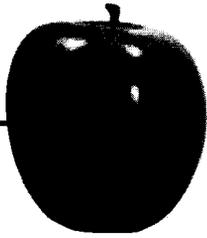
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To The Writer

A handbook is a reference book for writers who need advice about composing papers and reports, both in and out of college, and who occasionally need guidance about points of grammar or usage. It is one of a writer's basic tools, just as a word processor or a dictionary or a search engine is a tool. In three ways we have tried to make this handbook a practical manual, easy to understand and easy to use.

First, we have tried to write in a **friendly, informal tone** to reduce any fears you may have about writing, especially about getting started and about mechanics and usage. Writing isn't easy, but it is important. Not only is it among the best ways of learning, but almost every professional will sooner or later find that he or she must write on the job. But writing is nothing to be afraid of either, particularly when you have opportunities to draft, revise, and work with other writers in developing your ideas. We want this handbook to encourage and even coax you into doing your best.

Second, we have applied a **problem-solving approach** to most aspects of writing that we cover in the book. We want to help you realize that most writing problems are manageable; you aren't the first to face them. Most sections in the book open with an introduction that gives an overview of problems that writers often face with a particular issue, whether those problems include getting started on research or figuring out where to put commas. After the introduction, we give strategies for handling the particular problem.

Third, we believe writers learn from seeing what other writers, particularly apprentices like themselves, have done in situations similar to theirs. For this reason, we have included several **sample papers**, paragraphs, and other documents composed by students, and we've commented on these examples in what we hope are helpful ways. We have also used authentic models throughout the book because we believe in writers learning from real-world models, not from pieces composed in a vacuum.

Finally, we want you to realize that writing involves much more than correcting mistakes and avoiding problems. For that reason, Part I of the book (Chapters 1 through 4) discusses the entire **writing process**—finding a topic, developing ideas, analyzing your audience, and drafting and revising a paper. We touch on these basic procedures again in the chapter on argument and in the first part of the section on writing a research paper. The more you work with these fundamentals, the more rewarding the act of writing will become.

When Should You Use a Handbook?

We advise you not to use the style and usage parts of the handbook (Parts III, V, and VI) in the early stages of the writing process. Most writers find that they work best if they don't worry about grammar, usage, or polished sentences while composing a first draft; their best ideas might float away while they tinker with details. So a "write it first and fix it later" attitude makes sense for most writers, both professionals and novices.

For this reason, **Parts I and II** of the handbook emphasize how vital it is that you produce a draft of any paper you are writing. Using whatever strategies work best for you, set down your ideas in some form early, even if your thoughts are not well organized or fully developed. The essential thing is to produce a first draft that you can turn into a more finished product by revising, editing, polishing, and proofreading.

We also suggest that you wait to look up specific problems of grammar and usage until you've completed your stylistic revisions, a topic we cover in **Part III**. You'll use your time most efficiently if you don't waste it polishing sentences or redoing paragraphs that you may eventually cut. But when you have worked out your ideas and refined and organized your paper into a form you like, it's time to pay attention to details. They *are* important. At that point, turn to **Parts V and VI** of *The Scott, Foresman Handbook for Writers* to edit, proofread, and go public with your writing.

How to Use This Handbook

For advice on how to find information in this handbook, see the user's guide on the inside front cover and its facing page. There you will find a chart detailing how to locate key information in this book, a listing of special features, and a diagram of a handbook page with labels and arrows, explaining how to quickly find the information you're looking for.

Where to Go on the Web for More Help

This handbook has its own Web site devoted to offering assistance with research, research writing, and documentation. There you will find model projects, a citation manager to help you document your own projects, and advice and tutorials on the various stages of the research process.

The Web site for this handbook can be found at <<http://longman.awl.com/sfh>>.

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