

# THE NEW CENTURY HANDBOOK

SECOND EDITION

Includes  
Updated 2001  
APA  
Documentation  
Guidelines

CHRISTINE A. HULT • THOMAS N. HUCKIN

# The New Century Handbook

Second Edition

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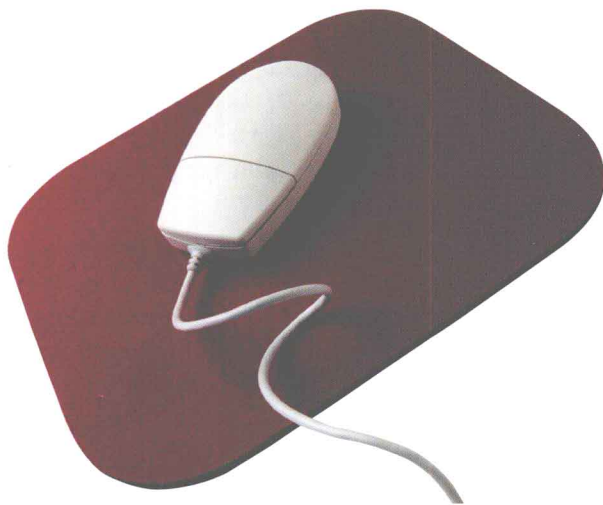
# It's a new century.

Email. Web sites. Chat rooms.

Today, we communicate with friends and colleagues more frequently and quickly than ever before. And, in this new century, the written word is infinitely more powerful. *The New Century Handbook, Second Edition*, will help you say what you want to say in a way that will get your message across.

And, in *The New Century Handbook*, we are giving you the power of technology—for **FREE!**

- With this book you'll find an **Interactive Edition CD-ROM** with video clips that show ways to best use technology in writing, with audio clips that deliver additional explanation from the authors aloud, and with extra exercises on grammar, punctuation, and the mechanics of writing. **And it's FREE.**
- We are also giving you an amazing **Web site**—[www.ablongman.com/hult](http://www.ablongman.com/hult)—with additional coverage of many of the book's most important topics, with writing assignments and even more grammar exercises, with links to related web sites and guidance about where to find the best material for your needs in these Web sites, and much, much more. **And it's FREE.**



# The New Century Handbook Web site

## www.ablongman.com/hult

You have the best handbook available. Now, log on to the best Web site. And get it for **FREE**.

Look through this handbook. When you see this icon, go to *The New Century Handbook Web site* to access a rich array of supplementary and complementary material designed to enhance your experience of the material covered in the book. Throughout, the Web site offers additional coverage not included in the book!



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- **extending the book's coverage.** For instance, the Web site icons indicate there are additional examples of thesis statements, an extended discussion of the benefits of collaborative learning, and more on how to avoid plagiarism with more examples of integrating quotations and paraphrasing than the book itself provides. Every book chapter has at least two Web site icons indicating additional supplementary material on the Web site.
- **providing illustrations of how the HELP boxes in the book help you use computers in writing.** By taking advantage of the capabilities of the web, you can see each step in the HELP box illustrated with screen shots and annotations that make it easier for you to use these handy tips in your own writing.
- **giving specific guidance for using the Web sites cited in the book to improve your writing.** For the first time, rather than simply listing a URL to a writing site, guidance is provided to where in these sometimes large sites you are likely to find the most useful material. Screen shots with annotations take advantage of the capabilities of the Web.






# The New Century Handbook CD-ROM

You have the best handbook and Web site. Now run the best CD-ROM. And run it for **FREE**.

Look through this handbook. When you see this icon, go to *The New Century Handbook CD-ROM* (free with this book) and take your writing to the next level.



The CD-ROM will help you improve your writing by—

- **showing you video clips** that not only illustrate ways to best use technology in writing, but also show students talking about their writing experiences. You'll also find visual demonstrations of some of the computer routines described in the book. Look for the CD Video icon in the handbook.  
  
VIDEO
- **giving you audio clips** that deliver important textbook information aloud. It's like having an instructor in your computer – the authors explain some of the material in the handbook and highlight key points. Look for the CD Audio icon in the handbook.  
  
AUDIO
- **providing self-scoring grammar, punctuation, and mechanics exercises.** Many are automated forms of the exercises you'll find in the book.  
  
EXER



WITH ALL THIS POWERFUL TECHNOLOGY, YOU JUST MAY FIND THE HELP YOU NEED TO DEVELOP INTO A POWERFUL WRITER.

# How to Use *The New Century Handbook*

As we enter the new century, we are communicating ideas and information both more frequently and more quickly than ever before. Almost always, we communicate these ideas through language—either the spoken or the written word. Meeting the challenges of this new, technologically driven era involves communicating more clearly and concisely and making use of the most comprehensive and up-to-date resources available.

*The New Century Handbook* is one such resource. In it, you will find new ways to become a more effective and confident writer. In addition to learning about grammar and punctuation and usage, you will find tips on participating in online study groups, conducting Internet research, preparing for all kinds of writing assignments (for both school and the workplace), and even designing your own Web/Home page. So that you can create the type of document that will best convey your ideas to your chosen audience, this handbook shows how to choose and use words and structure sentences and paragraphs. Put simply, you will learn to engage more fully (and more successfully) in the process of communicating with others.

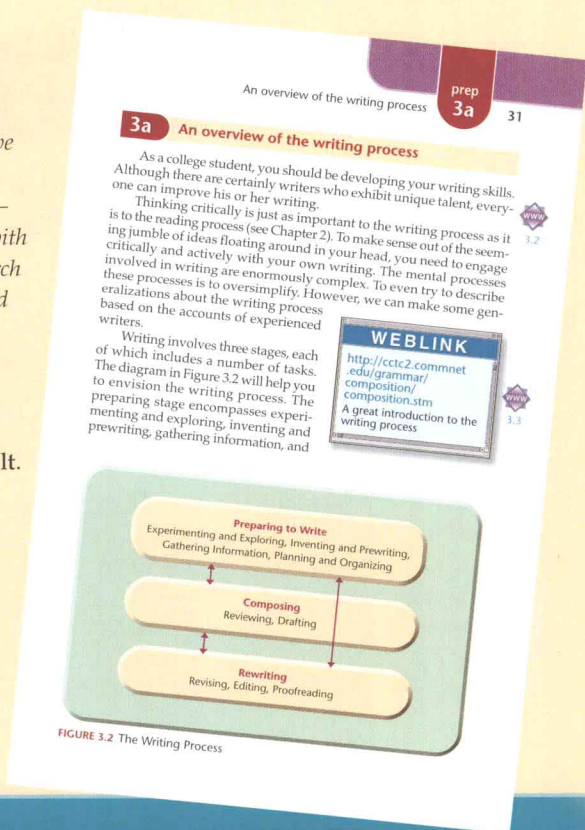
# How to Find It

- The **Brief Contents**, on the book's inside front cover, provides a quick guide to the handbook's entire contents.
- The **Contents** gives a detailed outline of the handbook, with section and page numbers for all topics.
- The **Index** provides an alphabetical listing of every key term and topic in the handbook, as well as the precise pages on which it is covered.
- The list of **Revision Symbols**, on the inside of the back endpaper, is a guide to the marks that instructors commonly use when they suggest ways to revise essays. Page references send you to the relevant section of the handbook.

## Where to Look for More

### Want more information?

*Try our Web links.* You will find over 150 links, which give you the exact addresses of important writing resources—from online writing centers with online tutors to powerful search engines that can help you find information on a particular topic. For additional writing help, visit The New Century Handbook Web site at [www.ablongman.com/hult](http://www.ablongman.com/hult).





**HELP****How do I combine my prewriting and outline documents?**

Word-processing programs provide multiple ways to accomplish the same task. Here are two ways to combine documents.

1. Inserting the two documents into a blank document using the INSERT command from the menu bar:
  - a. Create a blank document.
  - b. INSERT the contents of your prewriting document.
  - c. INSERT the contents of your outline document.
  - d. Move appropriate information from the prewriting document to the outline document (using COPY and PASTE).
  - e. Save the combined document as a first draft with an appropriate new name.
2. Combining the two documents using multiple windows:
  - a. Open your prewriting document and your outline document, each in its own window.
  - b. Moving between the windows, COPY and PASTE appropriate information from the prewriting document to the outline document.
  - c. Save the combined text as a new document with an appropriate name.



your prewriting and/or outline document in one window and your draft in another. Otherwise, because computer screens provide you with a limited view, it is easy to lose a sense of the flow of your document. With multiple windows, you can either switch back and forth from one window to the other or tile the windows so that they all appear on the screen at once. Figure 4.1 on page 58 shows three windows open simultaneously.

**EXERCISE 4.2**

Using the directions provided in the Help document in one window (for your draft) and outline documents (from Exercises 3.2 and 3.3) in two other windows. Arrange the three windows so that they all appear on the screen when you begin composing.

## Need computer help?

**Try the HELP boxes.**

Throughout, you'll find special boxes that provide clear computer advice and explanations – just what you need to make the most of your time at the keyboard and online. Within the text, you will find sample computer screens that clearly illustrate various computer and Internet activities

## CHAPTER 10

# Evaluating Electronic and Print Sources

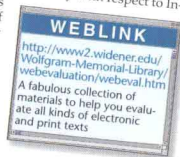
**FAQs**

- ▶ How can I tell if a Web site has reliable information? (10a)
- ▶ What makes a source worth reading? (10a-1)
- ▶ How important is the date something was published? (10a-1)
- ▶ Are there ways to evaluate an author's credibility when conducting an Internet search? (10a-1)
- ▶ What makes a source worth using? (10a-2)

## Need a question answered?

**Try the FAQs.** Each chapter begins with a list of frequently asked questions (FAQs) about the particular topic, as well as the section in which you will find the answer to each question.

As a researcher in today's information environment, one of your most important tasks is to evaluate what you read. The tendency to believe everything you read is dangerous, especially with respect to Internet sources. Some, but by no means all, print sources undergo a process of peer review and evaluation before they are published. (Peer review refers to the practice of sending written material out to experts in the field for evaluation before it is actually published.) Peer reviewed sources can generally be trusted to present information accurately. In contrast, the screening process for Internet materials is usually determined by the author. Many people who create Web sites have a sense of personal integrity, but others are less than forthright in the ways they use the medium to promote themselves or their viewpoints.



## Need step-by-step guidance?

*Try the checklists. Throughout the book, you will find boxes that guide you through a process or fully explain a concept.*

252

reswr  
12e

Writing the Research Paper

### Checklist for Revising a Research Paper

1. Does the paper fulfill the promise made by the thesis (see 3e-3, 12a)?
2. Do the arguments flow smoothly and logically (see 12b)?
3. Is sufficient attention paid to counterarguments (see 12b-2)?
4. Does the introduction lead effectively into the paper (see 5b-7, 6h)?
5. Does the conclusion either summarize or describe implications (see 5b-7, 6h)?
6. Is the paper focused, adequately developed, and coherent (see 5a-2)?
7. Are the sources integrated smoothly into the flow of the paper (see 11b, 11c, 11d)?
8. Is information in quotes, paraphrases, and summaries accurately related and clearly acknowledged (see Chapter 11)?
9. Are the parenthetical citations clear and accurately tied to the Works Cited entries (see Chapter 13)?
10. Are the Works Cited entries properly formatted (see Chapter 13)?
11. Is the format of the piece appropriate for a research paper (see 12e)?
12. Has the paper been edited and proofread to eliminate errors (see 5c, 5d)?



### 1 Preparing footnotes, endnotes, and reference lists

One

determined a particular format for your paper, loosely for all sources used in the research paper. Conventions of the particular discipline, your not have footnotes or endnotes. All research listing of the sources used in the paper. Again, titled and formatted will depend on the partic-

32

prep  
3a

Preparing

### Stages of the Writing Process

#### Preparing

*Experiment and explore.* Decide on a topic, and consider your rhetorical stance, genre, and language choice.

*Invent and prewrite.* Inventory your knowledge on a topic, prewrite on the topic, and narrow the topic.

*Gather information.* Work with peers to brainstorm and to discuss your topic. As necessary, find credible sources to support your own ideas.

*Plan and organize.* To guide your writing, compose a thesis and construct an organizational plan or outline.

*Try computer prewriting software.* Let your computer's prewriting program help you with the prewriting process.

#### Composing

*Review.* Before you compose, review your prewriting, thesis statement, and outline, and use them as raw material for your paper.

*Draft.* Either flesh out your outline by building your text in blocks, or compose from the top down, using your thesis as an advance organizer and writing the piece in a linear sequence.

*Collaborate.* Work with your peers as you compose and gather feedback on drafts.

*Try composing with a computer.* Use your computer to help you compose effectively.

#### Rewriting

*Shift from writer to reader.* Become a skilled reader—think critically and evaluate your own writing.

*Revise.* As you revise, add, delete, and rearrange your text, checking for focus, coherence, organization, development, tone, and format.

*Edit.* Edit to make your text easier to read.

*Proofread.* Proofread to correct errors in punctuation, spelling, and usage.

*Collaborate.* Peer review each other's texts.



## Want the quick version?

*Try the summary boxes. Helpful reference panels clearly summarize key information.*

## Need more practice?

*Try the exercises. Practice your skills at every step in the writing process – from checking grammar to constructing paragraphs. Individual, collaborative, and computer-based exercises will help you hone skills you can use in your writing.*

Review a student draft

Kirsten Parsons  
English 101-35

### Net Theft

"Look at this new CD I bought!" Jane exclaimed to her friend. Interested, Michael eagerly looks at it. "Now he says! These guys are my favorite group! Mind if I make a copy of it?"

Unfortunately, this is a common request within our society today. In spite of laws that prohibit the unlicensed copying of music, written materials, and movies, it has become an accepted practice to reproduce another's work without paying for it. Similarly, this has spread to the Internet where access to software, phone cards, and other products is convenient and fast. Graphics, quotes, articles and many other various things can be copied for personal use with ease, but often no credit is given to the original author. Not only are these practices wrong from a moral viewpoint, but legally, they are forbidden as well. It has become a situation where "legality collides with practicality" (Meyer and Underwood 65). In other words, breaking the law is more convenient than keeping it and since we know we can get away with doing it, our conscience gives in.

*I'm not certain what the reference to phone cards and other products is in the above paragraph. There are many kinds of computer theft. It's not really clear what the focus of this paper will be because of all the different examples in this opening paragraph, although you thesis is quite good.*

Observe sequence of tenses

vb

26e

607

Samantha wants me to have picked up the car.

### 4 Sequence of verb tenses with participles

The **present participle** (the -ing form of a verb) can be used to represent an action that occurs at the same time as that expressed by the main verb.

Walking into the house, Jim sensed that something was wrong.

The **past participle** is used to indicate that an action occurs before or during the action expressed by the main verb.

Stung by criticism of his latest film, Costner is working hard on a new one.

The **present perfect participle** (having plus the past participle) expresses an action occurring prior to the action of the main verb.

Having signed a contract, Deanna was afraid she had to go through with the deal.

### EXERCISE 26.5

Correct any sequence-of-tense errors in the following sentences.

1. As soon as she entered the room, several people rush over to say hello.
2. He was disappointed when some of his sources are found to be fraudulent.
3. He believed that his thesis is credible.
4. We insisted on using pesticides, even though this is not proven to be the best solution to an insect problem.
5. Her eyesight has begun to fall, and she turned to the radio for information.
6. Who expected that old car to lasted all these years?
7. His roommate has expected him to have done the laundry by Friday.
8. Entering the workplace, they have understood the safety concerns of the employees.
9. Having fired the employees who reported the safety problem, the manager had faced a lawsuit.
10. Concerned that the number of beds in the emergency shelter would be inadequate, the city council votes to open another shelter during the winter.



## Wondering how other students approached an assignment?

*Check out the sample student papers. As you follow the progress of students who are developing papers on topics ranging from Internet theft to human cloning, you will be able to observe the entire writing process – from brainstorming and prewriting through editing and revising.*

ISBN:0-321-10165



# Preface

*The New Century Handbook*, Second Edition, is a comprehensive resource for college writers. It shows students how to plan, compose, and revise; how to do research and formulate arguments; and how to write for different disciplines and special purposes. At a time when many students arrive at college without adequate grounding in “the basics,” this handbook provides thorough coverage of grammar, style, diction, and punctuation, as well as a special section on ESL problems. In an increasingly visual world, it shows students how to apply principles of document design. The handbook repeatedly emphasizes both the conventional and the rhetorical aspects of good writing, pointing out how even small details should reflect the writer’s consideration of audience, persona, genre, field, and goals.

We are delighted and deeply gratified by the positive response to the first edition of *The New Century Handbook*, the first college handbook developed with computer users in mind. Its success confirms our conviction that students can benefit from a handbook that integrates the use of computer technology into instruction in the writing and research processes. Most students today do their writing on a computer, taking advantage of the unique features afforded by word-processing programs. Many use the Internet, gathering information on the World Wide Web and communicating via email with their peers, so we are especially pleased to learn that the book has helped both experienced and less experienced computer users. We are confident that our users will appreciate the additions and improvements to this new edition, which we have attempted to make even better while retaining the book’s primary emphases on sound rhetorical principles and on an accessible, useful treatment of computer technology and online resources.



## CONTENT

### Writing

While retaining a general focus on the rhetorical principles that underlie effective writing, this handbook is unique in that it shows students how to tap the power of computers to become more effective and more confident writers. The first part of the handbook shows students how to apply critical reading and writing processes to their own work. Accompanying boxes explain how computers can function as a powerful writing tool.

Part 1 opens with an overview of ways in which computers can help today's writers communicate better (Chapter 1). In the following chapters, student writers learn about critical thinking and the reading process (Chapter 2). They discover how to prepare for writing assignments (Chapter 3). They find out how to make the best use of the organizational possibilities computers offer for storing work in directories and folders. They also learn how to explore topics through Internet searches; how to brainstorm potential topics using email or newsgroups; and how to harness the power of computers to focus, develop, and organize ideas.

Chapter 4 introduces students to the many ways to compose. They learn techniques for combining prewriting and outlining documents, building a first draft from an electronic outline, and composing with documents in two separate windows. The chapter encourages students to collaborate online with other student writers, sharing drafts via computer networks and responding to each other's writing through document comments or email. Chapter 5 guides students through the steps in efficiently and effectively rewriting their work—from comparing and revising drafts of their texts to editing for more effective wording and sentence structure.

The next two chapters are devoted to two fundamental issues in writing academic papers: structuring paragraphs and formulating arguments. Chapter 6 explains how to devise an appropriate thesis, support it with compelling evidence, and construct paragraphs that guide readers through the text. Using a student essay on human cloning to illustrate its main points, Chapter 7 emphasizes the importance of audience analysis, sound reasoning, and considering alternative points of view.

### Research

This handbook provides unparalleled coverage of the research process. The six chapters in Part 2 detail the steps in the research process; each

chapter addresses the ways in which computers can facilitate researching and writing.

In addition to describing traditional library catalogs and print indexes, Chapter 8 covers innovations such as computerized notebooks and note cards, document comments and annotations, computerized footnote and bibliography programs, Boolean keyword searching, and online databases. Then, because the Internet is so radically changing the research process, two complete chapters explain using sources on the World Wide Web. Chapter 9 shows students how to use the Internet to find and explore topics, conduct background and focused research, and collaborate and exchange feedback with peers. It also illustrates the range of information available via the Internet and the use of search tools to find that information. Perhaps most importantly, Chapter 10 helps students assess the credibility and reliability of sources they find in print and on the Internet. Both Chapters 9 and 10 include model student searches.

An entire chapter (Chapter 11) covers using sources appropriately and effectively. The chapter offers helpful guidance on avoiding plagiarism and on quoting, summarizing, and paraphrasing source information. In Chapter 12, students learn to harness the power of computers as they plan and organize, draft, review and revise, and format research papers. Chapter 13 includes an overview of the MLA, APA, CMS, CBE, and COS styles of documentation. In addition to supplying explanations and illustrations of how to document conventional sources, this handbook provides unprecedented coverage of how to document electronic sources. The latest information from the 1998 *MLA Style Manual* is included, as well as extensive and up-to-date tips on electronic citation formats across the disciplines.

## Writing in the Disciplines

In Part 3, students get advice on writing papers for literature classes, as well as for other courses in the humanities, social sciences, and natural sciences. Each of these writing-across-the-curriculum chapters introduces students to the major types of writing in the disciplines and to the most important technological resources available. The extensive listings of Web sites were compiled by professors in the different disciplines and include only those sites they found most useful to themselves and their students.

## Document Design

With the increased availability of computer graphics programs, the “look” of documents has become more important. Part 4 covers designing documents of all types.

Chapter 17 describes three basic design principles and then explains how various formatting tools (such as itemized lists, frames, and columns) can be used to put these principles into practice. The chapter also discusses common types of graphical displays. In all cases, students are encouraged to use design elements not simply for decoration but as a way to enhance their readers' engagement with and understanding of the document.

Because so many of today's writers are required to "publish" their work using the word-processing software available for personal computers, this handbook includes a chapter on desktop publishing. In Chapter 18, students learn how to write and publish both a brochure and a newsletter. Instructors may wish to suggest these types of desktop publishing as alternative ways to format traditional essays. The text of the "Global Warming" newsletter, which is used as a model in Chapter 18, is from the model research paper found in Chapter 12. By comparing these two pieces, students can see how the content found in a traditional research paper can be published as a newsletter.

Chapter 19 teaches students how to apply basic design principles when designing Web pages. In this chapter, students learn the important ways in which Web texts differ from print texts and proceed through the process of designing their own Web pages. In Chapter 20, students learn about writing for the Web. They are introduced to HyperText Markup Language (HTML) and receive step-by-step instruction in constructing a Web page. Once again, the "Global Warming" newsletter is used, this time to show students how they can publish a research paper as a Web document.

### Special Purpose Writing

Part 5 covers special types of writing that students encounter, including writing email and writing résumés. Chapter 21 introduces the many ways students can use computer networks to enhance their writing. Students need to become familiar with all of these resources—email and listservs, bulletin boards and newsgroups, IRCs and MOOs, and collaborative software. The chapter also explains how to use electronic media to write better papers. In particular, the chapter encourages students to become involved with online communities as a way to collaborate with other writers.

Writing in college offers an excellent opportunity to practice writing for the workplace. Chapter 22 provides basic instruction in writing letters, résumés, reports, memos, and other forms of business correspondence. With more and more business communication taking place electronically, the chapter devotes special attention to email, scannable

résumés, and homepage résumés. Instructors may want to take advantage of the multiple links between this chapter and the report-writing sections of Chapter 16.

Chapter 23 covers essay exams. It includes both excellent and poor student responses for comparison.

## Grammar and Style

Parts 6–12 of the handbook provide comprehensive coverage of grammar and style, including traditional topics such as sentence structure, pronoun case, agreement, consistency, conciseness, parallelism, word choice, spelling, and punctuation. Because students are likely to use this material selectively, discussions and explanations are concise and various devices (consistent formatting, FAQs at the beginning of each chapter, frequent cross-references, and a comprehensive index) make it easy for students to look up a particular topic. More than 100 exercise sets are sprinkled throughout these chapters, giving students hands-on practice in analyzing grammatical forms and correcting errors.

The handbook's unique emphasis on computers continues in this section. Warnings about the shortcomings of grammar checkers are accompanied by suggestions about special ways to make good use of these checkers. Help boxes explain how to customize a grammar checker, search for particular grammar problems, use an electronic thesaurus, customize and streamline spell checking, and identify punctuation problems. The text includes many references to helpful Web sites. Students who need basic instruction in using grammar checkers and other computerized word-processing tools can turn to Chapter 39 for help.

ESL students will benefit as much as native-speaking students from the material presented in this handbook. Four chapters address specific ESL problems: the use of definite and indefinite articles (Chapter 55), verb problems (Chapter 56), word order (Chapter 57), and vocabulary (Chapter 58).

## New to This Edition

In writing this second edition, we listened to feedback from users of the first edition to make *The New Century Handbook* even more useful. The most exciting change to this edition is the inclusion of CD and Web site icons within the book, indicating to students where additional material that is both supplementary and complementary to the book can be found in these multimedia components. Additional material includes video clips, audio clips, interactive exercises, assessment tests, links to useful Web sites, and further explanations and examples.



Here are other major changes listed by chapter:

- Chapter 2, “Critical Thinking and Reading,” features extensive new material on critical thinking and reading, including a critical analysis of a published essay on the proposed national flat tax. Here students are shown a step-by-step, multistage process for analyzing texts and then converting their reading into written notes and summaries.
- Chapter 3, “Preparing,” has expanded coverage of narrowing a topic, formulating a working thesis, and evaluating and revising a thesis.
- Chapter 5, “Rewriting,” features expanded coverage of peer response groups plus new guidelines for giving and receiving peer feedback. It also has new Help boxes on how to rewrite a word-processed text and how to insert comments into a word-processed document.
- Chapter 6, “Structuring Paragraphs,” includes many new sample paragraphs as well as a new section on when to start a new paragraph.
- Chapter 7, “Formulating Arguments,” has extensive additional coverage of inductive and deductive reasoning, logical and emotional fallacies, rhetorical purpose, and audience, as well as a new section on electronic argument.
- Chapter 8, “The Research Project,” has an expanded discussion of bibliographies as well as new guidelines for effective observations, surveys, and interviews.
- Chapter 9, “Using the Internet for Research,” has been completely rewritten to incorporate up-to-date coverage of the World Wide Web, search tools, search engines, and subject directories. It includes specific introductions to *Netscape* and *Explorer* browsers with illustrative screen shots and a comparison chart of menu bars. It also has new material on understanding URLs; using browser tools such as bookmarks, favorites, and history; and designating a homepage on a browser.
- Chapter 11, “Using Sources,” has expanded coverage of when to use direct quotations, how to incorporate quotations smoothly (with illustrations), and how to avoid plagiarism when summarizing.
- Chapter 13, “Documentation Formats,” has been completely updated for all styles with several new models added, including the most recent versions of APA electronic style and Columbia