

THE  
HOLT  
HANDBOOK



THIRD EDITION

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KIRSZNER & MANDELL

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# **THE HOLT HANDBOOK**

**THIRD EDITION**

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## Preface to the Instructor

When we planned *The Holt Handbook*, our aim was to create a true writer's handbook, one that would serve not only as a text and a reference guide but also as a companion. In preparing the first edition we concentrated on making the book inviting, accessible, useful, and interesting to both students and teachers. Although we relied extensively on new research in composition, we were careful to apply the results of this research in a practical and straightforward manner. Our hope was that its organization, its process approach, its emphasis on revision, and its focus on student writing would make *The Holt Handbook* truly a writing-centered text. In addition, we hoped that its descriptive approach to grammar and its nonthreatening tone would make it particularly appealing to students. Now six years after publication of the first edition, we are delighted to see that our book has been warmly and enthusiastically received.

### The Third Edition at a Glance

- **A new section**—Part 2, “Thinking Critically”—devotes three chapters to reading critically, writing critical responses, reasoning logically, and writing argumentative essays.
- **A new section**—Part 9, “Writing in the Disciplines”—devotes four chapters to explaining and illustrating the conventions of writing in the humanities, social sciences, and natural and applied sciences.
- **Cross-References** in the margin clearly direct students to related discussions in other parts of the book.
- **Revision Close-up** boxes place special emphasis on revision throughout the book.
- **Writing Checklists, Revision Checklists, and Summary Boxes** enable students to find important information easily. These quick references are ideal for students who are searching for a particular piece of information or who want to refresh their memories about a specific subject.

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- **Exercises and examples** have been carefully revised with special attention to gender-related, cross-cultural, and cross-curricular topics.
- **Expanded documentation chapter** clearly presents conventions and examples of MLA, APA, University of Chicago, and CBE documentation. MLA style is highlighted by color-bordered pages to differentiate it from other documentation styles.
- **Student Writer at Work** exercises enable students to practice revision strategies in the context of whole essays. These innovative and useful exercises appear throughout the text.
- **Guide to Writing with Computers** offers practical strategies and tips for writing, editing, and revising on a computer.
- **A new four-color design** uses color to highlight important information that appears in checklists, summary boxes, and cross-references.

As we began to revise *The Holt Handbook*, our goal was to retain the features that have made the book so successful while adding new material to make it an even more valuable resource. Thoughtful comments from users of the first two editions and our own careful reevaluation of each element of the book led us to make a number of changes in the third edition. In Part 1, we have retained the student essay, “The Kuomboka Ceremony,” to illustrate the writing process. A more concise treatment, enhanced by a new design, makes the discussion sections and the Student Case Study segments genuinely complementary. In response to suggestions from readers, we have relocated the treatment of formal outlining to Chapter 40, “Writing a Research Paper” and have given additional coverage to using collaborative strategies and instructor’s comments to revise. We have also streamlined and condensed Chapter 4’s treatment of paragraphing and added new material on arranging details.

Because critical thinking is such an important part of the writing process, we now devote a separate part of the third edition to this subject. Chapter 5, “Reading Critically,” includes a detailed treatment of critical reading, including distinguishing fact from opinion, evaluating support, recognizing bias, recording reactions, and formulating a critical response. Chapter 6, “Thinking Logically,” explains the principles of inductive and deductive reasoning (including validity versus truth and the enthymeme); the chapter goes on to

explain and illustrate many common logical fallacies. The section on induction now includes a discussion of making inferences. Chapter 7, “Writing an Argumentative Essay,” traces a student’s progress as she plans, shapes, writes, and revises an essay on the controversial topic of pit bull terriers. This essay now includes a library source.

We have carefully revised Parts 3–7. In Part 4 we place special emphasis on the treatment of comma splices and fused sentences and on shifts and mixed constructions. The most obvious changes in Part 5 are in Chapter 19, now called “Using the Dictionary and Building a Vocabulary,” which combines two earlier chapters, and in the spelling chapter, which now includes a list of commonly confused words. In Part 6, the chapter on nouns and pronouns has been revised for clarity. Throughout Parts 3–7 we have edited and redesigned material on style, grammar, and punctuation and mechanics so that definitions, guidelines, notes, and key concepts are emphasized visually as well as stylistically. We have carefully scrutinized every example and exercise in these sections and have edited, revised, eliminated, or replaced material when necessary. In addition, headings have been reworded, redesigned, or relocated to make information easier to locate.

Part 8, “Writing with Sources,” has also received considerable attention. In Chapter 37, “Research for Writing,” we have significantly updated the section on library research to reflect changes arising from increased reliance on computer technology. In Chapter 38, “Working with Source Material,” we have added material on distinguishing primary from secondary sources and expanded the discussion of note taking and the treatment of plagiarism. Chapter 39, “Documentation,” has been thoroughly revised and redesigned. One major change is the addition of Chicago style, used in history and other disciplines. We have also added helpful reference indexes and moved some material to the newly created Part 9. The major changes in Chapter 40, “Writing a Research Paper,” are the expansion of the section on preparing a formal outline and the inclusion of material on using photocopied sources.

Perhaps the most dramatic change in the content of *The Holt Handbook* is the addition to the third edition of Part 9, “Writing in the Disciplines.” The section begins with Chapter 41, “Understanding the Disciplines,” which explains the similarities and differences in research sources, writing assignments, and conventions of style and documentation among the disciplines. A comprehensive

chart summarizes these differences. Chapters 42–44 (“Writing in the Humanities,” “Writing in the Social Sciences,” and “Writing in the Natural and Applied Sciences”) explain and illustrate the sources, assignments, and conventions of style and documentation for the respective disciplines. These three chapters include a full-length research paper in APA style, as well as numerous excerpts from other assignments in various disciplines. Also in this section are three chapters formerly included in the “Writing Special Assignments” part of the second edition: “Writing Essay Examinations,” “Writing About Literature,” and “Practical Writing” (formerly “Writing Business Letters”).

We have taken special care to make the third edition of *The Holt Handbook* even more teachable for the instructor—and more usable for the student—than the last edition. Throughout the text, we have almost doubled the number of boxed lists, charts, summaries, and other design elements that highlight the material that teachers and students consult most often. In addition, we have included two new features: marginal cross-references to identify related topics and “Revision Close-up” boxes to identify points students should keep in mind as they revise. We have taken special care to word headings so that they are clear and descriptive and to position them logically in the text. The result, we believe, is a superior reference work that not only guides writing and revision but enables writers to find and apply information quickly and easily.

In this edition *The Holt Handbook* continues to approach writing as a recursive process, giving students the opportunity to practice planning, shaping, and writing and revising. This approach, consistent with composition research, encourages students to become involved with every stage of the process and to view revision as a natural and ongoing part of their writing. The style, grammar, and mechanics and punctuation chapters present clear, concise definitions of key concepts followed by examples and exercises that gradually increase in difficulty and sophistication. Whenever possible, sentence-level skills are taught in groups of related sentences that focus on a single high-interest topic instead of in isolated sentences. This pedagogically sound methodology allows students to learn incrementally, practicing each skill as it is introduced. In this way students learn to recognize and revise sentence-level problems within longer units of discourse, duplicating the way that they must actually interact with their own writing. This approach has been useful

to the thousands of students who have used the first two editions, and we continue to believe in its effectiveness.

*The Holt Handbook* is a classroom text, a reference book, a revision guide, and—above all—a writing companion that students can turn to for advice and guidance as they write in college and beyond. Our goal throughout remains the same: to translate the best of research in composition theory into practice. In addition, we still believe that we have an obligation to give not just the rule but the rationale behind it. Accordingly, we are careful to explain the principles that writers must understand to make informed choices about grammar, usage, rhetoric, and style. The result is a book that students and instructors can continue to use with ease, confidence, and, we hope, pleasure.

With this edition, an even more comprehensive ancillary package is available for instructors and students: an *Annotated Instructor's Edition* with helpful annotations and articles on teaching composition; *The Research Sourcebook: A Workbook for Research Papers*; *Supplementary Exercises*; *Diagnostic Tests*; The Writing Tutor, an interactive software program for Macintosh and IBM computers; PC-TYPE II, a full-function word processor for IBM computers; and Holt On-Line, an on-line version of the handbook for IBM computers. For complimentary copies of these teaching and learning aids, contact your local Harcourt Brace Jovanovich sales representative.

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*Philadelphia*  
*January 1991*

L.G.K.  
S.R.M.

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## Preface to the Student

*The Holt Handbook* is a comprehensive guide that you can consult whenever you have a question about grammar, usage, style, or rhetoric. We suggest that you read Part 1 of the book to become acquainted with the stages of the writing process and the techniques that good writers use when they write. Only after you are familiar with the choices that you have as a writer will you be able to place information about grammar, usage, sentence structure, and mechanics into perspective. As you use *The Holt Handbook*, you will notice that whenever possible we give advice, not rules. We believe that student writers do best when they have the freedom to make informed choices about their writing and are able to take into consideration the demands of varying audiences, purposes, and writing situations.

You can find material in *The Holt Handbook* in a number of ways. Individual chapters offer in-depth discussions of a wide variety of topics, and cross-references in the text point you to definitions and discussions of unfamiliar terms. Throughout the text, helpful **charts** and **summary boxes** highlight important material. As you write, they can help you locate information quickly and efficiently. We have also added **cross-reference symbols** (►) to point you to particularly useful related material in other parts of the text. Finally, we have included **Revision Close-up boxes** to identify special issues that will concern you as you write and revise. These are shaded in red for easy reference.

*The Holt Handbook* has a number of other special features that will help you locate material.

The “**Guide to the Plan of the Book**,” at the front of the handbook, highlights key elements of the table of contents and gives an overview of the entire book. Use this guide when you are looking for a specific subject or a discussion that you know is part of a specific chapter.

The **left inside back cover** contains a list of **correction symbols** that your instructor may use to help you edit and revise your papers. These symbols consist of an abbreviation (*agree* for agreement, for example) and a combination of numbers and letters (such as 24a) that refer you to a specific section of the text (chapter twenty-four,

subsection a). You can locate the section of the book that you need by looking at the tabs on the top of each page.

A **Guide to Checklists** on the right inside back cover lists the Writing and Revision Checklists found throughout the book. Page references are included.

The **index** presents a detailed alphabetical listing of all subjects covered in the book. Because it lists all major topics, subtopics, and cross-references, the index is the most comprehensive guide to the text's contents.

The **glossary of usage** offers an alphabetical listing of commonly confused words (*continual/continuous*, for example) and other problems in usage (*data/datum*, for instance). Although this section does not eliminate the need to consult a dictionary, it enables you to solve many common problems.

The **glossary of grammatical terms** provides definitions of the grammatical and rhetorical terms that appear throughout *The Holt Handbook* as well as cross-references to the sections of the book that contain more detailed discussions of the terms.

When you use *The Holt Handbook*, keep in mind that at best it is a guide, not a final authority. To determine what is appropriate for a specific writing situation you must ultimately rely on your own sense of the language and your own assessment of your purpose and audience. Used with this principle in mind, *The Holt Handbook* should serve you well for the writing that you will do both in college and in your life beyond your years as a student.

L.G.K.  
S.R.M.

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