

Contains

# UNIVERSAL FOR WRITERS

ANN RAIMES

# UNIVERSAL KEYS

## F O R W R I T E R S

ANN RAIMES

Hunter College, City University of New York

Houghton Mifflin Company  
Boston New York

107/2

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Printed in the U.S.A. Library of Congress Control Number 2002109659

Student edition: ISBN 0-618-11288-X 123456789-QV-06 05 04 03 02

Instructor's annotated edition: ISBN 0-618-11293-6 123456789-DW-06 05 04 03 02

# Preface

When I walk into a writing class, as I have for more than thirty years, I am struck by the diversity in the room. Semester after semester, the students show a stunning range of educational preparation, interests, learning styles, writing abilities, languages, cultures, and levels of technological expertise. Beyond that diversity, though, I see what students share: a desire to succeed in college and an awareness that writing well will not only help them do that but also lead to success in their future careers. So I have planned this book to be a useful and accessible tool for students, one that they will use with ease in their busy college lives—and keep on using. My goals in writing *Universal Keys for Writers* have been to offer

- recognition of students' diversity and common goals
- helpful and practical coverage of the writing process, critical thinking, and technology
- the clearest possible grammatical explanations for native speakers and ESL students alike
- handy, complete, up-to-date research and documentation guidelines

## DISTINCTIVE FEATURES

**Dictionary-Style Thumb Tabs** Color-coded and clearly labeled, these tabs make *Universal Keys for Writers* an extraordinarily accessible and user-friendly handbook. Students can turn directly to the part of the book they need.

**Internal Tables of Contents** At the site of each thumb tab, students find a detailed Table of Contents for that individual part. These “part divider” reference pages are easy to consult and scan.

**Key Points Boxes** Eighty-six concise summary and checklist boxes highlight important information for convenient reference and class discussion. These boxes encourage students to develop and review reading, writing, editing, and critical thinking skills.

**Three-Part Color-Coded Structure** *Universal Keys* has comprehensive coverage, organized simply. Each of its three main divisions holds notable advantages in form and content.

## DISTINCTIVE CONTENT

## Writing: Communicating and Presenting Ideas Parts I-III

Parts I to III are *rhetorical*, forming a comprehensive guide to the writing process. Advantages include:

### Emphasis on Thesis

Central to successful writing in college and beyond is a clear understanding of the thesis and how to build and support a good one. *Universal Keys for Writers* weaves instruction on this important topic throughout the handbook, with examples, model papers, and exercises. Stressing options, the handbook also looks at sixteen ways that writers support and develop a main idea (5d).

### Abundance of Student

*Writing Drafts* and papers were generously submitted by college and university instructors and by students around the country, in response to a nationwide call. Thirty papers and extracts are supported in the text with annotations, critical thinking exercises, and discussion. Together these papers convey to students that they are part of a lively, vibrant community of writers, with fresh voices and a lot to say.

**Building Arguments and Writing across the Disciplines** Part II prepares students for a range of writing tasks they may meet in their college career and beyond. It especially focuses on strategies for building reasoned, logical written arguments. This part looks at genres common within the arts and humanities, social sciences, and sciences, from a literary analysis paper to a lab report, and discusses the art of writing well under pressure in exam situations.

Finding and refining an essay topic **3f** 39

**Key Points**  
**Subject, Topic, Question, Thesis: A Continuum**

Level 1: Broad subject area

↓

Level 2: Narrowed topic for exploration within that subject area

↓

Level 3: Key question that concerns you

↓

Level 4: Your thesis (your claim or statement of opinion or your main idea in answer to the question). Often you need to do a great deal of reading and writing and trying out possible theses before you settle on an appropriate one.

specific question. After that, still more narrowing is necessary, eventually leading to a thesis. Your *thesis*, or *claim*, is your statement of opinion, main idea, or message that unifies your piece of writing, makes a connection between you and the subject area, lets readers know where you stand in relation to the topic, and answers the question posed. But you cannot move toward a good thesis if your topic is too broad or too narrow.

Here is one student's movement from subject to thesis over several days of reading, discussion, freewriting, and note-taking.

Subject: College admissions policies

↓

Narrowed Topic: College admissions for athletes

↓

Question: Should success in sports have any influence on college admissions?

↓

Thesis: College admissions policies should be based solely on academic performance and potential, not on athletic ability.

If you choose a topic and a question that are too broad, you will find it difficult to generate a thesis with focused ideas and examples. Whenever you find yourself thinking, for instance, "There's so much to say about college admissions policies—their history, goals, practice, criticisms, successes—that I don't know where to start,"

**The Latest Coverage of Writing and Technology** Part III brings together the latest information on

- using computer tools in brainstorming, drafting, and editing
- using grammar-check programs—with caution
- writing for online readers and communicating online in such forums as bulletin boards and listservs
- adding charts, tables, and other visuals into one's writing
- creating a Web site and designing documents

Some students are completely at ease with technology as it relates to writing; others have less comfort and expertise. *Universal Keys* strikes a helpful balance in addressing this diverse audience and considers both what a student may need to know now and what he or she may need to know later in another course or on the job.

**Full Section on Writing for Work** Part III also covers job-related writing in extraordinary depth and detail, with many helpful model documents. It pays particular attention to developing résumés (print and electronic versions), job application letters, and PowerPoint presentations.

### Attention to Critical Thinking and Reading

Students are encouraged throughout *Universal Keys* to examine, evaluate, question, and make connections. The opening section of the handbook deals explicitly with Thinking, Reading, and

Writing (1a) and the subject is then consistently reinforced—for example in discussions of revising (4c), evaluating arguments (6a), developing a voice (38a), critical reading of research sources (49a), and putting oneself into a paper (51a).

Preparing your résumé's content **14b** 277

**Résumé in Chronological Format**  
This résumé presents the most recent job experience and education first and works backward.

<p>225 West 70th Street New York, NY 10023 Phone: 212-855-5621 E-mail: aureliagomez@msn.com</p> <p><b>Aurelia Gomez</b></p>		
<b>Objective</b>	Entry-level staff accounting position with a public accounting firm	Provides specific enough objective to be useful
<b>Experience</b>	<p><b>Summer 2007</b></p> <p><b>Accounting Intern:</b> Cooper &amp; Lybrand, NYC</p> <ul style="list-style-type: none"> <li>Assisted in preparing corporate tax returns</li> <li>Attended meetings with clients</li> <li>Conducted research in corporate tax library and wrote research reports</li> </ul> <p><b>Nov. 2006–Aug. 2006</b></p> <p><b>Paralel Specialist:</b> City of New York</p> <ul style="list-style-type: none"> <li>Worked as a full-time civil service position in the Department of Administration</li> <li>Used payroll and other accounting software on both IBM, IBM microcomputer and Pentium III</li> <li>Represented 28 persons work unit on the department's management labor committee</li> <li>Left job to pursue college degree full-time</li> </ul>	<p>Places work experience before education because applicant considers it vital to her stronger qualification</p> <p>Uses action words such as assisted and conducted; uses complete sentences to emphasize the action words and to conserve space</p>
<b>Education</b>	<p><b>Jan. 1996–Present</b></p> <p>Pursuing a 5-year bachelor of business administration degree (major in accounting) from NYU</p> <ul style="list-style-type: none"> <li>Expected graduation date: June 2008</li> <li>Attended part-time from 1996 until 2003 while holding down a full-time job</li> <li>Have financed 100% of all college expenses through savings, work, and student loans</li> <li>Plan to sit for the CPA exam in May 2004</li> </ul>	<p>Provides degree institution, major, and graduation date</p> <p>Makes the major section heading parallel to format and in ascending</p>
<b>Personal Data</b>	<ul style="list-style-type: none"> <li>Helped start the Minority Business Student Association at NYU and served as program director for two years; secured the publisher of <i>Black Enterprise</i> magazine as a banquet speaker</li> <li>Have traveled extensively throughout South America</li> <li>Am a member of the Accounting Society</li> <li>Am willing to relocate</li> </ul>	<p>Strengths the side headings by the dates in a column for ease of reading</p> <p>Provides additional data to enhance her credentials</p>
<b>References</b>	Available on request	Lists actual names and addresses of references

## Sentences: Accuracy and Style Parts IV–VII

Before, during, and after the writing process, students can easily refer to Parts IV–VII for help with sentence grammar, punctuation, style, ESL, and other language issues. Advantages include:

**Neatly Clustered Grammar Coverage** Part IV gives students one convenient place to turn when they have grammar questions or need to review the Top Ten Sentence Problems, a diagnostic checklist (p. 340). Grammar coverage is not spread confusingly over a number of parts (such as Clear Sentences, Effective Sentences, or Correct Sentences), but uniquely gathered under one rubric: Common Sentence Problems.

### Rich and Varied Exercise Program *Universal Keys*

contains 222 exercises, including many designed for collaborative or group work. These exercises distinguish themselves in several ways: (1) All are clearly numbered and titled, for ease of reference. (2) The topics of continuous discourse exercises are carefully drawn from a range of disciplines. Each sentence set looks at a contemporary issue, debate, development, or discovery in the humanities, social sciences, or sciences, and is so marked in the Instructor's Annotated Edition. And (3) many of the exercise passages are posted on the *Universal Keys* Web site so, if a student or instructor prefers, exercises can be downloaded for editing on a student's computer. Additional exercises are available at the Web site, in *Digital Keys Online*, and on the *Digital Keys 3.1* CD-ROM.

**Comma: Yes; Comma: No** These two Key Points boxes (26a) and others like them summarize key information in a direct fashion.

Missing subject or verb 18d 355

► Overcrowding is a problem. Too many people living in one area.

are

► Overcrowding is a problem. Too many people living in one area.

with too

► The candidate explained his proposal. A plan for off-street parking.

He emphasized a

► The candidate explained his proposal. A plan for off-street parking.

**ESL NOTE** Subject *it* Required  
 Never omit an *it* subject even in a dependent clause. Remember that every clause needs both a subject and a predicate.

► The essay won a prize because was so well researched.

it

**EXERCISE 18.3** Identify and correct fragments resulting from missing subjects, verbs, or verb parts. In each of the following items, identify and correct any fragment resulting from a missing subject, verb, or verb part either by adding the necessary subject, verb, or verb part or by rewriting. Some items may be correct.

**EXAMPLE:**  
 Many parts of the United States now face a shortage of teachers.  
~~Few people are~~ People willing to put up with evening and weekend work, unruly classes, and a smaller paycheck than other professions offer.

1. Teachers were once regarded as committed, admirable professionals. People earning more respect than money.
2. Today, many teachers feel that they do not even command respect. Just seem to get blamed when students do not do well in class.


Other unique coverage in Part V, Punctuation, Mechanics, and Spelling, includes a notable list of commonly confused words (33h), a section on accents, umlauts, tildes, and cedillas (33i), and guidelines for online punctuation (34a–e).

**The Five C's of Style** Part VI advises students in a straightforward way to Cut, Check for Action, Connect, Commit, and Choose Your Words. Widespread class testing has proven that this easy-to-remember approach works well with students and helps them to improve their writing.

**Helpful Section on Avoiding Biased Language** In a lively, supportive, coaching tone, section 39f (pp. 627–630) discusses sensible ways to avoid divisive and exclusionary language. It looks at language issues concerning gender, race, place, age, politics, religion, health and abilities, sexual orientation, and the word *normal*.

### Thorough Coverage for ESL/Multilingual Writers

*Universal Keys* features clear coverage of ESL grammar points, sample ESL student writing, and a unique opening segment that places this instruction within a supportive framework. A Language Guide to Transfer Errors chart examines the logical patterning of certain types of errors in written English if a student's original language is other than English. In addition, ESL Notes are integrated throughout the handbook, and Worlds of Writing boxes consider the interrelationship of language and culture. Topics include language and dialect variations and different style preferences across cultures.

644  Language guide to transfer errors			
<p>The language guide here identifies several problem areas for multilingual and ESL writers. It shows grammatical features (column 1) of specific languages (column 2) that lead to an error when transferred to English (column 3), and an edited Standard English version (column 4). Of course, the guide covers neither all linguistic problem areas nor all languages. Rather, it lists a selection, with the aim of being useful and practical. Included in the guide are also references to Caribbean Creole (listed simply as "Creole"), a variety of English with features differing from Standard English. Use the guide to raise your awareness about your own and other languages.</p> <p>If you think of a feature or a language that should be included in the guide, please write to the author at the publisher's address or send a message to the publisher's Web site at <a href="http://college.hmco.com/keys.html">http://college.hmco.com/keys.html</a>. This Web site also provides links to sites specifically designed for multilingual students.</p>			
LANGUAGE FEATURES	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH	EDITED VERSION
<b>ARTICLES (42c–42f)</b>			
No articles	Chinese, Japanese, Russian, Swahili, Thai, Urdu	<i>Sun is hot. I bought book. Computer has changed our lives.</i>	<i>The sun is hot. I bought a book. The computer has changed our lives.</i>
No indefinite article with profession	Arabic, Creole, French, Japanese, Korean, Vietnamese	<i>He is student. She lawyer.</i>	<i>He is a student. She is a lawyer.</i>
Definite article with days, months, places, idioms	Arabic	<i>She is in the bed. He lives in the Peru.</i>	<i>She is in bed. He lives in Peru.</i>
Definite article used for generalization	Farsi, French, German, Greek, Portuguese, Spanish	<i>The photography is an art. The books are more expensive than the disks.</i>	<i>Photography is an art. Books are more expensive than disks.</i>
No article for generalization with singular noun	Creole	<i>Dog can be blind person's eyes.</i>	<i>A dog can be a blind person's eyes.</i>
Definite article used with proper noun	French, German, Portuguese, Spanish	<i>The Professor Brackert teaches in Frankfurt.</i>	<i>Professor Brackert teaches in Frankfurt.</i>



## Research: Finding, Using, and Documenting Sources *Parts VIII-X*

The third main section of *Universal Keys* guides students through the research process with expert tips, up-to-date technology coverage, and a wealth of interesting examples. Advantages include:

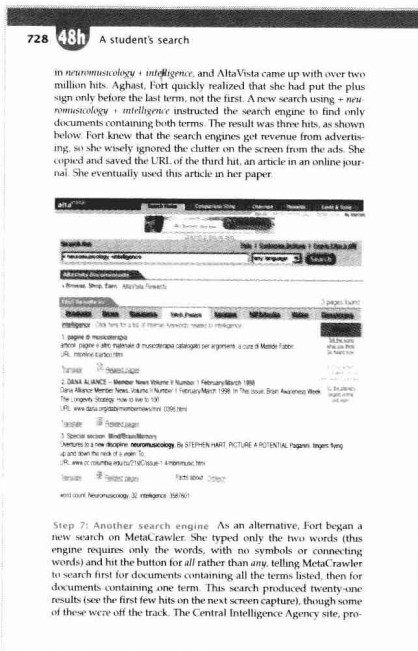
### A Process Approach to Research, from Start to Finish

For planning, formulating a thesis, finding and evaluating sources, and documenting sources, students will find everything they need in Part VIII. It covers how to do both library and Web research; how to summarize, paraphrase, and clearly indicate the boundaries of a citation; how to drive a paper's organization with ideas, not sources; and how to avoid plagiarizing.

### Emphasis on Evaluating Sources

A frequent obstacle for students writing a research paper is determining which sources have academic merit and which do not. With visuals, checklists, and engaging examples, *Universal Keys* helps students distinguish the useful from the useless. It includes a distinctive Key Points box, Developing Your Junk Antennae, that assists students in recognizing reliable, substantive sites and avoiding the rest.

**How to Avoid Plagiarizing** *Universal Keys* presents a full, timely treatment of this crucial topic (50a-i). It defines and discusses plagiarism, gives direct guidelines on what documentation is and what to cite; it stresses the importance of taking accurate notes and keeping track of sources during a research project; and it provides distinctive print and online templates for students to use in collecting and organizing source information and preparing a list of works cited.



## Research Resources in 27 Subject Areas

An invaluable list of research starting points, this feature collects frequently used reference works in print, electronic indexes, and Web sites (51f). Students can also go to the *Universal Keys* Web site for live and regularly updated links.

## The Latest Documentation Guidelines

Covering the latest guidelines of MLA, APA, CBE/CSE, *Chicago Manual of Style*, and *Columbia Guide to Online Style* (CGOS), *Universal Keys* helps students to document all types of print, electronic, and other sources and to understand that citation styles vary across disciplines. For reference, six sample student papers (complete or extracted) show the documentation styles in action. Special indexes at the beginning of the MLA, APA, and other sections make it easy for students to locate sample entries, such as a government publication, play, sound recording, or legal case.

## Interactive Research Papers on *Digital Keys 3.1* CD-ROM

Developed by Louis Molina of Miami-Dade Community College, this unique portion of the *Digital Keys 3.1* CD-ROM allows students to call up two model student research papers, one using MLA style and the other using APA style. Students click on instructional icons placed strategically throughout the papers. These icons open concise annotations on how the papers were written and documented and offer coaching for students writing their own papers.

**Internet Research Guide** This online guide by Jason Snart of College of DuPage presents six extended learning modules with practice exercises (tutorials) for using the Internet as a research tool. Topics include evaluating Web information, building an argument with Web research, and plagiarism and documentation.

### 772 51f Research paper resources in 27 subject areas

pointing you in the right direction for further research. Browse freely, and remember to ask a librarian for advice if you have trouble finding a source or need a specific piece of information.



**TechNote** Links from the Web Site for *Universal Keys* for Writers

The Web site for this book at <<http://www.college.hmco.com/keys.html>> duplicates and expands this list, keeping it up to date and providing direct links to all the nonsubscription online reference sites. From the *Universal Keys* for Writers home page click on Web Links, then on Links across the Curriculum. From there, you can click on an online source in, say, business or engineering, and you will be taken right there. Sources with no URL given may also be available in online databases accessible in a library. Check with your librarian as to the availability of these sources.

#### ART AND ARCHITECTURE

American Museum of Photography: <<http://www.photographymuseum.com/>>

Art Abstracts (online and CD-ROM)

Art History Resources on the Web: <<http://witcombe.bcpw.sbc.edu/ART/links.html>>

Art Index (print, online, and CD-ROM)

Arts and Humanities Citation Index

Avery Index to Architectural Periodicals (online and CD-ROM)

Bibliography of the History of Art

Contemporary Artists

Dictionary of Art (known as Grove's) (print and online)

Encyclopedia of World Art

Getty Institute: <<http://www.getty.edu/>>

Lives of the Painters

Local and Global Internet Resources for Art Historians and Art

History Students: <<http://www.wisc.edu/arh/otherresources.html>>

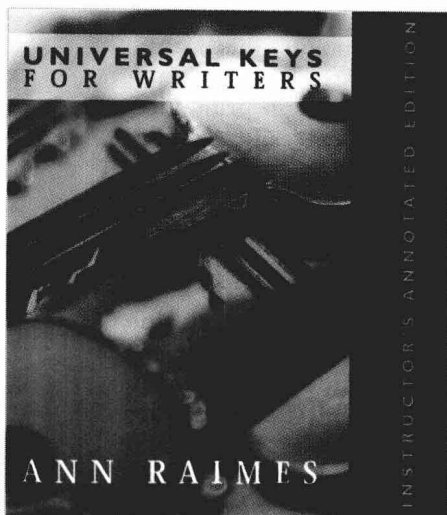
Metropolitan Museum of Art Time Line: <<http://www.metmuseum.org/timeline/splash.html>>

Oxford Companion to Art

World Wide Arts Resources: <<http://www.art.com>>

## RESOURCES FOR INSTRUCTORS

**Instructor's Annotated Edition (IAE)** *Universal Keys for Writers* Instructor's Annotated Edition begins with a selection of engaging and thought-provoking first-person articles by composition instructors. The complete student edition of *Universal Keys* follows, with extended margins containing commentary designed to make life easier for the composition instructor. Marginal annotations include:



- *Answers* or suggested answers to the handbook's exercises
- *Teaching Ideas*, concise tips on approaches and activities
- *Technology in the Classroom notes*, with fresh suggestions, relevant links, and other helpful tips and resources
- *Background Notes* on quirky words or concepts mentioned in the handbook and on the text's illustrations
- *Overviews* to each part, summarizing important points
- *Slide References* indicating what material in the student text is available in PowerPoint form online at the instructor's Web site or on the ClassPrep CD-ROM
- *Quotations* about writing that can be brought into the classroom or just read for one's own enjoyment

**Answer Key** This booklet contains answers or suggested answers to the exercises in *Universal Keys*. Pages can be photocopied for distribution, allowing students to correct their own or their peers' exercises.

**Teaching Writing with Computers** An up-to-date resource on integrating technology into writing instruction, this book by Pamela Takayoshi and Brian Huot of University of Louisville contains seventeen rich and practical essays. The selections cover: (1) Writing Technologies for Composition Pedagogies; (2) Learning to Teach with Technology; (3) Teaching Beyond Physical Boundaries; (4)

Teaching and Learning New Media; and (5) Assigning and Assessing Student Writing.

***Feeling Our Way—A Writing Teacher's Sourcebook*** Written by Wendy Bishop and Deborah Coxwell Teague of Florida State University in Tallahassee, this book is a unique and powerful guide for new or relatively new composition teachers. It supportively addresses many of the unvoiced questions, challenges, and seldom-discussed, yet crucial, issues that arise for those who are new to the classroom.

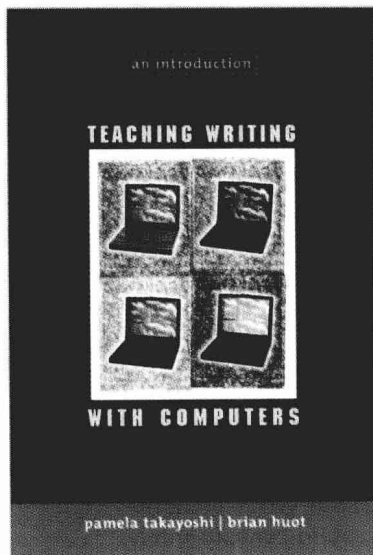
***Writing Teacher's Companion***

In this lively and practical book, Rai Peterson of Ball State University gives no-nonsense and reader-friendly advice on planning, teaching, and evaluating in the composition classroom.

***Universal Keys for Writers Web Site*** at <<http://college.hmco.com/keys.html>> The instructor's portion of this site features the online Instructor's Support Package, with a walkthrough on using the handbook (for instructors to use with students); diagnostic tests; PowerPoint slides of many of the text's Key Points boxes, outlines, and templates; links to online composition journals and ESL sites; up-to-date coverage on using the Internet in the composition classroom, with Web tutorials for students; exercise answers; and a section on teaching composition to ESL students, with tip sheets for ten languages.

***ClassPrep CD-ROM*** Like the instructor's portion of the *Universal Keys* Web site, this CD-ROM contains the Instructor's Support Package; diagnostic tests; PowerPoint slides, outlines, and templates; a section on using the Internet in the composition classroom, with Web tutorials; exercise answers; and material on teaching composition to ESL students.

***Diagnostics and Exercises*** For a more intensive evaluation of your students' most frequent errors, this electronic product contains eight diagnostic tests covering a range of key writing skills.



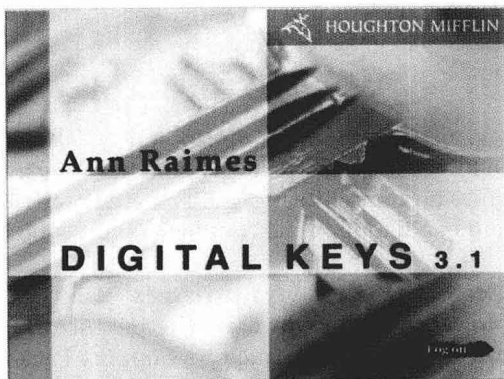
**Web/CT e-Pack** A flexible, Internet-based education platform, Web/CT e-Pack contains text-specific resources to enrich students' online learning experience.

**Blackboard Course Cartridge** This course cartridge provides flexible, efficient, and creative ways for instructors to present materials and manage distance-learning courses. Instructors can use an electronic grade book, receive papers from students enrolled in the course via the Internet, and track student use of the communication and collaborative functions.

## RESOURCES FOR STUDENTS


**Digital Keys 3.1 CD-ROM** *Digital Keys 3.1* CD-ROM contains easy-to-consult information on all handbook topics, including how to use and reference technology; grammar and punctuation exercises; and a glossary and index. Unique Interactive

Research Papers showcase student papers documented in MLA and APA styles. This feature was created by Louis Molina of Miami Dade Community College.



**Universal Keys for Writers Web Site** at <<http://college.hmco.com/keys.html>> The student *Universal Keys* Web site contains a tutorial on how to get the most out of the handbook; a section on documentation styles at a glance, with sample research papers; a flashcard feature for reviewing commonly confused or misused words from the Glossary of Usage; Web links that review the themes of each part of *Universal Keys*; an ESL Center for English language learners with ESL self-quizzes and links to helpful ESL Web links; downloadable exercises and forms from the text, to aid in editing, planning a paper, and keeping track of source information; and the *American Heritage College Dictionary's* 100 Words to Know. The site also provides access to the eLibrary of exercises and the *Internet Research Guide* (see below).

**Digital Keys Online** *Digital Keys Online* offers students instant access to writing, research, and grammar support in an easy-to-use format. Every new copy of *Universal Keys* comes with a free passkey with a unique password to the online electronic handbook. Pass-words, which offer twelve months of access to the online handbook, can also be purchased separately.

 **SMARTHINKING** Available at the *Universal Keys* Web site, this online writing tutoring service connects students to qualified writing tutors, generally advanced-degree composition instructors. Tutors interact with students in real-time during prime-time afternoon and evening homework hours, five days a week, and answer questions and offer feedback on submitted papers twenty-four hours a day, seven days a week. Passwords to this service can be packaged with new copies of *Universal Keys* upon request or purchased separately.

**eLibrary of Exercises** This online interactive study program, available on the *Universal Keys* Web site, is designed to complement the handbook and provide more practice, as needed. It contains over seven hundred self-quizzes that give students the opportunity to sharpen their grammar writing skills in thirty areas. Students can work at their own pace wherever it is convenient for them—at home, in the computer lab, or in the classroom. Scores are available to students as they finish a test. The eLibrary is available on the *Universal Keys* Web site.

**Internet Research Guide** Available on the *Universal Keys* Web site, the online *Internet Research Guide*, by Jason Snart of College of DuPage, presents six extended learning modules for using the Internet as a research tool: (1) The purpose of research; (2) E-mail, listservs, newsgroups, chat rooms; (3) Surfing and browsing; (4) Evaluating Web information; (5) Building an argument with Web research; and (6) Plagiarism and documentation.

**CLAST Preparation Manual** This manual by Susan Donath Aguila, of Palm Beach Community College, contains skills-building exercises, tutorials, review, and focused instruction designed for students preparing for the English Language Skills section of the College Level Academic Skills Test in Florida.

**TASP Preparation Manual** This manual by Deborah A. Johnson-Evans, of University of Texas at Arlington, helps students prepare for the Texas Academic Skill Proficiency test. It provides instruction on reading the TASP test questions, tips for taking the test, a skills review section, and practice tests.

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**American Heritage College Dictionary, Fourth Edition** This best-selling hardback desk reference, just out in a new edition, is an indispensable tool for students. It has more features than any other college dictionary, an accessible defining style, helpful usage guidance, and an attractive page design.

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## ACKNOWLEDGMENTS

For all their help with this book, I am grateful to teachers and students, not only at my own college but across the country. When I travel to do workshops and attend conferences, faculty members have been unfailingly generous with their contributions of advice and materials. Heartfelt thanks go to my Hunter College colleagues, Anna Tomasino and Carolyn Lengel, who contributed ideas and imaginative exercises, all informed by their own classroom experiences. For his expert advice on technological matters and prompt replies to my many e-mails, I am deeply grateful to Manfred Kuechler, a colleague in the Sociology

Department at Hunter College, whose knowledge of the workings of the Internet is truly astounding. Thanks go, too, to Hunter College librarian Jean Jacques Strayer for keeping me up to date on databases and search engines; to James Allen, College of DuPage, who contributed his expertise to the section on CGOS; to Scot Ober of Ball State University, for his expertise in business communication; and to Louis Molina of Miami-Dade Community College, for his work on the Interactive Research Paper in *Digital Keys 3.1* CD-ROM.

I also offer thanks to all the students whose writing appears in this book. They were not all easy to contact (I had to go through an instructor and a registrar to find one who was working in Turkey) but once I found them they were, without exception, responsive and helpful. Instructors, too, went to great lengths to help me find student essays for inclusion: at Hunter, Jennifer Knox, Manfred Kuechler, Susan Ribner, Patricia Sokolski, Eisa Ulen, Carol Weir, and Robert White put me in touch with their students; from farther afield, James Allen, Barbara Apstein, Roberta Bernstein, Jeanne Curran, Frank Edler, and Karen Lim went out of their way to help, as did other faculty members who responded to a call for student papers.

The following reviewers and focus group participants gave the evolving manuscript the benefit of their experience, wisdom, and critical eyes. Their many excellent and tactful suggestions at each stage of development have been invaluable.

Preston L. Allen, Miami-Dade Community College  
Susan Beebe, Southwest Texas State University  
Marlo M. Belschner, St. Cloud State University  
Mary Jane Berger, College of St. Benedict  
Stuart Brown, New Mexico State University  
Elizabeth Brunsvold, St. Cloud State University  
Karen Carpenter, University of Maryland  
David Chapman, Samford University, Alabama  
Peggy Cole, Arapahoe Community College  
Carolyn Dahl, St. Cloud State University  
Jim Dubinsky, Virginia Polytechnic Institute  
Joel English, Ball State University  
Sharifa Saa Evans, Georgia Perimeter College  
Evelyn M. Finklea, St. Petersburg College  
Casey Gilson, Broward Community College  
Susan Halter, Delgado Community College  
Sandy Smith Hutchins, Belmont State University  
Claudine Keenan, Pennsylvania State University  
Carol Kountz, Grand Valley State University  
David Lang, Golden Gate University



Scott Leonard, Youngstown State University  
Loretta McBride, Southwest Tennessee Community College  
Michael Morgan, Bemidji State University  
W. Webster Newbold, Ball State University  
Jane Opitz, College of St. Benedict  
Carole Clark Papper, Ball State University  
Della W. Paul, Valencia Community College  
Timothy Ray, Arizona State University  
Rich Rice, Ball State University

My colleagues at Houghton Mifflin have been a pleasure to work with. They are warm, supportive, responsive, and incredibly knowledgeable about textbook publishing. Special thanks go to Pat Coryell, Vice President, and Suzanne Phelps Weir, Executive Editor, for their leadership, energy, and enthusiasm for the project; to Martha Bustin, Senior Development Editor, for her keen editorial eye, contributions to the manuscript, and unfailing grace under pressure—she surely must be a textbook writer's perfect editor; to Rosemary Winfield, Senior Project Manager, for coping with challenging deadlines (and with me) during the production process; and to Cindy Graff Cohen, Marketing Manager, for keeping me attuned to market needs and adding to the fun of my trips to colleges across the U.S. (I remember wading in the Pacific in San Diego.) I also gratefully acknowledge the help and professionalism of others on the large *Universal Keys* team: Jill Haber, Henry Rachlin, Florence Cadran, Diana Coe, Sarah Helyar Smith, Becky Wong, Bruce Cantley, Janet Edmonds, Chere Bemelmans, Brian Campbell, Marlowe Shaeffer, Sarah Donelson, Ben Gould, Sara Johnson, Jodi O'Rourke, Denise Roche, Andrea Wagner, Jennifer Bixby, Ann Marie Radaskiewicz, Mark Gallaher, Todd Finley, Mary Dalton-Hoffman, Janet Young, Mary Rose Quinn, Vici Casana, Lisa Wehrle, Ellen Whalen, Deborah Prato, Deborah Karacozian, Patricia Herbst, Sherri Dietrich, John Sisson, Meg Botteon, Tom Gage, Rebecca Fagan, Bruce Carson, Karen Wise, and Sam Davison, Mike Kern, Jim Craig, Suzie Strauss, Donna Rapose, Lisa Ferry, and the other miracle workers at New England Typographic Service.

Warmest thanks to my extended circle of friends in Brooklyn and in Chatham, NY, for making sure I took time to play tennis, go to movies, eat out, and have fun. Finally, above all, thanks go to my daughters, Emily and Lucy, for their support and encouragement, and especially to my husband, James Raimes, who helped with research, typed, edited, offered advice, and cooked great meals. If I hadn't known before that writing was a collaborative effort, I would surely know it now.

Ann Raimes