THE BRIEF NEW CENTURY HANDBOOK

SECOND EDITION

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The Brief New Century Handbook

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Please visit our Website at http://www.ablongman.com/hult

IT'S A NEW CENTURY!

Today we communicate with friends and colleagues more frequently and quickly than ever before; through email, Web sites, chat rooms, and instant messaging, the written word connects us all. *The Brief New Century Handbook*, Second Edition, will help you get your message across more effectively than ever before.

And in this edition of *The Brief New Century Handbook*, you get the power of technology FREE with your text.

- With this book, you'll receive the **Longman CompSolutions** plus **Interactive Ebook CD-ROM** that contains video clips that show ways to best use technology in writing; audio clips that deliver additional explanation from the authors aloud; exercises that help you develop and refine your skills in grammar, punctuation, and the mechanics of writing; and links directly to Web sites that provide supplementary information and explanations, as well as ways to practice what you learn in the text. Look for the icons in the margin of the text and the CD that indicate where to access this additional material.

- Also free with your text is an amazing **Companion Website**, at http://www.ablongman.com/hult that provides additional coverage of many of the book's important topics, writing assignments, and even more grammar exercises, links to related Web sites with guidance about where to find the best material for your needs in these Web sites, and much, much, much more! Look for the Web site icons in the margin of the text and the CD that indicate where to access this additional material.

How to Find It

There are a number of different ways to quickly locate the text sections you need:

- The **Quick Reference Guide**, on the book's inside front cover, provides a quick guide to the Handbook's entire contents.

- The colored **Tabs** that divide the sections provide a quick and easy way to turn to the section you need.
- The full **Table of Contents** on the book's inside back cover provides a listing of all of the sections of the book, with corresponding page numbers.
- **Chapter** and **section numbers, running heads,** and **page numbers** will all help direct you to your topic.
- 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.

Colored tabs printed at the top of each page identify the chapter number and title (abbreviated) and the number of the section.

Running heads indicate the topic covered on a particular page.

Section numbers display the chapter number and letter corresponding to a particular topic and heading.

Margin icons identify an Audio, Video, or Web resource that can be accessed via the FREE companion CD-ROM.

Web links provide the exact addresses of important writing resources on the Internet.

Cross references direct you to related information elsewhere in the text.

Boldfaced terms are defined in the text and in the Glossary.

Subsection numbers identify topics within a section.

With all of these features, and more (CD-ROM, audio, video, and Web links, HELP boxes that provide detailed instructions for computer functions, FAQs on each tabbed section page), you can see why *The Brief New Century Handbook*, Second Edition, is a resource that you'll want to consult time and again.

8a Use Internet sources throughout the research process

AUDIO

Searching the Internet for information on a topic is similar in many respects to researching in the library. When beginning to research on the Internet, you should follow a search strategy, as outlined in 7a-5. Use the Internet for finding and exploring research topics, for background and focused searching, and even for collaboration with your peers and feedback from your instructor. Email and online discussion forums are ideal for trying out your topic ideas on your instructor and your peers. As you research and write your paper, take advantage of the forums the Internet provides for sharing information—trade ideas, drafts, research sources, and revision feedback. For more information on collaboration, see 2c, 3c, and 4e.

WEBLINK

http://www.lib.berkeley.edu/TeachingLib/Guides/index.html
Current information on Internet searching, from UC Berkeley librarians

WWW

8.1
Read this before starting an electronic search.

8b Get to know the Internet and the Web

The World Wide Web, or the Web for short, is by far the easiest and most popular way of accessing information from the Internet. The Web provides a hypertext interface for "reading" Internet information. This means that information is presented in the form of a series of **links**, each leading to another document or another location on the Internet. Documents structured as text with a series of links to other texts are called **hypertexts.** One simply uses a mouse to click on the link (usually a graphic or a word or phrase in blue type with blue underlining) to connect with the hyperlinked document. Researchers navigate the Web through the use of an Internet browser. Two of the most popular browsers today are *Netscape Navigator* and *Internet Explorer.*

WWW

8.2
A tutorial and Internet research guide

1 Surfing the World Wide Web: Browser tools and homepages

The World Wide Web, a huge spider web–like structure that encompasses computer networks throughout the world, seems to have been woven overnight. But no one spider wove this web; anyone and

Preface

It is clear that computers have influenced our lives immensely—at home, at work, and at school. Most students these days do their writing on a computer in order to take advantage of the unique features afforded by word-processing software. They also make extensive use of the Internet—gathering information from the World Wide Web and communicating via email. It is logical that a handbook for writers should take such developments into account. Many college students have found that they need a handbook that provides guidance on using computers as an effective tool in the writing process. *The Brief New Century Handbook,* Second Edition meets this need.

WRITING

The first part of this handbook shows students how to apply critical reading and writing processes to their own work. In Chapter 1, student writers learn about critical thinking and the reading and writing processes. In Chapter 2, students explore means of finding topics through Internet searches; ways to brainstorm potential topics; and how to harness the power of computers to focus, develop, and organize ideas. In Chapter 3, students learn techniques for combining prewriting and outlining documents, for building a first draft from an electronic outline, and for composing with documents in two separate windows. In addition, the chapter encourages students to collaborate online with other student writers, using email and newsgroups. Chapter 4 guides students through the steps required to rewrite their work efficiently and effectively—from comparing and revising drafts to editing for 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 5 explains how to construct paragraphs that guide readers through the text. Chapter 6 emphasizes the importance of audience analysis, sound reasoning, and considering alternative points of view; it explains how to devise an appropriate thesis and how to support that thesis with appropriate evidence.

RESEARCH

In addition to covering the research process, this handbook addresses how computers can facilitate researching and writing. Chapter 7 covers innovations such as computerized notebooks and note cards, document comments, footnote and bibliography software, Boolean searching, and online databases. Two chapters explain how to use sources on the World Wide Web. Chapter 8 shows students how to use the Internet to explore ideas, find topics, and conduct background and focused research. Chapter 9 helps students assess the credibility and reliability of sources they find in print and on the Internet. An entire chapter (Chapter 10) covers the use of appropriate and effective sources, offering guidance on avoiding plagiarism and on quoting, summarizing, and paraphrasing. In Chapter 11, students learn to plan, organize, draft, review, revise, and format research papers using their computers. Chapters 12 and 13 cover MLA, APA, CMS, and CBE documentation styles, and specific information on how to integrate sources and avoid plagiarism within these documentation formats. In addition to supplying explanations and illustrations of how to document conventional sources, this handbook provides extensive coverage of electronic sources.

DOCUMENT DESIGN

With the increased availability of computer graphics software, the "look" of documents has become more important than ever. Chapter 14 describes three basic design principles and 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. Chapter 15 teaches students how to apply basic principles when designing Web pages. In this chapter, students learn the important ways in which Web texts differ from print texts and about the process of designing their own Web pages. In Chapter 16, students learn about writing for the Web. They are introduced to HyperText Markup Language (HTML) and receive step-by-step instruction on building a Web page.

SPECIAL PURPOSE WRITING

Part 6 of this handbook covers special types of writing students may encounter, from email to essay exams. Chapter 17 discusses the use of email and covers topics such as email addresses, email etiquette, instant messaging, and how to send file attachments. Chapter 18 gives students help in writing about literary topics. Chapter 19

provides basic instruction on writing letters, résumés, memos, and other forms of business correspondence. This chapter also devotes special attention to scannable résumés and homepage résumés. A new Chapter 20 teaches students how to prepare oral presentations. Chapter 21 covers essay exams.

GRAMMAR AND STYLE

Parts 7 through 11 of this handbook provide comprehensive coverage of grammar and style, including traditional topics such as sentence structure, pronoun case, subject-verb agreement, consistency, conciseness, parallelism, word choice, spelling, and punctuation. Because students are likely to use this material selectively, discussions and explanation are concise and various devices (such as consistent formatting, FAQs, and a comprehensive index) make it easy for students to look up a topic.

The handbook's unique emphasis on computers is continued throughout this section. Warnings about the shortcomings of style/grammar checkers are accompanied by suggestions about special ways to make good use of such checkers. Help boxes enumerate ways to search for particular style/grammar problems, use an electronic thesaurus, customize and streamline spell checking, and identify punctuation problems. In addition, the text includes many references to helpful Web sites.

ESL students will benefit as much as native-speaking students from the material presented in Part 12 of this handbook. Four chapters address specific ESL issues: the use of definite and indefinite articles (Chapter 50), verbs (Chapter 51), word order (Chapter 52), and vocabulary (Chapter 53).

NEW TO THIS EDITION

In writing the second edition, we listened to feedback from users of the first edition to make *The Brief New Century Handbook* even more useful. There are many revisions and substantive changes throughout the book to ensure that it remains the most current and up-to-date handbook on the market. Here are some major changes listed by chapter:

- Chapter 1, "Thinking and Reading Critically," features extensive new material on critical thinking and reading.
- Chapter 2, "Preparing," has expanded coverage of narrowing a topic, formulating a working thesis, and evaluating and revising a thesis, as well as new information on preparing a revision outline.

- Chapter 4, "Rewriting," features a new Help box that instructs students how to insert comments into a document for peer review.

- Chapter 6, "Constructing and Evaluating Arguments," has a new section on Visual Argument and an essay on Cyber-censorship. Also new to this edition is a section on Electronic Argument and a new section on Inductive vs. Deductive Reasoning.

- Chapter 7, "The Research Project," includes an expanded discussion of taking notes with photocopies and printouts and also features a new discussion of using library electronic full-text databases.

- Chapter 8, "Using the Internet for Research," contains the latest information on Internet browser tools, keeping track of your Internet search, understanding URLs, respecting copyright, and avoiding plagiarism. Coverage on using search tools effectively has also been considerably expanded and updated.

- Chapter 9, "Evaluating Electronic and Print Sources," includes updated coverage to help students discriminate among sources.

- Chapter 10, "Using Sources and Avoiding Plagiarism," has been totally revised to provide the guidance students need to avoid plagiarism, especially in the electronic age. Many new examples and illustrations are also included.

- Chapter 11, "Writing the Research Paper," outlines the process that a student followed when drafting her paper and refining her argument about cyber-shopping. The new model paper whose progress is followed in this chapter is located in Chapter 12 to illustrate MLA documentation.

- Chapters 12 and 13, "MLA Documentation" and "APA, CMS, and CBE Documentation," have been completely updated and expanded with many new models for electronic sources. Students will easily be able to find all the documentation styles for their bibliographies, particularly for citing Internet sources. The newest MLA (2003) and APA (2001) styles have been included. Each section also includes specific guidance on integrating sources and avoiding plagiarism.

- Chapters 14, 15, and 16 on Document Design have all been updated to include the latest information on design principles, graphics, designing and writing for the Web.

- Chapters 17 through 21, Special Purpose Writing, include a new section in Chapter 17 on Instant Messaging, and a new Chapter 20 on how to give an oral presentation, including the use of *PowerPoint* and other related tools.

- Chapter 50, "Tips on Nouns and Articles," has a new summary flow chart on ESL article usage.

COMPUTER FEATURES

Chief among this handbook's computer features are the Help boxes. Appearing throughout the handbook, these special boxes provide clear, succinct computer advice and explanations. On the backs of the tabbed pages are FAQs, or Frequently Asked Questions, many of which concern the use of computers in writing. The Weblinks are yet another unique feature of this handbook. Dozens of these links, scattered throughout the handbook, provide Internet addresses for valuable writer's resources. Additionally, within the text itself are several sample computer screens, which illustrate various points about computers or the Internet. At the end of the handbook, along with other useful glossaries, is a glossary of computer terms.

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We acknowledge and thank the entire team at Longman, who supported this handbook from the beginning. Specifically, we would like to thank Joseph Opiela, whose vision for this book both inspired its early beginnings and continued to shape it through development. To our developmental editors, Allen Workman, Ellen Darion and Judith Fifer, whose hands-on, in-the-trenches writing feedback made us write better and work harder, we owe our thanks as well. To the production editor, Bob Ginsberg, and his supporting staff, including many designers, copyeditors, and proofreaders, we are grateful for the careful attention to design and details that make this handbook inviting and accessible. Finally, we wish to thank our capable research assistants, Jana Kay Lunstad and Michelle van Tassel.

Throughout the handbook, we stress the principle that writing is not a solitary act, but rather is collaborative in the best sense of the term. Writers need feedback from readers in order to communicate better. We benefited tremendously from the timely feedback of the many reviewers who read our manuscript. In particular, we would like to thank those reviewers who helped us with the text revision: John Clark, Bowling Green State University; Ray Dumont, University of Massachusetts, Dartmouth; Lynne R. Graft, Saginaw Valley State University; Susanmarie Harrington, Indiana University-Purdue University, Indianapolis; Susan Lang, Texas Tech University; Todd Lundberg, Cleveland State University; Richard Marback, Wayne State

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The Quick Reference Guide

How to use *The Brief New Century Handbook,* Second Edition:

1. This Quick Reference Guide is a directory to the book's twelve parts. It gives a quick overview of the handbook's entire contents.

2. The tabbed dividers will help you easily find the part of the book you need. The front of each divider lists the chapters covered in that part. The back features a list of frequently asked questions (FAQs) about topics covered in that part, along with the section numbers where you'll find the answers to these questions.

3. A complete Contents, featuring section and page numbers for all topics, appears on the inside back cover.

4. The Index provides an alphabetical listing of every key term and topic in the handbook, as well as the pages on which it is covered.

5. The list of Revision Symbols, which follows the Index, is a guide to the marks that instructors commonly use when they suggest ways to revise essays.

6. A list of Help Boxes appears after the Quick Reference Guide. These boxes, interspersed throughout the handbook, provide key computer-related information.

Help Boxes

Thinking and Reading Critically

Throughout your life, you have been reading and writing—formally at school and work, informally with family and friends. The processes of reading and writing are closely interrelated. We read and write to understand our world, to communicate with others, and to share our thoughts and ideas. Everyone can improve both reading and writing abilities through practice.

As a college student, you have a unique opportunity to practice your reading and writing skills. Much college work revolves around the processes of reading and writing. Academic knowledge is both created and shared through these processes. Whether your course of study is mathematics or sociology or engineering, reading and writing are intimately involved in learning. You read to understand what others think and say about a topic; you write to share what you have learned or understand about a topic. This is how knowledge progresses.

AUDIO
Reading, writing, and thinking overlap.

1a   Think critically

A term often used to describe the way in which educated people approach knowledge building is *critical thinking*. To think critically is to make a conscious effort to delve beneath the surface of things. Much of the process of obtaining a college education is designed to help you become a more critical thinker. The term *critical* in this case does not mean the same as *criticize*. Critical thinking does not imply a negative attitude; rather, critical thinking involves the ability to contemplate, question, and explore ideas in depth without accepting easy answers. When you identify the political propaganda as you listen to a political speech on your campus, you exhibit critical thinking. When you recognize the overblown claims for a product in an advertisement in the local newspaper, you also exhibit critical thinking. The processes involved in thinking critically are the same for all aspects of communication—speaking and writing as well as listening and reading.

1 Establishing your purpose and raising questions

The key first step in critical thinking is to have a clear sense of purpose. *Why* are you interested in this topic? Why do you want to learn about it in depth? What specific aspects of the topic most concern you? What is your goal? Having a clear sense of purpose is crucial, because it will guide you through the entire process of critical thinking. Among other things, knowing your purpose will allow you to formulate more specific questions about the topic. And these questions will help focus your exploration.

For example, let's say you're in the market for a used (or "pre-owned," as they say in the trade) car. If you're a careful buyer, you won't just head for the nearest used car lot and let yourself be talked into the first car that catches your eye. It's more likely that you'll do some research—by reading *Consumer Reports,* talking to your parents or knowledgeable friends, showing the car to a trusted mechanic, and so on. And if you know what kind of car you're looking for and why, you'll probably ask the right kinds of questions to elicit the kind of information you need to make a wise decision.

2 Analyzing the topic

Analyzing something means mentally dividing it into its parts. Sometimes, when the subject being analyzed has obvious component parts, this dividing into parts is straightforward. For example, a music reviewer will conventionally analyze a symphonic performance according to its different movements, and a drama critic will conventionally analyze a play according to its acts and scenes.

But critical analysis usually goes beyond such obvious procedures. Guided by particular purposes and questions (see 1a-1 above), a critical analyst will often see *other* ways to dissect a subject. For example, the music reviewer may choose to analyze the symphony according to the different instruments, and the drama critic may decide to focus on the acting, the costumes, or the sets. The mode of analysis, in short, is not necessarily predetermined by the object of analysis; more often it is governed by the purposes and interests of the analyst.

The purposes and interests of your sources of information should also be taken into account. Analysis often depends to some degree on information provided by other people, who have their own interests, biases, beliefs, and assumptions. As a critical thinker, you should always be aware of other people's orientations and try to keep them in mind as you absorb their information. Information from any source can be lacking in objectivity, so it's a good idea to

routinely gather your information from multiple, independent sources and compare them. This is especially true when gathering information from the Web.

3 Synthesizing

Synthesizing is the opposite of analyzing. Instead of taking something apart, synthesis puts things together. But this does not mean that synthesizing merely restores something to the way it was before analysis. Rather, synthesis seeks to find *new* ways of assembling things, *new* relationships among the parts, *new* combinations. Like analysis, this process is governed by the critical thinker's purposes.

For example, let's say you live in the north country and you're looking for a car that will get you back and forth to school through the winter. You have looked at various cars and analyzed them in various ways, but you're uncertain which one is best for you. As you sit back and ponder the situation, you realize that what matters most to you is not the purchase price, the fuel efficiency, or the looks of a car, but rather how suitable it is for winter driving. You want a reliable car that has a good heating/defrosting system, a good ignition system, solid traction (either four-wheel or front-wheel drive) and all-weather tires in decent shape. Also, it should be dark-colored (for better visibility in snow). A combination snowboard/ski rack would be a plus.

This set of features is not one that would emerge from any standard analysis. Rather, it is the result of synthesizing, guided by your own purposes and needs.

4 Making inferences

Another important critical thinking skill is the ability to make inferences or "read between the lines." People often do not say exactly what's on their mind. Sometimes their lack of candor is just an effort to be tactful, sometimes it's due to uncertainty about what to say, sometimes it's more deceptive than that. When you interpret what people don't say, or don't say fully, you are making inferences. For example, if a used-car salesman evades your question about a car's heating system, and you thereby infer that there's something wrong with the heating system, you are exhibiting an important kind of critical thinking. (Note how *purpose* once again plays a key role—in this case, the purpose or intent of the message producer.)

Many of the logical fallacies discussed in 6g—such as the *non sequitur,* either/or reasoning, and begging the question—invite the