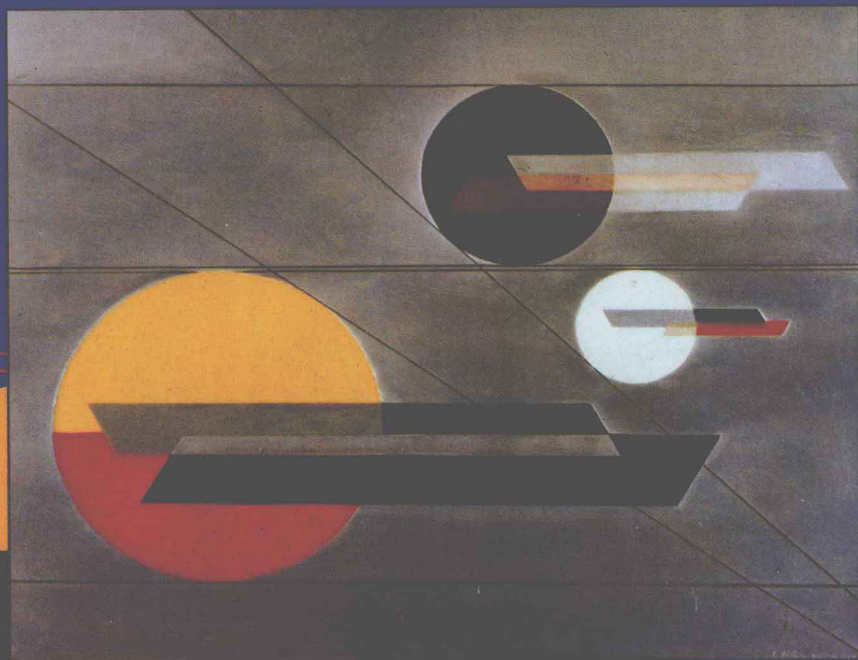


# WRITING

A COLLEGE HANDBOOK



FOURTH  
EDITION

JAMES A. W. HEFFERNAN  
JOHN E. LINCOLN

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## A COLLEGE HANDBOOK

JAMES A.W. HEFFERNAN

DARTMOUTH COLLEGE

JOHN E. LINCOLN

FOURTH EDITION

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# WRITING

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# Preface to the Fourth Edition

The first three editions of this book set out to demonstrate that good writing is not simply the absence of grammatical error but the presence of rhetorical power. This remains our leading aim. We have tightened many sections and added a few new ones, but our basic approach remains unchanged. While identifying the mistakes commonly made in student writing and showing how to correct them, we emphasize what student writers *can* do rather than what they can't or shouldn't do. Above all, we try to show them how to generate the kind of writing that informs, excites, delights, and persuades the readers for whom it is written. This positive, empowering approach is at the core of *Writing: A College Handbook*.

Since many teachers like to start by introducing students to the writing process as a whole, Part 1, "Writing Essays," begins with a five-chapter overview of that process. Users of the third edition will see that we continue to illustrate the writing process with various examples of student writing-in-progress and with successive versions of one student essay as it evolves from pre-writing to final draft. But we have made a number of needed changes. Besides adding many new examples of student writing, we explain more fully how to formulate an effective thesis (section 2.3), how to consider the needs and expectations of the reader (section 3.1), and how to write an effective introduction (section 3.4B). In addition, we have added a new guide to peer reviewing of student drafts (section 4.1A); we now illustrate revision by

showing a draft with instructor's comments plus a revised version on facing pages; and to illustrate editing, we now use hand-edited sentences wherever possible throughout the book. Hand-edited sentences let students see again and again that writing is a process, sometimes a messy process, and that they not only can but *should* mark up their drafts.

We have also strengthened chapters 6 through 10. Chapter 6 now highlights the role of authorial choice at every stage of the writing process. Chapter 7 shows more clearly how logic helps to make an argument credible, gives more weight to the often neglected role of emotional appeal in the making of arguments, and includes a new section on rhetorical questions (7.7). Chapter 8 uses more examples of student writing to show how a paragraph can be organized. Chapter 9 ("Choosing Words") includes a new five-part exercise on using the dictionary as well as a new section (9.12) on choosing words respectful of the diverse groups and individuals that make up our society. Finally, as a prelude to its treatment of reading as a source of writing, chapter 10 begins with a new set of basic guidelines on critical reading (section 10.1).

Part 2, "Writing Sentences," now works better as a reference source because it offers more "In Brief" boxes with short tips on specific features of sentence construction. For students needing detailed guidance on this topic, Part 2 keeps its basically positive approach by repeatedly stressing the rhetorical impact of a particular construction when it is correctly and effectively used. Before we attack the misplaced modifier, for instance, we show what a well-placed modifier can do; and before we identify the wrong ways of joining independent clauses (the run-on sentence and the comma splice), we show what coordination can do. Using lively examples from student essays as well as from the work of leading writers, we consistently aim to show students how they can exploit the rich, vital, and inexhaustible resources of the English language. Our chief aim in the whole of Part 2, in fact, is summed up by the title of chapter 25: "Invigorating Your Style."

The emphasis on rhetorical effect in Part 2 is reinforced by the exercises. Instead of merely calling for the correction of errors, many of them ask for short sentences to be combined in

more than one way so that students can see what rhetorical effects they can achieve with various constructions. Also, nearly all of the exercises consist of consecutive sentences that work together to tell a story, build a description, or develop a point.

Part 3, “Punctuation and Mechanics,” is a reference source that we have strengthened by trimming it in some parts and by adding to other parts new examples and new consecutive-sentence exercises.

Part 4, “The Research Paper,” now takes four chapters (not five) to explain the preparation, writing, and documentation of an argumentative research paper. Besides incorporating a new sample paper on sexual harassment in the workplace, we have clarified and expanded the sections on choosing a topic (33.1), taking notes with a word processor (33.10C), outlining the paper (34.2), avoiding plagiarism (34.3), and using the MLA style of parenthetical citation (section 34.4B and chapter 35).

Part 4 ends with two more chapters—one from the previous edition, the other wholly new. “Writing and Research across the Curriculum” (chapter 38) treats the various ways in which humanists, social scientists, and natural scientists approach their subjects, write about them, and cite their sources. The new chapter 37 (“Writing about Literature”) explains how to study poetry, fiction, and drama; how to find a fertile topic and generate an incisive thesis; how to distinguish between plot summary and critical analysis; how to develop an interpretation by quoting and citing sources; and how to enrich the study of literature by linking it to history. Also included are two student essays—one (with secondary sources) on a poem, the other (without secondary sources) on a short story.

Two glossaries—one on usage and the other on grammatical terms—are followed by two appendices. As in previous editions, appendix 2 moves “Beyond Freshman English” to show how good writing can serve a variety of practical purposes both inside and outside the world of college. The new appendix 1 aims to help ESL students—students of English as a second language—learn the kinds of skills that native speakers acquire without conscious effort, such as when and how to use *the*, *a*, and *an* and how to choose between gerunds and infinitives.

## SUPPLEMENTARY MATERIALS

*Writing: A College Handbook*, Fourth Edition, is supported by a complete instructional package.

**For the student**, *Writing: A College Workbook*, Fourth Edition, is a basic textbook on the writing of sentences and the handling of punctuation and mechanics. It parallels and supplements Parts 2 and 3 of the *Handbook* and includes basic instruction on sentence structure as well as over one hundred exercises—ranging from recognition and error correction to sentence-combining to revising and editing complete paragraphs and essays—printed on tear-out pages that can be assigned as classwork or homework. It also includes the *Handbook's* appendix for ESL students and adds to the appendix exercises especially designed for the *Workbook*. An answer pamphlet for the *Workbook* as a whole is available to instructors on request. New to the Fourth Edition, *Grammar Workouts*, an interactive exercise disk for IBMs and compatibles, contains more than ninety sets of multiple-choice exercises that build sentence-writing skills. It is available packaged with the *Workbook* for a low additional cost.

*Norton Textra Writer 2.5* combines a powerful word processor and spell checker with a concise on-line version of *Writing: A College Handbook*. At a keystroke students can find grammatical and rhetorical advice in keeping with the positive approach of the *Handbook*, as well as cross-references to the book itself. *Norton Textra Writer 2.5* is available for IBMs and compatibles.

**For the instructor**, the *Annotated Instructor's Edition*, new with the fourth edition, combines the full text of the *Handbook* with marginalia containing chapter overviews, teaching tips, ESL notes, suggestions for peer work, backgrounds and bibliographies, quotations, and answers to exercises.

Also available are *Instructor's Resource Materials* including *Interactive Transparency Masters*, which provide more than thirty-five ready-made classroom activities; the *Norton Textra/Connect Assignment Disk*, writing assignments and activities for use in networked classrooms; and *Diagnostic Tests* in print or on disk for Macintosh and IBM and compatible computers.

James A. W. Heffernan  
John E. Lincoln



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