

A WRITER'S REFERENCE

FOURTH EDITION

Updated with
MLA's and APA's
1999
guidelines

Diana Hacker

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A WRITER'S REFERENCE

Fourth Edition

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Prince George's Community College

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Acknowledgments and copyrights are continued at the back of the book on pages 423-24, which constitute an extension of the copyright page.

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A WRITER'S REFERENCE

How to use this book

A Writer's Reference has been carefully designed to save you time. As you can see, the book lies flat, making it easy to consult while you are revising and editing a draft. And the book's twelve section dividers will lead you—in most cases very quickly—to the information you need.

Here are brief descriptions of the book's major reference aids, followed by several tutorials that give you hands-on experience using the book.

The menu system

The main menu inside the front cover displays the book's contents as briefly and simply as possible. Each of the twelve sections in the main menu leads you to a color-coded tabbed divider, on the back of which you will find a more detailed menu.

Let's say you have a question about the proper use of commas between items in a series. Your first step is to scan the main menu, where you will find the comma listed as the first item under section P (Punctuation). Next flip the book open to the red tabbed divider marked P. Now consult the detailed menu for the precise subsection (P1-c) and the exact page number.

The index

If you aren't sure what topic to choose from the main menu, consult the index at the back of the book. For example, you may not realize that the issue of whether to use *is* or *are* is a matter of subject-verb agreement (G1 on the main menu). In that case, simply look up "*is* versus *are*" in the index and you will be directed to the exact pages you need.

The Glossary of Usage

When in doubt about the correct use of a particular word (such as *affect* and *effect*, *among* and *between*, or *hopefully*), flip to section W1 and consult the alphabetically arranged glossary for the word in question. If the word you are looking for isn't in the Glossary of Usage, try the index instead. For example, you won't find an entry for "*I* versus *me*" in the glossary because the issue is too complicated for a short glossary entry. The index, however, will take you straight to the pages you need.

The directories to documentation models

When you are writing a research paper, there is no need to memorize all of the technical details about handling citations or constructing a list of the works you have cited. Instead, you can rely on one of the book's directories to documentation models. If you are using the Modern Language Association (MLA) system of documentation, flip the book open to the tabbed section marked M to find the appropriate directory. If you are using the American Psychological Association (APA) or the *Chicago* system, flip to the tabbed section marked A.

List of ESL boxes

If you are a nonnative speaker of English, you will find most of the ESL (English as a second language) advice in the tabbed section marked T (for ESL Trouble Spots). Other ESL advice appears in boxed ESL notes throughout *A Writer's Reference*. For quick reference, a list of these ESL notes is given near the end of the book, after the index and before the revision symbols.

Revision symbols

Some instructors mark student papers with the codes given on the main menu or detailed menus, such as E1 or G3-c. If your instructor uses standard revision symbols instead, consult the list on the very last page of the book, right before the endpapers.

Detailed menu (inside the back cover)

A menu more detailed than the main menu appears inside the back cover.

Tutorials

The following tutorials will give you practice using the book's menu system, the index, the Glossary of Usage, and the directory to the MLA documentation models. Answers to all tutorials appear on pages xii–xiv.

TUTORIAL 1 Using the menu system

Each of the following “rules” violates the principle it expresses. Using the menu system, find the section in *A Writer's Reference* that explains the principle. Then fix the problem. Examples:

^{has}
A verb ~~have~~ to agree with its subject. G1
^

^{Tutors in}
~~In~~ the writing center, ~~they~~ say that vague pronoun reference is
^
unacceptable. G3-b

1. Each pronoun must agree with their antecedent.
2. About sentence fragments. You should avoid them.
3. Its important to use apostrophe's correctly.
4. Watch out for -ed endings that have been drop from verbs.
5. Discriminate careful between adjectives and adverbs.
6. Be alert for irregular verbs that have came to you in the wrong form.
7. If your sentence begins with a long introductory word group use a comma to separate the word group from the rest of the sentence.
8. Don't write a run-on sentence, you must connect independent clauses with a comma and a coordinating conjunction or with a semicolon.
9. A writer must be careful not to shift your point of view.
10. When dangling, watch your modifiers.

TUTORIAL 2 Using the index

Assume that you have written the following sentences and want to know the answers to the questions in brackets. Use the index at the back of the book to locate the information you need, and edit the sentences if necessary.

1. Each of the candidates have agreed to participate in tonight's debate. [Does the subject *Each* agree with *have* or with *has*?]
2. We had intended to go surfing but spent most of our vacation lying on the beach. [Should I use *lying* or *laying*?]
3. We only looked at two houses before buying the house of our dreams. [Is *only* in the right place?]
4. In Saudi Arabia it is considered ill mannered for you to accept a gift. [Is it okay to use *you* to mean "anyone in general"?]
5. Joanne picked up several bottles of Vermont maple syrup for her sister and me. [Should I write *for her sister and I*?]

TUTORIAL 3 Using the menu system or the index

Imagine that you are in the following situations. Using either the menu system or the index, find the information you need.

1. You are Ray Farley, a community college student who has been out of high school for ten years. You recall learning to punctuate items in a series by putting a comma between all items except the last two. In your college readings, however, you have noticed that most writers use a comma between all items. You're curious about the current rule. What does *A Writer's Reference* tell you?
2. You are Maria Sanchez, an honors student working in your university's writing center. Mike Lee, who speaks English as a second language, has come to you for help. He is working on a rough draft that contains a number of problems involving the use of articles (*a*, *an*, and *the*). You know how to use articles, but you aren't able to explain the rather complicated rules on their correct use. Which section of *A Writer's Reference* will you and Mike Lee consult?
3. You are John Pell, engaged to marry Jane Dalton. In a note to Jane's parents, you have written, "Thank you for giving Jane and myself such a generous contribution toward our honeymoon trip to Hawaii." You wonder if you should write "Jane and I" or "Jane and me" instead. What does *A Writer's Reference* tell you?
4. You are Selena Young, a supervisor of interns at a housing agency. Two of your interns, Jake Gilliam and Susan Green, have writing problems involving -s endings on verbs. Gilliam tends to drop -s endings; Green tends to add them where they don't belong. You suspect that both problems stem from nonstandard dialects spoken at home.

Susan and Jake are in danger of losing their jobs because your boss thinks that anyone who writes "the tenant refuse" or "the landlords agrees" is beyond hope. You disagree. Susan and Jake are more intelligent than your boss supposes, and they have asked for your help. Where in *A Writer's Reference* can they find the rules they need?

5. You are Joe Thompson, a first-year college student. Your friend Samantha, who has completed two years of college, seems to enjoy correcting your English. Just yesterday she corrected your sentence "I felt badly about her death" to "I felt bad about her death." You're sure you've heard many educated persons, including professors, say "I felt badly." Upon consulting *A Writer's Reference*, what do you discover?

TUTORIAL 4 Using the Glossary of Usage

Consult the Glossary of Usage (section W1) to see if the italicized words are used correctly. Then edit any sentences containing incorrect usage. Example:

The pediatrician gave my daughter ^{an} ~~a~~ injection for her allergy.

1. The *amount* of horses a Comanche warrior had in his possession indicated the wealth of his family.
2. This afternoon I plan to *lie* out in the sun and work on a tan.
3. That is the most *unique* floral arrangement I have ever seen.
4. Changing attitudes *toward* alcohol have *effected* the beer industry.
5. Jenny *should of* known better than to attempt that dive.
6. Everyone in our office is *enthused* about this project.
7. George and Pat are selling *there* house because now that *their* children are grown, *their* planning to move to Arizona.
8. Most sleds are pulled by no *fewer* than two dogs and no more than ten.
9. It is *man's* nature to think wisely and act foolishly.
10. Dr. Newman and *myself* have agreed to arrange the party.

TUTORIAL 5 Using the directory to MLA works cited models

Assume that you have written a short research paper on the growth of gambling operations on Indian reservations. You have cited the following sources in your paper, using MLA documentation, and you are ready to type your list of works cited. Flip the book open to the tabbed section marked M and use the MLA directory to locate the appropriate works cited models. Then write a correct entry for each source and arrange the entries in a properly formatted list of works cited. *Note:* Do not number the entries in a list of works cited.

A book by Bruce E. Johansen entitled *Life and Death in Mohawk Country*. The book was published in Golden, Colorado, in 1993 by North American Press.

An e-mail about casinos on reservations in the Northeast, sent to you by Helen Codoga on April 10, 1998. The subject line reads "Gambling on Reservations."

An article by Eric Schine entitled "First Gambling, Then a Bank: California Has Reservations," from the weekly magazine *Business Week*. The article appears on page 47 of the September 9, 1996, issue of the magazine.

An article by Sam Ridgebear entitled "Guilty Hands: Traditionalism and the Indian Gaming Industry" from the online journal *Many Voices: American Indian Students Journal*. The article appears in volume 1, issue 1, of this journal in 1995, and there is no pagination. You accessed the article through the Internet on April 2, 1998, at the following address: <<http://thecity.sfsu.edu/users/BANN/journal/guiltyhands.html>>.

A journal article by Mary H. Cooper entitled "Native Americans' Future: Do U.S. Policies Block Opportunities for Progress?" The article appears on pages 603 to 619 of *CQ Researcher*, which is paginated by volume. The volume number is 6 and the year is 1996.

An article by James Dao entitled "Gambling Proponents See Indian Casinos as Alternative." The article was published on January 30, 1997, and it appears on page B2 of the late edition of the *New York Times*.

An article by Kenan Pollack entitled "Mashantucket Pequots: A Tribe That's Raking It In," available on *U.S. News Online* at the address <<http://www.usnews.com/usnews/issue/gambleb8.htm>>. No page numbers are given, and there is no information available about the print version of the article, but the online version of the article was last updated on February 17, 1998. You accessed the article on May 1, 1998.

Answers to Tutorial 1

1. Each pronoun must agree with its antecedent. (G3-a)
2. You should avoid sentence fragments. (G5)
3. It's important to use apostrophes correctly. (P5-c and P5-e)
4. Watch out for *-ed* endings that have been dropped from verbs. (G2-d)
5. Discriminate carefully between adjectives and adverbs. (G4)
6. Be alert for irregular verbs that have come to you in the wrong form. (G2-a)
7. If your sentence begins with a long introductory word group, use a comma to separate the word group from the rest of the sentence. (P1-b)
8. Don't write a run-on sentence; you must connect independent clauses with a comma and a coordinating conjunction or with a semicolon. (G6)

9. A writer must be careful not to shift his or her [*not their*] point of view. Or Writers must be careful not to shift their point of view. (E4-a)
10. Watch out for dangling modifiers. (E3-e)

Answers to Tutorial 2

1. The index entry “each” mentions that the word is singular, so you might not need to look further to realize that *has* [not *have*] is correct. The first page reference leads you to section G1-e, which explains in more detail why *has* is correct.
2. The index entry “*lie, lay*” takes you to the Glossary of Usage and to section G2-b, where you will learn that *lying* (meaning “reclining or resting on a surface”) is correct.
3. Look up “*only*” and you will be directed to section E3-a, which explains that limiting modifiers such as *only* should be placed before the words they modify. The sentence should read *We looked at only two houses before buying the house of our dreams*.
4. Looking up “*you*, inappropriate use of” leads you to the Glossary of Usage and section G3-b, both of which explain that *you* should not be used to mean “anyone in general.” You can revise the sentence by using *a person* or *one* instead of *you*, or you can restructure the sentence completely: *In Saudi Arabia, accepting a gift is considered ill mannered*.
5. The index entries “*I* versus *me*” and “*me* versus *I*” take you to section G3-c, which explains why *me* is correct.

Answers to Tutorial 3

1. Section P1-c notes that although usage varies, most experts advise using a comma between all items in a series—to prevent possible misreadings or ambiguities. To find this section, Ray Farley would probably use the menu system.
2. Maria Sanchez and Mike Lee would consult section T1, on articles. This section is easy to locate on the main menu.
3. Section G3-c explains why “Jane and me” is correct. To find section G3-c, John Pell could use the menu system if he knew to look under “Problems with pronouns.” Otherwise, he could look up “*I* versus *me*” in the index. Pell could also look up “*myself*” in the index or he could consult the Glossary of Usage, where a cross-reference would direct him to section G3-c.
4. Selena Young’s employees could turn to sections G1 and G2-c for help. Young could use the menu system to find these sections if she knew to look under “Subject-verb agreement” or “Other problems with verbs.” If she wasn’t sure about the grammatical terminology, she could look up “-s, as verb ending” or “Verbs, -s form of” in the index.

5. Section G4-b explains why "I felt bad about her death" is correct. To find section G4-b, Joe Thompson could use the menu system if he knew that *bad* versus *badly* is a choice between an adjective and an adverb. Otherwise he could look up "*bad, badly*" in the index or the Glossary of Usage.

Answers to Tutorial 4

1. The *number* of horses a Comanche warrior had in his possession indicated the wealth of his family.
2. Correct
3. That is the most *unusual* floral arrangement I have ever seen.
4. Changing attitudes *toward* alcohol have *affected* the beer industry.
5. Jenny *should have* known better than to attempt that dive.
6. Everyone in our office is *enthusiastic* about this project.
7. George and Pat are selling *their* house because now that *their* children are grown, *they're* planning to move to Arizona.
8. Correct
9. It is *human* nature to think wisely and act foolishly.
10. Dr. Newman and *I* have agreed to arrange the party.

Answers to Tutorial 5

- Codoga, Helen. "Gambling on Reservations." E-mail to the author.
10 Apr. 1998.
- Cooper, Mary H. "Native Americans' Future: Do U.S. Policies Block Opportunities for Progress?" CQ Researcher 6 (1996): 603-19.
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Preface for instructors

When Bedford and I invented the quick-reference format—with its main menu, tabbed dividers, and lie-flat binding—ten years ago, we had no idea that *A Writer's Reference* would become so popular (or so widely imitated). My hopes were more modest. I hoped that the format and the title would send a clear message: *A Writer's Reference* is meant to be consulted as needed; it is not a set of grammar lessons to be studied in a vacuum. I also hoped that the book would support and promote modern pedagogy, which places students' own texts at the center of writing instruction. These hopes have been realized: Instructors across the country tell me that their students can and do use the book on their own, keeping it flipped open next to their computers.

In preparing the fourth edition, I have been guided not just by my own classroom experience but by the experiences of instructors from all over the country. In more than two hundred reviews and questionnaires and in visits to college campuses, I have learned much about the way composition is being taught at all levels of instruction. Much has changed in the four years since the third edition was published, and the fourth edition reflects those changes. Here, briefly, is what's new.

Designed for faster reference

A new four-color design provides visual appeal, but it does more. Judicious use of color makes the fourth edition even faster to consult than previous editions. Here is how the colors have been used.

Color-coded main menu and tabbed dividers. Now multi-colored, the main menu points unmistakably to teal, red, and black sets of tabbed dividers, making it even easier for students to flip to the section they need.

Four-color page design, still uncluttered. Rules and hand-edited sentences continue to be highlighted in a single color (now red) so that students can scan for quick answers, reading as much or as little of the text as they need. Charts and boxes now appear consistently in teal and beige, making them easy to find and, just as important, easy to skip.

More visuals throughout. More charts highlight key material, and icons now draw attention to ESL boxes and new grammar checker boxes. Throughout the research sections, students will encounter fewer stretches of unbroken text and more visuals, including screen shots illustrating Internet searches.

Written for today's researchers

Research writing has changed dramatically since the publication of the third edition. Although the latest printing of the third edition brought the book into the electronic age, the fourth edition goes even further. In addition, the fourth edition provides a more thorough survey of the research process.

Updated coverage of researching online. Technology has transformed the entire process of research both in the library and on the rapidly changing Internet. The research section now reflects those changes, offering advice on conducting searches, previewing and evaluating both print and electronic sources, and managing information (without plagiarizing) in the electronic age.

More on planning, drafting, and revising a research paper. Coverage now includes choosing an appropriate research question, forming a tentative thesis, sketching an outline, drafting an introduction with a revised thesis, providing organizational cues, and finding an appropriate voice. At the end of the section there are two checklists for revision, one for global matters and the other for proper handling of sources.

MLA, APA, and Chicago documentation. New to this edition is coverage of *Chicago*-style footnotes or endnotes and bibliography, illustrated with sample pages. The MLA and APA sections have been updated for both print and electronic sources, and each style is illustrated with a full sample paper. A new MLA paper draws on both traditional and Internet sources.

Updated for the electronic age

In addition to its new material on electronic research, the fourth edition takes into account other technological changes that have occurred since publication of the third edition.

Fifty grammar checker boxes. New to this edition are fifty boxes that show students just what current grammar checkers can do—and what they can't do. To discover the capabilities and limits of current grammar checkers, I have run a large bank of exercise sentences (many containing errors), along with some student drafts, through four grammar checker programs. The results, summarized in screened boxes with computer icons throughout the book, show that grammar checkers can help with some but by no means all of the typical problems in a draft.

E-mail and Web pages. The section on document design now provides advice on the rhetoric and etiquette of e-mail and gives tips on designing effective Web pages.

A CD-ROM version of the handbook, with interactive exercises. An *Electronic Writer's Reference* covers all of the topics in the print equivalent, but I have rewritten each section to take advantage of the computer medium. By using pop-up boxes (including charts, definitions, lists, notes, and extra examples), I have kept the on-screen text to a manageable size and minimized the need for scrolling. Students access the text through clickable menus or a searchable index, and they can go deeper into the text, as needed, by clicking on boldface terms or underlined hyperlinks. In addition, students can bookmark sections for future reference. The software also provides a customizable list of Internet sources, with direct links to useful Web sites.

Exercise sets, accessible from menus or from the text itself, are practice lessons that students can use on their own. I have written more than a thousand pop-up boxes that let students know immediately whether their answer is right or wrong and, depending on the choice they made, give them a customized explanation. Students are therefore learning as they go along—not just showing what they knew before they began the exercise. Most exercises are scorable, and students can print out their work. Some exercises, those that deal with rhetorical issues, are not scorable; for these exercises, students are given one or two suggested revisions instead of a strictly wrong or right answer.

Expanded in just a few key places

Reviewers of the third edition asked me not to expand *A Writer's Reference* too much, so I have worked to keep the book as lean as possible. Apart from fuller coverage of research writing and technology, the only major addition that reviewers suggested was a section on argument. Reviewers also wanted slightly expanded coverage of ESL matters.

A section on argument. Using a process approach, a new section on argument shows students how to construct an argument that will have some hope of persuading readers who do not already agree with their views. Students are advised to keep an open mind, to weigh competing arguments using a critical assessment of the evidence, and to build common ground with readers by focusing on shared values. A sample argument paper appears at the end of the section.

More help for ESL students. Coverage of articles, sentence structure problems, and prepositions has been expanded. In addition, there are more ESL boxes throughout the text, and these boxes are now highlighted with icons.

An expanded ancillary package

To make *A Writer's Reference* more useful for both students and instructors, the publisher has improved the package of resources accompanying the handbook.

An Electronic Writer's Reference (available on CD-ROM and 3 1/2" disks for Windows® and Macintosh™)

Bedford/St. Martin's Web Site <<http://www.bedfordstmartins.com>>

Research and Documentation in the Electronic Age, Second Edition (also available online at <<http://www.bedfordstmartins.com/hacker/resdoc>>)

Exercises to Accompany A WRITER'S REFERENCE (with Answer Key)

Developmental Exercises to Accompany A WRITER'S REFERENCE (with Answer Key)

The ESL Workbook: Text and Exercises

The Bedford Bibliography for Teachers of Writing, Fourth Edition (also available online at <<http://www.bedfordstmartins.com/bib>>)