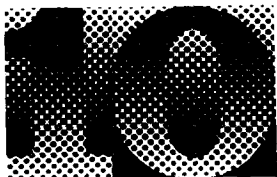


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HARBRACE COLLEGE HANDBOOK



USED



HARBRACE COLLEGE HANDBOOK

TENTH EDITION

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and

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PREFACE

The Harbrace College Handbook is a compact yet comprehensive guide for writers. Its approach is practical, its advice clearly and concisely stated. Throughout the text, abundant specific examples teach the principles of effective writing. These qualities make this handbook not only a valuable learning tool for students of composition but also a lasting resource for these students in their other college courses, as well as in their careers after college.

The Revision The Tenth Edition is a thorough revision of the Ninth. The two most revised sections are "The Paragraph" (Section 32) and "The Whole Composition" (Section 33). In Section 32, the discussions of unity and coherence have been rewritten, and the treatment of methods of development has been clarified and expanded. Section 33 has been entirely rewritten. It stresses the importance of purpose and audience as it fully describes the recursive process of planning, writing, and revising. Three new compositions illustrate the flexible guidelines. Additions to this section include discussions of taking essay examinations and writing in-class papers.

Some sections have been tightened (for example, "Sentence Sense" and "Verb Forms"). Some of the materials have been rearranged. A few of these changes are minor; for example, nonrestrictive appositives are now covered along with nonrestrictive clauses and phrases. Other changes in arrangement

Preface

are major. No longer a part of "Sentence Unity," "Logical Thinking" has a section of its own (Section 31). No longer a part of "The Research Paper," working plans and outlines appear in "The Whole Composition."

A number of sections—for example, "Adjectives and Adverbs" (Section 4) and "The Research Paper" (Section 34)—have been expanded and rules added or changed. In Section 34, after the 1984 Modern Language Association style of documentation has been fully described and illustrated, the endnote or footnote style is included before the discussion of the American Psychological Association style.

Although extensive, the changes are not radical. The character of the *Harbrace College Handbook* is intact. The Tenth Edition retains the best materials from earlier editions as it blends in new materials that have been thoroughly tested in the classroom. A glance at the front endpapers reveals that the organization is basically the same as in previous editions. As always, the parts of the book can be studied in any order the instructor chooses.

Teaching Aids

Instructor's Manual—Suzanne S. Webb

Test Package—Alice Hines

Correction Chart

Harbrace College Workbook, Form 10A ("Exploring the Cosmos")—Sheila Y. Graham and Larry G. Mapp

Harbrace College Workbook, Form 10B—Sheila Y. Graham and Larry G. Mapp (available in 1987)

Harbrace College Workbook, Form 10C ("Writing for the World of Work")—Sheila Y. Graham and Melissa E. Barth

The Caret Patch (a study disk)—Sheila Y. Graham and Eileen B. Evans

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Among the many individuals who have generously offered suggestions for making this handbook more useful are Dorothy Bankston, Louisiana State University; Mary Buckalew, North Texas State University; Van Compton, Chattanooga State Technical Community College; Eileen B. Evans, Western Michigan University; Alice T. Gasque, University of South Dakota; Joseph Gibaldi, Modern Language Association of America; Chrysanthy Grieco, Seton Hall University; Michael F. X. Grieco, Montclair State College; Judy L. Harper, Texas Woman's University; Marjorie Kirrie, Portland State University; Mervin Lane, Santa Barbara City College; Victor Lindsey, East Central University; Larry G. Mapp, Middle Tennessee State University; Joseph McLaren, Mercy College; Robert Keith Miller, University of Wisconsin at Stevens Point; Sue Milner, Tarrant County Junior College; John J. Minitier, Texas Woman's University; Robert R. Morrison, Southern College; Carol Sicherman, Herbert H. Lehman College; Alice E. Sink, High Point College; Barbara Wade, Berea College; and Peter T. Zoller, Wichita State University.

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Mary E. Whitten

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