

Revised Thirteenth Edition

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Harbrace  
College  
Handbook

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WITH 1998 MLA STYLE MANUAL UPDATES

# Harbrace College Handbook

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REVISED THIRTEENTH EDITION  
WITH 1998 MLA STYLE MANUAL UPDATES

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**Acquisitions Editors: Claire Brantley; Julie McBurney**  
**Product Manager: John Meyers**  
**Developmental Editor: Michell Phifer**  
**Project Editor: Jon Davies**  
**Art Directors: Brian Salisbury; Vicki Whistler**  
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# Preface

A compact yet comprehensive guide, the *Harbrace College Handbook, Thirteenth Edition* offers practical, well-organized, and easily accessible advice for writers. Specific examples throughout the book demonstrate the principles of writing that are applicable to both course work and professional tasks, and frequent cross-references establish how these principles inform each other.

The Thirteenth Edition is a complete revision of the Twelfth. While recognizably the same book that generations of writers have come to trust, the handbook is now easier to use and understand. To revise it, we followed several principles:

1. Whenever possible, we have explained the reasons or purposes for specific elements of grammar, style, punctuation, and mechanics. Students learn faster and write better when they understand the reasons behind the rules.
2. We have updated the examples, drawing principally upon contemporary American writers and including examples of student work.
3. In sample sentences that are revised to illustrate the principles being taught, we have introduced handwritten corrections so that the revision is more readily apparent.

4. We have extensively revised the exercises by increasing the number that encourage students to write or revise in context, by making many exercises the focus of class discussion, and by providing exercises that give students writing practice.
-  5. We have significantly expanded our discussion of writing with computers; we have integrated this discussion throughout the book and identified the sections with an icon instead of isolating this material in a separate chapter.
- ESL** 6. Similarly, we have expanded our discussion of writing difficulties common to dialect and ESL, doing so *in context* rather than placing these concerns in a separate chapter. This decision is in response to changing national demographics and our determination not to make international students feel as if their needs were being addressed only as an afterthought. Because many of their problems are ones that American students face as well, some concepts are not separated out as relating only to ESL students.
-  7. We have eliminated the “Notes” and reduced the number of “Cautions” to make the text more straightforward and to give more emphasis to the “Cautions” that remain.

Those familiar with past editions will also note some major structural changes. To emphasize our commitment to writing as a process, we have divided what used to be a single chapter, “The Whole Composition,” into two: “Planning and Drafting Essays” and “Revising and Editing Essays.” Three versions of a new student essay illustrate these chapters, and we have expanded our discussion of invention and revision. Similarly, we divided what had been a one-hundred-page chapter on the research paper

into two: “Research Finding and Evaluating Sources” and “Research Using and Citing Sources.” This division makes it easier for students to locate information. “Finding and Evaluating Sources” now contains a significantly expanded discussion of how to use electronic resources; “Using and Citing Sources” discusses the most recent MLA and APA guidelines and illustrates writing from sources with two new student essays.

In response to requests from users, we have created two other chapters new to this edition. “Writing under Pressure” builds on material previously located in “Writing for Special Purposes” to give it more emphasis and make it more useful. Chapter 32, “Writing Arguments,” expands on the discussion of critical thinking introduced in Chapter 31 and helps students understand an important type of academic writing previously unaddressed in the book.

At the same time, we have eliminated two short chapters through consolidation: We have located the discussion of superfluous commas in the chapter on the comma and combined what used to be separate chapters on sentence unity and sentence consistency.

Although many instructors are familiar with the traditional sequence of the *Harbrace's* chapters, we recognized that a significant number of faculty would prefer an alternate edition with a different chapter order. With this in mind, we have unified our discussion of the sentence by moving chapters devoted to “Effective Sentences” next to those devoted to the grammar of the sentence. In doing so, we were able to reposition “Misplaced Parts and Dangling Modifiers” in the context of sentence grammar and to unify our discussion of pronoun use.

Other changes followed these decisions. We moved the chapter on manuscript format to immediately precede the “Larger Elements” section. This heavily revised chapter, now titled “Document Design,” appears just before the

section of the *Harbrace* that covers the writing process. All chapters on mechanics have moved toward the back of the book (from Part II to Part V), reflecting the fact that editing concerns are usually addressed late in the writing process. Chapters devoted to punctuation, however, have moved forward so that student writers can see the relationship between understanding the conventions that govern punctuation and writing effective sentences.

We have also improved the internal order of other chapters. Material on writing in a straightforward style has moved from “Good Usage” to “Conciseness,” and tone is now treated as a revision issue rather than a planning issue.

Although it has been reorganized, *Harbrace* remains a handbook first and a rhetoric second. Within each division, most chapters are still located next to chapters that previously neighbored them. We have tried to change existing chapter titles and subtitles as little as possible. And while we have made the book easier to teach and easier to consult, we have not compromised its well-established integrity. On the contrary, we have worked hard to improve it. The new chapter arrangement is based on research of instructor preferences and on our own extensive classroom experience. As a result, the new edition will respond to the changing needs of writers well into the next century.

The following supplements accompany the *Harbrace College Handbook, Thirteenth Edition*.

### **Instructor Supplements**

*Instructor's Manual*

*Harcourt Brace Guide to Teaching First-Year*

*Composition*

*Harcourt Brace Sourcebook for Teachers of Writing*

*Harcourt Brace Guide to Teaching Writing with*

*Computers*



*Harcourt Brace Guide to Writing across the Curriculum*  
*Harcourt Brace Guide to Peer Tutoring*  
*Diagnostic Test Package to accompany the Harbrace Handbooks, 13e*  
*Transparency Acetates to accompany the Harbrace Handbooks, 13e*  
*Instructor's Correction Chart*  
*Test Bank to accompany the Harbrace Handbooks, 13e*

### **Student Supplements**

*Harbrace College Workbook, 13e*  
*Harbrace Basic Writer's Workbook*  
*Harbrace ESL Workbook, 3e*  
*Working Together: A Collaborative Writing Guide, 2e*  
*Harcourt Brace Guide to Citing Electronic Sources*  
*The Resourceful Reader, 4e*  
*Writing in the Disciplines, 3e*  
*The Merriam-Webster Dictionary, New Edition*  
*Merriam-Webster's Collegiate<sup>®</sup> Dictionary, 10e*

### **Software**

*Harbrace Online 3.1 Mac or Windows*  
*Harbrace CD-ROM Mac/Windows*  
*ExaMaster+™ Test Bank to accompany the Harbrace Handbook, 13e*

For additional information on the supplemental materials available for *Harbrace*, please visit the *Harbrace* Website at <http://www.harbrace.com/english>

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### Focus Group Participants

Donald Andrews, *Chattanooga State Technical Community College*; Mary Jo Arn, *Bloomsburg University*; Susan Becker, *Illinois Central College*; Honora Berninger, *Hillsborough Community College*; Tim Biehl, *Tarrant County Junior College*; Tracy Bird, *Hillsborough Community College (student)*; Cathy Bridges, *Hillsborough Community College (student)*; Teresa Chasteen, *Hixwassee College*; Carol Cinclair, *Brookhaven College*; Sean Claffin, *Hillsborough Community College (student)*; Linda Clark, *Maryville College*; Mark Dawson, *Faulkner University*; Cody Dolnick, *University of San Diego*; Josh Edmonson, *Hillsborough Community College (student)*; Dave Esselstrom, *Azusa Pacific University*; Bernie Felder, *St. Joseph's University (student)*; Sally Fitzgerald, *Chabot College*; Angela Forsman, *University of South Florida (student)*; Jim Frank, *Cleveland State Community College*; Jean Marie Fuhrman, *University of Central Florida*; Judith Gallagher, *Tarrant County Junior College*; Danny Glover, *University of South Florida (student)*; Barbara Goldstein, *Hillsborough Community College*; Adrienne Goslin, *Cleveland State University*; Michele Grantle, *St. Joseph's University (student)*; Angie Green, *Lee College*; Rusty Green, *University of South Florida (student)*; Mary Beth Gugler-Matthews, *Pasco-Hernando Community College*; Patsy Ham-montree, *University of Tennessee-Knoxville*; George Hanson, *University of California at San Diego*; Beth Hedengren, *Brigham Young University*; Kathryn Henkins, *Mt. San Antonio College*; Susan Hines, *Middle Georgia College*; Mary Hostenner, *St. Joseph's University (student)*;

Maggie Jenkins, *Pellissippi State Technical Community College*; Myra Jones, *Manatee Community College*; Jim Knox, *Roane State Community College*; Robert Lamm, *Arkansas State University*; Ernest Lee, *Carson-Newman College*; Susan Lowdermilk, *Texas Wesleyan University*; John Martino, *California Polytechnic State University-Pomona*; Melissa Mazzei, *University of South Florida (student)*; Jeanne McDonald, *Waubensee Community College*; Alan Merickel, *Tallahassee Community College*; Judy Michna, *DeKalb College-Dunwoody*; Robert Miller, *Tennessee Temple University*; Jody Millward, *Santa Barbara City College*; Jason Murray, *Pasco-Hernando Community College (student)*; Marlene Musinca, *Villanova University (student)*; Jennifer Olsons, *St. Joseph's University (student)*; Mary Padget, *Tennessee Technical University*; Karen Peterson, *Hillsborough Community College (student)*; Ron Puckett, *Polk Community College*; Bob Renk, *Trinity Valley Community College*; Ashley Richmond, *Delaware County Community College (student)*; Stephanie Sanchez, *University of South Florida (student)*; Jack Scanlon, *Triton College*; Marie Schein, *Tarrant County Junior College*; Karen Sidwell, *St. Petersburg Junior College*; Laurel Smith, *Vincennes University*; Marcia Songer, *East Tennessee State University*; Barbara Stewart, *Long Beach City College*; Megan Striker, *St. Joseph's University (student)*; Bill Summer, *Delaware County Community College (student)*; Brian Talbert, *Villanova University (student)*; Michelle Tarlene, *Delaware County Community College (student)*; Tom Tuggle, *Gainesville College*; Donte Williams, *Pasco-Hernando Community College (student)*; Michael Woodward, *St. Joseph's University (student)*; and Driek Zirinsky, *Boise State University*

### Phone Interviews

Paul Clee, *Tacoma Community College*; Joseph Colavito, *Northwestern State University*; Cynthia Denham, *Snead*

*State Community College*; Gabrielle Gautreaux, *University of New Orleans*; Eloise Grathwohl, *Meredith College*; Angie Green, *Lee College*; Diana Kilpatrick, *Palm Beach Community College*; Bruce Kirle, *Trident Community College*; John Launt, *Central Piedmont Community College*; Dara Llewellyn, *Florida Atlantic University*; Mike Matthew, *Tarrant County Junior College*; and Lisa Williams, *Jacksonville State University*

### **Manuscript Reviewers**

Dorothy Ashe, *West Hills Community College*; Myrtle B. Beavers, *Okaloosa Walton Community College*; Jon G. Bentley, *Albuquerque Technical-Vocational Institute*; Tim Biehl, *Tarrant County Junior College*; Steven Brahle, *Palm Beach Community College*; Ann Camy, *Red Rocks Community College*; Thomas E. Fish, *Cumberland College*; Gabrielle Gautreaux, *University of New Orleans*; Lynn M. Grow, *Broward Community College*; Ruby Johnson, *Wallace State Community College*; George M. Kelly, *Hinds Community College*; Wanda Martin, *University of New Mexico*; Barbara McMichael, *Gwinnett Technical Institute*; Kathryn Raign, *University of North Texas*; Eula Thompson, *Jefferson State Community College*; Heidemarie Z. Weidner, *Tennessee Technical University*; and Lisa Williams, *Jacksonville State University*

### **Marketing Phone Interviews**

Donald Andrews, *Chattanooga State Technical Community College*; Linda Bensel-Meyers, *University of Tennessee-Knoxville*; Lorraine Cadet, *Grambling State University*; George Cox, *Johnston Community College*; Margaret DeHart, *Trinity Valley Community College*; MaryBeth DeMeo, *Alvernia College*; Wendy Jones, *County College of Morris*; Paul Kleinpopp, *Florida Community College at Jacksonville*; Carol Lowe, *McLennan Community College*; Judy Michna, *DeKalb College-Dunwoody*; Bill New-

man, *DeKalb College*; Mary Padget, *Tennessee Technical University*; Ken Rosen, *University of Southern Maine*; Marcia Songer, *East Tennessee State University*; Bill Spencer, *Delta State University*; and Ken Wolfskill, *Chowan College*

### Marketing Survey Participants

Elizabeth Addison, *Western Carolina University*; David Anderson, *Butler County Community College*; Gordon Anderson, *Delgado Community College*; Vic Aquino, *Green River Community College*; Rozel Arant, *Northeast Louisiana University*; Ellen Arl, *University of Southern California at Sumter*; Dorothy Ashe, *West Hill Community College*; Charles Avinger, *Washtenau Community College*; Jan Balakiam, *Kean College*; Juanita Barnes, *Grambling State University*; Carol Bays, *Northern Michigan University*; Sue Bennett, *New Mexico Junior College*; Dianne Bladel, *Florida Community College at Jacksonville*; Valerie Blue, *Nashville State Technical College*; William Bode, *Southern College*; Jesse Bogan, *Morris Brown College*; Odon Bologan, *Delaware State University*; Gene Booth, *Albuquerque Technical-Vocational Institute*; Steven Brahlek, *Palm Beach Community College*; Floyd Brigdon, *Trinity Valley College*; Jessica Bryan, *Troy State University*; Patricia Burnes, *University of Maine-Orono*; Russell Burrows, *Weber State University*; Lorraine Cadet, *Grambling State University*; Susan Calovini, *Austin Peay State University*; Mike Campbell, *Yakima College*; Ayne Cantrell, *Middle Tennessee State University*; Linda Carmichael, *East Tennessee State University*; Allison Carpenter, *University of Delaware*; Jerry Carr, *Hinds Community College*; Julie Cary, *Georgia State University*; Harriet Castratsaro, *Indiana University at Bloomington*; Judy Cheatham, *Greensboro College*; Merlin Cheney, *Weber State University*; Elizabeth Chesla, *Polytechnic University*;

Dennis Ciesielski, *Peru State College*; Dennis Clark, *Eastern Illinois University*; Sarah Cogne, *West Liberty State College*; Rocky Colavito, *North Western State University*; Anna Coles, *Baldwin-Wallace College*; Elaine Coneq, *Southwest Mississippi Community College*; Mark Connelly, *Milwaukee Area Technical College*; Judith Corbin, *Eastern Illinois University*; Moira Cordel, *University of Detroit Mercy*; Richard Cornelius, *Bryan College*; George Cox, *Johnston Community College*; Anne Crane, *St. Edwards University*; Patricia Crane, *Nazarene Bible College*; Carol Creekmore, *DeKalb College at Rockdale Center*; Leslie Cronin, *Widener University*; Marilyn Curall, *Valencia Community College*; Martha Davenport, *Olympia College*; MaryBeth DeMeo, *Alvernia College*; Cynthia Denham, *Snead State Community College*; C. J. Denne, *College of New Rochelle*; Dennis Dooley, *Wofford College*; Paul Drake, *Spartenburg Technical College*; Sean Dugan, *Mercy College*; Sallie Duhling, *Gainesville College*; Mike Eason, *Tarrant County Junior College*; Donna Edsel, *Muskingum College*; Mark Edmonds, *St. Leo College*; Jolly Faught, *Cumberland College*; Steve Feldman, *George Mason University*; Donald Fritz, *University of Texas Pan American*; Hank Galmish, *Green River Community College*; James Gamble, *University of Arkansas at Monticello*; Maryanne Garbowski, *County College of Morris*; Bill Gary, *Henderson Community College*; Gabrielle Gautreaux, *University of New Orleans*; Louise Gearhart, *Hogers town Junior College*; Julia Gergits, *Youngstown State University*; Jim Gilchrist, *Iowa State University*; Karen Gillenwaters, *Brazo Sport College*; Margaret Gillio, *Northern Michigan University*; Owen Gilman, *St. Joseph University*; Lewis Graham, *Olympia College*; Eileen Gregory, *University of Dallas*; Kevin Griffith, *Capital University*; Huey Guagliardio, *Louisiana State University-Eunice*; Rachel Guppta, *Charles Mott Community College*; Janet

Haddock, *Northeast Louisiana University*; Joanne Haen, *Kansas City Community College*; Carol Hall, *Victoria College*; Jeff Hammond, *St. Mary College of Maryland*; Elree Harris, *Westminster College*; Judy Hart, *Frank Phillips College*; Susan Hartman, *Reading Community College*; Jane Haywood, *University of Mary Hardin Baylor*; Betty Lou Heimbold, *University of Cincinnati-Clermont College*; Doris Helbig, *Florida Atlantic University*; Cindy Hess, *Elizabethtown College*; Alice Hines, *Hendrix College*; Michael Hood, *Belmont Abbey College*; Sue Howard, *Duquesne University*; Tom Hruska, *Northern Michigan University*; Marsha Huntineton, *Everett Community College*; John Hyman, *The American University*; Deborah Jacobs, *Prestonburg Community College*; Melanie Johnson, *Wallace State Community College*; Wendy Jones, *County College of Morris*; Nancy Kennedy, *Edmonds Community College*; Janice Kidd, *Lake Land College*; Lola King, *Trinity Valley College*; Paul Kleinpoppen, *Florida Community College at Jacksonville*; Jim Knox, *Rowan State Community College*; Dan Landau, *Santa Monica College*; Susan Lang, *Southern Illinois University at Carbondale*; Rosemary Lanshe, *Broward Community College*; Russ Larson, *Eastern Michigan University*; Gail Laurson, *Southeast Community College*; Ernest Lee, *Carson Newman College*; William Lenz, *Chatham College*; Diane Lestourgeon, *Widener University*; Sarah Liggett, *Louisiana State University*; Salvatore Lisanti, *Westchester Community College*; Frank Littler, *Palm Beach Community College*; Alice Loftin, *Tusculum College*; Kim Long, *Shippensburg University*; Richard Louth, *Southeast Louisiana University*; Carol Lowe, *McLennan Community College*; Laura Maas, *Olivet College*; Cheryl Martin, *Roanoke-Chowan Community College*; Linda Martin, *Florida Community College*; Linda McGinley, *West Liberty State College*; Tom McKay, *Truman College*; Victoria McLure,

*South Plains College*; Barbara McMillan, *Union University*; John Moore, *East Illinois University*; Nelda Moore, *Jones County Community College*; Janet Morczek, *Daly College*; David Moreland, *Louisiana State University*; John Morris, *Cameron University*; Tina Murdock, *Clear Creek Baptist Bible College*; Christopher Nielson, *Widener University*; Connie Nunley, *Truett McConnell Junior College*; Susan Oldrive, *Baldwin-Wallace College*; Penny Olson, *Bay Mills Community College*; Peter Olson, *Hillside College*; Mary O'Reilly, *Rider University*; Joyce O'Shay, *Stark Technical College*; Sam Overstreet, *Maryville College*; Pat Palmer, *Olympia College*; Nancy Parker, *Embry Riddle Aeronautical University*; Jane Parks, *Dalton College*; Mildred Pate, *Georgia Southern University*; Mary Peddicord, *Pearl River Community College*; Rita Perkins, *Camden County College*; Donna Prescott, *Green Mountain College*; Janice Quass, *Grand View College*; Carole Raybourn, *Morehouse College*; Mary Jo Reiff, *University of Kansas*; David Rosen, *University of Maine at Machias*; Ken Rosen, *University of Southern Maine*; Kenny Rowlette, *Liberty University*; Rebecca Rowley, *Clovis Community College*; Mark Schmidt, *University of Arkansas at Monticello*; Geoffrey Schramm, *University of Maryland at College Park*; Kathleen Sherfick, *Albion College*; George Shields, *Kentucky State University*; Erlene Smith, *Pearl River Community College*; William Smith, *Piedmont College*; Marcia Songer, *East Tennessee State University*; Jacqueline Stark, *Los Angeles Valley College*; Philip Stirling, *Ferris State University*; Jim Stuart, *Kellogg Community College*; Marilyn Styne, *Wilbur Wright College*; Joan Sweitzer, *Lake City Community College*; George Teffner, *University of Pittsburgh at Bradford*; Sandra Thompkins, *Hiwassee College*; Nancy Tuten, *Columbia College*; Linda Underhill, *Alfred University*; Louis Van Keuren, *Green Mountain College*; Ben Varner, *University of Northern*



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