



THE
HOLT
HANDBOOK

fourth edition

KIRSZNER & MANDELL

The Holt Handbook

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Laurie G. Kirszner

Philadelphia College of Pharmacy and Science

Stephen R. Mandell

Drexel University

Fort Worth Philadelphia San Diego New York Orlando Austin San Antonio
Toronto Montreal London Sydney Tokyo

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Acquisitions Editor	Michael Rosenberg
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Preface

Our goal for the fourth edition of *The Holt Handbook* is the same as it was for the first—to create a writer’s handbook that serves as a classroom text, as a comprehensive reference, and as a writer’s companion. In preparing the first edition we concentrated on making the book inviting, accessible, useful, and interesting for both teachers and students. In the fourth edition, we have kept this goal in mind, adding distinctive new design features that make information even easier to locate than before. **Close-up boxes**, which focus on special problems related to the topic under discussion, are light yellow and identified by a magnifying glass. **Writing** and **Revision Checklists**, which provide added guidance for writers, are also light yellow; these are distinguished by a large check mark. **Summary Boxes**, which highlight the information users consult most often, are surrounded by a blue ruled line. **Marginal cross-references**, which direct users to related discussions in other parts of the book, are indicated by small blue arrows. In addition, we have taken special care to make headings clear and descriptive and to position them logically in the text. We believe the result is a comprehensive reference work that not only guides writing and revision but also enables writers to find and apply information quickly and easily.

Although *The Holt Handbook*, Fourth Edition, is grounded in the most up-to-date research in composition, it is also informed by our many years of classroom experience. As teachers, we continue to search for what works for our students, trying to give them what they need to succeed in college. Our hope is that this book will continue to reflect our commitment to our teaching and to our students—some of whose writing appears on its pages. With its logical organization, its process approach, its emphasis on revision, and its focus on student writing, *The Holt Handbook* is truly a writing-centered text. And, of course, its descriptive approach to grammar and nonthreatening tone also make it a student-centered book.

As we began this revision of *The Holt Handbook*, our goal was to retain the features that have made the book so satisfying to users, while adding new material to make it a more valuable reference text and writing guide. Thoughtful and incisive comments from users of the first three editions and our own classroom experience with the book led us to make a number of changes in the fourth edition.

The Fourth Edition at a Glance

- **A new English as a Second Language (ESL) chapter: Chapter 26, “Language Issues for International Students”** Unlike ESL chapters in other books, this chapter provides students with a context for English grammar by contrasting its rules with those that govern their own languages. Its unique approach gives this chapter appeal for native as well as non-native English speakers.
- **Collaborative exercises** Throughout *The Holt Handbook* asterisks identify exercises suitable for collaborative work.
- **New “Student Writer at Work” exercises** These new essays-in-progress, like those retained from the third edition, reinforce the connection between the material discussed in the chapters and student writing.
- **Extensive revision of Chapters 1–3** Three drafts of a new student essay, “My Problem: Escaping the Stereotype of the ‘Model Minority,’” have been added to Section 1. New material on thesis and support has also been added.
- **Expanded discussion of reading critically in Chapter 5, “Reading Critically and Writing Critical Responses”**
- **Toulmin Model added to Chapter 6, “Thinking Logically”** Instructors can now supplement their discussion of traditional logic with the Toulmin model of critical thinking.
- **New student paper in Chapter 7, “Writing an Argumentative Essay”** The new student paper, “The Returning Student: Older Is Definitely Better,” uses sources to support an argumentative thesis.
- **Material on computer-based research highlighted in Chapter 38, “Research for Writing”**
- **Expanded discussions of summary, paraphrase, and plagiarism in Chapter 39, “Working With Sources”**
- **Extensive revision of Chapter 40** Expanded discussions of the most current MLA, Chicago, APA, and CBE documentation styles make this chapter more accessible and more comprehensive.
- **New research paper, “Athletic Scholarships: Who Wins?” in Chapter 41, “Writing a Research Paper”** This paper is supplemented by a new case study tracing the student’s research.

- **New literary papers added to Chapter 43, “Writing in the Humanities,” and Chapter 47, “Writing about Literature”** A new literary paper with sources and MLA documentation has been added to Chapter 43. A second literary paper without sources has been added to Chapter 47. The fourth edition of *The Holt Handbook* now has **three** papers on literary subjects.
 - **New design** Writing checklists, summary boxes, and close-up boxes have distinct and readily identifiable designs that make them easy to locate.
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In Part 1, we have expanded and clarified the discussion of thesis and support. In response to suggestions from readers, we now show how the thesis can help writers organize their essays by suggesting a rhetorical pattern. We have also added three drafts of a new student essay, “My Problem: Escaping the Stereotype of the ‘Model Minority.’” This essay, along with first-person excerpts from a student writer’s journal, provides a thorough, personal account of the writing process. This treatment, enhanced by a new design, makes the discussion segments and the Student Case Study segments genuinely complementary and easy to follow. We have also streamlined and condensed the treatment of paragraphing in Chapter 4 while substituting many new sample paragraphs on varied and interesting topics. Finally, in this section and throughout the book, we have given additional emphasis to collaborative learning by designating certain exercises as suitable for collaborative activity. Instructors can use these exercises, which are identified with asterisks, for group work. (Additional suggestions for collaborative activities appear in the annotated teacher’s edition of *The Holt Handbook*.)

Because critical thinking is such an important part of the writing process, we devote all of Part 2 to this subject. Chapter 5, “Reading Critically and Writing Critical Responses,” now contains a discussion of active reading strategies as well as a discussion of critical reading. Chapter 6, “Thinking Logically,” which explains the principles of inductive and deductive reasoning, now contains discussions of the Toulmin model and Rogerian argument, enabling instructors to supplement their discussion of traditional logic with these approaches. In addition, this chapter contains a helpful new summary box that compares deductive and inductive reasoning. Chapter 7, “Writing an Argumentative Essay,” includes a new student paper, “The Returning Student: Older Is Definitely Better.” Because this essay contains material

derived from sources, instructors can now illustrate how information from articles and interviews can supplement a student's own ideas to support an argumentative thesis.

Throughout Parts 3 through 7 we have edited and redesigned material on style, grammar, punctuation, and mechanics so that definitions, guidelines, and key concepts are emphasized visually as well as stylistically. We have carefully scrutinized every example and exercise in these sections and have edited, revised, eliminated, or replaced material when necessary. In addition, headings have been reworded, redesigned, or relocated to make information more accessible. Whenever possible, we have reformatted important information into summary boxes or checklists to make it easy to identify. Chapter 17, now titled "Awkward or Confusing Sentences" to better reflect its content, has been refocused and streamlined. The most noticeable addition to Part 6 is Chapter 26, "Issues for International Students." Unlike ESL chapters in other books, this chapter offers students a context for understanding English grammar rules by contrasting them to those of their own language. Far from being a watered-down version of information presented elsewhere in the book, Chapter 26 uses contrastive grammar and rhetoric to present a unique view of writing in English.

Part 8, "Writing with Sources," has received especially favorable attention in past editions. Now we have fine-tuned this section to make it even more useful. In Chapter 38, "Research for Writing," a new chart presents a clear picture of the research process. In addition, material reflecting recent developments in computer-based research has been highlighted. The discussions of writing summaries and paraphrases in Chapter 39, "Working With Sources," have also been expanded, as has the treatment of plagiarism. Detailed instructions, checklists, and side-by-side comparisons of a paraphrase and summary help students with these sometimes troublesome assignments. Chapter 40, "Documentation," has also been expanded; it now includes the formats presented in the fourteenth edition of the *Chicago Manual of Style* and the fourth edition of the *Publication Manual of the American Psychological Association*. New summary boxes provide quick guides to the typing conventions for MLA, CMS, APA, and CBE documentation styles. The most dramatic change in this section is the addition of a new research paper—"Athletic Scholarships: Who Wins?"—to Chapter 41. A new case study that traces the student's research process has also been added.

In Part 9, "Understanding the Disciplines," discussions of each of the disciplines have been updated to include the most current print and database resources. Sample research papers in each

discipline have been edited to conform to the latest conventions of styles and documentation. In addition, a new literature paper with sources and MLA documentation ("Assertive Men and Passive Women: A Comparison of Adrienne Rich's 'Aunt Jennifer's Tigers' and 'Mathilde in Normandy'") has been added to Chapter 43, "Writing in the Humanities," and a new literature paper without sources ("Irony in Delmore Schwartz's 'The True-Blue American'") has been added to Chapter 47, "Writing about Literature." *The Holt Handbook* now has *three* papers on literary subjects—one in Chapter 43 and two in Chapter 47.

In its fourth edition, *The Holt Handbook* continues to approach writing as a recursive process, giving students the opportunity to practice planning, shaping, writing, and revising. This approach encourages students to become involved with every stage of the process and to view revision as a natural and ongoing part of writing. The style, grammar, and mechanics and punctuation chapters present clear, concise definitions of key concepts followed by examples and exercises that gradually increase in difficulty and sophistication. (Whenever possible, sentence-level skills are reinforced in groups of related sentences that focus on a single high-interest topic instead of in isolated sentences.) Thus students learn incrementally, practicing each skill as it is introduced. In this way they begin to recognize and revise sentence-level problems within longer units of discourse, duplicating the way they must actually interact with their own writing. This approach has been useful to hundreds of thousands of students who have used the first three editions, and we continue to believe strongly in its effectiveness.

The Holt Handbook, Fourth Edition, is a classroom text, a reference book, and—above all—a writing companion that students can turn to again and again for advice and guidance as they write in college and beyond. Our goal for each edition has remained the same: to combine the best of current composition research with our own instincts as experienced teachers. We continue to believe that we have the obligation to give not just the rule but the rationale behind it. Accordingly, we are careful to explain the principles that writers must understand if they are to make informed choices about grammar, usage, rhetoric, and style. The result is a book that students and instructors can continue to use with ease, confidence, and we hope, with pleasure.

With this edition, an even more comprehensive ancillary package is available for students and instructors.

Preface

For Students

The Holt Composition Workbook. This workbook, which follows the organization of *The Holt Handbook*, Fourth Edition, offers practice in grammar, mechanics, punctuation, spelling, editing, and revision. A special section on research is included.

The Research Sourcebook, Second Edition. This combination guide and workbook addresses common problems students encounter in research assignments and clarifies the process of gathering and integrating source material.

The Harcourt Brace Guide to Documentation and Writing in the Disciplines. These useful resources introduce students to the types of writing they will encounter in the humanities, social sciences, and sciences.

Preparing for the TASP Using The Holt Handbook. This guide enables students to connect sample test material to instruction and exercises available in the handbook.

Supplementary Exercises. These additional grammar and composition exercises are provided for students who need reinforcement of basic skills.

The Holt Workbook for International Students. This collection of exercises is designed to supplement material that appears in the ESL section (Chapter 26) of the handbook. Cross references also lead students into the main body of the text.

For Instructors

Diagnostic Test Package. This complete testing program, cross-referenced to *The Holt Handbook*, Fourth Edition, includes general grammar proficiency and diagnostic tests, as well as Florida CLAST-based tests, Texas TASP-based tests, and a Tennessee Proficiency Examination-based test.

The Holt Guide to Teaching Composition. In this collection of essays, composition directors and course coordinators from across the country discuss the practical aspects of teaching in their particular English programs.

The Holt Guide to Using Daedalus. This brief guide offers class-tested suggestions for setting up and conducting a composition

course using Daedalus software along with *The Holt Handbook*, Fourth Edition.

Writing Tutor IV. These self-paced tutorial programs offer students practice in grammar, punctuation, mechanics, parts of speech, sentence errors, editing, and revision.

Holt On-Line 2. This version of the handbook works within a word processor to provide access to handbook topics for students as they write their papers.

Exam-Master. This testbank contains 800 questions for skills testing, diagnostic evaluation, and state test preparation. Chapter references relate each fill-in, multiple-choice, true/false, matching, essay, or short answer question directly to a specific section in *The Holt Handbook*.

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