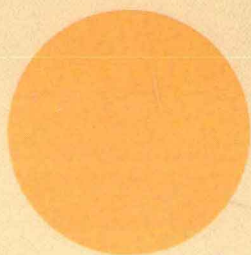


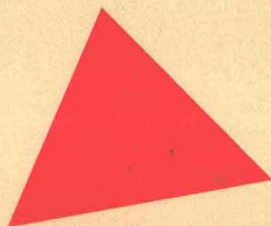
THE
BASICS
A RHETORIC AND HANDBOOK



Santi V. Buscemi

Albert H. Nicolai

Richard Strugala



THE BASICS

▶▶▶▶ A RHETORIC AND HANDBOOK

Santi V. Buscemi

Albert H. Nicolai

Richard Strugala

THE BASICS

A RHETORIC AND HANDBOOK



Copyright © 1996 by McGraw-Hill, Inc. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a data base or retrieval system, without the prior written permission of the publisher.

Credits appear on page 384 and on this page by reference.

This book is printed on acid-free paper.

3 4 5 6 7 8 9 0 DOC DOC 9 0 9 8 7 6

ISBN 0-07-009405-5

ISBN 0-07-009430-6 (Tabbed Version)

This book was set in Weiss by Monotype Composition Company.
The editors were Tim Julet, Laura Lynch, and Jean Akers;
the designer was Jo Jones;
the production supervisor was Kathryn Porzio.
R. R. Donnelley & Sons Company was printer and binder.

Library of Congress Cataloging-in-Publication Data

Buscemi, Santi V.

The basics: a rhetoric and handbook / Santi Buscemi, Albert Nicolai, Richard Strugala.

p. cm.

ISBN 0-07-009405-5

1. English language—Rhetoric—Handbooks, manuals, etc.
2. English language—Grammar—Handbooks, manuals, etc. 1. Nicolai, Albert. II. Strugala, Richard A. III. Title.

PE1408.B8852 1995

808'.042—dc20

94-29220

THE AUTHORS

► ► **Santi V. Buscemi** is professor of English and chair of the Department of English at Middlesex County College in Edison, New Jersey, where he teaches reading and writing. He received his B.A. from St. Bonaventure University and completed graduate studies for the doctorate at the University of Tennessee. He is the author of *A Reader for Developing Writers* (McGraw-Hill), now in its second edition; *An ESL Workbook* (McGraw-Hill); and co-author with Charlotte Smith of *75 Readings Plus* (McGraw-Hill), to be published in its third edition.

► ► **Albert H. Nicolai** is professor of English at Middlesex County College in Edison, New Jersey, where he teaches reading and writing. He received his B.A. from Hope College and his M.A. from Temple University.

► ► **Richard Strugala** is professor of English at Middlesex County College in Edison, New Jersey, where he teaches reading and writing. He received his doctorate in composition and rhetoric from Rutgers University, where he was elected to Kappa Delta Pi. He is a certified trainer for the New Jersey affiliate of the National Writing Project.

**For the women in our lives:
Elaine Buscemi, Dorothy Polaski, and Barbara Strugala**

.....

INSTRUCTOR

As its subtitle indicates, *The Basics* offers beginning college writers an introduction to important writing techniques and strategies and an accessible handbook of grammar and usage. The text is designed both as a classroom tool and as a reference guide that even beginning writers will find easy to use independently.

One of the most important features of *The Basics* is that it offers beginning writers a fully developed rhetoric. Book One focuses on the writing process and helps students learn methods to gather information, to draft and revise, and to edit their work. Explanations are thorough and fully illustrated, often with student writing. As such, the composing process is explained in a rich context of realistic writing projects. Indeed, Book One contains six full chapters on the composing process. It also contains three full chapters on how to build effective paragraphs and to practice various methods of development and

organization. A section on special assignments features two easy-to-follow chapters on the library paper, which are totally integrated: The same topic of research is used as a basis of illustration in both chapters from the preresearch stages, through the drafting and documentation process, and to the creation of the final draft of a fully documented library paper. A third chapter in the special-assignments section discusses persuasive writing and presents strategies to help students write logical, well-developed arguments.

Book Two, the handbook, presents tools students will need to revise, edit, and proofread their writing. Students are able to check their work quickly and efficiently by referring to twenty-seven concise but complete chapters on grammar, punctuation, usage, mechanics, and other important considerations.

Having learned from years of experience that students prefer practical approaches, we have tried to avoid the jargon of professional grammarians when offering advice or explaining rules, principles, and techniques. Instead, we have explained how following a particular principle will help the student write sentences and paragraphs that are clearer, more effective, and grammatically correct.

The need for a practical approach to writing techniques and strategies prompted us to include a number of other useful features. For example, each chapter ends with a section entitled "What You Have Learned," a summary of important points explained in the preceding pages. Students have told us that "What You Have Learned" sections make excellent guides for editing as well as for reviewing and studying.

Another special feature is the "Guides for ESL Students," which appear at the end of several chapters in Book Two. (A convenient list of these guides can be found on the inside cover of the text.) The guides provide clear, concise advice on problems unique to speakers of English as a second language. These have been placed within appropriate chapters so that ESL students can continue their study of specific points without the inconvenience of having to turn to an appendix at the end of the book.

Supplements to the text include a complete instructor's manual and the McGraw-Hill Computerized Diagnostic Tests by Santi Buscemi.



Several years in the making, *The Basics* owes much to those in our McGraw-Hill family who stood by us and helped us see this project through: Robert Redling, Lesley Denton, Alison Husting Zetterquist, Laurie PiSierra, Tim Julet, Jean Akers, J. D. Ice, and Jo Jones. We would also like to express our gratitude to those colleagues across the country who reviewed the manuscript and provided much needed insight, criticism, and advice: Deborah Barberousse, Horry-Georgetown Tech College; Alan Brown, Livingston University; Lawrence Carlson, Orange Coast College; John Covolo, Lakeland Community College; Jim Creel, Alvin Community College; Ann Fields, Western Kentucky University; Susan Finlayson, Adirondack Community College; Betty Jolly Perkinson, Tidewater Community College; Peggy Karsten, Willmar Community College; Kate Kiefer, Colorado State University; Elaine Ludovici, Miami-Dade Community College; Audrey Roth, Miami-Dade Community College; Christie Rubio, American River College; Ann Salak, Cleveland State University; Catharine Slawson, Solano Community College; and Louise Walkup, Mohegan Community College.

We are also indebted to several colleagues and friends at Middlesex County College, who provided advice, assistance, and encouragement: Sallie Del Vecchio, Eileen Hansen, Dale Morris, Emanuel di Pasquale, Sonia Slobodian, and Georgianna Planko.

Finally, we owe much to the women in our lives to whom this book is dedicated. Their kind words and their example helped keep the spark of inspiration alive.

Santi V. Buscemi

Albert H. Nicolai

Richard Strugala

You might be asked to take this book with you to class and to use it during class discussions and exercises. You might also be required to complete many of its practical exercises as homework.

However your teacher decides to use this book, remember that it was written with you in mind, as a personal reference guide for you to use during your college years and beyond. Therefore, while you should complete the work your teacher assigns in this book thoroughly, don't think of *The Basics* as just another textbook. Consider it a tool you can also use independently to become a more powerful and effective writer.

The Basics is divided into two major parts. Book One introduces you to the writing process, tells you how to develop various types of paragraphs, and explains how to organize an essay. It also contains chapters on persuasion and library research. You will find these



chapters especially helpful if you are taking other classes that require you to write persuasive essays or research papers. Book Two covers principles of grammar, punctuation, and other matters important to editing and proofreading your work. Included are several special sections devoted to writing problems ESL students face.

The table of contents is your road map through the text. Browse through it often, and use it to locate information that will help you improve skills your instructor thinks are weak. Get into the habit of reading the comments your teacher makes on your papers. Then, attack the problems he or she points out by reading more about them on your own in *The Basics*. Even better, use the text as a reference guide to editing and proofreading *before* you hand in your papers. In other words, devote some of the time you spend preparing a paper to checking points of grammar, sentence structure, mechanics, and so forth in *The Basics*.

In addition to the contents, the text contains study guides called "What You Have Learned" at the end of each chapter. These summarize information and ideas presented in the chapters. They are easy-to-use tools that will help you edit and proofread your work. As mentioned earlier, *The Basics* also contains several sections especially important to ESL students. If your first language is not English, read these guides carefully. A list of them appears inside the front cover of the book.

To get you started, we suggest that you read the first six chapters of *The Basics* right away. They are fairly short and will give you a good overview to the writing process, which in turn will increase your chances of success as you launch your career as a college writer. As you will learn in these six chapters, writing can be an exciting voyage of discovery—a voyage that teaches us important things about ourselves and about the world around us. Best of luck as you begin your journey!

Santi V. Buscemi

Albert H. Nicolai

Richard Strugala

T H E B A S I C S

A RHETORIC AND HANDBOOK

• To the Instructor	xv
• To the Student	xix

► BOOK ONE

THE WRITING PROCESS **1**

PART ONE

GETTING READY **3**

Chapter 1 Learning the Writing Process	5
1.1 Begin with Prewriting	6
1.2 Write a Rough Draft	6
1.3 Revise Your Rough Draft	6
1.4 Edit and Proofread Your Work	7
1.5 See Writing as a Process of Discovery	7
What You Have Learned	9

Chapter 2 Gathering Information	10
2.1 Write Down What You Know	10
2.2 Gather Additional Information if Needed	16
What You Have Learned	19

Chapter 3	Focusing on the Central Idea	20
3.1	Make the Central Idea the Focus of Your Writing	20
3.2	Write a Working Thesis Statement	21
3.3	Limit the Discussion to a Manageable Length	24
3.4	Revise the Central Idea	25
	What You Have Learned	26
 PART TWO		
DRAFTING, REWRITING, AND EDITING		27
Chapter 4	Outlining and Drafting an Essay	29
4.1	Review Information and Check the Working Thesis	29
4.2	Write a Scratch Outline	32
4.3	Write a Rough Draft	33
	What You Have Learned	36
Chapter 5	Rewriting Drafts	37
5.1	Ask Questions for Revision	37
5.2	Make Important Changes	38
5.3	Rewrite Your Draft Several Times	41
	What You Have Learned	42
Chapter 6	Preparing a Final Copy	43
6.1	Edit the Final Draft	43
6.2	Prepare the Manuscript	45
6.3	Proofread the Manuscript	46
	What You Have Learned	48
 PART THREE		
WRITING EFFECTIVE PARAGRAPHS		49
Chapter 7	Writing Focused, Unified, and Coherent Paragraphs	51
7.1	Learn Paragraph Uses	51
7.2	Decide When to Start a New Paragraph	52
7.3	Limit Your Paragraph's Focus	53
7.4	Always State Your Paragraph's Central Idea in a Topic Sentence	54

7.5	Maintain Unity	55
7.6	Create Coherence	59
	What You Have Learned	68
Chapter 8	Developing Ideas and Arranging Details in a Paragraph	69
8.1	Learn to Narrate and Describe	69
8.2	Learn Several Ways to Explain, Convince, and Persuade	73
8.3	Learn Four Patterns of Arrangement	78
	What You Have Learned	85
Chapter 9	Writing Introductions and Conclusions	86
9.1	Make Introductions Interesting and Informative	86
9.2	Write Logical and Effective Conclusions	92
	What You Have Learned	96
PART FOUR		
SPECIAL ASSIGNMENTS		97
Chapter 10	Writing Paragraphs and Essays That Persuade	99
10.1	Begin with an Argument	99
10.2	Develop Ideas in an Argument	103
10.3	Go Beyond Argument	106
10.4	Address Opposing Opinions	107
10.5	Analyze a Sample Persuasive Essay	109
	What You Have Learned	112
Chapter 11	Learning about the Library	113
11.1	Locate Sources for Research	114
11.2	Learn to Cross-Reference	117
11.3	Use Electronic Databases	118
11.4	Use Special Print and Nonprint Sources	121
	What You Have Learned	123
Chapter 12	Writing the Library Paper	124
12.1	Avoid Plagiarism	124
12.2	Learn How to Take Notes	125

12.3	Learn to Reference All Researched Material	128
12.4	Learn How to Place Researched Material in a Paper	129
12.5	Learn to Prepare a Works Cited Page	132
12.6	Study a Student's Library Paper	136
	"Saving the Elephants" by Jillian Polaski	137
	What You Have Learned	153

► ► **BOOK TWO**

TOOLS FOR REVISION AND EDITING **155**

PART FIVE

SENTENCE SENSE **157**

Chapter 13 Sentence Building Blocks **159**

13.1	Write Sentences, Clauses, and Phrases	159
13.2	Learn Parts of Speech	162
13.3	Master Sentence Types	173
	A Guide for ESL Students: Master Articles	175
	What You Have Learned	180

Chapter 14 Sentence Structure **181**

14.1	Avoid Fragments	181
14.2	Avoid Fused Sentences	184
14.3	Avoid Comma Splices	185
14.4	Combine Sentences and Parts of Sentences	187
	A Guide for ESL Students: Master Sentence Structure	193
	What You Have Learned	197

Chapter 15 Sentence Logic and Effectiveness **198**

15.1	Use Modifiers That Make Sense	198
15.2	Maintain Parallelism	203
15.3	Avoid Faulty Shifts	205
	What You Have Learned	210

PART SIX

CORRECT USAGE **211**

Chapter 16 Agreement **213**

16.1	Make Subjects Agree with Verbs	213
16.2	Make Pronouns Agree with Their Antecedents	218

16.3 Avoid Sexist Pronouns	220
A Guide for ESL Students: Master Subject/Verb Agreement	226
What You Have Learned	228
Chapter 17 Verb Forms and Tenses	229
17.1 Know What a Verb Does	229
17.2 Learn Verb Tenses	230
17.3 Keep Verb Tenses Consistent	237
17.4 Use Linking and Helping Verbs	238
17.5 Learn the Irregular Verbs	239
A Guide for ESL Students: Master Special Problems with Verbs	244
What You Have Learned	249
Chapter 18 Pronouns	251
18.1 Learn Pronoun Types	251
18.2 Use Pronoun Cases Correctly	254
18.3 Check Pronoun Reference	261
What You Have Learned	265
Chapter 19 Adjectives and Adverbs	266
19.1 Identify Adjectives	267
19.2 Use Participles	267
19.3 Compare Adjectives Correctly	268
19.4 Identify Adverbs	271
19.5 Compare Adverbs Correctly	271
19.6 Use Adjectives and Adverbs with Sense Verbs	273
A Guide for ESL Students: Use Adjectives and Adverbs	276
A Guide for ESL Students: Use Participles	279
What You Have Learned	281
Chapter 20 Word Choice	282
20.1 Use a Dictionary and a Thesaurus	283
20.2 Avoid Common Word-Choice Problems	284
20.3 Review the Glossary of Correct Usage	286
A Guide for ESL Students: Use Words Correctly	293

A Guide for ESL Students: Use Plurals Correctly	296
What You Have Learned	301
Chapter 21 Wordiness	302
21.1 Remove Repeated Words	303
21.2 Remove Unnecessary Synonyms	303
21.3 Avoid Redundancies	304
21.4 Remove Labels and Fillers	306
21.5 Replace a Long Phrase with One Word	307
21.6 Be Direct—Remove Constructions Such as <i>It Is</i> and <i>There Was</i>	309
What You Have Learned	312
PART SEVEN	
PUNCTUATION, SPELLING, AND MECHANICS	313
Chapter 22 End Punctuation	315
22.1 Punctuate the Four Sentence Patterns	315
22.2 Use End Punctuation with Quotation Marks	317
What You Have Learned	319
Chapter 23 Commas	320
23.1 Learn Nine Uses for the Comma	320
What You Have Learned	331
Chapter 24 Semicolons and Colons	332
24.1 Learn Three Uses for the Semicolon	332
24.2 Learn Four Uses for the Colon	336
What You Have Learned	340
Chapter 25 Other Punctuation Marks	341
25.1 Learn Three Uses for Quotation Marks	341
25.2 Use Ellipses and Brackets	343
25.3 Use the Dash	344
25.4 Master the Apostrophe	345
What You Have Learned	349