

dianahacker.com/bedhandbook

Includes
2009 MLA
& 2010 APA
Updates

The Bedford Handbook

SEVENTH EDITION



Diana Hacker

Seventh Edition

The Bedford Handbook

Diana Hacker



PROPERTY OF THE ASIA FOUNDATION
NOT FOR RE-SALE

TẶNG CỦA QUỸ CHÂU Á
HỒNG ĐƯỢC BÁN LẠI

HƯỚNG DẪN HỌC CÔNG NGHỆ MÀ NƠI
TRUNG TÂM THÔNG TIN THƯ VIỆN

07 - 07

01939

Bedford/St. Martin's
Boston ♦ New York

For Bedford/St. Martin's

Executive Editor: Michelle M. Clark

Senior Production Editor: Anne Noonan

Senior Production Supervisor: Dennis Conroy

Marketing Manager: Kevin Feyen

Development Editor: Caroline Thompson

Editorial Assistants: Jennifer Ambrose, Kaitlin Hannon, and Amy Hurd Gershman

Production Assistant: Amy Derjue

Copyeditor: Barbara G. Flanagan

Text Design: Claire Seng-Niemoeller

Cover Design: Hannus Design Associates

Composition: Monotype, LLC

Printing and Binding: RR Donnelley and Sons Company

President: Joan E. Feinberg

Editorial Director: Denise B. Wydra

Editor in Chief: Karen S. Henry

Director of Marketing: Karen Melton Soeltz

Director of Editing, Design, and Production: Marcia Cohen

Managing Editor: Elizabeth M. Schaaf

Library of Congress Control Number: 2009902510

Copyright © 2009, 2006 by Bedford/St. Martin's

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, except as may be expressly permitted by the applicable copyright statutes or in writing by the Publisher.

Manufactured in the United States of America.

3 2 1 0 9
e d c b

*For information, write: Bedford/St. Martin's, 75 Arlington Street,
Boston, MA 02116 (617-399-4000)*

ISBN-10: 0-312-44337-4 (Instructor's Annotated Edition) ISBN-13: 978-0-312-44337-5
0-312-59504-2 (softcover Student Edition) 978-0-312-59504-3
0-312-59505-0 (hardcover Student Edition) 978-0-312-59505-0

Acknowledgments

Table from Africa Recovery (June 2004); United Nations Department of Public Information, www.un.org/ecosocdev/geninfo/afrec/vol15no1/drugpr1.htm. Reprinted with permission.

Acknowledgments and copyrights are continued at the back of the book on pages 875-76, which constitute an extension of the copyright page. It is a violation of the law to reproduce these selections by any means whatsoever without the written permission of the copyright holders.

Preface for Instructors

Publisher's Note

This book is grounded in my many years of teaching first- and second-year composition to a wide range of students: young and mature, mainstream and multiethnic, talented and underprepared. As I've drafted and revised *The Bedford Handbook*, my goal has never been to sell students on my personal views about language and politics—or to endorse popular trends in the teaching of English. Instead, I've tried to look squarely at the problems students face and come up with practical solutions.

—Diana Hacker, from the preface to
The Bedford Handbook, Sixth Edition

First and foremost a teacher, Diana Hacker (1942–2004) was clear about why her handbooks have been so successful: They give students practical solutions to real writing problems. Her many innovations—both large and small—were always at the service of giving students the advice they need in a way they can understand. She was able to take everything she knew from her thirty-five years of teaching and put it to work on every page of her books. As a result, she was one of the most successful college textbook authors of all time, with her handbooks assigned at more than half of the two- and four-year colleges in the United States.

Diana wanted handbooks to be helpful, and she wanted them to work. The list of innovations that first appeared in a Hacker handbook is impressive: hand-edited sentences, grammar checker boxes, an index with student-friendly

Contents

PREFACE FOR INSTRUCTORS	v
HOW TO USE THIS BOOK AND ITS WEB SITE	xxv

PART I

The Writing Process	1
1 Generate ideas and sketch a plan.	2
a Assessing the writing situation	2
b Exploring your subject	16
c Formulating a tentative thesis	24
d Sketching a plan	26
2 Rough out an initial draft.	30
a Drafting an introduction that includes a thesis	31
b Filling out the body	38
c Attempting a conclusion	39
3 Make global revisions; then revise sentences.	42
a Approaching global revision in cycles	46
b Revising and editing sentences; proofreading	60
STUDENT ESSAY	66
4 Build effective paragraphs.	76
a Focusing on a main point	76
b Developing the main point	80
c Choosing a suitable pattern of organization	81

d	Making paragraphs coherent	91
e	Adjusting paragraph length	98

PART II

Document Design 101

5	Become familiar with the principles of document design.	102
a	Format options	102
b	Headings	108
c	Lists	111
d	Visuals	113
6	Use standard academic and business formats.	121
a	Academic formats	121
	MLA ESSAY FORMAT	122
b	Business formats	121
	Business letters	121
	Résumés and cover letters	125
	Memos	133
7	Create effective electronic documents.	135
a	Following the conventions of electronic communication	135
b	Creating effective Web sites	139

PART III

Clear Sentences 145

8	Prefer active verbs.	146
a	Active versus passive verbs	147

b	Active versus <i>be</i> verbs	149
c	Subject that names the actor	150
9	Balance parallel ideas.	152
a	Parallel ideas in a series	153
b	Parallel ideas presented as pairs	153
c	Repetition of function words	155
10	Add needed words.	158
a	In compound structures	159
b	<i>that</i>	160
c	In comparisons	160
d	<i>a, an, and the</i>	162
11	Untangle mixed constructions.	163
a	Mixed grammar	164
b	Illogical connections	166
c	<i>is when, is where, and reason . . .</i> <i>is because</i>	166
12	Repair misplaced and dangling modifiers.	168
a	Limiting modifiers	169
b	Misplaced phrases and clauses	169
c	Awkwardly placed modifiers	171
d	Split infinitives	172
e	Dangling modifiers	173
13	Eliminate distracting shifts.	178
a	Point of view (person, number)	178
b	Verb tense	180
c	Verb mood, voice	182
d	Indirect to direct questions or quotations	183
14	Emphasize key ideas.	185
a	Coordination and subordination	185
b	Choppy sentences	189

c	Ineffective or excessive coordination	192
d	Subordination for emphasis	194
e	Excessive subordination	195
f	Other techniques	197
15	Provide some variety.	200
a	Sentence openings	200
b	Sentence structures	201
c	Inverted order	202
d	Question or quotation	203

PART IV

Word Choice 205

16	Tighten wordy sentences.	206
a	Redundancies	206
b	Unnecessary repetition	207
c	Empty or inflated phrases	208
d	Simplified structure	209
e	Clauses to phrases, phrases to single words	210
17	Choose appropriate language.	212
a	Jargon	213
b	Pretentious language, euphemisms, "doublespeak"	214
c	Obsolete and invented words	218
d	Slang, regional expressions, nonstandard English	218
e	Levels of formality	220
f	Sexist language	221
g	Offensive language	226
18	Find the exact words.	226
a	Connotations	227
b	Specific, concrete nouns	229

c	Misused words	230
d	Standard idioms	231
e	Clichés	233
f	Figures of speech	235

PART V

Grammatical Sentences 237

19	Repair sentence fragments.	238
a	Subordinate clauses	241
b	Phrases	242
c	Other fragmented word groups	243
d	Acceptable fragments	245
20	Revise run-on sentences.	248
a	Correction with coordinating conjunction	251
b	Correction with semicolon, colon, or dash	252
c	Correction by separating sentences	253
d	Correction by restructuring	254
21	Make subjects and verbs agree.	258
a	Standard subject-verb combinations	258
b	Words between subject and verb	261
c	Subjects joined with <i>and</i>	262
d	Subjects joined with <i>or</i> , <i>nor</i> , <i>either . . . or</i> , or <i>neither . . . nor</i>	263
e	Indefinite pronouns	263
f	Collective nouns	265
g	Subject following verb	266
h	Subject, not subject complement	267
i	<i>who</i> , <i>which</i> , and <i>that</i>	268
j	Words with plural form, singular meaning	269
k	Titles of works, company names, words mentioned as words, gerund phrases	269

22	Make pronouns and antecedents agree.	271
a	Singular with singular, plural with plural (indefinite pronouns, generic nouns)	272
b	Collective nouns	275
c	Antecedents joined with <i>and</i>	276
d	Antecedents joined with <i>or, nor, either . . . or,</i> <i>or neither . . . nor</i>	276
23	Make pronoun references clear.	279
a	Ambiguous or remote reference	279
b	Broad reference of <i>this, that, which, and it</i>	280
c	Implied antecedents	281
d	Indefinite use of <i>they, it, and you</i>	282
e	<i>who</i> for persons, <i>which</i> or <i>that</i> for things	283
24	Distinguish between pronouns such as <i>I</i> and <i>me</i>.	285
a	Subjective case for subjects and subject complements	286
b	Objective case for objects	287
c	Appositives	288
d	Pronoun following <i>than</i> or <i>as</i>	289
e	<i>we</i> or <i>us</i> before a noun	292
f	Subjects and objects of infinitives	292
g	Pronoun modifying a gerund	292
25	Distinguish between <i>who</i> and <i>whom</i>.	296
a	In subordinate clauses	296
b	In questions	298
c	As subjects or objects of infinitives	300
26	Choose adjectives and adverbs with care.	302
a	Adverbs as modifiers	302
b	Adjectives as complements	304
c	Comparatives and superlatives	306
d	Double negatives	308

27	Choose standard English verb forms.	310
a	Irregular verbs	311
b	<i>lie</i> and <i>lay</i>	314
c	-s (or -es) endings	317
d	-ed endings	321
e	Omitted verbs	322
28	Use verbs in the appropriate tense and mood.	325
a	Verb tense	325
b	Subjunctive mood	332

PART VI

ESL Trouble Spots 335

29	Be alert to special problems with verbs.	336
a	Helping verbs and main verbs	336
b	Verbs in conditional sentences	342
c	Verbs followed by gerunds or infinitives	345
d	Two-word verbs	349
e	Omitted verbs	350
30	Use the articles <i>a</i> , <i>an</i> , and <i>the</i> appropriately.	350
a	When to use <i>a</i> (or <i>an</i>)	351
b	When not to use <i>a</i> (or <i>an</i>)	352
c	When to use <i>the</i>	354
d	When not to use <i>the</i>	356
31	Be aware of other potential trouble spots.	358
a	Omitted subjects, omitted <i>there</i> , <i>it</i>	358
b	Repeated subjects	359
c	Repeated objects, adverbs in adjective clauses	360
d	Placement of adjectives and adverbs	362

e	Confusion of present and past participles	366
f	Prepositions showing time and place	368

PART VII

Punctuation 371

32 The comma 372

a	Independent clauses joined by a coordinating conjunction	372
b	Introductory clauses or phrases	373
c	Items in a series	376
d	Coordinate adjectives	377
e	Nonrestrictive elements	378
f	Transitional and parenthetical expressions, absolute phrases, contrasted elements	383
g	Nouns of direct address, the words <i>yes</i> and <i>no</i> , interrogative tags, mild interjections	385
h	Expressions such as <i>he said</i>	386
i	Dates, addresses, titles, numbers	386
j	To prevent confusion	388

33 Unnecessary commas 391

a	Between compound elements that are not independent clauses	391
b	After a phrase beginning an inverted sentence	392
c	Before the first or after the last item in a series	392
d	Between cumulative adjectives, an adjective and a noun, or an adverb and an adjective	393
e	Before and after restrictive or mildly parenthetical elements	393
f	Before essential adverbial concluding elements	394

g	Between a verb and its subject or object	395
h	Other misuses	396
34	The semicolon	398
a	Independent clauses not joined with a coordinating conjunction	398
b	Independent clauses linked with a transitional expression	399
c	Series containing internal punctuation	401
d	Misuses	401
35	The colon	404
a	Before a list, an appositive, or a quotation introduced by an independent clause	405
b	Between independent clauses	405
c	With salutations, hours and minutes, proportions, titles and subtitles, bibliographic entries	406
d	Misuses	406
36	The apostrophe	408
a	Possessive nouns	408
b	Possessive indefinite pronouns	410
c	Contractions	410
d	Plural numbers, letters, abbreviations, and words mentioned as words	410
e	Misuses	412
37	Quotation marks	413
a	Direct quotations	413
b	Long quotations	414
c	Quotation within a quotation	416
d	Titles of works	416
e	Words as words	416
f	With other punctuation marks	416
g	Misuses	420

38	End punctuation	421
a	The period	422
b	The question mark	423
c	The exclamation point	424
39	Other punctuation marks: the dash, parentheses, brackets, the ellipsis mark, the slash	425
a	The dash	425
b	Parentheses	427
c	Brackets	428
d	The ellipsis mark	429
e	The slash	430

PART VIII

Mechanics **433**

40	Abbreviations	434
a	Titles with proper names	434
b	Familiar abbreviations	434
c	Conventional abbreviations	435
d	Latin abbreviations	435
e	Misuses	436
41	Numbers	438
a	Spelling out	438
b	Using figures	439
42	Italics (underlining)	441
a	Titles of works	442
b	Names of spacecraft, aircraft, ships, and trains	443
c	Foreign words	443

d	Words mentioned as words, letters mentioned as letters, and numbers mentioned as numbers	443
e	Misuses	444
43	Spelling	445
a	The dictionary	446
b	Words that sound alike	450
c	Spelling rules	451
d	Commonly misspelled words	454
44	The hyphen	456
a	Compound words	456
b	Hyphenated adjectives	457
c	Fractions and compound numbers	458
d	With certain prefixes and suffixes	458
e	To avoid ambiguity or to separate awkward double or triple letters	458
f	Word division	458
45	Capital letters	461
a	Proper versus common nouns	461
b	Titles with proper names	463
c	Titles and subtitles of works	463
d	First word of a sentence	464
e	First word of a quoted sentence	464
f	First word after a colon	465
g	Abbreviations	465

PART IX

Critical Thinking **467**

46	Writing about texts	468
a	Reading actively: Annotating the text	469

	SAMPLE ANNOTATED READING	471
	b Sketching an outline	472
	SAMPLE OUTLINE	473
	c Summarizing	474
	SAMPLE SUMMARY	474
	d Analyzing	475
	SAMPLE ANALYSIS	477
	e Analyzing visual texts	481
	SAMPLE VISUAL TEXT WITH ANNOTATIONS	483
	SAMPLE ANALYSIS OF A VISUAL TEXT	486
47	Constructing reasonable arguments	489
	a Examining your issue's social and intellectual contexts	490
	b Viewing your audience as a panel of jurors	491
	c Establishing credibility and stating your position	492
	d Backing up your thesis with persuasive lines of argument	493
	e Supporting your claims with specific evidence	494
	f Anticipating objections; countering opposing arguments	497
	g Building common ground	499
	SAMPLE ARGUMENT PAPER	499
48	Evaluating arguments	505
	a Distinguishing between reasonable and fallacious argumentative tactics	505
	b Distinguishing between legitimate and unfair emotional appeals	513
	c Judging how fairly a writer handles opposing views	514

49	Writing in the disciplines	517
a	Finding commonalities	518
b	Recognizing questions	518
c	Understanding evidence	520
d	Noting language conventions	520
e	Citing sources	522
f	Looking closely at one discipline: Psychology	523

PART X

Researched Writing 527

50	Conducting research	530
a	Posing questions worth exploring	530
b	Mapping out a search strategy	533
c	Searching a database or consulting a print index to locate articles	537
d	Consulting the library's catalog to locate books	542
e	Using the Web to find a variety of sources	544
f	Considering other search tools	549
g	Doing field research	551
51	Evaluating sources	555
a	Selecting sources worth your time and attention	555
b	Selecting appropriate types of electronic documents	562
c	Reading with an open mind and a critical eye	564
d	Assessing Web sources with special care	566
52	Managing information; avoiding plagiarism	572
a	Maintaining a working bibliography	572

PART XI

Grammar Basics 791

62 Parts of speech 792

- a Nouns 792
- b Pronouns 794
- c Verbs 798
- d Adjectives 801
- e Adverbs 802
- f Prepositions 804
- g Conjunctions 805
- h Interjections 806

63 Sentence patterns 810

- a Subjects 810
- b Verbs, objects, and complements 814
- c Pattern variations 820

64 Subordinate word groups 822

- a Prepositional phrases 822
- b Subordinate clauses 825
- c Verbal phrases 831
- d Appositive phrases 836
- e Absolute phrases 836

65 Sentence types 836

- a Sentence structures 837
- b Sentence purposes 839

GLOSSARY OF USAGE 841

ANSWERS TO TUTORIALS AND LETTERED EXERCISES 859

INDEX INDEX—1