

.....

English

2008



Education

TABLE OF CONTENTS

| | | | |
|---|--------|-------------------------------------|----|
| <i>Developmental English</i> | 3 | <i>Literature</i> | 27 |
| Developmental Writing – Essay | 10 | American Literature | 28 |
| Developmental Writing – Paragraph..... | 8 | | |
| Developmental Writing – Sentences..... | 5 | | |
| Reading..... | 4 | <i>Advanced Courses</i> | 29 |
| Reading and Study Skills..... | 5 | Advanced Grammar | 33 |
| Study Skills and First Year Orientation | 14 | English – Special Topics | 30 |
| | | Library / Information Science | 30 |
| <i>Composition</i> | 17 | | |
| Argumentation Texts..... | 25 | | |
| Handbooks and Workbooks | 18 | | |
| Readers – Rhetorically Organized..... | 20 | | |
| Rhetorics | 21 | | |



Contents / 2008–2009 *NEW* Titles

Developmental English ~ *Contents*

| | |
|---|----|
| Developmental Writing – Essay | 10 |
| Developmental Writing – Paragraph..... | 8 |
| Developmental Writing – Sentences..... | 5 |
| Reading..... | 4 |
| Reading and Study Skills..... | 5 |
| Study Skills and First Year Orientation | 14 |

2009 New Titles

- **LANGAN**
Sentence Skills: A Workbook for Writers, Form B, 8e..... 5
ISBN-13: 978-0-07-353327-8 / MHID: 0-07-353327-0

2008 New Titles

- **CLOUSE**
A Troubleshooting Guide for Writers: Strategies and Process, 5e..... 10
ISBN-13: 978-0-07-353318-6 / MHID: 0-07-353318-1
- **FERRETT**
Peak Performance Success in College and Beyond, 6e 14
ISBN-13: 9780-07-312549-7 / MHID: 0-07-312549-0
- **LANGAN**
College Writing Skills, 7e..... 10
ISBN-13 978-0-07-338409-2 / MHID: 0-07-338409-7
- **LANGAN**
College Writing Skills with Readings, 7e..... 12
ISBN-13: 978-0-07-338408-5 / MHID: 0-07-338408-9
- **LANGAN**
Sentence Skills: A Workbook for Writers, Form A, 8e 6
ISBN-13: 978-0-07-312374-5 / MHID: 0-07-312374-9

Reading

READING AND ALL THAT JAZZ

3rd Edition

Peter Mather & Rita Romero McCarthy,
Glendale Community College

2007 / Softcover / 608 pages

ISBN-13: 978-0-07-296281-9 / MHID: 0-07-296281-X

Available: June 2006

Website: <http://www.mhhe.com/mather3>

Designed to help students become jazzed about reading, this introductory-to-intermediate reading text provides motivating and engaging readings selected to grab the reader's attention. Reading and All That Jazz, Third Edition, also features clear explanations and a wide variety of well-developed practice exercises designed to provoke genuine thinking, interpretation, and even some improvisation on the part of the student and the instructor. The theme of jazz encourages a positive, exciting, personally involved approach to reading and learning.

CONTENTS

*New to this edition

Part 1: GETTING A HANDLE ON COLLEGE

CHAPTER 1 How We Learn—Finding Out about Ourselves

Part 2: DISCOVERING MEANING THROUGH STRUCTURE

CHAPTER 2 Topics, Main Ideas, and Details

CHAPTER 3 Determining an Author's Purpose

CHAPTER 4 Transition Words and Patterns of Organization

Description of Transition Words and Patterns of Organization

Part 3: INTERPRETING WHAT WE READ

CHAPTER 5 Inference

CHAPTER 6 Figurative Language

CHAPTER 7 Tone

Part 4: RECOGNIZING MODES OF WRITING

CHAPTER 8 Four Primary Modes

CHAPTER 9 Modes of Organization

Part 5: READING CRITICALLY

CHAPTER 10 Fact and Opinion

CHAPTER 11 Bias

CHAPTER 12 Propaganda Techniques

CHAPTER 13 Evaluating the Evidence

Part 6: BECOMING READY FOR CONTENT-AREA CLASSES

CHAPTER 14 Scanning and Skimming

CHAPTER 15 Organizing Textbook

International Edition

EXERCISE YOUR COLLEGE READING

SKILLS: DEVELOPING MORE POWERFUL

COMPREHENSION

Janet Elder, Richland College

2004 / 544 pages / Softcover

ISBN-13: 978-0-07-256380-1 / MHID: 0-07-256380-X

ISBN-13: 978-0-07-124167-0 / MHID: 0-07-124167-1 [IE]

Website: www.mhhe.com/elder

CONTENTS

Part I: WARM-UP

Chapter 1: Determining the Meaning of an Unfamiliar Word through Context

Part II: BASIC WORKOUT

Chapter 2: Determining the Topic of a Paragraph

Chapter 3: Identifying the Stated Main Idea Sentence and Supporting Details of a Paragraph

Chapter 4: Formulating the Implied Main Idea Sentence of a Paragraph

Chapter 5: Recognizing Authors' Writing Patterns

Part III: BASIC STRETCHING

Chapter 6: Applying All the Basic Skills to Paragraphs

Part IV: ADVANCED WORKOUT

Chapter 7: Distinguishing Facts from Opinions

Chapter 8: Making Inferences and Drawing Conclusions

Chapter 9: Determining the Author's Purpose, Tone, Point of View, and Intended Audience

Chapter 10: Evaluating an Author's Argument

Part V: ADVANCED STRETCHING

Chapter 11: Applying All the Advanced Skills to Single- and Multiple-Paragraph Selections

Part VI: FLEX YOUR LITERARY MUSCLES

Chapter 12: Interpreting Figures of Speech

Chapter 13: Achieving Basic Comprehension of Literary Works

Part VII: COOL DOWN

Chapter 14: Interpreting Graphic Aids

Chapter 15: Organizing Information for Study

Part VIII: GRAND SLAM: PLAYING IN THE BIG LEAGUES

Chapter 16: Applying All the Skills You Have Learned

Appendix 1: A List of Word Parts

Appendix 2: 'Tackling the Test': Test-Taking Strategies and Tips

Appendix 3: Suggested Reading That You'll Enjoy (bibliography)

Index

International Edition

IMPROVING READING SKILLS: CONTEMPORARY READINGS FOR COLLEGE STUDENTS

5th Edition

Deanne Milan Spears, City College of San Francisco

2004 / 544 pages / Softcover

ISBN-13: 978-0-07-283070-5 / MHID: 0-07-283070-0

ISBN-13: 978-0-07-121634-0 / MHID: 0-07-121634-0 [IE]

Website: highered.mcgraw-hill.com/sites/0072830700

CONTENTS

* indicates material new to this edition

Improving Your Vocabulary

Four Techniques for Acquiring Words

Using Context Clues

* Using Print and Online Dictionaries

* Practice Selection: Dave Barry Tips for

Women: How to Have a Relationship with a Guy

Critical Reading Worksheet

The Main idea, Supporting Ideas, and Writer's Purpose

Part 1: GETTING STARTED: PRACTICING THE BASICS

* Josh Sens, The Truth Is Out There Somewhere

* Pamlea Grim, Care in Midair

* Lori Hope, Did I Save Lives or Engage in Racial Profiling?

Luis J. Rodriguez, La Vida Loca («The Crazy Life»): Two Generations of Gang Members

Rose Del Castillo Guibault, The Conveyor-Belt Ladies

Eddy L. Harris, Mississippi Solo

* Andres Dubus, Digging Annotating, Paraphrasing, and Summarizing

Part 2: REFINING THE BASICS

Sheldon Campbell, Games Elephants Play

Charles Finney, The Life and Death of a Western Gladiator

Geoffrey Cowley, The Language Explosion

Richard Wolkomir, Making Up for Lost Time: The Rewards of Reading at Last

* Paco Underhill, Shop Like a Man

* Martha Fay, Sedated by Stuff

* Lawrence Shames, The Hunger for More

Making Inferences

Part 3: TACKLING MORE CHALLENGING PROSE

* Eric Schlosser, Fast Food Nation: Behind the Counter

* Val Plumwood, Being Prey: Surviving A Crocodile Attack

Elliot West, Wagon Train Children

Nelson Mandela, Long Walk to Freedom

* Anwar Accawi, The Telephone

Ellen Alderman and Caroline Kennedy, New Jersey v. T.L.O.: The School Search Cases

David Ferrell, Badwater: The Ultra Marathon

Persuasive Writing and Evaluating Evidence

Part 4: READING ABOUT ISSUES

Reading and Study Skills

International Edition

READING AND STUDY SKILLS

7th Edition

John Langan, Atlantic Cape Community College

2002 / 640 pages

ISBN-13: 978-0-07-244599-2 / MHID: 0-07-244599-8

(No Selling Rights)

ISBN-13: 978-0-07-124284-4 / MHID: 0-07-124284-8 [IE]

Website: www.mhhe.com/langan

CONTENTS

Part One: MOTIVATIONAL SKILLS

Part Two: STUDY SKILLS

Part Three: A BRIEF GUIDE TO IMPORTANT WORD SKILLS

Part Four: READING COMPREHENSION SKILLS

Part Five: SKIM READING AND COMPREHENSION

Part Six: RAPID READING AND COMPREHENSION

Part Seven: MASTERY TESTS

Part Eight: ADDITIONAL LEARNING SKILLS

Developmental Writing – Sentences

NEW

SENTENCE SKILLS: A WORKBOOK FOR WRITERS, FORM B

8th Edition

John Langan, Atlantic Cape CMTY College

2009 / 640 pages

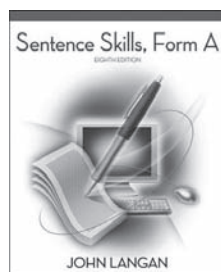
ISBN-13: 978-0-07-353327-8 / MHID: 0-07-353327-0

Available: February 2008

(Details unavailable at press time)

NEW

International Edition



**SENTENCE SKILLS: A
WORKBOOK FOR WRITERS,
FORM A
8th Edition**

John Langan, Atlantic Cape CMTY
College

2008 / 640 pages

ISBN-13: 978-0-07-312374-5 / MHID: 0-07-312374-9

(No Selling Rights)

ISBN-13: 978-0-07-110161-5 / MHID: 0-07-110161-6 [IE]

Available: July 2007

Website: <http://www.mhhe.com/langan>

This best-selling sentence-level worktext by John Langan continues to help students master the essential grammar, mechanics, punctuation, and usage skills needed for clear, thoughtful writing. The eighth edition of *Sentence Skills, Form A* features new exercises and activities, a new visual program, and much more!

NEW TO THIS EDITION

- **Exciting New Visuals:** The new edition features color photos and illustrations to prompt writing and engage students.
- **New and updated exercises and writing assignments:** Exercises and writing assignments have been revised to reflect issues relevant to today's students.
- **Mastery Tests integrated into chapters:** Mastery Tests have been moved from a separate section in the back of the book and now appear alongside the concepts they are meant to reinforce. Additional New Mastery Tests incorporate key exit exams in Florida, Texas, New York, and other states.

CONTENTS

Introduction: Learning Sentence Skills

Part One: EFFECTIVE WRITING

A Brief Guide to Effective Writing
Practice in Effective Writing

Part Two: SENTENCE SKILLS

Section 1: Grammar
Section 2: Mechanics
Section 4: Word Use

Part Three: REINFORCEMENT OF SENTENCE SKILLS

Mastery Tests
Subjects and Verbs (4 tests)
Fragments (4)
Run-Ons (4)
Standard English Verbs (4)
Subject-Verb Agreement (4)
Consistent Verb Tense (2)

Pronoun Reference, Agreement, and Point of View (4)
Pronoun Types (2)
Adjectives and Adverbs (2)
Misplaced Modifiers (2)
Dangling Modifiers (2)
Parallelism (2)
Capital Letters (4)
Numbers and Abbreviations (2)
End Marks (2)
Apostrophe (4)
Quotation Marks (4)
Comma (4)
Other Punctuation Marks (2)
Dictionary Use (2)
Spelling Improvement (2)
Omitted Words and Letters (2)
Commonly Confused Words (4)
Effective Word Choice (4)
Combined Mastery Tests
Fragments and Run-Ons (2)
Verbs (2)
Pronouns (2)
Faulty Modifiers and Parallelism (2)
Capital Letters and Punctuation (2)
Word Use (2)
Editing and Proofreading Tests
Test 1: Fragments
Test 2: Run-Ons (Fused Sentences)
Test 3: Run-Ons (Comma Splices)
Test 4: Standard English Verbs
Test 5: Irregular Verbs
Test 6: Misplaced and Dangling Modifiers
Test 7: Parallelism
Test 8: Capital Letters
Test 9: Apostrophe
Test 10: Quotation Marks
Test 11: Commas
Test 12: Commonly Confused Words
Combined Editing Tests

Part Four: SENTENCE VARIETY THROUGH COMBINING ACTIVITIES

Four Traditional Sentence Patterns
The Simple Sentence
The Compound Sentence
The Complex Sentence
The Compound-Complex Sentence
Review of Coordination and Subordination
Other Patterns That Add Variety to Writing
-ing Word Groups
-ed Word Groups
Appositives
-ly Openers
To Openers
Prepositional Phrase Openers
Series of Items
Sentence-Combining Exercises
APPENDIXES
A. Diagnostic and Achievement Tests
B. Answers to Introductory Projects and Practice Exercises
C. Progress Charts

International Edition

SENTENCE SKILLS: A WORKBOOK FOR WRITERS, FORM B 7th Edition

John Langan, Atlantic Cape Community College

2004 / 618 pages / Softcover

ISBN-13: 978-0-07-282087-4 / MHID: 0-07-282087-X

ISBN-13: 978-0-07-121543-5 / MHID: 0-07-121543-3 [IE]

CONTENTS

Part One: EFFECTIVE WRITING

1. Learning Sentence Skills
2. A Brief Guide to Effective Writing
3. Practice in Effective Writing

Part Two: SENTENCE SKILLS

Section 1: Sentences

4. Subjects and Verbs
5. Fragments
6. Run-Ons
7. Sentence Variety I

Section 2: Verbs, Pronouns, and Agreement

8. Standard English Verbs
9. Irregular Verbs
10. Subject-Verb Agreement
11. Consistent Verb Tense
12. Additional Information about Verbs
13. Pronoun Reference, Agreement, and Point of View
14. Pronoun Types

Section 3: Modifiers and Parallelism

15. Adjectives and Adverbs
16. Misplaced Modifier
17. Dangling Modifiers
18. Faulty Parallelism
19. Sentence Variety II

Section 4: Punctuation and Mechanics

20. Paper Format
21. Capital Letters
22. Numbers and Abbreviations
23. End Marks
24. Apostrophe
25. Quotation Marks
26. Comma
27. Other Punctuation Marks

Section 5: Word Use

28. Dictionary Use
29. Spelling Improvement
30. Omitted Words and Letters
31. Commonly Confused Words
32. Effective Word Choice

Part Three: REINFORCEMENT OF SENTENCE SKILLS

- Mastery Tests
- Subjects and Verbs (4 tests)
- Fragments (4)
- Run-Ons (4)
- Standard English Verbs (4)
- Subject-Verb Agreement (4)
- Consistent Verb Tense (2)
- Pronoun Reference, Agreement, and Point of View (4)
- Pronoun Types (2)
- Adjectives and Adverbs (2)

- Misplaced Modifiers (2)
- Dangling Modifiers (2)
- Parallelism (2)
- Capital Letters (4)
- Numbers and Abbreviations (2)
- End Marks (2)
- Apostrophe (4)
- Quotation Marks (4)
- Comma (4)
- Other Punctuation Marks (2)
- Dictionary Use (2)
- Spelling Improvement (2)
- Omitted Words and Letters (2)
- Commonly Confused Words (4)
- Effective Word Choice (4)
- Combined Mastery Tests
- Fragments and Run-Ons (2)
- Verbs (2)
- Pronouns (2)
- Faulty Modifiers and Parallelism (2)
- Capital Letters and Punctuation (2)
- Word Use (2)
- Editing and Proofreading Tests
- Test 1: Fragments
- Test 2: Run-Ons (Fused Sentences)
- Test 3: Run-Ons (Comma Splices)
- Test 4: Standard English Verbs
- Test 5: Irregular Verbs
- Test 6: Misplaced and Dangling Modifiers
- Test 7: Parallelism
- Test 8: Capital Letters
- Test 9: Apostrophe
- Test 10: Quotation Marks
- Test 11: Commas
- Test 12: Commonly Confused Words

Combined Editing Tests

APPENDIXES

- A. Parts of Speech
- B. ESL Pointers
- C. Sentence-Skills Diagnostic Test
- D. Sentence-Skills Achievement Test
- E. Answers to Introductory Activities Practice Exercises in Part Two
- F. Progress Charts

International Edition

JUMPSTART! A WORKBOOK FOR WRITERS 2nd Edition

Barbara Fine Clouse

2002 / 432 pages

ISBN-13: 978-0-07-230074-1 / MHID: 0-07-230074-4

ISBN-13: 978-0-07-113011-0 / MHID: 0-07-113011-X [IE]

Website: www.mhhe.com/jumpstart

CONTENTS

Part 1: DEVELOPING YOUR WRITING PROCESS AND WRITING PARAGRAPHS AND ESSAYS

- Chapter 1: Your Writing Process
- Chapter 2: Writing a Paragraph
- Chapter 3: Writing an Essay

Developmental English

Part 2: UNDERSTANDING THE SENTENCE

Chapter 4: Subjects and Verbs
Chapter 5: Coordination
Chapter 6: Subordination
Chapter 7: Sentence Fragments
Chapter 8: Run-on Sentences and Comma Splices

Part 3: UNDERSTANDING VERBS

Chapter 9: The Present Tense/Subject-Verb Agreement
Chapter 10: The Past Tense
Chapter 11: The Perfect Tenses/Active and Passive Voice
Chapter 12: The Progressive Tenses
Chapter 13: Tense Shifts

Part 4: UNDERSTANDING PRONOUNS

Chapter 14: Pronouns
Chapter 15: Pronoun-Antecedent Agreement
Chapter 16: Other Pronoun Problems

Part 5: UNDERSTANDING MODIFIERS AND PREPOSITIONS

Chapter 17: Adjective, Adverbs, and Articles
Chapter 18: Using Participles and Infinitives to Describe
Chapter 19: Prepositions

Part 6: IMPROVING SENTENCES

Chapter 20: Achieving Parallelism
Chapter 21: Special Sentence Structure Problems
Chapter 22: Varying Sentence Openers

Part 7: SPELLING CORRECTLY

Chapter 23: Spelling
Chapter 24: Frequently Confused Words

Part 8: CAPITALIZING AND PUNCTUATING

Chapter 25: Capitalization and Endmarks
Chapter 26: Commas
Chapter 27: Apostrophes
Chapter 28: Punctuating Direct Quotations
13 selections in JUMPSTART WITH READINGS:

Part 9: READING AND WRITING IN RESPONSE TO READING

Chapter 29: Reading and Writing Responses to Reading
Nikki Giovanni: On Holidays and How to Make Them Work
Skip Rozin: Big White
Andrew Lam: They Shut My Grandmother's Door
Tunku Varadarjan: Baby Names, Big Battles
Thomas H. Middleton: Have a Nice Day
Langston Hughes: Thank you M'am
Michelle M. Ducharme: A Lifetime of Production
Elizabeth Stone: For One Teacher, a Lesson about E-Mail and Privacy
Ray Hanania: One of the Bad Guys
Maya Angelou: The Fight
Karen S. Peterson: The Truth About Our Little White Lies
Chang-Lin Tien: America's Scapegoats
Maria L. Muniz: Back, but Not Home
Appendix: The Parts of Speech

Developmental Writing – Paragraph

International Edition

ENGLISH BRUSHUP

3rd Edition

John Langan, Atlantic Cape Community College Janet Goldstein

2003 / Softcover / 224 pages

ISBN-13: 978-0-07-281890-1 / MHID: 0-07-281890-5

ISBN-13: 978-0-07-121317-2 / MHID: 0-07-121317-1 [IE]

Website: <http://www.mhhe.com/langan>

CONTENTS

Part One: SIXTEEN BASIC SKILLS

1: Subjects and Verbs
2: More About Verbs
3: Subject-Verb Agreement
4: Sentence Types
5: Fragments
6: Run-Ons
7: Pronouns
8: Comma
9: Apostrophe
10: Quotation Marks
11: Other Punctuation Marks
12: Homonyms
13: Capital Letters
14: Word Choice
15: Misplaced and Dangling Modifiers
16: Parallelism

Part Two: EXTENDING THE SKILLS

17: Paper Form
18: Spelling
19: Pronoun Types
20: Adjectives and Adverbs
21: Numbers and Abbreviations
22: Usage
23: More About Subjects and Verbs
24: Even More About Verbs
25: More About Subject-Verb Agreement
26: More About Run-Ons
27: More About the Comma
28: More About the Apostrophe
29: More About Quotation Marks
30: More About Punctuation Marks
31: More About Homonyms
32: More About Capital Letters
33: More About Word Choice

Part Three: APPLYING THE SKILLS:

Combined Mastery Tests, Editing Tests.

International Edition

ENGLISH SKILLS WITH READINGS

5th Edition

John Langan, Atlantic Community College

2002 / 672 pages

ISBN-13: 978-0-07-255877-7 / MHID: 0-07-255877-6

ISBN-13: 978-0-07-126622-2 / MHID: 0-07-126622-4

[IE - 1 color Text]

CONTENTS

Part One: BASIC PRINCIPLES OF EFFECTIVE WRITING

Getting Started

Important Factors in Writing

The First and Second Steps in Writing

Step 1: Make a Point

Step 2: Support the Point with Specific Evidence, Practice in Making and Supporting a Point.

The Third and Fourth Steps in Writing

Step 3: Organize and Connect the Specific Evidence

Step 4: Write Clear, Error-Free Sentences

Four Bases for Evaluating Writing

Base 1: Unity

Base 2: Support

Base 3: Coherence

Base 4: Sentence Skills

Part Two: PARAGRAPH DEVELOPMENT

Nine Patterns of Paragraph Development

Writer, Purpose, and Audience

Tools for Paragraph Development

Providing Examples

Explaining a Process

Examining Cause and Effect

Comparing or Contrasting

Defining a Term

Dividing and Classifying

Describing a Scene or Person

Narrating an Event

Arguing a Position

Part Three: ESSAY DEVELOPMENT

Writing the Essay

What Is an Essay?

Important Points about the Essay

Essays to Consider

Planning the Essay

Essay Writing Assignments

Part Four: SENTENCE SKILLS

Grammar

Subjects and Verbs

Sentence Sense

Sentence Fragments

Run-Ons

Standard English Verbs

Irregular Verbs

Subject-Verb Agreement

Consistent Verb Tense

Pronoun Agreement, Reference, and Point of View

Pronoun Types

Adjectives and Adverbs

Misplaced Modifiers

Dangling Modifiers

Faulty Parallelism

Mechanics

Paper Format

Capital Letters

Numbers and Abbreviations

Punctuation

Apostrophe

Quotation Marks

Comma

Other Punctuation Marks

Word Use

Using the Dictionary

Improving Spelling

Vocabulary Development

Commonly Confused Words

Effective Word Choice

Sentence Variety

Practice

Combined Mastery Tests

Editing Tests

Sentence-Skills Achievement Test

Part Five: SIXTEEN READING SELECTIONS

Introduction to the Readings

Goals and Values

Rowing the Bus, by Paul Logan

Adolescent Confusion by Maya Angelou

The Tryout by Bob Greene

What Good Families Are Doing Right by Delores Curran

Education and Self-Improvement

Do It Better! by Ben Carson, M.D. with Cecil Murphy

Anxiety: Challenge by Another Name by James Lincoln Collier

Old Before Her Time by Katherine Barrett

Let's Really Reform Our Schools by Anita Garland

Power Learning by Sheila Akers

Finding a Career and a Job: A No-Nonsense Guide by Ann

McClintock

How To Think Clearly by Earl Ubell

Human Groups and Society

Television Changed My Family Forever by Linda Ellerbee

The Chase by Annie Dillard

Rudeness at the Movies by Bill Wine

People Need People by S. Leonard Syme

A Drunken Ride, a Tragic Aftermath by Theresa Conroy and

Christine M. Johnson.

Acknowledgements

Appendix

Answers and Charts (instructor's version only)

Answers to Sentence Skills and Introductory Projects (instructor's version only)

Charts

Developmental Writing – Essay

NEW

A TROUBLESHOOTING GUIDE FOR WRITERS: STRATEGIES AND PROCESS

5th Edition

Barbara Fine Clouse

2008 / 224 pages

ISBN-13: 978-0-07-353318-6 / MHID: 0-07-353318-1

Available: November 2007

Website: <http://www.mhhe.com/clouseguide5>

This brief rhetoric and reference for academic and business writers provides over 310 writing strategies for solving problems at every stage of the writing process—from idea generation through editing. The book's practical approach not only helps writers with broader challenges, such as planning and organization, but also with specific style and grammar issues that can derail the writing process.

NEW TO THIS EDITION

- **Strategies for Building Vocabulary:** Chapter 8's discussion of word choice now includes specific strategies for vocabulary building, so finding the right word can become less of a problem.
- **Over 310 Helpful Strategies:** 27 strategies have been added! With so many helpful procedures, all users should find ways to solve problems and improve their writing processes.
- **Plagiarism Alerts:** Explanations for avoiding intentional and unintentional plagiarism appear at strategic points throughout the book.
- **Strategies for Multilingual Students:** Appendix A describes strategies particularly helpful for non-native users of English.
- **Strategies for In-Class Writing:** Appendix B has been expanded to include strategies for in-class writing, along with taking essay examinations.
- **Catalyst Online Resources:** Click paths powered by *Catalyst* direct students to special online resources, including interactive activities and grammar exercises with personalized feedback.

CONTENTS

Myths About Writing: An Introduction

Part One: A TROUBLESHOOTING GUIDE TO PREWRITING

Chapter One: "I Don't Know What to Write."

Chapter Two: "How Do I Write a Thesis?"

Chapter Three: "How Do I Get My Ideas to Fit Together?"

Part Two: A TROUBLESHOOTING GUIDE TO DRAFTING

Chapter Four: "I Know What I Want to Say, But I Can't Say It."

Chapter Five: "I'm Having Trouble With My Introduction."

Chapter Six: "How Do I Back Up What I Say?"

Chapter Seven: "I Don't Know How To End."

Chapter Eight: "I Can't Think of the Right Word."

Part Three: A Troubleshooting Guide To Revising

Chapter Nine: "I Thought my Draft was Better Than This."

Chapter Ten: "I Don't Know What to Change."

Chapter Eleven: "Is It Cheating if Someone Helps Me?"

Chapter Twelve: "My Ideas Seem All Mixed Up."

Chapter Thirteen: "My Draft is too Short."

Chapter Fourteen: "My Draft is too Long."

Chapter Fifteen: "My Writing Seems Boring."

Chapter Sixteen: "My Writing Sounds Choppy."

Part IV: A TROUBLESHOOTING GUIDE TO EDITING

Chapter Seventeen: "I Don't Find My Mistakes."

Chapter Eighteen: "I Used a Period and a Capitol Letter, So Why Isn't This a Sentence?"

Chapter Nineteen: "How Can This be a Run-on or a Comma Splice? It's Not Even Long."

Chapter Twenty: "It is I; It is Me-What's the Difference?"

Chapter Twenty-One: "How do I Know Which Verb Form to Use?"

Chapter Twenty-Two: "I'm Unsure About Modifiers."

Chapter Twenty-Three: "Can't I Just Place a Comma Wherever I Pause?"

Chapter Twenty-Four: "What if I Want to Quote Somebody?"

Chapter Twenty-Five: "I Have Trouble with Apostrophes."

Chapter Twenty-Six: "I Never Know What to Capitalize."

Chapter Twenty-Seven: "I Can't Spell."

Part V: A TROUBLESHOOTING GUIDE TO RESEARCH

Chapter Twenty-Eight: "How Do I Find Good Sources-and Why Do I Need Them?"

Chapter Twenty-Nine: "What Do I Do with the Sources I Find?"

Chapter Thirty: "What Does an Essay With Sources Look Like?"

Appendixes

Appendix A: "English is Not My First Language"

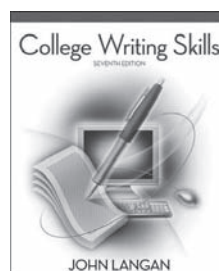
Appendix B: "I Get Nervous Writing in Class"

Appendix C: "I Need a Writing Topic"

Index

NEW

International Edition



COLLEGE WRITING SKILLS 7th Edition

John Langan, Atlantic Cape
Community College

2008 / 672 pages

ISBN-13 978-0-07-338409-2 / MHID: 0-07-338409-7

(No Selling Rights)

ISBN-13: 978-128475-2 / MHID: 0-07-128475-3 [IE]

Available: July 2007

The seventh edition of John Langan's *College Writing Skills* focuses on the essay using Langan's renowned clear writing style, as well as his wide range of writing assignments and activities that reinforce the four bases of effective writing: unity, support, coherence, and sentence skills. For this new edition, John Langan has added a variety of fresh elements to his proven approach.

NEW TO THIS EDITION

- **NEW visual part and chapter openers:** Each part and chapter of the book opens with color photographs and accompanying writing prompts that relate to the learning material that follows – immediately engaging students in the writing and critical thinking process.
- **NEW visual learning:** Because today’s students respond so readily to visual images, and must learn to evaluate such images critically, we have integrated over seventy photos and images throughout the text—each supported by an accompanying caption to prompt writing or critical thinking.
- **NEW contemporary exercises and activities** engage students’ interest in current, relevant issues and help students apply concepts to contemporary culture and everyday life.
- **NEW expanded examples of student writing:** The seventh edition features drafts of student writing through every step of the writing process, including pre-writing, early “longhand” drafts, final paragraphs, and final essays, clearly illustrating the progression students will make in their own writing.
- **NEW collaborative learning icon** highlights all student activities that can be assigned as collaborative activities, either in or outside of class.
- **NEW integrated Online Learning Center:** Throughout the text, an OLC icon prompts students to visit the free Web site for additional online help. The updated OLC appeals to all learning styles, and provides interactive media for more effective learning.

CONTENTS

Part One: ESSAY WRITING

CHAPTER 1: An Introduction to Writing
Point and Support
Structure of the Traditional Essay
Benefits of Writing the Traditional Essay
Writing as a Skill
Writing as a Process of Discovery
Writing as a Way to Communicate with Others
Keeping a Journal
Using a Computer
Review Activities
Using This Text
CHAPTER 2: The Writing Process
Prewriting
Writing a First Draft
Revision
Editing
Review Activities
CHAPTER 3: The First and Second Steps in Essay Writing
Step 1: Begin with a Point, or Thesis
Step 2: Support the Thesis with Specific Evidence
Practice in Advancing and Supporting a Thesis
CHAPTER 4: The Third Step in Essay Writing
Step 3: Organize and Connect the Specific Evidence
Introductions, Conclusions, and Titles
Practice in Organizing and Connecting Specific Evidence
CHAPTER 5: The Fourth Step in Essay Writing
Revising Sentences
Editing Sentences
Practice in Revising Sentences
CHAPTER 6: Four Bases for Revising Essays
Base 1: Unity
Base 2: Support
Base 3: Coherence
Base 4: Sentence Skills
Practice in Using the Four Bases

Part Two: PATTERNS OF ESSAY DEVELOPMENT

CHAPTER 7: Introduction To Essay Development
CHAPTER 8: Description
Reading: *Lou’s Place*, Beth Johnson
CHAPTER 9: Narration
Reading: *The Yellow Ribbon*, Pete Hamill
CHAPTER 10: Examples
Reading: *Dad*, Andrew H. Malcolm
CHAPTER 11: Process
Reading: *How to Do Well On A Job Interview*, Glenda Davis
CHAPTER 12: Cause and Effect
*Reading: *Taming the Anger Monster*, Anne Davidson
CHAPTER 13: Comparison and Contrast
*Reading: *Born to Be Different?* Camille Lewis
CHAPTER 14: Definition
Reading: *Television Addiction*, Marie Winn
CHAPTER 15: Division and Classification
Reading: *Wait Divisions*, Tom Bodett
CHAPTER 16: Argument
Reading: *Ban The Things. Ban Them All.*, Molly Ivins

Part Three: SPECIAL SKILLS

CHAPTER 17: Taking Essay Exams
CHAPTER 18: Writing a Summary
CHAPTER 19: Writing a Report
CHAPTER 20: Writing a Résumé and Cover Letter
CHAPTER 21: Using the Library and the Internet
CHAPTER 22: Writing a Research Paper

Part Four: HANDBOOK OF SENTENCE SKILLS

GRAMMAR

CHAPTER 23: Subjects and Verbs
CHAPTER 24: Fragments
CHAPTER 25: Run-ons
CHAPTER 26: Regular and Irregular Verbs
CHAPTER 27: Subject-Verb Agreement
CHAPTER 28: Additional Information about Verbs
CHAPTER 29: Pronoun Agreement and Reference
CHAPTER 30: Pronoun Types
CHAPTER 31: Adjectives and Adverbs
CHAPTER 32: Misplaced Modifiers
CHAPTER 33: Dangling Modifiers

MECHANICS

CHAPTER 34: Manuscript Form
CHAPTER 35: Capital Letters
CHAPTER 36: Numbers and Abbreviations

PUNCTUATION

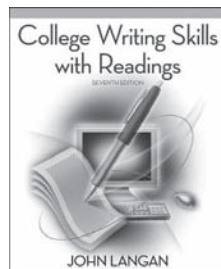
CHAPTER 37: Apostrophe
CHAPTER 38: Quotation Marks
CHAPTER 39: Comma
CHAPTER 40: Other Punctuation Marks

WORD USE

CHAPTER 41: Spelling Improvement
CHAPTER 42: Commonly Confused Words
CHAPTER 43: Effective Word Choice
CHAPTER 44: Editing Tests
CHAPTER 45: ESL Pointers

NEW

International Edition



COLLEGE WRITING SKILLS WITH READINGS 7th Edition

John Langan, Atlantic Cape
Community College

2008 / 816 pages

ISBN-13: 978-0-07-338408-5 / MHID: 0-07-338408-9

(No Selling Rights)

ISBN-13: 978-0-07-128474-5 / MHID: 0-07-128474-5 [IE]

Available: July 2007

John Langan's *College Writing Skills with Readings*, Seventh Edition, focuses on the essay using Langan's renowned clear writing style, as well as his wide range of writing assignments and activities that reinforce the four bases of effective writing: unity, support, coherence, and sentence skills. For the new seventh edition, John Langan has added a variety of fresh elements to his proven approach.

NEW TO THIS EDITION

- **NEW visual part and chapter openers:** Each part and chapter of the book opens with color photographs and accompanying writing prompts that relate to the learning material that follows – immediately engaging students in the writing and critical thinking process.
- **NEW visual learning:** Because today's students respond so readily to visual images, and must learn to evaluate such images critically, we have integrated over seventy photos and images throughout the text—each supported by an accompanying caption to prompt writing or critical thinking.
- **NEW contemporary exercises and activities** engage students interest in current, relevant issues and help students apply concepts to contemporary culture and everyday life.
- **NEW expanded examples of student writing:** The seventh edition features drafts of student writing through every step of the writing process, including pre-writing, early “longhand” drafts, final paragraphs, and final essays, clearly illustrating the progression students will make in their own writing.
- **NEW collaborative learning icon** highlights all student activities that can be assigned as collaborative activities, either in or outside of class.
- **NEW readings** chosen for their appeal and relevance to today's students, covering topics such as relationships, sleep deprivation, and sexuality.
- **NEW integrated Online Learning Center (OLC):** Throughout the text, an OLC icon prompts students to visit the free Web site for additional online help. The updated OLC appeals to all learning styles, and provides interactive media for more effective learning.

CONTENTS

Part One: ESSAY WRITING

CHAPTER 1: An Introduction to Writing
Point and Support
Structure of the Traditional Essay
Benefits of Writing the Traditional Essay
Writing as a Skill
Writing as a Process of Discovery
Writing as a Way to Communicate with Others
Keeping a Journal
Using a Computer
Review Activities
Using This Text

CHAPTER 2: The Writing Process

Prewriting
Writing a First Draft
Revision

Editing
Review Activities

CHAPTER 3: The First and Second Steps in Essay Writing

Step 1: Begin with a Point, or Thesis
Step 2: Support the Thesis with Specific Evidence
Practice in Advancing and Supporting a Thesis

CHAPTER 4: The Third Step in Essay Writing

Step 3: Organize and Connect the Specific Evidence
Introductions, Conclusions, and Titles

Practice in Organizing and Connecting Specific Evidence

CHAPTER 5: The Fourth Step in Essay Writing

Revising Sentences

Editing Sentences

Practice in Revising Sentences

CHAPTER 6: Four Bases for Revising Essays

Base 1: Unity

Base 2: Support

Base 3: Coherence

Base 4: Sentence Skills

Practice in Using the Four Bases

Part Two: PATTERNS OF ESSAY DEVELOPMENT

CHAPTER 7: Introduction To Essay Development

CHAPTER 8: Description

Reading: *Lou's Place*, Beth Johnson

CHAPTER 9: Narration

Reading: *The Yellow Ribbon*, Pete Hamill

CHAPTER 10: Examples

Reading: *Dad*, Andrew H. Malcolm

CHAPTER 11: Process

Reading: *How to Do Well On A Job Interview*, Glenda Davis

CHAPTER 12: Cause and Effect

*Reading: *Taming the Anger Monster*, Anne Davidson

CHAPTER 13: Comparison and Contrast

*Reading: *Born to Be Different?* Camille Lewis

CHAPTER 14: Definition

Reading: *Television Addiction*, Marie Winn

CHAPTER 15: Division and Classification

Reading: *Wait Divisions*, Tom Bodett

CHAPTER 16: Argument

Reading: *Ban The Things. Ban Them All.*, Molly Ivins

Part Three: SPECIAL SKILLS

CHAPTER 17: Taking Essay Exams

CHAPTER 18: Writing a Summary

CHAPTER 19: Writing a Report

CHAPTER 20: Writing a Résumé and Cover Letter

CHAPTER 21: Using the Library and the Internet

CHAPTER 22: Writing a Research Paper

Part Four: HANDBOOK OF SENTENCE SKILLS

GRAMMAR

- CHAPTER 23: Subjects and Verbs
- CHAPTER 24: Fragments
- CHAPTER 25: Run-ons
- CHAPTER 26: Regular and Irregular Verbs
- CHAPTER 27: Subject-Verb Agreement
- CHAPTER 28: Additional Information about Verbs
- CHAPTER 29: Pronoun Agreement and Reference
- CHAPTER 30: Pronoun Types
- CHAPTER 31: Adjectives and Adverbs
- CHAPTER 32: Misplaced Modifiers
- CHAPTER 33: Dangling Modifiers

MECHANICS

- CHAPTER 34: Manuscript Form
- CHAPTER 35: Capital Letters
- CHAPTER 36: Numbers and Abbreviations

PUNCTUATION

- CHAPTER 37: Apostrophe
- CHAPTER 38: Quotation Marks
- CHAPTER 39: Comma
- CHAPTER 40: Other Punctuation Marks

WORD USE

- CHAPTER 41: Spelling Improvement
- CHAPTER 42: Commonly Confused Words
- CHAPTER 43: Effective Word Choice
- CHAPTER 44: Editing Tests
- CHAPTER 45: ESL Pointers

Part Five: READINGS FOR WRITERS

- Introduction to The Readings
 - Looking Inward
 - **Three Passions*, Bertrand Russell
 - Thank You*, Alex Haley
 - Shame*, Dick Gregory
 - I Became Her Target*, Roger Wilkins
 - Smash Thy Neighbor*, John McMurtry
 - A Hanging*, George Orwell
 - Observing Others
 - **A Legendary Moment*, Haven Kimmel
 - **The Professor Is a Dropout*, Beth Johnson
 - The Monster*, Deems Taylor
 - Why Are Students Turned Off?*, Casey Banas
 - Propaganda Techniques in Today's Advertising*, Ann McClintock
 - Confronting Problems
 - Bombs Bursting in Air*, Beth Johnson
 - Here's To Your Health*, Joan Dunayer
 - How to Make It In College, Now That You're Here*, Brian O'Keeney
 - College Lectures: Is Anybody Listening?*, David Daniels
 - Seven Ways to Keep The Peace at Home*, Daniel A. Sugarman
 - In Praise of the F Word*, Mary Sherry
 - A Scary Time to Raise a Daughter*, Steve Lopez
- READING COMPREHENSION CHART

EFFECTIVE COLLEGE WRITING

Kooi Cheng Lee, Goh Khong Phong Happy, Janet Chan and Ying Yang

2006 / 164 pages

ISBN-13: 978-0-07-125858-6 / MHID: 0-07-125858-2

Available: December 2006

[An Asian Publication]

Effective College Writing is specifically written for pre-tertiary or tertiary students in Asian countries where the medium of instruction is English. The book aims to help students cope with writing in an academic setting using the process-genre approach. Students will learn how to plan, organize, research, and produce different genres of academic writing through a variety of challenging activities and tasks. Reflection exercises, and self evaluation and peer review checklists are also included to help students be more autonomous in their learning. Each chapter of the book includes

- objectives, explaining what students will learn;
- introduction to a genre, outlining its rhetorical structure and specialized features;
- useful expressions, structures, and transitional markers peculiar to the genre;
- text analysis, showing students how to identify thesis statement, topic sentences, and supporting ideas, with examples of students' writing;
- reflection, asking students to think about what they have learned; and
- writing tasks, emphasizing the process approach to genre writing.

CONTENTS

- Introduction
- Chapter 1 The Writing Process
- Chapter 2 Writing a Definition / Classification Essay
- Chapter 3 Writing a Process Essay
- Chapter 4 Writing a Comparison-Contrast Essay
- Chapter 5 Writing a Cause-Effect Essay
- Chapter 6 Writing a Problem-Solution Essay
- Chapter 7 Writing an Argumentative Essay
- Chapter 8 Writing an Academic Essay
- Appendices Peer Review Exercises

Study Skills and First Year Orientation

NEW



PEAK PERFORMANCE SUCCESS IN COLLEGE AND BEYOND 6th Edition

Sharon Ferrett, Humboldt State University

2008 / 552 pages
ISBN-13: 9780-07-312549-7 / MHID: 0-07-312549-0
(Annotated Instructor's Edition)
Available: November 2006

Website: <http://www.mhhe.com/ferrett6>

This best-selling text presents new and returning college students with practical, hands-on methods of increasing their performance inside and outside the classroom. It helps them make the connection between their academic efforts and their job and life skills. They learn a variety of personal productivity skills related to positive work and study habits, as well as creative problem-solving, organizational, and interpersonal skills. The new edition has been extensively updated to include an even stronger integration of the theme of "Self-Management", reinforcing the importance of character and personal responsibility. All the interactive exercises and assessments have been revised to promote critical thinking, and a new culminating chapter now focuses on exploring majors, career development, and service learning.

NEW TO THIS EDITION

- **"Self-Management":** This overall theme of the text is more thoroughly integrated, beginning with the re-titled "Self-Management" scenario and "Journal Entry" critical thinking exercise at the outset of every chapter. In addition, Chapter 1 includes a new discussion on Self-Management with the addition of key components such as self-assessment, critical thinking, reflection, visualization, and creating a personal mission statement.
- **Chapter 2 (Achieve Emotional Intelligence):** This chapter has been updated to include clearer definition of key terms. The importance of a positive attitude has been further integrated, along with how to use personal goals as motivators.
- **Chapter 3 (Manage Your Time):** This popular chapter now includes a more detailed discussion on priorities, differentiating between urgent versus important priorities, and how to use your mission statement and goals for time management. In addition, there are many new interactive time management worksheets, including how to draft and plan goals.

- **Chapter 4 (Maximize Your Resources):** This chapter has been moved up in the text as a natural extension from time management, another precious resource. It has been reorganized and streamlined to focus on school and community resources in the first half of the chapter and then discusses financial resources and responsibility in the latter half of the chapter.
- **Chapter 11 (Create a Healthy Mind, Body, and Spirit):** This chapter now includes a discussion of wellness and understanding the connections between the mind, body, spirit. New information on eating disorders has been added, and all the statistics regarding drug abuse have been updated.
- **Chapter 13 (Develop Positive Attitudes and Habits):** This chapter has been refocused to be a culminating chapter which further explores how to put the previous chapters' content into practice to be a "Peak Performer".
- **Chapter 14 (Explore Majors Careers):** This culminating chapter has been revised to explore potential majors, careers, career development, and service learning, in addition to developing a career development portfolio.
- **Personal Evaluation Notebook** exercises and end-of-chapter **Worksheets** have been extensively revised to better connect them with the chapter content and provide more opportunities for critical thinking.
- The **Peak Performer Profiles** have been updated and now conclude with a new "Check it Out" section that takes students to a related topic on the Internet.

CONTENTS

Part One: BUILDING FOUNDATION SKILLS

- Chapter 1 Discover How You Learn Best
- Chapter 2 Achieve Emotional Intelligence
- Chapter 3 Manage Your Time
- Chapter 4 Maximize Your Resources

Part Two: BASIC SKILLS AND STRATEGIES

- Chapter 5 Listen and Take Effective Notes
- Chapter 6 Actively Read
- Chapter 7 Improve Your Memory Skills
- Chapter 8 Excel at Taking Tests
- Chapter 9 Express Yourself in Writing and Speech

Part Three: APPLICATION

- Chapter 10 Become a Critical Thinker and Creative Problem Solver
- Chapter 11 Create a Healthy Mind, Body, and Spirit
- Chapter 12 Build Healthy and Diverse Relationships
- Chapter 13 Develop Positive Attitudes and Habits
- Chapter 14 Explore Majors and Careers

POWER LEARNING: STRATEGIES FOR SUCCESS IN COLLEGE AND LIFE

3rd Edition

Robert S. Feldman, University of Mass-Amherst

2007 / Softcover with access card

ISBN-13: 978-0-07-325200-1 / MHID: 0-07-325200-X

(with BookMark, Online Learning Center Bind-In Card)

Available: January 2006

Website: <http://www.mhhe.com/power>

The only first-year experience text with a unifying system for critical thinking and problem solving, P.O.W.E.R. Learning maximizes students' potential for success in college and in life. Using the simple, class-tested principles of the P.O.W.E.R. system (Prepare, Organize, Work, Evaluate, and Rethink), students gain a sense of mastery and achievement as they move through the text; with the growth of their confidence comes the increased intellectual enthusiasm and personal discipline needed for them to excel. The third edition of P.O.W.E.R. Learning has been substantially revised to include new assessments, critical thinking questions, an emphasis on academic honesty and integrity, and increased focus on service learning.

CONTENTS

P.O.W.E.R. Learning, 2007 Edition

Part 1: GETTING STARTED

Chapter 1. P.O.W.E.R. Learning: Becoming an Expert Student

Chapter 2. Making the Most of Your Time

Chapter 3. Recognizing How You Learn, Who You Are, and What You Value

Part 2: USING P.O.W.E.R FOR ACADEMIC SUCCESS

Chapter 4. Taking Notes

Chapter 5. Taking Tests

Chapter 6. Building Your Reading Skills

Chapter 7. Writing and Speaking

Chapter 8. Memory

Chapter 9. Choosing Your Courses and Major

Chapter 10. Technology and Information Competency

Part 3: LIFE BEYOND THE CLASSROOM

Chapter 11. Making Good Decisions

Chapter 12. Diversity and Your Relationship with Others

Chapter 13. Money Matters

Chapter 14. Stress, Health, and Wellness

A Final Word

Glossary

Endnotes

Credits

Index



Contents / 2008–2009 *NEW* Titles

Composition ~ Contents

| | |
|---------------------------------------|----|
| Argumentation Texts..... | 25 |
| Handbooks and Workbooks | 18 |
| Readers – Rhetorically Organized..... | 20 |
| Rhetorics | 21 |

2009 New Titles

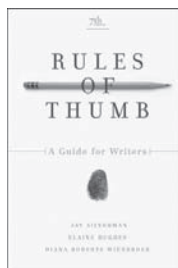
- **ROEN**
**McGraw-Hill Guide: Writing for College,
Writing for Life** 21
ISBN-13: 978-0-07-249647-5 / MHID: 0-07-249647-9

2008 New Titles

- **CLOUSE**
**A Troubleshooting Guide for Writers: Strategies and
Process, 5e.....** 21
ISBN-13: 978-0-07-353318-6 / MHID: 0-07-353318-1
- **COSTANZO**
The Writer's Eye 20, 25
ISBN-13: 978-0-07-237260-1 / MHID: 0-07-237260-5
- **LANGAN**
College Writing Skills, 7e..... 22
ISBN-13 978-0-07-338409-2 / MHID: 0-07-338409-7
- **LANGAN**
College Writing Skills with Readings, 7e..... 23
ISBN-13: 978-0-07-338408-5 / MHID: 0-07-338408-9
- **RUGGIERO**
Beyond Feelings: A Guide to Critical Thinking, 8e 25
ISBN-13: 978-0-07-353569-2 / MHID: 0-07-353569-9
- **SILVERMAN**
Rules of Thumb—book Alone, 7e..... 18
ISBN-13: 978-0-07-353319-3 / MHID: 0-07-353319-X

Handbooks and Workbooks

NEW



RULES OF THUMB—BOOK ALONE 7th Edition

Jay Silverman, Jay Silverman, Elaine Hughes (deceased) and Diana Roberts
Wienbroer of Nassau Community College

2008 / Softcover / 224 pages
ISBN-13: 978-0-07-353319-3 / MHID: 0-07-353319-X
Available: December 2006

Website: <http://www.mhhe.com/rules7>

Brevity and practicality are the hallmarks of *Rules of Thumb*. Reflecting the most current MLA, APA, and Chicago documentation styles, the seventh edition remains the ideal handbook for improving grammar without overwhelming student writers with specialized terminology.

NEW TO THIS EDITION

- Up-to-date MLA documentation formats for electronic sources of information—APA and Chicago, also!
- Streamlined chapters on research—including “Going Beyond Google”
- New introductory chapter, “Seven Steps to a Research Paper”—an overview of the process
- Tips for PowerPoint presentations based on research
- Expanded coverage of verb tenses, helpful for both native and non-native speakers

CONTENTS

Acknowledgements
The Meaning of “Rule of Thumb”
How to Use *Rules of Thumb*

Part 1: THE BASICS: SPELLING, PUNCTUATION, AND GRAMMAR

A Word about Correctness
Commonly Confused Words
One Word or Two?
Spelling
Capitalization
Abbreviations and Numbers
Apostrophes
Consistent Pronouns
I vs. Me, She vs. Her, He vs. Him, Who vs. Whom
Vague Pronouns
Recognizing Complete Sentences
Period or Comma? Run-on Sentences and Sentence Fragments
Feature: Using but, however, although
Commas
Semicolons
Colons
Dashes and Parentheses
Quotation Marks
Titles: Underlines, Italics, or Quotation Marks

Shifting Verb Tenses
Verb Agreement
Word Endings: -s and -ed
Tangled Sentences

Part 2: PUTTING A PAPER TOGETHER

What to Do When You’re Stuck
Addressing Your Audience
Writing with a Thesis
Finding an Organization for Your Essay
Introductions
Paragraphs—Long and Short
Transitions
Incorporating Quotations
Conclusions
How to Make a Paper Longer (and When to Make It Shorter)
How to Work on a Second Draft
Shortcuts for “Word”
Proofreading Tips
Format of College Papers
Special Case: Writing an Essay in Class
Special Case: Writing about Literature

Part 3: THE RESEARCH PAPER

Seven Steps to a Research Paper
How to Conduct Research
Feature: Sizing Up a Website
Getting Information Online and at the Library
Feature: When You Find Too Few or Too Many Sources
Writing the Research Paper
Feature: PowerPoint Presentations
Plagiarism (Cheating)
What Is Documentation?
Feature: Where to Find Specific Entries for Works Cited, References, and Bibliography
Documentation: The MLA Style
Documentation: The APA Style
Documentation: The Chicago Style (Footnotes)

Part 4: STYLE

Keeping a Journal
Adding Details
Recognizing Cliches
Eliminating Offensive Language
Trimming Wordiness
Using Strong Verbs
Varying Your Sentences
Finding Your Voice

THE NEW MCGRAW-HILL HANDBOOK

Elaine Maimon, University of Alaska-Anchorage,
Janice Peritz, Queens College and Kathleen Yancey,
Florida State University—Tallahassee

2007

ISBN-13: 978-0-07-321687-4 / MHID: 0-07-321687-9

ISBN-13: 978-0-07-325215-5 / MHID: 0-07-325215-8

(with Student Access to Catalyst 2.0, Hardcover)

ISBN-13: 978-0-07-325216-2 / MHID: 0-07-325216-6

(with Student Access to Catalyst 2.0, Softcover)

ISBN-13: 978-0-07-331546-1 / MHID: 0-07-331546-X

(with Student Catalyst 2.0)

Available: January 2006

Dramatically in the years since the first hardcover handbooks were published. Today, your students don’t just write papers; they write papers and create multimedia presentations. They don’t just do research; they do library research and sift through huge amounts of online information. They don’t just read print; they analyze text and images. And they don’t

just come to class; they're part of a learning community – in class and online. These changes have put new demands on composition courses, demands that The New McGraw-Hill Handbook, written by Maimon, Peritz, and Yancey, meets. The New McGraw-Hill Handbook is a comprehensive composition handbook designed for class use as well as reference. It equips students to use writing to learn; connect writing to thinking and reading; apply practical strategies to specific college assignments; connect their writing to life outside college; use digital design as a tool for presenting their work in print and online; learn how to pose a research question; think critically about sources and manage information; document electronic and print sources across a range of disciplines; and learn how to be editors of their own writing. The New McGraw-Hill Handbook is based on the successful brief handbook, *A Writer's Resource*. Like *A Writer's Resource*, The New McGraw-Hill Handbook benefits from the authors' 20+ years of research into writing. The new comprehensive book also shares *A Writer's Resource's* focus on academic writing and technology, with a student-friendly style. With a greater depth of rhetorical coverage and practice exercises, The New McGraw-Hill Handbook is a complete text for the composition classroom.

CONTENTS

Part One: WRITING AND DESIGNING PAPERS

- Chapter 1: Learning Across the Curriculum
- Chapter 2: Understanding Assignments
- Chapter 3: Planning and Shaping the Whole Essay
- Chapter 4: Drafting Paragraphs and Visuals
- Chapter 5: Revising and Editing
- Chapter 6: Designing Academic Papers and Preparing Portfolios

Part Two: COMMON ASSIGNMENTS ACROSS THE CURRICULUM

- Chapter 7: Reading, Thinking, Writing: the Critical Connection
- Chapter 8: Informative Reports
- Chapter 9: Interpretive Analyses
- Chapter 10: Arguments
- Chapter 11: Personal essays
- Chapter 12: Essay Exams
- Chapter 13: Oral presentations
- Chapter 14: Multimedia Writing

Part Three: RESEARCHING

- Chapter 15: Understanding Research
- Chapter 16: Finding and Managing Print and Online Sources
- Chapter 17: Finding and Designing Effective Visuals
- Chapter 18: Evaluating Sources
- Chapter 19: Doing Research in the Archive, Field, and Lab
- Chapter 20: Plagiarism, Copyright, and Intellectual Property
- Chapter 21: Working with Sources and Avoiding Plagiarism
- Chapter 22: Writing the Paper
- Chapter 23: Discipline-Specific Resources in the Library and on the Internet

Part Four: DOCUMENTING ACROSS THE CURRICULUM

- Chapter 24: MLA Documentation Style
- Chapter 25: APA Documentation Style
- Chapter 26: Chicago and CSE Documentation Styles
- CHICAGO DOCUMENTATION STYLE CSE DOCUMENTATION STYLES
- 26e. CSE name-year style: In-text citations

Part Five: WRITING BEYOND COLLEGE

- Chapter 27: Service Learning and Community-Service Writing
- Chapter 28: Letters to Raise Awareness and Share Concern
- Chapter 29: Writing to Get and Keep a Job

Part Six: GRAMMAR BASICS

- Test Yourself: Grammar Basics
- Chapter 30: The Parts of Speech
- Chapter 31: Sentence Basics

Part Seven: EDITING FOR GRAMMAR CONVENTIONS

- Test Yourself: Grammar Conventions
- Chapter 32: Sentence Fragments
- Chapter 33: Comma Splices and Run-on Sentences
- Chapter 34: Subject-Verb Agreement
- Chapter 35: Problems with Verbs
- Chapter 36: Problems with Pronouns
- Chapter 37: Problems with Adjectives and Adverbs
- Checklist: Editing for Grammar Conventions

Part Eight: EDITING FOR CLARITY

- Test Yourself: Editing for Clarity
- Chapter 38: Wordy Sentences
- Chapter 39: Missing Words
- Chapter 40: Mixed Constructions
- Chapter 41: Confusing Shifts
- Chapter 42: Faulty Parallelism
- Chapter 43: Misplaced and Dangling Modifiers
- Chapter 44: Coordination and Subordination
- Chapter 45: Sentence Variety
- Chapter 46: Active Verbs
- Checklist: Editing for Clarity

Part Nine: EDITING FOR WORD CHOICE

- Chapter 47: Dictionaries and Vocabulary
- Chapter 48: Appropriate Language
- Chapter 49: Exact Language
- Chapter 50: Glossary of Usage

Part Ten: SENTENCE PUNCTUATION

- Test Yourself: Sentence Punctuation
- Chapter 51: Commas
- Chapter 52: Semicolons
- Chapter 53: Colons
- Chapter 54: Quotation Marks
- Chapter 55: Dashes and Parentheses
- Chapter 56: Periods, Question Marks, and Exclamation Points
- Checklist: Editing for Punctuation

Part Eleven: MECHANICS AND SPELLING

- Test Yourself: Mechanics and Spelling
- Chapter 57: Capitalization
- Chapter 58: Abbreviations, Acronyms, and Symbols
- Chapter 59: Numbers
- Chapter 60: Italics and Underlining
- Chapter 61: Apostrophes
- Chapter 62: Hyphens
- Chapter 63: Spelling
- Checklist: Editing for Mechanics and Spelling

Part Twelve: GUIDE FOR MULTILINGUAL WRITERS

- Chapter 64: English Basics
- Chapter 65: English Sentence Structure
- Chapter 66: Error Analysis

Part Thirteen: FURTHER RESOURCES FOR LEARNING

- Timeline of World History
- Selected Terms from across the Curriculum
- World Map
- Quick Reference for Multilingual Writers

Composition

A WRITER'S RESOURCE WITH INSTRUCTOR ACCESS TO CATALYST

2nd Edition

Elaine Maimon, University of Alaska-Anchorage, Janice Peritz, Queens College and Kathleen Yancey, Florida State University—Tallahassee

2007 / Spiral Bound / Comb

ISBN-13: 978-0-07-323056-6 / MHID: 0-07-323056-1

ISBN-13: 978-0-07-325892-8 / MHID: 0-07-325892-X

(Comb, with Student Access to Catalyst 2.0)

ISBN-13: 978-0-07-326003-7 / MHID: 0-07-326003-7

(Spiral, with Student Access to Catalyst 2.0)

Available: December 2005

The second edition of *A Writer's Resource* draws on its authors' 20 years of research into writing in college and provides the most extensive technological support available, forming an indispensable resource for learning, writing, researching, and editing. The second edition features a stonger focus on visual rhetoric, new documentation flowcharts, a new chapter on multimedia assignments, enhanced coverage of note-taking and plagiarism, new online peer review utilities (as well as course management utilities for instructors), and more!

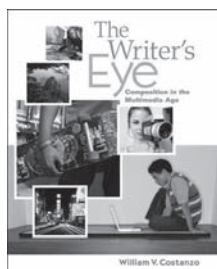
CONTENTS

*new to this edition

1. Learning across the Curriculum
2. Writing and Designing Papers
3. Common Assignments across the Curriculum
4. Writing beyond College
5. Researching
6. MLA Documentation Style
7. APA Documentation Style
8. Chicago and CSE Documentation Styles
9. Editing for Clarity
10. Editing for Grammar Conventions
11. Editing for Correctness: Punctuation, Mechanics, and Spelling
12. Basic Grammar Review with Tips for Multilingual Writers
13. Further Resources for Learning

Readers – Rhetorically Organized

NEW



THE WRITER'S EYE

William Costanzo, Westchester Community College

2008 / 528 pages

ISBN-13: 978-0-07-237260-1 / MHID: 0-07-237260-5

Available: January 2007

Website: <http://www.mhhe.com/costanzo1>

The Writer's Eye teaches effective composition across media by showing how rhetorical purposes and principles inform multimedia texts throughout the culture. By establishing the fundamentals of effective composition and demonstrating how these fundamentals inform multimedia texts, *The Writer's Eye* gives students the tools to better interpret the different cultural media in their own daily lives and to better compose their own meaningful and well-developed texts.

CONTENTS

Preface for Students
Preface for Instructors

Part One: FOUNDATIONS: SEEING, READING, AND COMPOSING

Introduction. Viewing with a Writer's Eye
Chapter 1. Reading Across the Media
Chapter 2. Composing Across the Media

Part Two: CONNECTIONS: READINGS, SCREENINGS, AND INVITATIONS TO COMPOSE

Chapter 3. Flashbacks: Longing and Belonging
Chapter 4. Close Ups: Observing Our Environments
Chapter 5. Shifting Angles: Analyzing American Cultures
Chapter 6. Documented Investigations: The Changing Family
Chapter 7. Reaction Shots: Evaluating Our Consuming Choices
Chapter 8. Resolving and Persuading: Gender Wars
Chapter 9. Fast Forward: Predicting and Proposing Future Worlds

International Edition

75 READINGS PLUS

8th Edition

Santi V Buscemi, Middlesex City College
Charlotte Smith, Adirondack Community College

2007 / 560 pages

ISBN-13: 978-0-07-312508-4 / MHID: 0-07-312508-3

(No Selling Rights)

ISBN-13: 978-0-07-110636-8 / MHID: 0-07-110636-7 [IE]

Available: July 2006

75 Readings Plus is a version of the best-selling *75 Readings* that supplies additional guidance for student readers. Both books are rhetorically arranged and collect the most popular essays for first-year writing. The readings represent a wide variety of authors, disciplines, issues, and interests, and at only \$28 net, *75 Readings Plus* is an excellent value for students.

CONTENTS

Preface
Acknowledgments
Chapter 1 Narration 1
Chapter 2 Description
Chapter 3 Process Analysis
Chapter 4 Definition
Chapter 5 Classification and Division
Chapter 6 Comparison and Contrast
Chapter 7 Example and Illustration
Chapter 8 Cause and Effect
Chapter 9 Analogy
Chapter 10 Argument and Persuasion
Argument
Economics and Social Responsibility
Free Speech
Cloning
Persuasion
Chapter 11 Mixed Strategies

Rhetorics

NEW

**McGRAW-HILL GUIDE: WRITING FOR COLLEGE,
WRITING FOR LIFE**

Duane Roen, Barry M Maid, Gregory Glau, Arizona State University–Tempe

2009 / 1120 pages

ISBN-13: 978-0-07-249647-5 / MHID: 0-07-249647-9

Available: January 2008

This four-in-one rhetoric prepares students for the writing they will need to do throughout their lives by showing them how to use the skills they are learning not only in college but whenever and wherever they need to write. Based on the idea that effective writers are strong communicators in any context, *Writing for College, Writing for Life* emphasizes the skills that are summarized in the Writing Program Administrator's *Outcomes Statement* under the categories *rhetorical knowledge, critical thinking, writing processes, and conventions*. These skills form the basis of the instruction in each assignment chapter and throughout the text. (The book will also be available in a three-in-one version that omits the grammar handbook.)

CONTENTS

Part 1: GETTING STARTED

1. Writing Goals and Objectives for College and for Life
2. Reading Critically for College and for Life
3. Writing to Discover and to Learn

**Part 2: USING WHAT YOU'VE LEARNED TO SHARE
INFORMATION**

4. Writing To Share Experiences
5. Writing to Explore
6. Writing to Inform
7. Writing to Analyze

**Part 3: USING WHAT YOU'VE LEARNED TO WRITE
ARGUMENTS**

8. Writing to Convince
9. Writing to Evaluate
10. Writing to Explain Causes and Effects
11. Writing to Solve Problems
12. Writing about a Creative Work

Part 4: STRATEGIES FOR EFFECTIVE COMMUNICATION

13. Using Rhetorical Strategies that Guide Readers
14. Using Strategies that Persuade Readers
15. Using Strategies for Collaboration
16. Making Effective Oral Presentations

Part 5: TECHNOLOGIES FOR EFFECTIVE COMMUNICATION

17. Choosing a Medium, Genre, and Technology for Your Communication
18. Communicating with Design and Visuals

Part 6: USING RESEARCH FOR INFORMED COMMUNICATION

19. Finding and Evaluating Information from Sources and the Field
20. Synthesizing and Documenting Sources

Grammar Handbook

- C: A Writer's Guide to Common Sentence Problems
- S: A Writer's Guide to Style
- P: A Writer's Guide to Punctuation
- M: A Writer's Guide to Mechanics
- I: A Guide to Multilingual Writers
- G: A Writer's Guide to Sentence Structure
- Appendix A: Constructing a Course Portfolio
- Appendix B: Essay Examinations
- Appendix C: Standard Forms: Letters, Memos, and Other Documents

NEW

**A TROUBLESHOOTING GUIDE FOR WRITERS:
STRATEGIES AND PROCESS****5th Edition**

Barbara Fine Clouse

2008 / 224 pages

ISBN-13: 978-0-07-353318-6 / MHID: 0-07-353318-1

Available: November 2007

Website: <http://www.mhhe.com/clouseguide5>

This brief rhetoric and reference for academic and business writers provides over 310 writing strategies for solving problems at every stage of the writing process—from idea generation through editing. The book's practical approach not only helps writers with broader challenges, such as planning and organization, but also with specific style and grammar issues that can derail the writing process.

NEW TO THIS EDITION

- **Strategies for Building Vocabulary:** Chapter 8's discussion of word choice now includes specific strategies for vocabulary building, so finding the right word can become less of a problem.
- **Over 310 Helpful Strategies:** 27 strategies have been added! With so many helpful procedures, all users should find ways to solve problems and improve their writing processes.
- **Plagiarism Alerts:** Explanations for avoiding intentional and unintentional plagiarism appear at strategic points throughout the book.
- **Strategies for Multilingual Students:** Appendix A describes strategies particularly helpful for non-native users of English.
- **Strategies for In-Class Writing:** Appendix B has been expanded to include strategies for in-class writing, along with taking essay examinations.
- **Catalyst Online Resources:** Click paths powered by *Catalyst* direct students to special online resources, including interactive activities and grammar exercises with personalized feedback.

CONTENTS

Myths About Writing: An Introduction

Part One: A TROUBLESHOOTING GUIDE TO PREWRITING

Chapter One: "I Don't Know What to Write."

Chapter Two: "How Do I Write a Thesis?"

Chapter Three: "How Do I Get My Ideas to Fit Together?"

Composition

Part Two: A TROUBLESHOOTING GUIDE TO DRAFTING

Chapter Four: "I Know What I Want to Say, But I Can't Say It."
Chapter Five: "I'm Having Trouble With My Introduction."
Chapter Six: "How Do I Back Up What I Say?"
Chapter Seven: "I Don't Know How To End."
Chapter Eight: "I Can't Think of the Right Word."

Part Three: A Troubleshooting Guide To Revising

Chapter Nine: "I Thought my Draft was Better Than This."
Chapter Ten: "I Don't Know What to Change."
Chapter Eleven: "Is It Cheating if Someone Helps Me?"
Chapter Twelve: "My Ideas Seem All Mixed Up."
Chapter Thirteen: "My Draft is too Short."
Chapter Fourteen: "My Draft is too Long."
Chapter Fifteen: "My Writing Seems Boring."
Chapter Sixteen: "My Writing Sounds Choppy."

Part IV: A TROUBLESHOOTING GUIDE TO EDITING

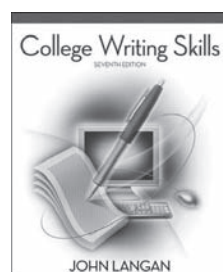
Chapter Seventeen: "I Don't Find My Mistakes."
Chapter Eighteen: "I Used a Period and a Capitol Letter, So Why Isn't This a Sentence?"
Chapter Nineteen: "How Can This be a Run-on or a Comma Splice? It's Not Even Long."
Chapter Twenty: "It is I; It is Me-What's the Difference?"
Chapter Twenty-One: "How do I Know Which Verb Form to Use?"
Chapter Twenty-Two: "I'm Unsure About Modifiers."
Chapter Twenty-Three: "Can't I Just Place a Comma Wherever I Pause?"
Chapter Twenty-Four: "What if I Want to Quote Somebody?"
Chapter Twenty-Five: "I Have Trouble with Apostrophes."
Chapter Twenty-Six: "I Never Know What to Capitalize."
Chapter Twenty-Seven: "I Can't Spell."

Part V: A TROUBLESHOOTING GUIDE TO RESEARCH

Chapter Twenty-Eight: "How Do I Find Good Sources-and Why Do I Need Them?"
Chapter Twenty-Nine: "What Do I Do with the Sources I Find?"
Chapter Thirty: "What Does an Essay With Sources Look Like?"
Appendixes
Appendix A: "English is Not My First Language"
Appendix B: "I Get Nervous Writing in Class"
Appendix C: "I Need a Writing Topic"
Index

NEW

International Edition



COLLEGE WRITING SKILLS 7th Edition

John Langan, Atlantic Cape
Community College

2008 / 672 pages
ISBN-13 978-0-07-338409-2 / MHID: 0-07-338409-7
(No Selling Rights)
ISBN-13: 978-128475-2 / MHID: 0-07-128475-3 [IE]
Available: July 2007

The seventh edition of John Langan's *College Writing Skills* focuses on the essay using Langan's renowned clear writing style, as well as his wide range of writing assignments and activities that reinforce the four bases of effective writing: unity, support, coherence, and sentence skills. For this new edition, John Langan has added a variety of fresh elements to his proven approach.

NEW TO THIS EDITION

- **NEW visual part and chapter openers:** Each part and chapter of the book opens with color photographs and accompanying writing prompts that relate to the learning material that follows – immediately engaging students in the writing and critical thinking process.
- **NEW visual learning:** Because today's students respond so readily to visual images, and must learn to evaluate such images critically, we have integrated over seventy photos and images throughout the text—each supported by an accompanying caption to prompt writing or critical thinking.
- **NEW contemporary exercises and activities** engage students' interest in current, relevant issues and help students apply concepts to contemporary culture and everyday life.
- **NEW expanded examples of student writing:** The seventh edition features drafts of student writing through every step of the writing process, including pre-writing, early "longhand" drafts, final paragraphs, and final essays, clearly illustrating the progression students will make in their own writing.
- **NEW collaborative learning icon** highlights all student activities that can be assigned as collaborative activities, either in or outside of class.
- **NEW integrated Online Learning Center:** Throughout the text, an OLC icon prompts students to visit the free Web site for additional online help. The updated OLC appeals to all learning styles, and provides interactive media for more effective learning.

CONTENTS

Part One: ESSAY WRITING

CHAPTER 1: An Introduction to Writing
Point and Support

Structure of the Traditional Essay
Benefits of Writing the Traditional Essay
Writing as a Skill
Writing as a Process of Discovery
Writing as a Way to Communicate with Others
Keeping a Journal
Using a Computer
Review Activities
Using This Text

CHAPTER 2: The Writing Process

Prewriting
Writing a First Draft
Revision
Editing

Review Activities

CHAPTER 3: The First and Second Steps in Essay Writing

Step 1: Begin with a Point, or Thesis
Step 2: Support the Thesis with Specific Evidence
Practice in Advancing and Supporting a Thesis

CHAPTER 4: The Third Step in Essay Writing

Step 3: Organize and Connect the Specific Evidence
Introductions, Conclusions, and Titles

Practice in Organizing and Connecting Specific Evidence

CHAPTER 5: The Fourth Step in Essay Writing

Revising Sentences
Editing Sentences
Practice in Revising Sentences

CHAPTER 6: Four Bases for Revising Essays
 Base 1: Unity
 Base 2: Support
 Base 3: Coherence
 Base 4: Sentence Skills
 Practice in Using the Four Bases

Part Two: PATTERNS OF ESSAY DEVELOPMENT

CHAPTER 7: Introduction To Essay Development
 CHAPTER 8: Description
 Reading: *Lou's Place*, Beth Johnson
 CHAPTER 9: Narration
 Reading: *The Yellow Ribbon*, Pete Hamill
 CHAPTER 10: Examples
 Reading: *Dad*, Andrew H. Malcolm
 CHAPTER 11: Process
 Reading: *How to Do Well On A Job Interview*, Glenda Davis
 CHAPTER 12: Cause and Effect
 *Reading: *Taming the Anger Monster*, Anne Davidson
 CHAPTER 13: Comparison and Contrast
 *Reading: *Born to Be Different?* Camille Lewis
 CHAPTER 14: Definition
 Reading: *Television Addiction*, Marie Winn
 CHAPTER 15: Division and Classification
 Reading: *Wait Divisions*, Tom Bodett
 CHAPTER 16: Argument
 Reading: *Ban The Things. Ban Them All.*, Molly Ivins

Part Three: SPECIAL SKILLS

CHAPTER 17: Taking Essay Exams
 CHAPTER 18: Writing a Summary
 CHAPTER 19: Writing a Report
 CHAPTER 20: Writing a Résumé and Cover Letter
 CHAPTER 21: Using the Library and the Internet
 CHAPTER 22: Writing a Research Paper

Part Four: HANDBOOK OF SENTENCE SKILLS

GRAMMAR

CHAPTER 23: Subjects and Verbs
 CHAPTER 24: Fragments
 CHAPTER 25: Run-ons
 CHAPTER 26: Regular and Irregular Verbs
 CHAPTER 27: Subject-Verb Agreement
 CHAPTER 28: Additional Information about Verbs
 CHAPTER 29: Pronoun Agreement and Reference
 CHAPTER 30: Pronoun Types
 CHAPTER 31: Adjectives and Adverbs
 CHAPTER 32: Misplaced Modifiers
 CHAPTER 33: Dangling Modifiers

MECHANICS

CHAPTER 34: Manuscript Form
 CHAPTER 35: Capital Letters
 CHAPTER 36: Numbers and Abbreviations

PUNCTUATION

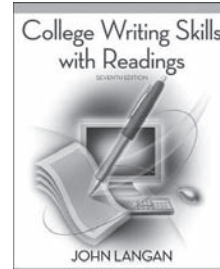
CHAPTER 37: Apostrophe
 CHAPTER 38: Quotation Marks
 CHAPTER 39: Comma
 CHAPTER 40: Other Punctuation Marks

WORD USE

CHAPTER 41: Spelling Improvement
 CHAPTER 42: Commonly Confused Words
 CHAPTER 43: Effective Word Choice
 CHAPTER 44: Editing Tests
 CHAPTER 45: ESL Pointers



International Edition



**COLLEGE WRITING SKILLS
 WITH READINGS
 7th Edition**

John Langan, Atlantic Cape
 Community College

2008 / 816 pages
ISBN-13: 978-0-07-338408-5 / MHID: 0-07-338408-9
(No Selling Rights)
ISBN-13: 978-0-07-128474-5 / MHID: 0-07-128474-5 [IE]
Available: July 2007

John Langan's *College Writing Skills with Readings*, Seventh Edition, focuses on the essay using Langan's renowned clear writing style, as well as his wide range of writing assignments and activities that reinforce the four bases of effective writing: unity, support, coherence, and sentence skills. For the new seventh edition, John Langan has added a variety of fresh elements to his proven approach.

NEW TO THIS EDITION

- **NEW visual part and chapter openers:** Each part and chapter of the book opens with color photographs and accompanying writing prompts that relate to the learning material that follows – immediately engaging students in the writing and critical thinking process.
- **NEW visual learning:** Because today's students respond so readily to visual images, and must learn to evaluate such images critically, we have integrated over seventy photos and images throughout the text—each supported by an accompanying caption to prompt writing or critical thinking.
- **NEW contemporary exercises and activities** engage students interest in current, relevant issues and help students apply concepts to contemporary culture and everyday life.
- **NEW expanded examples of student writing:** The seventh edition features drafts of student writing through every step of the writing process, including pre-writing, early “longhand” drafts, final paragraphs, and final essays, clearly illustrating the progression students will make in their own writing.
- **NEW collaborative learning icon** highlights all student activities that can be assigned as collaborative activities, either in or outside of class.
- **NEW readings** chosen for their appeal and relevance to today's students, covering topics such as relationships, sleep deprivation, and sexuality.
- **NEW integrated Online Learning Center (OLC):** Throughout the text, an OLC icon prompts students to visit the free Web site for additional online help. The updated OLC appeals to all learning styles, and provides interactive media for more effective learning.

Composition

CONTENTS

Part One: ESSAY WRITING

CHAPTER 1: An Introduction to Writing
Point and Support
Structure of the Traditional Essay
Benefits of Writing the Traditional Essay
Writing as a Skill
Writing as a Process of Discovery
Writing as a Way to Communicate with Others
Keeping a Journal
Using a Computer
Review Activities
Using This Text
CHAPTER 2: The Writing Process
Prewriting
Writing a First Draft
Revision
Editing
Review Activities
CHAPTER 3: The First and Second Steps in Essay Writing
Step 1: Begin with a Point, or Thesis
Step 2: Support the Thesis with Specific Evidence
Practice in Advancing and Supporting a Thesis
CHAPTER 4: The Third Step in Essay Writing
Step 3: Organize and Connect the Specific Evidence
Introductions, Conclusions, and Titles
Practice in Organizing and Connecting Specific Evidence
CHAPTER 5: The Fourth Step in Essay Writing
Revising Sentences
Editing Sentences
Practice in Revising Sentences
CHAPTER 6: Four Bases for Revising Essays
Base 1: Unity
Base 2: Support
Base 3: Coherence
Base 4: Sentence Skills
Practice in Using the Four Bases

Part Two: PATTERNS OF ESSAY DEVELOPMENT

CHAPTER 7: Introduction To Essay Development
CHAPTER 8: Description
Reading: *Lou's Place*, Beth Johnson
CHAPTER 9: Narration
Reading: *The Yellow Ribbon*, Pete Hamill
CHAPTER 10: Examples
Reading: *Dad*, Andrew H. Malcolm
CHAPTER 11: Process
Reading: *How to Do Well On A Job Interview*, Glenda Davis
CHAPTER 12: Cause and Effect
*Reading: *Taming the Anger Monster*, Anne Davidson
CHAPTER 13: Comparison and Contrast
*Reading: *Born to Be Different?* Camille Lewis
CHAPTER 14: Definition
Reading: *Television Addiction*, Marie Winn
CHAPTER 15: Division and Classification
Reading: *Wait Divisions*, Tom Bodett
CHAPTER 16: Argument
Reading: *Ban The Things. Ban Them All.*, Molly Ivins

Part Three: SPECIAL SKILLS

CHAPTER 17: Taking Essay Exams
CHAPTER 18: Writing a Summary
CHAPTER 19: Writing a Report
CHAPTER 20: Writing a Résumé and Cover Letter
CHAPTER 21: Using the Library and the Internet
CHAPTER 22: Writing a Research Paper

Part Four: HANDBOOK OF SENTENCE SKILLS

GRAMMAR

CHAPTER 23: Subjects and Verbs
CHAPTER 24: Fragments
CHAPTER 25: Run-ons
CHAPTER 26: Regular and Irregular Verbs
CHAPTER 27: Subject-Verb Agreement
CHAPTER 28: Additional Information about Verbs
CHAPTER 29: Pronoun Agreement and Reference
CHAPTER 30: Pronoun Types
CHAPTER 31: Adjectives and Adverbs
CHAPTER 32: Misplaced Modifiers
CHAPTER 33: Dangling Modifiers

MECHANICS

CHAPTER 34: Manuscript Form
CHAPTER 35: Capital Letters
CHAPTER 36: Numbers and Abbreviations

PUNCTUATION

CHAPTER 37: Apostrophe
CHAPTER 38: Quotation Marks
CHAPTER 39: Comma
CHAPTER 40: Other Punctuation Marks

WORD USE

CHAPTER 41: Spelling Improvement
CHAPTER 42: Commonly Confused Words
CHAPTER 43: Effective Word Choice
CHAPTER 44: Editing Tests
CHAPTER 45: ESL Pointers

Part Five: READINGS FOR WRITERS

Introduction to The Readings
Looking Inward
**Three Passions*, Bertrand Russell
Thank You, Alex Haley
Shame, Dick Gregory
I Became Her Target, Roger Wilkins
Smash Thy Neighbor, John McMurtry
A Hanging, George Orwell
Observing Others
**A Legendary Moment*, Haven Kimmel
**The Professor Is a Dropout*, Beth Johnson
The Monster, Deems Taylor
Why Are Students Turned Off?, Casey Banas
Propaganda Techniques in Today's Advertising, Ann McClintock
Confronting Problems
Bombs Bursting in Air, Beth Johnson
Here's To Your Health, Joan Dunayer
How to Make It In College, Now That You're Here, Brian O'Keeney
College Lectures: Is Anybody Listening?, David Daniels
Seven Ways to Keep The Peace at Home, Daniel A. Sugarman
In Praise of the F Word, Mary Sherry
A Scary Time to Raise a Daughter, Steve Lopez
READING COMPREHENSION CHART

International Edition

THE STUDENT WRITER: EDITOR AND CRITIC

6th Edition

Barbara Fine Clouse
2004 / 624 pages / Softcover
ISBN-13: 978-0-07-255940-8 / MHID: 0-07-255940-3
ISBN-13: 978-0-07-121596-1 / MHID: 0-07-121596-4 [IE]
ISBN-13: 978-0-07-301880-5 / MHID: 0-07-301880-5
(with Catalyst Access Card)

CONTENTS

Part 1: STRATEGIES FOR READING AND WRITING

- Chapter 1 The Connection between Reading and Writing
- Chapter 2 Getting Started
- Chapter 3 Organizing and Drafting
- Chapter 4 Revising for Content and Organization
- Chapter 5 Revising for Effective Expression

Part 2: PATTERNS OF DEVELOPMENT

- Chapter 6 Description
- Chapter 7 Narration
- Chapter 8 Exemplification
- Chapter 9 Process Analysis
- Chapter 10 Comparison-Contrast
- Chapter 11 Cause-and-Effect Analysis
- Chapter 12 Definition
- Chapter 13 Classification and Division

Part 3: USING THE PATTERNS OF DEVELOPMENT

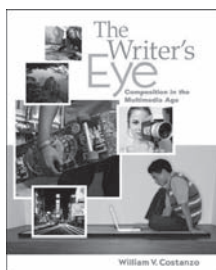
- Chapter 14 Argumentation
- Chapter 15 Writing with Sources
- Chapter 16 Assembling a Writing Portfolio

Part 4: A GUIDE TO FREQUENTLY OCCURRING ERRORS

- Chapter 18 Word Choice
- Chapter 19 Sentence Fragments
- Chapter 20 Run-On Sentences and Comma Splices
- Chapter 21 Verbs
- Chapter 22 Pronouns
- Chapter 23 Modifiers
- Chapter 24 Punctuation
- Chapter 25 Mechanics

Argumentation Texts

NEW



THE WRITER'S EYE

William Costanzo, Westchester Community College

2008 / 528 pages

ISBN-13: 978-0-07-237260-1 / MHID: 0-07-237260-5

Available: January 2007

Website: <http://www.mhhe.com/costanzo1>

The Writer's Eye teaches effective composition across media by showing how rhetorical purposes and principles inform multimedia texts throughout the culture. By establishing the fundamentals of effective composition and demonstrating how these fundamentals inform multimedia texts, *The Writer's Eye* gives students the tools to better interpret the different cultural media in their own daily lives and to better compose their own meaningful and well-developed texts.

CONTENTS

- Preface for Students
- Preface for Instructors

Part One: FOUNDATIONS: SEEING, READING, AND COMPOSING

- Introduction. Viewing with a Writer's Eye
- Chapter 1. Reading Across the Media
- Chapter 2. Composing Across the Media

Part Two: CONNECTIONS: READINGS, SCREENINGS, AND INVITATIONS TO COMPOSE

- Chapter 3. Flashbacks: Longing and Belonging
- Chapter 4. Close Ups: Observing Our Environments
- Chapter 5. Shifting Angles: Analyzing American Cultures
- Chapter 6. Documented Investigations: The Changing Family
- Chapter 7. Reaction Shots: Evaluating Our Consuming Choices
- Chapter 8. Resolving and Persuading: Gender Wars
- Chapter 9. Fast Forward: Predicting and Proposing Future Worlds

NEW



BEYOND FEELINGS: A GUIDE TO CRITICAL THINKING 8th Edition

Vincent Ruggiero

2008 / Softcover / 256 pages

ISBN-13: 978-0-07-353569-2 / MHID: 0-07-353569-9

Available: April 2007

Website: <http://www.mhhe.com/ruggiero8>

This succinct, interdisciplinary introduction to critical thinking successfully dares students to question their own assumptions and to enlarge their thinking through the analysis of the most common problems associated with everyday reasoning. The text offers a unique and effective organization: Part I explains the fundamental concepts; Part II describes the most common barriers to critical thinking; Part III offers strategies for overcoming those barriers.

NEW TO THIS EDITION

- **Updated to challenge students** to investigate and analyze, using the tools they learn in the book such issues as: Should captured terrorists be tried in criminal courts? What response should the U.S. take to the problem of illegal immigration? Should English be established in law as the official language of the United States? Is global warming a genuine threat to the environment?
- Includes new "**Difference of Opinion**" issues in Chapters 1-13 and many **new applications** have been added throughout the book.
- Expanded and/or revised coverage of such topics as the influence of time and place on individuality in Chapter 1, plagiarism in Chapter 2 now includes examples of the consequences in the professions, the section on assumptions in Chapter 9, the section on biased consideration of evidence in Chapter 10, and the section on false analogy in Chapter 11.

Composition

- Adds more examples to the discussion of evidence in Chapter 6 and a new error of perspective-Poverty of Aspect-has been added in Chapter 9.

CONTENTS

Preface

Introduction

Part I. THE CONTEXT

1. Who Are You?

2. What Is Critical Thinking?

3. What Is Truth?

4. What Does It Mean to Know?

5. How Good Are Your Opinions?

6. What Is Evidence?

7. What Is Argument?

Part II. THE PITFALLS

8. The Basic Problem: "Mine Is Better"

9. Errors of Perspective

10. Errors of Procedure

11. Errors of Expression

12. Errors of Reaction

13. The Errors in Combination

Part III. A STRATEGY

14. Knowing Yourself

15. Being Observant

16. Selecting an Issue

17. Conducting Inquiry

18. Forming a Judgment

19. Persuading Others

Notes

Index

Contents / 2008–2009 NEW Titles

Literature ~ Contents

American Literature 28

Introduction to Literature

International Edition

RESPONDING TO LITERATURE: STORIES, POEMS, PLAYS, AND ESSAYS

5th Edition

Judith Stanford, Rivier College

2006 / Softcover / 1248 pages

ISBN-13: 978-0-07-296278-9 / MHID: 0-07-296278-X

ISBN-13: 978-0-07-124478-7 / MHID: 0-07-124478-6 [IE]

ISBN-13: 978-0-07-326865-1 / MHID: 0-07-326865-8

(with OLC Bind-in Card)

Available: June 2005

This text is designed to be used in any literature anthology, Introduction to Literature, or literature-based composition courses. It contains sections on the short story, plays, poetry, and the novel, as well as sections on film, writing a research paper and other types of literature-based composition. The book is full of exercises and contains numerous student sample essays.

CONTENTS

1. Why Read Literature?
2. Joining the Conversation: Ways of Talking about Literature
3. Continuing the Conversation: Considering Genre and Listening to Other Voices
4. Writing About Literature
5. Argument, Critical Thinking, and Research
6. Innocence and Experience
7. Roots, Identity, and Culture
8. Love and Hate
9. Families
10. Nature
11. War and Power
12. Technology and Ethics
13. Death
14. Connections: Art and Poetry (color section)
15. Four Poets, Then and Now

Contents / 2007–2009 *NEW* Titles

Advanced Courses ~ Contents

| | |
|------------------------------------|----|
| Advanced Grammar | 33 |
| English – Special Topics | 30 |
| Library / Information Science..... | 30 |

2007 New Titles

- **CHIA**
Autonomy In Language Learning 30
ISBN-13: 978-0-07-126219-4 / MHID: 0-07-126219-9
- **DETERDING**
Phonics And Beginning Reading..... 31
ISBN-13: 978-0-07-126218-7 / MHID: 0-07-126218-0
- **TOWNDROW**
Task Design, Implementation And Assessment 31
ISBN-13: 978-0-07-126183-8 / MHID: 0-07-126183-4

Library / Information Science

International Edition

INTRODUCTION TO REFERENCE WORK, VOLUME I 8th Edition

William A. Katz, SUNY - Albany

2002 / Hardcover / 528 pages

ISBN-13: 978-0-07-244107-9 / MHID: 0-07-244107-0

ISBN-13: 978-0-07-112074-6 / MHID: 0-07-112074-2 [IE]

CONTENTS

Preface

Part I: INTRODUCTION

Chapter 1: Reference Librarians on the Information Highway

Chapter 2: The Electronic Library

Part II: INFORMATION: CONTROL AND ACCESS

Chapter 3: Bibliography

Chapter 4: National and Trade Bibliographies

Chapter 5: Indexing and Abstracting Services: General and Collections

Chapter 6: Indexing and Abstracting Services: Subject and Newspaper

Chapter 7: Encyclopedias: General and Subject Sets

Chapter 8: Ready Reference Sources: Almanacs, Yearbooks, Handbooks, Directories

Chapter 9: Biographical Sources

Chapter 10: Dictionaries

Chapter 11: Geographical Sources

Chapter 12: Government Documents

International Edition

INTRODUCTION TO REFERENCE WORK, VOLUME II 8th Edition

William A. Katz, SUNY - Albany

2002 / Hardcover / 240 pages

ISBN-13: 978-0-07-244143-7 / MHID: 0-07-244143-7

ISBN-13: 978-0-07-112073-9 / MHID: 0-07-112073-4 [IE]

CONTENTS

Preface

Part I: INTRODUCTION

Chapter 1: Reference Service and the Community

Chapter 2: Information and the Community

Part II: THE INTERNET AND REFERENCE SERVICES

Chapter 3: The Internet

Chapter 4: Internet Reference Libraries

Chapter 5: Networks and Information Costs

Chapter 6: The Time of Full Text

Part III: INTERVIEW AND SEARCH

Chapter 7: The Reference Interview

Chapter 8: Rules of the Search

Part IV: INSTRUCTION AND REFERENCE POLICIES

Chapter 9: Instruction in Information Literacy

Chapter 10: Reference Service Policies and Evaluation

English – Special Topics

NEW

AUTONOMY IN LANGUAGE LEARNING

Christian Chia

2007 / 72 pages

ISBN-13: 978-0-07-126219-4 / MHID: 0-07-126219-9

Available: May 2007

[An Asian Publication]

Empowering learners to become independent and lifelong learners takes on a pivotal role in the Singapore education scene with a new initiative known as the Strategies for Active and Independent Learning (SAIL) being tried out in schools here. This book is written for teachers who are concerned with promoting autonomous learning by using IT and Internet resources. The first section aims to acquaint readers with important theoretical concepts central to the field of learner autonomy, such as the rationale for promoting autonomy in learning as well as the possible challenges in doing so. The second section provides readers with useful practical tips by giving information as to how autonomy can be fostered through self-access learning. Numerous websites where learners can access to engage in interesting online activities to improve their language proficiency are also included, making this book a valuable resource for teachers who want to tap on Internet resources for elearning purposes.

CONTENTS

List of Diagrams and Tables

Series Editors' Preface

About the Authors

Chapter 1 Introduction

Chapter 2 Autonomy and Culture

Chapter 3 Identifying Autonomous Learners

Chapter 4 Self-access Learning

Chapter 5 Self-access Centre

Chapter 6 Students' Feedback on Self-access Learning

Appendix 1 Sample Handout – Self-access English Learning: What Is It?

Appendix 2 Sample Handout – Self-access Learning

Appendix 3 Sample Handout – Acceptable Use Policy (AUP)

Governing Computer Usage

Appendix 4 Sample Learner Contract

Appendix 5 Sample Form – Consultation Record

Appendix 6 Sample Instructions – Steps in Writing a Learning Plan

Appendix 7 Sample Handout – Learning Plan

Appendix 8 Sample Form – Reflecting on Consultation

References

NEW

PHONICS AND BEGINNING READING

David Deterding and Sally Ann Jones

2007 / 88 pages

ISBN-13: 978-0-07-126218-7 / MHID: 0-07-126218-0

Available: May 2007

[An Asian Publication]

Phonics and Beginning Reading offers an overview of phonics within the context of theories of reading. It shows how phonics can be an exceptionally valuable tool in helping children learn to read as part of a balanced reading programme. In addition to providing a mapping between the letters of English and how they are pronounced using standard International Phonetic Alphabet (IPA) symbols, the book shows how these rules for symbol-sound correspondences can be utilised by children as they develop skills in the decoding of texts. Practical suggestions for the classroom are also given. Furthermore, the book discusses issues that arise when phonics is adopted as part of a reading programme for children in Southeast Asia, largely because of idiosyncratic features of pronunciation found in the region.

CONTENTS

Series Editors' Preface
 Preface
 About the Authors
 International Phonetic Alphabet (IPA) Symbols
 Chapter 1 Introduction
 Chapter 2 Theories of Reading
 Chapter 3 Consonants
 Chapter 4 Vowels
 Chapter 5 Phonics
 Glossary
 Key to Exercises
 References
 Children's Books
 Websites

NEW

TASK DESIGN, IMPLEMENTATION AND ASSESSMENT

Phillip Towndrow

2007 / 136 pages

ISBN-13: 978-0-07-126183-8 / MHID: 0-07-126183-4

Available: May 2007

[An Asian Publication]

This book is a survival guide in using Information and Communication Technology (ICT) effectively. The approach adopted seeks to understand the complex ecology of language learning contexts with ICT by describing and dealing with issues that teachers face in their daily work. A customisable framework for action is presented where priority is given to the crucial role teachers play in making decisions about

the design, implementation and assessment of learning experiences.

CONTENTS

Series Editors' Preface
 Acknowledgements
 About the Author
 Chapter 1 Introduction
 Chapter 2 Students' Language, Communication and Literacy Needs in the Digital Age
 Chapter 3 Untangling the World Wide Web
 Chapter 4 Pedagogy and Practice with ICT in Contemporary Language Teaching and Learning Contexts
 Chapter 5 Language Task Design with ICT
 Chapter 6 Implementing Language Tasks with ICT
 Chapter 7 Assessment and Learning English with ICT
 Chapter 8 English Language Teacher Professional Development Using ICT As a Catalyst
 Chapter 9 Concluding Remarks
 References
 Index

SOUNDS, SYMBOLS AND SPELLINGS

Adam Brown

2005

ISBN-13: 978-0-07-124772-6 / MHID: 0-07-124772-6

[An Asian Publication]

The English spelling system is based on the alphabetic principle, that letters in the spelling represent individual consonant and vowel sounds in the pronunciation. However, for various reasons, many of them related to the history of the language, the English spelling system is perhaps the worst example of an alphabetic system in existence. As a result, transcription systems for representing the pronunciation of English in a one-to-one way have had to be devised. *Sounds, Symbols and Spellings* explains the rationale for, and gives familiarisation practice in the symbols of the transcription system used in all good modern British English dictionaries. The book

- deals exclusively with British English, and varieties of English that pattern like British English;
- explains and practices phonemic symbols, without delving into phonetic description more deeply than most readers will need;
- covers individual consonant and vowels sounds, syllable structure and stress, all of which have a bearing on phonemic transcriptions;
- includes the major sound-to-spelling correspondences of English;
- comprises many fun and interesting tasks with answer keys to help readers learn the symbols and the sounds they represent;
- has an accompanying audio CD, with examples of the sounds, and answer keys; and
- contains tips for readers who are teachers to compose similar tasks.

Non-native learners of the English language as well as native speakers who need to be familiar with transcription, will find this book useful.

Advanced Courses

CONTENTS

Preface

1: Consonant and vowel sounds – Consonants, Vowels, Names of letters of the alphabet

2: Background – The priority of spoken language, The alphabetic principle, The history of English spelling, Confusing letters with sounds, Strategies for finding the pronunciation of unfamiliar words, British English as a reference accent, 'The IPA'

3: Minimal pairs – Definition, Sounds and frequencies

4: Homophones and homographs – Homophones, Homographs, Homonyms

5: Stress and schwa – Word stress, Secondary stress, The schwa vowel, Stress in grammatical words, Schwa in connected speech

6: Syllable structure – Parts of a syllable, Alliteration, Rhyme, Reduplication, Onsets and slips of the tongue, Syllable structure rules

7: Practice tasks

8: Tips for correct transcription – General pointers, Consonants, Vowels, Stress

9: Literacy and spelling reform – Literacy, Spelling reform

Conclusion

Answer keys

Further reading and websites

References

Contents of the CD

ENGLISH IN SINGAPORE: RESEARCH ON A CORPUS

David Deterding, Adam Brown and Ee Ling Low

2005

ISBN-13: 978-0-07-124727-6 / MHID: 0-07-124727-0

[An Asian Publication]

This book is a collection of articles on research into the pronunciation of Singapore English by scholars from Singapore, Asia (Japan, Taiwan), Europe (the United Kingdom, Germany), Australia and the United States of America. The articles in this new collection focus on two broad areas:

- specific features of Singapore English pronunciation: vowels, consonants, stress and intonation
- the intelligibility of Singapore English to listeners from around the world

The second area is of great interest to Singaporeans as it is important to ascertain how intelligible this prominent and vibrant Asian variety of English is internationally and not just intra-nationally. The common feature of all the articles is that they make use of data from the NIE Corpus of Spoken Singapore English, which consists of high-quality recordings that are ideally suited to detailed phonetic research. Therefore, even though the researchers are investigating a wide range of different topics connected with pronunciation, all the studies maintain a focus on the same corpus of data. The book is accompanied by two CD-ROMs, one containing the whole corpus and another containing the extracts used in the chapters. The CD-ROMs will be useful to any reader who wishes to listen to the actual speech samples used by the researchers. The final chapter of the book is a bibliography of over 250 references on research into the pronunciation of Singapore English. The book will be of great value to researchers, and post-graduate and undergraduate students of the phonetics of world varieties of English.

CONTENTS

Introduction

Contributors

Background

1: The NIE corpus of spoken Singapore English

2: A checklist of Singapore English pronunciation features Consonants

3: The realization of final plosives in Singapore English: phonological rules and ethnic differences

4: Past tense suffixes and other final plosives in Singapore English

5: Added final plosives in Singapore English

6: Vocalization of , l, in Singapore English Vowels

7: Reduced vowels in conversational Singapore English

8: Triphthongs in Singapore English Suprasegmentals

9: Rhythm in Singapore and British English: a comparative study of indexes

10: Prominence in Singapore and American English: evidence from reading aloud

11: Observations on British and Singaporean perception of prominence

12: Discourse intonation variants in the speech of educated Singaporeans Conversation analysis

13: Investigating turn-taking in the NIE corpus of spoken Singapore English

14: Exchange rhythm in Singapore English in a cross-cultural context Intelligibility

15: Inter-accent and inter-cultural intelligibility: a study of listeners in Singapore and Britain

16: The intelligibility of Singaporean English: a case study in an Australian university

17: Listening to other English: British listeners on Singapore speakers

18: The intelligibility of Singapore English from a Japanese perspective Bibliography

19: A bibliography on Singapore English pronunciation

Index

ENGLISH IN SINGAPORE: AN INTRODUCTION

Ee Ling Low and Adam Brown

2004

ISBN-13: 978-0-07-123975-2 / MHID: 0-07-123975-8

[An Asian Publication]

English in Singapore: An Introduction gives a broad overview of the history, status and features of this New English. It briefly describes the position of New Englishes within the range of English-speaking countries around the world, before outlining the historical advent and spread of English in Singapore. The present-day status of Singapore English, and various analytical frameworks proposed for describing it, are examined, including the fact that Singaporeans speak English and at least one other language. An exploration of the types of judgement that speakers make about language is necessary before embarking on a systematic description of features of Singapore English. These features include vocabulary, grammar and pronunciation, both segmental (vowels and consonants) and suprasegmental (stress, rhythm and intonation). These features are recapped in an analysis of a scene from *Beauty World*, investigating the use of Singapore English in creative literature. The final chapter considers the implications that Singapore English has for Singaporean teachers. The book provides a general introduction to Singapore English, as it covers all major aspects, and incorporates the results of research carried out over the last two decades. It can be used as a coursebook, as it includes several exercises for readers to investigate their own use of English. It will also be important reading for researchers, teachers and students in Singapore, as well as anyone interested in the development and characteristics of the New variety of English.

CONTENTS

English in Singapore: An Introduction Acknowledgements
 Preface
 1 Introduction
 2 History
 3 Present-day status and roles
 4 Bi- and multi-lingualism
 5 Rules and judgements
 6 Vocabulary
 7 Grammar
 8 Vowels
 9 Consonants
 10 Word stress
 11 Rhythm
 12 Intonation
 13 Singapore English in creative literature
 14 Implications for teaching
 Keys to exercises
 Further reading and websites
 References
 Index

ENGLISH LANGUAGE MYTHS 30 BELIEFS THAT AREN'T REALLY TRUE

Adam Brown

2002

ISBN-13: 978-0-07-120534-4 / MHID: 0-07-120534-9

[An Asian Publication]

The aim of the book is to dispel beliefs about English which are held by English teachers in Singapore, Southeast Asia and beyond. These beliefs are either wide of the mark or stated too strongly. However, they are widely held, and thus are taught in schools and in exercise books, and appear in tests and examinations. The 30 chapters (corresponding to 30 myths examined) cover the nature and status of English, grammar, morphology, pragmatics, spelling and pronunciation. The approach adopted shows that many of the beliefs held by teachers are not substantiated by what speakers of English actually do. Quotations from literature, reference books and from corpus data are given to support the analysis. The author is an authoritative figure in his field, and has many years of experience in training English language teachers in Southeast Asian countries. The discussions that focus on Southeast Asia and Singapore in particular make this book very relevant to both English language teachers and students in the region.

CONTENTS

Introduction
 Acknowledgements
 Abbreviations
 Myth 1 – Singaporeans are not native speakers of English
 Myth 2 – Singapore English is British English
 Myth 3 – Singaporeans can switch easily from Singapore colloquial English to Singapore standard English
 Myth 4 – How come? Is a Singapore expression
 Myth 5 – Singapore English is short and sweet
 Myth 6 – Singapore English has no grammar
 Myth 7 – You can't use more than one tense in a sentence
 Myth 8 – The present tense means present time
 Myth 9 – Use the present tense with today
 Myth 10 – Use the present tense with every
 Myth 11 – All goes with plural expressions
 Myth 12 – After and, use plural verbs
 Myth 13 – When representing future time, would is the polite

form of will

Myth 14 – Shall adds force to your writing
 Myth 15 – The past perfect is used for events that happened a long time ago
 Myth 16 – It is more formal to use you and I than you and me
 Myth 17 – The word examination in the expression an examination hall is an adjective
 Myth 18 – Good at is used to focus on a particular subject. Good in is used when you need to specify depth and scope
 Myth 19 – You can't begin a sentence with because, but, and or also
 Myth 20 – Kindly and please are interchangeable
 Myth 21 – It is good style to use expressions like Please be informed and Please find enclosed in business writing
 Myth 22 – All -us noun endings become -i in the plural
 Myth 23 – Accommodation and maintenance are spelt this way
 Myth 24 – An (not a) should be used whenever the following word begins with a, e, i, o, or u
 Myth 25 – The is pronounced , , in British English, , , in American English
 Myth 26 – RP is the model for pronunciation
 Myth 27 – Singapore English is syllable-timed
 Myth 28 – Singaporeans speak with a narrower pitch range than others
 Myth 29 – All questions are said on a rising intonation
 Myth 30 – Flower and flour are pronounced differently
 References
 Index of topics and words
 Index of authors and works quoted

Advanced Grammar

ENGLISH IN SINGAPORE: RESEARCH ON GRAMMAR

David Deterding, Ee Ling Low and Adam Brown

2003 / 184 pages

ISBN-13: 978-0-07-123103-9 / MHID: 0-07-123103-X

[An Asian Publication]

English in Singapore: Research on Grammar is a collection of new articles that addresses important aspects of grammar in Singapore English. The first nine chapters are descriptive analyses of Singapore English Grammar such as missing grammatical subjects; (the absence of) past tense marking, and other aspects of Singapore English verbs; plural marking of nouns; relative clauses, passives and adverbials, and peculiarly Singaporean constructions (don't know and particles such as la). Other chapters deal with problems in the teaching of grammar in Singapore, in three main areas: prescriptive books of common errors, connectors such as however and consequently, and teachers' beliefs about grammar and grammar teaching. The problems of the use of Singapore English grammatical features in creative literature are also discussed. A bibliography of 230 works on Singapore English grammar is included.

CONTENTS

Introduction
 Notes on Contributors
 1. Topic-prominence and Null Arguments in Singapore Colloquial English
 2. Subject Omission in Singapore Colloquial English
 3. The Grammar of Ignorance: The Don't Know Construction in Singapore Colloquial English
 4. Tenses and Will, Would in a Corpus of Singapore English
 5. Past Tense Marking in Singapore English

Advanced Courses

6. On the Zero-plural in Commercial Singapore English
 7. A Corpus-based Description of Particles in Spoken Singapore English
 8. Features of the Relative Clause in Singapore English
 9. Influences of Chinese and Malay on the Written English of Secondary Students in Singapore
 10. Common Errors in Singaporean Books of Common Errors
 11. Connectors in Primary School Writing
 12. Connectives and Themes in the Essays of Singaporean and PRC Students
 13. Singapore Primary School Teachers' Beliefs in Grammar Teaching and Learning
 14. Do Teachers' Belief of Grammar Teaching Match Their Classroom Practices? A Singapore Case Study
 15. Students' Perceptions of Grammar Corrections in Compositions: A Singapore Study
 16. Problems in the Analysis of Language in Singapore Literature
- Bibliography on Singapore English
Grammar
Index

A

- A Troubleshooting Guide For Writers: Strategies And Process, 5th Edition, **Clouse** 10, 21
 A Writer's Resource With Instructor Access To Catalyst, 2nd Edition, **Maimon** 20
 Autonomy In Language Learning, **Chia** 30

B

- Beyond Feelings: A Guide To Critical Thinking, 8th Edition, **Ruggiero** 25

C

- College Writing Skills, 7th Edition, **Langan** 10, 22
 College Writing Skills With Readings, 7th Edition, **Langan** 12, 23

E

- Effective College Writing, **Lee** 13
 English Brushup, 3rd Edition, **Langan** 8
 English Language Myth 30 Beliefs That Aren't Really True, **Brown** 33
 English In Singapore: An Introduction, **Low** 32
 English In Singapore: Research On A Corpus, **Deterding** 32
 English In Singapore: Research On Grammar, **Deterding** 33
 English Skills With Readings, 5th Edition, **Langan** 9
 Exercise Your College Reading Skills: Developing More Powerful Comprehension, **Elder** 4

I

- Improving Reading Skills: Contemporary Readings For College Students, 5th Edition, **Spears** 5
 Introduction To Reference Work, Volume I, 8th Edition, **Katz** 30
 Introduction To Reference Work, Volume II, 8th Edition, **Katz** 30

J

- Jumpstart! A Workbook For Writers, 2nd Edition, **Clouse** 7

M

- McGraw-hill Guide: Writing For College, Writing For Life, **Roen** 21

P

- Peak Performance Success In College And Beyond, 6th Edition, **Ferrett** 14
 Phonics And Beginning Reading, **Deterding** 31
 Power Learning: Strategies For Success In College And Life, 3rd Edition, **Feldman** 15

R

- Reading And All That Jazz, 3rd Edition, **Mather** 4
 Reading And Study Skills, 7th Edition, **Langan** 5
 75 Readings Plus, 8th Edition, **Smith** 20
 Responding To Literature: Stories, Poems, Plays, And Essays, 5th Edition, **Stanford** 28
 Rules Of Thumb-Book Alone, 7th Edition, **Silverman** 18

S

- Sentence Skills: A Workbook For Writers, Form A, 8th Edition, **Langan** 6
 Sentence Skills: A Workbook For Writers, Form B, 8th Edition, **Langan** 5
 Sentence Skills: A Workbook For Writers, Form B, 7th Edition, **Langan** 7
 Sounds, Symbols And Spellings, **Brown** 31

T

- Task Design, Implementation And Assessment, **Towndrow** 31
 The New McGRAW-Hill Handbook, **Maimon** 18
 The Student Writer: Editor And Critic, 6th Edition, **Clouse** 24
 The Writer's Eye, **Costanzo** 20, 25

Author Index

B

- Brown:** English Language Myth 30 Beliefs That Aren't Really True 33
Brown: Sounds, Symbols And Spellings..... 31

C

- Chia:** Autonomy In Language Learning 30
Clouse: A Troubleshooting Guide For Writers: Strategies And Process, 5th Edition..... 10, 21
Clouse: Jumpstart! A Workbook For Writers, 2nd Edition..... 7
Clouse: The Student Writer: Editor And Critic, 6th Edition 24
Costanzo: The Writer's Eye 20, 25

D

- Deterding:** English In Singapore: Research On Grammar..... 33
Deterding: Phonics And Beginning Reading 31

E

- Elder:** Exercise Your College Reading Skills: Developing More Powerful Comprehension 4

F

- Feldman:** Power Learning: Strategies For Success In College And Life, 3rd Edition 15
Ferrett: Peak Performance Success In College And Beyond, 6th Edition 14

I

- Katz:** Introduction To Reference Work, Volume I, 8th Edition 30
Katz: Introduction To Reference Work, Volume II, 8th Edition 30

L

- Langan:** College Writing Skills, 7th Edition 10, 22
Langan: College Writing Skills With Readings, 7th Edition 12, 23
Langan: English Brushup, 3rd Edition 8
Langan: English Skills With Readings, 5th Edition 9
Langan: Reading And Study Skills, 7th Edition 5
Langan: Sentence Skills: A Workbook For Writers, Form A, 8th Edition 6
Langan: Sentence Skills: A Workbook For Writers, Form B, 8th Edition 5
Langan: Sentence Skills: A Workbook For Writers, Form B, 7th Edition 7
Lee: Effective College Writing..... 13
Low: English In Singapore: An Introduction 32

M

- Maimon:** A Writer's Resource With Instructor Access To Catalyst, 2nd Edition..... 20
Maimon: The New McGRAW-Hill Handbook 18
Mather: Reading And All That Jazz, 3rd Edition..... 4

R

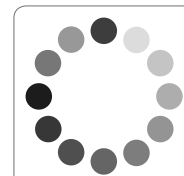
- Roen:** Mcgraw-hill Guide: Writing For College, Writing For Life 21
Ruggiero: Beyond Feelings: A Guide To Critical Thinking, 8th Edition 25

S

- Silverman:** Rules Of Thumb-Book Alone, 7th Edition 18
Smith: 75 Readings Plus, 8th Edition 20
Spears: Improving Reading Skills: Contemporary Readings For College Students, 5th Edition 5
Stanford: Responding To Literature: Stories, Poems, Plays, And Essays, 5th Edition 28

T

- Towndrow:** Task Design, Implementation And Assessment 31



www.blackboard.com / www.webct.com

course management systems

Course Management Systems like Blackboard and WebCT offer you another way to integrate digital McGraw-Hill content into your class. McGraw-Hill Online Learning Center content is formatted to save you hours of computer inputting.



How instructors use it

Load McGraw-Hill content into your platform and you will have a fully populated course online. You can then customize the content to match your syllabus. You will also be able to assign specific exercises, quizzes, or readings to your students. Grades are posetd automatically to let you know how students are doing as a whole, or individually. Built-in communication allows you to conduct live chats, oversee bulletin board topics, and e-mail students who might need more help than others.

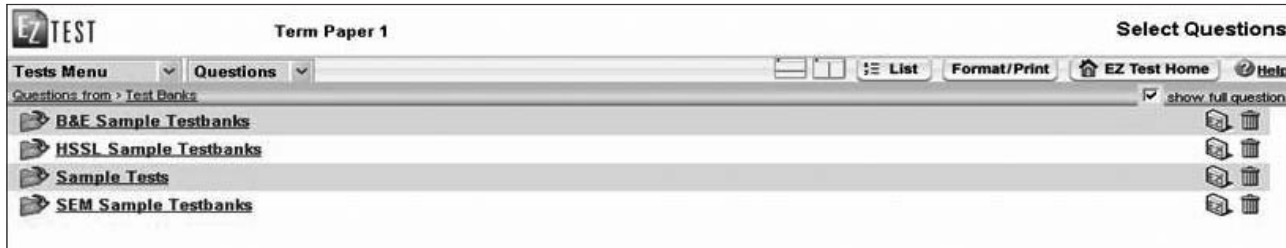
How students use it

Students can visit your online course via the Internet to check the coursework you have assigned. The platform will record the students' progress through your course, which will enable you to see where they are studying most. Self-grading quizzes also indicate exactly where students need further review. The platform's communicaiton system encourages student collaboration with features such as live chat rooms, asynchronous bulletin boards, or traditional e-mail.

Your Partner in Test Generation



Imagine being able to create and access your test anywhere, at any time without installing the testing software. Now, with the newest release of EZ Test Online, instructors can select questions from multiple McGraw-Hill test banks, author their own and then either print the test for paper distribution or give it online.



Features and Functions

■ Test Creation

■ Online Test Management

■ Online Scoring and Reporting

■ EZ Test is designed to make it simple for you to select questions from McGraw-Hill test banks. You can use a single McGraw-Hill test bank, or easily choose questions from multiple McGraw-Hill test banks.

■ EZ Test supports the use of following question types:

- | | | |
|------------------------|---------------------|----------------|
| ■ True or False | ■ Fill In the Blank | ■ Short Answer |
| ■ Yes or No | ■ Numeric Response | ■ Survey |
| ■ Multiple Choice | ■ Matching | ■ Essay |
| ■ Check All That Apply | ■ Ranking | |

■ Uses variables to create *algorithmic* questions for any question type.

■ You can create multiple versions of the same test.

■ You can scramble questions to create different versions of your test.

■ Automated scoring for most of EZ test's numerous questions types.

How do you get it?

To learn if it is available with your book, contact your local McGraw-Hill Education Representatives or email mghasia_sg@McGraw-Hill.com.



Introducing PrepCenter from McGraw-Hill

PrepCenter is McGraw-Hill's unique library of teaching assets that puts the power in your hands. On one easy to navigate screen you can search an entire package of learning material.

PrepCenter puts the power in your hands. Choose to browse our complete library of digital assets and classroom activities by **chapter**, **concept**, or **media type**.

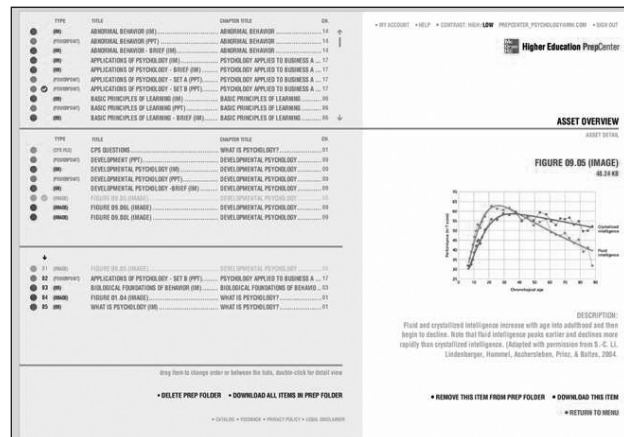
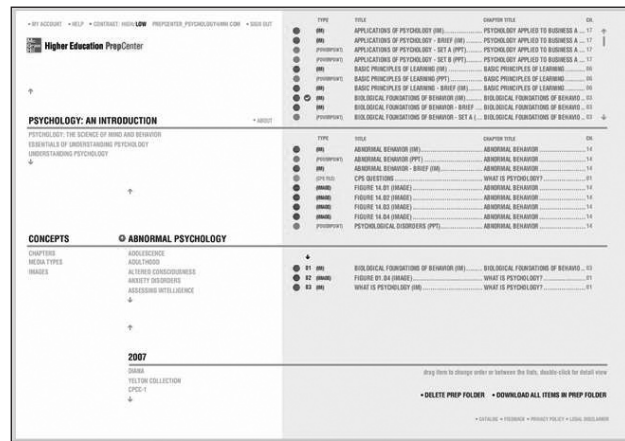
Are you looking for something—anything—interesting to liven up the next lecture? Are you looking for an exercise on segmentation? Are you looking for graphics or video?

Choose what YOU want to do:

Do you want to see if there are additional cases for chapter 2? Do you want to preview the video clip on new product introduction? Do you want to download add the classroom activity on ethics or save it in your PrepFolder?

Create your own organization...

With PrepCenter you can create your own set of PrepFolders organized however you want them—by date, topic, class—it's up to you. Simply drag and drop the assets into your folder and save them there for a future lecture. PrepCenter allows you to create and name as many Folders as you want, when you want.



In your own time... Perhaps you would like to spend a few days in the summer creating your templates for your principles of marketing class in the fall. Start the process, save your lectures, and revisit before the start of school. Or if you get assigned your course at the last minute, you can create your presentations on the fly. With one password and one website you can build your classroom presentations when-ever, where-ever and how-ever you want!

Ask for a demonstration today!

Now available for Business and Psychology selected titles!

McGraw-Hill
Higher Education

McGraw-Hill MAILING LIST



McGraw-Hill Education (Asia)

60 Tuas Basin Link
Singapore 638775
Tel (65) 6863 1580
Fax (65) 6862 3354

www.mcgraw-hill.com.sg

Please include me in your mailing list for information on McGraw-Hill books.

Please email information on McGraw-Hill books to my email address at _____

I am already on your mailing list but my address has changed.
Please update my record to the following new address. _____

Name _____

(Mr / Ms / Dr / Prof) (Underline family name)

Position _____

Department _____

University _____

Address _____

Postal Code _____

Tel _____

Fax _____

Email address _____

SUBJECT OF INTEREST

- | | | |
|--|---|--|
| <input type="checkbox"/> Accounting | <input type="checkbox"/> Electrical Engineering | <input type="checkbox"/> English |
| <input type="checkbox"/> Advertising | <input type="checkbox"/> General Engineering | <input type="checkbox"/> English as a 2nd Language/ELT |
| <input type="checkbox"/> Business Management | <input type="checkbox"/> Industrial & Plant Engineering | <input type="checkbox"/> Foreign Language |
| <input type="checkbox"/> Finance & Investment | <input type="checkbox"/> Mechanical Engineering | <input type="checkbox"/> Health & Nutrition |
| <input type="checkbox"/> Marketing | <input type="checkbox"/> Medical Science | <input type="checkbox"/> History |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Dentistry | <input type="checkbox"/> Law |
| <input type="checkbox"/> Human Resource Management | <input type="checkbox"/> Nursing | <input type="checkbox"/> Library Science |
| <input type="checkbox"/> Insurance & Real Estate | <input type="checkbox"/> Agriculture | <input type="checkbox"/> Mass Communication |
| <input type="checkbox"/> Training | <input type="checkbox"/> Biology | <input type="checkbox"/> Music |
| <input type="checkbox"/> Computing | <input type="checkbox"/> Chemistry | <input type="checkbox"/> Philosophy & Religion |
| <input type="checkbox"/> Aeronautical & Aerospace Engg | <input type="checkbox"/> Forestry | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Architecture & Urban Planning | <input type="checkbox"/> Geography & Geology | <input type="checkbox"/> Political Science |
| <input type="checkbox"/> Chemical Engineering | <input type="checkbox"/> Physics & Astronomy | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Civil Engineering | <input type="checkbox"/> Zoology | <input type="checkbox"/> Sociology |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Mathematics & Statistics | |
| <input type="checkbox"/> Electronics & Communications | <input type="checkbox"/> Art & Humanities | |
| | <input type="checkbox"/> Education | |

**Please return by fax at (65) 6862 3354 to
McGraw-Hill Education (Asia)
Singapore office.**

EXAMINATION COPY REQUEST FORM



Education

McGraw-Hill Education (Asia)

60 Tuas Basin Link
Singapore 638775
Tel (65) 6863 1580
Fax (65) 6862 3354

www.mcgraw-hill.com.sg

- Professors/lecturers who are interested to review titles listed in this catalog for text adoption consideration, please complete this request form and fax to your local McGraw-Hill office (see inside back cover for fax number) or to McGraw-Hill Singapore.
- Requests for examination copies are subject to approval. McGraw-Hill reserve the right to refuse any requests which do not relate to teaching.
- Please make copies of this form if necessary.

REQUESTED BY

| | |
|---------------|--------|
| Name | Room # |
| Department | |
| University | |
| Address | |
| | |
| Tel | Fax |
| Email address | |

COMP REQUEST

Please indicate ISBN No, Author & Title

| | | |
|-------------------|--|---|
| 1) | _____ | |
| 2) | _____ | |
| 3) | _____ | |
| 4) | _____ | |
| 5) | _____ | |
| Course Name | Enrolment | |
| Subject | Commencement Date | |
| Decision Date | <input type="checkbox"/> Individual Decision | <input type="checkbox"/> Group Decision |
| Current Text Used | _____ | |