Preface

_The Little, Brown Handbook_ always addresses both the current and the recurrent needs of writing students and teachers. This edition is no exception. Writing and its teaching change continuously, and the handbook has changed substantially in content. At the same time, much about writing does not change, and the handbook remains a comprehensive, clear, and accessible guide to a host of writing situations and challenges.

What's new in the 14th edition

As a new author on this edition, I have made revisions guided by reviewer feedback and by my own experience teaching college writing in online and face-to-face classrooms. Students today read and write using their medium of choice: the mobile phone. I have made revisions throughout the book to speak to student experience and needs, while respecting the longstanding effectiveness of _The Little, Brown Handbook_. The most notable new feature of the 14th edition is its availability in the digital Revel platform, as detailed below.

New sample student papers: All of the student samples in the book, from short works in progress to complete papers, are new to this edition. More than 90 student samples are included. The topics and sources used in these new sample papers are timely and attuned to student interests.

- Sample informative essay on funding for college athletics (Chapter 2)
- Sample essay responding to a reading, “Is Google Making Us Stupid?” by Nicholas Carr (Chapter 3)
- Sample critical analysis of a text, analyzing an essay on selfies from _Psychology Today_ (Chapter 7)
- Sample critical analysis of a visual: a Web advertisement for Savethefood.com (Chapter 7)
- Sample proposal argument on online courses (Chapter 9)
- Sample research paper in MLA style, on sustainable agriculture (Chapter 47)
- Sample literary research paper in MLA style, on _Rachel_ by Angelina Weld Grimké (Chapter 47)
- Sample literary analysis paper in MLA style, on _The Country of the Pointed Firs_ by Sarah Orne Jewett (Chapter 48)
- Sample research paper in APA style, on perceptions of mental illness on college campuses (Chapter 50)
- Sample lab report in CSE style, on caterpillar self-defense (Chapter 51)
New learning objectives and chapter architecture: Every chapter now begins with a list of learning objectives that help students understand what they are expected to learn and do in each chapter. These objectives are written using language that reflects Bloom’s taxonomy of learning, and the objectives also align in many cases with the WPA Outcomes Statement for First-Year Composition. These learning objectives not only guide students, they also help instructors tasked with aligning course content with departmental or institutional outcomes statements for their courses. Main sections of each chapter are aligned with the chapter learning objectives, reinforcing the active learning model built into the language of the objectives.

Updated documentation coverage: MLA published the 8th edition of its Handbook in 2016, and the Chicago Manual of Style was published in a new 17th edition late in 2017. All model papers and sample citations in the book have been updated to align with the new documentation styles.

New chapter on writing about literature. Chapter 48 is entirely new to this edition, and it follows a student as she reads, responds to, and writes about a novel, *The Country of the Pointed Firs*, by Sarah Orne Jewett.

New coverage of multimodal and online composing (Chapter 5).

New coverage of composing for social media in workplace and public situations (Chapter 11).

New coverage and visual examples of database searches (Chapter 42).

A handbook for many purposes
*The Little, Brown Handbook* is actually many books in one. It is designed to support the different roles writing teachers serve, from writing coach and mentor, to research guide, editor, and reader.

A guide to academic writing
The handbook gives students a solid foundation in the goals and requirements of college writing.

- Chapter 6 on academic writing includes an overview of common academic genres, such as responses, critical analyses, arguments, informative and personal writing, and research papers and reports. The discussion highlights key features of each genre and points students to examples in the handbook.
- Eighteen examples of academic writing in varied genres appear throughout the handbook, among them a new critical analysis of an advertisement and a new social-science research report documented in APA style.
- With each of the sample papers, a summary box titled “The writing situation” gives an overview of the situation to which the
student responded—subject, purpose, audience, genre, and use of sources—thus connecting concepts with actual writing.

• Emphasizing critical analysis and writing, Chapter 7 on critical reading and writing includes two full-length opinion pieces as exercises in critical reading, a new advertisement with a student’s analysis, a revised discussion of writing critically about texts and visuals, and a new critical analysis paper.

• Pulling together key material on academic integrity, Chapter 6 on academic writing and Chapter 44 on plagiarism discuss developing one’s own perspective on a topic, using and managing sources, and avoiding plagiarism. Other chapters throughout the handbook reinforce these important topics.

• Synthesis receives special emphasis wherever students might need help balancing their own and others’ views, such as in responding to texts and visuals.

• Parts 9 and 10 give students a solid foundation in research writing and writing in the disciplines (literature, other humanities, social sciences, natural and applied sciences), along with extensive coverage of documentation in MLA, Chicago, APA, and CSE styles.

A guide to research writing

With detailed advice, the handbook always attends closely to research writing. The discussion stresses using the library Web site as the gateway to finding sources, managing information, evaluating and synthesizing sources, integrating source material, and avoiding plagiarism.

• Coverage of the working bibliography groups sources by type, reflecting a streamlined approach to source material throughout the handbook.

• The discussion of libraries’ Web sites covers various ways students may search for sources—catalog, databases, and research guides.

• A revised discussion of keywords and subject headings helps students develop and refine their search terms.

• A streamlined discussion of gathering information from sources stresses keeping accurate records of source material, marking borrowed words and ideas clearly, and using synthesis.

• A chapter on documenting sources explains key features of source documentation, defines the relationship between in-text citations and a bibliography, and presents pros and cons of bibliography software.

• To help students develop their own perspectives on their research subjects, the text advises asking questions, entering into dialog with sources, and presenting multiple views fairly and responsibly.

• The discussion of evaluating sources—library, Web, and social media—helps students discern purposes and distinguish between
reliable and unreliable sources. Case studies show the application of critical criteria to sample articles, Web documents, and a blog.

- The extensive chapter on avoiding plagiarism discusses deliberate and careless plagiarism, shows examples of plagiarized and revised sentences, and gives updated advice about avoiding plagiarism with online sources.

- Two complete research papers illustrate MLA style. One of them is a paper-in-progress, following a student through the research process and culminating in an annotated essay on sustainable agriculture.

**An updated guide to documentation**

The extensive coverage of four documentation styles—MLA, Chicago, APA, and CSE—reflects each style’s latest version.

- Chapters for all four styles group sources by type, thus simplifying the process of finding appropriate models and clarifying differences among print, database, Web, and other sources.

- Updated, annotated samples of key source types illustrate MLA and APA documentation, showing students how to find the bibliographical information needed to cite each type and highlighting the distinctions among different source media.

- The chapter on MLA documentation reflects the new 8th edition of the *MLA Handbook*. In addition, the sample papers and other examples that show MLA have been updated to reflect the latest MLA guidelines.

- A complete social-science research report shows APA style in the context of student writing.

- The chapter on CSE documentation reflects the new 8th edition of *Scientific Style and Format: The CSE Manual for Authors, Editors, and Publishers*.

- For all styles, color highlighting makes authors, titles, dates, and other citation elements easy to grasp.

**A guide to writing as a process**

The handbook takes a practical approach to assessing the writing situation, generating ideas, developing the thesis statement, revising, and other elements of the writing process.

- An expanded discussion of thesis covers using the thesis statement to preview organization.

- A reorganized presentation of drafting, revising, and editing distinguishes revising more clearly as a step separate from editing.

- A revised discussion of preparing a writing portfolio gives an overview of common formats and requirements.

- Chapter 4 on paragraphs offers new, relevant examples illustrating important concepts of coherence, organization, and development.
A revised and streamlined chapter on presenting writing focuses on essential information related to document design, visuals and other media, writing for online environments, and oral presentations.

A guide to usage, grammar, and punctuation
The handbook’s core reference material reliably and concisely explains basic concepts and common errors, provides hundreds of annotated examples from across the curriculum, and offers frequent exercises (including end-of-part exercises that combine several kinds of problems).

• Throughout the handbook, revised explanations of grammar concepts and rules simplify the presentation and emphasize key material.
• Dozens of new and revised examples and exercises clarify and test important concepts.
• Two common trouble spots—sentence fragments and passive voice—are discussed in great detail and illustrated with examples.
• Examples in Part 8 on effective words show common shortcuts of texting and other electronic communication and how to revise them for academic writing.
• Summary and checklist boxes provide quick-reference help with color highlighting to distinguish sentence elements.

A guide to visual and media literacy
The handbook helps students process nonverbal information and use it effectively in their writing.

• A student work-in-progress illustrates the process of analyzing an advertisement and culminates in a sample critical analysis.
• Detailed help with preparing or finding illustrations appears in Chapter 5 on presenting writing and Chapter 42 on finding sources.
• Thorough discussions of critically reading advertisements, graphs, and other visuals appear in Chapter 7 on critical reading, Chapter 8 on reading arguments, and Chapter 43 on working with sources.

A guide for writing beyond the classroom
Chapter 11 on public writing extends the handbook’s usefulness beyond academic writing.

• Discussions of writing for social media encourage students to consider their potential audience now and in the future, whether they are writing to express themselves or to represent an organization.
• Updated coverage of writing a job application discusses cover letters, résumés, and professional online profiles.
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A guide for culturally and linguistically diverse writers

In sections labeled Culture and Language, the handbook provides extensive rhetorical and grammatical help, with examples, for writers whose first language or dialect is not standard American English.

- Fully integrated coverage, instead of a separate section, means that students can find what they need without having to know which problems they do and don't share with native SAE speakers.

An accessible reference guide

The handbook is designed to be easy to use.

- Streamlined explanations and new explanatory headings make key information easier to find.
- A clean, uncluttered page design uses color and type clearly to distinguish parts of the book and elements of the pages.
- Color highlighting in boxes and on documentation models distinguishes important elements.
- Annotations on both visual and verbal examples connect principles and illustrations.
- More than 160 boxes provide summaries and checklists of key information.

Revel

Revel is an interactive learning environment that deeply engages students and prepares them for class. Media and assessment integrated directly within the authors’ narrative lets students read, explore interactive content, and practice in one continuous learning path. Thanks to the dynamic reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

Learn more about Revel
http://www.pearson.com/revel

Supplements

Make more time for your students with instructor resources that offer effective learning assessments and classroom engagement. Pearson’s partnership with educators does not end with the delivery of course materials; Pearson is there with you on the first day of class and beyond. A dedicated team of local Pearson representatives will work with you to not only choose course materials but also integrate them into your class and assess their effectiveness. Our goal is your goal—to improve instruction with each semester.
Pearson is pleased to offer the following resources to qualified adopters of *The Little, Brown Handbook*. Several of these supplements are available to instantly download from Revel or on the Instructor Resource Center (IRC); please visit the IRC at www.pearsonhighered.com/irc to register for access.

- **Instructor's Resource Manual** Create a comprehensive roadmap for teaching classroom, online, or hybrid courses. Designed for new and experienced instructors, the Instructor's Resource Manual includes learning objectives, lecture and discussion suggestions, activities for in or out of class, research activities, participation activities, and suggested readings, series, and films as well as a Revel features section. Available within Revel and on the IRC.

- **PowerPoint Presentation** Make lectures more enriching for students. The PowerPoint Presentation includes a full lecture outline and photos and figures from the textbook and Revel edition. Available on the IRC.

- **The Little, Brown Handbook Answer Key** provides answers to the handbook’s exercises.

- **Diagnostic and Editing Tests and Exercises** are cross-referenced to *The Little, Brown Handbook* and are available online.

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