

Preface

LB Brief combines reliable, authoritative coverage of grammar, style, and mechanics with a new focus on critical reading and writing with sources.

Many student writers today enter college unprepared for the rigors of reading longer academic texts. They struggle to read textbooks, scholarly journals, and formal arguments. As they move into research and source-based writing assignments, this lack of skill and practice in critical reading translates into real difficulty with writing—teachers see papers that do not integrate and synthesize sources well, lack focus, and are poorly organized.

LB Brief is designed around the assumption that reading and writing are deeply intertwined, and that addressing student challenges with reading can directly improve their writing. Whether they are writing short response papers, discussing a reading in an online forum, or writing a formal research paper, students need strategies and skills for reading to learn, writing to learn, and connecting their reading to their writing.

What's new in the 7th edition

For this edition, Parts 1 and 2 have been completely re-organized to begin with critical reading and a focus on academic, source-based writing.

Part 1, *Reading and Writing in College*, provides instruction in core skills in critical reading, grounded in important recent research by scholars including Beth L. Hewett and Ellen C. Carillo. Chapters in Part 1 assume that most college writing involves reading and responding to sources in some way, and provides practical strategies that students can apply to any college writing assignment.

Chapter 1, *Reading to Learn*, is entirely new to this edition. The chapter demonstrates reading strategies students can use when reading to learn, with an emphasis on how to work with and respond to difficult texts. Chapter 1 encourages and demonstrates an active, reflective reading process.

Chapter 2, *Writing to Learn*, also entirely new to this edition, demonstrates processes for using annotation, taking notes, summarizing, analyzing, and collaborating to respond to readings. The chapter shows how a student uses these strategies in detail as she works through her initial responses and later analysis of a reading.

Part 2, *Writing with Sources*, combines a focus on critical reading with an overview of the writing process. While it includes many of the familiar steps in the composing process, it does so with an attention to the way in which college writers engage and negotiate texts as part of their own writing process.

Parts 3 through 7 provide the time-tested clarity and usability of the *Little, Brown* trademark coverage of clarity, style, grammar, mechanics, and documentation.

Chicago Manual of Style documentation (Chapter 53) and CSE documentation (Chapter 54) have been added to broaden the coverage of research writing to include disciplines in the humanities and natural sciences.

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 60 student samples are included. The topics and sources used in these new sample papers are timely and attuned to student interests, including:

- Sample critical analysis of a text (analyzing an essay on selfies from *Psychology Today*) (Chapter 4)
- Sample critical analysis of a visual (a Web advertisement for *Savethefood.com*) (Chapter 4)
- Sample proposal argument on online courses (Chapter 10)
- Sample research paper in MLA style on sustainable agriculture (Chapter 51)
- Sample research paper in APA style on perceptions of mental illness on college campuses (Chapter 52)

New digital interactive applications and exercises pay particular attention to the following aspects: 1. awareness of and understanding of the elements of the rhetorical situation, helping students see these elements in sample texts and as part of their own writing assignments and practices; 2. transferability of skills and concepts outside of this course into other subject areas and contexts (in a WRAC sense and for public and professional writing); 3. exploratory writing activities to build and practice writing skills, using scaffolded writing activities (“draft a sample argument paragraph”; “draft an introduction based on your thesis” for example), and 4. multimodal literacy and writing.

A handbook for many purposes

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

- The chapter on academic writing includes a greatly expanded 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.
- Eleven examples of academic writing in varied genres appear throughout the handbook, among them a new informative essay

and a new social-science research report documented in APA style.

- Emphasizing critical analysis and writing, the expanded chapter on critical reading and writing includes a student's analysis of a Web advertisement and a revised discussion of writing critically about texts and visuals.
- Pulling together key material on academic integrity, Chapter 3 on academic writing and Chapter 12 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.
- Parts 2 and 7 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 reference for research writing and documentation

With detailed advice, the handbook always attends closely to research writing and source citation. 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 developing a 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 that students may search for sources—catalog, databases, and research guides.
- A discussion of keywords and subject headings helps students develop and refine their search terms.
- A 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 the pros and cons of bibliography software.
- 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 and Web documents.

- 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.
- A research paper-in-progress on sustainable agriculture follows a student through the research process and culminates in an annotated paper documented in MLA style.

An updated guide to documentation

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

- 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 similarities and differences between print and database sources.
- The chapter on MLA documentation reflects the new 8th edition of the *MLA Handbook*. In addition, the sample paper and other examples that show MLA style 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 discussion of 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 reference for 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 revising and editing distinguishes revising clearly as a step separate from editing.
- A revised discussion of preparing a writing portfolio gives an overview of common formats and requirements.
- Chapter 11 on paragraphs offers new, relevant examples illustrating paragraph development.
- A revised and streamlined chapter on presenting writing focuses on essential information related to document design, visuals and other media, and writing for online environments.

A reference on usage, grammar, and punctuation

The handbook's core reference material reliably and concisely explains basic concepts and common errors and provides hundreds of annotated examples from across the curriculum.

- Dozens of new and revised examples 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 Chapter 19 on appropriate language 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's analysis of a Web advertisement illustrates critical thinking about a visual.
- Updated and detailed help with preparing or finding illustrations appears in Chapter 14 on document design and Chapter 6 on finding sources.
- Thorough discussions of critically reading advertisements, graphs, and other visuals appear in Chapter 4 on critical reading, Chapter 10 on argument, and Chapter 12 on working with sources.

A guide for culturally and linguistically diverse writers

At sections labeled Culture and Language, the handbook provides extensive rhetorical and grammatical help, illustrated 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 an open book for students, with a convenient lay-flat binding, tabbed dividers, and many internal features that help students navigate and use the content.

- A clean, uncluttered page design uses color and type to clearly distinguish parts of the book and elements of the pages.

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- A brief table of contents on the first page of the book provides an at-a-glance overview of the book, while a detailed table of contents appears inside the back cover.
- Color highlighting in boxes and on documentation models distinguishes important elements.
- A very accessible organization groups related problems so that students can easily find what they need.
- Annotations on both visual and verbal examples connect principles and illustrations.
- Dictionary-style headers in the index make it easy to find entries.

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.

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Pearson English Assignments Library

Available with your adoption of any © 2019 or © 2020 Pearson English course in Revel is the English Assignments Library comprising 500 essay and Shared Media prompts:

- A series of 300 fully editable essay assignments invites students to write on compelling, wide-ranging writing topics. You can choose from an array of writing prompts in the following genres or methods of development: Argument/Persuasion; Comparison/Contrast; Critique/Review; Definition; Description; Exposition; Illustration; Narration; Process Analysis; Proposal; and Research Project. Assignments can be graded using a rubric based on the WPA Outcomes for First-Year Composition. You can also upload essay prompts and/or rubrics of your own.
- Two hundred Shared Media assignments ask students to interpret and/or produce various multimedia texts to foster multimodal literacy. Shared Media activities include analyzing or critiquing short professional videos on topics of contemporary interest; posting brief original videos or presentation slides; and sharing original images—such as posters, storyboards, concept maps, or graphs.

Revel Combo Card

The Revel Combo Card provides an all-in-one access code and loose-leaf print reference (delivered by mail).

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 not only to choose course materials but also to 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 resource to qualified adopters of *LB Brief*. This supplement is available to instantly download from Revel or on the Instructor Resource Center (IRC). Please visit the IRC at www.pearson.com/us to register for access.

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

Acknowledgments

Instructors around the country have provided valuable feedback and suggestions. For the 7th edition, many thanks to the following for their time and insight: Michael Blaine, Delaware Technical Community College; John Jarvis, Bay Path College; Genesis Downey, Owens Community College; Anthony Edgington, University of Toledo; and Joshua Austin, Cumberland County College.

My first and most important debt of gratitude is to Jane E. Aaron, whose work through many editions of this handbook leaves me with some very large shoes to fill. I can only hope to carry on her legacy of quality, accuracy, and usefulness. Having pored over every page of this handbook many times now, I continue to be awed by its gentle, guiding awareness of the needs of student writers.

Karon Bowers at Pearson and Carolyn Merrill and Aron Keesbury at Ohlinger Publishing Services have guided the project throughout this revision cycle. Cynthia Cox and Joanne Daukewicz at Ohlinger have been there every step and every page of the way through the editorial and production processes. David Kear has been a wonderful contributor of ideas, energy, clarity, and creativity as development editor, keeping both sanity and humor intact through a long and challenging publishing journey.