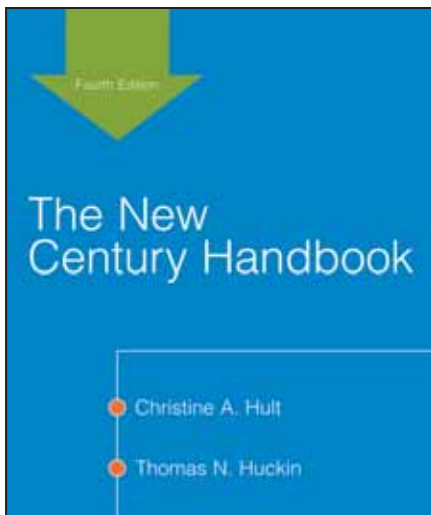
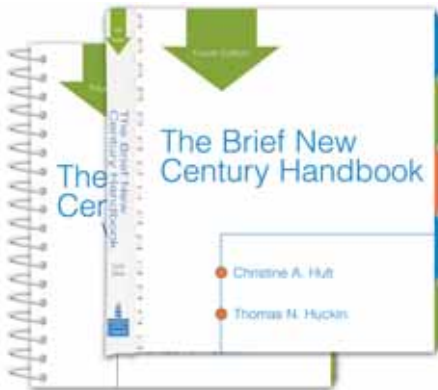




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The New Century Handbook

FOURTH EDITION

Christine A. Hult, *Utah State University*

Thomas N. Huckin, *University of Utah*

The New Century Handbook, Fourth Edition, provides the answers that today's students need—as writers and researchers in an electronic age. This handbook shows students how to use new technologies to make appropriate rhetorical choices and to become more successful college writers in all of their courses, while also offering clear, comprehensive coverage of handbook basics.

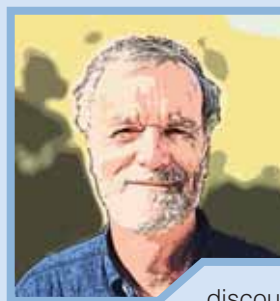
Authors Christine Hult and Tom Huckin bring their expertise in research, computers and writing, grammar and linguistics, and their extensive experience in teaching first-year composition to this remarkable handbook. More than any other handbook, *The New Century* addresses the primary concerns of composition students—how to understand and avoid plagiarism, how to write for courses beyond English, how to make correct grammatical and stylistic choices, and how to use technology to help them become better writers.

Brief: ©2008 • Comb bound ISBN 0-321-45638-6 • 600 pages

Brief with Exercises: ©2008 • Spiral bound ISBN 0-205-52199-1 • 640 pages



Christine Hult has been a professor of English and an administrator at Utah State University for over twenty years. Her research interests include writing across the curriculum, computers in writing, research writing, program assessment, and women in academia, and her teaching includes a graduate course that she created in online pedagogy. She has published widely, often with a focus on technology in the writing classroom or writing across the curriculum. Beyond the university, she can often be found on her bicycle—competing in races like the 206 mile Logan-to-Jackson relay, or with her husband, cycling in more romantic settings like Tuscany and Slovenia.



Tom Huckin did his Ph.D. work in linguistics but has long since broadened his academic interests to include rhetoric and composition, ESL, genre theory, and critical discourse analysis. He teaches courses at the University of Utah ranging from first-year basic writing to upper-division technical/professional writing to graduate-level discourse analysis. In his spare time, he can be found skiing, climbing, or biking Utah's Wasatch Mountains, or trying to figure out nature's mysteries in his backyard vegetable garden.

Using technology for writing:



“My computer has proven to be a useful tool for writing, but I am not always aware of all the ways in which it can improve my writing and researching skills.”

—Adetayo Awe, Hofstra University

Students know computers—but they don't always know what resources lurk behind the scenes of their favorite word-processing program. *The New Century's* **TechHelp** boxes offer specific guidance about software functionalities that can support student writing, and **TechALERTS** warn students about over-reliance on technology, from Wikipedia and Google Scholar to grammar and spell checkers, as well as the dangers of confusing online language with academic rhetoric.

TechHelp Dealing with Incompatible File Formats

Some word-processing programs save documents as file types that may not be recognized by other software. For example, *Microsoft Works*, the free program that comes loaded on many personal computers, automatically saves in a format that is not compatible with other Microsoft products (*.wps). Here are some suggestions:

1. Save your document as a plain text file (*.txt). When you are saving your document, click on FILE > SAVE AS and then click on the arrow to open the SAVE AS TYPE dialog box. Choose PLAIN TEXT for the most stripped-down text, which can be read by almost any other program.
2. Save your document as a rich text file (*.rtf). When you are saving your document, click on FILE > SAVE AS and then click on the arrow to

TechALERT! Grammar Checkers: Sentences Beginning with And or But

Your grammar checker will probably flag any sentence beginning with *and*, *but*, or another coordinating conjunction and suggest that you replace the word with a conjunctive adverb such as *in addition* or *however*. There is no ironclad rule, however. If what follows the *and* or *but* is a grammatically complete sentence, and if you want to set it off for emphasis, using *and* or *but* at the beginning is acceptable, even to most expert writers.

Researching online:



“Especially online, some sources can be misleading. A search with 100 results can be overwhelming. My biggest trouble is narrowing down a search to get the most specific and important information I need.”

—Stephanie Wallace, University of Connecticut

Too many sources, too much information—researching online can be overwhelming. *The New Century* lists credible resources in a wide variety of disciplines, provides specific guidelines for evaluating web sites, and follows a student through the search process, highlighting the path to finding useful, relevant, and credible sources.

Choose legitimate sources **eval 10a** 237

TechALERT! Web Searches: Using Domains and URLs to Assess Internet Sources

Although no organization regulates Internet content for its reliability or accuracy, the domain *.edu* offers hints about the source of a site. Those hints, in turn, will legitimize.

10b Follow a student's evaluation of Web links

To give you a sense of how you might go about evaluating information you find via an Internet search, let's follow a student searching for information related to smoking. Mark Robb has been reading about the debate on smoking and addiction. He wants to find out about both sides of the debate in an effort to answer the question “Is smoking addictive?” Mark knows that the tobacco industry has argued that smoking is not addictive but merely habit-forming, so he begins his search for “smoking is not addictive” on Google (see Figure 10.3).

The first site listed by Google is titled “Key Issues: Addiction or Habit?” The site's URL, with its *.org* tag suggests an organizational site. When Mark clicks on the site, he finds a homepage called “FOREST.” He clicks on the “About FOREST” link to find out about the site's sponsor, and he learns that

Audio: Conduct your own Internet search.

Student Mark Robb's keyword search phrase.

Avoiding plagiarism:



“Plagiarism is a very big deal. There is zero tolerance. It's imperative that you know these skills.

You have to give credit where credit is due.”

—Tara Nargessi, Thomas More College

With more coverage of avoiding plagiarism than any other handbook, *The New Century* includes specific guidance on using online sources and avoiding the dangers of unintentional plagiarism. Clear models show sources, sample plagiarized material, and correctly integrated source material. *The New Century* shows students how to quote, paraphrase, and summarize source material correctly and helps them understand the need for careful documentation.

11b Avoid plagiarism when you use sources

If you use source information carefully and accurately, you will avoid any charges of plagiarism. **Plagiarism** is the unauthorized or misleading use of the language and thoughts of another author. By following the guidelines in this chapter when you paraphrase, summarize, and quote, you can avoid plagiarism.

1 Determining when no acknowledgment is required: Common knowledge

You need not document “common knowledge.” This term refers to information that is generally known or accepted by educated people. Information

plag 11d 269

Avoid plagiarism when using Internet sources

Effective Paraphrasing

1. Place the information in a new order.
2. Break the complex ideas into small units.
3. Use concrete, direct vocabulary in place of technical jargon.
4. Use synonyms for words in the source.
5. Accompany each important fact or idea in your notes with the source author and page number.
6. Incorporate the paraphrase smoothly into the grammar and style of your

Guidelines

Audio: These sets of guidelines

To ensure that *The New Century Handbook* responded to students' most critical needs, Longman interviewed and surveyed students across the country to see which areas of writing and research they struggle with most—and built the Fourth Edition of *The New Century* to help!

Documenting sources:



"A lot of things I'll look at have instruction on how to cite sources for a certain style but

none have exactly what you need. Sometimes you need to go to two or three different resources."

—Greg Longo, *Wabash College*

The New Century leads the market in the number of electronic source citation models and it includes expanded sections on both MLA and APA styles. Also included: visual source samples—copies of actual title and copyright pages and screen shots—so students can see where documentation information appears in the sources they use. And in keeping with *The New Century's* cross-curricular emphasis, CSE style guidelines reflect the 2006 updates.

Figure 13.1 ▶ Locating Source Information in a Book

330 MLA 13a www.ablongman.com/hult MLA Documentation Style

Title Page

COLLAPSE
HOW SOCIETIES CHOOSE
TO FAIL OR SUCCEED
.....
JARED DIAMOND

Copyright Page

Document using MLA style

MLA 13a 331

Author's or Editor's Names

- ▶ List the author's last name, first name.
- ▶ For multiple authors, list authors in the order they are listed on the title page. (See example 2.)
- ▶ For an editor, use the abbreviation *ed.* after the name. (See example 7.)

Diamond, Jared. *Collapse: How Societies Choose to Fail or Succeed*. New York: Penguin, 2005.

Writing in other courses:

Always the go-to handbook for writing across the disciplines with an extensive section on disciplinary discourse and writing in the humanities, social sciences, and natural sciences, *The New Century* now includes an extensive **Cross-Curricular Resource Atlas** packed with maps, primary documents, disciplinary vocabulary, and an illustrated timeline including major political, cultural, and historical events from 10,000 BCE to the present.

PRESENT DAY WORLD

ARCTIC OCEAN GREENLAND CANADA PACIFIC OCEAN

Timeline: World Civilization

10,000 BCE

10,000–3500 BCE Neolithic Age brings farming, domestication of animals, cuneiform writing, wheel introduced in Middle East; evidence of weapons and tools in North America.

3000–1500 BCE Stonehenge and other megaliths constructed in Britain, France, Scandinavia, Mediterranean islands.

2700–1090 BCE Old, Middle and New Kingdoms of Egypt produce the Pyramids and other great burial monuments.

ca. 2000 BCE Sumerian epic, *Gilgamesh*, composed.

2000–1600 BCE Babylonian Empire established; Hammurabi (1796–1750) creates early written code of law.

abstract expressionism A style of painting generally mid-20th century, characterized by non-realist (de Kooning, 1904–1997; Pollock, 1912–1956; Rothko, 1903–1970) aesthetic The study of the nature, meaning, and expression of beauty as found in sculpture, or literature

Apolonian From the Greek god Apollo, as applied to cultural products: Works embodying harmony and restraint (as opposed to Dionysian, 484–322 BCE), the discourse Verbal expression in general, either written or spoken, or the characteristic methods of expression of a particular community or *linguistic community*

Making rhetorical choices / making grammatical choices:

The New Century emphasizes audience, purpose, and persona, both as the classical foundation of all writing and as the necessary guide for creating appropriate academic writing in today's online context. *The New Century* helps students make choices based on audience and purpose, enabling them to produce appropriate, effective, and persuasive writing.



"I struggled with grammar during my first writing class—mainly the little things that pull

the paper together like when to use a semicolon."

Courtney Pyle, *CSU-Fullerton*

The basic core of any handbook, *The New Century's* grammar coverage offers extremely accessible explanations with less grammatical "jargon" and new **Common Errors** boxes that make rules and guidelines easier to find and easier to remember.

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Brief with Exercises includes an additional 32 pages of exercises.

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