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Reading

READING AND ALL THAT JAZZ
3rd Edition
Peter Mather & Rita Romero McCarthy,
Glendale Community College
2007 / Softcover / 608 pages
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.

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CHAPTER 1 How We Learn—Finding Out about Ourselves
Part 2: DISCOVERING MEANING THROUGH STRUCTURE
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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
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CHAPTER 7 Tone
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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
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
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Chapter 6: Applying All the Basic Skills to Paragraphs
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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
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IMPROVING READING SKILLS: CONTEMPORARY READINGS FOR COLLEGE STUDENTS
5th Edition
Deanne Milan Spears, City College of San Francisco
2004 / 544 pages / Softcover
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
* Pamile 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

Developmental Writing – Sentences
NEW

SENTENCE SKILLS: A WORKBOOK FOR WRITERS, FORM B
8th Edition
John Langan, Atlantic Cape CMTY College
2009 / 640 pages
Available: February 2008
(Details unavailable at press time)
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.

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A Brief Guide to Effective Writing
Practice in Effective Writing

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Section 4: Word Use

Part Three: REINFORCEMENT OF SENTENCE SKILLS
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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)
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Spelling Improvement (2)
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Commonly Confused Words (4)
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-ed Word Groups
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Developmental English

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Part 3: UNDERSTANDING VERBS
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Chapter 12: The Progressive Tenses
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Part 7: SPELLING CORRECTLY
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Part 8: CAPITALIZING AND PUNCTUATING
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Chapter 28: Punctuating Direct Quotations
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Part 9: READING AND WRITING IN RESPONSE TO READING
Chapter 29: Reading and Writing Responses to Reading
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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
Website: http://www.mhhe.com/langan

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Combined Mastery Tests, Editing Tests.
Developmental English

ENGLISH SKILLS WITH READINGS
5th Edition
John Langan, Atlantic Community College
2002 / 672 pages
[IE - 1 color Text]

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Step 1: Make a Point
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The Third and Fourth Steps in Writing
Step 3: Organize and Connect the Specific Evidence
Step 4: Write Clear, Error-Free Sentences
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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 Syne
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
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.

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NEW

International Edition

COLLEGE WRITING SKILLS
7th Edition
John Langan, Atlantic Cape Community College

2008 / 672 pages
(No Selling Rights)
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.

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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
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CHAPTER 41: Spelling Improvement
CHAPTER 42: Commonly Confused Words
CHAPTER 43: Effective Word Choice
CHAPTER 44: Editing Tests
CHAPTER 45: ESL Pointers
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.
Part Four: HANDBOOK OF SENTENCE SKILLS

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Shame, Dick Gregory
I Became Her Target, Roger Wilkins
Smash Thy Neighbor, John McMurtry
A Hanging, George Orwell
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*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’Keene
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

EFFECTIVE COLLEGE WRITING
Kooi Cheng Lee, Goh Khong Phong Happy, Janet Chan and Ying Yang
2006 / 164 pages
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.

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Chapter 4 Writing a Compare-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

READING COMPREHENSION CHART
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
(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.

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

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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
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## 2008 New Titles

- **CLOUSE**  
  A Troubleshooting Guide for Writers: Strategies and Process, 5e  

- **COSTANZO**  
  The Writer’s Eye  

- **LANGAN**  
  College Writing Skills, 7e  

- **LANGAN**  
  College Writing Skills with Readings, 7e  

- **RUGGIERO**  
  Beyond Feelings: A Guide to Critical Thinking, 8e  

- **SILVERMAN**  
  Rules of Thumb–book Alone, 7e  

## 2009 New Titles

- **ROEN**  
  McGraw-Hill Guide: Writing for College, Writing for Life  

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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
Available: December 2006

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

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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
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Semicolons
Colons
Dashes and Parentheses
Quotation Marks
Titles: Underlines, Italics, or Quotation Marks

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
(with Student Access to Catalyst 2.0, Hardcover)
(with Student Access to Catalyst 2.0, Softcover)
(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.

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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
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Chapter 12: Essay Exams
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Part Three: RESEARCHING
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Chapter 16: Finding and Managing Print and Online Sources
Chapter 17: Finding and Designing Effective Visuals
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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
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Chapter 25: APA Documentation Style
Chapter 26: Chicago and CSE Documentation Styles
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Chapter 34: Subject-Verb Agreement
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Timeline of World History
Selected Terms from across the Curriculum
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Quick Reference for Multilingual Writers
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
(Comb, with Student Access to Catalyst 2.0)
(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 stronger 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
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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

THE WRITER’S EYE
William Costanzo, Westchester Community College
2008 / 528 pages
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.

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Chapter 3. Flashbacks: Longing and Belonging
Chapter 4. Close Ups: Observing Our Environments
Chapter 5. Shifting Angles: Analyzing American Cultures
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
(No Selling Rights)
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.

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Chapter 3 Process Analysis
Chapter 4 Definition
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Chapter 7 Example and Illustration
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Chapter 10 Argument and Persuasion
Argument
Economics and Social Responsibility
Free Speech
Cloning
Persuasion
Chapter 11 Mixed Strategies

75 Readings Plus
McGRAW-HILL GUIDE: WRITING FOR COLLEGE, WRITING FOR LIFE
Duane Roen, Barry M Maid, Gregory Glau, Arizona State University–Tempe
2009 / 1120 pages
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.)

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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
I: A Guide to Multilingual Writers
Appendix A: Constructing a Course Portfolio
Appendix B: Essay Examinations
Appendix C: Standard Forms: Letters, Memos, and Other Documents

A TROUBLESHOOTING GUIDE FOR WRITERS: STRATEGIES AND PROCESS
5th Edition
Barbara Fine Clouse
2008 / 224 pages
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.

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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
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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.

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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  

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NEW Integrated Online Learning Center

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.

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NEW Collaborative Learning Icon
NEW Visual Learning
NEW Expanded Examples of Student Writing
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NEW
International Edition

COLLEGE WRITING SKILLS
WITH READINGS
7th Edition

John Langan, Atlantic Cape
Community College

2008 / 816 pages
(No Selling Rights)
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.

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• 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.
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International Edition
THE STUDENT WRITER: EDITOR AND CRITIC
6th Edition
Barbara Fine Clouse
2004 / 624 pages / Softcover
(with Catalyst Access Card)
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THE WRITER’S EYE

William Costanzo, Westchester Community College

2008 / 528 pages
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.
• 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.

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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
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16. Selecting an Issue
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American Literature ........................................................ 28
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.

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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
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  Autonomy In Language Learning ......................................... 30

- DETERDING
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- TOWNDROW
  Task Design, Implementation And Assessment .................... 31
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.

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- 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
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PHONICS AND BEGINNING READING
David Deterding and Sally Ann Jones
2007 / 88 pages
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.

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Glossary
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SOUNDS, SYMBOLS AND SPELLINGS
Adam Brown
2005

[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

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1: Consonant and vowel sounds – Consonants, Vowels, Names of letters of the alphabet
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4: Homophones and homographs – Homophones, Homographs, Homonyms
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7: Practice tasks
8: Tips for correct transcription – General pointers, Consonants, Vowels, Stress
9: Literacy and spelling reform – Literacy, Spelling reform
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ENGLISH IN SINGAPORE: RESEARCH ON A CORPUS
David Deterding, Adam Brown and Ee Ling Low
2005
[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.

ENGLISH IN SINGAPORE: AN INTRODUCTION
Ee Ling Low and Adam Brown
2004
[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.
Advanced Courses

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ENGLISH LANGUAGE MYTHS 30 BELIEFS THAT AREN'T REALLY TRUE
Adam Brown
2002
[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.

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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 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
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 – Accomodation and maintainece 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
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Advanced Grammar

ENGLISH IN SINGAPORE: RESEARCH ON GRAMMAR
David Deterding, Ee Ling Low and Adam Brown
2003 / 184 pages
[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.

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