

PREFACE

General Uses

The ESL Writer's Handbook, 2nd Edition, is a reference work for ESL students who are taking college-level courses. Because its purpose is to provide help with the broad variety of writing questions students may have when working on school assignments, the text focuses on English for Academic Purposes.

The Handbook complements a student writer's dictionary, thesaurus, and grammar reference book. It would be suitable as a text for an advanced ESL writing course when used together with the companion Workbook (978-0-472-03726-1).

Special ESL Features

- The **topic selection** is based on ESL writers' needs as observed by the authors over many years.
- The **coverage of topics** is more complete than the limited amount usually provided for ESL writers in first language or L1 handbooks.
- The **explanatory language** is appropriate for ESL students, in contrast to the more complex and idiomatic language of other English handbooks.
- The **level of detail** is more manageable for ESL students, compared to what is in other English handbooks.
- Many of the **examples** of paragraphs, essays, research papers, and exercise sentences were **written by ESL students**; this encourages users of the Handbook to realize that they too can become effective writers.

Structure

We have structured the Handbook in what we feel to be the most logical manner. **Sections 1 and 2** provide general information about paragraph and essay structure, which students must consider when beginning to work with academic writing. These sections include topics such as how to get ideas for an assignment, how to structure those ideas into a paper, and what to check for before turning in a paper.

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Section 3 is more specific. It describes five common patterns for organizing an academic essay: narrative, process, comparison/contrast, cause and effect, and argument. Here we now provide students with specific phrases and language structures that are used with these five patterns to help them build coherent sentences, and we provide models to help students build coherent paragraphs and essays. After the discussion of and exercises for each pattern of organization, sample essay topics are provided. Teachers should make use of these topics for essay assignments.

Often students are overwhelmed when given a large writing assignment. For this reason, **Section 4** guides students through the different steps they must go through to create a good research paper. The task of writing a research paper is broken into its many component parts. Understanding and experiencing this process will not only allow for a better finished product but will help students to become better overall writers as well. Teachers may wish to use this section concurrently with Sections 1–3 in the Handbook to structure a semester-long research assignment based on the steps outlined in this section. Or teachers may use this section independently, depending on their curriculum.

Section 5 addresses the grammar and style issues that ESL students writing in English seem to have the most difficulty with, helping students to recognize and correct errors at both the word level and the sentence level. This section provides clear explanations, examples, and exercises to build students' skills in these areas. Teachers may wish to assign various sections according to the needs of their particular class.

Section 6 provides basic information on punctuation, with examples for students to consult as models when they are writing, and offers some exercises as well for practice.

Section 7 provides a more visual approach to topics that ESL students commonly have difficulty with, such as verb tense and transitions. Information is provided mainly in the form of lists and charts so that students do not need to rely as much on their reading comprehension skills to understand and utilize the information.

Finally, **Section 8** provides examples of different types of writing that students will be expected to do as undergraduates in the United States. Because ESL students do not have a base knowledge

of these forms, these examples should prove valuable to them. Teachers may wish to use the examples as a basis for their own assignments on these types of writing.

The handbook includes a list of common editing symbols, a glossary, and an index. Terminology that is defined in the glossary appears in color in running text for quick reference.

WB
Ex.

The Workbook Accompanying This Handbook

The Workbook that accompanies this Handbook extends the topics covered in the Handbook to enable a teacher to use the books as the core texts in an advanced-level ESL writing course or in a first-year undergraduate composition course. The Workbook provides additional exercises to facilitate students' understanding of the topics discussed in the Handbook. In the Handbook, an icon is provided in the margin next to a heading or exercise to alert the teacher or student that extra exercises on this topic are available in the Workbook. The teacher may wish to assign Workbook exercises as homework or use them in class with the exercises in the Handbook.

What's New in the 2nd Edition

We have enjoyed hearing about how useful our handbook has been over the past several years, and we are delighted to have this opportunity to participate in creating a second edition of the book. So that the book will continue to be relevant, we have incorporated changes to update it and to provide more models and practice for students. These changes include:

- **A totally revised APA and MLA guide.** We have updated to reflect the 8th edition of MLA. Also, we have provided more comprehensive coverage of types of sources in both APA and MLA styles to reflect changes in how students find information—that is, via online sources and in databases.
- **New sample research papers.** The papers have up-to-date sources and topics. Like those in the first edition, these are actual student papers (with a bit of adaptation in places to make them more helpful models) from advanced ESL

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writing courses. Also as in the first edition, comments about content as well as formatting are provided on the side of the paper to indicate special features that students will want to incorporate into their own papers.

- **New organization of rhetorical pattern language.** The organization of this content in Section 3 is now more consistent across patterns to improve clarity and ease of understanding.
- **New sample writing and content within the chapters.** Much of the other content that is used as examples of certain types of writing—such as the introductory paragraph in Section 2 and the sample outline in Section 4, as well as much of the discussion and examples regarding plagiarism in Section 4—are new.
- **New additions to exercises.** Based on our own experiences teaching writing courses, we have revised some exercises to be more clear and effective. Also, many exercise items have been changed to include more timely topics.
- **A new sample resume and cover letter in Section 8.** The resume includes skills and experiences that are relevant in 2018; the resume is also from a student who recently graduated.
- **New exercises.** We have added an exercise to Section 4 on evaluating sources to reflect the changes to the way that people search for sources. With the constant developments in technology, it has become even more critical that students have the information literacy skills to evaluate online as well as print sources. An exercise has also been added in Section 5 to give students practice recognizing independent and dependent clauses, which can often be difficult for ESL writers.

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We would also like to thank our writing instructors throughout the years for instilling in us the desire to create good writing and help others create good writing as well.

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