We’ve prepared this book for people who will be called on to write for different audiences and purposes—in short, for all writers. We know from experience and research that the demands of writing situations vary in important ways. We know, too, that writers need a range of concrete strategies in order to work successfully with the expectations and possibilities posed by each writing situation.

In response, we have produced a handbook filled with advice about writing and revising, creating correct and effective sentences, researching and reasoning, documenting and evaluating sources, representing yourself as a writer and speaker, and navigating the electronic world—all within three important communities: academic, work, and public. And we’ve made this advice easy to locate and use. We hope that you’ll find this handbook to be just what its title promises—a true writer’s companion.

New in this edition

In preparing the second edition of The Longman Writer’s Companion, we have relied on the advice of those who have used this handbook, strengthening the book’s innovative features while responding to the changing needs of student writers.

Early coverage of critical reading. Chapter 2 focuses immediately on reading as a means of joining the dialogue of a community. This early chapter illustrates analytical and critical reading with an annotated sample, complementing Chapter 48, “Reading Critically and Evaluating Sources.”

Expanded discussion of thesis statements. Besides showing writers how to complicate, qualify, or extend a thesis statement, Chapter 4 now illustrates four useful types of thesis statement: argumentative, general, academic, and informative.

New chapter on community style. Innovative Chapter 8, “Matching Style to Community,” introduces elements of community, rather than personal, style. Its advice about academic, workplace, and public style focuses on both expectations and options.

New coverage of speaking. Chapter 11, “Presenting Yourself as a Speaker,” outlines how to prepare and deliver an effective oral presentation. A useful
chart reviews “speaking” in Three Major Communities (p. 55) while later sections add strategic advice about speaking in academic (55h), workplace (58g), and public (59f) communities.

**Even more practical editing advice.** Sections 3–7 provide even sharper editing and proofreading Strategies that writers can apply to their own texts. Useful new material includes 39g on combining punctuation marks.

**Updated research advice.** Chapters 46–50 continue to advise about how to plan a research project, pose research questions, use keywords, find sources, assess search results, read analytically and critically, and evaluate print and electronic sources. New and timely advice includes organizing collaborative research, distinguishing types of periodicals (magazines, journals, and newspapers), selecting search engines, using advanced search strategies, and getting fewer, but better, search results.

**Full chapter on crediting sources and avoiding plagiarism.** Chapter 49, “Integrating and Crediting Sources,” introduces community expectations for citing sources and suggests ways to integrate quotations, paraphrases, summaries, and visuals. Two sections, “Recognizing plagiarism” (49c) and “Avoiding plagiarism” (49d), include new Strategies for avoiding inadvertent plagiarism.

**Expanded MLA and APA documentation coverage.** Updated Chapter 51, “Using MLA Documentation Style,” substantially expands illustrations for Internet resources. Chapter 52, “Using APA Documentation Style,” presents the most current APA style, adding many examples of electronic sources and illustrating major APA style changes. Along with Chapters 53 and 54 on CMS and CSE (formerly CBE) styles, these additions enhance documentation coverage we believe to be among the most comprehensive available in a compact handbook, helping writers document sources accurately by using easy-to-follow models.

**New student samples.** A new student application letter and résumé (58f) now supply practical models for students seeking internships or jobs.

**Continuing emphasis on writing in three communities—academic, work, and public**

This handbook continues to approach written communication as a social act, taking place among communities of writers and readers. Within different communities—academic, work, or public—the kinds of writing employed are likely to vary considerably. So, too, are expectations for style, reasoning, diction, correctness, and documentation.
The Longman Writer’s Companion is unique among compact handbooks in its attention to writing within different communities and in its concrete strategies to help writers understand and respond to the needs of these communities. While the text highlights the importance of the academic setting, it recognizes writing as an essential tool for both occupational success and participation as an involved citizen.

This emphasis on writing for communities appears in discussions, examples, and boxes throughout the handbook and frames the text—with coverage at the very outset, in Chapter 1, and again at the very end in Section 12.

**Using the “read, recognize, and revise” approach to correcting errors**

It is hard to correct an error if you don’t first recognize it as a problem. We have designed The Longman Writer’s Companion to help writers develop the ability to recognize problems in their work by viewing it as readers do. We pay attention both to the importance of following conventions and to the way conventions may vary from community to community. Finally, we provide practical advice that is easy to find and easy for writers to apply to their own texts.

*‘Read, recognize, and revise’ pattern.* This unique approach to grammar and usage organizes the chapters in Sections 3–7, first helping writers identify problems and then suggesting how to revise or edit to repair them.

*Reader’s reactions.* These comments, following examples of errors, convey possible responses to confusing or irritating sentences or passages, helping to explain errors or flaws in terms of their effects on readers.

*Strategies.* Concrete, practical Strategies apply general advice, showing how to recognize and remedy problems and how to select among alternatives.

*ESL advice.* Integrated ESL Advice for nonnative speakers strategically supplements discussions of both rhetoric and grammar.

**Writing and researching with technology**

This handbook offers practical advice for writing and conducting research in technologically enhanced environments.

*Taking it online.* The Taking It Online feature, located on the front of each tabbed section divider, identifies Web resources related to the section topic. Web icons in the margin note material on the book’s Web site.
Writing in electronic communities. Because the vast majority of college students routinely use computers and access the Internet, the handbook supplies pertinent advice throughout, such as “Finding an Online Voice” (Chapter 12), which includes email messages, online class conferences, and Web pages.

Conducting online research. The research chapters (46–49) emphasize conducting keyword searches, selecting search engines, and critically evaluating electronic resources.

Reading, writing, and critical thinking

This handbook, a compact version of *The Longman Handbook for Writers and Readers,* incorporates the distinct philosophy toward reading, writing, and thinking that helped to make its parent text a success.

Writing for readers. This handbook emphasizes the importance of real or potential readers who are present (or ought to be) from the earliest stages of writing to the final proofreading. Specific strategies help writers develop the ability to keep communities of readers and their likely responses in mind during planning, drafting, revising, and editing (Sections 1, 2, 3–7, and 12).

Critical thinking and reading. Reading, thinking, and audience are intertwined in discussions of the roles and expectations of readers, analytical and critical reading, and critical thinking (Sections 1, 2, 8, and 12).

Collaboration and feedback. One way to understand how readers respond to a text is to collaborate with other writer-readers. We offer practical advice about giving and receiving constructive criticism and about collaborating with other writers, whether in the classroom or in work and public settings (Sections 1, 3, 8, and 12).

Reading and writing in research communities. The research chapters (46–50) focus on research processes, resources, and the critical reading, evaluation, and integration of sources. Chapter 48 includes analytical techniques such as summary and paraphrase as well as critical techniques such as synthesis and interpretation, giving special emphasis to critical evaluation of both print and electronic resources. Chapter 49, “Integrating and Crediting Sources,” explains how to integrate both text material and visuals while recognizing and avoiding plagiarism. Chapter 50 turns to fieldwork, briefly presenting ethnographic studies, interviews, and other methods.

Representing yourself in a community

In the unique Section 2, “Representing Yourself,” we include six chapters that address ways student writers represent themselves—always with an eye toward the three communities.
Chapter 8 identifies the features of community style, while Chapter 9 treats language variation, including home and community varieties. Chapter 10 shows writers how their reasoning and its presentation in a written document affect their readers, working in conjunction with Chapter 56, “Making Persuasive Arguments.”

The rest of Section 2 turns to oral, virtual, and visual contexts that may complicate the tasks of contemporary writers. Chapter 11, “Presenting Yourself as a Speaker,” advises about effective oral presentations. Chapter 12 helps writers attend to audience, purpose, and community conventions in online contexts such as email, electronic mailing lists, online class conferences, and Web pages. Chapter 13 on document design examines the role and impact of visual presentation, featuring full-color annotated model documents.

**Easy access**

Even if a handbook is authoritative, flexible, and up to date, it still must be easy to use. We have paid special attention to the handbook’s design, tabbed dividers, index, glossary, and pages inside the front and back covers to help users locate the advice they need. For more on these devices for easy access, see “Strategies for finding information in your handbook” on page ix.

**Ancillaries**

The ancillary package for *The Longman Writer’s Companion* is designed to bring helpful resources to both instructors and students.

**Print resources for students**

- *Visual Communication*, Second Edition, by Susan Hilligoss and Tharon Howard (both of Clemson University) features practical discussions of space, type, organization, pattern, graphic elements, and visuals along with planning worksheets, design samples, and exercises.
- *Exercises to Accompany The Longman Writer’s Companion* offers activities on everything from paragraph coherence to comma splices to paraphrasing. *Developmental Exercises to Accompany The Longman Writer’s Companion* provides practical activities for developmental writers.
• The Documentation Guide provides coverage of MLA, APA, CMS, and CSE styles in a pocket-sized format, as well as a full sample MLA paper and an APA paper.
• The Penguin Program: Longman is proud to offer a variety of Penguin titles at a significant discount when packaged with any Longman title. Popular titles include Mike Rose’s Lives on the Boundary and Possible Lives and Neil Postman’s Amusing Ourselves to Death.
• A Guide for Peer Response, Second Edition, by Tori Haring-Smith (Brown University) and Helon H. Raines (Armstrong State University), supplies guidelines for peer critiques and specific forms for different stages in the writing process and for various types of papers.

Print resources FOR INSTRUCTORS
• The Instructor’s Resource Manual by Stephen Parks (Temple University) includes course design strategies, sample syllabi, writing assignments, classroom and online activities and resources, and much more. Separate Answer Keys are also available for both the Exercises and the Developmental Exercises described above.
• Comp Tales, edited by Richard Haswell (Texas A&M, Corpus Christi) and Min-Zhan Lu (Drake University), collects stories that college writing teachers tell and retell about their teaching experiences, organized by current topics of debate in composition studies and on key issues for new writing teachers.
• Teaching in Progress: Theories, Practices, and Scenarios, Second Edition, by Josephine Koster Tarvers (Winthrop University) and Cindy Moore (St. Cloud State University)
• Teaching Writing to the Non-Native Speaker by Jocelyn Steer
• Teaching Online: Internet Research, Conversation, and Composition, Second Edition, by Daniel Anderson (University of North Carolina, Chapel Hill) and Bret Benjamin, Chris Busiel, and Bill Paredes-Holt (University of Texas, Austin)

Media resources FOR STUDENTS AND INSTRUCTORS
• The Longman Writer’s Companion Online at <http://www.ablongman.com/anson>, a Companion Website, includes practice exercises for every chapter; helpful links; brief writing samples illustrating key concepts of many chapters; and an interactive module on Internet searching methods. Teachers will also find sample syllabi, teaching notes, PowerPoint presentations, and more at this site.
Preface for Students and Instructors

- A CD-ROM featuring *The Longman Writer's Companion* includes a searchable online version of the handbook with additional practice exercises for students. Please contact your local sales representative for more information.

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