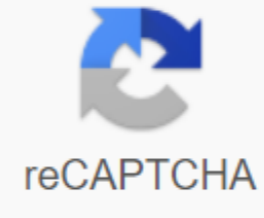




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Dr. Cheryl Glenn, Distinguished Professor of English at Penn State University, is an international leader in the field of rhetoric and writing. He served as president of the University Composition and Communication Conference (CCCC) and was named Rhetoric of the Year and the CCCC Exemplary 2019. He has received numerous awards for his work on SILENCE AND LISTENING AS RHETORICAL ARTS AND, more recently, rhetorical feminism and this thing called hope. Throughout the arc of her career, she remains more proud of her teaching awards. Today, Dr. Glenn continues to speak and write extensively about the importance of everyone having a voice, of being heard, and, of course, of the power of the written word. Professor of English at Central Washington University, Loretta Gray has three degrees related to her interest in composition and applied linguistics: Master of Arts in English as a Second Language Teaching (School of International Training), Master of Arts in Spanish (Middlebury College) and PhD in Philosophy in Applied Linguistics (Boston University). She has experience teaching English to non-native speakers in Mexico, Spain and the United States. In addition, he taught Spanish at Clemson University and applied linguistics at the School of International Training. Gray has been teaching composition and has applied language courses at The Central University of Washington in Ellensburg, Washington, since 1992. She is also co-author of the book RHETORICAL GRAMMAR. Constantly evolving to meet the needs of today's students, the HODGES HARBRACE MANUAL, 19th Edition, guides student writers to develop their understanding of the rhetorical situation. This understanding allows even those students with minimal experience or confidence in their writings to learn to write more effectively—choose the most pertinent information, organize it well, and use the most appropriate language when writing to an audience. This grammar manual first provides comprehensive coverage of grammar, style, punctuation, mechanics, writing, and research—all presented in the context of rhetorical concerns, including writer, reader, message, context, and purpose. Like all its predecessors, the 19th edition provides teachers and students with

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