

Sentence Development Tutorial:

**Tutorial #15:
Joining Ideas
(Coordination, Subordination and Semicolons)**

**Writing Center
English 800 Center**

All notes and exercises should be done on separate sheets of paper, which you will bring to your conference with an instructor in the center.

As you work through the tutorial, make sure to see an instructional aide at the front desk in the Writing Center or English 800 Center if you have any

Coordination

Short, isolated sentences can make your writing sound choppy or less fluent. As a writer, your goal should be to combine short sentences into long, complex sentences that are punctuated correctly. One easy way to join sentences is to use what are called coordinators or coordinating conjunctions. The most common coordinators are **and**, **but**, and **so**.

Choppy: Jane's car broke down. She bought a new one.

Better: Jane's car broke down, **so** she bought a new one.

Notice that when we join two sentences with a coordinator, a comma *always* appears before the coordinator.

Principle I. Use a comma *before* a coordinator when joining two complete sentences.

A useful method to remember coordinators is that the first letter of each one together spells **FANBOYS**:

F or
A nd
N or
B ut
O r
Y et
S o

Coordinators not only *join* sentences. They also *show the logical relationship* between ideas in each sentence as shown in the following chart.

FANBOYS	Relationship	Joining Two Related Sentences using a Coordinator
For	Result-Cause	<p>Two complete sentences with a result-cause relationship:</p> <p>I am tired today. I danced until 4:00 in the morning.</p> <p><i>Example:</i> I am tired today, for I danced until 4:00 in the morning.</p>
And	Addition	<p>Two complete sentences with an addition relationship (the second sentence provides <i>additional</i> information):</p> <p>I am tired today. If I don't find time to sleep, I will be tired tomorrow.</p> <p><i>Example:</i> I am tired today, and if I don't find time to sleep, I will be tired tomorrow.</p>
Nor	Addition of negatives	<p>Two complete, negative sentences with an addition relationship (the second negative sentence provides additional information):</p> <p>I will not go to the movies today. I will not go shopping at the mall.</p> <p><i>Example:</i> I will not go to the movies today, nor will I go shopping at the mall. (Note: When you use <i>nor</i>, you will need to drop the word “not” and change the order of the subject and the verb in the second sentence.)</p>
But	Contrast	<p>Two complete sentences that contrast with each other.</p> <p>I am tired today. Tomorrow I will run six miles.</p> <p><i>Example:</i> I am tired today, but tomorrow I will run six miles.</p>
Or	Alternatives	<p>Two complete sentences, which are alternatives to each other.</p> <p>I will take a nap today. Tonight I will go to bed early.</p> <p><i>Example:</i> I will take a nap today, or tonight I will go to bed early.</p>
Yet	Contrast	<p>Like but, yet shows contrast between two complete sentences.</p> <p>I am tired today. I feel good about the marathon tomorrow.</p> <p><i>Example:</i> I am tired today, yet I feel good about the marathon tomorrow.</p>
So	Cause-Result	<p>Two complete sentences with a cause-result relationship. The second is a result of the first.</p> <p>I am exhausted. I will take a four-hour nap.</p> <p><i>Example:</i> I am exhausted, so I will take a four-hour nap.</p>

Principle II. Use the correct coordinator (FANBOYS) to accurately show the logical relationship between the two sentences that you are joining.

Coordinators show *different* logical relationships. Look at the following two sentences.

Hector wanted to make dinner.

Julie wanted to go out to eat.

You could combine these two sentences in a couple of ways. Watch what happens to the meaning depending on which coordinator we use.

- Hector wanted to make dinner, **but** Julie wanted to go out to eat.
(*They disagreed about what to do together—CONTRAST*)
- Hector wanted to make dinner, **and** Julie wanted to go out to eat.
(*They each had their own plan, one and the other—ADDITION*)
- Hector wanted to make dinner, **so** Julie wanted to go out to eat.
(*Julie doesn't like the way Hector cooks—CAUSE/EFFECT*)

Exercise 1

Instructions: Using Principles I and II, combine the following pairs of sentences with the correct coordinator (FANBOYS). Don't forget to add the comma when joining two sentences with a coordinator.

Examples:

- Gilberto did not get many dates as a high school student. He was hopelessly shy.
(**result-cause**)

ANSWER: Gilberto did not get many dates as a high school student, **for** he was hopelessly shy. (**result-cause**)

- He did not want to go to the senior prom without a date. He did not want to be alone for the rest of his life. (**addition of negatives**)

ANSWER: He did not want to go to the senior prom without a date, **nor** did he want to be alone for the rest of his life. (**addition of negatives**)

*(Notice that with *nor*, the subject and verb in the second sentence must change places: **he did not want** becomes **nor did he want**.)

1. He took a class called “Overcoming Shyness.” He started hanging out with Don James, who promised to teach him how to meet girls. (**addition**)
2. His teacher in the class told him to try and make eye contact with girls occasionally. Gilberto started staring directly at every girl he saw. (**cause-result**)
3. Most girls at his school seemed to find this staring creepy. Gilberto didn’t notice. (**contrast**)
4. Don James told Gilberto to wear shirts that would show off his big biceps. Gilberto didn’t have big biceps. (**contrast**) He stuffed his shirts full of cotton. (**cause-result**)
5. As the end of his senior year grew closer, Gilberto vowed to ask a girl on a date. He would give up trying forever. (**alternatives**)
6. Sally Saltwater, his first choice, was not impressed by Gilberto’s habit of staring at her. She was not impressed by his puffed up shirts. (**addition of negatives**)
7. Gilberto managed to win Sally’s heart by singing a song he wrote himself called “Sally, My Sweet” to her. Don had told him what to do. (**result-cause**)

Exercise 2

Instructions: Using Principles I and II, supply the missing coordinator for each of the following sentences. Try to use all seven: **For, And, Nor, But, Or, Yet, So.**

1. Lupita plans to run the Bay to Breakers marathon, _____ she is training hard every day.
2. She is determined to win the race, _____ so is every other athlete in the city.
3. Lupita relishes healthy competition, _____ she knows exercise is the key to long life.
4. She should start spending an occasional evening at home with her boyfriend, _____ he will join a single’s club.

5. He doesn't like to exert himself physically, _____ does he have any sympathy for those who feel compelled to do so.
6. Lupita is disenchanted with his constant complaining, _____ she is still fond of his cooking.
7. Lately he has been fixing her sprout burgers and mashed yeast, _____ he understands that Lupita's dedication to health and fitness is complete.

Exercise 3

Instructions: Using Principles I and II, combine the following pairs of sentences using one of the FANBOYS. Think carefully about the logical relationship between the two ideas. Don't forget to add the comma when joining two sentences with a coordinator.

1. Congressman Krupt was determined to censor dirty rap lyrics. He wasn't sure how to go about it.
2. Notoriously foul-mouthed rapper M.C. Daffodil had just released a new album, "Your Mother is a Very Nice Person." He was the first artist the congressman thought to ban from radio.
3. Krupt was particularly outraged by the song "I Really Like My School." It included the word "yucky."
4. Most of the public didn't seem to mind the song. They didn't care that more and more kids were heard using the word "yucky" in everyday speech.
5. Congressman Krupt was determined that he would get the song banned. He would give up the whole effort to destroy rap music.
6. During an appearance on Oprah's show, Krupt used the expression "dog gone it." His outraged former allies in the Purity League denounced him.

Exercise 4

Instructions: Using Principles I and II, write seven sentences of your own, using a different coordinator (*for, and, nor, but, or, yet, and so*) in each sentence. Remember that each of the FANBOYS represents a *different* relationship between the two complete sentences it connects. Don't forget to add the comma when joining two sentences with a coordinator.

Subordination

Like coordinators, subordinators join sentences and show a variety of relationships between logically related ideas.

Once you place a subordinator in front of a sentence, the sentence is no longer complete but becomes a subordinate clause, also known as a dependent clause.

Her father bought her a beautiful gold watch. (complete sentence)

She was only ten years old. (complete sentence)

When she was only ten years old (*not* a complete sentence)
subordinate clause

Here are some commonly used subordinators:

Subordinator	Express this Logical Relationship Between Ideas (or Sentences)
although while though whereas even though even if	CONTRAST
because as since	RESULT-CAUSE
if provided that unless	CONDITION
so that in that in order that	CAUSE-RESULT
as soon as since until while before when after whenever once as	TIME/SEQUENCE

Consider the following sentences. The relationship between the ideas in these sentences is unclear:

The sun has been unusually strong and the rain unusually abundant. The grapes rotted.

If these sentences are joined with the subordinator “because,” the logical relationship between the ideas is made clear. That is, the writer can clarify the relationship between the two ideas by transforming one sentence into a subordinate clause; the sun and the rain caused the grapes to rot.

Because the sun was unusually strong and the rain unusually abundant, *the grapes rotted.*

Principle III. A subordinator is used to show the logical relationship between the ideas in the two sentences that you are joining.

Subordinate clauses can be placed anywhere in a sentence, as shown in the following examples, where the subordinate clause is in boldface and the complete sentence is italicized. You could put the subordinate clause at the beginning of the sentence:

Because she purchased her ticket in advance, *she didn't have to wait in line at the door.*
subordinate clause *complete sentence*

Or you could put the subordinate clause at the end of the sentence:

Her father bought her a beautiful gold watch **when she was only ten years old.**
complete sentence *subordinate clause*

Even though it is more rare, you could also put the subordinate clause in the middle of the sentence:

She realized, **after she had waited in line at the door,** *that she could have purchased*
subordinate clause
her ticket in advance.

Following are the punctuation rules for subordinate clauses, depending on where the subordinate clause is located in the sentence.

Use a comma when the subordinate clause appears at the beginning of a sentence.

Because she purchased her ticket in advance, *she didn't have to wait in line at the door.*
subordinate clause *complete sentence*

Put commas on either side of the subordinate clause if it appears in the middle of the sentence:

She realized, **after she had waited in line at the door**, that she could have purchased her
complete sentence *subordinate clause* *complete sentence*

tickets in advance.

You do not need a comma when a subordinate clause appears at the end of a sentence:

She didn't have to wait in line at the door **because she purchased her ticket in advance**.
complete sentence *subordinate clause*

Principle IV. When you use a subordinator at the beginning of a sentence, you must use a comma to separate the two clauses. If the subordinate clause is in the middle of the sentence, set it off from the rest of the sentence with commas. You do not use a comma if the subordinate or dependent clause comes at the end of the sentence.

Exercise 5

Instructions: Using Principle IV, underline each subordinate clause in the following sentences. The first sentence has been done for you.

1. If Shireen wants to go to the hip-hop concert, I will be happy to babysit.
2. Elena is eager to go to Bermuda on vacation next month although she has some concern about the impending air attendants' strike.
3. Yoshi is unable to join us at the restaurant since his father is arriving from Tokyo tonight.
4. Vinny maintains that he will go to school this semester if his boss will let him work nights.
5. Whenever there is a full moon, the emergency room at the hospital is full of accident victims.
6. Nico is tall and brown-eyed whereas his sister Anna is short and blue-eyed.
7. The mother robin, once she is established in the nest, will not leave.

Exercise 6

Instructions: Using Principles III and IV, join the following pairs of sentences using subordinators. In the first four sets of sentences, hints are given about what logical relationship should be shown.

Example:

Some rodents and birds eat cockroaches.
Human beings are the biggest enemy of cockroaches.
(CONTRAST)

Answer:

Although some rodents and birds eat cockroaches, human beings are the biggest enemy of cockroaches.

1. Students often go out to eat or simply snack instead of fixing meals.
They don't get all the vitamins and nutrients they need.
(RESULT-CAUSE)
2. People try to kill pests like mice and rats with traps and poison.
Such creatures are very successful at surviving.
(CONTRAST)
3. Vanessa may not learn to trust adults. Her parents constantly lie and break their promises.
(RESULT-CAUSE)
4. Michelle finally realized that she could learn what others could learn.
She began studying for the G.E.D. and passed her high school equivalency examination.
(TIME)
5. Against Timmy's wishes, his father carried him back to his room and told him a long, magical story. He finally gave in and fell asleep.
6. Heba was proud of herself for finally attending college. It had taken her a long time to find the courage and funds.
7. Most supporters of environmental conservation recycle everything from plastic containers to water. They understand that every little bit helps.

There is one last principle of subordinate clauses.

Principle V: A subordinate clause downplays an idea within a sentence.

The idea that you are playing down, or making less important, is in the subordinate clause. The idea that you are emphasizing appears in the complete sentence (also known as an independent clause).

<i>subordinate clause</i>	<i>complete sentence</i>
Because I joined a volleyball team,	<i>I needed to get in shape.</i>
<i>idea played down</i>	<i>idea emphasized</i>

“I needed to get in shape” is emphasized because it is the complete sentence.

“Because I joined a volleyball team” is played down because it is simply extra information. It tells us the cause of her need to get in shape—so that she can play well for the team.

As shown in the following example, if the sentence is rewritten, “I needed to get in shape” is downplayed, and “I joined a volleyball team” is emphasized. That is, the writer needs to get in shape and so she joins the team in order to do so.

<i>subordinate clause</i>	<i>complete sentence</i>
Because I needed to get in shape,	<i>I joined a volleyball team.</i>
<i>idea played down</i>	<i>idea emphasized</i>

Exercise 7

Instructions: Using Principles III, IV and V, combine each pair of sentences using a subordinator. Emphasize the underlined idea in the following sentences. The first sentence has been done for you.

1. I walked into the restaurant. I felt nervous about meeting my blind date, Halle.

subordinate clause

When I walked into the restaurant, I felt nervous about meeting my blind date, Halle.

2. My friends had told me about all her virtues. I was expecting the perfect woman.

3. Kumar felt a hairy rat crawl over his arm. He reached up to turn on the light.

4. Maria was exhausted at school on Monday. She had been working overtime all weekend.

5. We were eager to see the show. We couldn't afford to buy two more tickets.
6. Matt saw mold all over the steak the waiter had served him. He almost vomited.
7. The mosquito dived persistently at the screen. It found its way through the tiny hole toward the baby's fat, soft arms.

Exercise 8

Instructions: Using Principles, III, IV and V, write six sentences that include subordinate (or dependent) clauses, using a different subordinator in each of the sentences. Vary the position of the subordinate clause.

The Semicolon Without Transition Words

A semicolon looks like this:

;

Principle VI. The semicolon is used to join two related sentences when you choose not to use a coordinator or subordinator. You must *not* capitalize the first letter of the second sentence when you use a semi-colon.

Two related sentences:

Buying a new car can be an ordeal. The worst part is picking the one you want.

Combined with a semicolon:

Buying a new car can be an **ordeal; the** worst part is picking the one you want.

Exercise 9

Instructions: Using Principle VI, write five sentences using semicolons.

Examples:

Ice skating is fun. It is also free.

Ice skating is **fun; it** is also free.

Don't dwell on the dangers. This kind of hobby is supposed to be fun.

Don't dwell on the **dangers; this** kind of hobby is supposed to be fun.

Semicolons with Transition Words

Like coordinators, transition words express the logical relationships between ideas, but they **do not** join sentences; therefore, you must *always* use a semicolon with a transition word to link two sentences together.

The boy was not happy with his peanut butter and jelly sandwich.

He showed great interest in the bologna and cheese sandwich his best friend was eating.

The boy was not happy with his peanut butter and jelly **sandwich; however**, he showed great interest in the bologna and cheese sandwich his best friend was eating.

Notice how the semicolon is used *before* the transition word and a comma is used *after* it.

Transition words and phrases can occur at the beginning, in the middle or at the end of a sentence.

Beginning of sentence:

Katie tried to walk the **dog; however**, it didn't want to move.

Katie tried to walk the **dog. However**, it didn't want to move.

Middle of sentence:

Katie tried to walk the dog; **it, however**, didn't want to move.

Katie tried to walk the dog. **It, however**, didn't want to move.

End of sentence:

Katie tried to walk the **dog; it** didn't want to move, **however**.

Katie tried to walk the dog. It didn't want to move, **however**.

Principle VII. Although they can show the logical relationships that coordinators and subordinators do, transition words *do not join sentences grammatically*, so you *must* use a semicolon or period between sentences.

Coordinators and subordinators join sentences more effectively than transition words, so you should

Relationship Shows	Transition Words
Addition	also furthermore further moreover additionally similarly
Contrast	however otherwise still nevertheless nonetheless alternatively on the other hand
Cause-Result	therefore hence thus as a result consequently
Alternative	on the other hand conversely instead
Condition	otherwise
Time Sequence	then next previously subsequently afterwards

be careful not to overuse transition words. Remember that when you do use transition words to join two sentences, you must *always* use a **semicolon** or a **period (not a comma)**. If you do not follow this rule, you will create a run-together sentence, as shown in the following example.

Correct: Jamil wants to go to the **concert; however**, he can't afford to go.

Run-together sentence: Jamil wants to go to the **concert, however**, he can't afford to go.

Following is a chart that shows some common transition words, listed by the logical relationship.

Exercise 10

Instructions: Using Principles VI and VII, rewrite the sentences below using semicolons with transition words. Use different transition words for each sentence.

Example:

The baby was only four months old.

We could not expect to see her walk yet.

Answer:

The baby was only four months **old; therefore**, we could not expect to see her walk yet.

1. Most people go to Great America in the summertime to ride the newest roller coasters. The lines for those rides can get extremely long.
2. Young children love the various Disney characters. Disneyland gets the most attention.

3. Over three million people visit Great America each summer. It gets very crowded during the summer months.
4. The roller coasters are the main attraction at Great America. Other activities, such as the shows and the cartoon characters, make the park enjoyable for people of all ages.
5. At Disneyland, cartoon characters such as Mickey Mouse and Donald Duck walk around the park greeting and entertaining young children. These oversized creatures are part of the reason children beg their parents to bring them to the park.

The following chart lists the FANBOYS, some commonly used subordinators, and some transition words as well as the relationship each word expresses. This chart shows the choices you have when joining sentences to show logical relationships.

Expressing Logical Relationships Between Ideas			
Relationship Shows	Coordinators	Subordinators	Transition Words
Addition	and		also further additionally furthermore moreover similarly
Contrast	but yet	although though even though while even if whereas	however still nonetheless on the other hand otherwise nevertheless alternatively
Result-Cause	for	because since as	
Cause-Result	so		therefore thus consequently hence as a result
Addition of Negatives	nor		
Alternative	or		on the other hand conversely instead
Condition		If unless provided (that)	otherwise
Time Sequence		after as soon as while before since when until as once whenever	then next previously subsequently afterwards

1. **Coordinators** join sentences and can introduce sentences.
 - a. Mary walked the dog, **for** it needed to lose weight.
 - b. **So** it lost ten pounds after two weeks of walking.
2. **Subordinators** join sentences and introduce a sentence *only when the party they are attached to is itself attached to a complete sentence*— an independent clause:
 - a. Mary walked the dog **because** it needed to lose weight.
 - b. **Because** it needed to lose weight, Mary walked the dog.
3. **Transition Words** or phrases *do not join sentences* though they can show the logical relationships that coordinators and subordinators do. Because they do not join sentences grammatically, you must use a semicolon or period between the sentences. (NOTE the placement of the commas. They can come at the beginning, middle or end of a sentence:
 - a. Mary tried to walk the dog; **however**, it didn't want to move.
 - b. Mary tried to walk the dog. **However**, it didn't want to move.
 - c. Mary tried to walk the dog. It didn't want to move, **however**.
 - d. Mary tried to walk the dog; it, **however**, didn't want to move.

Exercise 11

Instructions:

1. Review a classroom essay that you are working on, and be prepared to incorporate coordination, subordination and the semicolon into your own writing.
2. Look back at the principles and exercises in this tutorial and make notes on a separate sheet of paper. You will bring these notes and the essay to your conference.
3. Make an appointment for a conference with an instructor in the Writing Center (18-104) or English 800 Center (18-102). To make this appointment, stop by the Centers or call (650) 574-6436. During this appointment, the professor will make sure you understand the concepts covered in this tutorial, answer any questions that you might have, review your answers to these exercises, and check to see if you can incorporate the skill into your writing.

Reminder:

For this appointment, bring

- any notes about the tutorial that you have taken
- your completed tutorial exercises
- and the essay