

Essay & Paragraph Development Tutorial:

**Paragraph Basics:
Logical Order
and Transitions**

Writing Center

English 800 Center

**YOU DO NOT NEED TO PRINT THIS
TUTORIAL!**

**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 instructor in the
Writing Center or English 800 Center
if you have any questions or difficulties.**

Paragraph Basics: Logical Order and Transitions

Note: Before completing this tutorial, you must first complete **Paragraph Basics: Topic Sentences and Unity**.

Introduction to Coherence

Even when an essay has a clear thesis, and each paragraph in the body has an effective topic sentence, readers may have difficulty understanding and accepting what you have to say if the sentences do not flow smoothly. On the other hand, if your sentences are logically ordered and connected within each paragraph, your readers can easily follow what you are saying.

Coherence is when a paragraph flows smoothly due to:

- logical order of the sentences **and**
- bridges between sentences.

Exercise 1

Instructions: Read Model Paragraphs #1 and #2. On a separate sheet of paper (that you will use for all the exercises in this tutorial), for each paragraph, write out the sentence that you believe is its topic sentence or *most general statement*. Then, decide which paragraph is more effective and explain why.

Model Paragraph #1

(1) My worst job was as a kitchen worker in one of San Francisco's more reputable restaurants. (2) My assistant, who worked from two to four in the afternoon, only chatted with the busboys and snacked on the salad bar, but provided little assistance for me. (3) During her shift, she kept an ear open for the sound of the back door opening, which indicated the manager was entering the kitchen. (4) There was no one I could talk to. (5) The manager, Ms. Chavez would scold me, "Obediah, you are behind. (6) There are many tasks to be accomplished. Work harder and faster, you blockhead." (7) I would arrive at work at noon to relieve the man on the morning shift. (8) All the co-workers were cold and unfriendly. (9) If the morning kitchen worker had been too busy to complete all the prep, I would have to make fruit and Caesar salads, slice roast beef and cold chicken and arrange plates of Jarlsburg, Provolone and Gouda cheese,

among other preparations. (10) Orders for cold sandwiches would come in; it was my duty to make them. (11) The worst part of the job was that the sweltering temperature of the kitchen, combined with my bad nerves, would produce an acidic cramp in my stomach early in the evening. (12) I might be going to the walk-in refrigerator for supplies of Dijon mustard or beefsteak tomatoes, and one of the waiters would inform me she needed two bacon, lettuce and tomato sandwiches on rye toast. (13) I would put the bread in the toaster and head for the supply room, and a waitress would holler that her customer was in a terrible hurry. (14) Green flies would enter through the torn screen mounted in the kitchen window; they'd swarm on my arms and sting my elbows. (15) I was only getting paid \$6.50/hour. (16) Roaches scurried in all directions whenever I picked up a head of lettuce or moved a box of catsup.

Model Paragraph #2

(1) The worst job I ever experienced, serving as a waitress at the Wild Boar Inn in Manchester, was terrible for many reasons. (2) First of all, many of my customers were obnoxious and demanding. (3) When a baked potato was uncooked inside, lettuce was limp or brown-edged, or steaks were not prepared according to their specifications, customers blamed me, rather than the kitchen. (4) Other unreasonable demands occurred when they asked me to light their cigarettes, chase flies from the table, or take their toddlers to the bathroom. (5) In addition to the customers, I was forced to contend with a temperamental kitchen staff. (6) The cooks and busboys were often unresponsive or grumpy. (7) If I didn't treat the staff with extreme caution, I would wind up apologizing to customers because their meals came late or their water glasses were empty. (8) I also found the job unpleasant and exhausting because it required constant movement and offered few moments of relief. (9) Because of the constant line at the door, as soon as one group of customers left, another immediately sat down at the newly vacated table. (10) In nine hours of work, I typically took just one fifteen minute lunch break; this job would have been more bearable if I could have paused and rested more often. (11) Finally, the most important reason I detested this position was the manager. (12) She favored some waiters and waitresses over others, seating the best-tipping repeat customers only in their sections. (13) Hovering around during my break, she also insured that I never exceeded its time limit, even by a minute. (14) Even when I helped out by working through a break, she never offered an appreciative word.

As you can see from these paragraphs, it is important for your sentences to be coherent, that is, logically ordered and connected. So which paragraph has good coherence? Explain why you think it is better than the other one.

Although Model Paragraphs #1 and #2 both have good unity and support, one paragraph is more effective for two reasons: the sentences are ordered logically and each sentence is connected to the one that precedes it with words that encourage smooth transition. In short, one of the paragraphs is better because of its good coherence.

Deciding on a Logical Order

Deciding on a logical order for the sentences in each paragraph of your essay is absolutely necessary. If the sentences in a paragraph are written simply in random order, readers will probably be confused and unable to see how your ideas connect.

This does not mean that there is only one correct order. Given the same details, two student writers might come up with two equally logical orders. For example, in describing the dining room in an old house, one student might arrange her sentences in order from the top to the bottom of the room while another student might move from left to right.

There are many different orders. A few of the most common orders are:

1. Time
2. Space
3. Deductive
4. Inductive
5. Order of Importance

Exercise 2

Instructions: Read the following paragraphs, and on a separate sheet of paper answer the questions at the end of each paragraph. Please note that the topic sentence may not always be the first sentence of the paragraph.

Model Paragraph #3

(1) The first year of life is a time of great motor development in human babies. (2) In the first month of life, reflexes control the arm, leg and hand movements of an infant, and nonreflexive activity is gross and random. (3) The baby wiggles, kicks and flings her arms and legs in all directions. (4) By six months of age, the infant turns her head freely, crouches on her

arms and legs and creeps backward or forward. (5) At this age she also sits with little support and holds her bottle. (6) When the infant reaches one year of age, she can stand and walk as well as climbing up and down stairs. (7) She can lower herself to a sitting position gracefully and uses her opposable thumbs in activities such as taking lids off containers. (8) At one, a baby also shows clear preference for left or right handedness.

1. On a separate sheet of paper, write the number of the topic sentence, the sentence that states the main point of Model Paragraph #3.

2. Write out which list below best summarizes the order for Model Paragraph #3.

- one year old/six months old/one week old
- one week old/one year old/six months old
- one week old /six months old/one year old

Model Paragraph #4

(1) First, the beekeeper should put on sturdy, high-top work boots, into which the extra long legs of a pair of bee coveralls can be tucked; no bees can sting the feet and legs of the beekeeper with this protection. (2) From the legs up, the bee coveralls extend protection up the torso and over the arms. (3) Made of loose-cut white cotton, the coveralls have zippers in all the right places to keep the bees out, and the shoulders zip into the bottom of the bee veil. (4) The veil covers the neck and face and attaches to the crown of a lightweight helmet with an elastic band that protects the head and scalp against bee stings. (5) Clearly, those people who are new to beekeeping and may be nervous about being stung should appreciate the beekeeper's suit because it furnishes a good shield from danger.

1. On a separate sheet of paper, write the number of the topic sentence, the sentence that states the main point of Model Paragraph #4

2. Write out which list below best summarizes the order for Model Paragraph #4.

- top to bottom
- left to right
- inside to outside
- bottom to top
- right to left

Model Paragraph #5

(1) My motivation for studying family violence is complex. (2) As I met people who had been involved in family violence in my job as a counselor, I wanted to understand why human beings beat or mutilate their children. (3) From a psychology perspective, I wanted to find out if perpetrators can change their behavior and how victims can move beyond abuse. (4) The ability to change family abuse patterns was important since preliminary research had showed me that this problem was widespread in our society. (5) Finally, although family violence was an old problem, almost nothing had been written about its history, so the issue provoked my curiosity as a historian.

1. On a separate sheet of paper, write the number of the topic sentence, the sentence that states the main point of Model Paragraph #5.
 2. Write out which list below best summarizes the order for Model Paragraph #5.
 - paragraph begins with generalization followed by details that explain it (deductive)
 - paragraph begins with details followed by a generalization that explains the details (inductive)
-

Model Paragraph #6

(1) Often parents create a disturbing scene when they lose control and shout curses or insults at an umpire or referee in a game where their child is participating. (2) Adults may also argue bitterly with each other in the bleachers about whose child should have rebounded a ball or prevented the opposing team from scoring. (3) Parents even openly heckle coaches, yelling bad names or angry criticism in front of the whole team. (4) Perhaps the most troubling spectacle of all, however, is an enraged father or mother pulling a child off the field or outside the gym for a humiliating lecture about a missed opportunity or a failure to perform. (5) Instead of serving as a source of joy and learning for the children who participate, children's sports events often become an outlet for nasty, interfering parents.

1. On a separate sheet of paper, write the number of the topic sentence, the sentence that states the main point of Model Paragraph #6.
2. Write out which list below best summarizes the order for Model Paragraph #6.

- paragraph begins with generalization followed by details that explain it (deductive)
 - paragraph begins with details followed by a generalization that explains the details (inductive)
-

Model Paragraph #7

In my experience, the worst part of attending college is living in the dorms. For one thing, privacy is a very precious commodity. Another problem with living in the dorms is that such close quarters can always result in friction between roommates especially if personality clashes exist. Equally as bad as sharing a room with a sloppy roommate is living in a dorm with paper-thin walls through which I can hear everything going on in adjacent rooms. Worst of all, especially for someone who enjoys good food, is the experience of eating in the dining halls.

1. On a separate sheet of paper, write the number of the topic sentence, the sentence that states the main point of Model Paragraph #7.
2. Write out which list below best summarizes the order for Model Paragraph #7.
 - Time
 - Space
 - Paragraphs begins with generalization followed by details that explain it (deductive)
 - Paragraph begins with details followed by a generalization that explains the details (inductive)
 - Paragraph begins with the least important idea followed by ideas in order of importance

These paragraphs illustrate a few of the many logical orders (time, space, deductive, inductive, and order of importance). But there are many more that you can use to organize the body paragraphs in your essays.

Exercise 3

Instructions: Read the following paragraphs, and answer the questions at the end of each paragraph. Please note that the topic sentence may not always be the first sentence of the paragraph.

Model Paragraph #8

(1) In the country where an outbreak of Mad Cow Disease recently occurred, the English report losses of more than three billion dollars due to the necessity of destroying herds and the import restrictions that almost all European countries have placed on English beef imports. (2) As people avoid beef and substitute other alternatives both in Great Britain and in other European countries, sales of fish and poultry are skyrocketing. (3) Because nervous French shoppers are suspicious of beef, butchers who sell horse meat are experiencing a huge increase in business. (4) Thousands of American tourists are reluctant to order beef in restaurants all over Europe. (5) Even across the Atlantic, the effects of the disease are apparent: imports of European cheese, meats, and dairy products are now prohibited in the United States. (6) People everywhere are now quite anxious not only about the beef they are eating today but also about the beef they have eaten in the past since it sometimes takes up to thirty years for human beings to show signs of infection. (7) Clearly, widespread fear of consuming beef has produced many economic and emotional changes all over the world.

1. On a separate sheet of paper, write the number of the topic sentence, the sentence that states the main point of Model Paragraph #8.

2. Write out which list below best summarizes the order for Model Paragraph #8.

- Time
- Space
- Paragraphs begins with generalization followed by details that explain it (deductive)
- Paragraph begins with details followed by a generalization that explains the details (inductive)
- Paragraph begins with the least important idea followed by ideas in order of importance

Model Paragraph #9

(1) In the early twentieth century, the Forest Hall Hotel was a beautiful, luxurious resort at Diamond Lake. (2) The interior of the brick hotel was ample, comfortable, and lovely. (3) At the east end of the main building were many beautifully furnished sleeping rooms for guests. (4) In the center were a spacious, sunny parlor with oak rocking chairs, potted ferns, a fireplace and a library of novels and poetry. (5) On the east end next to the parlor was a very large dining room where fresh, delicious meals prepared in the back kitchen were served three times a day. (6) Outside, wicker and willow furniture sat on the wrap-around porch where hotel guests could relax and gaze at the lake. (7) Porch steps led down to a brick path which extended toward the dance pavilion where orchestra parties and dances were held at the edge of the lake. (8) A boathouse and bath house stood on the shore, and swimmers dressed in full-body woolen bathing costumes could climb a high toboggan slide and skid down into the water. (9) The hotel's stone piers docked rowboats for the guests to use for fishing, turtle-hunting or picking water lilies, and the hotel sailboat was tied to a buoy off shore.

1. On a separate sheet of paper, write the number of the topic sentence, the sentence that states the main point of Model Paragraph #9.

2. Write out which list below best summarizes the order for Model Paragraph #9.

- Time
- Space
- Paragraphs begins with generalization followed by details that explain it (deductive)
- Paragraph begins with details followed by a generalization that explains the details (inductive)
- Paragraph begins with the least important idea followed by ideas in order of importance

Model Paragraph #10

(1) Several trends in work experience were clear in Victorian America. (2) Both women and children assumed jobs in record numbers. (3) Within the business bureaucracies that began expanding in the 1880s, offices employed more and more women as clerks and secretaries. (4) The proliferation of corporations created a need for managers, bookkeepers, lawyers and

accountants. (5) Service work both in private households and the workplace increased: more servants, teachers, nurses and social workers were employed. (6) Part time and temporary jobs multiplied with tenant farmers, hired hands, and migrant workers in agriculture and with railroad workers, construction workers and day men worked in the cities.

1. On a separate sheet of paper, write the number of the topic sentence, the sentence that states the main point of Model Paragraph #10.

2. Write out which list below best summarizes the order for Model Paragraph #10.

- Time
- Space
- Paragraphs begins with generalization followed by details that explain it (deductive)
- Paragraph begins with details followed by a generalization that explains the details (inductive)
- Paragraph begins with the least important idea followed by ideas in order of importance

Model Paragraph #11

(1) One early legend illustrates the Greek belief in the limited power and human emotions of the gods. (2) In this legend, the youngest of a king's three daughters, Psyche, moved from childhood into womanhood. (3) As she became an adult, it was clear that Psyche possessed great beauty. (4) News of her radiance slowly spread, and men from all over the world began to journey to her father's kingdom to worship her loveliness. (5) As time passed, no one gave any more thought to Aphrodite, the goddess of beauty. (6) The temples of Venus were neglected, her alters became cold with ashes, and her favorite towns grew deserted and fell into ruin. (7) All the honors once given to Aphrodite were now heaped on Psyche, a mortal who would some day die. (8) Upset and vengeful, Aphrodite decided to visit her son Cupid, the god of love, telling him of her woes and asking him to make Psyche fall in love with the ugliest man in the world. (9) Of course, Cupid agreed to his jealous mother's wishes. (10) However, when he traveled to her father's kingdom and saw Psyche, Cupid fell in love with her and was unable to fulfill his mother's wishes.

1. On a separate sheet of paper, write the number of the topic sentence, the sentence that states the main point of Model Paragraph #11.

2. Write out which list below best summarizes the order for Model Paragraph #11.

- Time
 - Space
 - Paragraphs begins with generalization followed by details that explain it (deductive)
 - Paragraph begins with details followed by a generalization that explains the details (inductive)
 - Paragraph begins with the least important idea followed by ideas in order of importance
-

Model Paragraph #12

(1) There are many reasons why I chose to attend the College of San Mateo. (2) At CSM, I can experience a rich diversity of cultures—without any traveling. (3) In addition, the college offers sports and extracurricular activities, including track and football as well as a variety of clubs that I am interested in joining such as the French Club and The Transfer Club. (4) Many people don't know that CSM offers a broad range of both academic and vocational course offerings. (5) My major is biology, but I also enjoy taking welding and yoga classes. (6) Even more importantly, I can't beat the cost. (7) Compared to a four-year university, the tuition is amazingly inexpensive for the quality of education I receive. (8) But the most crucial reason is the outstanding quality of education. (9) My friend is currently attending U.C. Berkeley and tells me her classes have more than three hundred students in some of them. (10) In contrast, at CSM, the average class size is between 20-30 students. (11) The personal relationships between faculty and students have helped me learn and prepare myself academically for Berkeley, where I plan to transfer next semester.

1. On a separate sheet of paper, write the number of the topic sentence, the sentence that states the main point of Model Paragraph #12.

2. Write out which list below best summarizes the order for Model Paragraph #12.

- Time
- Space
- Paragraphs begins with generalization followed by details that explain it (deductive)
- Paragraph begins with details followed by a generalization that explains the details (inductive)
- Paragraph begins with the least important idea followed by ideas in order of importance

Exercise 4

Instructions: The sentences for Model Paragraph #13 are in random order. Assuming that the topic sentence should be the first sentence of the paragraph, what is the best order for the remaining sentences in Model Paragraph #13? On a separate sheet of paper, rewrite the paragraph by beginning with the topic sentence and order the remaining sentences using the best logical order of ideas.

Model Paragraph #13

Topic sentence: Dragonflies are not only beautiful insects, but they are also protectors of human beings, as a walk in the marsh taught me.

(2) As I left the marsh, I realized that my rescuers, the dragonflies, had lifted deerflies from my hair, skin and clothing, saving me from more bites.

(3) That night, after I arrived home from my walk, I understood that dragonflies had taught me to keep an open mind about insects.

(4) Soon after the first bite, painful welts formed on my skin, itching and stinging intensely.

(5) Because deerfly bites are much more painful than mosquito bites, I moved quickly through the marsh, trying to prevent the first bite of the deerflies which were pursuing me.

(6) When I first entered the open marsh, aggressive deerflies began to circle and swarm around me.

(7) Since they devour deerflies as part of their diet, the lovely dragonflies were attracted to the deerflies on my skin and clothing and came so close that they brushed me with their multi-colored, transparent wings.

(8) Then, clouds of big, beautiful dragonflies suddenly appeared, shimmering like rainbows.

(9) One day in July, unaware that deerflies were in season, I decided to take a walk in the marsh in northern Michigan.

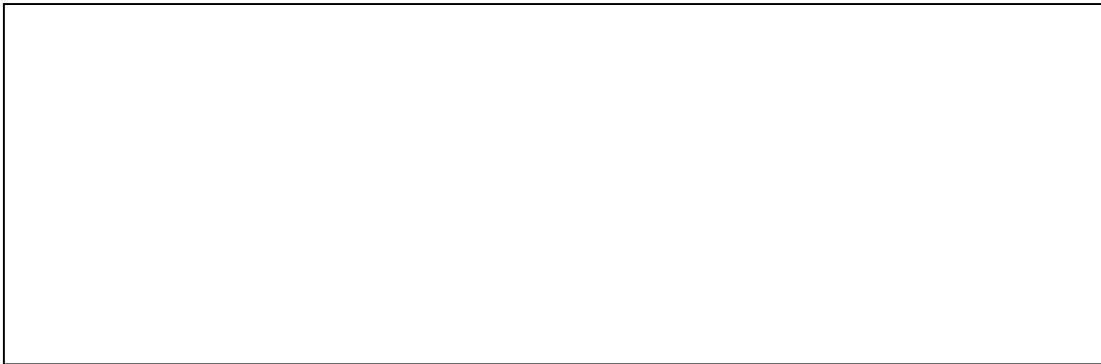
Write out which list below best summarizes the order for Model Paragraph #13.

- Time
- Space
- Paragraphs begins with generalization followed by details that explain it (deductive)
- Paragraph begins with details followed by a generalization that explains the details (inductive)
- Paragraph begins with the least important idea followed by ideas in

1. Time
2. Space
3. Deductive order of importance
4. Inductive
5. Order of Importance

Summary of Logical Orders

Deciding on a logical order for the sentences in each paragraph of your essay is absolutely necessary. This does not mean that there is only one correct order. Given the same details, two student writers might come up with two equally logical orders.



Besides these reviewed, there are many other easily recognizable, natural orders that you can use to organize the sentences in your paragraphs. When asked, you should be able to explain the reasoning you used to order the sentences in any of the paragraphs of your essay.

Creating Bridges between Sentences

In the beginning of this tutorial, we reviewed that coherence is when a paragraph flows smoothly due to:

- logical order of the sentences **and**
- bridges between sentences.

Once you have determined a natural, logical order for the sentences in a paragraph, it is important to make sure there is a bridge from each sentence to the one following it.

Writers use a variety of transition words and phrases to create bridges between sentences:

- repeating important words and their synonyms
- substituting pronouns for important nouns
- using similar sentence structure
- adding transition words and phrases

Relying too heavily on one makes for a boring paragraph, so it is wise to use a variety of transitional devices in the same paragraph.

Repetition of Important Words and Their Synonyms

Repeating important words and their synonyms is a very useful technique when a writer is bridging the gap between sentences, as shown in Model Paragraph #14.

Model Paragraph #14

(1) One of the most common yet most puzzling phobias is claustrophobia, *the fear of small, enclosed places*. (2) It's only natural, of course, not to enjoy being locked in a closet, but for some people, the thought of standing in a small elevator, descending into the ocean inside a submarine, or riding on an enclosed airplane for a few hours can produce *great anxiety*. (3) For such people, restriction in a small, confined space is as *terrifying* as a cobra crawling nearby. (4) Some researchers say that this unreasonable *fear* of enclosed places stems from anticipating death and lying in a locked coffin. (5) Others maintain that *the fear* results from a person's association of a traumatic event from early childhood with a confined, inescapable space. (6) Whatever the reason, the fact remains that for many otherwise normal people, the mere thought of being enclosed in a small space causes a racing heart beat, skin drenched with sweat, and *overwhelming panic*.

As shown in Model Paragraph #14, you can repeat important words or phrases and their synonyms throughout a paragraph to create bridges between sentences. This is a great way to enhance smooth flow!

Substituting Pronouns for Important Nouns

A pronoun is a word that stands for a key idea, for example: she, he, it, they, this, these.

In a paragraph you may use an important noun in one sentence and then use a pronoun to take its place in the following sentence to create a bridge between the sentences.

Model Paragraph #15

(1) The golden retriever is a dog particularly well-suited to family life. (2) It has an open, friendly personality and loves children. (3) Gentle and patient, the dog allows tiny children to climb all over its body pull its ears, and insert hands into its mouth, all with no protest. (4) The golden retriever is easily trained and housebroken and rarely, if ever, chews shoes or furniture.

(5) The golden retriever's love of the water is so passionate that it even accompanies families into the ocean on family outings. (6) Finally, the golden retriever sits quietly beside elderly grandparents while the rest of the family prepares dinner, its head resting in the lap of the grandmother and its tail wagging.

As shown in Model Paragraph #15, you can use pronouns throughout a paragraph to create bridges between sentences. A good rule is to alternate pronouns with the key nouns they represent.

In Model Paragraph #15, for example, the writer first uses *golden retriever* or *dog* and then uses *it* or *its*, continuing this pattern throughout the paragraph. This is another good way to enhance smooth flow.

Using Similar Sentence Structure

Using the same grammatical structure in several sentences is another way to establish coherence. The repeated use of similar phrasing helps tie the sentences together.

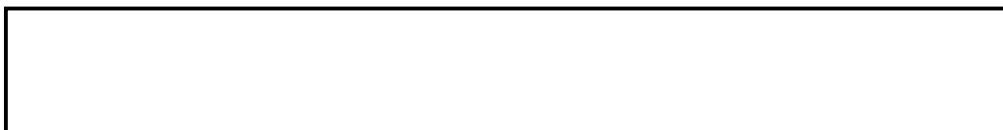
In Model Paragraph #16, a dependent clause introduced with the subordinator *if* is attached to the beginning of several sentences, creating bridges between sentences.

Model Paragraph #16

(1) Target is a store for everyone, unusual because people of all genders and ages shop there. (2) If you are a young mother searching for baby clothes, you can find a wide variety of cotton outfits for infants and toddlers. (3) If you are a teenager looking for a book bag or a backpack, you can select from many sizes and styles. (4) If you are a middle-aged woman shopping for photography equipment, housewares, CDs or videotapes, the merchandise is there. (5) If, on the other hand, you are a man in your thirties looking for garden supplies or tools, you can browse through fertilizers, hand drills and socket wrenches. (6) Finally, if you are a senior citizen searching for a birthday toy for a grandchild or an inexpensive pair of khakis, you will discover both items stocked in the aisles.

As shown in Model Paragraph #16, you can also repeat the same sentence structure throughout a paragraph to create bridges between sentences. This transition device is less common, but it, too, can promote smooth flow.

Transition Word List



Before continuing with the tutorial, read this transition word list. You will want it for future reference when you are writing paragraphs or essays. This is a list of some useful transition expressions classified according to the relationship between the ideas to connect.

Transition Word List

If you want to	use one of these transition words in Sentence #2:
give examples of Sentence #1 in Sentence #2,	for example, for instance, specifically, in particular, namely, another, one case
show a similarity to Sentence #1 in Sentence #2,	similarly, not only...but also, in comparison, like, also, again
show a contrast to Sentence #1 in Sentence #2,	however, on the other hand, nevertheless, in spite of, despite, but, yet, while, in contrast, nonetheless, though, still
show how Sentence #1 relates in time to Sentence #2,	second, third, finally, next, then, before, after, subsequently, initially, to begin with, afterwards, until, since, once
supplement the information from Sentence #1 in Sentence #2,	other, in addition, besides, moreover, also, another, furthermore, further, at the same time, beyond
show how the information in Sentence #1 produces results in Sentence #2,	therefore, thus, consequently, as a result, so, accordingly, thus
emphasize the idea from Sentence #1 in Sentence #2,	clearly, more important, most importantly, significantly, in fact

Three Cautions about Transition Words

1. Do not overuse transition words! Only use a transition word or phrase when the relationship between the sentences needs clarification.
2. Be sure to choose one that corresponds correctly to the relationship between the two sentences it bridges.
3. Do not put the transition word in the same position in the sentence each time.

Adding Transition Words and Phrases

Transition words and phrases not only are useful in avoiding choppy sentences, but they also clarify the relationship between the two sentences they connect.

Exercise 5

Instructions: Read the following paragraphs, and answer the questions at the end of each paragraph. Please note that the topic sentence may not always be the first sentence of the paragraph.

Model Paragraph #17

(1) Working as a grocery checker was one of the worst jobs I've ever experienced. (2) The job required that I wear an unattractive, tight scratchy uniform cut at least three inches too short. (3) My schedule of working hours was an inconvenience. (4) My hours changed each week. (5) It was impossible to make plans in advance. (6) Getting a day off was out of the question. (7) The lack of working space bothered me. (8) Except for a half-hour lunch break, I worked within the three square feet of room behind the counter. (9) I felt as if I were no more than a fixture attached to the cash register.

Model Paragraph #18

(1) Working as a grocery checker was one of the worst jobs I've ever experienced. (2) In the first place, the job required that I wear an ugly scratchy uniform cut at least three inches too short. (3) My schedule of working hours was another inconvenience. (4) Because my hours changed each week, it was impossible to make plans in advance, and getting a day off was out of the question. (5) In addition, the lack of working space bothered me. (6) Except for a half-hour lunch break, I worked within the three square feet of room behind the counter. (7) Consequently, I felt as if I were no more than a fixture attached to the cash register.

1. Both paragraphs, Model Paragraph #17 and Model Paragraph #18 have the same topic sentence, unity, support, and sentence order. Which one flows more smoothly?
2. In your own words, explain why this paragraph flows more smoothly and is more coherent than the other one. Be as specific as possible with your explanation.

Model Paragraph #19

(1) Everyone should be required to take a course in first aid. **For example**, the need to administer artificial respiration may arise when a friend or relative drowns in the lake at a school celebration or a family picnic. Or, **for instance**, a buddy might fracture an ankle or be bitten by a rattlesnake on a camping trip, requiring help. **Also**, it is often helpful to know how to treat a burn from a gas stove or a smoldering fireplace since such injuries occur frequently. **Moreover**, it is common to become involved in an auto accident with passengers suffering from shock; clearly, the injured would benefit from quick, simple medical assistance. **Nevertheless**, very few people take the time to learn the simple rules of first aid. **As a result**, many people, injured or ill, endure more pain than necessary. **Therefore**, everyone should take a first aid course.

Model Paragraph #19 illustrates dangers of transition words:

- using too many
- always putting them in the same place within the sentence

Using Too Many

Relying too heavily on transition words to bridge sentences creates a repetitive, boring paragraph for readers. Remember to use repetition of important words, pronoun substitution, and similar sentence structure as well.

Always Putting Them in the Same Place

Putting the transition word in the same position in all your sentences is also quite monotonous for readers. Vary the position of transition words.

Do not always add them to the beginnings of sentences. Instead, sometimes put a transition word:

- in the middle of a sentence or
- at the end of a sentence

REVIEW

To create bridges between sentences, you can use several different transition devices:

- repeating important words and their synonyms
- substituting pronouns for important nouns
- using similar sentence structure
- adding transition words and phrases.

Note: Before you continue, refer to the transition word list that follows Model Paragraph #16. (The list is also in the binder pockets in the **Paragraph Basics: Logical Order** tutorial binders in the Writing Center and English 800 Lab.)

Exercise 6

Instructions: Read the following paragraphs, and answer the questions at the end of each paragraph. Please note that the topic sentence may not always be the first sentence of the paragraph.

Model Paragraph #20

(1) On May 3, 1999, I bought a Volaré with a warranty. (2) After a few days, my speedometer cable disconnected. (3) Then I called and described the damaged speedometer cable, and the dealer brushed it off as a minor problem. (4) Consequently, I had to wait two weeks to get the cable fixed, which was a major annoyance. (5) It broke again immediately after the repair. (6) This upsetting cycle occurred four times in six weeks. (7) The repairs were free; I was, however, inconvenienced and frustrated. (8) Having a warranty on a new car certainly doesn't prevent headaches.

1. On a separate sheet of paper, list what type(s) of transition devices are used in Model Paragraph #20.

- repeating important words and their synonyms
- substituting pronouns for important nouns
- using similar sentence structure

- adding transition words and phrases
-

Model Paragraph #21

(1) There are several ways for people to view money. (2) First is the person whose dollars disappear in mere moments. (3) To this person, a savings account is like a straitjacket. (4) The spender lives only in the present and can't plan ahead financially. (5) Next is the individual who hoards pennies like rubies. (6) The hoarder may be wealthy, but remains unable to relish the pleasures that money makes possible. (7) This person lives in the future, a future that never arrives. (8) More common is the person who likes to save, but can occasionally spend without anxiety. (9) This person is rooted in the present, but prepared for days to come.

2. On a separate sheet of paper, list what type(s) of transition devices are used in Model Paragraph #21.

- repeating important words and their synonyms
 - substituting pronouns for important nouns
 - using similar sentence structure
 - adding transition words and phrases
-

Model Paragraph #22

(1) Basketball is appealing for several reasons. (2) Basketball is fast, exciting, and unpredictable; a large lead can be lost in a single minute, and many games are decided by a single point. (3) Because the basketball team has few members, I can become acquainted with each player's personality. (4) I also love watching a player leap gracefully to the basket and dunk the ball. (5) But most of all, I love basketball because the game gives me a chance to yell at the refs.

3. On a separate sheet of paper, list what type(s) of transition devices are used in Model Paragraph #22.

- repeating important words and their synonyms
- substituting pronouns for important nouns
- using similar sentence structure
- adding transition words and phrases

Model Paragraph #23

(1) A responsible mother is sensitive to her child's varied needs. (2) When her child is hungry, she must make sure food is available. (3) When her child is later tired and grumpy, a mother makes sure a nap or bedtime occurs. (4) But beyond these physical needs, when a child expresses a desire for independence or affection and reassurance, a responsible mother monitors her child's psychological health and responds with wisdom and balance.

4. On a separate sheet of paper, list what type(s) of transition devices are used in Model Paragraph #23.

- repeating important words and their synonyms
- substituting pronouns for important nouns
- using similar sentence structure
- adding transition words and phrases

Model Paragraph #24

(1) Under the Constitution, the President is commander of the armed forces, possessing the ability to send troops to other countries. (2) The president has the right to veto laws that Congress passes, and as chief executive, the president is responsible for all federal law enforcement. (3) In addition, the president appoints all the justices of the Supreme Court, judges who interpret the laws of the land and serve life terms. (4) While there are checks and balances on these powers, there is no question that the president possesses considerable influence. (5) Clearly, the president is a powerful human being.

5. On a separate sheet of paper, list what type(s) of transition devices are used in Model Paragraph #24.

- repeating important words and their synonyms
- substituting pronouns for important nouns
- using similar sentence structure
- adding transition words and phrases

Exercise 7

1. The following paragraph lacks some important transition devices. On a separate sheet of paper, rewrite the paragraph and provide a good transition for each blank. **Do not check your work until you have completed the entire paragraph.**

Model Paragraph #25

(1) When using green-skinned or purple-skinned avocados in cooking, you should remember four important tips. (2) _____, hard, unripe _____ should never be eaten. (3) If you must buy an _____ before _____ is ripe, leave _____ in a warm kitchen until the surface yields slightly when _____ is touched. (4) Brown patches on a green-skinned _____ indicate _____ is ripe. (5) The ripeness of a warty, purple-skinned Haas _____ can only be determined by touching _____. (6) _____, the flesh of the fruit turns brown when is peeled and cut. (7) _____, the color does not affect the taste. (8) To prevent discoloration, add lemon, lime or orange juice to the surface of the _____. (9) _____, to divide an _____ in half, cut down from the stalk, go around the stone, and twist the _____ into two parts. (10) _____, it is important to remember how useful _____ are in cooking. (11) _____ are delicious served in salad, partnered with fish or prepared as a guacamole dip.

2. The following paragraph lacks some important transition devices. On a separate sheet of paper, rewrite the paragraph and provide a good transition for each blank. **Do not check your work until you have completed the entire paragraph.**

Model Paragraph #26

(1) As Native Americans knew, herbs and plants which grow wild in nature are a terrific source of vitamins and minerals. (2) If you need vitamin A, for example, you should consume

_____ such as clover, alfalfa or dandelion greens. (3) _____ you require vitamin B, you should know that wild rice and watercress are both excellent natural, herbal sources. (4) _____, on the other hand, you are deficient in vitamin C, you may want to consume milkweed, skunk cabbage, sorrel and rosehips because these _____ supply what you need. (5) _____ you require the iron necessary for red blood cells, you may not understand that mullein and strawberry leaf contain the mineral you need. (6) _____, _____ you lack potassium in your diet, birch bark, yarrow, chamomile, walnut and fennel are excellent supplements. (7) _____, many _____ and _____ which grown wild can enhance human health.

3. The following paragraph lacks some important transition devices. On a separate sheet of paper, rewrite the paragraph and provide a good transition for each blank. **Do not check your work until you have completed the entire paragraph.**

Model Paragraph #27

(1) Avocados are both nutritious and delicious; _____ they have become popular all over the world. (2) _____ were originally a native of tropical America, _____ they are now growing on many of the earth's continents. (3) Today _____ plants are as plentiful in Africa as apple trees are in Washington state. (4) In Kenya wheelbarrows of _____ are piled by the road with signs that say, "Help Yourself!" (5) Picking from the roadside piles, many Kenyans carry bags of _____ home to eat in salads, stray dogs feed on the ones that no one picks up and grow sleek and shiny. (6) _____ are so healthy that Israeli babies are weaned on them. (7) _____, the fruit is widely used for guacamole throughout Mexico, with different regions preparing unique recipes for the _____ dip. (8) In the city of Monterrey, _____, the mashed _____ is garnished to reflect the colors of the Mexican flag. (9) Avocados are _____ used

To check for coherence, ask:

1. What is the topic sentence?
2. Are the sentences ordered logically? frequently in French cuisine because _____ are so tasty. (10) _____ people all over the world have discovered the joy of _____
3. Is there a bridge to connect each sentence to the one that proceeds it?

Summary of Bridges Between Sentences

Most writers use a variety of devices to create bridges between sentences, including:

- repeating important words and their synonyms
- substituting pronouns for important nouns
- using similar sentence structure
- adding transition words and phrases

It is wise to use a variety of transitional devices in the same paragraph. Transition words can become monotonous, so use them sparingly and vary their position in your sentences.



Final Questions

Now that you have worked through this tutorial, answer the following general questions. Keep these answers and submit them with your answers to the above exercises.

1. In your own words, what is coherence?
2. What are some of the most common logical orders that writers use to organize sentences in paragraphs?
3. List some of the transition devices that writers use to create bridges between sentences.

ATTENTION!

STOP!

Now that you are at the end of this tutorial and have checked your answers, please come to the Writing Center in 18-104 or the English 800 Center in 18-102 for the first appointment with a lab instructor. During this appointment, you will review your incorrect answers and ask any questions you may have about this tutorial.

After having the answers reviewed, please ask for the Writing Assignment for this tutorial. The Writing Assignment must be done in the Writing Center, English 800 Center, or the Quiet Room.

During a second appointment with a Writing Center or English 800 Center instructor, you will correct the Writing Assignment. You will receive credit for the tutorial after this second appointment.

Remember that you may go to the Writing Center or English 800 Center at any time in this process to ask questions and seek help.