

Lesson Three: Cohesive Devices commonly used in academic written productions

Cohesive Devices	Functions	
Conjunctive Adverbs	Link 2 Independent Clauses	Introduce a transition (change in thought)
Example	<i>She studied hard; therefore, she aced the exam</i>	<i>She wanted to go to the beach. Conversely, he preferred the mountains.</i>
Subordinating Conjunctions	Link a dependent Clause to an independent Clause	
Example	<i>Although it's cold, I'm going for a walk</i>	<i>She ate lunch before she went to the meeting</i>
Coordinating Conjunctions	Connect words, phrases, or clauses within a sentence.	
Example	<i>She likes tea, and he prefers coffee</i>	<i>They went to the beach, and they had a great time.</i>

1. Conjunctive Adverbs: Link 02/more Independent clauses (**independent + independent**)
Introduce transition (**change in thought**)

Two Independent clauses = Compound Sentence

Cause/Effect	Therefore / As a result / For this reason/ Consequently / Thus / Hence
Addition	Also / In addition / Additionally/ Furthermore/ As well as/ Besides / Moreover
Contrast	However / Nonetheless / Regardless / Conversely
Time / Sequence	To begin with/ Firstly / Then / Next / above all / Finally / In conclusion
Illustration	For example / To illustrate / For instance
Others	Undoubtedly / Accordingly / Incidentally / Certainly/ On the one hand/ On the other hand / In other words/

- You must do your homework; **otherwise**, you might get a bad grade.
- I missed my interview. **Consequently**, I didn't get the job.
- I wanted to go to the party; however, I was feeling too tired.
- Simon won't be attending the show; **therefore**, he has an extra ticket for anyone that can use it.
- The freshmen haven't finished their project. **Comparatively**, the seniors have accomplished the tasks weeks ago.

Problems with the use of Conjunctive Adverbs:

1. Using a range of cohesive devices appropriately although there may be some **under-/over-use**

What is wrong with this paragraph?

On the one hand, students can visit the canteen during the afternoon in order to meet friends and study together. Consequently, they can become happier and learn more. As a result, they will perform better in their studies. However, there are some drawbacks to this situation. For example, students could find themselves spending too much time there. Clearly, this is fraught with problems. For one thing, they might not visit the library as much as they should. Therefore, efforts should be made to ensure that students don't over-use the facilities.

- a) The punctuation is wrong. c) It lacks development.
b) Some words have been misspelled. d) There are too many cohesive devices.

2. Using the wrong cohesive Device

Many people believe that governments should increase taxes on electrical devices in order to fund disposal programmes to ensure that they are recycled. For example, many devices are just thrown away with other trash, contributing to the destruction of the environment.

The problem here is that the cohesive device “for example” is not really appropriate. The second sentence is not actually an example of the first. It is related to the first but it further explains the ideas of the first sentence rather than providing any sort of example. To fix this, we might say:

Many people believe that governments should increase taxes on electrical devices in order to fund disposal programmes to ensure that they are recycled. For example, a small tax levied on all electrical goods could be used to establish drop-off points in easily accessible locations, where electrical goods are collected and sent to specialist sites to be re-used or broken into component parts that can be safely disposed.

Note: Another commonly misused cohesive device is “meanwhile.” People seem to confuse this with “however” or “therefore.” It really means “at the same time as.” You can see that here:

To solve the trash crisis, we need to take various approaches. Perhaps the most important one is educating people of the damage that they are doing to our planet.

***Meanwhile,** we also need to punish people who drop litter or dump chemicals because we cannot just wait for education to have an impact. That could take years.*

Conjunctive adverbs are used after a period or **semi-colon** and follow them with a comma, but subordinating conjunctions do not have a **comma** after them. Conjunctive adverbs link two independent clauses but subordinating ones begin a dependent clause:

- **INCORRECT:** Although, the Earth is warming at an alarming temperature, some people refuse to admit that climate change is real.

- CORRECT: Although the Earth is warming at an alarming temperature, some people refuse to admit that climate change is real.
- CORRECT: Some people refuse to admit that climate change is real although the Earth is warming at an alarming temperature.
- ALSO CORRECT: Some people refuse to admit that climate change is real; however, the Earth is warming at an alarming temperature.

2. Subordinating Conjunctions: Link an independent Clause to a dependent Clause

Independent + Dependent

Time	After / Before / As soon as/ Until / Since / When / While / Whenever / by the time
Condition	If / unless / provided that /
Comparison	Than / rather than / whether / as much as /
Reason	Because / since / so that / in order to / as

- Since it was raining, they stayed indoors.
- She ate lunch before she went to the meeting.
- Although it's cold outside, I'll go for a walk.
- She worked hard so that she could pass the exam.
- I'll meet you where we first met.
- She is taller than her brother.

3. Coordinating Conjunctions:

Connect words, phrases, or clauses of equal grammatical rank

FAN BOYS

- She studied hard **for** the exam, and she got an A.
- I like tea, **and** she prefers coffee.
- Neither he **nor** she had seen the movie.
- She wanted to go shopping, **but** she didn't have enough money.
- You can have tea **or** coffee for breakfast.
- She studied hard, **yet** she didn't do well on the test.
- It was raining, **so** we decided to stay indoors.