Cohesion & Coherence

AKA HACKA & GUPSA WRITING WORKSHOP

NINA GINSBERG

@nina_griffith_uni
@bicycles_create_change

@NinaGinsberg

ACKNOWLEDGEMENT OF COUNTRY

Griffith University acknowledges the Traditional Custodians of the land on which we are meeting and pays respect to the Elders, past and present, and extends that respect to all Aboriginal and Torres Strait Islander people.

Griffith UNIVERSITY
Queensland, Australia

Yugarabul, Yuggera, Jagera and Turrbal peoples

Diversity & Inclusion

English language use
Ethnicity
Age
Religion
Politics
Culture
Gender
Diff-Abilities
GPA results
Physical attributes
Emotional state
Identity/Orientation
Family Structure
Employment status

Race
Nationality
Neuro diverse
SES status
Personality
Experiences
Living conditions
Historical biography
Skills and Competencies
Educational background
Thinking and learning styles
Personal perspectives/beliefs
How well you ride a bike
Amount of imaginary friends

"Diversity is being invited to the party; inclusion is being asked to dance."
- Vernā Myers

All are welcome, safe and valued in my sessions

PPT available at

Go to: Bicycles Create Change.com > Resources Page

Other upcoming workshops

Nathan + Southbank

THE POSTGRAD CRITICAL DISCUSSION TOOLBOX

Be that student in class who always has something interesting to say!

ACADEMIC WRITING FOR INTERNATIONAL STUDENTS

The fundamentals of clear sentences & academic writing

COHESION & COHERENCE

How to successfully structure and logically explain and connect ideas in your writing

EXTEND YOUR ACADEMIC VOCABULARY

GET THAT JOURNAL ARTICLE PUBLISHED!

AUG
9

Climate Walkout to Stop Adani!

Public · Hosted by Uni Students for Climate Justice and
NUS National Union of Students

#stopcitiestostopadani

Todays Workshop

- Guidelines – not 'rules'

- Concept, Examples & Practice

- Up to you to experiment & apply

- Focus is on providing clear

  strategies for immediate use
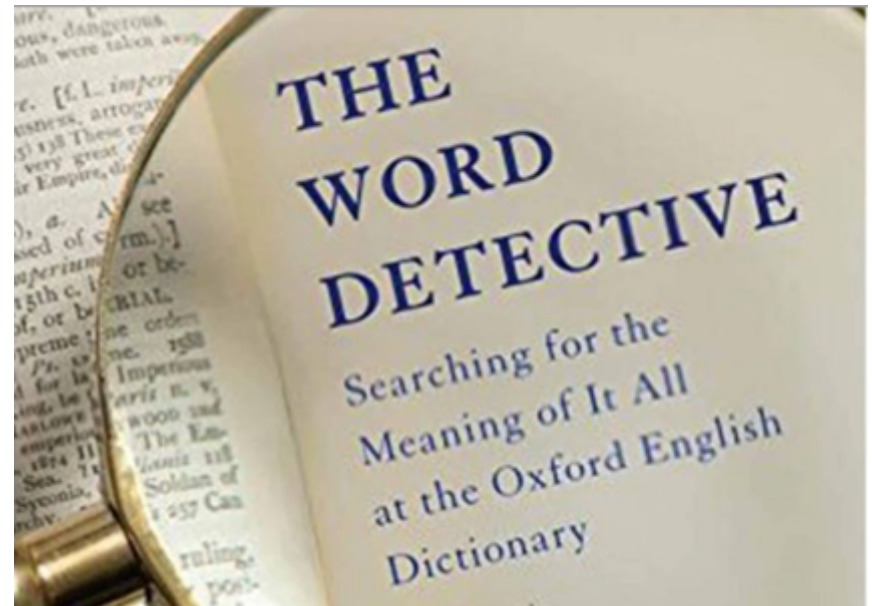
Why are we here today?

Learning in higher education involves *adapting to new ways of knowing*: new ways of understanding, interpreting and *organising knowledge*

<div align="right">(Lea & Street 1998)</div>

Connectedness refers to the *explicit and implicit links* in a text that make it a unified whole. Connectedness is divided into cohesion and coherence. Cohesion refers to explicit links and coherence refers to implicit links.

<div align="right">(Watson Todd, Khongput & Darasawang, 2007)</div>

The greater the distance between cohesive ties, the *more difficult* it is for the reader.

<div align="right">(Coupland 1984)</div>

What is cohesion & coherence?

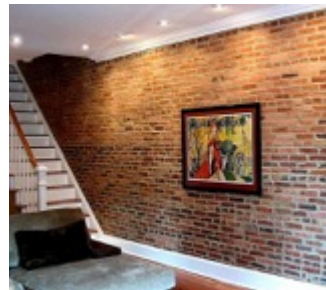**COHESION**

Explicit links

Words & Grammar

'Bricks'

+

COHERENCE

Implicit links

Structure & Flow

'Walls'

=

ACADEMIC PROSE

Clear & logical

Best writing ever!

'House'

COHESION

NINA GINSBERG: BICYCLES CREATE CHANGE.COM

So many cohesive techniques!

Collocations

Synonyms

Repetition

Superordinate

General Term

Hypernyms

Ellipsis

Paragraphing

Substitution

Enumeration

Numeratives

Conjunctions

Punctuation

Parallelism

Antonyms

Additives Connectives

Adversative Connectives

Casual Connectives

Temporal Connectives

Continuative Connectives

General – Specific

Opposition

Formal - Neutral

Connotation-Denotation

Lexical Cohesion

Coordinating conjunctions

Pronominal Reference

Demonstrative Reference

Definite Article Reference

Comparative Reference

Skills for today

Cohesion (5 Major Categories – 19 Subsets)

1. Ellipsis
2. Substitution
3. Conjunctions
4. References
5. Lexical Devices

TODAY'S FOCUS: 4 Cohesion Skills:
- Coordinating Conjunctions
- Cohesive References
- Reiteration
- Parallelism

Coherence – 2 Coherence Skills

o Theme & Rheme

o TEEEL

◦ Get workshop material and resources available at: www.bicyclescreatechange.com Resource page.

1. Coordinating conjunctions

COHESION

1. Coordinating Conjunctions

Connect words, phrases or clauses together

Also called *Transitions or Signposting* words/phrases

Can go at the start, middle or even the end of sentences.

For compound sentences they go in the middle
◦ FAN BOYS (*check punctuation*)

Can also be at start of new sentence or **paragraph** - to indicate a direction in the reasoning or movement between ideas, but also to relate the new material to the preceding thoughts.

*For more info: EnglishHELP Yourself Resources: https://www.griffith.edu.au/international/englishhelp/conjunctions

1. Coordinating Conjunctions

Get a copy on the blog

Transition Words and Phrases

Agreement / Addition / Similarity

in the first place	again	moreover
not only ... but also	to	as well as
as a matter of fact	and	together with
in like manner	also	of course
in addition	then	likewise
coupled with	equally	comparatively
in the same fashion / way	identically	correspondingly
first, second, third	uniquely	similarly
in the light of	like	furthermore
not to mention	as	additionally
to say nothing of	too	
equally important		
by the same token		

Examples / Support / Emphasis

in other words	notably	in fact
to put it differently	including	in general
for one thing	like	in particular
as an illustration	to be sure	in detail
in this case	namely	to demonstrate
for this reason	chiefly	to emphasize
to put it another way	truly	to repeat
that is to say	indeed	to clarify
with attention to	certainly	to explain
by all means	surely	to enumerate
important to realize	markedly	such as
another key point	especially	for example
first thing to remember	specifically	for instance
most compelling evidence	expressively	to point out
must be remembered	surprisingly	with this in mind
point often overlooked	frequently	
on the negative side	significantly	
on the positives ide		

Effect / Result / Consequence

as a result	for	consequently
under those circumstances	thus	therefore
in that case	because the	thereupon
for this reason	then	forthwith
henceforth	hence	accordingly

Opposition / Limitation / Contradiction

although this may be true	but	although
in contrast	(and) still	instead
different from	unlike	whereas
of course ...., but	or	despite
on the other hand	(and) yet	conversely
on the contrary	while	otherwise
at the same time	albeit	however
in spite of	besides	rather
even so / though	as much as	nevertheless
be that as it may	even though	nonetheless
then again		regardless
above all		notwithstanding
in reality		
after all		

Cause / Condition / Purpose

in the event that	if	in case
granted (that)	... then	provided that
as / so long as	unless	given that
on (the) condition (that)		only / even if
for the purpose of	when	so that
with this intention	whenever	so as to
with this in mind	since	owing to
in the hope that	while	due to
to the end that		
for fear that	because of	inasmuch as
in order to	as	
seeing / being that	since	
in view of	while	
	lest	

Source: Smart_Words.org

9 August, 2019   NINA GINSBERG: BICYCLES CREATE CHANGE.COM

Editing practice

Modern students may often have heard the term 'rhetoric' used. They probably do not have a clear idea of what it means. Their uncertainty is understandable. The word has acquired many meanings.

How could you improve the logical connection?

Ex 2: Suggested answer

Although modern students may often have heard the term 'rhetoric' used, they probably do not have a clear idea of what it means. Their uncertainty is understandable **because** the word has acquired many meanings.

1. Coordinating Conjunctions

Example Text

Text A	type of logical relation
It can be argued that all children in Australia have the right to be educated in their mother tongue. Many children in the past have spent months or years in school without understanding lessons. In fact, many migrant children are failing in our education system due to the lack of bilingual education programmes. Furthermore, the U.N report on language and education states that children who* become literate in their own language have the best chance of educational success. Additionally, recent discussion concerning the latest figures on university entrance indicate that migrant students perform more poorly than native English speakers at present. State governments should therefore address this issue by setting up bilingual education programmes for all NESB migrant children. An example of the success of such programmes is the 'two-way' system currently in place in parts of the Northern Territory.	*clarifying* *causative;* *additive* *additive* *conclusion* *exemplifying*

25 most used subordinating conjunctions
- check grammar, punctuation and clauses if used

after

although

as

as soon as

because

before

by the time

even if

even though

every time

if

in case

now that

once

since

so that

than

first/firstly

unless

until

when

whenever

whether or not

while

why

1. Coordinating Conjunctions

Style Hint: Because…., And….., But….,

Takeaways:

- Have a look at your paragraph – what coordinating conjunctions have you used?

- Look for patters in your writing – do you use the same conjunctions? Overuse?

- Are these words in the same 'place' (like always at the start of a sentence?)

- Look online, download a list of academic transition words
  - Academic transitions

- Find some new words to use, or variations or change location (front, middle, start of new paragraph)

- This will improve vocab, help develop ideas and generate new content/analysis

- Check punctuation and grammar when using more advanced conjunctive clause

References

COHESION

Types of Cohesive References

4 Types of Cohesive References

1. Pronouns - (I, me, she, you we, my, mine, etc.)

2. Demonstratives - (this, these, here, that, those, there, etc.)

3. Definite article - (the)

4. Comparatives – (another, other, similar, better, etc.)

Placement

1. Exophoric

2. Endophoric
   ◦ Anaphoric
   ◦ Cataphoric

2. References

1. Exophoric references

A reference to something that is 'outside the text' = require interpretation or prior knowledge and can cause problems for readers

For **he's** a jolly good fellow and so say all of us. (Who is 'he'? = not in text)

2. Anaphoric

Previously mentioned words 'pointing backward'

*The Cathedral of St Paul's was built in 1840 and **it** is still standing today.* (The Cathedral of St Paul's = **it**)

3. Cataphoric

Subsequent words – 'pointing forward'

*When **they** arrived, the feminists found the lack of gender equality and access to class resources within the school to be totally unacceptable.* (They = feminists).

Example - Cohesive Reference: types & placement

On 21 December 1972, [6]**the Basic Treaty** Exo was signed by East and West Germany,

and relations between [7]**the two countries** Ana started to improve. During the next two

decades, they began to cooperate with [8]**each other** Ana by sharing cultural and

commercial [9]**activities** Cat such as arts exchange programs and joint business ventures.

However, East Germans were still dissatisfied, for [10]**their** Ana living standard was lower

than [11]**that** Ana of West Germany. [12]**Their** Ana industries produced inferior goods,

and [13]**their country** Ana was polluted from inferior mining methods and careless

industrial waste.

Exophoric, Anaphoric or Cataphoric - discuss with a partner

Example: Cohesive References

Recently the idea of a Net generation and the term Digital Native has come under critical scrutiny. Bennett *et al*. (2008) have argued that there are still significant questions surrounding the main claims. They go on to maintain that the debate can be compared to an academic form of 'moral panic' in which arguments are expressed in overly dramatic language. They also note that this academic panic is associated with polarized arguments in which descriptions rely on oppositions between digital natives and digital immigrants (Bennett et al. 2008, pp. 782-783). Bayne and Ross (2007) are equally sceptical about the nature of the claims made about the pressures arising in education from a new generation of Digital Natives. They suggest that the arguments lead to a one-way determinism forcing institutions and teachers to change. They further note a paradox at the centre of this debate because each person is fixed by their generational position and either is or is not a 'native'.

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Tips for cohesion references

- Be careful (**over) using** 'it' 'they' 'them' 'thing' 'one' – make sure the reference link is clear.

- After using a cohesion reference once (like it), use an **explicit reiteration** (write keyword, synonym or near-synonym) in the next sentence to remind the reader what the main idea (and 'it' is).

- Look at journal articles in your field – what is used?

- Writing Check: What cohesion reference types do you use the most? Patterns? Overuse? What can you vary or make clearer?

- (NB. Cohesion reference is influenced by the genre or purpose of a section)

3. Reiteration

COHESION

Reiteration

4 types of Reiteration

1. Direct Repetition (approx. equality)

snake-snake   *ascend - ascend*

2. Synonyms (near-repetition) similar meaning words

snake – serpent   *ascend - climb*

3. Antonyms (opposite words)

snake – non-ophidian (not snake like)   *ascend - descend*

4. Superordination - (part/wider taxonomy)

snake – reptile   *ascend – direction of movement*

Examples: Reiteration

• There was a large **mushroom** growing near her, about the same height as herself; and, when she had looked under it, it occured to her that she might as well look and see what was on the top of it. She stretched herself up on tiptoe, and peeped over the edge of the **mushroom**.

Repetition

Synonyms

• Accordingly... I took leave, and turned to the **ascent** of the peak. The **climb** is perfectly easy...

Superordinate and subordinate

• Henry's bought himself a new **Jaguar**. He practically lives in **the car.**

Tips for Reiteration

Idea Practice: How often do you use **antonyms** for reiteration? For example..

Most supermodels are well-known for being beautiful. Women who are aesthetically pleasing, pretty and glamourous are more likely to gain employment as models. Girls often undertake beautifying treatments to maximise good looks for employment opportunities. Many females consider ugliness and body dysmorphia to be abhorrent and use make-up to cover-up imperfections. This approach is also taken by world-class models who many consider to look like the 'ideal' beautiful woman.

• Reiteration helps with vocabulary building

• Use strategically – avoid 'over repeating'

• This is the MOST USED cohesion technique – what does this mean for your writing?

• Look at your writing and other journal articles in your field – how do they do it?

4. Parallelism

COHESION

Parallelism - examples

Parallelism when two (or more) phrases or clauses in a sentence that have the same grammatical structure.

S1. Technical writing encompasses a wide variety of literature, including publishing articles, making outlines, promoting materials and editing manuals.

S2. Technical writing encompasses a wide variety of literature, including published articles, outlines, materials and manuals.

Parallelism - variations

S1. The Manager told his employees that they must be efficient, that they must be productive and that they must be thorough.

S2. The Manager told his employees that they must be efficient, productive and thorough.

S3. When it came time to set up the obstacle course for the birthday party, everyone helped out: my brother, my sister, our neighbors and my parents.

S4 The best athlete at school always wore his matching colored Nike shoes, hat, socks, shorts and shirt to every meet.

S5a Benefits of mentoring relationships include: sharing clinical resources, developing mentee skills, helping develop others and supporting new professionals.

S5b Leaders need to support employees. Helping employees can include acknowledging good work done, providing timely and positive feedback, recognising when people are having difficulties and inviting participation in decision-making processes.

Parallelism – in research

Routledge
Taylor & Francis Group

Check for updates

The uncomfortable teacher-student encounter and what comes to matter

Sherilyn Lennon, Tasha Riley and Sue Monk

Griffith Institute for Educational Research, Griffith University, Brisbane, Australia

ABSTRACT
This article offers insights around how a posthumanist framing might allow us to know our teaching practices, performances and identities otherwise. Influenced by Baradian philosophy and the work of Sara Ahmed, it uses an ethico-onto-epistemology to conduct a diffractive rendering of the affective experiences of three female teaching academics (the authors) as they encounter uncomfortable teacherly moments in the course of their daily work. By repositioning emotions as both material objects and powerful (re)constitutive forces, they are placed at the very centre of teaching practices, performances, identities and teacher-student relationships. From here they function to redistribute agency through such things as words, past experiences, shared histories and bodily responses. This approach extends scholarly research in Higher Education settings beyond conventional humanist ontologies to examine the ways that power shapes the very surface of bodies as well as worlds.

Introduction

Research examining the quality and qualities of teacher-student relationships, encounters, practices and performances in the Higher Education sector is neither new nor homogeneous. While a significant portion of the work in this field has drawn on feminist ways of knowing that foreground teacher subjectivity, reflexivity and/or the affective (see Hobson and Morrison-Saunders 2013; Mercer-Mapstone and Mercer 2018), to date the application of theories using post-humanist and/or non-representationalist understandings has been largely ignored. This paper claims its distinction from other forms of Higher Education research through its merging of the conceptual work of Sarah Ahmed (2004) around the cultural politics of emotion, and the work of feminist philosopher and New Materialist, Karen Barad (2007, 2010). A consummation of their ideas allows us to foreground the sexed, gendered, temporal and affective forces, fluxes and flows that are always already present in the teacher-student encounter, but can get sidelined by humanist ontologies and their tendency towards the apportioning of agency to teachers and/or students (Hobson and Morrison-Saunders 2013).

CONTACT Sherilyn Lennon ✉ s.lennon@griffith.edu.au Griffith Institute for Educational Research, Griffith University, 176 Messines Ridge Road, Mt Gravatt, Brisbane, Queensland 4122, Australia

Link: https://www.tandfonline.com/doi/full/10.1080/13562517.2018.1458711

"... allows us to foreground the sexed, gendered, temporal and affective forces, fluxes and flows that are always already present in the teacher-student encounter.." (p. 619)

The authors "use these moments to foreground the interrelatedness of *what* we know, *how* we know and *who* we are always becoming, with and through our entanglements with space, time and matter/bodies during the course of our daily teaching lives" (p. 620)

"These debates foment around rational male/hysterical female, mind/body, cognition/sensation dualisms." (p. 621)

"Our intent is to foster new understandings of the agency of the affective in shaping and reshaping our gendered/teaching performances, practices and relationships." (p. 622)

"we have been able to illuminate the affective, social, temporal and cultural materiality of power and its ongoing iterative reinscription of our gendered, sexed and pedagogical practices and performances." (p. 629)

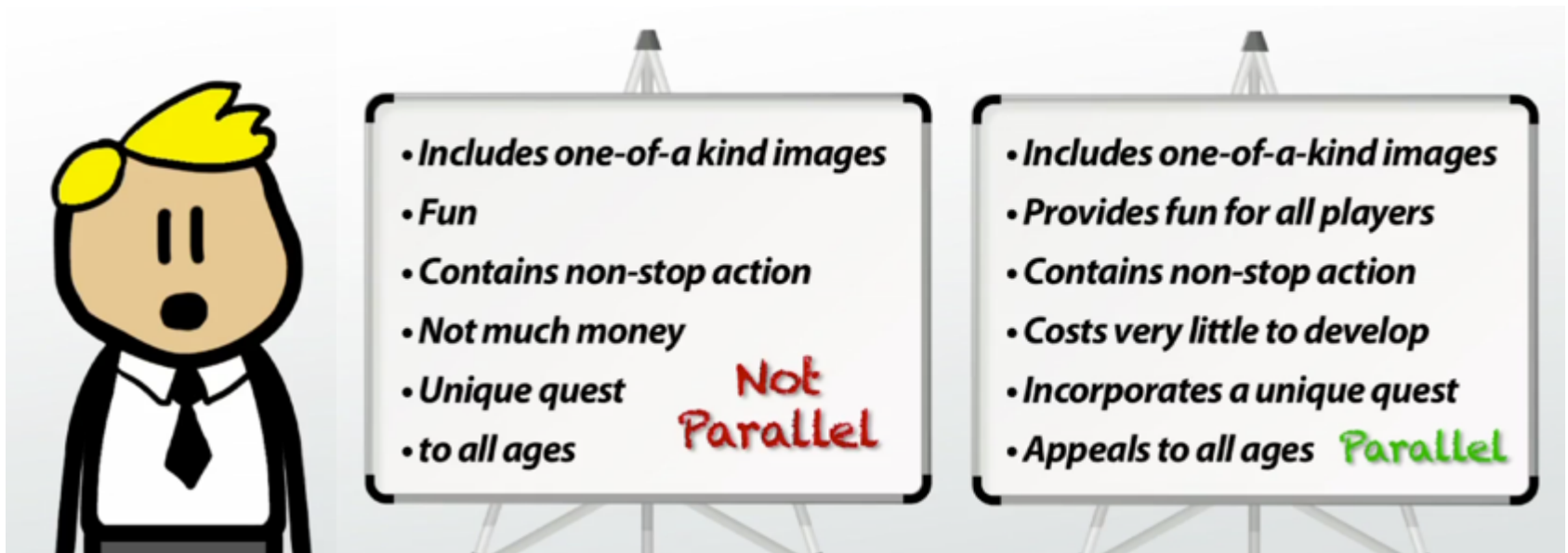# Famous Parallelisms

Winston Churchill

". . . we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills. We shall never surrender."

Charles Dickens *A tale of two cities*

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair . . .

Parallelism in Academic & Business Presentations

Example: Justifying why your new PG research outcome (in a PPT) is relevant

Check script & PPT – Conferences, confirmation seminars, meetings, pitches

Correlative & conjunction parallelism

Correlative Conjunctions

either . . . or

neither . . . nor

not . . . but not

only . . . but (also)

both . . . and

whether . . . or

Coordinating pair parallelisms

as . . . as

just as . . . so

the more . . . the less

the more . . . the more

no sooner . . . than

so . . . as

Tips for Parallelism editing

• Parallels – describing similar or different characteristics?

• Check word forms, tenses and passive/active voice (and punctuation!)

• Look for words "and" and "or." Check on each side of these words to see whether the items joined are parallel. If not, edit.

• If you have several items in a list, put them in a column to see if they are parallel.

• Read the list out aloud – apply the *frown test*.

• Do you hear the same kinds of sounds? For example, a series of"-ing" words for each item? Is a rhythm being repeated?

Strategies to improve cohesion

1. Use a piece of writing (your work, textbook or journal article).

2. Choose a paragraph and underline or highlight all the different forms of cohesion used (*reference, connectives, reiteration* and *parallel structures*).

3. Which forms are the most common?

4. Which techniques are not used?

5. Experiment using these cohesion devices in your own writing.

6. Be experienced using a variety of ways to show the relationship between your ideas.

COHERENCE

Theme and rheme in academic writing

WHAT IS IT?

What is Theme and Rheme?

Theme and rheme is an extremely valuable academic writing skill as it:

Is a powerful coherence technique

Avoids repetition

Reduces reliance on conjunctions and transitions

Is sophisticated

Clarifies and shows good structure

Helps with vocabulary

It is so easy to apply (once you know about it!)

Theme and rheme

Information structure.

Most sentences in English have two parts:

a *theme* (or *topic*) and

a *rheme* (or *comment*)

The ***theme*** is what you are writing about

The ***rheme*** is what you are saying about the *theme* - it is new information

Example 1

Look at the following sentence:

1. The M1 goes from Brisbane to Sydney.

1. <u>The M1</u> *goes from Brisbane to Sydney.*

   <u>theme</u>   *rheme*

The *theme* in sentence 1 is "the M1".

The reader has been introduced to the M1 but does not know where it goes and therefore needs to be told (rheme).

Example 2

Look at the following sentences:

2. The motorway from Brisbane to Sydney is called the M1.

2. <u>The motorway from Brisbane to Sydney</u> *is called the M1.*

       <u>theme</u>   *rheme*

In sentence 2a, the *theme* is "the motorway from Brisbane to Sydney ". The reader knows there is a motorway from Brisbane to Sydney, but does not know what it is called (rheme).

Theme and rheme

In English the *theme* usually comes at the beginning of the sentence and the *rheme* at the end.

The decision about which part of the sentence to make the *theme* and which part to make the *rheme* depends on the information that needs to be communicated.

This can also depends on the sentences that come before.

Theme and rheme

Look at the following sentences:

S1. I was born in Brisbane. Brisbane is the largest city in Queensland.

S2. I was born in Brisbane. The largest city in Queensland is Brisbane.

What is the difference?

Which sentence pair do you think is best? Why?

Both sentences are grammatically correct but in S2, the information to be communicated, the *rheme* - the largest city in Queensland, is at the *beginning* of the second sentence – this is not good cohesion!

Example 1 is preferred in academic English.

Organising texts

There are two basic choices in organising information texts:

Structure 1:

The *rheme* of one sentence **becomes the theme** of the next sentence.

Structure 2:

The *theme* of one sentence **is the same** as the *theme* of the next sentence.
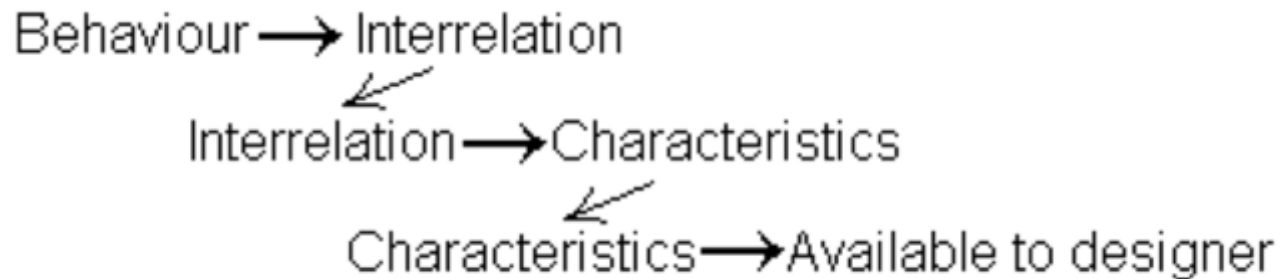
Let's see how this works…

Structure 1

The complete electrical behaviour of any valve or transistor can be described by stating the interrelation of the currents and the voltages between all the electrodes. These relationships can conveniently be displayed graphically, and the various curves are known as the 'characteristics' of the device. In principle, all the characteristics should be available to the designer proposing to use the device in a circuit.

Jolly, (1972). *Electronics*, p. 61.

Structure 1

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Behaviour → Interrelation

Interrelation → Characteristics

Characteristics → Available to designer

Structure 2

Anthropology is the study of humankind, especially of *Homo sapiens,* the biological species to which we human beings belong. It is the study of how our sp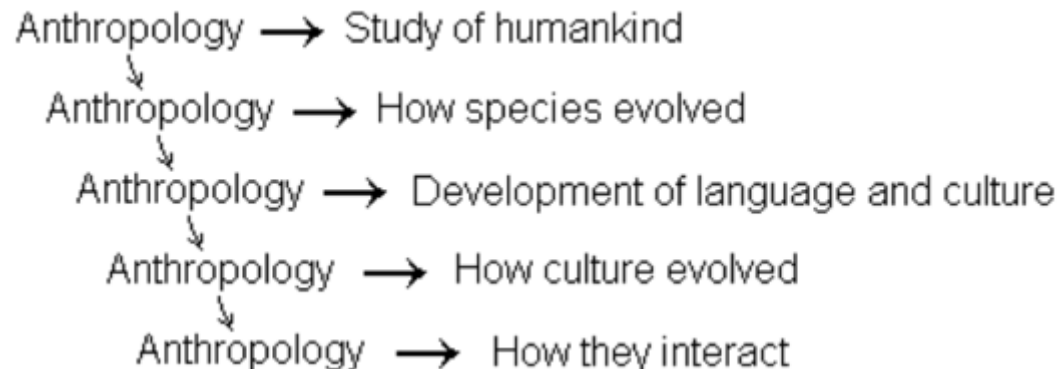ecies evolved from more primitive organisms. Anthropological studies investigate how our species developed a mode of communication known as language and a mode of social life known as culture. This discipline also includes examinations of how culture evolved and diversified. Finally, Anthropology explores how culture, people and nature interact wherever human beings are found.

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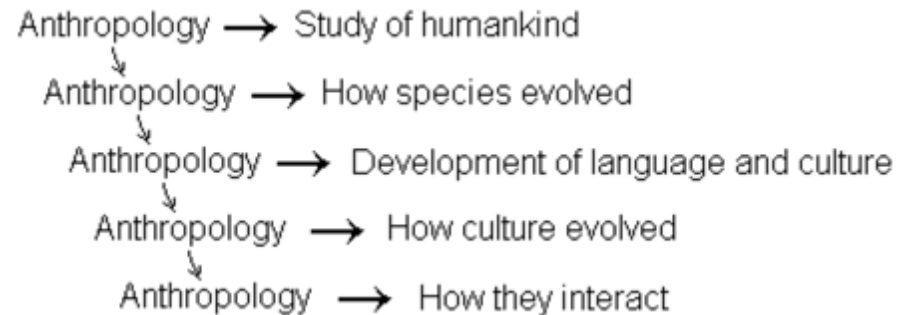
Anthropology ⟶ Study of humankind
    Anthropology ⟶ How species evolved
        Anthropology ⟶ Development of language and culture
            Anthropology ⟶ How culture evolved
                Anthropology ⟶ How they interact

Activity: Check you paragraphs

Analyse your paragraphs for theme and rheme

'Map' your paragraph's theme and rheme structure:

Structure 1

Behaviour ⟶ Interrelation
Interrelation ⟶ Characteristics
Characteristics ⟶ Available to designer

Structure 2

Anthropology ⟶ Study of humankind
Anthropology ⟶ How species evolved
Anthropology ⟶ Development of language and culture
Anthropology ⟶ How culture evolved
Anthropology ⟶ How they interact

HINT: If you cannot map your paragraph quickly and easily –
there is a cohesion/coherence issue and you need to edit

TEEEL Structure

PARAGRAPH UNITY

TEEEEL

T – Topic sentence (what is the main point of your paragraph?
- ◦ *TRY: Put main idea at start of the sentence before the first verb*
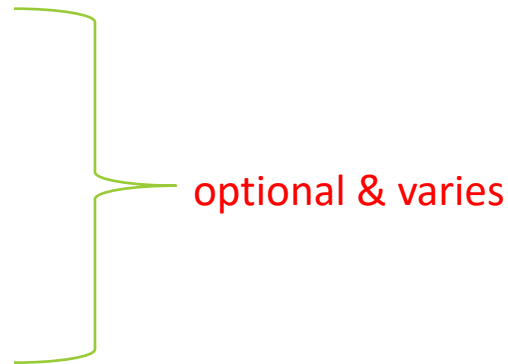- ◦ *TRY: make it a simple sentence*

E – Explain

E - Extend/Elaborate

E – Evaluation/Expound   optional & varies

E – Evidence

E – Examples

L – Link (how does this relate to the actual topic?)
- ◦ *TRY: to keep C & C, relate 'Link sentence' to topic sentence AND/OR next paragraph AND/OR thesis statement/research topic.*

Example of TEEL

Volcanic activity occurs around the Pacific Ring of Fire because many destructive plate boundaries are located there. It is estimated that this region has up to 200 plate boundaries that could erupt with devastating effects at any time (Southy, 2015). An example of one of these destructive boundaries can be found between the continental South American plate and the Oceanic Pacific place which has formed the Andes Mountains. These vast mountains mean that the oceanic plate is denser and subducted underneath the continental plate and melts as it falls into the hot mantle below. This causes magma to rise up through the continental plate and erupt through volcanoes at the surface.
Similar destructive boundaries all around the Pacific Ring of Fire are the reasons for such high volcanic activity in the area.

Can you map each TEEEL sentence function?

Common paragraph structure

➜ Topic Sentence

◆ Supporting statement 1

● Support: Explain, examples, or evidence

● Further support: Extend, elaborate, examples, or evidence

◆ Supporting statement 2

● Support: Explain, examples, or evidence

● Further support: Extend, elaborate, examples, or evidence

Common paragraph structure

Recently the idea of a Net generation and the term Digital Native has come under some critical scrutiny. Bennett et al. (2008) have argued that there are still significant questions surrounding the main claims. They go on to maintain that the debate can be compared to an academic form of 'moral panic' in which arguments are expressed in overly dramatic language. They also note that this academic panic is associated with polarized arguments in which descriptions rely on "oppositions between digital natives and digital immigrants" (Bennett et al., 2008, p. 782-783). Bayne and Ross (2007) are equally sceptical about the nature of the claims made about the pressures arising in education from a new generation of Digital Natives. They suggest that the arguments lead to a one-way determinism, forcing institutions and teachers to change. They further note a paradox at the centre of this debate because each person is fixed by their generational position and either is or is not a 'native'.

Topic Sentence
- Supporting statement 1
    - Support: Explain, examples, or evidence
    - Further support, examples, or evidence
- Supporting statement 2
    - Support: Explain, examples, or evidence
    - Further support, examples, or evidence

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- **Supporting statement 1**
  - **Support: Explain, examples, or evidence**
  - **Further support, examples, or evidence**
- Supporting statement 2
  - Support: Explain, examples, or evidence
  - Further support, examples, or evidence

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  - Further support, examples, or evidence
- **Supporting statement 2**
  - Support: Explain, examples, or evidence
  - Further support, examples, or evidence

Tips for Academic Paragraphs

- Academic paragraph guidelines

- Between 5-8 sentences
- Some say sentences should not be over 20 (25?) words -
- Vary sentence length & types
- Follow long complex/complex-compound sentences with a simple sentence to get reader 'back on track'
- Topic sentences = simple sentence with main idea at the start BEFORE the first verb
- Follow up reference/evidence sentence with your own (no reference) sentence
- Avoid referencing every sentence in a paragraph

Strategies

1. Read your work **out aloud**

2. Reading for cohesion read forward – for coherence read backwards (start with last body paragraph)

3. Structure Map Match (Your map compared to a friend's map)

4. Use outline to plan your writing – focus, save time, avoid blocks

5. Use [EnglishHELP Help Yourself Resources](#) or YouTube videos

6. 3 is the magic (academic) number

7. Know academic paragraphs and academic style conventions

Final thoughts

- At Uni, you are marked on OUTPUT (writing and presentations usually)

- Work smarter, not harder! Be strategic – use variety and be judicious

- Avoid overuse and formulaic structures – experiment & adapt

Fast writing – get ideas down (product)

Slow editing – link words & sentences (cohesion)

Strategic Reviewing – academic style & logic (coherence)

- Need to know **WHAT** (content) you are writing *AND* **WHY** (function) *AND* **HOW** (skills) you write.

- Have fun!

Summary
How do you rate?

Cohesion

1. Coordinating Conjunctions
2. References
3. Reiteration
4. Parallelism

Coherence

o Theme & Rheme
o TEEEL

o Other tip/s you picked up?

Coord. Refs Reiter. Paral. Theme TEEEL Other

Conjun.   Rheme

Thank you.
Good luck!

n.ginsberg@griffith.edu.au

www.BicyclesCreateChange.com

@nina_griffith_uni
@bicycles_create_change

@NinaGinsberg

Additional Content

Consolidate & Review

- What cohesion and coherence features can you identify in this text?

- What features are present?

- What features are missing?

- Can you map the Theme & Rheme pattern?

- Can you map what each TEEEEL sentence is?

  Evaluation

- Do you find this text 'easy to read'?

- What would make it more cohesive? Coherent?

- What would you change to improve this text?

Global commons

TEXT 2

As we welcome the projected 2 billion new global citizens between now and 2050 (the equivalent of two new Indias), it will become increasingly clear that a positive relationship between globalization and development depends on the effective management of the global commons. By global commons, we mean fragile global resources that are important to large numbers of countries. The issue of global commons management is not necessarily or primarily economic, although the financial crisis demonstrated the extent to which global management of economic systems is vital and how the existing institutional framework is unfit for this purpose. Important emerging global commons issues include climate change, fisheries, water resources, food security, pandemic threats, biodiversity, and human security. Each poses a difficult public policy problem in its own right.

A first best approach to managing global commons issues is via multilateral agreements. These are not easy to reach, but successes in the area of multilateral environmental agreements (MEAs) suggest that difficulties can indeed be overcome. As emphasized by Buchanan et al. (2009), this is an issue of global cooperation in which 'parochialism interacts with globalization'. If we are to overcome parochialism to achieve global cooperation, it is necessary that the threats of non-cooperation be made explicit, that any significant economic losses inherent in cooperation be addressed, and that successful models in one area (e.g. trade or the environment) be used in other areas.

In the area of climate change, for example, Schelling (2009) rightly pointed out that the developing world is likely to experience the most significant potential damage. Addressing this potential damage will require some form of international cooperation to both protect vulnerable people and help to restructure the emerging energy systems in the developing world itself. It is likely that solving emerging food security issues will be contingent on international cooperation on climate change, as well as reinvigorating the Consultative Group on International Agricultural Research (CGIAR), ignored for too long under the assumption that the food security issue had been 'solved'.

With regard to pandemic threats, the oft-forgotten case of the 'Great Influenza' of 1918 stands as a cautionary tale. A similar outbreak in the modern era could result in the death of hundreds of millions, health deprivation on a vast scale. Responding to such a threat relies on the work of the World Health Organization, with a budget of only that of a single, modern university hospital. This is insufficient preparation.

The global commons agenda is admittedly huge and perhaps overwhelming. The daunting nature of the task cannot be an excuse for inaction, however. If it is, history will not look kindly on the current generation.

SOURCE: Goldin, I. & Reinert. K. (2012). pp.41–42. *Globalization for Development: Meeting New Challenges.* Oxford: Oxford University Press.

NB: To Improve Cohesion

For Cohesion in Sentence Beginnings . . . Put the OLD (THEME) FIRST

◦ Begin sentences with information familiar to the reader

◦ Don't begin a sentence with new information

◦ Don't begin a sentence with technical information

◦ Use openings to refer back to previous material or gently introduce a new topic

For Cohesion in Sentence Endings . . . Put the NEW (RHEME) LAST

◦ End sentences with new information readers cannot anticipate

◦ Don't end a sentence with known information

◦ Put the new, technical, and difficult information at the end of the sentence

◦ Use transitions to convey the connections between the ideas in your sentences

NB: To Improve Coherence

Coherence is easily established in two ways:

1. Topics of individual sentences are clear

2. Topics of paragraphs are clear

A paragraph is more than a group of sentences. If you can't quickly and succinctly say what a paragraph's main point is, it lacks coherence.

Example passage:

As a reminder, please promptly return the lecture notes you borrowed. Slide the notes under my door if I am not there. I may become agitated if you are late, much like my Uncle Chester after several eggnogs on Christmas Eve. Most Christmases I liked to stay up and open my stockings after midnight. Staying up late was exciting and would be repeated a week later at New Year's. So would Uncle Chester's disgraceful behavior.

What is the main idea???

The difference between *meaning* and *form*

To communicate a specific idea, there are a number of vocabulary and structural choices – but these are not necessarily the same as 'meaning'

S1 The proposal appears attractive and feasible; the cost is too high, though.

S2 Although the cost is high, the proposal is attractive and feasible.

S3 Although the cost is high, the proposal is considered attractive and feasible. For non-native speakers, the following three sentence meaning and from might 'seem' synonymous

(NB The structural differences between **S1** and **S2** represent different attitudes of a writer.
S2 can be interpreted as favorable attitude towards the proposal. **S1** is a more reserved attitude. Lexical choice between 'is' **S2** shows commitment and 'is considered' **S3** indicates the writers detachment (others consider it to be, but not the writer).

Quick, Informal Parallel Examples

Faulty Parallel Structure	Corrected Version
She should walk the dog and doing her homework is a good idea.	She should walk the dog and do her homework.
Successful students are motivated, punctual, and they listen actively in class.	Successful students are motivated, punctual, and attentive.
Rita bought a stainless steel watch and a necklace made of white gold.	Rita bought a stainless steel watch and a white gold necklace.
Kittens are adorable because they are tiny and the fur they have is so fluffy.	Kittens are adorable because they are tiny and fluffy.

Other parallelisms

Correlative Conjunctions

either . . . or

neither . . . nor

not . . . but not

only . . . but (also)

both . . . and

Not only **the CEO** *but* **the entire Board of Directors** *attended the press conference.*

The reporter **not only** **contacted** *her sources* **but also** **spent** *many hours in the library.*

He retraced his steps **not only** **along the trail** **but** **throughout the camp***.*

Not only **did the court reverse the lower court,** *but* **it sent a message to the police***.*

Source: grammar.com

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