Revisiting the Basics III: Transitions

By: Angelia Caro Monroig

CLINIC DESCRIPTION:

Effective academic writing is logically organized, coherently connected, and smoothly developed. Transitions are key to accomplishing these writing goals; they include words, phrases and sentences that connect one topic or idea to another in order to sustain your reader’s attention. This interactive workshop will discuss different types of transitions and how to adequately employ them in course assignments, thesis proposals, thesis, and other types of academic writing.
ROLE OF TRANSITIONS:

- Connect paragraphs and unify a piece of writing.
- Help readers understand how paragraphs work together, reference one another, and build to a larger point.
- Highlight connections between corresponding paragraphs.
- Develop important points for their readers.
- Facilitates the movement from one statement in a text to the next.
- Could be done through a word, a sentence or a paragraph.

Example:

The worst thing about waiting tables was the uniform. All the waitresses had to wear ugly brown striped jumpers. The skirts were polyester. Sometimes someone you know comes in. Now I have a job in an office.

For me, the worst thing about waiting tables was the uniform. At the last place I worked, all the waitresses had to wear ugly brown striped jumpers. Underneath them, we had to wear an even uglier polyester skirt. Sometimes, someone I knew would come in and I would be embarrassed by my outfit. Now, I have a job in an office where I can wear my own clothes.
COMMONLY USED TRANSITION WORDS

First, Next, On the other hand, Signals a major point will follow
For example, For instance, That is, Signals an example coming up
In addition, Also, Moreover, Furthermore, Signals another similar example or idea to follow
In conclusion, In all, Truly, Signals the concluding point

TYPES OF TRANSITION:

<table>
<thead>
<tr>
<th>ADDITIVE</th>
<th>ADVERSATIVE</th>
<th>CAUSAL</th>
<th>SEQUENTIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction</td>
<td>• Conflict</td>
<td>• Cause/Reason</td>
<td>• Numerical</td>
</tr>
<tr>
<td>• Reference</td>
<td>• Emphasis</td>
<td>• Condition</td>
<td>• Continuation</td>
</tr>
<tr>
<td>• Similarity</td>
<td>• Concession</td>
<td>• Effect/Result</td>
<td>• Conclusion</td>
</tr>
<tr>
<td>• Identification</td>
<td>• Replacement</td>
<td>• Purpose</td>
<td>• Resumption</td>
</tr>
<tr>
<td>• clarification</td>
<td>• Dismissal</td>
<td>• consequence</td>
<td>• Summation</td>
</tr>
</tbody>
</table>

- These must be appropriate to the context of the sentence or paragraph.
- They should not be repetitive or overused.
ADDITIVE TRANSITIONS

They show addition, introduction, similarity to other ideas

PROPER USE OF ADDITIVE TRANSITIONS

- Must expose two ideas.
- They have to be similar and close to each other.
- Example:
  - His laziness caused the company to perform badly last quarter. Moreover, his attitude towards the board has put his job on jeopardy.
### INTRODUCTION EXAMPLES

<table>
<thead>
<tr>
<th>Such As</th>
<th>As</th>
<th>In Particular</th>
<th>Including</th>
<th>As an illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Example</td>
<td>Like</td>
<td>Particularly</td>
<td>For one thing</td>
<td>To illustrate</td>
</tr>
<tr>
<td>For Instance</td>
<td>Especially</td>
<td>Notably</td>
<td>By the way</td>
<td>According</td>
</tr>
</tbody>
</table>

- Introduces a topic or example:

  **Example:**
  Many parents and students have been complaining about the program. **For example,** scores on the end-of-grade tests have gone down from last year; teachers are not very motivated; and everyone is frustrated.

### REFERENCE EXAMPLES

<table>
<thead>
<tr>
<th>Speaking about,</th>
<th>Considering,</th>
<th>Regarding,</th>
<th>With Regards,</th>
</tr>
</thead>
<tbody>
<tr>
<td>As for this,</td>
<td>Concerning,</td>
<td>The fact that</td>
<td>On the subject of,</td>
</tr>
</tbody>
</table>

**Example:**

The average undergraduate student lacks consistency in their study time. **Considering** that we are close to the end of the semester, students must establish a rigorous work schedule to cover all topics in each class.
SIMILARITY EXAMPLES

<table>
<thead>
<tr>
<th>Similarly,</th>
<th>In the same way,</th>
<th>By the same token,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equally,</td>
<td>Likewise,</td>
<td>In a like manner,</td>
</tr>
</tbody>
</table>

Example:

Similarly, using biological traits, traced the origin of the Taíno people from the Guyana lowlands and the Orinoco Valley into the Amazonia.

IDENTIFICATION EXAMPLE

| Namely,            | Specifically,          | Thus,                  |

Example:

Thus, studies in admixed populations will complement studies in homogenous populations with ancestry from a single continent.
<table>
<thead>
<tr>
<th>This is,</th>
<th>I mean,</th>
<th>(to) put (it) another way</th>
<th>In other words,</th>
</tr>
</thead>
</table>

Example:
**In other words**, peoples’ interest in news is much more intense when there is a perceived threat to their way of life.

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**ADVERSATIVE TRANSITIONS**

*They signal conflict, contradiction*
**CONFLICT EXAMPLES**

<table>
<thead>
<tr>
<th>But</th>
<th>By way of contrast,</th>
<th>While,</th>
<th>On the other hand,</th>
</tr>
</thead>
<tbody>
<tr>
<td>However,</td>
<td>(and) yet,</td>
<td>Whereas,</td>
<td>Though,</td>
</tr>
<tr>
<td>In contrast,</td>
<td>When in fact,</td>
<td>Conversely,</td>
<td>Still,</td>
</tr>
</tbody>
</table>

Example:

- **But** Trump’s inexperience and willingness to risk one of his best cards the prestige of a presidential visit is one reason some analysts caution he may be walking into a trap.

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**EMPHASIS EXAMPLES**

| Even more, | Above all, | Indeed, | More importantly, | Besides, |

Example:

**Indeed**, a study of nucleotide diversity in the 1000 Genomes data set suggests that classic sweeps have not been a common mechanism of adaptation in recent human history.
**CONCESSION EXAMPLES**

<table>
<thead>
<tr>
<th>But even so,</th>
<th>Nevertheless,</th>
<th>Even though,</th>
<th>On the other hand,</th>
<th>Admittedly</th>
</tr>
</thead>
<tbody>
<tr>
<td>However,</td>
<td>Nonetheless,</td>
<td>Despite,</td>
<td>Not withstanding</td>
<td>albeit,</td>
</tr>
<tr>
<td>(and) still,</td>
<td>Although,</td>
<td>In spite of,</td>
<td>Regardless (of this),</td>
<td></td>
</tr>
<tr>
<td>(and) yet,</td>
<td>Though,</td>
<td>Granted(this),</td>
<td>Be that as it may,</td>
<td></td>
</tr>
</tbody>
</table>

- Expresses an idea that suggests the opposite of the main part of the sentence.

**Example:**

Another problem that has arisen from this strategy involves allele frequency bias that can affect inferences of demographic history, **although** the Human Origins SNP array uses a transparent ascertainment scheme that is particularly designed for demographic inferences.

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**DISMISSAL EXAMPLES**

<table>
<thead>
<tr>
<th>Either way,</th>
<th>Whichever happens,</th>
<th>In either event,</th>
<th>In that case,</th>
<th>At any rate,</th>
</tr>
</thead>
<tbody>
<tr>
<td>In either case,</td>
<td>What ever happens,</td>
<td>All the same,</td>
<td>In any event,</td>
<td></td>
</tr>
</tbody>
</table>

**Example:**

**In either case**, the dramatic events that led to the initial peopling of the Americas, together with the early dates of South American archaeological sites, provides us with estimates of the human mutation rate that are more precise than pedigree-based estimates.
**REPLACEMENT EXAMPLE**

(or) at least, (or) rather, Instead,

**Example:**

*Rather,* it was the Democrats who initially were the Southern Party.

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**CAUSAL TRANSITIONS**

These transitions signal cause/effect and reason/result, etc. . .
### CAUSE/REASON EXAMPLES

<table>
<thead>
<tr>
<th>For the (simple) reason that,</th>
<th>Being that,</th>
<th>For,</th>
<th>In view of (the fact),</th>
<th>In as much as,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because (of the fact)</td>
<td>Seeing that,</td>
<td>As,</td>
<td>Owing to (the fact),</td>
<td></td>
</tr>
<tr>
<td>Due (to the fact)</td>
<td>In that,</td>
<td>Since,</td>
<td>For as much as,</td>
<td></td>
</tr>
</tbody>
</table>

**Example:**
*Because* this process is intrinsically complicated and involves so many different tools, the programs that assemble computer data (evidence) and use it to create genome annotations are generally referred to as annotation pipelines.

### CONDITION EXAMPLES

<table>
<thead>
<tr>
<th>On the (that) condition (that )</th>
<th>Granted (that),</th>
<th>if,</th>
<th>Provided (that),</th>
<th>In case,</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the event that,</td>
<td>As / So long as,</td>
<td>unless</td>
<td>Given that,</td>
<td></td>
</tr>
<tr>
<td>Granting (that),</td>
<td>Providing (that),</td>
<td>Even if</td>
<td>Only if,</td>
<td></td>
</tr>
</tbody>
</table>

**Example:**
*Provided* that there are enough seats, anyone can come on the trip.
### Purpose Examples

<table>
<thead>
<tr>
<th>For the purpose of,</th>
<th>In the hope that,</th>
<th>For dear that,</th>
<th>So that,</th>
</tr>
</thead>
<tbody>
<tr>
<td>With this intention,</td>
<td>To the end that,</td>
<td>In order to,</td>
<td>lest</td>
</tr>
<tr>
<td>With this in mind,</td>
<td>In order that,</td>
<td>So as to,</td>
<td>So</td>
</tr>
</tbody>
</table>

**Example:**

This strategy has the purpose to determine the entire nucleotide sequence of specific segments of metagenomic DNA, in order to establish phylogenetic and functional relationships between the proteins encoded by genes present in the metagenome and amino acid sequences deposited in data banks.

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### Consequence Examples

<table>
<thead>
<tr>
<th>Under those circumstances,</th>
<th>Then,</th>
<th>In that case,</th>
<th>If not,</th>
</tr>
</thead>
<tbody>
<tr>
<td>That being the case,</td>
<td>If so,</td>
<td>Otherwise,</td>
<td></td>
</tr>
</tbody>
</table>

**Example:**

**Otherwise,** the past history was not contributory and there was no family history of hemorrhagic disease or albinism.
SEQUENTIAL TRANSITIONS

These transitions are used to signal a chronological or logical sequence.

NUMERICAL EXAMPLES:

<table>
<thead>
<tr>
<th>In the (first, second, etc.) place,</th>
<th>Initially,</th>
<th>To start with,</th>
<th>First of all,</th>
<th>Thirdly,</th>
</tr>
</thead>
<tbody>
<tr>
<td>To begin with,</td>
<td>At first,</td>
<td>For a start,</td>
<td>Secondly,</td>
<td></td>
</tr>
</tbody>
</table>

For example:

First of all, pour a half-cup of milk in the bowl; second, add two eggs; and third, stir the mixture.
CONINUATION EXAMPLES

<table>
<thead>
<tr>
<th>Consequently,</th>
<th>Preciously,</th>
<th>In addition,</th>
<th>Next,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before (this),</td>
<td>Afterwards,</td>
<td>After (this),</td>
<td>Then,</td>
</tr>
</tbody>
</table>

Example:
- The next night was very dark and stormy. Of course, it was Halloween night!
- In addition to offering explanations for a range of autism traits, predictive coding might also make sense of the confusing links between autism and schizophrenia.

CONCLUSION EXAMPLES

<table>
<thead>
<tr>
<th>To conclude (with),</th>
<th>As a final point,</th>
<th>Eventually,</th>
<th>At last,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last but not least,</td>
<td>In the end,</td>
<td>Finally,</td>
<td>Lastly,</td>
</tr>
</tbody>
</table>

Example:
Finally, it should not be forgotten that, as recently as a century ago, malaria was found in parts of Europe and North America, in addition to its current distribution across most of Africa and large parts of Asia and South America.
To change the topic, Incidentally, By the way,

Example:
Literacy and reading go hand in hand, when referring to the process of reading and how this transforms into a habit for people who enjoy reading. Incidentally, linguists are also interested in the field of literacy and reading for they explore the internal process on how language works through the act of reading.

To get back to the point, To resume, Anyhow, At any rate, To return to the subject,
As previously stated, So, Consequently, In summary, All in all,
To make a long story short, Thus, As I have said, To sum up, Overall

Example:
To sum up, improvements in the middle school program need to be made.
SUMMATION EXAMPLES

<table>
<thead>
<tr>
<th>A has been mentioned,</th>
<th>Then</th>
<th>To summarize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given these points,</td>
<td>In all,</td>
<td>On whole,</td>
</tr>
<tr>
<td>As has been noted,</td>
<td>Hence,</td>
<td>In conclusion,</td>
</tr>
<tr>
<td>To put it briefly,</td>
<td>In sum,</td>
<td>In short,</td>
</tr>
</tbody>
</table>

Example:
They showed the participants’ checkerboard images while playing a tone, so that the participants came to expect the two together. Then, the researchers stopped playing the tone.

SUMMARY

<table>
<thead>
<tr>
<th>ADDITIVE</th>
<th>ADVERSATIVE</th>
<th>CAUSAL</th>
<th>SEQUENTIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>These show addition, introduction, similarity to other ideas.</td>
<td>These transitions are used to signal conflict, contradiction, concession, dismissal.</td>
<td>These transitions signal cause/effect and reason/result.</td>
<td>These transitions are used to signal a chronological or logical sequence. Numerical:</td>
</tr>
</tbody>
</table>

- • Introduction
- • Reference
- • Similarity
- • Identification
- • clarification
- • Conflict
- • Emphasis
- • Concession
- • Replacement
- • Dismissal
- • Cause/Reason
- • Condition
- • Effect/Result
- • Purpose
- • consequence
- • Numerical
- • Continuation
- • Conclusion
- • Resumption
- • Summation
Do you follow your first instinct to make paragraphs flow by using however, furthermore etc.? 
Are you repeating the same transitions over and over? 
Is it difficult to make a coherent essay, paper, proposal etc.?
TRANSITION PARAGRAPHS

Paragraph in an essay, speech, composition, or report that signals a shift from one section, idea, or approach to another.

Commonly used to summarize the ideas of one part of a text in preparation for the beginning of another part.

USING PARAGRAPH TRANSITIONS PROPERLY

- Transitions are NOT just for the beginning of paragraphs, even though they should always be used there, too.
- Transitions and transitional phrases are the perfect way to avoid listing facts and reasons, and getting the dreaded “awkward wording” on your paper.
TRANSITION TIPS

✓ VARY transitions.
✓ If you are unsure how to use one, don’t use it.
✓ Put them at the beginning, middle, or the end of each sentence. Vary this, too!
✓ Don’t put them in every sentence, like a robot.
✓ Reread paragraphs ALOUD to help with flow.

PROPER USE OF TRANSITIONS

- John’s wife stands at the window and looks at the rain falling on the empty streets. **For example,** she sees the cat huddled under the table in the rain.

- For example in this case does not make sense.
TRANSITION TIPS:

- First instinct in establishing a smooth flow of ideas is to use logical connectors such as however or furthermore.
- However, many writers generally try to follow a progression from old or given information, which is in the subject position or early at the left end of the sentence, to new information, which is placed at the right end of the sentence.
- Placing relevant “old” information in early position establishes a content connection backward and provides a forward content link that establishes the context.

TRANSITION TIPS:

- The old-to-new pattern of information is established by starting a text with some familiar information. In the following sentence, you can repeat some information from the previous sentence (exact repetition, in the form of a synonym or variation on the part of speech).
- In the energy drink example, you can see the repetition of caffeine in Sentences 1 and 2.

● Research has shown that caffeine does indeed reduce sleepiness and can lead to better academic performance since students can spend more time studying. ● Despite its effectiveness in countering sleepiness caffeine can have a negative impact on subsequent sleep,
• To tie two sentences together, you can repeat information from the beginning of the first sentence, as in the case of caffeine in Sentences 1 and 2.

• Alternatively, you can pick up information from the end of the first sentence (since, once read, this new information is now familiar).

However, a new kind of caffeinated drink has become increasingly popular, namely functional energy drinks (FEDs). FEDs are marketed as products that can improve both mental and physical performance.

• An old-to-new pattern can also be achieved by using this/these + a noun, which refers back to some or all of the preceding sentence.

If this relationship could be explained, more effective FEDs could be developed.
If old-to-new cannot be easily maintained, writers will often opt to use a logical connector to make relationships clear.

1. Most of the research on how caffeine affects sleepiness/alertness has focused on coffee or no-doze pills. **However,** a new kind of caffeinated drink has become increasingly popular, namely functional energy drinks (FEDs).

- VARY transitions.
- If you are unsure how to use one, don’t use it.
- Use old to new information
- Put them at the beginning, middle, or the end of each sentence. Vary this, too!
- Don’t put them in every sentence, like a robot.
- Reread paragraphs ALOUD to help with flow.
POST-TEST

EVALUATION:

Revisiting the Basics III: Transitions

Password GRIC-2016

http://uprm.libsurveys.com/tiger
REFERENCES:


https://www.oup.ca/higher_education/companion/literature/9780195425154/eng_135/quiz_transitions.html

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http://www.elcamino.edu/academics/basicskills/DLA_EngB_Transitions_ECC.pdf