

COHESION&COHERENCE

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Understanding connections

1a. The basis of our American democracy-equal opportunity for all-is being threatened by college costs that have been rising fast for the last several years. Increases in family income have been significantly outpaced by increases in tuition at our colleges and universities during that period. Only the children of the wealthiest families in our society will be able to afford a college education if this trend continues. Knowledge and intellectual skills, in addition to wealth, will divide us as a people, when that happens. Equal opportunity and the egalitarian basis of our democratic society could be eroded by such a divide

Understanding connections

✓ 1b. In the last several years, college costs have been rising so fast that they are now threatening the basis of our American democracy- equal opportunity for all. During that period, tuition has significantly outpaced increases in family income. If this trend continues, a college education will soon be affordable only by the children of the wealth- iest families in our society. When that happens, we will be divided as a people not only by wealth, but by knowledge and intellectual skills. Such a divide will erode equal opportunity and the egalitarian basis of our democratic society

COHESION—The Sence Of Flow

- 2a. The collapse of a dead star into a point perhaps no larger than a marble **creates** a black hole.
- 2b. A black hole **is created** by the collapse of a dead star into a point perhaps no larger than a marble

COHESION—The Sence Of Flow

Some astonishing questions about the natureof the universe have been raised by scientists studying black holes in space.(2a)The collapse of a dead star into a point perhaps no larger than a marble creates a black hole.So much matter compressed into so little volume chandes the fabric of space around it in puzzling ways.

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COHESION—The Sence Of Flow

Heres the points

Sentences are cohesive when the last few words of one set up information that appears in the first few words of the next. That's what gives us our experience of flow. And in fact, that's the biggest reason the passive is in the language:let us arrange sentences so that they flow from one to the next easily.

COHESION—Diagnosis and Revision: Old Before New

1. Begin sentence with information familiar to your reader.
 - A. Reader remember words from the sentences they just read.
 - B. Reader bring to a sentence a general knowledge of its subject.
2. Ends sentence of information that readers cannot anticipate.

COHESION—Here's the points

- Make main characters the subject of sentences.
- Make important action verbs.
- Put old information before new information.

Quick tips:

Writers often refer to something in a previous sentence with words such as
this, these, that those, another, such, second, or more.

How to calculate credits for classes taken in a community colleges another
issue that we must consider

COHESION—Quick tips:

Writers often refer to something in a previous sentence with words such as **this, these, that those, another, such, second, or more.**

How to calculate credits for classes taken in a community colleges **another** issue that we must consider.

Another issue that we must consider is how to calculate credits for classes taken in a community clooege.

COHERENCE—A Sence of the Whole

Sayner, Wisconsin, is the snowmobile capital of the world. The buzzing of snowmobile engines fills the air, and their tank-like tracks crisscross the snow. The snow reminds me of Mom's mashed potatoes, covered with furrows I would draw with my fork. Her mashed potatoes usually make me sick—that's why I played with them. I like to make a hole in the middle of the potatoes and fill it with melted butter. This behavior has been the subject of long chats between me and my analyst.

COHERENCE—A Sence of the Whole

- The subject of the sentences are entirely unrelated.
- The sentences share no common themes or ideas.
- The paragraph has no one sentences that states what the whole passage is about.

COHERENCE—Subjects, Topics, and Coherence

- The “doer” of the action.
- What a sentence is “about,” its main TOPIC.
- The explosion was loud
- It’s was a dark and storm night.
- I regard of this question, I believe more research in needed.
- It is likely that our proposal will be accepted.
- Such results no more could have predicted

COHERENCE—Quick Tips

- Find the main characters
- Think about what do you know about them
- The more sharply you have characters in mind as you read, the more easily you will understand stories about them.

COHERENCE—Diagnosis and Revision: Topics

e.g.

Consistent ideas toward the beginnings of sentences help readers understand what a passage is generally about. A sense of coherence arises when a sequence of topics comprises a narrow set of related ideas. But the context of each sentence is lost by seemingly random shifts of topics. Unfocused paragraphs result when that happens.

COHERENCE—Diagnosis and Revision: Topics

1. Diagnose

- a. Underline the first seven or eight words of every sentence in a passage, stopping when you hit a verb.
- b. If you can, underline the first five or six words of every clause in those sentences.

COHERENCE—Diagnosis and Revision: Topics

2. Analyze

- a. Do the underlined words constitute a relatively small set of related ideas? Even if you see how they are related, will your readers? For the passage, the answer is no.
- b. Do the underlined words name the most important characters, real or abstract? Again, the answer is no.

COHERENCE—Diagnosis and Revision: Topics

3. Rewrite

- a. In most (not necessarily all) of your sentences, use subjects to name their topics.
- b. Be sure that those topics are, in context, familiar to your readers.

COHERENCE—Diagnosis and Revision: Topics

Revised passage

Readers understand what a passage is generally about when **they** see consistent ideas toward the beginnings of sentences, especially in their subjects. **They** feel a passage is coherent when **they** read a sequence of topics that focuses on a narrow set of related ideas. But when **topics** seem to shift randomly, **readers** lose the context of each sentence. When **that** happens, **they** feel they are reading paragraphs that are unfocused and even disorganized.

COHERENCE—Diagnosis and Revision: Topics

QUICK TIP:

List the characters you intend to write about.



Think about each character for a moment.



Try to picture the people or things on your list.



Think about the ideas you associate with it.



Try to put those characters into the subjects of most of your sentences.

AVOIDING DISTRACTIONS AT THE BEGINNING OF A SENTENCE

Throat-clearing typically begins with metadiscourse that connects a sentence to the previous one, with transitions such as *and*, *but*, *therefore*.

AVOIDING DISTRACTIONS AT THE BEGINNING OF A SENTENCE

e.g.

And, therefore, it is important to note that, in Eastern states since 1980, acid rain has become a serious problem.

✓ Since 1980, therefore, acid rain has become a serious problem in the Eastern states.

AVOIDING DISTRACTIONS AT THE BEGINNING OF A SENTENCE

Here's the point:

Before you begin writing, name the things you are writing about. Those are your *topics*. They should be short, concrete, familiar words, and more often than not, they should name the main characters in your story. Most of your subjects should be topics. Most important, be consistent: do not vary your subjects for the sake of variety. Your topics should tell your readers what a passage is globally ““about.”

TWO QUALIFICATIONS—Alleged Monotony

e.g.

“**Moral climate**” is created when an objectivized moral standard for treating people is accepted by others. **Moral climate** results from norms of behavior that are accepted by society whereby if people conform they are socially approved of, or if they don’t they are shunned. In this light, **moral climate** acts as a reason to refrain from saying or doing things that the community does not support. **A moral climate** encourages individuals to conform to a moral standard and apply that standard to their own circumstances.

TWO QUALIFICATIONS—Alleged Monotony

In such passages, you can vary a few of the words that refer to a repeated topic:

“Moral climate” is created....**This climate** results....In this light, **morality** acts....**A moral climate** encourages....

Be cautious, though: most writers change topics too often.

TWO QUALIFICATIONS—Faked Coherence

Some writers try to fake coherence by lacing their prose with conjunctions like *thus*, *therefore*, *however*, and so on, regardless of whether they signal real logical connections.

Experienced writers are careful not to overuse words like *and*, *also*, *moreover*, *another*, and so on. You need a *but* or *however* when you contradict or qualify what you just said, and you can use a *therefore* or *consequently* to wind up a line of reasoning. But avoid using words like these more than a few times a page.

IN YOUR OWN WORDS—Exercise 3

Change the point of view of a passage

Some characters/topics appear most often as subjects, while others appear most often in other parts of your sentences(likely after the verb).Revise the passage by using characters/topics that appear after the verb as subjects and by moving characters/topics used as subjects after the verb.

IN YOUR OWN WORDS—Exercise 4

Writers often violate the principle that old information should appear before new information because they know their own writing too well.

Have a reader go through a passage of your writing and underline every piece of new information. If the beginnings of sentences are underlined, you need to revise.

IN YOUR OWN WORDS—Exercise 5

Writers use conjunctions and transitions to help readers see the connections among their ideas. But such words can also be used to bluff, to fake connections that aren't really there.

Select a piece of writing you are struggling with, and have a reader call your bluffs. Ask your reader circle words that assert logical connotations that don't seem to be there. Then revise as necessary.

SUMMING UP

1. Begin sentences with subjects that communicate old information, information that your readers are familiar with; give new, unfamiliar information toward the ends of sentences.
2. Through a series of sentences, keep your topics short and reasonably consistent.

End