3 Types
- Sentence level
- Paragraph level
- Thesis/focus level

Transitioning
3 Types

- Sentence level
- Paragraph level
- Thesis/focus level
Sentence Level

- Sentences within a paragraph have connections to each other.
- Transitions show these connections.
- Having transitions aids in paragraph development and flow.

Example

Eva went shopping for Christmas presents on Christmas Eve. She hurried to her grandmother's house for dinner. She was late, and everyone was eating dessert when she arrived.

Eva went shopping for Christmas presents on Christmas Eve. When she was done, she hurried to her grandmother's house for dinner. However, she was late, and everyone was eating dessert when she arrived.
Example

Eva went shopping for Christmas presents on Christmas Eve. She hurried to her grandmother's house for dinner. She was late, and everyone was eating dessert when she arrived.

Eva went shopping for Christmas presents on Christmas Eve. *When she was done*, she hurried to her grandmother's house for dinner. *However*, she was late, and everyone was eating dessert when she arrived.
Paragraph Level

- Transitions connect old paragraphs with new paragraphs.
- They show the relationship between two paragraphs.
- Help development, logic, and flow.

Examples

Language is a fundamental aspect of culture; students must understand that learning a foreign language is also a study of its people and culture. According to Bowin, culture is “more than simply knowing another country’s religion, holidays, or traditions”; the belief system behind a culture must be taught with those facts “in order to foster an open-minded attitude toward aspects of the culture that would otherwise be considered strange to students” (2001, p. 238). By examining the differences and similarities in traditions and the motives behind them, students are able to see that foreign cultures have good reasons for traditions. If students and teachers understand the history, customs, and beliefs of a foreign culture, they are more likely to have respect for the language and people who speak it.

Along with learning a foreign culture’s values, teachers must be aware of language patterns and acceptable practices of communication.

Where are the sentence-level transitions?
Examples

Language is a fundamental aspect of culture; students must understand that learning a foreign language is also a study of its people and culture. According to Rowan, culture is "more than simply knowing another country's religion, holidays, or traditions"; the belief system behind a culture must be taught with those facts "in order to foster an open-minded attitude toward aspects of the culture that would otherwise be considered strange to students" (2001, p. 238). By examining the differences and similarities in traditions and the motives behind them, students are able to see that foreign cultures have good reasons for traditions. If students and teachers understand the history, customs, and beliefs of a foreign culture, they are more likely to have respect for the language and people who speak it.

Along with learning a foreign culture's values, teachers must be aware of language patterns and acceptable practices of communication.

Where are the sentence-level transitions?
Thesis/focus level

- Connects each paragraph with the main point of the paper.
- Establishes logic.
- Assists development.
- Keeps the paper focused.

- Every paragraph should support the thesis, or main point, of your paper.
- A paragraph's relation to the thesis should be evident.
- Transitioning to the thesis helps this. (Many times, paragraph-level transitions make this clear if the paragraph supports the thesis appropriately)
- If you can not relate a paragraph back to the thesis, then it probably does not belong.
- Most times, the paragraph-level transition acts as a thesis transition.
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Logical Relationships

some common examples...

**Similarity:** similarly, likewise
**Exception/contrast:** however, in contrast
**Sequence/order:** first, second, next, last
**Time:** currently, after, before
**Example:** for example, namely
**Emphasis:** in fact, even
**Place/position:** above, below, beyond
**Cause & effect:** accordingly, therefore
**Additional evidence:** additionally, furthermore
**Conclusion/summary:** in the end, finally

*see handout for more*
How do I know I lack transitions?

- If your professor says, "choppy", "abrupt", "flow", "how is this related?" on your papers.
- If a reader has trouble following the organization.
- If you wrote your paper in sections and then pasted them together.
- If you're working on a group paper and sections were pasted together.

*Activity*