

## Flow: Connecting the parts

OK, so you've gotten this far: you have your thesis and truckloads of evidence to support the whole lot. But when you read this essay back to yourself, it doesn't seem to flow. Look for these problems in your paper:

1. **Make sure that the subject of your sentences reflects the subject of your paragraph.** Go through your paragraph and underline the subjects of all your sentences. Do these subjects match your paragraph's subject in most cases? Or have you stuck the paragraph's subject into some other, less important part of the sentence?

2. **Make sure that your subjects are consistent.** Again, look at the grammatical subjects of all your sentences. How many different subjects do you find? If you have too many different sentence subjects, your paragraph will be hard to follow.

3. **Move from old to new.** If you put the old information at the beginning of the sentence, and the new information at the end, you ensure that your reader is on solid ground: she moves from the familiar to the unknown.

4. **Use key words to create a sense of unity.** Repeating key words and phrases at appropriate moments will give your reader a sense of coherence in your work. Don't overdo it, however. You'll risk sounding redundant.

5. **Use transition words to guide your reader.** Sometimes you'll need to announce to your reader some turn in your argument. Or you'll want to emphasize one of your points. Or you'll want to make clear some relationship in time. In all these cases you'll want to use transition markers. Here are some examples:

- To show place - *above, below, here, there, etc.*
- To show time - *after, before, currently, during, earlier, later, etc.*
- To give an example - *for example, for instance, etc.*
- To show addition - *additionally, also, and, furthermore, moreover, equally important, etc.*
- To show similarity - *also, likewise, in the same way, similarly, etc.*
- To show an exception - *but, however, nevertheless, on the other hand, on the contrary, yet, etc.*
- To show a sequence - *first, second, third, next, then, etc.*
- To emphasize - *indeed, in fact, of course, etc.*
- To show cause and effect - *accordingly, consequently, therefore, thus, etc.*
- To conclude or repeat - *finally, in conclusion, on the whole, in the end, etc.*

Adapted from:

[http://www.dartmouth.edu/~writing/materials/student/ac\\_paper/write.shtml](http://www.dartmouth.edu/~writing/materials/student/ac_paper/write.shtml)