Revision that keeps topic in focus

In *Lord of the Flies*, *Jack's proud nature* leads to the destruction of order and authority on the island. **Jack's pride** first manifests itself when the conflagration, representing the boys' only hope to leave the island, burns out due to his lack of supervision, a careless decision that commences the power struggle with Ralph. **In explaining his course of action, Jack** tells Ralph that "we needed meat" (65; ch. 5), an action defying Ralph's authority and showing that Jack believes he knows what is best for the boys. In response to **Jack's continued rebellion,** Ralph, at a nightly assembly, shouts at Jack, "You're breaking the rules!" (84; ch. 5) to which Jack responds, "Who cares?" (84; ch. 5) clearly showing his apathy towards Ralph's power and **his arrogance** as he believes that he made the right decision.

Exercise: Correcting topic shifts

Directions In the following paragraph, what begins each supporting sentence shifts the focus away from the topic as stated in the topic sentence. Rewrite each supporting sentence so that its beginning creates a distinct tie to the topic.

Scrooge is an inexorably bitter and greedy man, bitter in his attitude towards the holiday season, and greedy in his refusal to share any of his wealth with people less fortunate. **In the beginning, his nephew** wishes him a Merry Christmas but Scrooge's only reply is "Bah! Humbug!" **Money** is more of a concern than responding to the kindness of his nephew. **Dickens** further shows Scrooge's cupidity with the cynical questions he later asks his nephew: "What right do you have to be merry? What reason do you have to be merry? You are poor enough" (13; ch. 1). **Christmas is a time** to be concerned with others and their needs rather than one's own needs, a point Scrooge completely disregards even though his nephew attempts to explain the holiday "as a good time; a kind, forgiving, charitable, pleasant time" (15; ch. 1).

Drafting Strategy Four: Use word and logic glue for coherence

Editing Symbol

T1

Word and logic glue is necessary to provide coherence for a paragraph. These transitions between each sentence help the reader understand how each sentence supports the topic.

• Word Glue

Word glue is the actual wording a writer uses to tie, or blend, two sentences together so that the reader understands the writer's thinking process.

Key words Literal and synonymous repetitions of words in one sentence that refer to an idea from a previous sentence

Traditional transitional words (see appendix for a more extensive list)

for example	furthermore	in addition	therefore
to illustrate	moreover	likewise	consequently
next	later	finally	that is
as a result	even though	for this reason	first, second, etc.

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Pronouns Words such as *it, he, she, they, those, these, this, that* used to refer to nouns in previous sentences

• Logic Glue

Logic glue represents the relationship between two sentences. This relationship is *implied, rather than stated with transitional words.* The following is a list of the *types* of logical relationships that occur between sentences. Although these words, or synonyms for them, do not always appear between sentences, the reader recognizes that they represent the logical relationship between them.

and.................	continues the same idea with new facts
but/yet.............	a change in the idea of the previous sentence
or.....................	an alternative for what is stated in the earlier sentence
that is..............	a definition or restatement of the idea in the earlier sentence
for example.....	an illustration of the idea in the earlier sentence
therefore..........	a conclusion or effect based on the earlier sentence
for....................	a reason or cause for what is stated in the earlier sentence

More transitional words

Sample paragraph examining the function of coherent language

Each sentence of the paragraph is numbered; the two columns to the right refer to the sentences by their numbers.	**Word Glue** Actual words linking sentences	**Logic Glue** Implied relationship linking sentences
1. Many of us in our competitive society, which emphasizes material success, do not take *personal risks.*	1–2 personal risks	1–2 and
2. We often view *personal risks* as taking too much *time.*		
3. *For example,* some of us would find stopping in the middle of the day to discuss a friend's problem too *time*-consuming.	2–3 time/for example	2–3 for example
4. We feel *these moments* could be spent acquiring additional *assets,* real estate investments, or stocks.	3–4 time/these moments	3–4 and
5. For many of us, acquiring *this wealth* is an impetuous goal, for we do not often view risk-taking as a lucrative *investment.*	4–5 assets/wealth	4–5 and
6. Unfortunately, our "lucrative *investments*" that monopolize motivations will continue to prevent risk-taking and personal growth.	5–6 investment/ investments	5–6 therefore

Exercise: Working with transitional word and logic glue

Directions Place in the blanks the word and logic glue that binds each set of two sentences together.

Word Glue / Logic Glue

1. Chaucer not only reveals violations of religious vows, but also violations of basic Christian theology.

2. One such character who flagrantly violates both his religious vows as well as Christian theology is the Friar.

1–2   <u>violations</u> / <u>for example</u>

3. The elitist Friar deems himself "better than lepers, beggars and that crew" (230), and, in fact, refuses to deal with such "scum."

2–3   _____ / _____

4. His refusal of service openly contradicts the most basic teachings of Jesus—to love thy neighbor as thyself and to love unconditionally.

3–4   _____ / _____

5. The Friar loves only those who have money to give, for he knows "nothing good can come of commerce / with such slum-and-gutter dwellers" (239–240).

4–5   _____ / _____

6. In fact, money dominates the life of the beggar Friar, an open violation of his vow of poverty.

5–6   _____ / _____

7. The Friar, however, is seemingly ignorant of his vows as a clergyman, particularly those of poverty and chastity: "He kept his tippet stuffed with pins for curls, / and pocket-knives, to give to pretty girls" (230–231).

6–7   _____ / _____

8. Not unlike the Friar, the Monk, too, openly violates his vow of poverty as a direct result of his affinity towards the material world.

7–8   _____ / _____