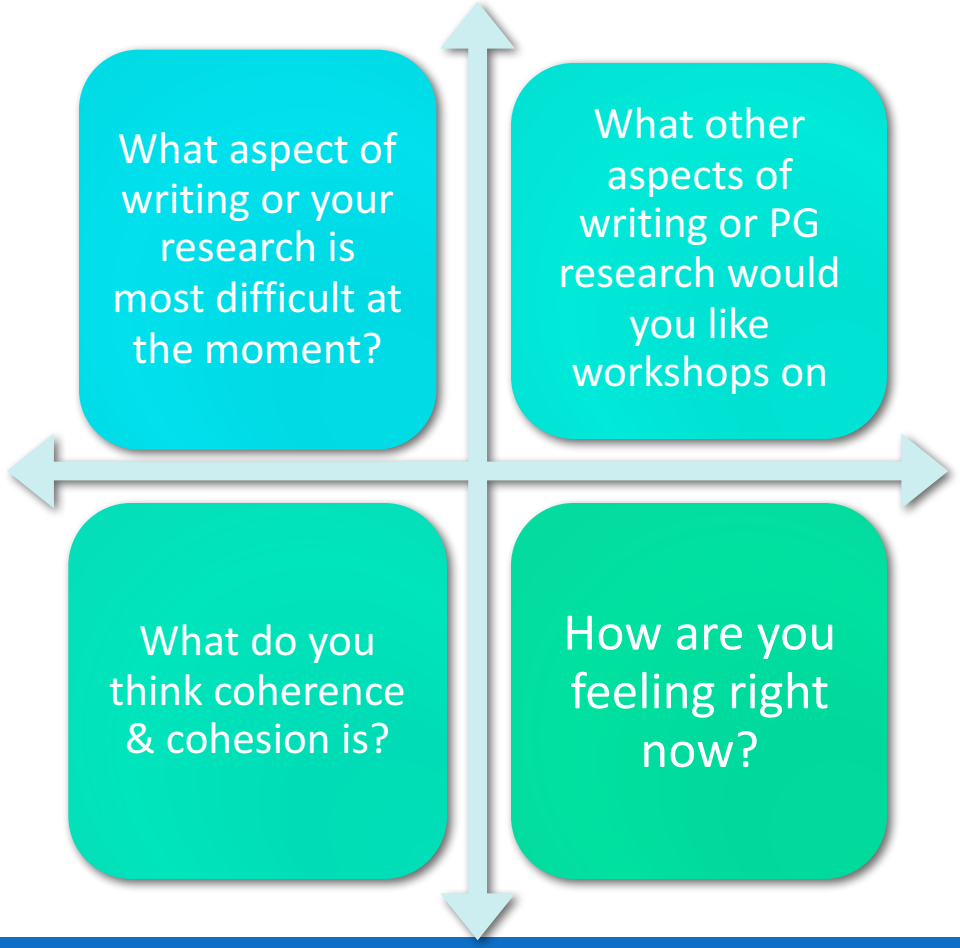
Cohesion & Coherence

AKA HACKA & GUPSA WRITING WORKSHOP

Activity #1


What aspect of writing or your research is most difficult at the moment?
What other aspects of writing or PG research would you like workshops on
What do you think coherence & cohesion is?
How are you feeling right now?

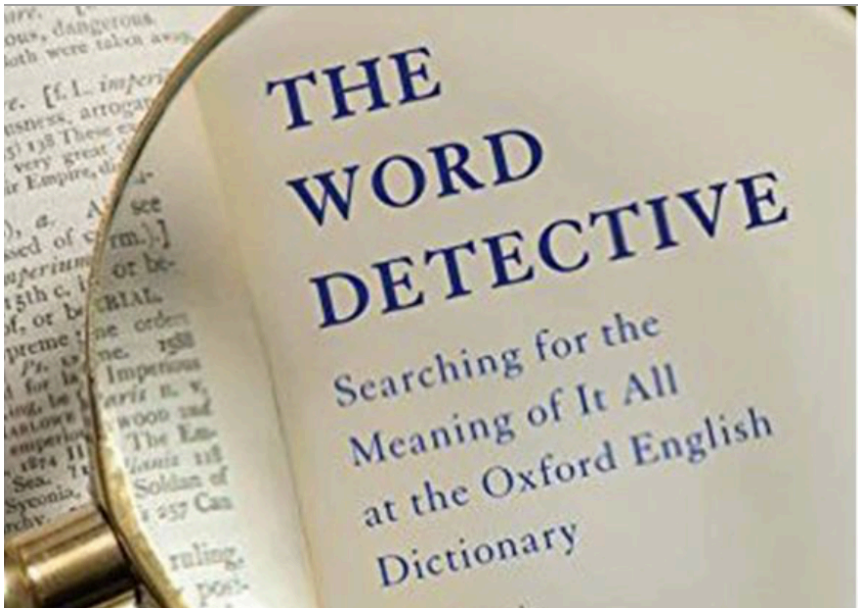
Who am I?

- **Trained Linguist**
  - Functional Grammar
  - Australian culture, slang & swearing
- **Teacher/University Tutor & Lecturer**
  - 15 years teaching International & Local students (Australia and overseas)
  - Academic language, skills and communication tutorials, workshops & consultations
- **Business Consultant: Warral Ma Solutions**
  - AKA/HACKA – Successful & Productive Academic Language & communication Skill
  - BIZ BOOST – Proactive & Profitable Business Development & Communication
- **PhD Candidate** - School of Education & Professional Studies (Griffith Uni)
- **Blog:** Bicycles Create Change.com

Todays Workshop

- Guidelines – not ‘rules’
- Concept, Examples & Practice
- Up to you to experiment & apply

- Focus is on providing clear strategies for immediate use



Activity #2

Choose 1 topic below to write **two** (six sentence) paragraphs

Leave a blank line between each sentence

Good study habits for students

An overview of your research project

A major global social issue

Your own academic topic

Why are we here today?

Learning in higher education involves *adapting to new ways of knowing*: new ways of understanding, interpreting and *organising knowledge*

(Lea & Street 1998)

Connectedness refers to the *explicit and implicit links* in a text that make it a unified whole. Connectedness is divided into cohesion and coherence. Cohesion refers to explicit links and coherence refers to implicit links.

(Watson Todd, Khongput & Darasawang, 2007)

The greater the distance between cohesive ties, the *more difficult* it is for the reader.

(Coupland 1984)

So many cohesive techniques!

Collocations

Synonyms

Repetition

Superordinate

General Term

Hypernyms

Ellipsis

Paragraphing

Substitution

Enumeration

Numeratives

Conjunctions

Punctuation

Parallelism

Antonyms

Additives Connectives

Adversative Connectives

Casual Connectives

Temporal Connectives

Continuative Connectives

General – Specific

Opposition

Formal - Neutral

Connotation-Denotation

Lexical Cohesion

Coordinating conjunctions

Pronominal Reference

Demonstrative Reference

Definite Article Reference

Comparative Reference

What is cohesion & coherence?

COHESION

Explicit links

Words & Grammar

'Bricks'

+

COHERENCE

Implicit links

Structure & Flow

'Walls'

=

ACADEMIC PROSE

Clear & logical

Best writing ever!

'House'

Skills for today

Cohesion (5 Major Categories – 19 Subsets)

1. Ellipsis
2. Substitution
3. Conjunctions
4. References
5. Lexical Devices

4 Cohesion Skills:
Coordinating Conjunctions
Cohesive References
Reiteration
Parallelism

Coherence – 2 Coherence Skills

- Theme & Rheme
- TEEEL

- Get workshop material and resources available at: www.bicyclescreatechange.com Resource page.

COHESION

1. Coordinating conjunctions

COHESION

1. Coordinating Conjunctions

Connect words, phrases or clauses together

Also called ***Transitions or Signposting*** words/phrases

Can go at the start, middle or even the end of sentences.

For compound sentences they go in the middle

- FAN BOYS (*check punctuation*)

Can also be at start of new sentence or **paragraph** - to indicate a direction in the reasoning or movement between ideas, but also to relate the new material to the preceding thoughts.

*For more info: EnglishHELP Yourself Resources

1. Coordinating Conjunctions

Transition Words and Phrases

Agreement / Addition / Similarity

in the first place	again	moreover
not only ... but also	to	as well as
as a matter of fact	and	together with
in like manner	also	of course
in addition	then	likewise
coupled with	equally	comparatively
in the same fashion / way	identically	correspondingly
first, second, third	uniquely	similarly
in the light of	like	furthermore
not to mention	as	additionally
to say nothing of	too	
equally important		
by the same token		

Examples / Support / Emphasis

in other words	notably	in fact
to put it differently	including	in general
for one thing	like	in particular
as an illustration	to be sure	in detail
in this case	namely	to demonstrate
for this reason	chiefly	to emphasize
to put it another way	truly	to repeat
that is to say	indeed	to clarify
with attention to	certainly	to explain
by all means	surely	to enumerate
important to realize	markedly	such as
another key point	especially	for example
first thing to remember	specifically	for instance
most compelling evidence	expressively	to point out
must be remembered	surprisingly	with this in mind
point often overlooked	frequently	
on the negative side	significantly	
on the positives ide		

Effect / Result / Consequence

as a result	for	consequently
under those circumstances	thus	therefore
in that case	because the	thereupon
for this reason	then	forthwith
henceforth	hence	accordingly

Opposition / Limitation / Contradiction

although this may be true	but	although
in contrast	(and) still	instead
different from	unlike	whereas
of course ..., but	or	despite
on the other hand	(and) yet	conversely
on the contrary	while	otherwise
at the same time	albeit	however
in spite of	besides	rather
even so / though	as much as	nevertheless
be that as it may	even though	nonetheless
then again		regardless
above all		notwithstanding
in reality		
after all		

Cause / Condition / Purpose

in the event that	if	in case
granted (that)	... then	provided that
as / so long as	unless	given that
on (the) condition (that)		only / even if
for the purpose of	when	so that
with this intention	whenever	so as to
with this in mind	since	owing to
in the hope that	while	due to
to the end that		
for fear that	because of	inasmuch as
in order to	as	
seeing / being that	since	
in view of	while	
	lest	

Source: Smart_Words.org

Editing practice

Ex 1:

Modern students may often have heard the term ‘rhetoric’ used. They probably do not have a clear idea of what it means. Their uncertainty is understandable. The word has acquired many meanings.

How could you improve the logical connection?

Ex 2: Suggested answer

Although modern students may often have heard the term ‘rhetoric’ used, they probably do not have a clear idea of what it means. Their uncertainty is understandable **because** the word has acquired many meanings.

1. Coordinating Conjunctions

Example Text

Text A	type of logical relation
It can be argued that all children in Australia have the right to be educated in their mother tongue. Many children in the past have spent months or years in school without understanding lessons. In fact, many migrant children are failing in our education system due to the lack of bilingual education programmes. Furthermore, the U.N report on language and education states that children who* become literate in their own language have the best chance of educational success. Additionally, recent discussion concerning the latest figures on university entrance indicate that migrant students perform more poorly than native English speakers at present. State governments should therefore address this issue by setting up bilingual education programmes for all NESB migrant children. An example of the success of such programmes is the 'two-way' system currently in place in parts of the Northern Territory.	*clarifying* *causative;* *additive* *additive* *conclusion* *exemplifying*

25 most used subordinating conjunctions

- check grammar, punctuation and clauses if used

After

Although

As

As soon as

Because

Before

By the time

Even if

Even though

Every time

If

In case

Now that

Once

Since

So that

Than

The first time

Unless

Until

When

Whenever

Whether or not

While

Why

1. Coordinating Conjunctions

Style

Because…., And….., But….,

TIPS

- Have a look at your paragraph – what coordinating conjunctions have you used?
- Look for patters in your writing – do you use the same conjunctions?
- Look online, download a list of academic transition words
  - Academic transitions
- Find some new ones to use, or use variations or change location (front, middle, start of new paragraph)
- Will improve vocab, help develop ideas and generate new content/analysis
- Check punctuation and grammar when using more advanced conjunctive clause

References

COHESION

Types of Cohesive References

Types

1. Pronouns - (I, me, she, you we, my, mine, etc.)
2. Demonstratives - (this, these, here, that, those, there, etc.)
3. Definite article - (the)
4. Comparatives – (another, other, similar, better, etc.)

** for more on this see BCC Resources – Cohesion Through Reference*

Placement

1. Exophoric
2. Endophoric
   - Anaphoric
   - Cataphoric

2. References

1. Exophoric references – a reference to something that is 'outside the text'. Interpretative sources in journal articles such as prior knowledge can cause problems for readers

For **he's** a jolly good fellow and so say all of us. (Who is 'he'? = not in text)

2. Anaphoric – previously mentioned words 'pointing backward'

*The Cathedral of St Paul's was built in 1840 and **it** is still standing today.*

(The Cathedral of St Paul's = **it**)

3. Cataphoric – Subsequent words - pointing forward

*When **they** arrived, the feminists found the lack of gender equality and access to class resources within the school to be totally unacceptable.* (They = feminists).

Example - Cohesive Reference: types & placement

On 21 December 1972, [6]**the Basic Treaty** was signed by East and West Germany, and relations between [7]**the two countries** started to improve. During the next two decades, they began to cooperate with [8]**each other** by sharing cultural and commercial [9]**activities** such as arts exchange programs and joint business ventures. However, East Germans were still dissatisfied, for [10]**their** living standard was lower than [11]**that** of West Germany. [12]**Their** industries produced inferior goods, and [13]**their country** was polluted from inferior mining methods and careless industrial waste.

4 types & 3 placements – discuss with another what you think/see.

Source:https://www.ntid.rit.edu/sea/processes/referencewords/practice/phoric

Tips for References

- Be careful (**over) using** 'it' 'they' 'thing' 'one' – make sure the reference link is clear.
- After using a reference once, a good idea is to write use **explicit reiteration** (write keyword, synonym or near-synonym) in the next sentence to remind the reader what the main idea (and 'it' is).
- Look at journal articles in your field – what is most used?
- Check your writing - what cohesion reference type you use the most? Where can you vary some cohesive references?
- (NB. Cohesion reference is influenced by the genre or purpose of a section)

3. Reiteration

COHESION

Reiteration

1, Direct Repetition (approx. equality)

snake-snake *ascend - ascend*

2. Synonyms (near-repetition) similar meaning words

snake – serpent *ascend - climb*

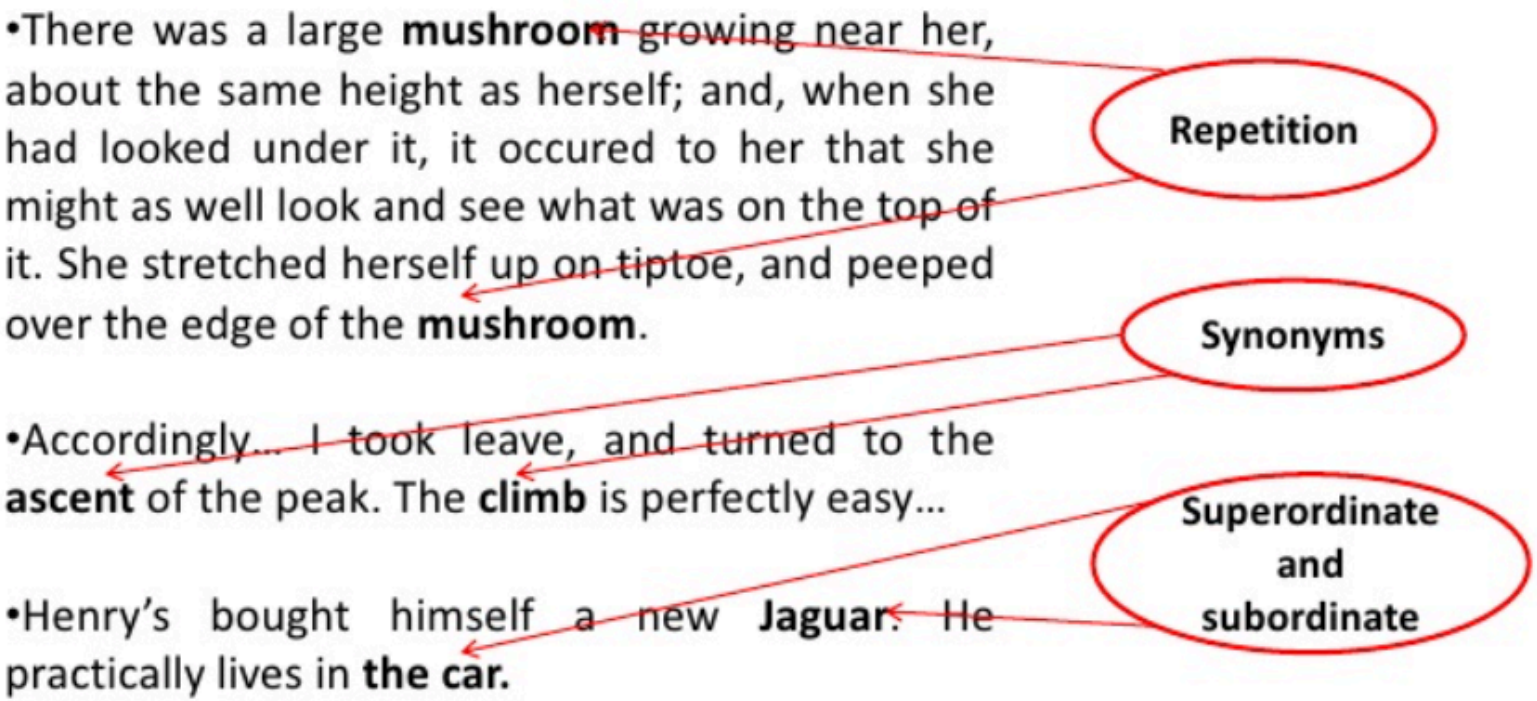
3. Antonyms (opposite words)

snake – non-ophidian (not-snake like) *ascend - descend*

4. Superordinate - (part/wider taxonomy)

snake – reptile *ascend – direction of movement*

Examples: Reiteration



Source: https://www.slideshare.net/hassanrouijel/lexical-cohesion

Tips for Reiteration

Do you use **antonyms** for reiteration? For example..

Most supermodels are well-known for being beautiful. Women who are aesthetically pleasing, pretty and glamourous are more likely to gain employment as models. Girls often undertake beautifying treatments to maximise good looks for employment opportunities. Many females consider ugliness and body dysmorphia to be abhorrent and use make-up to cover-up imperfections. This approach is also taken by world-class models who many consider to look like the 'ideal' woman.

- Reiteration helps with vocabulary building
- Use strategically – avoid 'over repeating'
- This is the MOST USED cohesion technique – what does this mean for your writing?
- Look at your writing and other journal articles in your field – what is the difference?

4. Parallelism

COHESION

Cohesion
Parallelism
Video Break!

5 MINS

Parallelism - examples

S1.

Technical writing encompasses a wide variety of literature, including published articles, making outlines, to promotional material and editing manuals.

S2.

Technical writing encompasses a wide variety of literature, including published articles, outlines, promotional material and manuals.

Source: https://study.com/academy/lesson/examples-of-parallel-structure-in-technical-writing.html

Parallelism - variations

S1. The Manager told his employees that they must be efficient, that they must be productive and that they must be thorough.

S2. The Manager told his employees that they must be efficient, productive and thorough.

S3. When it came time to set up the obstacle course for the birthday party, everyone helped out: my brother, my sister, our neighbors and my parents.

S4 *The best athlete at school always wore his matching colored Nike shoes, hat, socks, shorts and shirt to every meet.*

S5a *Benefits of mentoring relationships include: sharing clinical knowledge, developing mentee's skills, helping others and supporting the profession.*

S5b *Leaders need to support employees. Helping employees can include acknowledging good work done, providing timely and positive feedback, recognising when people are having difficulties and inviting participation in decision-making process.*

Famous Parallelisms

Winston Churchill

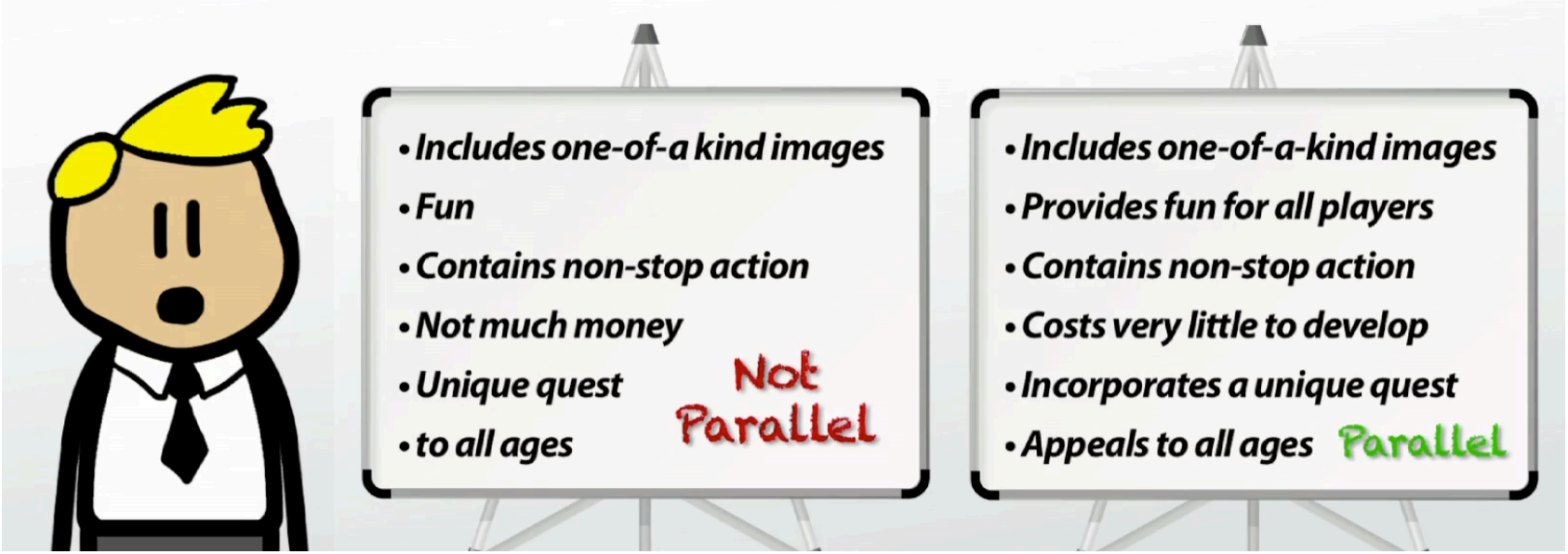
". . . we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills. We shall never surrender."

Charles Dickens *A tale of two cities*

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair . . .

Parallelism in Academic & Business Presentations

Example: Justifying why your new PG research outcome (APP) is relevant



Check script & PPT – Conferences, Confirmation Seminars, meetings, pitches

Source: https://study.com/academy/lesson/examples-of-parallel-structure-in-technical-writing.html

Tips for Parallelism

- Parallels – describing similar or different characteristics?
- Check word forms, tenses and passive/active voice (and punctuation!)
- Look for words "and" and "or." Check on each side of these words to see whether the items joined are parallel. If not, edit.
- If you have several items in a list, put them in a column to see if they are parallel.
- Read the list out aloud – apply the *frown test*.
- Do you hear the same kinds of sounds? For example, a series of"-ing" words for each item? Is a rhythm being repeated?

Quick check

Do you have parallelism in your paragraph?

Edit (in a) parallel sentence.

Strategies to improve cohesion

1. Select a piece of writing (your work, textbook or journal article).
2. Choose a paragraph and underline or highlight all the different forms of cohesion used (*reference*, *connectives, reiteration* and *parallel structures*).
3. Which forms are the most common?
4. Choose a couple that you think are effective and practice using them in your own writing.
5. Try to use a variety of ways to show the relationship between your ideas.

COHERENCE

Theme and rheme in academic writing

WHAT IS IT?

What is Theme and Rheme?

Theme and rheme is an extremely valuable academic writing skill as it:

Is a powerful cohesive technique

Avoids repetition

Reduces reliance on conjunctions and transitions

Is sophisticated

Clarifies and shows good structure

Helps with vocabulary

It is so easy to apply (once you know about it!)

Consider..

The Duke has given my aunt that bicycle.

My Aunt was given that bicycle by the duke.

That bicycle the duke has given my aunt.

Theme and rheme

Information structure.

Most sentences in English have two parts:

a *theme* (or *topic*) and

a *rheme* (or *comment*)

The ***theme*** is what you are writing about - it is shared information and it has been introduced to your reader.

The ***rheme*** is what you are saying about the *theme* - it is new information or what you want to tell your reader.

Example 1

Look at the following sentence:

1. The M1 goes from Brisbane to Sydney.

1. The M1 *goes from Brisbane to Sydney.*

   theme *rheme*

The *theme* in sentence 1 is "the M1".

The reader has been introduced to the M1 but does not know where it goes and therefore needs to be told (rheme).

Example 2

Look at the following sentences:

2. The motorway from Brisbane to Sydney is called the M1.

2. The motorway from Brisbane to Sydney *is called the M1.*

theme *rheme*

In sentence 2a, the *theme* is "the motorway from Brisbane to Sydney ". The reader knows there is a motorway from Brisbane to Sydney, but does not know what it is called (rheme).

Theme and rheme

In English the *theme* usually comes at the beginning of the sentence and the *rheme* at the end.

The decision about which part of the sentence to make the *theme* and which part to make the *rheme* depends on the information that needs to be communicated.

This can also depends on the sentences that come before.

Theme and rheme

Look at the following sentences:

S1. I was born in Brisbane. Brisbane is the largest city in Queensland.

S2. I was born in Brisbane. The largest city in Queensland is Brisbane.

What is the difference?

Which sentence pair do you think is best? Why?

Both sentences are grammatically correct but in S2, the information to be communicated, the *rheme* - the largest city in Queensland, is at the beginning of the sentence – this is not good cohesion!

Example 1 is preferred in academic English.

Organising texts

There are two basic choices in organising information texts:

1. The *rheme* of one sentence **becomes the theme** of the next sentence.

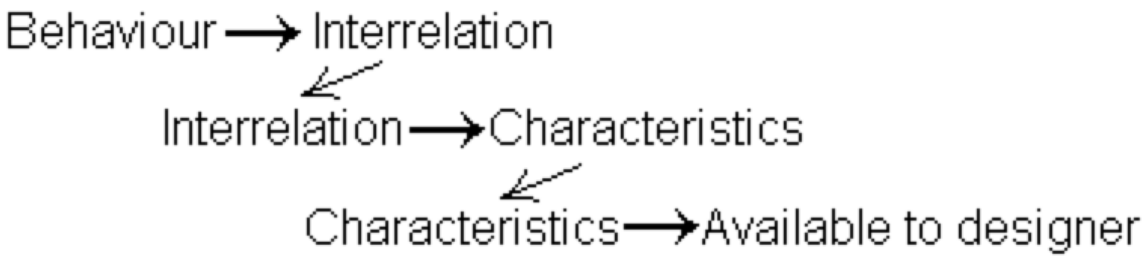
2. The *theme* of one sentence **is the same** as the *theme* of the next sentence.

Let's see how this works…

Structure 1

The complete electrical behaviour of any valve or transistor can be described by stating the interrelation of the currents and the voltages between all the electrodes. These relationships can conveniently be displayed graphically, and the various curves are known as the 'characteristics' of the device. In principle, all the characteristics should be available to the designer proposing to use the device in a circuit.

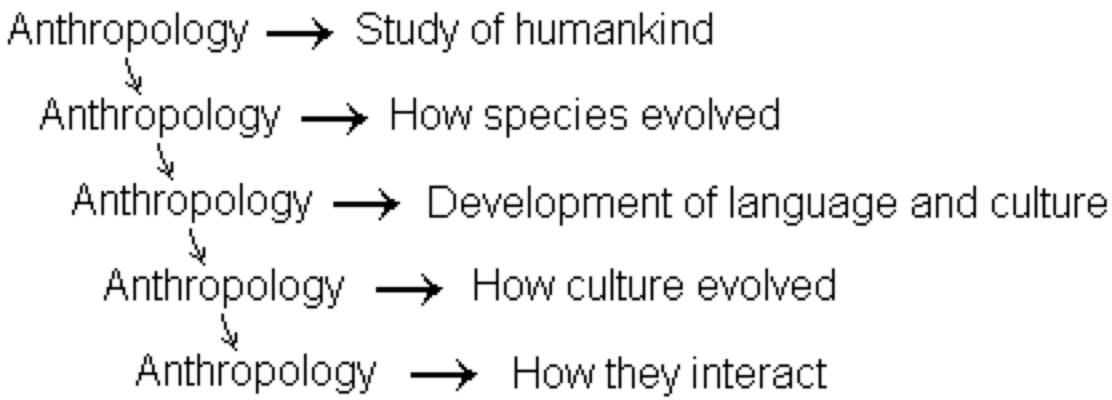
(Jolly, 1972). *Electronics,* p. 61)



Structure 2

Anthropology is the study of humankind, especially of *Homo sapiens,* the biological species to which we human beings belong. It is the study of how our species evolved from more primitive organisms; it is also the study of how our species developed a mode of communication known as language and a mode of social life known as culture. It is the study of how culture evolved and diversified. And finally, it is the study of how culture, people, and nature interact wherever human beings are found.

(Harris, 1975), *Culture, people nature*, p. 1)



Practice! Choose 1 activity

1. Use the Theme and Rheme Pattern Exercise from the Resource page
2. Revisit your paragraph

- What patterns can you see?
- How will you edit your paragraph for better Theme & Rheme Cohesion?

3. Discuss with a partner

How else could Theme and Rheme help you in your research?

TEEL Structure

PARAGRAPH UNITY

TEEEEL

T – Topic sentence (what is the main point of your paragraph?

- *TRY: Put main idea at start of the sentence before the first verb*
- *TRY: make it a simple sentence*

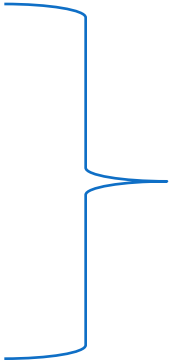
E – Explain

E - Extend/Elaborate

E – Evaluation/Expound

E – Evidence

E – Examples



Optional & Vary

L – Link (how does this relate to the actual topic?)

- *TRY: to keep C & C, relate 'Link sentence' to topic sentence AND/OR next paragraph AND/OR thesis statement/research topic.*

Tips for Academic Paragraphs

- Academic paragraph guidelines
  - Between 4-8 sentences
  - Some say sentences should not be over 20 (25?) words
  - Vary sentence length & types
  - Follow long complex sentences with a simple sentence to get reader 'back on track'
  - Topic sentences = simple sentence with main idea at the start BEFORE the first verb
  - Follow up reference/evidence sentence with your own (no reference) sentence
  - Avoid referencing every sentence in a paragraph

Example of TEEEL

Volcanic activity occurs around the Pacific Ring of Fire because of many destructive plate boundaries are located there. It is estimated that this region has up to 200 plate boundaries that could erupt with devastating effects at any time (Southy, 2015). An example of one of these destructive boundaries can be found between the continental South American plate and the oceanic Pacific place which has formed the Andes Mountains. These vast mountains means that the oceanic plate is denser and is subducted underneath the continental plate and melts as it falls into the hot mantle below. This causes magma to then rises up through the continental plate and be erupted through volcanoes at the surface. Similar destructive boundaries all around the Pacific Ring of Fire are the reasons for such high volcanic activity in the area.

Can you map each TEEEL sentence function?

Strategies

1. Read your work **out aloud**
2. Structure Map Match (Your map compared to a friend's map)
3. Use outline to plan your writing – focus, save time, avoid blocks
4. Use EnglishHELP Help Yourself Resources or YouTube videos
5. 3 is the magic (academic) number
6. Know academic paragraphs and academic style conventions

How do you rate?

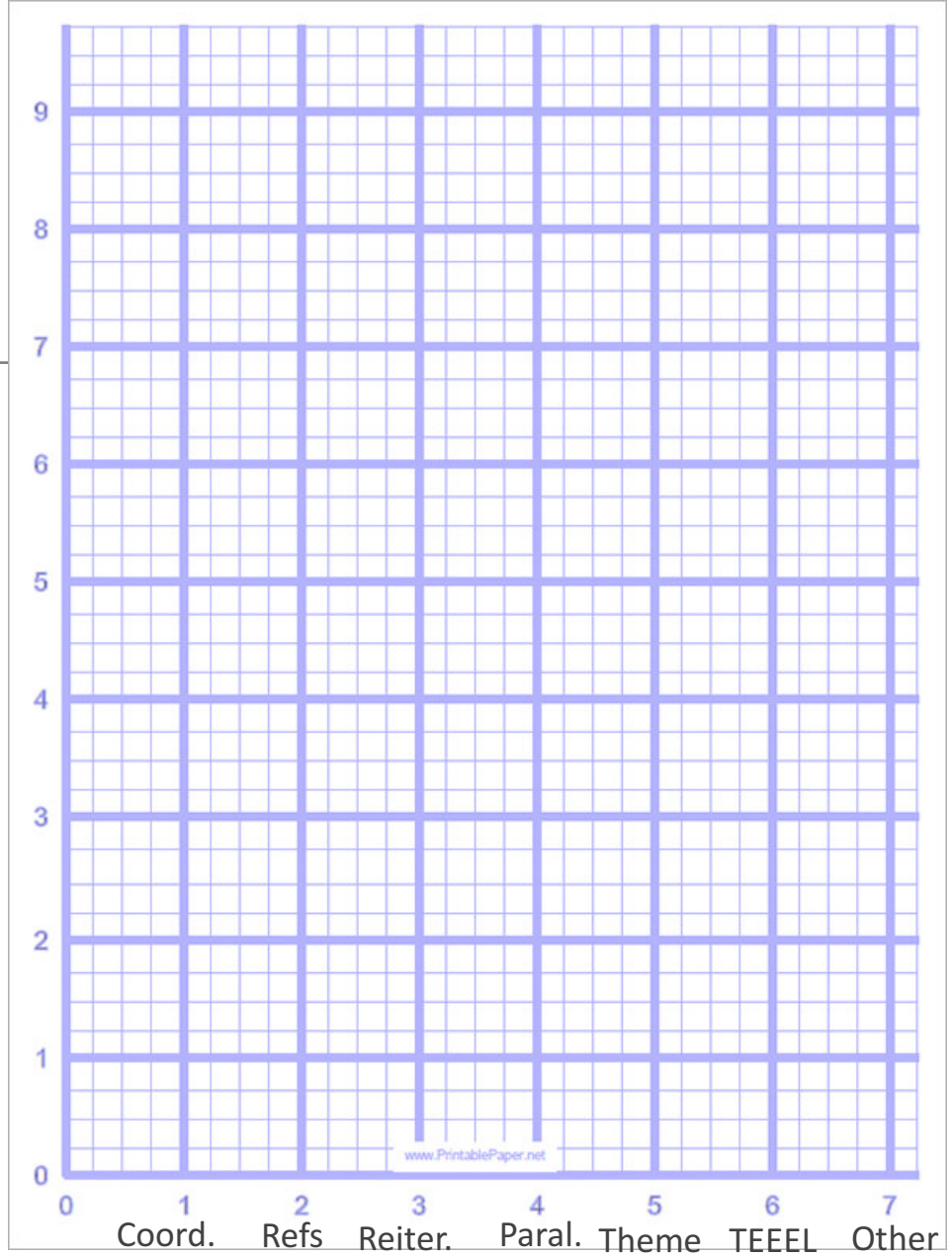
Cohesion

1. Coordinating Conjunctions
2. References
3. Reiteration
4. Parallelism

Coherence

- Theme & Rheme
- TEEEL

- Other tip/s you picked up?



Final thoughts

- At Uni, you are marked on OUTPUT (writing and presentations usually)
- Work smarter, not harder! Be strategic – use variety and be judicious
- Avoid overuse and formulaic structures – experiment & adapt

Fast writing – get ideas down (product)

Slow editing – link words & sentences (cohesion)

Strategic Reviewing – academic style & logic (coherence)

- Need to know **WHAT** (content) you are writing *AND* **WHY** (function) *AND* **HOW** (skills) you write.
- Have fun!

Thank you
Good luck editing!

n.ginsberg@griffith.edu.au

EnglishHELP Consultations Tues 12-2 pm
Email for private consultations $35 ph.

Additional Content

Consolidate & Review

- What cohesion and coherence features can you identify in this text?
- What features are present?
- What features are missing?
- Can you map the Theme & Rheme pattern?
- Can you map what each TEEEEL sentence is?

Evaluation

- Do you find this text 'easy to read'?
- What would make it more cohesive? Coherent?
- What would you change to improve this text?

TEXT 2

Global commons

As we welcome the projected 2 billion new global citizens between now and 2050 (the equivalent of two new Indias), it will become increasingly clear that a positive relationship between globalization and development depends on the effective management of the global commons. By global commons, we mean fragile global resources that are important to large numbers of countries. The issue of global commons management is not necessarily or primarily economic, although the financial crisis demonstrated the extent to which global management of economic systems is vital and how the existing institutional framework is unfit for this purpose. Important emerging global commons issues include climate change, fisheries, water resources, food security, pandemic threats, biodiversity, and human security. Each poses a difficult public policy problem in its own right.

A first best approach to managing global commons issues is via multilateral agreements. These are not easy to reach, but successes in the area of multilateral environmental agreements (MEAs) suggest that difficulties can indeed be overcome. As emphasized by Buchanan *et al.* (2009), this is an issue of global cooperation in which 'parochialism interacts with globalization'. If we are to overcome parochialism to achieve global cooperation, it is necessary that the threats of non-cooperation be made explicit, that any significant economic losses inherent in cooperation be addressed, and that successful models in one area (e.g. trade or the environment) be used in other areas.

In the area of climate change, for example, Schelling (2009) rightly pointed out that the developing world is likely to experience the most significant potential damage. Addressing this potential damage will require some form of international cooperation to both protect vulnerable people and help to restructure the emerging energy systems in the developing world itself. It is likely that solving emerging food security issues will be contingent on international cooperation on climate change, as well as reinvigorating the Consultative Group on International Agricultural Research (CGIAR), ignored for too long under the assumption that the food security issue had been 'solved'.

With regard to pandemic threats, the oft-forgotten case of the 'Great Influenza' of 1918 stands as a cautionary tale. A similar outbreak in the modern era could result in the death of hundreds of millions, health deprivation on a vast scale. Responding to such a threat relies on the work of the World Health Organization, with a budget of only that of a single, modern university hospital. This is insufficient preparation.

The global commons agenda is admittedly huge and perhaps overwhelming. The daunting nature of the task cannot be an excuse for inaction, however. If it is, history will not look kindly on the current generation.

SOURCE: Goldin, I. & Reinert. K. (2012). pp.41–42. *Globalization for Development: Meeting New Challenges*. Oxford: Oxford University Press.

NB: To Improve Cohesion

For Cohesion in Sentence Beginnings . . . Put the OLD (THEME) FIRST

- Begin sentences with information familiar to the reader
- Don't begin a sentence with new information
- Don't begin a sentence with technical information
- Use openings to refer back to previous material or gently introduce a new topic

For Cohesion in Sentence Endings . . . Put the NEW (RHEME) LAST

- End sentences with new information readers cannot anticipate
- Don't end a sentence with known information
- Put the new, technical, and difficult information at the end of the sentence
- Use transitions to convey the connections between the ideas in your sentences

NB: To Improve Coherence

Coherence is easily established in two ways:

1. Topics of individual sentences are clear

2. Topics of paragraphs are clear

A paragraph is more than a group of sentences. If you can't quickly and succinctly say what a paragraph's main point is, it lacks coherence.

Example passage:

As a reminder, please promptly return the lecture notes you borrowed. Slide the notes under my door if I am not there. I may become agitated if you are late, much like my Uncle Chester after several eggnogs on Christmas Eve. Most Christmases I liked to stay up and open my stockings after midnight. Staying up late was exciting and would be repeated a week later at New Year's. So would Uncle Chester's disgraceful behavior.

What is the main idea???

The difference between *meaning* and *form*

To communicate a specific idea, there are a number of vocabulary and structural choices – but these are not necessarily the same as 'meaning'

S1 The proposal appears attractive and feasible; the cost is too high, though.

S2 Although the cost is high, the proposal is attractive and feasible.

S3 Although the cost is high, the proposal is considered attractive and feasible.
For non-native speakers, the following three sentence meaning and from might 'seem' synonymous

(NB The structural differences between **S1** and **S2** represent different attitudes of a writer.
S2 can be interpreted as favorable attitude towards the proposal. **S1** is a more reserved attitude. Lexical choice between 'is' **S2** shows commitment and 'is considered' **S3** indicates the writers detachment (others consider it to be, but not the writer).

Quick, Informal Parallel Examples

Faulty Parallel Structure	Corrected Version
She should walk the dog and doing her homework is a good idea.	She should walk the dog and do her homework.
Successful students are motivated, punctual, and they listen actively in class.	Successful students are motivated, punctual, and attentive.
Rita bought a stainless steel watch and a necklace made of white gold.	Rita bought a stainless steel watch and a white gold necklace.
Kittens are adorable because they are tiny and the fur they have is so fluffy.	Kittens are adorable because they are tiny and fluffy.

Source: http://plato.algonquincollege.com/applications/guideToGrammar/?page_id=4213

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Content Sources & Resources

http://www.uefap.com/writing/parag/par_flow.htm

https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/cohesion-coherence.original.pdf

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