Cause/effect pattern

Cause/effect: context

- Purpose : explain why something has happened, or how particular causes have produced an effect
- Scenario indicators : "cause", "effect", "why", "how did" (note: "how do" would be instructions)
- Audience: someone who can benefit from this sequence
- Secondary audience : --
- Author cues the reader that the writing contains this sequence of ideas

Cause/effect: form

- POV: use 1st person to refer to yourself. Use 2nd to refer to the reader if they are part of the sequence of events. Otherwise use 3rd person.
- Pace: medium
- Tone: formal
- Written as an Introduction, Body, Conclusion

Cause/effect: pattern

- Introduction: where you introduce the topic: what the reader needs to know before they get to your thesis. End with your THESIS.
- Body: where you explain the cause and effects. Two options:
- (1) effect causes... Where to explain the effect, you have a section for each of the causes
- (2) cause effect chain... Where you explain how one effect becomes another cause to lead to another effect... Each part of the sequence is in it's own section.
- Conclusion: where you answer "Now what?" Or how can the reader benefit from the information they now understand.

Cause Types

- remote -- a cause related to an event, but far removed form it
- Underlying -- a cause that is significant, but not immediately apparent to the causal observer
- Immediate -- an event that comes immediately before the effect

Boston Tea Party -immediate cause would be the tax. Underlying cause would be the colonists growing dissatisfaction with British rule Remote cause might be some colonists from France and Germany dislike British rule before they event arrived in America

Cause/effect: skills

- Cognitive skill (thinking): thinking about Cause/effect
- Writing skills: organizing the sequence
- Ethical scenarios : Exaggeration of events (cause or effects), cause not related to effect, chronological events not represented accurately
- When used? To explain why something happened