

ES1103

English for Academic Purposes



TUTORIAL 5 (PART A)

Centre for English Language Communication

Course Coordinator:
Dr Abdel Halim Sykes



Logical Relations and Complex Sentences

Tutorial Learning Outcomes

By the end of this tutorial, you should:

- be better aware of how ideas can be expressed and linked through clauses and conjunctions
- be able to use conjunctions more deliberately
- understand better how complex sentences are formed

Introduction

It is likely that you have been writing in English for many years, but your writing might still be a little simplistic due to you having some difficulties in producing grammatically correct complex sentences. For this reason, this tutorial will help you revise the main ‘clauses’ used in sentences and show you how they can be joined together appropriately to improve the standard of your writing.

More importantly, this tutorial will consider how to link your ideas and make the meaning relations between ideas clear to your reader. The purpose is not for you to just learn about language, it is for you to know enough about language so that you can notice features of good writing and emulate good writers in your own writing at university and beyond.

Developing Logical Relations

Good academic writing depends heavily on the writer's ability to express clearly the **connections** between the different ideas presented in a paper. These are the **logical relations** in the text. One important feature of well-developed logical relations is the **appropriate use of conjunctions**. Conjunctions are words or short phrases used to link ideas within and between sentences.

Different types of conjunctions show **different meaning relations**. Let's look at some of the conjunctions most commonly used in academic writing.



Addition

furthermore, in addition, moreover, further



Alternative

or, alternatively



Comparison, contrast, concession

in the same way, likewise, just as, both...and, but, however, in contrast, on the contrary, instead, nevertheless, yet, still, even so, neither...nor



Concessive

though, despite, in spite of, notwithstanding, whereas, while



Exemplification and restatement

for example, to illustrate this, such as, for instance, that is, in brief, in other words



Cause and condition

for this reason, as, because, because of this, therefore, thus, hence, as a result, consequently, since, so, unless, if...then, that being so



Time

before, previously, prior to, at present, currently, first and foremost, recently, first...then, after that



Purpose

to, in order to, for

Now that you have reviewed some of the commonly used conjunctions, let's see how they are used effectively in a text.

Task 1

Read the paragraph below and identify the conjunctions.

Consider how each conjunction adds to the cohesion and meaning of the text.

Since the UK government identified students as 'customers' (Dearing, 1997), higher education institutions (HEIs) in England have increasingly had to operate under forces of marketisation which demand competitiveness, efficiency and consumer satisfaction (Lesnik-Oberstein, 2015). Moreover, this consumer identity appears to be increasingly recognised by students, who demand more from the higher education sector than ever before (Kandiko and Mawer, 2013; Tomlinson, 2014, 2016). But, while a rich tradition of research has investigated how we can predict academic performance (for reviews see Poropat, 2009; Richardson, Abraham, and Bond, 2012) there remains a paucity of research on the extent to which today's students express a consumer orientation and how this may affect academic performance. In order to address this shortfall, this paper looks at traditional factors predicting academic performance, namely learner identity and grade goal, and the interplay with consumer orientation – and gives evidence that consumer orientation mediates or influences traditional predictors of academic performance: the more that students expressed a consumer orientation, the poorer their academic performance.

<https://proxylogin.nus.edu.sg/libproxy1/public/login.asp?logup=false&url=http://www.tandfonline.com/doi/full/10.1080/03075079.2015.1127908>

Task 2

Read the paragraph below and identify the conjunctions.

Consider how each conjunction adds to the cohesion and meaning of the text.

SELLING CHILDHOOD? Children and Consumer Culture

David Buckingham


Marketing to children is not a new phenomenon. Indeed, historical studies suggest that children have been a key focus of interest at least since the inception of modern mass marketing (e.g. Cook, 2004; Cross, 1997; Seiter, 1993). Nevertheless, this activity is now occurring on a different scale, and through a wider variety of media. Marketers are enthusiastically courting child consumers, not only as a means of reaching adults, but also as a significant market in their own right; and they are doing so in more subtle and sophisticated ways. This development has generated a growing anxiety about the commercial "exploitation" of children.

In this article, I explore some ways in which the figure of the child consumer is now being constructed and defined. I begin by considering two contrasting constructions in contemporary discourses: on the one hand, the critical view of children as passive victims of consumer culture; and on the other, the views of marketers themselves, which seem to define children as much more active, competent and powerful. I argue that the debate in this area—like other debates about childhood, and particularly about children and media—is rather too simply polarised. In my view, we need to look beyond this dichotomy; in the second part of the article, I seek to identify some of the issues that researchers might address in doing so.

Constructing the Child Consumer: Critics and Marketers

In the wake of Naomi Klein's influential *No Logo* (2001), there has been a flurry of popular critical publications about children and consumer culture: prominent examples include Juliet Schor's *Born to Buy* (2004), Susan Linn's *Consuming Kids* (2004) and Alissa Quart's *Branded* (2003). The arguments in these publications are, by and large, far from new. One can look back to similar arguments being made in the 1970s, for example by groups like Action for Children's Television in the US (Hendershot, 1998). However, there is a new tone of urgency here: these critics argue that advertisers and marketers are using increasingly devious and deceitful devices in order to reach children. Children are being targeted at a younger and younger age; and they are caught up in a powerful, highly manipulative form of consumer culture that is almost impossible for them to escape. According to the critics, this culture is actively opposed to children's well-being and their best interests.

These books link the issue of consumerism with other well-known concerns about media and childhood: as well as turning children into premature consumers, the media are accused of promoting sex and violence, junk food, drugs and alcohol, gender stereotypes and false values, and taking children away from other activities that are deemed to be more worthwhile. Of course, this is a familiar litany, which tends to confuse very different kinds of effects and influences. It constructs the child as innocent, helpless and unable to resist the power of the media. These texts describe children as being bombarded,

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Complex Sentences

The development of well-structured complex sentences not only depends on the use of conjunctions, but also requires effective control of three key aspects of sentence construction. These are

- subject-verb agreement
- clauses
- avoidance of fragments

Let's consider each of these in detail.

Subject-Verb Agreement

In tutorial 6, we noted that inaccurate subject-verb agreement is one of the most common problems in students' writing.

The key factor in subject-verb agreement is that the **subject** (topic) and **verb** (action) in a sentence must agree in number.

This means **both** need to be singular or **both** need to be **plural**.

Look at the following examples.

- The student understands the assignment.
- Do **they** **know** how to write well?
- Everybody enjoys this course.
- **Both** **are** eligible for the job.
- The **members** of the class **are** very friendly.
- The class meets here on Mondays and Thursdays.

It is much easier to control and ensure subject-verb agreement when the subject and the verb are close together.

Problems with subject-verb agreement are more likely to occur when the verb is separated from the subject by a long noun clause or by clauses providing additional information about the subject.

Look at the following examples.

- The day I went to Changi Beach to swim and picnic to celebrate my birthday with some friends was hot and sunny.
(The day was hot and sunny.)
- My twin brothers, Tim, who is married to Jenny and has three kids, and Tom, who is single and lives on a small island in the Pacific Ocean, are both great guys.
(My twin brothers are both great guys.)



Task 3

Read the following sentences and identify the subject and the main verb in each sentence.

1. Computers and other electronic equipment become obsolete in just a few years, leaving customers with little choice but to buy newer ones to keep up.
2. Unfortunately, in most of the world, the bulk of all this waste ends up in landfills, where it poisons the environment - e-waste contains a variety of toxic substances such as lead, mercury and arsenic that leak into the ground.
3. Recycling is in many ways the ideal solution to the problem.
4. The problem is that a large percentage of e-waste that is dropped off for recycling in wealthy countries is sold and diverted to the developing world -to countries like Ghana.
5. Although the ban hasn't yet taken effect, the European Union, where recycling infrastructure is well-developed, has already written it into their laws.

Clauses

Sentences consist of combinations of ideas conveyed by clauses. Clauses are meaningful pieces of language containing a verb or verbal group. Clauses are **like the pieces in a jigsaw puzzle**. When they are joined correctly, they show the complete picture. Sentences with more than two clauses are complex sentences.

Complex sentences have **an independent clause** and two or more **dependent clauses**. A well-structured series of dependent clauses that are clearly and logically related to the independent clause can result in a sophisticated writing style that is expected of academic texts.

Consider the examples below.

Independent and **dependent** clauses

We went to the supermarket and bought some bread,
which I had for my lunch.

We went to the supermarket.	(a complete idea)
and bought some bread	(a partial idea)
which I had for my lunch	(a partial idea)

Here, the simple sentence has been developed into a complex sentence by the addition of other relevant information in logically connected clauses.

Avoiding Sentence Fragments

As we have seen, sentences consist of combinations of ideas conveyed by clauses, which are meaningful pieces of language containing a verb or verbal group. However, sometimes sentence fragments can occur when the **idea you are intending to express is incomplete**. This usually occurs because a conjunction and its associated clause terminate prematurely.

These sentence fragments are **like the broken pieces in a jigsaw puzzle**. When they do not join correctly, they spoil the picture.



Task 4

Read the short text on the next page. Identify and correct the errors.

Consider the best way to fix each error so that the meaning is more logically expressed.

Creativity is extremely important in the modern business world. Because companies need to design new products and marketing campaigns. Creative employees add value to corporations by thinking of innovative ideas, which they apply them to existing problems. Although creativity is essential. However, some people believe it cannot be taught. While others maintain that training can bring out the hidden creativity that exists in all people. So that they can broaden their thinking. This is beneficial for both employees and their employers.

A Closer Look at Clauses

There are several commonly used clauses in English, and it is important for you to be aware of these and to use them in your academic writing.

Clause type	Characterised by	Example
Adverbial clause	although, since, whereas...	Although the weather was awful, we went out for a walk.
Relative clause	who, that, which...	The boy who has just joined the class is from South America.
Noun clause	that, which...(can be replaced with a noun or pronoun)	The research reported that the results would be published soon. The research team reported the results.
Participle clause	-ing or -ed or irregular verb form	Shocked by the news, she started to cry.

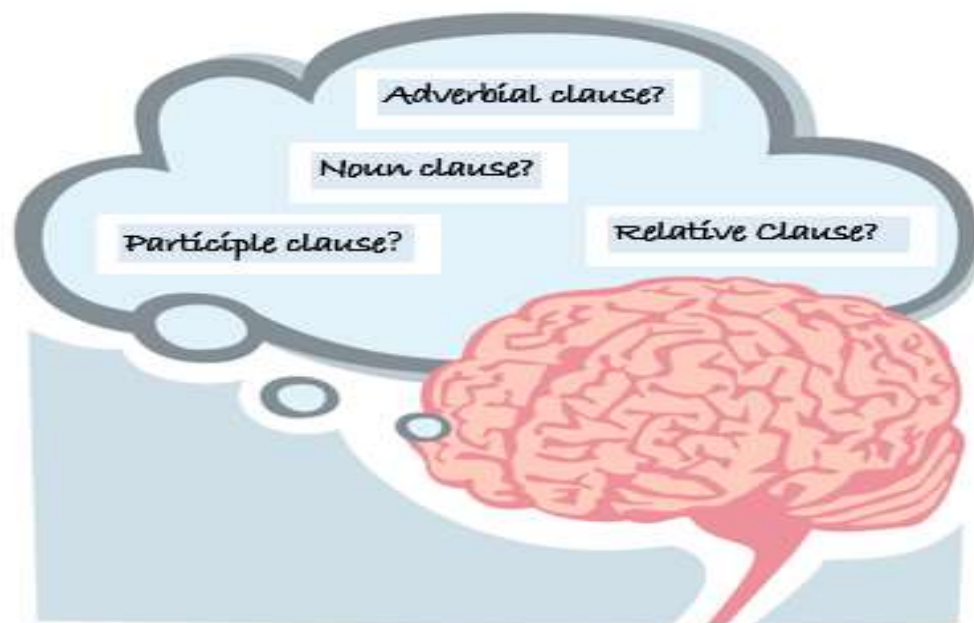
Task 5

Read the following extract on page 12 from the text 'The Value of a College Degree'. You might recall that we used this text earlier in the module.

Analyse the clauses labelled [A] to [M] and **identify the type of clause used** according to the table below.

Be prepared to discuss your ideas in the tutorial.

Clause type	Characterised by
Adverbial	although, since, whereas...
Relative	who, that, which...
Noun	that, which...(or noun, pronoun)
Participle	-ing or -ed form



The Value of a College Degree

(1) The escalating cost of higher education is causing many to question the value of continuing education beyond high school. Many wonder [A] whether the high cost of tuition, the opportunity cost of choosing college over full-time employment, and the accumulation of thousands of dollars of debt is, in the long run, worth the investment. The risk is especially large for low-income families [B] who have a difficult time making ends meet without the additional burden of college tuition and fees. [C] In order to determine whether higher education is worth the investment, it is useful to examine [D] what is known about the value of higher education and the rates of return on investment to both the individual and to society.

(2) There is considerable support for the notion [E] that the rate of return on investment in higher education is high enough to warrant the financial burden [F] associated with pursuing a college degree. [G] Though the earnings differential between college and high school graduates varies over time, college graduates, on average, earn more than high school graduates. According to the Census Bureau, over an adult's working life, high school graduates earn an average of \$1.2 million; associate's degree holders earn about \$1.6 million; and bachelor's degree holders earn about \$2.1 million (Day & Newburger, 2002). These sizeable differences in lifetime earnings put the costs of college study in realistic perspective. Most students today-- about 80 percent of all students-- enroll either in public 4-year colleges or in public 2-year colleges. According to the U.S. Department of Education report, Think College Early, a full-time student at a public 4-year college pays an average of \$8,655 for in-state tuition, room and board (U.S. Dept. of Education, 2002). A full-time student in a public 2-year college pays an average of \$1,359 per year in tuition (U.S. Dept. of Education, 2002). These statistics support the contention that, [H] though the cost of higher education is significant, given the earnings disparity [I] that exists between those who earn a bachelor's degree and those who do not, the individual rate of return on investment in higher education is sufficiently high to warrant the cost.

(3) College graduates also enjoy benefits beyond increased income. A 1998 report [J] published by the Institute for Higher Education Policy reviews the individual benefits [K] that college graduates enjoy, [L] including higher levels of saving, increased personal/professional mobility, improved quality of life for their offspring, better consumer decision making, and more hobbies and leisure activities (Institute for Higher Education Policy, 1998). According to a report published by the Carnegie Foundation, non-monetary individual benefits of higher education include the tendency for postsecondary students to become more open-minded, more cultured, more rational, more consistent and less authoritarian; these benefits are also passed along to succeeding generations (Rowley and Hurtado, 2002). Additionally, college attendance has been shown to "decrease prejudice, enhance knowledge of world affairs and enhance social status" while increasing economic and job security for those [M] who earn bachelor's degrees (Ibid.)

In this tutorial, we have considered how to establish and maintain logical relations between the points or arguments in your writing and how to develop complex sentences by introducing a range of clauses to convey your ideas. While it is not necessary for you to remember the names of the different types of clause, it is important for you to understand what they are and how they are used to produce good academic writing.

In the next tutorial, we will focus on effective use of noun groups and nominalisation to develop a more academic style of writing.