

Complex Sentence Structures and conjunction

By the end of this section, you will

- be better aware of the ways ideas can be expressed and linked through various types of clauses and conjunction
- be able to use conjunction more deliberately
- understand better the ways complex sentences are formed

For some of you, there might still be some difficulties in producing grammatically correct complex sentences. One way to build accuracy is to start noticing the various blocks used by good academic writers. This lesson will help you revise the main 'clauses' used in sentences and how they can be joined together.

More importantly, this lesson will help you 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 and emulate good writers in your own writing at University and beyond.

Before class:

- Read the handout.
- Visit the Write Site website and read 'Using Conjunctions'
http://writesite.elearn.usyd.edu.au/m3/m3u5/m3u5s6/m3u5s6_1.htm
In the same website, the following pages can be used to check syntax errors (sentence structure errors) such as fragment and run-on:
<http://writesite.elearn.usyd.edu.au/m1/m1u1/index.htm>

I Conjunctions

Different types of conjunctions show different meaning relation.

- Addition: *Furthermore, in addition, moreover, further* (besides is not recommended in academic writing)
- Alternative: *or, alternatively*
- Comparison, contrast and 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 conjunctions: *though, despite, in spite of, notwithstanding, whereas, while.*
As we have seen, concessive conjunction is very useful when reporting evidence from sources and to show you are distancing yourself from the source.

Even though funding has been allocated to improving local school facilities (Brown, 2010), Branson (2011) argues that very few schools have actually seen any concrete changes in their infrastructure.

- 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.*
- Conjunctions of time: *before, previously, prior to, at present, currently, first and foremost, first..then.*
- Purpose: *to; in order to...; for*

Task 1: Read the 2 texts below and highlight the conjunctions. How is each conjunction adding to the cohesion and meaning of the text?

Text 1 from:

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

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.

Text 2, from

<http://www.tandfonline.com/doi/full/10.1080/17482790601005017?scroll=top&needAccess=true>

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,

II Complex sentence structure

Sentence analysis:

Helpful for reading:

- a. Academic sentences are often really long. Being able to find the main verb, the subject, and the subordinate clauses can help your reading comprehension. Using the steps below is really useful, so you can always look at a sentence with the same 'systematic' approach.

Helpful for writing:

- b. Writing is made easier when you know these 'building blocks'. When you write, start thinking about the patterns you could use, and build your sentences with a similar approach: you need one main verb; your subject group could contain a participle or a relative clause for more information; you need to use adverbials to express complex relationships between ideas...

Look at the different types of clause in the table and then perform analysis tasks 2 to 6. Refer to the Week 6 Tutorial 2 supplementary handout on the IVLE if necessary.

Clause type		
1) Adverbial clause	<i>Although, since, whereas...</i>	Although the weather was awful, we went out for a walk.
2) Relative clause	Who, that, which...	The boy who has just joined the class is from South America.
3) Noun clause	That, which...(can be replaced with a noun)	The research reported that the results would be published soon. The research team reported the results.
4) Participle clause	-ing or -ed form	The furniture stolen from the house last week has been found.

Task 2 – Avoiding fragments.

Fragments occur when you use a subordinate clause as a full sentence (on its own). This is an error because subordinate clauses cannot be used on their own; they must be used with a main clause.

Read the text below, which contains ‘fragment’ errors. Locate and correct the errors. You may discuss the best way to fix the error so that your 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.



http://writesite.elearn.usyd.edu.au/m1/m1u1/m1u1s1/m1u1s1_2.htm

More practice on avoiding fragments.

Task 3 – Linking ideas using adverbial clauses

Read the pair of sentences below and link them with the subordinating conjunction given.

1. Use *even though*

- a) John studied very hard during the semester.
 - b) He failed one of his exams.
-

2. Use *provided that*

- a) We apply before the 25th October.
 - b) We should be able to get an internship place in the summer.
-

3. Use *unless*

- a) We will not complete the work.
- b) We push back the deadline.

Task 4 – Group analysis

Analyse the following sentences. Work in pairs; use the clause summary table as a reference to help. When you have finished, circulate around the room to see whether your classmates have found the same elements in the sentences.



Follow these steps to break down the different parts of the sentence:

1. Find and underline the main verb (= the verb of the main/independent clause)
2. Find and draw brackets (...) around the subject: is it one word or a whole group? What is the group made of (it might be a long noun phrase; there might be a relative clause, a participle clause...)
3. Look at the rest of the sentence: are there other verbs? These usually signal other clauses: what are they? Relative? Adverbial? Noun clause? Participle? Label them and draw arrows to 'antecedents' (words they refer to) in the case of a relative and participle clause.

Follow the steps above. Label the elements you can recognize, do not worry about parts of a sentence you cannot analyze: some sentences are more complex than others, but as you practise you will get better at recognizing main elements.

Task 5 - Work in pairs to analyse the following sentences.

- a. 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.
- b. 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.
- c. Recycling is in many ways the ideal solution to the problem.
- d. 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.
- e. Although the ban hasn't yet taken effect, the European Union, where recycling infrastructure is well-developed, has already written it into their laws.

Task 6 – Text analysis

Work with a partner and find the following clauses in the passage below. Draw brackets around the clauses:

1. A relative clause. What does the relative pronoun refer to?
2. A '-ing' participle clause
3. An '-ed' participle clause
4. An adverbial clause (of time). Where does the clause stop (where do you close the brackets)?
5. The first sentence in paragraph 2 contains a noun clause. Can you find it? Look at the notes in the table above. Why is this a noun clause? Go back to 'The Value of a College Degree' text and find some noun clauses.

As the morning rain stops in Accra, the capital city of Ghana, and the sun heats the humid air a terrible-smelling black smoke begins to rise above the vast Agbogbloshie Market. Past the vegetable and tire merchants is a scrap market filled with piles of old and broken electronics waste. This waste, consisting of broken TVs, computers, and smashed monitors, is known as "e-waste." Further beyond the scrap market are many small fires, fueled by old automobile tires, which are burning away the plastic covering from valuable wire in the e-waste. People walk through the smoke—a highly poisonous mixture of chemicals—with their arms full of brightly-colored computer wire. Many of them are children.

Israel Mensah, 20, explains how he makes his living here.

Task 7

Optional writing practice: choose one topic below and write one paragraph, trying to use all the subordinate clause types we have seen.

- the best way for Singapore to manage its e-waste
- the best way of dealing with e-waste throughout the world
- whether countries should be permitted to export e-waste

Preparation for next tutorial:

- Gather all the notes and knowledge about writing you have covered so far in ES1103 and **consciously apply this** to **Essay Draft 1**. Write a draft of around 500-600 words covering the introduction, problem and impact aspects of your essay. Include all the toolkits we have seen so far: Cohesion, Stance and Logical relation/conjunction.
- You should upload your Draft 1 by **Sunday 7 October, 11:59pm** to the IVLE folder.
- Come to class in Week 7 Tutorial 1 to conduct the peer review task.