



Transitions

The Glue That Holds It All Together

- **What is a transition?**

- Transitions are the sentences, words, and phrases that help connect ideas in your paper
- They're like a road map that tells your readers how to follow along, and what is coming up ahead
- A transition only works if the organization of your paper is coherent and logical, so make sure arguments flow and that the ideas are connected

- **How do you know when you might need to use a transition?**

- When you are moving from one idea to another
- Between paragraphs you can demonstrate how the previous paragraph is connected to the one coming up
- When a professor or friend reads your paper and says they are confused about how certain ideas connected/were related

- **Do I always need to use transitions?**

- Not necessarily. Sometimes, a transition is implied because the ideas are so closely related. If you're not sure, ask a friend or consultant to read over your paper to see if the ideas connect for them.

Some Examples of Transitional Words

- Comparing ideas: also, in the same way, similarly, likewise, just as, in like manner, by the same token, etc.
- Contrasting ideas: yet, on the contrary, on the other hand, however, otherwise, notwithstanding, nonetheless, at the same time, but, etc.
- Sequential ideas: first, next, then, last, finally, to begin with, and lastly, etc.
- Time: afterwards, meanwhile, during this time, subsequently, at the same time, immediately, currently, etc.
- Example: for instance, to demonstrate, to illustrate, for example, specifically, etc.
- Emphasis: indeed, actually, of course, truly, in fact, as you can see, etc.
- Cause and Effect: therefore, thus, consequently, as a result, hence, so, etc.
- Conclusion: in summary, to conclude, in sum, finally, therefore, to summarize, etc.



Using Transitions in a Sentence

- **Sequential:** ***First***, Author B defines their terms, ***then***, the author uses their understanding of these terms to craft their argument.
- **Comparison:** Author A presented the idea that education was often used as a tool of the governments to unify and standardize national identity. ***Similarly***, Author B displayed a comparable sentiment when writing that standard English served as way to assimilate marginalized groups with specialized vernaculars.
- **Contrasting:** Author A seemed to suggest that an author's lived experience had some bearing on how we understood their work; ***however***, Author B suggested that ideas transcended the individual writing them.

Implied Transition Between Paragraphs

"My wife and I debated learning the sex of our first child before birth. I raised the issue with my uncle, a gynaecologist who had delivered more than 5,000 babies. He was prone neither to giving advice nor anything whiffing of spirituality, but he urged me, strongly, not to find out. *He said, 'If a doctor looks at a screen and tells you, you will have information. If you find out in the moment of birth, you will have a miracle.'*

I don't believe in miracles, but I followed his advice, and he was right. One needn't believe in miracles to experience them. But one must be present for them...."

- From "Technology is Diminishing Us" by Jonathon Safran Foer