

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.*

Examples of 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.

Example of Transition Between Paragraphs With an Implied Transition

“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