1. Based on your current knowledge, which does this e-mail discuss in greater
detail: causes or effects? Explain your answer.

2. If you were to write an essay (not an e-mail) about the same topic, how would
the body paragraphs and the style of writing be different?

UNDERSTANDING CAUSE/EFFECT
ANALYSIS

In one way, writing about causes or effects is similar to writing about processes.
When you write about a process, you describe the sequence of events in a particular
procedure. For instance, you might explain what happens first, second, and third
when you turn on a computer. However, you are not especially concerned with how
one step in the process causes another to happen or with what happens as a result
of a particular step.

In writing about causes and effects, your job is to explain how one thing leads to
another. “The Commonest of Misconceptions,” for instance, shows what causes the
common cold and what contributes to that cause. But the author might just as well
have developed the symptoms, or effects, of the cold. You can write about almost any
condition or event in terms of causes or effects. Some cause makes it happen; once it
happens, it is an effect or a result of that cause; and then, in turn, it may cause other
conditions or events.

Cause Analysis

Analyzing causes is not as simple as it may seem at first. Your bias as an author can make
you favor certain causes or effects over others. Just skim the editorial page of any major
newspaper to encounter conflicting opinions about what has caused a particular social or
political situation. Sometimes, we simply do not know what has caused some situation
to exist; in these cases, writing about causes becomes a kind of speculation or guesswork.
We must avoid errors if we are to explain causes and effects correctly. In this chapter, you
begin to develop the critical thinking skills you need to distinguish among various types
of causes.
Main and Contributory Causes

Some causes are more important than others because they must be present if the effect is to be produced. We call these main, or necessary, causes. The virus is the main cause of the common cold. Without the main cause, the effect is not produced.

However, a main cause might not produce the effect by itself. It might need another factor to enable it to do its work. Such is the job of the weakened immune system in the case of the cold. If a cause cannot produce the result by itself but contributes to the main cause, we call it a contributory cause.

Collaborative Critical Thinking

1. In small groups of three or four, list as many possible causes as you can think of for one of the following effects:
   a. Low reading scores in K-12 education
   b. The popularity of Starbucks coffee
   c. The high rate of obesity in America

2. Identify the main and contributory causes of the effect you have chosen.

3. Share your answers with the rest of the class.

Immediate and Distant Causes

We can classify causes in another way: in terms of how close in time they occur to the effect. Returning to the common cold, notice that the immune system must be weakened before the virus is introduced; otherwise, the cold virus never takes hold. In most colds, therefore, the main cause (introduction of the virus) is also the most immediate cause. The weakening of the immune system is the more distant cause (in time) from the introduction of the virus. And the other factors, the ones that can weaken the immune system, most likely begin even earlier (even though they may continue right through the period of the cold itself). We can visualize this time relationship as in Figure 7.1.

Notice an important point here: the fact that these causes must occur in a particular order does not mean that the first one causes the second, the second one causes the third, and so on. The factors on the left contribute to the weakening of the immune system, but the weakened immune system does not cause the virus to be introduced.

![Figure 7.1 Time Relationship](image-url)
Here is a list of possible causes for two different effects. The steps are not presented in time order. Cross out any noncauses. Identify the main and contributory causes. Then list the main and contributory causes in terms of whether they are immediate or distant.

Effect #1: The collapse of the World Trade Center towers
Causes:
- Lack of coordination among government agencies
- Unstable architectural design of the towers
- Planes striking the towers
- Faulty airport security systems
- Fire spreading throughout the towers
- Confusion among air traffic controllers
- The price of oil

Effect #2: High rates of divorce in America today
Causes:
- People get married for the wrong reasons
- Divorce laws have relaxed in the last two decades
- The influence of religion has declined since the 1960s
- Men are no longer properly acculturated to be husbands
- Divorce lawyers make a lot of money
- Since the 1970s, women have more economic independence
- People are not biologically suited for monogamy

Chains of Causes

Sometimes, effects are the result of a causal chain. The first cause (the most distant in time) produces an effect, this effect produces another effect, that effect produces the next, and so on. At the end of the chain, you end up with the final and most significant effect, as shown in Figure 7.2.

FIGURE 7.2 Chain of Causes
Effect Analysis

When you write about the causes of a particular effect, you devote most of your attention to developing those causes in detail and showing how they produced the effect. However, when you write about effects, you want to focus most of your attention on them. In the e-mail on page 176, Prudence mentions causes but devotes most of her e-mail to describing effects—the events that happened to her as a result of weather and road conditions. In the case of the common cold, you could write an essay that develops some effects of catching a major cold, as illustrated in Figure 7.3.

When you analyze effects, ask yourself these questions:

1. **How many effects result from the cause?** In your prewriting, make sure to identify all the effects your reader might need to know. If you identify, say, three or four effects about which you can write convincingly, you can be sure you have a suitable topic for a short essay. Sometimes, however, you may discover that a cause has many more effects than you suspected. For instance, what if you chose to write about the effects on American society of the September 11, 2001, attacks? You would quickly discover that the possible supports for your thesis would be overwhelming and that you might have to narrow your topic through further brainstorming. Answering this question helps you organize the body of your essay. For instance, if you discover lots of little effects, you may have to group them into categories so that your body paragraphs contain sufficient detail. If you have just one effect, you may have to break it into three or four parts, brainstorming for sufficient detail about each part so that your essay contains more than one body paragraph.

2. **Which are the major effects, and which are the minor?** Some effects are more serious than others. Depending on the writing situation, you may want to identify effects as major or minor for your reader, group minor effects together into one paragraph, or write about major and minor effects in a particular order.

3. **Which are the short-term effects, and which are the long-term ones?** Another way to think about effects is in terms of how long they last. If the short-term effects of a cold are the sniffing and coughing, longer-term effects may have to do with general physical weakness or interruption of job or school responsibilities. Short- and long-term effects can be ordered in several ways, depending on how many there are and on their severity or importance.

4. **Are the effects related to one another in a chain of effects?** Just as with causes, you can write about effects as occurring in chains. This is similar to writing about

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**Diagram:**
- **Cause: Common Cold**
- **Effect #1:** the miserable physical feeling
- **Effect #2:** the inability to concentrate
- **Effect #3:** the feeling that others want to avoid you
- **Effect #4:** the loss of productivity in your work
Problems to Avoid in Cause/Effect Analysis

Analyzing causes and effects can be difficult because it can be easy to make mistakes or let your biases mistakenly identify causes and effects. Therefore, to test whether your own analysis is appropriate, ask yourself these questions:

1. **Have I called something a cause just because it happens earlier than the effect?** For instance, if you go outside in a snowstorm and then, a week later, come down with a cold, you might be tempted to attribute the cold to the snowstorm. These types of illogical cause-effect conclusions based on the time they occur are known as post hoc, ergo propter hoc. Be careful of this error in thinking.

2. **Have I identified only one cause when there might be several?** An example of this type of thinking is the simplification that the Civil War was caused only by slavery when in fact several other major factors were involved.

3. **Have I confused the main cause with contributory causes?** Your job as the writer is to make the relationship between causal factors clear to your reader. Spend some time analyzing that relationship in your prewriting process. For example, if you were to claim that not washing hands causes the common cold, you’d be misleading your reader by implying an incorrect main cause.

4. **Have I failed to distinguish between major and minor, or long-term and short-term, effects?** In writing about effects, you should show they are related to one another to help your reader fully understand your topic. Some effects of the American Civil War are still evident today, more than 150 years after the war ended! Even with less weighty topics, your reader appreciates learning which are the more serious and longer-lasting effects.

If you answer “yes” to any of these questions, you should devote further thought to developing support for your topic.

**WRITING YOUR CAUSE/EFFECT ESSAY**

This section presents step-by-step instructions for developing an effect analysis essay. Here we follow the writing process of Diannah, a student who has had long personal experience helping her mother cope with a debilitating disease.

**Supporting a Parent with MS**

Multiple sclerosis is an autoimmune and neurological disorder that affects 2.5 million people worldwide, including 400,000 Americans. In this disease, the nerve insulating myelin of a person’s body comes under attack when the body’s own defensive immune system no longer recognizes it and takes it for an intruder. The cause is still unknown, but certain environmental triggers and perhaps a virus could be contributing factors.
My mother was diagnosed with multiple sclerosis 13 years ago. My mother unfortunately has a progressive disease course, in which the symptoms worsen as time goes on. She has been through many hospital visits. I was young when her illness began, and my lifestyle has been one of support for my mother ever since. Supporting a parent with MS is a difficult process. MS affects its victims physically, psychologically, and socially, and for each of these types of effects, family members must learn to cope in different ways.

Multiple sclerosis affects a person physically in many ways. Pain, tingling, and numbness in extremities are all things a person with MS may experience. Blurred vision or even blindness can also be symptoms of the disease. To be supportive when these problems occur, a child of someone with MS takes on more responsibility in a daily family routine. Helping around the house more and running errands are only two examples. The parent may no longer be able to walk by herself, so pushing a wheelchair or being a shoulder to lean on becomes natural. Also, with a parent unable to drive, a child might learn to drive at a younger age to help with transportation needs of the family. Driving trips to and from school, doctors’ appointments, and the grocery store become necessary parts of daily life. Since my mother was experiencing many physical effects, I learned to drive at age 15 with a hardship license. I drove myself to and from school every day, ran errands for my parents, and took my mom shopping to spend time with her.

While multiple sclerosis causes many well-known physical symptoms, it also produces psychological effects that patients and families have to deal with. Memory loss, anxiety, depression, and stress are all examples of psychological symptoms of this disease. Some symptoms, such as depression and anxiety, can be handled by prescription drugs quite successfully. Other symptoms require occupational and speech therapy. My mother developed slight brain damage, which caused her to have difficulty speaking, moving, and remembering. All of this took quite a toll on me as I was growing up because it was so hard to watch her suffer in these ways. As her mental condition worsened, I developed my own experiences of stress and depression. To overcome some of the psychological difficulties I was having as a child, I attended counseling for more than a year.

Finally, multiple sclerosis leads to serious disturbances in a person’s social life. People with MS are physically unable to do as many things as they were able to do before the onset of the disease. Their family and closest friends become their support during these trying times. Children of parents with MS need to customize their lifestyle to accommodate and support their parent. Instead of having an active lifestyle, like playing sports or going for hikes, I found more mellow activities by which to spend treasured moments with my family, such as playing Scrabble and watching movies. The MS Society is also a strong support group that we got interested in. From their website and newsletters, the whole family learned a lot about the disease. We also got together a team and joined in on the annual MS Walk, put on to raise money for research and support of victims of MS. One year, I was the team leader, and we designed a logo for our T-shirts and went around to many businesses and homes to raise money for the cause.
It was a useful thing to do and supported not only my family and mom but also many others with the disease.

Multiple sclerosis is a devastating disease that affects too many people. A cure needs to be found soon, and with the research that is currently happening, I'm sure it will be. Having a mother with this disease made my life different—harder at times than many others, I suspect, but that only made me a stronger person. Learning to be supportive in many different ways helped me grow and even helps me in my life today.

This essay exhibits several interesting features: First, the introduction consists of two paragraphs (although it still follows the pattern of lead-in, transitional material, and thesis and essay map). Second, it uses a mixture of description, narration, and exemplification to develop the effects of multiple sclerosis on Diannah's mother. Finally, the conclusion goes beyond mere repetition to offer a sense of hope to a reader who may have relatives afflicted with MS.

**Prewriting**

In this chapter, we introduce a more structured prewriting tool that is particularly appropriate to cause/effect writing: **diagramming**, or “drawing a picture” of the relationships between causes and effects. (Clustering is a type of diagramming, but it tends to lack structure because its purpose is more to generate ideas than to organize them.) The most useful form of diagramming for cause/effect writing is called **flowcharting**. Before you begin creating a cause/effect flowchart, however, you should develop your ideas using some methods you already know.

**Discovering and Limiting Your Topic**

**Prewriting Strategy #6: Diagramming**

Follow Diannah's prewriting process as she moves from the invention stage of prewriting to flowcharting. Diannah freewrites for 20 minutes or so on her topic, multiple sclerosis. She decides to diagram her ideas to allow her to see them more clearly. Here is what she produces.

**One Cause Leading to Multiple Effects**

```
CAUSE
Multiple Sclerosis

Effect #1: Physical effects leading to my own changes in lifestyle

Effect #2: Psychological effects leading to my own stress and depression

Effect #3: Social effects causing my own social life to change
```

Here we see another variation on the cause/effect theme. Diannah didn't find this

## TOPICS TO CONSIDER

If you are experiencing some difficulty coming up with a topic, perhaps one of the following topics can help stimulate your thinking. Unless you're willing or are required to do research, choose a topic that you feel knowledgeable about through your studies, personal experiences, readings, or observations. If you choose a topic from this list, use the topic as written to start your prewriting sessions.

### Writing for College
- Causes of any historical event, such as the rise of a political party
- Reasons for a trend in popular culture
- Causes or effects of global warming, flooding, or some other natural occurrence
- Effects of adopting a particular philosophy, such as existentialism or positivism
- Causes for the failure a science experiment

### Writing in Your Profession
- Effects of poor customer service
- Causes of a workplace accident
- Effects of a particular management practice
- Effects of sexual harassment in the workplace
- Causes of a high crime rate in a particular area
- Reasons our prisons are overcrowded
- Causes of unsafe conditions in jails
- Reasons criminology is good field to consider
- Reasons our schools are failing to educate students
- Causes of school violence
- Effects of year-round schooling
- Reasons math and science education are becoming more important
- Causes or effects of dysfunctional family relationships
- Causes of community resistance to halfway houses
- Potential effects of misdiagnosing client behavior

### Other
- Causes of a major technical disaster
- Causes of slowdowns in a computer network
- Effects of neglecting regular maintenance on any mechanical system
- Effects of cellular telephones on working life
- Causes of air or water pollution in a particular community
- Reasons behind Hollywood's addiction to techno-thrillers
- Reasons why a particular candidate won or lost an election
- Causes or effects of rising gasoline prices

### Writing in Everyday Life
- Effects of not spaying pets
- Causes of "minor" addictions, such shopping or watching football on television
- Causes of house fires
- Effects of starting a retirement savings account at an early age
- Causes of growing busyness in modern life
- Effects of television news on our understanding of issues
3. What does my audience expect when reading my writing?

4. How do I expect my audience to react?

III. Tone
1. What tone do I hope to establish?

2. Are there any special uses of jargon or slang that I should either employ or avoid?

Formulating Your Thesis
In writing a cause or an effect analysis, your thesis should clearly indicate which of the two methods you are using. It should also make an overall claim about the causes or effects that helps the reader understand your connection to the topic and the reason you think the analysis is important.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Controlling Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>{Our move to the country}</td>
<td>{resulted in unforeseen, and undesirable, consequences.}</td>
</tr>
</tbody>
</table>

This thesis mentions both cause (moving to the country) and effects (undesirable consequences). This is common in cause/effect writing; even if your essay is devoted to effect analysis, you should mention the cause, and vice versa. This example, although it identifies the cause, clearly serves as the thesis for an effect analysis essay that develops the undesirable consequences of moving to the country. The body of the essay is governed by the controlling idea of the thesis, and the controlling idea is all about effects. Here are some other examples. Notice how the controlling idea (underlined) indicates whether the essay analyzes causes or effects.

<table>
<thead>
<tr>
<th>Cause Analysis</th>
<th>Effect Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>- In the United States and other developed countries, young people are postponing marriage for several reasons, most of them economic in nature.</td>
<td>- The scarcity of water resources in the western United States is causing several political conflicts in the region.</td>
</tr>
<tr>
<td>- Hip-hop is so widespread not because it speaks to the deepest concerns of young people but because of brilliant marketing techniques on the part of corporate America.</td>
<td>- When my son broke his arm in a football game, our lives suddenly changed dramatically, mostly for the better.</td>
</tr>
</tbody>
</table>

Cause/effect writing is particularly suited to the use of essay maps. Usually, you are trying to show how several causes contribute to an effect or how several effects result from a particular cause. These cases present a natural opportunity to attach an essay map to your thesis, listing the causes or the effects you develop in the essay.
At this point in her writing process, Diannah jots down several versions of her thesis. Her first attempt has no essay map:

Multiple sclerosis has numerous effects.

However, Diannah soon realizes that an essay map listing the effects makes her thesis clear and definite. Here is her next version of the thesis, this time including an essay map:

MS affects its victims physically, psychologically, and socially.

She is still not entirely happy with her thesis, but she knows she has plenty of time to continue refining it until it fits within the flow of her introduction.

**WRITING 7-3**

Write two different thesis statements for your essay that analyzes a cause or an effect.

1. Consider the strengths and weaknesses of each thesis statement.
2. Determine whether an essay map would make your thesis more focused and effective.
3. Ask others for suggestions that might improve the thesis statement.

Select the best of your draft thesis statements. Then go on to the next part of the pre-writing stage, outlining. You can always come back to rephrase or refocus your thesis.

**Outlining Your Ideas**

By now, you have chosen a topic, identified your audience, established your purpose, and created a thesis. It’s time to create your outline. Your outline is vital in helping you make decisions about the unity and content of your essay. The general format of your outline is informal and quite simple.

Examine Diannah’s initial outline for her effect analysis essay.

**ESSAY OUTLINE**

I. Introduction
   A. Lead-in strategies
      1. Definition of MS
      2. How many people it affects
      3. How I know about it—Mom’s diagnosis
   B. My thesis and essay map

II. Body
   A. Physical effects on her and how I help
      1. Pain, tingling, numbness
      2. Blurred vision leading to blindness
3. I need to help around the house
4. I started driving at 15 to help out
B. Psychological effects on her and how I help
   1. Memory loss
   2. Depression and anxiety
   3. Her mental symptoms caused me to have them too
   4. I had to participate in family therapy
C. Social effects on her and how I help
   1. Her circle of contacts has grown smaller
   2. I limit my activities and stay closer to home
   3. Our involvement in the MS Society

III. Conclusion
A. Devastating disease
B. No cure yet
C. Sense of assurance that family can be supportive

Prepare your outline. In each body paragraph, indicate where you intend to use description, narration, and exemplification to support your point. After you have completed your outline, review it carefully. Compare it to your diagram of the causes or effects, and make sure the outline captures the same relationships you depicted in the diagram.

**Essay Outline**

**Topic:**

**Audience:**

**Purpose:**

I. Introduction: Lead-in strategies
   A. Lead-in strategies
      1. 
      2. 
   B. Thesis and essay map

II. Body paragraphs
   A. Cause/effect #1:
      1. 
      2. 
      3. 
   B. Cause/effect #2:
      1. 
      2. 
   C. Cause/effect #3:
      1. 
      2. 
      3. 
   D. Cause/effect #4:
      1. 
      2. 
      3. 
   E. Cause/effect #5:
      1. 
      2. 
      3. 

**WRITING 7-4**
Drafting

As you draft your composition, try to follow a step-by-step thinking process to make sure your draft has the basic components of a good essay.

Writing Your Introduction

As we have indicated before, when drafting your essay, you don’t have to start with the introduction. If you wish to plunge right into the body of your essay, feel free to do so. You can even save your introduction for last. The goal is simply to get started with the writing process; sometimes, the introduction is not the easiest place to begin.

Lead-In Techniques

In addition to the techniques introduced previously, you might try to include a startling fact or statistic in your lead-in. For example, in an essay about teen pregnancy, you could open with the striking statistic that 19% of the high school girls in a particular school have had children or are currently pregnant. If you happen to be writing for parents of high school girls, such a figure can immediately grab your audience and keep them interested for the duration of the essay. The fact or statistic you choose should be closely related to your audience’s concerns, which you must determine through analysis of your reader.
Using the thesis you prepared earlier, write two different introductions. Use a combination of two or more of the following strategies: description, personal narrative, anecdote, background information, your experience with the topic, definition of a key term, humor, or a startling fact or statistic. When you have finished, select the introduction that you believe is most appropriate for your essay.

**Writing Your Body Paragraphs**

At this point, be aware that you can employ several writing skills that you already know to develop an essay that analyzes a cause or an effect. Specifically, since one of your jobs is to demonstrate the importance or severity of the causes or effects you are writing about, your *descriptive skills* can come in handy. You can also use *narrative* episodes from your own experience to support this type of essay. Also, you might find it useful to give examples of effects of a particular set of causes. And since cause/effect relationships happen in time, you may find it necessary to rely on process analysis at several points in your essay.

As you draft the body of the essay, refer to your outline. If you need to revise your outline, feel free to do so; don’t treat your outline as if it were carved in stone. Always feel free to go back to any earlier part of the writing process. Consider the following points as you write your body paragraphs:

1. **Maintain a single focus on one cause or one effect in each paragraph, and express that focus as a topic sentence.**
2. **Make sure that all information in each paragraph relates to and supports its topic sentence.**
3. **Using transitions, show the kind of causal relationship if appropriate: main or contributory, immediate or distant, and so on.**
4. **Make sure you are covering the essential and major causes or effects.**
5. **If a paragraph runs too long, consider breaking it in two, but use transitions to indicate that the new paragraph continues to explain the previous topic.**
6. **Make sure you present the causes or effects in the best order; if you are writing about a causal chain, the order should be chronological. If you are writing about effects, proceed from least important to most important.**
7. **Use a variety of techniques to build your body paragraphs. Don’t forget that a short description or narration, for example, is an excellent way to provide evidence for many topics.**
8. **Always remember your audience’s needs. Provide the information your audience requires using the appropriate techniques and tone.**

Look at Diannah’s first draft of the first two body paragraphs of her essay:

Multiple sclerosis affects a person physically in many ways, like pain, tingling, and numbness in extremities. Blurred vision or even blindness, too. Being supportive of these problems that occur, a child of someone with MS will take on more responsibility in a daily family routine. Helping around the household more and
running errands are only two examples. Since my mother was experiencing many of these physical effects, I learned to drive at age 15 with a hardship license.

There are also psychological effects for a family to deal with. Some areas, such as depression and anxiety, can be handled by prescription drugs quite successfully. Therapy is also a good idea for the whole family. When I was younger, I had my own experiences of stress and depression. To overcome some of the psychological difficulties I was having as a child, I attended counseling for more than a year. My mother went through a hospital stay where she ended up with slight brain damage. This caused her to have difficulties speaking, moving, and issues with her memory. While still in the hospital recovering, she would go to physical, occupational, and speech therapies daily. They were very difficult for her at first. While this was happening, my mother seemed weak to me, but over the next few weeks, she proved how strong she actually is.

Coherence: Using Transitions

In cause/effect writing, transitions should help the reader properly understand the full relationship between causes and their effects. These relationships have to do with two factors: time and the nature of the relationship (main or contributory cause, immediate or distant cause, causal chain, and so on). Some of your transitions clarify that causes come before effects in time. In addition, you need to employ other transitions to help the reader see the type of causal relationship you are describing.

Review the following list of transitions that indicate particular features of cause/effect relationships. You have seen some of these transitions in previous chapters because they are common in many writing modes. Notice especially the repetition of some time transitions from the list in Chapter 6. This list is not exhaustive, but you can return to it to generate other ideas for transitions as you need them.

Transitions to Show Cause/Effect Relationships

<table>
<thead>
<tr>
<th>after</th>
<th>cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>aftermath</td>
<td>caused by</td>
</tr>
<tr>
<td>accordingly</td>
<td>consequently</td>
</tr>
<tr>
<td>as a consequence</td>
<td>consequentially</td>
</tr>
<tr>
<td>as a result (of)</td>
<td>created</td>
</tr>
<tr>
<td>because (of)</td>
<td>due to</td>
</tr>
<tr>
<td>because of this</td>
<td>effect</td>
</tr>
<tr>
<td>but</td>
<td>end product</td>
</tr>
<tr>
<td>by reason of</td>
<td>end result</td>
</tr>
<tr>
<td>by the way</td>
<td>eventually</td>
</tr>
<tr>
<td>the by-product of</td>
<td>following that</td>
</tr>
</tbody>
</table>

for

for these reasons

for this purpose

for this reason

further

furthermore

generated

gradually

hence

henceforth

if...then

Continued
### Transitions to Show Cause/Effect Relationships—cont'd

<table>
<thead>
<tr>
<th>Impact</th>
<th>on account of</th>
<th>since</th>
</tr>
</thead>
<tbody>
<tr>
<td>induced</td>
<td>on this account</td>
<td>so</td>
</tr>
<tr>
<td>incidentally</td>
<td>otherwise</td>
<td>so that</td>
</tr>
<tr>
<td>in effect</td>
<td>outcome</td>
<td>started</td>
</tr>
<tr>
<td>in fact</td>
<td>outgrowth</td>
<td>subsequently</td>
</tr>
<tr>
<td>initiated</td>
<td>owing to</td>
<td>then</td>
</tr>
<tr>
<td>in short</td>
<td>produced</td>
<td>thereafter</td>
</tr>
<tr>
<td>in view of</td>
<td>ramifications of</td>
<td>therefore</td>
</tr>
<tr>
<td>it follows that</td>
<td>reason</td>
<td>thereupon</td>
</tr>
<tr>
<td>little by little</td>
<td>result</td>
<td>thus</td>
</tr>
<tr>
<td>of course</td>
<td>resulted in</td>
<td>to this end</td>
</tr>
</tbody>
</table>

Remember to employ other coherence devices as well: repeating key words, referring to previous ideas, and using pronouns that reference specific nouns in the previous sentences. Think of the sentences in your paragraphs as links in a chain; if you fail somehow to link one idea to a previous idea, you have broken the chain, causing your paragraph to be choppy and disjointed.

**Draft the body of your essay using the following strategies:**

1. Follow your outline. Make any changes to the outline that you feel help your essay.
2. Start each of your body paragraphs with a clear topic sentence identifying the cause or effect you develop in that paragraph. During revision, you may alter the topic sentence in any or all of your paragraphs, but for now it's important to remain focused on the topic sentence as you write each paragraph.
3. Add transitions to keep your ideas flowing smoothly and to guide your audience through your information.

**Writing Your Conclusion**

As you start to plan your conclusion, consider the following approaches for cause/effect writing:

- For cause analysis, explain that understanding the true nature of the causes can help the reader in some way.
- For effect analysis, emphasize the seriousness of the effects and the resulting need for further study or action.
- Refer to misconceptions many people have about the causes or the effects, and reiterate your thesis as a way of emphasizing what you believe to be the right interpretation.