Assignment 4 Worksheet - Chapter 4 “*Assembly Instructions” Micro Cohesion”*

1. What is “micro cohesion”? How is it different from “macro cohesion”?

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1. How can writers use readers’ mental processes to help create micro-cohesion between sentences and enhance reader comprehension?

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1. Demonstrate your understanding of revision indicators in Chapter 4 of *The Second Draft* by creating your own examples. Use the sample sentences in the chapter as models.

Revision Indicator #7 - Sentences don’t begin with familiar references

How does starting sentences with unfamiliar information hinder reader comprehension?

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Write a pair of sentences in which the second sentence needs to be revised because it does not begin with familiar information.

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Now, revise the second sentence so that it begins with familiar information by writing a summative reference as the noun. (Example 2 and 3 under indicator #7 in text)

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Write a second example of sentences in which the second sentence needs to be revised because it does not begin with familiar information.

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Now, revise the second sentence so that it begins with familiar information by writing an introductory prepositional phrase, participial phrase, or adverbial clause. Indicate which revision strategy you used. (Revision strategy 5 under indicator #7 in text)

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Revision Indicator #8 - Sentences begin with vague additive transitions

How do sentences that begin with vague additive transitions hinder comprehension?

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Write a pair of sentences in which the second sentence needs to be revised because it begins with a vague additive transition.

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Now, revise the second sentence so that it begins with a specific, informative transition that communicates to readers how the information in the two sentences is related.

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Revision Indicator #9 - Sentences do not end with new information

How does placing important, new information at the end of sentences enhance reader comprehension?

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Write a pair of sentences in which the most important information in one of the sentences is trapped in the middle in a modifying relative clause. (Example 2 under indicator #9 in text)

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Now, revise the second sentence by turning the relative clause into a verb, thus placing the important, new information at the end of the sentence. (Example 2 under indicator #9 in text)

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Revision Indicator #10 - Newly introduced terms have not been defined/identified

How does introducing new terms without defining, explaining, or contextualizing them hinder reader comprehension?

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Write a sentence that needs to be revised because a newly introduced term has not been defined, identified, or contextualized.

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Now, revise the above sentence so that the term is clarified by using an appositive. Set off the appositive with your choice of commas, dashes, or parenthesis.

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