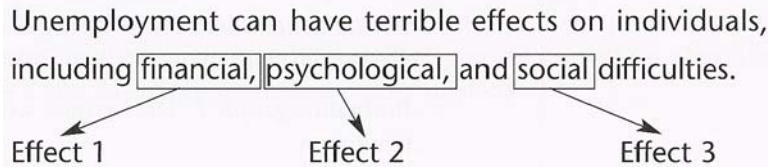


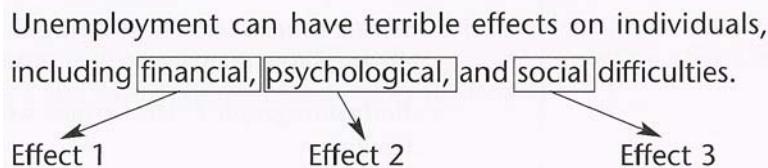
# CAUSE / EFFECT ESSAYS

I. TYPE– focuses on what causes something (why it happens) and what the effects are (the consequences or results)

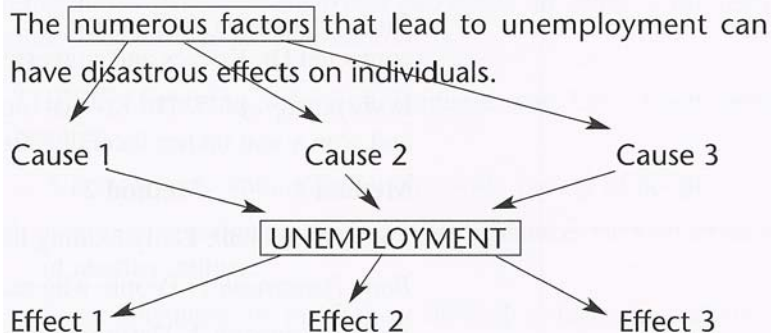
## A. CAUSES LEADING TO ONLY ONE EFFECT



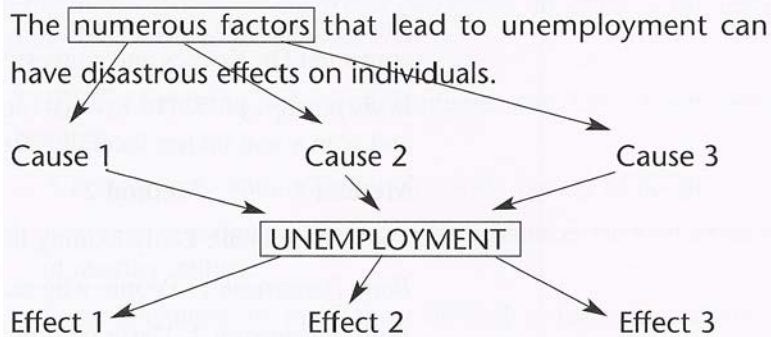
## B. EFFECTS RESULTING FROM ONLY ONE CAUSE



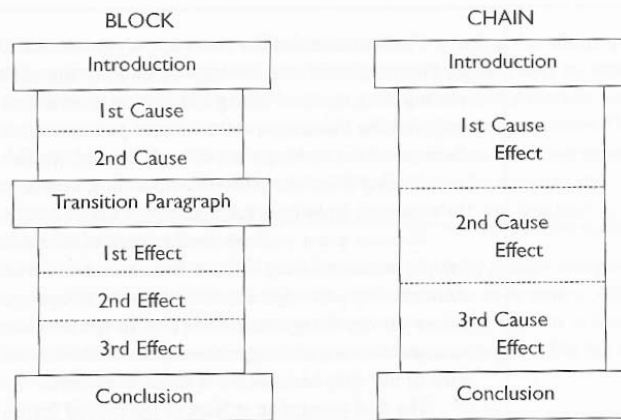
## C. MANY CAUSES HAVING MANY EFFECTS



## D. A CHAIN OF CAUSES LEADING TO EFFECT LEADING TO CAUSE LEADING TO EFFECT



## II. ORGANIZATION



- A. **BLOCK ORGANIZATION** – author discusses all the causes as a block (in one or more paragraphs depending on the number of causes). In this type of organization, there is often a short transition paragraph that separates the causes from the effects. The purpose of this transitional paragraph is to conclude the first part of the essay and introduce the second part. Use the block style with larger topics and when there is no *direct* cause and effect relationship
- B. **CHAIN ORGANIZATION** – author discusses each cause and effect together, followed by another cause & effect. Usually, each new cause is the result of the preceding effect. Each new cause/effect relationship is discussed in a separate paragraph. Use the chain style with shorter topics and when there is a close interrelated relationship between the causes and effects.

## III. COHERENCE

- A. ***BECAUSE, AS, SINCE*** + subject + verb
1. **Function** - to give the cause of or reason for something
  2. **Use** – ***Because, as*** , and ***since*** are subordinating conjunctions. Because these conjunctions introduce a dependent clause, they are followed by a subject and a verb. Note that these clauses **CANNOT** stand alone as independent sentences. When the dependent clause begins the sentence, put a comma after it.
  3. **Examples**
    - ***Because*** Rita was tired, she came home early from work.
    - Rita came home early from work ***because*** she was tired.
    - ***As*** the weather was too unpredictable, we were unable to make plans for the picnic.

- We were unable to make plans for the picnic as the weather was too unpredictable.
- Since the tuition at CCSN is so reasonable, John decided to study there.
- John decided to study at CCSN since its tuition is so reasonable.

B. ***THEREFORE, CONSEQUENTLY, THUS*** + subject + verb

1. Function – to show a result
2. Use - ***Therefore, consequently, thus*** + subject + verb are conjunctive adverbs connecting the previous information (cause) to the following information (effect). Because these adverbs introduce sentences (independent clauses), they are followed by a subject and a verb. When these transition words begin a new sentence, put a comma after the word. If they connect one sentence to another, put a semicolon before the word and a comma after it.
3. Examples
  - Rita was tired. ***Therefore***, she came home early from work.
  - The weather was unpredictable. ***Consequently***, we were unable to make plans for the picnic.
  - The tuition at CCSN is very reasonable; ***thus***, John decided to study there.

C. ***AS A RESULT*** + subject + verb & ***AS A RESULT OF*** + noun

1. Function – to signal an effect
2. Use – ***As a result & as a result of*** are commonly used at the beginning of a sentence to show the effects or results of a previous action. ***As a result*** introduces an independent clause and is followed by a subject and verb. It is also followed by a comma. ***As a result of*** is followed by a noun.
3. Examples:
  - Rita was extremely tired. ***As a result***, she went home.
  - ***As a result of*** her fatigue, Rita went home from work early.