

## Tying it All Together

### Transition

#### Purpose of Transitions:

- To help you **establish flow** between each sentence of your writing
- To illustrate how a sentence or idea **relates** to another sentence or idea (builds on it, contradicts it, offers more evidence to support it, looks at it in more depth, summarizes, etc)

#### Where You Can Use Transitions:

- To **introduce topic sentences**
- To **present evidence**
- To **move** between sentences of **analysis**
- To **conclude** your paragraph or essay

There is **no magic number** of transitions needed in a paper. Just think about establishing flow and helping your reader follow your logic!

Click [here](#) for a long list of transition words.

#### What to Avoid:

- Avoid **repeating the same transitions** or series of transitions over and over. For instance, many students use the following transitions frequently: “For example,” “Also,” etc.
- Using transition words and phrases whose **meaning you don’t fully understand**.

## Part II: Identifying the Components of a Paragraph

**Directions:** Read the sample paragraph below. Then, go through and highlight or underline the following components of a successful paragraph.

Claim — Integrated Quote — Analysis — Concluding Sentence — Transition Words/ Phrases

In the poem “I look at the world,” Langston Hughes uses the symbol of the “eye” to represent his growing awareness of the circumstances of his people, highlighting the importance of deep reflection and observation to help create the progress that society needs. For example, he begins his poem looking at his surroundings with “awakening eyes in a black face” which notices a “fenced off narrow space / assigned to him” (Lines 2-5). Through his lens as a black man, the speaker’s “awakening eyes” signify a growing consciousness of the racial and social barriers that confine him. As he looks at the world, he sees not just his physical surroundings but also the systemic oppression that attempts to decide for him what he can and cannot be. His act of looking suggests that only through deep, honest reflection can one begin to recognize the pervasive systems of inequality that govern society. As the poem progresses, the speaker’s eyes evolve from “dark eyes in a dark face” that acknowledge these oppressive walls “will have to go” (Lines 7-10), to “eyes no longer blind” that allow him to “see that [his own] hands can / make the world that’s in [his] mind” (Lines 12-15). Whereas his initial understanding of his circumstances casts his eyes as “dark,” symbolizing the sadness and disappointment stemming from the limitations imposed on his life, it is his newfound clarity with eyes “no longer blind” that empowers the speaker to envision new possibilities. Now that he has a full understanding of his circumstance and himself, he realizes that he and his community can break free from the oppressive walls that have long confined them if they work together toward creating a better future. The eye thus becomes a symbol for both insight and agency, representing the transformative power of awareness as it can lead to action. The poem ultimately conveys that change begins with a clear vision and the courage to act upon it, urging others to think about their life and circumstance and find ways to improve upon it.