

Lesson Plan Template

- **Title** Coherence and Cohesion in Academic Writing

- **Author** Lilian Farag Allah

- **Proficiency level**

_____ Beginning Intermediate Advanced

- **Grade level**

University students or adults studying academic writing

- **Skills**

Please check all that apply and mention related subskills (e.g., Speaking/pronunciation, or Reading/scanning):

_____ Reading	Related subskills _____
<input checked="" type="checkbox"/> Writing	Related subskills <u>Coherence & Cohesion</u>
_____ Speaking	Related subskills _____
_____ Listening	Related subskills _____
_____ Grammar	Related subskills _____
_____ Vocabulary	Related subskills _____

- **Subject area**

University academic writing

- **Objectives**

1. Content

By the end of this session students will be able to:

- Understand the meaning and importance of coherence and cohesion
- Identify problems of coherence and cohesion in written texts
- Revise their own papers and fix problems of coherence and cohesion

2. Cognitive/Attitudinal

By the end of this session students will be able to:

- Know different kinds of cohesive devices, namely reference, conjunctions, and repetition
- Change their ideas about the extensive use of conjunctions
- Learn different ways to make their writing more cohesive

TESOL Resource Center – Resource Templates and Guidelines

- **Duration**

About 30-35 minutes

- **Materials and technology**

- Handouts with sample texts

- **Procedure**

- Introduction to coherence 3 mins**

- Explain simply what coherence means; the connection and organization of ideas in a text to create unity.

- Ask students what they think can make a text coherent based on this simple definition

Elicit and lead them to think of the link between ideas. Thesis statement and topic sentences create this sense of unity in a piece of writing. I can show them a graph illustrating how thesis statement and topic sentence can link the essay (Fig. 1 in the handout)

- Activity One**

- (Unity of ideas & Organization of ideas) 4 mins**

- Ask students to read through texts 1 & 2 one at a time and decide what problems they have (if they can't come up with the problem, You can draw their attention to the problematic sentences and ask them to think of the relation between them and the rest of each paragraph).

- Summarize about coherence, listing the main ideas on the board.

- Introduction to cohesion 3 mins**

- Explain that while coherence focuses on the overall (macro) structure of the essay, cohesion is more specific. It pays attention to links between words and sentences.

- Ask and elicit their ideas on what links sentences together.

- Activity Two**

- (Reference and pronouns) 5 mins**

- Ask students to underline all pronouns in texts 3 & 4 and see if their reference is clear to them. If not, then what seems to be the problem and how they can make the texts better.

- Stress the clarity of reference.

- Activity Three**

- (Conjunctions) 5 mins**

- Ask students to underline conjunctions in texts 5 & 6 and read the sentence before and after each one. They decide on the relation between the two sentences. Then, they think of the conjunction used and whether it serves this relation. If not, then which other conjunction(s) should be used to deliver the intended meaning.

- Draw students' attention (if no one mentioned this) that linking sentences does not have to be done by using extra words (pronouns and conjunctions)

- Activity Four (Repetition) 3 mins**

- Ask them to identify the topic of the paragraph in text 7. Then ask them how the writer connects sentences together. Help, if necessary, with pointing out repeated words (mummify, mummification, mummified).

- Explain that repeating key words, in relation to the main topic, helps add unity to the text.

- Wrap-Up 1-2 mins**

- List the elements of cohesion that have been discussed on the board with a quick reminder of what has been said.

- Application 10 mins**

Ask students to review their drafts of the essay they had written and see how coherent they are, checking on their use of cohesive ties before they write their 2nd drafts. Students will work individually.

TESOL Resource Center – Resource Templates and Guidelines

- **Assessment**

Students will review their first draft of the essay for coherence and cohesion.

- **Useful links**

<http://papyr.com/hypertextbooks/compl/coherent.htm>

http://www.ivcc.edu/rambo/tip_checklist_organization_development.htm

<https://eee.uci.edu/faculty/losh/resources/in-class/> (the part on *transitions*)

TESOL Resource Center – Resource Templates and Guidelines

- **Handout**

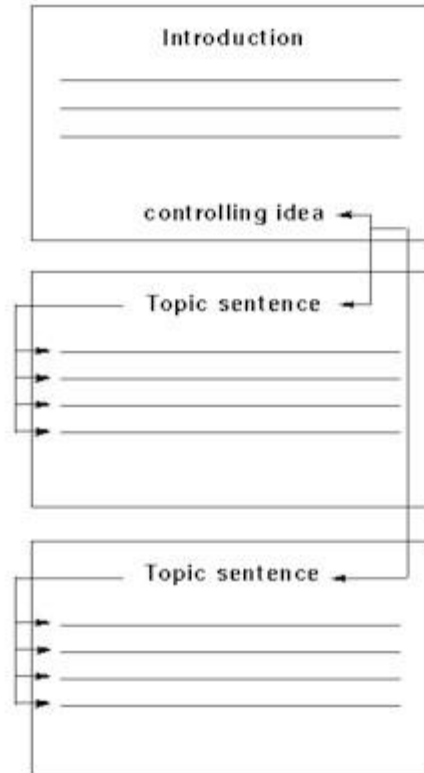


Figure 1 Thesis statement and topic sentences in an essay create unity

Text 1

CITIZENSHIP: DO ILLEGAL IMMIGRANTS DESERVE IT?

Ever since its first existence, man has known power as the highest target. No one doubts that economy is the strongest weapon of total control. Singapore with the width smaller than Pahang for example, is actually the giant in South East Asia. It has an economic growth rate of 11 percent and foreign savings of 230 billion dollars. Man dares to do anything including begging and killing in order to fulfill his desire and sense of self love. Due to this very statement, I strongly believe that no illegal immigrant should be given citizenship in view of the country's development.

Text 2

TESOL Resource Center – Resource Templates and Guidelines

ADVERTISING BRINGS MORE NEGATIVE EFFECTS THAN POSITIVE EFFECTS

Advertising is a kind of business tool that is used by producers to attract people's attention to buy their products. Advertisements also seem like news of fashions, and styles. [Producers promote their products in magazines, newspapers, posters, and also through television and radio.] Whether we realise it or not, advertising brings more negative than positive effects. Our life is influenced by advertising without realizing that we are cheated by the producers who used advertisements to promote their products

Instructions

1. Underline all the pronouns in Text 3.
2. Are all of them clear what they mean or refer to?
3. If not, what seems to be the problem? How can you make the text better?

Text 3

THE MEANING OF RESPONSIBILITY

Even worse is the third type of irresponsibility which is very dangerous to a large number of people such as the prime minister proposing an unsuitable policy to parliament and getting it accepted; then implemented it in his country.

Instructions

1. Underline all the pronouns in Text 4.
2. Are all of them clear what they mean or refer to?

TESOL Resource Center – Resource Templates and Guidelines

3. If not, what seems to be the problem? How can you make the text better?

Text 4

Both articles are very well written but Sandra's article speaks more to the Egyptian audience due to the fact of its easy format. The format is more attractive, because all their lives have studied their material in point form. They depended on memorizing instead of thinking and that was caused by the Egyptian education system, which made them prefer the point form topics more than any other topics.

Instructions

1. Read Texts 5 and 6 and underline conjunctions.
2. Read the sentences before and after each conjunction. Think of the relation between the two sentences.
3. Does the conjunction serve to establish this relation?
4. If not, which other conjunction(s) can you use to improve the text?

Text 5

While one group (Group A) will be exposed to one treatment, the other group (Group B) will be exposed to the other treatment. However, each group will be exposed to both treatments twice altogether in the study.

Text 6

TESOL Resource Center – Resource Templates and Guidelines

Both in American English and New Zealand English, agreement is the most common response type. However, studies show agreement response included other strategies, such as: appreciation token, comment acceptance, praise upgrade, comment history, reassignment, and return compliment.

TESOL Resource Center – Resource Templates and Guidelines

Instructions

1. Read Text 7 quickly. What is it about?

2. How does the writer connect his sentences?

Text 7

The ancient Egyptians were masters of preserving dead bodies by mummifying them. Basically, mummification consisted of removing the internal organs, applying natural preservatives inside and outside, and then wrapping the body in layers of bandages. This process was remarkably effective. Indeed, mummies several thousands of years old have been discovered nearly intact. Their skin, hair, teeth, nails, and facial features are still evident. Their diseases in life, such as smallpox, arthritis, and nutritional deficiencies, are still diagnosable. Even their fatal afflictions are still apparent: a middle-aged Egyptian king died from a blow to the head; a child-king died from polio.