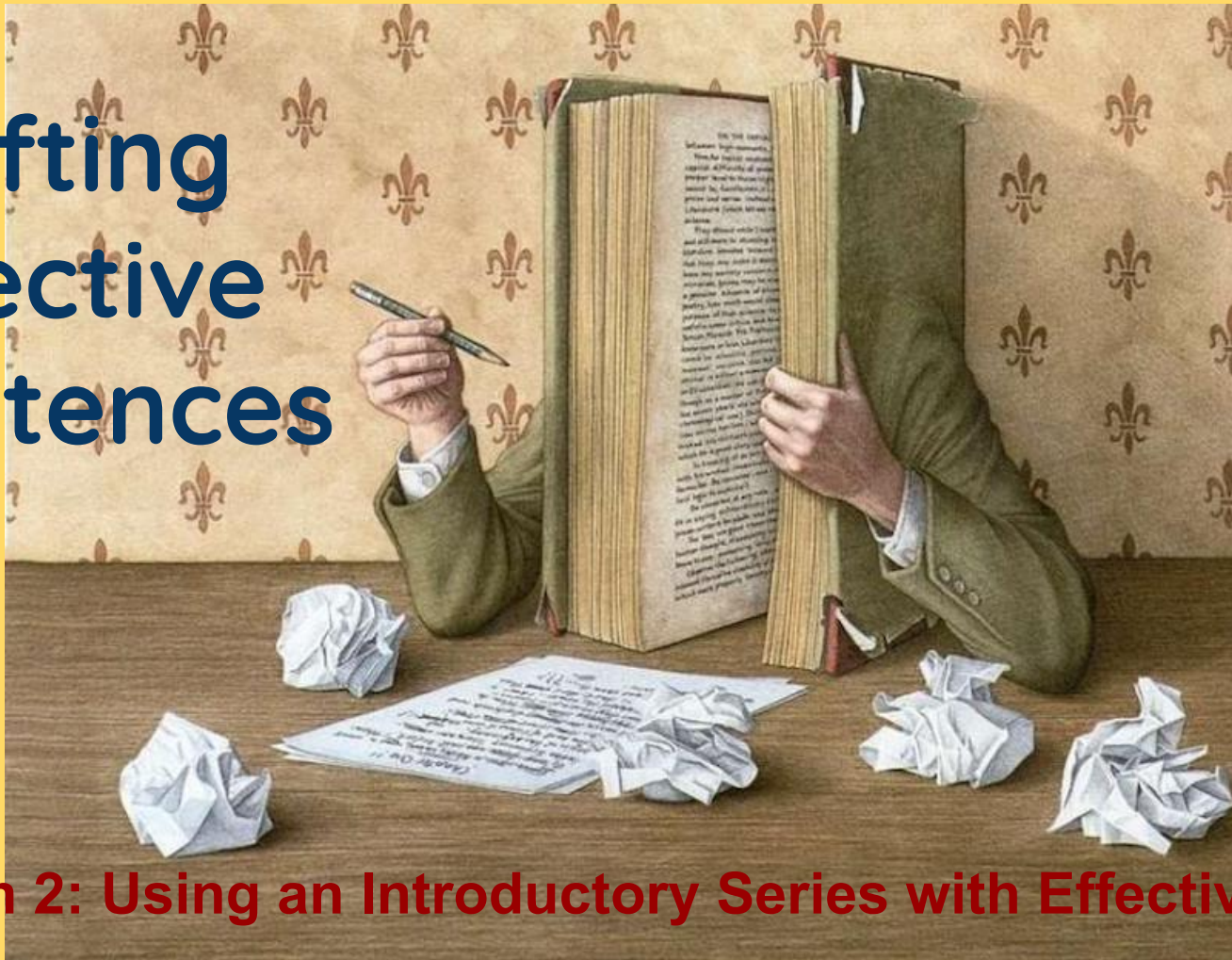


# Crafting Effective Sentences



**Lesson 2: Using an Introductory Series with Effectiveness**

# **Effective Sentences for Claims**

**#2: Using an Introductory Series  
with Effectiveness**

## **#2: Using an Introductory Series with Effectiveness**

**Writers often choose a claim or thesis sentence that takes the form of a listing of points. This listing is called a litany.**

**In this type of sentence, the writer will often place the list of key points at the end of the sentence. Using this type of construction can be dull as well as predictable.**

**This pattern shifts the litany to the starting point and uses a summary word to tie these points together. The difficulty lies in order consistency and in encapsulating the ideas into a single word or phrase placed in a parallel structure.**

## #2: Using an Introductory Series with Effectiveness

The pattern looks like this:

Item, item, item-- summary word + S V.

*( Key summary words may be—such, all, those, this, many, each, which, what, these, something, someone. Sometimes this summary word will be the subject but other times it will merely modify the subject.)*

The joining mark of punctuation is the **dash**.

## #2: Using an Introductory Series with Effectiveness

Here are a couple of examples:

**Item, item, item-- summary word + S V.**

*( Key summary words may be—such, all, those, this, many, each, which, what, these, something, someone. Sometimes this summary word will be the subject but other times it will merely modify the subject.)*

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***Unpredictable wages, uncertain health care, insecure retirement--all serve as essential considerations for individuals entering the gig economy.***

***Children, parents, school teachers and staff--when it comes down to it, these are the people most affected by the government decision to re-open schools.***

## #2: Using an Introductory Series with Effectiveness

### EXAMPLE 1

Normally a beginning writing might phrase a claim or thesis like this:

*Some essential considerations for individuals entering the gig economy include unpredictable wages, uncertain health care, and insecure retirement.*

By shifting the positioning of our list (which will become our central body paragraphs), the revision, instead, looks like this:

*Unpredictable wages, uncertain health care, insecure retirement--all serve as essential considerations for individuals entering the gig economy.*

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### EXAMPLE 2

Again, a beginning writing might phrase a claim or thesis like this:

*The people most affected by the government decision to re-open schools are children, parents, and school teachers and staff.*

As in Example 1, the revision has more power and style. (I've also included a phatic utterance which we will discuss in a later lesson.)

*Children, parents, school teachers and staff--when it comes down to it, these are the people most affected by the government decision to re-open schools.*

## #2: Using an Introductory Series with Effectiveness

### Why It Is Effective

*In this pattern, the writer is moving beyond an ordinary and predictable listing or preview of the essay. Instead of seeming like a sentence anyone and everyone writes, this pattern adds both **power** (by placing the items to be examined in the front position they become the subject of the claim) and **unity** (through the use of the summary word). By doing so, it adds authority to the voice of the writer by suggesting strength and confidence.*



## #2: Using an Introductory Series with Effectiveness

### Writer's Craft Note

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*Constructing effective sentences like this one and the ones to follow in this series normally take place in the revision process for students. Do not be discouraged if these types of sentences do not come naturally in a first draft. Drafting, evaluating, revising--these are the key to becoming an effective writer.*