



# WRITING CENTER

## Conjunctions

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**Conjunctions** are connecting words that link words, phrases, or clauses.

Conjunctions function to:

- Assert more than one action or tell about more than one person or thing
- Economize and vary sentence structures
- Connect ideas

Conjunctions do not have inflection and can be identified by their function in the sentence.

### COORDINATING CONJUNCTIONS

These connect words, phrases, and clauses of equal rank or similar grammatical function: **for, and, nor, but, or, yet, so.**

**Note:** The acronym **FANBOYS** is useful to remember the coordinating conjunctions.

### PUNCTUATION WHEN USING COORDINATING CONJUNCTIONS

- When joining two **independent** clauses, a comma is placed before the conjunction.

**Example:** Mary went to the Writing Center, **but** John went home.

**NOTE:** If the independent clauses are very short, the comma might be eliminated.

- When joining two words, phrases, or **subordinate** clauses, no comma is used.

**Examples:** WORDS: Mary **and** Jane came to the Writing Center often.

PHRASES: Mary corrected her essay **and** handed it in.

SUBORDINATE CLAUSES: The teacher asked Mary what help she received **and** why she received it.



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- When joining more than two words, phrases, or subordinate clauses, use a comma between each section of the series. A comma may or may not be used before the coordinating conjunction.

**Example:** Mary asked questions, received answers, **and** did well on her essay.  
Mary asked questions, received answers, took notes **and** did well on her essay.

### CORRELATIVE COORDINATING CONJUNCTIONS

These function like coordinating conjunctions but are used in pairs. One part appears in the first section being connected, and the other part appears before the second section.

**Examples:** **The more** you visit the Writing Center, **the more** your writing will improve.

**Neither** Mary **nor** John received good grades on their essays.

### COMMON CORRELATIVE COORDINATING CONJUNCTIONS:

as...as	(just) as...so	not only...but (also)	the more...the less
both...and	neither...nor	not so much	the more...the more
either...or	no (or not)...or	(that)...as such...as	whether...or

### SUBORDINATING CONJUNCTIONS

These connect dependent clauses to independent clauses, introducing the dependent clause and showing the relationship between the two clauses.

**Examples:** **When** John received a poor grade, he went to the Writing Center.  
Mary did well on her essay **because** she visited the Writing Center.

### THE FIVE MEANINGS CONVEYED BY SUBORDINATING CONJUNCTIONS

- **condition** (unless)
- **cause** (because)
- **time** (after)
- **manner** (as)
- **contrast** (although)



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### SUBORDINATING CONJUNCTIONS

after	before	as	unless
although (though)	even though	no matter how	until
as	if	once	when
as if	if only	rather than	whenever
as long as	in as much as	since	where
as though	in case	that	while
because	insofar	the day	

### SUBORDINATING CONJUNCTIONS ENDING IN *THAT*

assuming that	given that	now that	save that
except that	in order that	on the grounds that	seeing that
for fear that	in the hope that	proving that	so that

**Example:** **Now that** you are doing better, I hope you will come by.

### PUNCTUATING THE SUBORDINATE CLAUSE

- A comma should follow an introductory adverb clause
- If the subordinate/dependent clause is nonessential, commas should be placed before and after the clause

**Examples:** Before the curtain fell, the actors bowed.

Mary, who is a senior, is the lead in the school play.

### SUBORDINATING CORRELATIVE CONJUNCTIONS

Subordinating conjunctions come in pairs. The subordinating correlative conjunctions are:

- and such. . . that
- if. . . then
- no sooner. . . than
- scarcely. . . when
- so. . . that

**Examples:** **If** Mary is not going, **then** neither am I.

**No sooner** had John left **than** Susie arrived.



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### ADVERBIAL CONJUNCTIONS

These serve as a link between two independent clauses. They differ from the coordinating conjunction because they are not limited to one position, and they are punctuated differently.

**Note:** The writer has several choices when using adverbial conjunctions. Note the punctuation in each sentence in the examples below.

**Examples:** COORDINATING CONJUNCTION: Mary is funny, **but** Suzie is funnier.

ADVERBIAL CONJUNCTION: Mary is funny; however, Suzie is funnier.  
Mary is funny. However, Suzie is funnier.  
Mary is funny. Suzie is funnier, however.  
Mary is funny; Suzie, however, is funnier.

### PRIMARY ADVERBIAL CONJUNCTIONS AND THEIR MEANINGS

**Note:** As with other words, these conjunctions can function as other parts of speech. Remember to identify any word by its function in the sentence, rather than its classification out of text.

#### ILLUSTRATION

for example  
incidentally  
namely  
that it

#### ADDITION

after all  
also  
besides  
further (more)  
likewise  
moreover  
second  
similarly

#### CONTRAST

alternatively  
however  
in contrast  
instead  
nevertheless  
otherwise  
on the other hand  
still

#### QUALIFICATION

certainly  
indeed  
in fact  
perhaps  
possibly  
undoubtedly

#### RESULT

accordingly  
as a result  
consequently  
hence  
therefore  
thus

#### ATTITUDE

frankly  
happily  
unfortunately  
luckily

#### SUMMARY

in other words  
in summary to  
conclude

#### TIME

at first  
finally  
meanwhile  
now  
then  
thereafter



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### PRACTICE

#### PRACTICE EXERCISE A

Underline the coordinating and correlative coordinating conjunctions in the following sentences.

**Example:** Mary likes to work in the Writing Center, but John does not.

1. Susie and Jane did their research in the library, but John did not.
2. Procrastinating over his studies, John not only turns in his papers late, but also gets poor grades.
3. Neither Jane nor Mary wants to see John again.
4. Use dictionaries, the sources, and grammar handbooks when you are writing your essays.
5. The more John procrastinates, the less enthusiasm he has for his homework.

#### PRACTICE EXERCISE B

Underline all the subordinating and correlative subordinating conjunctions in the following sentences.

**Example:** When Mary was finished, she handed her paper to the teacher.

1. Mary does not know if her paper will be finished in time.
2. It is as though he does not even care.
3. No sooner had Mary put her paper down than the teacher had read it.
4. After she had learned to write, Mary felt confident.

#### PRACTICE EXERCISE C

Punctuate the following sentences with the necessary commas; not all require punctuation.

**Example:** Neither Bob nor John could find his paper. **Correct.**

1. The sandwiches were hamburgers and hot dogs and the drinks were beer and pop.
2. When we arrived at the party Suzie was already there.
3. Mary greeted the guests and took their coats.