

## Compound Sentences

Let us now look at how to join two simple sentences of the same value (Independent Clauses). An **independent clause** is a group of words that stand as a sentence. Examples of Independent Clauses:

**I like to read.**

**Terri should go home now.**

**America is at war with Iraq.**

**Coordination** is the act of combining two independent clauses. There are three methods of doing this.

### Method One:

**Independent Clause + Comma + Coordinating + Independent Clause  
conjunction**

Example: **I spent all my savings, so I can't go to Spain this summer.**

In the above example, **so** is the coordinating conjunction. The coordinating conjunction establishes a relationship between the two clauses. In this case, the conjunction **so** shows that the second sentence is a result of the first.

You will want to memorize the seven coordinating conjunctions and their meanings. To make this easier, remember the acronym **FANBOYS**. Each letter stands for a different conjunction. Here is a list of the *fanboys* and the relationship that each establishes between two sentences.

<u>Coordinating Conjunctions</u>	<u>Examples</u>
<b>For</b> shows <i>reason</i> .	I like to read mystery novels, for I love suspense.
<b>And</b> shows <i>addition</i> .	She goes to the beach, and she takes her dog.
<b>Nor</b> adds a <i>negative</i> .	I don't like garlic, nor <u>do I</u> like onions. (Note that the verb is placed before the subject in the second sentence).
<b>But</b> shows <i>opposition</i> .	He won't get into the concert, but he can try.
<b>Or</b> shows an <i>alternative</i> .	I will take my kids to a movie, or I will stay home.
<b>Yet</b> shows <i>exception</i> .	I want to lose weight, yet I eat chocolate daily.
<b>So</b> shows a <i>result</i> .	I will study the <i>fanboys</i> , so I can impress my LIA.

## Practice Using Coordinating Conjunctions

Read the following explanation of **critical thinking**. Then complete the exercise below.

### What is Critical Thinking? <sup>1</sup>

Can you evaluate what you read and justify what you believe? If so, you are thinking critically. Deliberating in a purposeful, organized manner in order to assess the value of information, both old and new, is **critical thinking**. Critical readers and thinkers . . . do not accept the idea that “If it’s in print, it must be true.” They do not immediately accept the thinking of others. Rather, they think for themselves, analyze different aspects of written material in their search for truth, and then decide how accurate and relevant the printed words are. Critical thinkers build on previous knowledge. . . to forge new relationships. They recognize both sides of an issue and evaluate the reasons and evidence in support of each.

### Overcome Barriers to Critical Thinking

Allow yourself to think critically, to be challenged, and to change. Recognize and avoid the following barriers to your own critical thinking:

1. **Existing Beliefs**—Do you refuse to consider or immediately reject ideas outside of your belief system? We are culturally conditioned to resist change and feel that our own way is best.
2. **Wishful Thinking**—Do you talk yourself into believing things that you know are not true because you want them to be true? At times we engage in self-denial.
3. **Hasty Moral Judgments**—Do you tend to evaluate someone or something as good or bad, right or wrong, and remain fixed in this thinking?
4. **Reliance on Authority**—Do you think for yourself? Many people let the government, the church, doctors, religious leaders, and teachers do their thinking for them.
5. **Labels**—Do you ignore individual differences and lump people and things into categories? Labels oversimplify, distort the truth, stereotype, and usually incite anger and rejection.

### Exercise

Each sentence below is followed by a coordinating conjunction. Add an independent clause that would make sense, keeping in mind the relationship between clauses.

1. Samuel seldom thinks for himself, **so** \_\_\_\_\_.
2. I don’t believe everything I read, **for** \_\_\_\_\_.
3. My mother follows her horoscope, **but** \_\_\_\_\_.
4. The media often exaggerates events, **and** \_\_\_\_\_.
5. The teacher is not always right, **nor** \_\_\_\_\_.
6. I didn’t like the first class, **yet** \_\_\_\_\_.
7. I can believe everything I hear, **or** \_\_\_\_\_.
8. I used to think all lawyers were greedy, **but** \_\_\_\_\_.

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<sup>1</sup> Taken from Smith, Brenda D. *The Reader’s Handbook*. New York: Longman, 2001. 123-124.

**Method Two:**

**Independent Clause + Semicolon (;) + Independent Clause**

This method may seem like a really easy way to combine two sentences; it is. In fact, you can use a semicolon the way you would use a period. The only difference is that with a semicolon, there should be an obvious connection between the two sentences. In this method, you don't have a coordinating conjunction to establish the relationship between the two ideas; the connection must be so clear that it does not need to be stated.

Unclear connection: **Ms. Brown is a great teacher; I'm going to a movie this evening.**

Connection clear: **Ms. Brown is a great teacher; she has recommended this film to us.**

**Practice With Semicolons**

Here are some more sentences about critical thinking. The sentences have been fused together; they are missing semicolons. Insert a semicolon where needed to create correct compound sentences.

1. I don't think my father will ever become a critical thinker he is resistant to change.
2. Do not let gossip pollute your workplace stand up to those who spread rumors.
3. Even the newspaper is biased I will pay attention to the way they present the facts.
4. My friends from high school label everybody I am tired of their prejudice.
5. I will raise my kids to be critical thinkers it won't be easy.
6. I wrote a letter to *The Sentinel* I was angry at the way they stereotyped my race.
7. I am not always open to new information I find it hard to admit that I might be wrong.

Add to each sentence below with a semicolon and a sentence of your own.

1. My parents follow the Pope's teachings \_\_\_\_\_.
2. Susan does everything her boyfriend tells her \_\_\_\_\_.
3. I don't want to judge her \_\_\_\_\_.
4. I used to think that my parents knew everything \_\_\_\_\_.
5. I want to believe that our leaders are moral \_\_\_\_\_.
6. Not everything you read on the Internet is true \_\_\_\_\_.
7. That's your point of view \_\_\_\_\_.

**Method Three:**

**Independent Clause + Semicolon + Conjunctive + Comma + Independent Clause  
Adverb**

Example: **I am disgusted with your behavior; however, I will give you another chance.**

This is a more formal way of combining two independent clauses. The formality is created by the use of **conjunctive adverbs**. In the example above, **however** is the conjunctive adverb. It means the same thing as the coordinating conjunction **but**. Many of the coordinating conjunctions have corresponding conjunctive adverbs that work well in writing for college, the workplace, and other formal occasions.

<b>Coordinating Conjunctions</b>	<b>Corresponding Conjunctive Adverbs</b>
<b>AND</b>	Furthermore Moreover In addition In fact Indeed
<b>BUT or YET</b>	However Nevertheless Nonetheless
<b>SO</b>	Consequently Therefore As a result

**Practice Using Conjunctive Adverbs**

Complete the student letter below by filling in the blanks with conjunctive adverbs.

Dear Boss:

I have had enough of your unfair treatment; \_\_\_\_\_, I have decided to leave your employment. I am giving you my two weeks notice; \_\_\_\_\_, I will not return to work after February 8<sup>th</sup>. I am tempted to write to your superiors about your behavior; \_\_\_\_\_, I do not want to waste any more time thinking about you. I will be back to pick up my final paycheck on February 9<sup>th</sup>; \_\_\_\_\_, please have my profit sharing bonus ready at that time.

Yours truly,