

## Term: “Logic glue”

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**Definition:** Logic glue represents the relationship between two sentences. This relationship is implied, rather than stated with transitional words.

At its most simplistic form, logic glue is logical transitions that tie one sentence to the next. In order to link words and sentences together through multiple sentences, writers use transition words:

for example	furthermore	in addition	therefore
to illustrate	moreover	likewise	consequently
next	later	finally	that is
as a result	even though	for this reason	first, second, etc

Even without transitions, relationships exist between sentences. The following is a list of the types of logical relationships that occur between sentences. Although these words, or synonyms for them, do not always appear between sentences, the reader recognizes that they represent the logical relationship between them.

While these transition words may not be used in the sentences, the relationship is implied:

and	.....	...continues the same idea with new facts
but / yet	.....	...a change in the idea of the previous sentence
or	.....	...an alternative for what is state in the earlier sentence
that is	.....	...a definition or restatement of the idea in the earlier sentence
for example	.	...an illustration of the idea in the earlier sentence
therefore	.....	...a conclusion or effect based on the earlier sentence
for	.....	...a reason or cause for what is state in the earlier sentence

## Example

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### Actual Sentence:

Evidence: *“To protect a great people, however, from making all that they can of every part of their own produce, or from employing their stock and their industry in the way that they judge to be most advantageous to themselves is a manifest violation of the most sacred right of mankind” (6).*

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*This deprivation of prosperity denied the Americans of an inalienable right: liberty.*

### Word Glue:

n/a

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Logical relationship = Therefore  
**Therefore** relationship is a conclusion arrived at based on the statement in the previous sentence. The writer comes to the conclusion that Britain’s deprivation of “produce” denies the Americans of their rights by combining the previous two sentences together.

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*In Locke's theory, if a government attempts to take "absolute power" (Locke) over a people, they are setting themselves up to be attacked.*

Transitions: (implied) if... then...  
Logical relationship = and  
The student moves the denial of an inalienable right to the idea that Locke believes this to be cause for upheaval.

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*This was the case with Britain and the Americans.*

Logical relationship = That is  
**That is** is a definition, restatement of conclusion of the idea in the earlier sentence. This is close to a therefore relationship but not quite – the author is tying the logical together from the previous two sentences (denial of rights + Locke says overthrow = this is what happened) to create a narrative of their argument instead of arriving at a "therefore" conclusion.

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*Britain overstepped the power that the colonists had given to them, and basically asked for all of the disobedience that followed in the colonies.*

Logical relationship = Therefore

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