

9

LEARNING OUTCOMES

After studying this module you should be able to:

- L1** Answer the Question "What's the Point of Cause and Effect?"
- L2** Question, Read, and Annotate Passages Using Cause and Effect
- L3** Prewrite a Draft of a Thesis Statement Using Cause and Effect
- L4** Prewrite to Generate Relevant Details Using Cause and Effect
- L5** Compose a Draft Using Logical Order: Cause and Effect
- L6** Revise and Proofread for Effective Language with Cause and Effect

The Cause and Effect Pattern

Understanding the relationship between cause and effect is a vital critical thinking skill used in all aspects of life. Consider the following examples. In everyday life, we consider the sources of pollution and the benefits of recycling garbage in our environment. In college classes, we analyze the causes and effects of historical events and scientific phenomena. In working life, we acquire skills that will lead to better jobs. Thinking about cause and effect points out the relationship between events based on reasons and results. The focus may be only on the causes or only on the effects, or it may include both. As a reader, you identify the writer's focus, list the given causes or effects, and comprehend the central idea supported by the writer's explanation of causes or effects. As a writer, you must choose the causes or effects on which to focus. Often, there are too many causes or effects to explain in one essay. So the writer decides which are the key causes or effects, and then establishes and explains the flow between cause and effect. A master writer presents details in a logical order that explains why each cause leads to a specific effect. Both readers and writers test the truth of each cause.

WHAT'S THE POINT of Cause and Effect?

L1

Before you study this module, predict the purpose of using cause and effect. The following photographs document a set of causes and effects. Study the images and write captions that identify the appropriate causes and effects illustrated. Answer the following question: What are the causes and effects of human motivation and achievement? Then answer the question "What's the point of cause and effect?" with a one-sentence statement of the overall main idea. *Answers may vary.*

Photographic Organizer: What Are the Causes and Effects of Human Motivation and Achievement?



Scientist or doctor using a microscope

The scientist or doctor is researching to find the cause of or cure for a disease.



Astronauts work outside the International Space Station

Astronauts explore space to learn more about the capabilities of technology and the nature of the universe.



Detail from a painting in the U.S. Capitol depicting settlers arriving at the Pacific Ocean

Settlers leave their homes to explore new territory.

What are the causes and effects of human motivation and achievement?

Humans are driven to take action by the need for survival, the need to know, or the need to experience new adventures.

What's the point of cause and effect?

This pattern allows readers and writers to identify and state reasons for events and occurrences.

L2 Question, Read, and Annotate Passages Using Cause and Effect


 PREREAD:
SURVEY/
QUESTION


 READ:
QUESTION/
ANNOTATE

A **cause** states why something happens. An **effect** states a result or outcome. At times, a single cause leads to several effects. For example, “Stress leads to both short-term and long-term effects.” Other times, several causes contribute to a single effect. For example, “Several factors contribute to success on the job.” Still other times, a chain of causes and effects occurs in a series of events known as a *causal chain*. A **causal chain** is a sequence of events in which any one event in the chain causes the next one, leading up to a final effect. For example, “A series of events led to the current conflict in Syria.” Master readers question, read, and annotate a text for use of cause and effect signal words to identify the writer’s focus and central idea. To ensure that readers grasp their focus and point, master writers often use cause and effect transitions and signal words in order to state the central point and introduce supporting details.

A **cause** is something or someone that creates an effect, brings about a result, has a consequence, or is the reason for a condition.

An **effect** is a result, condition, or consequence brought about by something or someone.

A **causal chain** is a linked sequence of events in which one event leads to the next event and continues up to a final outcome.

Transitions That Signal Cause and Effect

accordingly	consequently	hence	on account of	so
as a result	due to	if . . . then	results in	therefore
because of	for that reason	leads to	since	thus

Verbs That Signal Cause and Effect (sample list)

affect	constitute	create	force	initiate	restrain
benefit	construct	damage	harm	institute	stop
cause	contribute	determine	induce	preclude	
compose	control	facilitate	influence	prevent	

Nouns That Signal Cause and Effect (sample list)

actor	consequence	end	impact	product
agent	creation	event	influence	result
author	creator	factor	issue	source
benefit	damage	grounds	outcome	
condition	effect	harm	outgrowth	



For Module 9, assume you are taking a college course in sociology, and your class is beginning a study on the theme of human motivation and achievement. Each reading in this module follows this theme. After completing all assigned readings, you will write an essay in response to the following guiding question: “What are the causes and effects of human motivation and achievement?”

Example

Assume the following passage is your first assigned reading on the theme “human motivation and achievement.” Your professor has provided before and during reading questions and guided annotations to prepare you to read about and respond to the theme. Before reading, survey the questions and skim the passage for possible answers. Next, read the passage and the annotations. As you read, add your own annotations by completing the prompts in **bold** print in the annotations. After reading, use your own words to answer the questions. Record your answers in your reading/writing journal. Finally, complete the concept maps with information from the passage.

Before and During Reading Questions:

Logical Order: Does this passage mostly focus on causes, effects, or causes and effects?

Central Idea: What is the writer’s central point?

Relevant Details: How does extrinsic motivation affect human achievement?

How does intrinsic motivation influence human achievement?

How do needs and drives influence human achievement?

How does drive-reduction theory influence human achievement?

What roles do primary drives, secondary drives, and homeostasis play in drive-reduction theory?

How do the need for affiliation, the need for power, and the need for achievement influence human achievement?

Effective Language: What is the difference in meaning of *affect* and *effect* based on the writer’s use of these words?

UNDERSTANDING MOTIVATION

¹The study of motivation explores reasons behind our actions. ²Motivation is the process by which activities are started, directed, and continued so that physical or psychological needs or wants are met (Petri, 1996). ³The word itself comes from the Latin word *mouere*, which means “to move.” ⁴Motivation is what affects or “moves” people to do the things they do. ⁵For example, when a person is relaxing in front of the television and begins to feel hungry, the physical need for food might cause the person to get up, go into the kitchen, and search for something to eat. ⁶The physical need of hunger affected the action (getting up), directed it (going to the kitchen), and sustained the search (finding or preparing something to eat). ⁷Hunger is only one example, of

Central Idea: The central idea is the point the writer makes about the topic of the passage. The topic is *motivation*. **Underline the writer’s point about the topic.**

Logical Order: The verb *cause* signals that the writer is using cause and effects. **Circle three more transitional phrases or signal words that indicate cause and effect.**

CONTINUED

EXAMPLE CONTINUED

Relevant Details: This detail answers the first prereading question about relevant details: "How does extrinsic motivation affect human achievement?"

Underline details that answer the remaining prereading questions about relevant details.

course.⁸Loneliness may lead to calling a friend or going to a place where there are people.⁹The desire to get ahead in life motivates many people to go to college.¹⁰Just getting out of bed in the morning is motivated by the need to keep a roof over one's head and food on the table by going to work.

¹¹There are different types of motivation.¹²Sometimes people are driven to do something because of an external reward of some sort (or the avoidance of an unpleasant consequence, as when someone goes to work at a job to make money and avoid losing possessions such as a house or a car).¹³In **extrinsic motivation**, a person performs an action because it leads to an effect or outcome that is separate from the person (Ryan & Deci, 2000).¹⁴Other examples would be giving a child money for every A received on a report card, offering a bonus to an employee for increased performance, or tipping a server in a restaurant for good service.¹⁵The child, employee, and server are motivated to work for the external or extrinsic rewards.¹⁶In contrast, **intrinsic motivation** is the type of motivation in which a person performs an action because the act itself is fun, rewarding, challenging, or satisfying in some internal manner.¹⁷Both outcome and level of effort can vary depending on the type of motivation.¹⁸Psychologist Teresa Amabile (Amabile et al. 1976) found that children's creativity was affected by the kind of motivation for which they worked.¹⁹Extrinsic motivation decreased the degree of creativity shown in an experimental group's artwork when compared to the creativity levels of the children in an intrinsically motivated control group.

APPROACHES BASED ON NEEDS AND DRIVES

²⁰The next approach to understanding motivation focuses on the concepts of needs and drives.²¹A **need** is a requirement of some material (such as food or water) that is essential for survival of the organism.²²When an organism has a need, it leads to a psychological tension as well as a physical arousal that motivates the organism to act in order to fulfill the need and reduce the tension.²³This tension is called a **drive** (Hull, 1943).

²⁴**Drive-Reduction Theory** proposes just this connection between internal physiological states and outward behavior; in this theory, there are two kinds of drives.²⁵**Primary drives** are those that involve survival needs of the body such as hunger and thirst, whereas **acquired (secondary) drives** are those that are learned through experience or conditioning, such as the need for money or social approval, or the need of recent former smokers to have something to put in their mouths.

²⁶This theory also includes the concept of **homeostasis**, or the tendency of the body to maintain a steady state.²⁷One could think of homeostasis as the body's version of a thermostat—thermostats keep the temperature of a house at a constant level, and homeostasis does the same thing for the body's functions.²⁸When there is a primary drive need, the body is in a state of imbalance.²⁹This stimulates behavior that brings the body back into balance, or homeostasis.³⁰For example, if Jarrod's body needs food, he feels hunger and the state of tension/arousal associated with that need.³¹He

will then seek to restore his homeostasis by eating something, which is the behavior stimulated to reduce the hunger drive.

³²Although drive-reduction theory works well to explain the actions people take to reduce tension created by needs, it does not explain all human motivation.

³³Why do people eat when they are not really hungry? ³⁴People don't always seek to reduce their inner arousal either—sometimes they seek to increase it. ³⁵Bungee-jumping, parachuting as a recreation, rock climbing, and watching horror movies are all activities that increase the inner state of tension and arousal, and many people love doing these activities. ³⁶Why would people do such things if they don't reduce some need or restore homeostasis? ³⁷The answer is complex. ³⁸There are different types of needs, different **effects** of arousal, different incentives, and different levels of importance attached to many forms of behavior. ³⁹The following theories explore some of these factors in motivation.

Effective Language:

The words *effect* and *affect* are often confused. Though they both signal a cause/effect relationship, they express different meanings. **Double underline the writer's use of *affect* and *effect*. Predict the difference in the meanings of *effect* and *affect*.**

DIFFERENT STROKES FOR DIFFERENT FOLKS: PSYCHOLOGICAL NEEDS • WHAT ARE THE CHARACTERISTICS OF THE THREE TYPES OF NEEDS?

⁴⁰Obviously, motivation is about needs. ⁴¹Drive-reduction theory talks about needs, and other theories of motivation include the concept of needs. ⁴²In many of these theories, most needs are the effect or result of some inner physical drive (such as hunger or thirst) that demands to be satisfied, but other theories examine our psychological needs.

McClelland's Theory: Affiliation, Power, and Achievement Needs ⁴³Harvard University psychologist David C. McClelland (1961, 1987) proposed a theory of motivation that highlights the importance of three psychological needs not typically considered by the other theories: affiliation, power, and achievement.

⁴⁴According to McClelland, human beings have a psychological need for friendly social interactions and relationships with others. ⁴⁵Called the need for affiliation (abbreviated as nAff in McClelland's writings), people high in this need seek to be liked by others and to be held in high regard by those around them. ⁴⁶This makes high affiliation people good team players, whereas a person high in achievement just might run over a few team members on the way to the top.

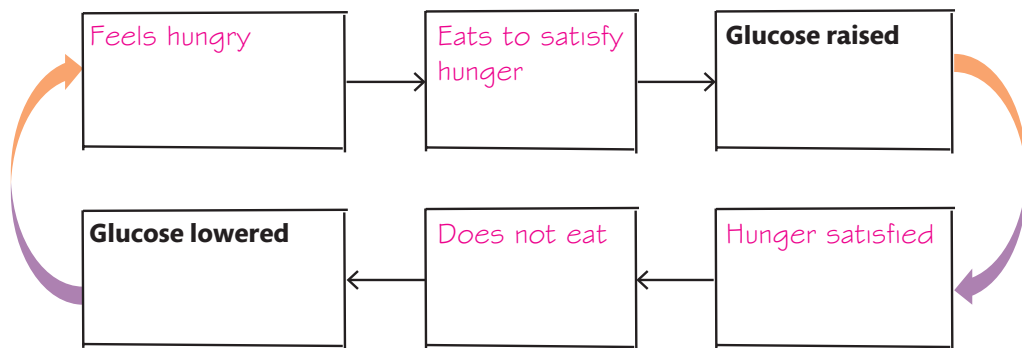
⁴⁷A second psychological need proposed by McClelland is the need for power (nPow). ⁴⁸Power is not about reaching a goal but about having control over other people. ⁴⁹People high in this need would want to have influence over others and make an impact on them. ⁵⁰They want their ideas to be the ones that are used, regardless of whether or not their ideas will lead to success. ⁵¹Status and prestige are important, so these people wear expensive clothes, live in expensive houses, drive fancy cars, and dine in the best restaurants. ⁵²Whereas someone who is a high achiever may not need a lot of money to validate the achievement, someone who is high in the need for power typically sees the money (and cars, houses, jewelry, and other "toys") as the achievement.

EXAMPLE CONTINUED

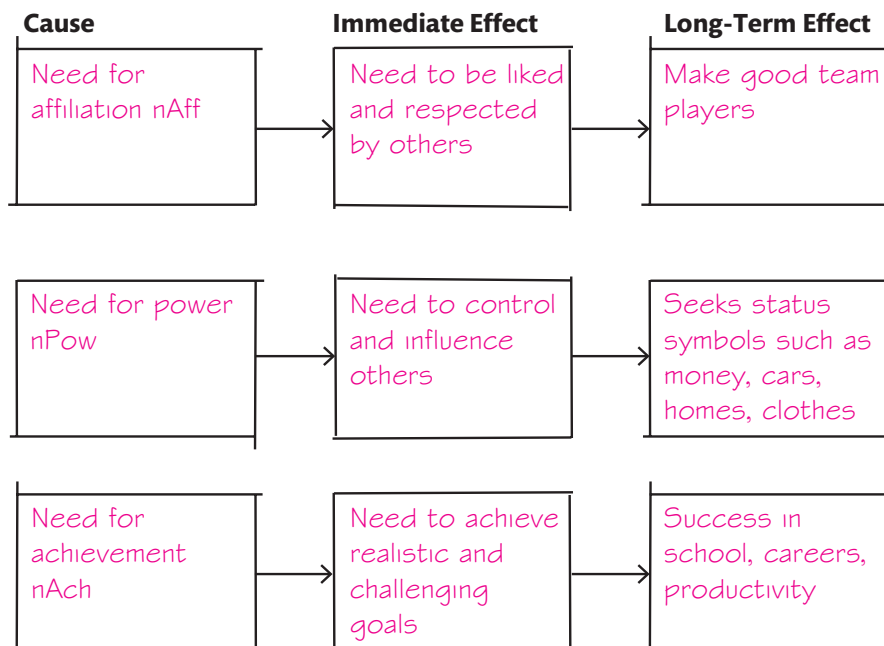
⁵³The need for achievement (nAch) involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones. ⁵⁴People who are high in nAch look for careers and hobbies that allow others to evaluate them because these high achievers also need to have feedback about their performance in addition to the achievement of reaching the goal. ⁵⁵Although many of these people do become wealthy, famous, and publicly successful, others fulfill their need to achieve in ways that lead only to their own personal success, not material riches—they just want the challenge. ⁵⁶Achievement motivation appears to be strongly related to success in school, occupational success, and the quality and amount of what a person produces (Collins et al., 2004; Gillespie et al., 2002; Spangler, 1992).

—Adapted from Ciccarelli and White. *Psychology* 4th ed. Pearson, 2015, pp. 354–358.

The Causal Chain of Homeostasis



McClelland's Theory of Psychological Needs



Explanation

Compare your answers to the following think-aloud, completed by Alex, another student in your class.

	<p>This passage discusses both causes and effects. The writer identifies several reasons behind human motivation and also explains the effects of each reason or motivation for human behavior. The writer used cause and effect signal words such as cause, effect, reason, and motivation. In addition, the writer used verbs to indicate the cause and effect relationship, such as lead to and make. The writer's controlling point about motivation is "the study of" motivation "explores reasons behind our actions." I underlined the following details that answered the before and during reading questions:</p> <p>I underlined sentence 16, which explains intrinsic motivation and its influence on human achievement.</p> <p>To answer the question about needs and drives, I underlined the following key details in sentences 21–23:</p> <p>"A need is a requirement of some material (such as food or water) that is essential for survival; it leads to a psychological tension, physical arousal called a drive."</p> <p>I underlined sentences 24 and 25, which explain the drive-reduction theory as well as primary and secondary drives. Homeostasis is an example of the primary/secondary drives, so I underlined the following ideas in sentence 29: Homeostasis stimulates behavior that brings the body back into balance. To answer the question about the needs for affiliation, power, and achievement, I underlined the following sentences: 44–45, 47, 51, 53, and 56. I also used details from these sentences to fill in the concept map.</p> <p>The first time the writer uses affects, the word moves appeared as a synonym. Other times affect could be easily replaced with the word influence. The word effect was used with the synonym result. So affect is an action that influences and effect is a consequence.</p>
--	--