

## Introductions and Conclusions

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### ***Good introductions do . . .***

- provide context and background to the thesis statement
- lead the reader to expect a statement of the writer's point of view (thesis)
- establish the tone of the paper: informative, serious, humorous, personal, impersonal, formal, or informal
- engage the reader's interest

### ***Good introductions don't . . .***

- use clichés (trite expressions or ideas)
- begin with dictionary definitions
- make absolute or overly general and obvious statements ("Crime is a big problem.")

### ***Introductions may begin with . . .***

- a question
- an acknowledgement of the opposing view
- a short anecdote or narrative
- an attention-grabbing fact
- an analogy

### ***Good Conclusions do . . .***

- include a summary of points made in the essay
- keep the summary brief, and use fresh wording
- frame the essay by reminding the reader of something referred to in the introduction
- remind the reader of the thesis
- leave the reader with a sense of closure
- connect the ideas in the paper to broader concerns (a call to action, a look to the future, an intimation of further research that is needed)

### ***Good Conclusions don't . . .***

- apologize for the inadequacy of the argument ("I don't know much about this problem ...") or for the opinion expressed ("I'm sorry if you don't agree with me . . .")
- extend the argument beyond the scope of the paper ("The whole medical profession is corrupt . . .")
- use wording identical to that used in the introduction
- contradict what was said previously
- introduce new topics that prompt the reader to expect more details

### ***Conclusions may end with . . .***

- a quotation
- a suggestion
- a call to action