

Aula 7

CONCLUDING PARAGRAPH

META

This class aims at highlighting the importance of organizing details in a paragraph.

OBJETIVOS

At the end of this class, it is expected that the students:

Recognise the main parts of an essay

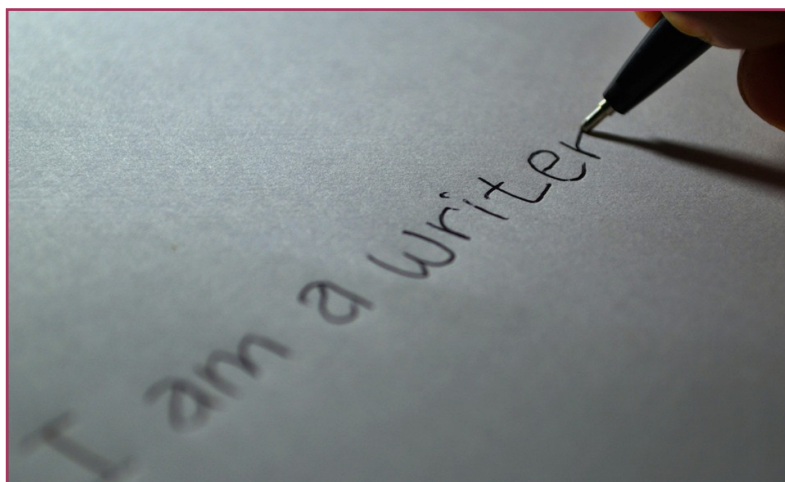
Write clear and concise ideas considering the levels of sentence detail in a paragraph.

PRÉ-REQUISITOS

Previous knowledge about paragraph structure and types of paragraphs.

Marcle Vanessa Menezes Santana

INTRODUÇÃO



Fonte: <https://theimpactnews.com>

Welcome to Class 7! You studied and practised the introduction and the body paragraph of your essay. Consequently, you have to conclude your essay by adding a concluding paragraph.

In general, a conclusion brings the main idea of your essay again and summarises the arguments presented in the body paragraphs. Besides, no other piece of information can be added at this point of your essay.

On this subject, let's learn more about the conclusion of an essay!

THE CONCLUSION

You may be familiar with the oversimplified but essentially true dictum that in composition, the introduction is where you state your thesis, the body is where you expound upon your thesis, and the conclusion is where you restate your thesis—but this is an oversimplification. To summarize in a conclusion is not enough. Unless specifically assigned to close your paper with a “summary” rather than a “conclusion,” you ought not end your paper by summarizing what you have already said. Remember that a proper conclusion is not merely a summary. Otherwise it would be called... a summary, not a conclusion. The conclusion does indeed require a return to the thesis, but a good conclusion requires more: A conclusion ought to draw some conclusion about the topic of the paper. Some professors refer to this as the significance of your paper (every paper ought to have significance beyond the fact that you've been assigned a paper and must write it or else face the consequences). Other professors refer to the significance as the answer to the question “So what?” Hopefully, you'll always have an answer to that question beyond the aforementioned necessity of completing an assignment for a grade;

CREATING A SUCCESSFUL CONCLUSION FOR YOUR PAPER

1. Devise a transition from the body to the conclusion that doesn't abuse the old, tired clichés of composition. “Finally,” “In conclusion,” “To summarize,” and “In the final analysis” should not be used when moving from the body of your paragraph into the conclusion. Conclusive language sounds like a conclusion, and often needs no awkward signal word. If you're truly endeavoring to provide significance to your paper, you may be providing all the transition you need.

The point is to be aware of shifting from one part of the essay to another, and to do it smoothly. (See also “Transitions” in the ARC handout on “Paragraphs”).

2. Return to the thesis rather than re-stating the thesis. Both you and your reader should now have a greater breadth of knowledge of your topic after experiencing your paper. So reflect greater knowledge in re-packaging your thesis for the final time in the paper. Even a parrot can say the same words over again—do not repeat or otherwise echo words and phrases. (Do you like to read the same words over and over? Then why make your professor read the same words over and over?) Don't restate the thesis. Don't even restate your major arguments. Rather, repackage them.

3. Draw a conclusion—take some responsibility for the words you just committed to paper. Reflect some of the thought that went into the paper's making. Whether your professor calls it the “significance” or the “point” or the “meaning” or the “so what” of the paper, provide some framework for a larger discussion of the issues you've addressed. Some helpful questions to ask when drawing your conclusion include: So what? What wisdom may be derived from your essay? Where do we go from here? Are there any further implications beyond what your topic could explore?

4. Don't introduce new or unrelated ideas in the conclusion in the name of drawing a conclusion or finding a larger significance in your argument. Stay on the topic. Introduce new material to support your argument only within the body of your paper.

Source: http://www.wju.edu/arc/handouts/intro_concl.pdf

The Concluding Paragraph

The conclusion is the final paragraph in an essay. It has three purposes.

1. It signals the end of the essay. To do so, begin your conclusion with a transition signal. See Transition Signals in Appendix C, pages 297–299.
2. It reminds your reader of your main points, which you can do in one of two ways: You can
 - summarize your subtopics.
 - paraphrase your thesis.
3. It leaves your reader with your final thoughts on the topic. This is your opportunity to convey a strong, effective message that your reader will remember.

Here are techniques that you can use to write a memorable conclusion.

Make a prediction.

We have seen how the costs of attending college have been rising while, at the same time, sources of financial aid for students have been disappearing. If this trend continues, fewer and fewer families will be able to send their children through four years of college.

Suggest results or consequences.

To sum up, the costs of attending college are up and financial aid for students is down. Fewer and fewer future members of the workforce are able to educate themselves beyond high school. As a result, the nation will waste the intelligence, imagination, and energy of a large segment of the present college-age generation.

Suggest a solution, make a recommendation, or call for action.

It is clear that the U.S. system of higher education is in trouble. For many students, four years of college is no longer possible because of increasing costs and decreasing financial aid. To reverse this trend, we must demand that government increase its financial support of colleges and universities and restore financial aid programs. Our future depends on it.

Quote an authority on the topic.

In conclusion, costs are rising and financial aid is declining, with the result that many can no longer afford to go to college. If our nation is to prosper, increased government funding for education is essential, even if it requires higher taxes. As Horace Mann¹ argued in his *Fifth Annual Report*, a nation's economic wealth will increase through an educated public. It is therefore in the self-interest of business to pay the taxation for public education.

¹Horace Mann (1796–1859) is considered the father of public education in the United States.

WRITING A DEVELOPED AND DETAILED CONCLUSION

It is important to have a strong conclusion, since this is the last chance you have to make an impression on your reader. The goal of your conclusion isn't to introduce any new ideas, but to sum up everything you've written. Specifically, your conclusion should accomplish three major goals:

- Restate the main idea of your essay, or your thesis statement
- Summarize the three subpoints of your essay
- Leave the reader with an interesting final impression

The paragraph below is an example conclusion. As you read, think about what each sentence accomplishes within the paragraph. What sentence(s) restates the essay's thesis statement? What sentence(s) summarizes the essay's three subpoints? What sentence(s) leaves the reader with an interesting final impression?

Getting a better job is a goal that I would really like to accomplish in the next few years. Finishing school will take me a long way to meeting this goal. To meet my goal, I will also prepare my résumé and search for jobs. My goal may not be an easy one to achieve, but things that are worth doing are often not easy.

Notice that the first sentence restates the thesis. The second and third sentences summarize the essay's subpoints. Finally, the fourth sentence leaves the reader with an interesting final impression.

No new information is presented in this paragraph. Instead, the writer sums up what has been written so far and leaves the reader with a last thought. While the content of the paragraph is very similar to the introduction, the paragraph itself is not exactly the same. This is important. Even though the goal of the conclusion is to restate a lot of the information from the introduction, it should sound different because the conclusion's purpose is slightly different from the introduction.

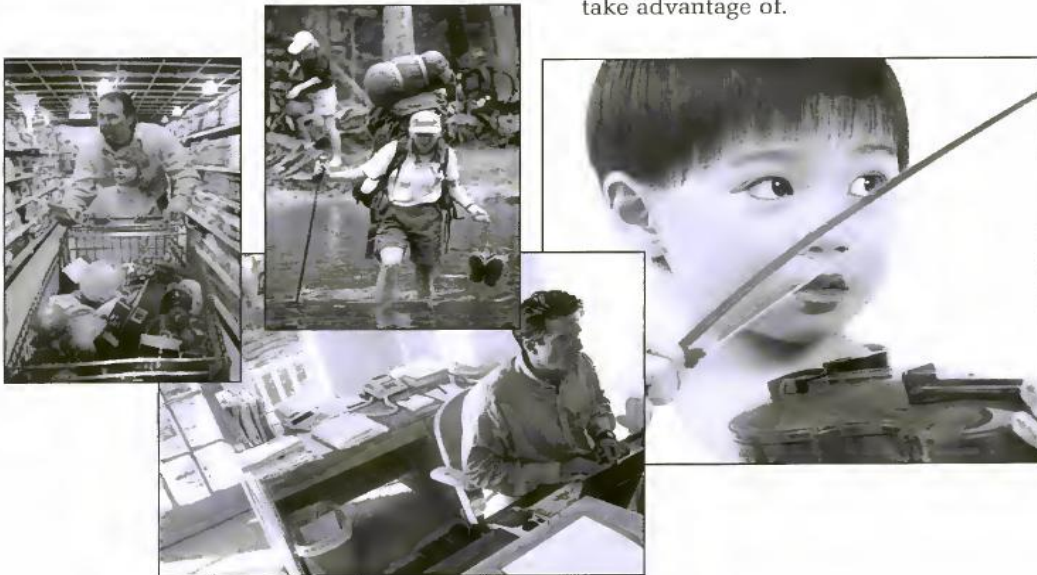
Practice writing a conclusion using the sample essay topic and the thesis statement. Remember to support the points you have gathered. Remember to restate your thesis, summarize your subpoints, and leave the reader with an interesting final impression.

Source: <https://owl.english.purdue.edu/engagement/2/2/60/>

PRACTICE I

6 Match each of these introduction thesis statements with its rewritten version for a conclusion.

- | | |
|---|--|
| <p>a. Supermarkets are the best places to buy food because of their convenience and lower prices.</p> <p>b. Travelling abroad is a valuable learning experience.</p> <p>c. Learning to play a musical instrument is very beneficial for children.</p> <p>d. Creating and owning a business offers more advantages than working as an employee in a company.</p> <p>e. More houses should be adapted to use solar energy because it is clean and renewable.</p> <p>f. The World Wide Web can be very useful for research, but it also contains a lot of incorrect information.</p> | <p>1. People can learn many things by travelling to other countries.</p> <p>2. Despite the challenges, being an entrepreneur can offer more benefits than other types of employment.</p> <p>3. The fact that larger supermarkets offer cheap prices and a large selection of products makes them the best place for shoppers.</p> <p>4. The World Wide Web gives access to a huge amount of knowledge, but users shouldn't believe everything they read there.</p> <p>5. When children are exposed to music and are taught to play instruments such as the piano or violin, there are many positive effects.</p> <p>6. The sun gives a constant, free supply of clean energy, which more homes should take advantage of.</p> |
|---|--|



Source: ZEMACH, Dorothy E.; RUMISEK, Lisa A. Academic Writing: from Paragraph to essay. Oxford: Macmillan Education, 2005, p. 75.

PRACTICE II – IMPROVING WRITING

- All the punctuation has been removed from the text below. Read the whole text and put in slashes where there you think the sentences end. Then punctuate each sentence.

the university of edinburgh unlike other scottish universities is composed of colleges there are three of them sciences and engineering humanities and social sciences and medicine and veterinary medicine each college covers both undergraduate and graduate programmes of study although students are generally admitted to one college only they may have the opportunity to study subjects of another undergraduate programmess generally last three years or four for honours there is an extensive variety of postgraduate programmes of study including a 9 month diploma a 12 month masters and doctoral research programmes lasting at least 36 months

Source: http://www.ed.ac.uk/files/atoms/files/grammar_for_academic_writing_ism.pdf

Write down one example (not a definition) of each of these terms:

<i>term</i>	<i>example</i>
a clause	
a phrase	
an auxiliary verb	
a transitive verb	
an uncountable noun	
indirect speech	
a phrasal verb	
an adverb	

Source: <http://www.ed.ac.uk>



SUMMARY

You studied how a concluding paragraph is structured. Overall, it has the main idea of your essay again as well as summarises the arguments presented in the body paragraphs. Moreover, you cannot add any piece of information.

Finally, you had the opportunity to practise your punctuation as well as your grammar knowledge, which are helpful when it comes to writing. The next class will be dedicated to concluding paragraph again, so that you can practise your writing regarding conclusion to an essay.



SELF-EVALUATION

Did I increase my knowledge related to concluding paragraph?

Am I able to identify the different types of paragraph?

Have I consolidated the knowledge about concluding paragraph?



NEXT CLASS

Next class, we will continue to study Concluding Paragraph. See ya!

REFERENCES

OSHIMA, A.; HOGUE, A. *Writing Academic English*. 4th ed. White Plains, NY: Pearson Longman, 2006.

ZEMACH, Dorothy E.; RUMISEK, Lisa A. *Academic Writing: from Paragraph to essay*. Oxford: Macmillan Education, 2005.

http://www.victoria.ac.nz/llc/llc_resources/academic-writing/

http://www.ed.ac.uk/files/atoms/files/grammar_for_academic_writing_ism.pdf