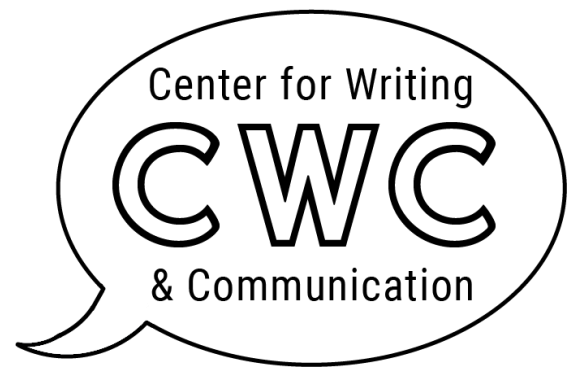


# Conclusions



The conclusion is often the hardest part of the paper to write. The writer is most-likely tired of writing by now, and the paper is coming to an end, so the writer has run out of things to say. Although they may be the hardest part of the paper to write, conclusions may be one of the most critical parts of your paper. They leave the reader thinking more about your topic and they also leave the reader wanting to read more about your topic and do more research on it. Though it may be one of the hardest things to write in a paper, here are some easy tips to help you write the dreaded conclusion.

## What is a Conclusion?

- A conclusion is (at least) the last paragraph of your paper.
- It will tie the paper together.
- It is the last words that the reader will see.
- It will leave the reader thinking.

## A Conclusion Has Two Purposes:

- To reiterate, or re-emphasize the main argument
- To answer the question “So what?” In other words, to let your audience know why they should care about what you are writing about.

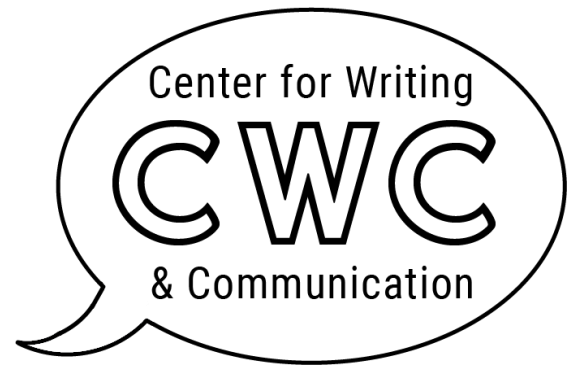
According to Victoria Lisle, a Writing 1320 professor at the University of Central Arkansas, there are three types of conclusions:

- A conclusion that *emphasizes the significance of your argument*, which will tell the reader why your argument is important in the modern world
- A conclusion that *lays out the implications of your argument*, or tells the readers what would happen if the readers agreed with your argument or if they disagreed with your argument

⇒ *Example:* If teachers had guns in the classroom, schools would be safer. OR If teachers did not have guns in the classroom, the schools would not be a safe place for children, faculty, or staff.

- A conclusion that *calls for further research related to your argument* because your audience may not agree with your position on the argument, but they may agree that your topic requires more insight or research in order to truly be a topic of discussion.

# Conclusions



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## The Four Most Common Mistakes for Conclusions:

- **The question ending**

⇒ *Example:* Will we ever find a solution to racial inequality in the United States? The world may never know.

- This is ineffective because it is cliché, but also because it does not truly give the reader any context to your writing, and, more often than not, writers use questions or quotes as a cop out to having to write their whole conclusion.

- **The quote ending**

⇒ *Example:* So, as the late, great Martin Luther King said, “I have a dream...”

- **The drop off ending**

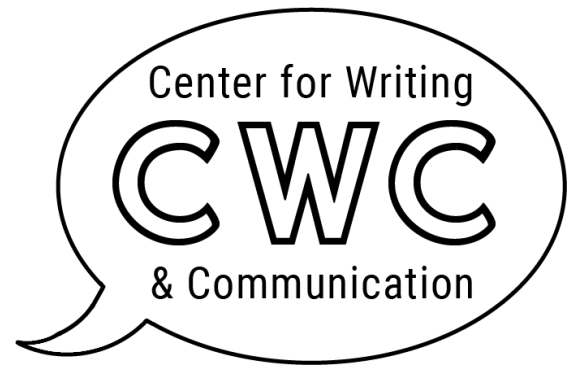
- This is a conclusion where the writer basically just stops writing. The conclusion, in this case, does not exist, but rather, the writer simply finishes the last sentence of the paper before the conclusion and does not write anything else.

- **The speech ending**

⇒ *Example:* “That is why I chose to talk about puppies in my paper...”

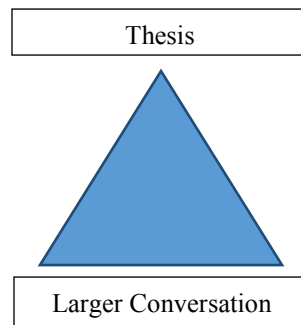
- This is ineffective because papers are supposed to be formal. By using this type of ending, writers are making the paper less formal. This type of ending assumes that the reader does not trust that these are your words, or that the topic was not your topic. In writing, students use their own words, opinions, and arguments supported by the arguments of other people. With this type of ending, it is almost as if the writer has to clarify that these are his own words. That should not be the case. It should already be implied that these are the writer’s own words.

# Conclusions



**A Conclusion is like a Triangle** (see picture below):

- At the top point of the triangle is the thesis or main point that you are trying to get across.
- At the bottom of the triangle, or the base of the triangle, is the larger conversation outside of the topic of your paper.
- You are trying to get the reader to understand your main point, but also to think past your argument and look at the topic in response to a conversation or idea or thought in the outside world. By seeing the conclusion as a triangle, writers can get a better understanding of how to write an effective conclusion.



Some of the information above was found by the following sources:

- “Guide to Writing Introductions and Conclusions.” *Tutorial & Instructional Programs*. Gallaudet University. 2014. Web. 31 March 2015.
- Lisle, Victoria. “Assignment 2: Peer Review Worksheet.” Given at the University of Central Arkansas Writing 1320 Class. 10 March 2015. Handout.
- Rosenwasser, David, and Stephen, Jill. *Writing Analytically*. Boston: Wadsworth Cenage Learning, 2012. Print.