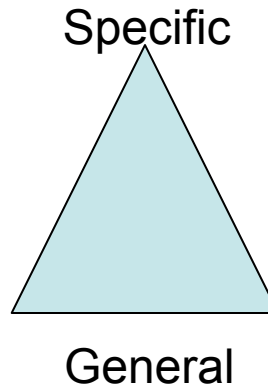


Structure of an Essay:



Conclusion (specific to general)...

- RESTATE: Rephrase the thesis.
- REMIND: Sum up the main ideas/best points.
- RELATE: General statement that ends the essay (clincher).



Conclusion

The conclusion needs to wrap up things and allow the reader to withdraw gracefully. How do you withdraw gracefully?

1.RESTATE

(Rephrase the thesis)

- Same meaning different wording: This rewording becomes the first sentence of your paragraph. You may have to add an appropriate word or phrase to this sentence to tie it into the paragraph that came before.

Conclusion

2. REMIND

(Sum up the main ideas of your paper)

- Remind your reader of your most important points/ideas from your body paragraphs but do not summarize points by simply listing them.
- Do not be flatly repetitive; be interesting and selective.
- Remind of the points by using fewer and different words.

Conclusion

3. RELATE

(End with a general statement that leaves an impression on the reader-a clincher).

- Relate your thesis to a broader background. This sentence should be a universal statement, something that could apply to the reader's own life.
- You can make the paper come full-circle by relating back to the attention grabber.

Transitions

- Transitions are the links between paragraphs (and sentences/ideas) that help the reader follow the main line of thought.
- 4 Types:
 - 1st type:
Standard devices – words/phrases. See list. These can become painfully obvious when used over and over again; therefore, avoid too many standard devices. Instead use hooks...

Some common standard devices:

Transitions to emphasize a point	Transitions to clarify	Transitions to add information	Transitions to conclude or summarize
<p>again, for this reason, indeed, in fact, to emphasize, to repeat, truly</p> <p>[Avoid: first, second, etc.]</p>	<p>because of, for example, for instance, in other words, put another way, that is</p>	<p>again, also, additionally, another, besides, equally important, for example, furthermore, moreover, further, in addition, next, finally, as well, together with, along with</p>	<p>As a result, consequently, thus, therefore, due to, in short</p> <p>[Avoid: in conclusion, finally, lastly]</p>

Transitions cont'd.

2nd type:

Paragraph hooks – more sophisticated form of transition. The last word/phrase of the preceding paragraph is hooked into the first sentence of the paragraph and used as a point of departure for another idea. Should not exceed 3-4 words. The repetition hooks the paragraphs together.

Ex. He is a gentleman who embodies the very spirit of *loving-kindness*.

The *loving-kindness* begins to look a little doubtful when Twain's darker writings are read.

Transitions cont'd.

3rd type:

Idea hook – hook into preceding paragraph, but instead of repeating the exact word/phrase, you refer to an idea just expressed, compressing it into a single phrase.

Ex. Twain is *the spirit of loving-kindness*.

Such a view of Twain would probably have been a source of high amazement to the author himself.

Transitions cont'd.

4th type:

Combination of several types – Combine standard devices with idea/paragraph hook.

Ex. Twain is *the spirit of loving-kindness*.

In contrast to this view of him, Twain would probably have been surprised and would have characterized himself as the opposite.

A Note about “However”

- “However” is known as a conjunctive adverb (it joins two sentences together by subordinating the second to the first). Any time it joins two sentences (by going between them), punctuate it as follows (*Notice the semi-colon, lower-case “h”, and comma after “however.”):
 - The English II curriculum is difficult; **however**, it is very rewarding.

Practice Transitions

In each example below, assume that the first sentence is the concluding sentence of a paragraph and that the second sentence is the opening sentence of the next paragraph. Supply one type of transition needed for the second sentence.

1. He received the highest praise for his efforts to improve living conditions in the slums. He was frequently criticized. (Idea/paragraph hook)
2. The furniture he had acquired for his living room was surely as ugly as anything ever made. It was comfortable. (Combination)
3. Students are showing greater interest in baseball as a school sport. Students are showing greater interest in dramatics. (Standard device)
4. The movie was the victim of poor photography and a bad script. It was interesting. (Combination)
5. (Use “however” for this example): He had taken piano lessons for years. He was not a good pianist.