

The Essay

(AAS)

Answer the prompt

Argue the thesis

Support the thesis

Language Registers

There are five language register or styles. Each level has an appropriate use that is determined by differing situations. It would certainly be inappropriate to use language and vocabulary reserved for a boyfriend or girlfriend when speaking in the classroom. Thus, the appropriate language register depends upon the intended audience (who), the topic (what), purpose (why) and location (where). I will tell you which language to use for a specific assignment, so please familiarize yourself with them.

You must control the use of language registers to enjoy success in every aspect and situation you encounter.

1. Static Register

This style of communications RARELY or NEVER changes. It is “frozen” in time and content, e.g. the Pledge of Allegiance, the Lord’s Prayer, and the Preamble to the US Constitution, the Alma Mater, a bibliographic reference, and laws.

2. Formal Register

This language is used in formal settings and is one-way in nature. This use of language usually follows a commonly accepted format. It is usually impersonal and formal. A common format for this register are speeches, e.g. sermons, rhetorical statements and questions, speeches, pronouncements made by judges, announcements.

3. Consultative Register

This is a standard form of communications. Users engage in a mutually accepted structure of communications. It is formal and societal expectation accompanies the users of this speech. It is professional discourse, e.g. when strangers meet, communications between a superior and a subordinate, doctor and patient, lawyer and client, judge and lawyer, teacher and student, counselor and client.

4. Casual Register

This is informal language used by peers and friends. Slang, vulgarities and colloquialism are normal. This is a “group” language. One must be a member to engage in this register, e.g. buddies, teammates, chats, emails, blogs and letters to friends.

5. Intimate Register

This communication is private. It is reserved for close family member or intimate people, e.g., husbands and wives, boyfriend and girlfriend, siblings, parent and children.

Rule of Language Use:

One can usually transition from one language register to an adjacent one without encountering repercussions. However, skipping one or more levels is usually considered inappropriate and even offensive.

Source: Montano-Harmon, M.R. “Developing English for Academic Purposes.” California State University, Fullerton.

Taboo Words, Constructions, and Forms

(Never use these in formal writing)

- Thing, things
- Stuff
- A lot
- Okay, ok
- Wanna
- Gonna
- Kid
- Guy
- Kind of/sort of
- Common adjectives - good, bad, happy, sad, mad (use college diction)
- Common modifiers - very, extremely, incredibly (choose a precise word)
- Could of, would of, should of (use could have, should have)
- Contractions (could've = could have, should've = should have)
- & instead of and
- Text messaging terms: lol = hilarious, 2 = to
- First person in academic (formal) writing except personal narratives: I, we, us, our, we
- Second person: you
- Spell out **numbers** that can be written in one or two words (three, fifteen, seventy-six, one thousand, twelve billion); use numerals for other **numbers** (2¼; 584; 1,001; 25,000,000)
- Slang (my bad, emo, peeps, rad, cool)
- Jargon - specialized language used by a group of like-minded individuals (medical, sports, science, business speak)
- Euphemisms - or words that veil meaning (collateral damage, friendly fire)
- Colloquialisms or familiar language (y'all, dude)
- Slang or informal, newly coined language (bromance, buzz kill, butt hurt)
- Biased language – Although she was blonde, Mary was intelligent.

- First of all = first
- The fact that = that
- In order to = to
- Being that = since
- Being and all its forms (is, are, were)
- Using “one” when referring to an anonymous person
- Personal judgments (I think, I believe, in my opinion)
- Vague language (problem, issue, situation)
- Passive voice (The review will be performed by Ms. Miller. = Ms. Miller will perform the review.)
- Phrasal verbs (“find out” = use single words like “discover”)
- Generalizations (everyone, the world, all people)
- Relating what something is NOT rather than what it is
- “Talks about” when referencing a writer’s statement in a novel
- There is/are (There is a woman I know who is insane about her dog = A woman I know is insane about her dog)
- Gerunds are verbs created by adding “-ing” and are used with a form of “to be” (Paul is reflecting on the war. = Paul reflects on the war.)
- “The author wants to show that” or “The author wants people to know” (assumes)
- Do not refer to the reader (“The reader will see that...”)
- “What people do not know/realize is...” (assumes)
- Rhetorical questions except in introduction or conclusion
- Writing “the quote” within the paper

Additionally:

- When you write about fiction, use present tense.
- Non-fiction is written in authentic tense (if subject is from past, use past tense; if subject is current, use present tense)
- Never critique (“Steinbeck beautifully and accurately portrays the life of disposed migrants.” This is not your job; you are not qualified to judge iconic American literature – simply argue your thesis).
- Omit all summary – **ARGUE** instead

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| | <ul style="list-style-type: none">• KNOW YOUR AUDIENCE – Your audience is me, your teacher, who has read the works countless times. You do not need to say “Jim, a slave, is set adrift on the vast Mississippi River.” I am well aware Jim is a slave. Nor do you need to relate that “The protagonist in the novel is a boy named Huckleberry Finn, who takes a journey down the river.” Likewise, you should assume I know the name of the protagonist. This type of writing reads as fluff and filler and is a pretty clear indication that you don’t have much to say regarding your argument. |
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The Introduction Paragraph

The introduction paragraph is the doorway to the essay; it should be inviting enough to draw readers in, and it should offer them a view of the path which the essay will follow. This is not an easy job because a writer must transport the reader from their own lives to the place of the argument (thesis). The writer must build that transition carefully, logically, and engagingly.

The job of the introduction paragraph:

- to “grab” or “hook” your reader’s attention
- to tell the reader the **subject** of your discussion
- to tell the reader of your **opinion** about that subject (the thesis)
- to indicate the pattern of your writing, the **structure** of your paper

Common Methods for Developing Introductory Paragraphs

Funnel

Begin with a universal topic or general truth about your subject area. Narrow and refine your focus by giving the reader the situation, issues, or events surrounding the topic that relates to your thesis or main point.

Heroism is a thorny proposition. It is an idea that encompasses personal values, societal norms, and cultural imperatives. Not surprisingly the world is rife with heroes of a variety of stripes: those who are stoic yet mild mannered like Superman, those who are intrepid yet conflicted like Spiderman, those who are chosen but reluctant like Neo of the Matrix, and those who are bestowed with an almost supernatural power yet cry to their mothers and sulk in their tents like Achilles of Homer’s Iliad. All heroes worth their capes and their shields are possessed of a double nature, one that both defines them as valiant saviors of humanity and one that reveals them as enormously human, almost vulnerable in affect. Such is the case of Achilles, the great hero of the Trojan War. While Achilles is heir to no shortage of untenable qualities (rage, cruelty, petulance, and suicidal tendencies) it is his very humanity, his many flaws, that renders his accomplishments all the more heroic, above that of Odysseus, who is distinguished for his cunning, his loyalty, and his judicious restraint—his seemingly flawless character. However, it is not the outcome that defines the hero but the hero’s journey. Achilles is by far more heroic than Odysseus because Achilles had to work with and against his many faults and imperfections to achieve his timeless glory.

Imagery or Anecdote

Begin by relating an anecdote or a brief story that helps the reader draw a mental picture of your essay topic. By creating an imaginary situation, you allow the reader to envision your point or thesis.

In Downtown Atlanta’s rush hour traffic, a car belches black smoke into the air as its driver zips from one lane to another beating the fleet of oncoming cars to the left. Narrowly escaping a four-car pileup, the driver honks his horn in victory. Moments later, car and driver are once again inching along as traffic slows to a crawl in the wake of another accident. Although automobiles

offer great convenience for their owners, congestion, air pollution, and accidents caused by reckless driving are some of the negative effects of the automobile on America's cities.

Acknowledging an Interesting Fact or Figures

Lead into your thesis by acknowledging your topic's positive aspects. Or, start by providing key facts such as dates, times, places, names, and statistics to give historical context and credibility to our essay.

To the list of profession basketball players such as Magic Johnson, Michael Jordon, and Larry Bird who have become household names, sports fans can add another name: Shaquille O'Neal or "Shaq" for short. A few short years ago, Shaq was just another high school basketball player who had dreams of becoming an NBA player. But unlike the great majority of high school hopefuls, Shaq had the unbeatable talents of which sports fame and fortune are made. Shaq began his career with the Orlando Magic; he now plays for the Los Angeles Lakers. How Shaquille O'Neal was discovered and how he became a nationally known player places him at the top of the renowned basketball players list as the most gritty, talented and important player of the NBA.

Asking a Revealing Question

Begin by asking a question that is new and surprising and that reveals information about your essay topic. The question should provide a basis for what your essay discusses. This is a rhetorical question. Once that makes your reader think, not one that forces a "yes" or "no" response.

Is America going back to previous times when children had no more rights than cattle? Some migrant children still work 14 hours a day picking fruits and vegetables on farms. This country cannot afford to spend money putting astronauts into space when the most vulnerable citizens remain virtually captive to a slave industry. Countless children live on the streets with no place to call their own; they are left to fend for themselves by the wealthiest country in the world. The US federal government must protect these children and provide safer shelters and environments for its most precious commodity: its homeless youth.

Quotation and Explanation

Begin with a quotation from a book, article, poem or interview that illustrates your point, introduces your thesis, and gives credibility or authority to your writing. For a literary analysis paper, this is NEVER a direct quote from the novel(s) you are analyzing. Offer the author of the quote and explain what the quotation means and how it relates to your thesis.

"Fish and visitors, wrote Benjamin Franklin, "begin to smell after three days." Last summer, when my sister and her family came to spend their two-week vacation with us, I became convinced that Franklin was right. After only three days of my family's visit, I was thoroughly sick of my brother-in-law's corny jokes, my sister's endless complaints about her boss, and their children's constant invasion of our privacy.

What you must NEVER, NEVER, NEVER, NEVER, NEVER do in an introduction paragraph:

1. Ask a yes or no question: *Ever wonder about heroism?*
2. Ask an obvious or clichéd question: *What is heroism?*
3. Begin with a denotation: *Webster's dictionary defines heroism as...*
4. Begin with a quote that you do not explain or revisit: *"A bird in the hand is worth two in the bush." And Achilles was the greatest Greek hero of all time.*
5. Use a "placeholder" introduction which makes a broad or vague statement which essentially signals that you have nothing: *There are a lot of heroes out there in this crazy world of ours.*
6. The "Dawn of Man" introduction: *Since man stepped foot on this planet he has created and worshipped heroes.*
7. The book report introduction: *The blind poet Homer wrote the Iliad in the eighth century B.C.; it is the story of the Trojan War.*
8. The restated question strategy: *Who better defines the ideals of heroism, Odysseus or Achilles? This is both a compelling and divisive issue that remains unanswered: until now.*

Multi-Paragraph Essay Terminology and Writing Process

1. Essay

A piece of writing that gives your thoughts (commentary) about a subject. An essay must be at least five paragraphs:

1. **Introduction** – One
2. **Body paragraphs** – Three
3. **Concluding paragraph** - One

A. Introduction Paragraph

The first paragraph in an essay. The job of the first paragraph is to grab the reader's attention, introduce the topic, and to provide a strong, compelling **thesis statement**, which may be at the beginning or at the end of the paragraph. The first paragraph should be **at least three sentences long/ 40+ words**.

Major thesis – a general statement with a subject and an opinion (commentary). This sentence should not be too specific but it should let you reader know the general direction your topic/subject will be going.

B. Body Paragraph

One of the middle paragraphs in an essay. You will write three body paragraphs for all essays. The body paragraph develops a point you want to make that supports your thesis. It should be **approximately 100 words** and have an **eight sentence structure**:

a. Topic Sentence (TS) – this is the first sentence in your body paragraph and introduces what the paragraph will be about.

b..Concrete Detail (CD) – this is a **direct quote** from the novel (or a *specific example*) that supports/proves your topic sentence (TS). It must begin with a transition (**TLQ**), which is explained on the next page.

c. Commentary (CM) - the writer's comment/opinion about the quote/example (CD) which was just provided above (this can start with "This shows that...", "It is obvious that...", etc...)

- d. Commentary - dig a little deeper. Continue commenting about the concrete detail (CD) by analyzing it a bit further.
- e. Concrete Detail (CD) – the writer provides another **direct quote** (or specific example) from the novel to support/prove the topic sentence (TS).
- f. Commentary (CM) – the writer’s comment/opinion about the second concrete detail (CD) provided.
- g. Commentary (CM) – dig a little deeper. Continue commenting about the concrete detail (CD) by analyzing it a bit further.
- h. Concluding Sentence – the last sentence in the body paragraph. It is all commentary, does not repeat key words and gives a finished feeling to the paragraph.

C. Concluding Paragraph

The last paragraph in your essay. It may sum-up your personal statement about the subject (without using “I”/first person).

Transition, Lead-in, Quote (TLQ) Using Quotes in Essays

Using quotes strengthens bolsters your argument; it is Concrete Detail (CD) that supports your argument. Quotes are only effective, however, if they are used properly.

When you use quotes, you must first use a transitional phrase (such as “For example,...”, “In addition”, “Furthermore”, etc...). This is called the **transition**. Secondly, you must first provide the context of the quote (who is speaking and in what situation?). This is called the **lead-in**. The lead-in sets up the quote. Lastly, provide the actual **quote** (CD).

The following are three examples of correct TLQ:

1. For example, after Scout hits Walter Cunningham in the schoolyard, she says,
“He made me start off on the wrong foot” (27).
2. In addition, while spending Christmas at Finch’s Landing, Francis tells Scout that Atticus is “ruinin’ the family” (87).
3. Furthermore, when Scout and Jem are walking home from the pageant, they hear a man “running toward [them] with no child’s steps” (264).

***(Brackets [] are used when you alter a word in a quotation.)**

Transitions in Paragraphs

A transition is a word or phrase that helps the writer’s words flow more smoothly. The following are several examples of transitions that you may use in your essay:

To Add or Show Sequence Intensify	To Contrast	To Give Examples or
again	although	after all
also	and yet	an illustration of
and	but	even
and then	but at the same time	for example
besides	despite	for instance
equally important	even so	indeed
finally	even though	in fact
first	for all that	it is true
further	however	of course
furthermore	in contrast	specifically
in addition	in spite of	that is
in the first place	nevertheless	to illustrate
last	notwithstanding	truly

moreover
next
second
still
too

on the contrary
on the other hand
regardless
still
though

To Indicate Place

above	opposite to
adjacent to	there
below	to the east
elsewhere	to the left
farther on	
here	
near	
nearby	
on the other side	

To Indicate Time

after a while	immediately	simultaneously
afterward	in the meantime	since
as long as	in the past	so far
at last	lately	soon
at length	later	subsequently
at that time	meanwhile	then
before	now	thereafter
earlier	presently	until (until now)
formerly	shortly	when

To Repeat Summarize or Conclude

all in all
altogether
as has been said
in brief
in other words
in particular
in short
in simpler terms
on the whole
that is
therefore
to put it differently

To Show Cause or Effect

accordingly
as a result
because
consequently
for this purpose
hence
otherwise
since
then
therefore
thereupon
thus
to this end
with this object

Attributes of an Effective TLQ

- It builds a bridge between the topic sentence (or last commentary) and the quote
- It sets context, addressing the:
 - Who
 - When
 - Where
 - Situation
- It moves **smoothly** between subjects and proof (evidence/CD)
- It moves **coherently** between subjects and proof (evidence/CD)
- It allows the writer to cut down on the size of quotes through explanation.
- Can be one, two, three, even four sentences
- Transitions always further the paragraph's main idea
- Keep the argument unified
- Transitions rely on the situation, not just random

Transitional Words and Phrases

Using transitional words and phrases

helps papers read more smoothly by providing coherence

A coherent paper allows the reader

to flow from the first supporting point to the last.

Transitions indicate relations,

whether from sentence to sentence, or from paragraph to paragraph.

This is a list of "relationships" that supporting ideas may have, followed by a list of "transitional" words and phrases that can connect those ideas:

Addition:

also, besides, furthermore, in addition, moreover, again

Consequence:

accordingly, as a result, consequently, hence, otherwise, so then, therefore, thus, thereupon

Summarizing:

after all, all in all, all things considered, briefly, by and large, in any case, in any event, in brief, in conclusion, on the whole, in short, in summary, in the final analysis, in the long run, on balance, to sum up, to summarize, finally

Generalizing:

as a rule, as usual, for the most part, generally, generally speaking, ordinarily, usually

Restatement:

in essence, in other words, namely, that is, that is to say, in short, in brief, to put it differently

Contrast and Comparison:

contrast, by the same token, conversely, instead, likewise, on one hand, on the other hand, on the contrary, rather, similarly, yet, but, however, still, nevertheless, in contrast

Sequence:

at first, first of all, to begin with, in the first place, at the same time, for now, for the time being, the next step, in time, in turn, later on,

meanwhile, next, then, soon, the meantime, later, while, earlier, simultaneously, afterward, in conclusion

Diversion:

by the way, incidentally

Illustration:

for example, for instance, for one thing

Similarity:

likewise, similar, moreover

Direction:

here, there, over there, beyond, nearly, opposite, under, above, to the left, to the right, in the distance

Strategies for Embedding Quotations

There are three strategies you can use to embed quotations: set off quotations, build in quotations, or introduce quotations with a colon.

Set-Off/Dialogue Quotations

Set-off/dialogue quotations are set off from the sentence with a comma. Capitalize the first word of the quote. Notice the **signal phrases** used in the following examples.

Sample Signal Phrases			
according to	claims	points out	argues
discusses	proposes	notes	explains
states	writes	demonstrates	says

EXAMPLE: **According to** NASA, “The Mars rover landed in August 2012 and is there to discover whether Mars is suitable for life.”

Built-In Quotations

Unlike set-off quotations, built-in quotations are built in seamlessly to a sentence. They are not set off with commas and usually use the word “that” along with a signal phrase. Do not capitalize the first word of these quotes.

EXAMPLE: Astronauts at NASA announced that “[t]he Mars rover landed in August 2012 and is there to discover whether Mars is suitable for life.”

Introduce Quotations with a Colon

For this strategy, the signal is a complete sentence that goes before the colon. This sentence provides some information about the quotation to introduce it. The quotation follows the colon, and the first word in the quotation is capitalized.

EXAMPLE: Everyone cheered when they heard the following announcement from NASA: “The Mars rover landed in August 2012 and is there to discover whether Mars is suitable for life.”

PRACTICE

Try embedding the following quote into a sentence using all three techniques above.

QUOTE: “People should try to exercise for at least thirty minutes every day.”

Set-Off:

Built-In:

With a Colon:

Supporting Your Evidence

When we first want to use a quote as direct evidence, we can't just drop it into the essay. This is called a "floating quote" and as a reader, running into a floating quote is like running into a brick wall. To save your reader (and your grade), you need to warn your reader that evidence is on the way, as well as give information (context) about who/what the quote involves. For this we use a TLQ.

TLQ: Transition, ~~Lead-In~~, Quote

Transition

A transitional word or phrase that acts as a signal to the reader. (e.g. for example, for instance, first, finally, to illustrate, etc.)

Lead-in

This gives the context of the quote. Share who is involved and the basic situation surrounding the quote. This should "lead in" directly to the quote.

Quote

The direct quote from the literature, with a citation. OMIT NEEDLESS WORDS using ". . ." and CHANGE PRONOUNS & CAPITALIZATION using "[]".

EXAMPLE

For example, **when Lisbeth realizes the damage she has done and finally feels compassion for Ms. Lottie, she has a realization:** "This was the beginning of compassion, and one cannot have both compassion and innocence" (Collier 307).

PRACTICE

Write a TLQ incorporating the following quote:

"Despite my hurry, history had invaded my little car. Pangs of self-pity and a sorrow for my unknown relatives suffused me."

Effectively Using Direct Quotations

Use a Quotation:

1. The language of the passage is particularly elegant or powerful or memorable.
2. You wish to confirm the credibility of your argument by enlisting the support of an authority on your topic.
3. The passage is worthy of further analysis.
4. You wish to argue with someone else's position in considerable detail.
5. To show how historical figures spoke or thought.

In general, a journalist should paraphrase dry facts, but directly quote the emotions, opinions, and promises voiced by their sources.

A few pointers about using quotations:

- Don't overuse quotations; use them to emphasize a point or support your argument.
- Avoid long quotations when a short one will suffice.
- Don't take quotations out of context to misrepresent the original author's opinion. Read the entire source carefully if possible.
- Be certain you understand any technical terms the author uses.
- Always introduce your quotations.
- Avoid boring introductions.
- Use a variety of sources. All of the sources used here came from one magazine; that magazine might have an editorial policy that limits its range of opinions on an issue!

How to Alter Quotations or Use Parts of Quotations:

- Indicate alterations with square brackets. For example, if you need to supply a character's name where a quotation has a personal pronoun, or a pronoun for a noun. Here's an example using the MLA system:

"Rome had several 'mad emperors.' [Nero] was the maddest of them all" (Smith 32).

The original might have read, "He was the maddest of them all," but you need to specify Nero since you're not using more lines from your source. Also note that for quotations within quotations, we go from double to single quotation marks ('mad emperors' above).

The Conclusion

Just as every essay has a clear beginning, it should have a clear ending. The last paragraph, also known as the *conclusion*, should make your essay sound finished.

And just as your introduction acts as a bridge that transports your readers from their own lives into the "place" of your analysis, your conclusion can provide a bridge to help your readers make the transition back to their daily lives. Such a conclusion will help them see why all your analysis and information should matter to them after they put the paper down.

Your conclusion is your chance to have the last word on the subject. The conclusion allows you to have the final say on the issues you have raised in your paper, to summarize your thoughts, to demonstrate the importance of your ideas, and to propel your reader to a new view of the subject.

It is also your opportunity to make a good final impression and to end on a positive note. Your conclusion can go beyond the confines of the assignment. The conclusion pushes beyond the boundaries of the prompt and allows you to consider broader issues, make new connections, and elaborate on the significance of your findings.

Your conclusion should make your readers glad they read your paper. Your conclusion gives your reader something to take away that will help them see things differently or appreciate your topic in personally relevant ways. It can suggest broader implications that will not only interest your reader, but also enrich your reader's life in some way. It is your gift to the reader.

Strategies for writing an effective conclusion

One or more of the following strategies may help you write an effective conclusion.

- Play the "So What" Game. If you're stuck and feel like your conclusion isn't saying anything new or interesting, ask a friend to read it with you. Whenever you make a statement from your conclusion, ask the friend to say, "So what?" or "Why should anybody care?" Then ponder that question and answer it. Here's how it might go:

You: *Basically, I'm just saying that education was important to Douglass.*

Friend: *So what?*

You: *Well, it was important because it was a key to him feeling like a free and equal citizen.*

Friend: *Why should anybody care?*

You: *That's important because plantation owners tried to keep slaves from being educated so that they could maintain control. When Douglass obtained an education, he undermined that control personally.*

You can also use this strategy on your own, asking yourself "So What?" as you develop your ideas or your draft.

- Return to the theme or themes in the introduction. This strategy brings the reader full circle. For example, if you begin by describing a scenario, you can end with the same

scenario as proof that your essay is helpful in creating a new understanding. You may also refer to the introductory paragraph by using key words or parallel concepts and images that you also used in the introduction.

- Synthesize, don't summarize: Include a brief summary of the paper's main points, but don't simply repeat things that were in your paper. Instead, show your reader how the points you made and the support and examples you used fit together. Pull it all together.
- Include a provocative insight or quotation from the research or reading you did for your paper.
- Propose a course of action, a solution to an issue, or questions for further study. This can redirect your reader's thought process and help her to apply your info and ideas to her own life or to see the broader implications.
- Point to broader implications. For example, if your paper examines the Greensboro sit-ins or another event in the Civil Rights Movement, you could point out its impact on the Civil Rights Movement as a whole. A paper about the style of writer Virginia Woolf could point to her influence on other writers or on later feminists.

But DON'T

- Begin with an unnecessary, overused phrase such as "in conclusion," "in summary," or "in closing." Although these phrases can work in speeches, they come across as wooden and trite in writing.
- State the thesis for the very first time in the conclusion.
- Introduce a new idea or subtopic in your conclusion.
- End with a rephrased thesis statement without any substantive changes.
- Make sentimental, emotional appeals that are out of character with the rest of an analytical paper.
- Include evidence (quotations, statistics, etc.) that should be in the body of the paper.

And Also Avoid these stereotypical endings:

1. The "That's My Story and I'm Sticking to It" Conclusion. This conclusion just restates the thesis and is usually painfully short. It does not push the ideas forward. People write this kind of conclusion when they can't think of anything else to say. Example: In conclusion, Frederick Douglass was, as we have seen, a pioneer in American education, proving that education was a major force for social change with regard to slavery.
2. The "Sherlock Holmes" Conclusion. Sometimes writers will state the thesis for the very first time in the conclusion. You might be tempted to use this strategy if you don't want to give everything away too early in your paper. You may think it would be more dramatic to keep the reader in the dark until the end and then "wow" him with your main idea, as in a Sherlock Holmes mystery. The reader, however, does not expect a mystery, but an analytical discussion of your topic in an academic style, with the main argument (thesis) stated up front. Example: (After a paper that lists numerous incidents from the book but

never says what these incidents reveal about Douglass and his views on education): So, as the evidence above demonstrates, Douglass saw education as a way to undermine the slaveholders' power and also an important step toward freedom.

3. The "America the Beautiful"/"I Am Woman"/"We Shall Overcome" Conclusion. This kind of conclusion usually draws on emotion to make its appeal, but while this emotion and even sentimentality may be heartfelt, it is usually out of character with the rest of an analytical paper. A more sophisticated commentary, rather than emotional praise, would be a more fitting tribute to the topic. Example: Because of the efforts of fine Americans like Frederick Douglass, countless others have seen the shining beacon of light that is education. His example was a torch that lit the way for others. Frederick Douglass was truly an American hero.
4. The "Grab Bag" Conclusion. This kind of conclusion includes extra information that the writer found or thought of but couldn't integrate into the main paper. You may find it hard to leave out details that you discovered after hours of research and thought, but adding random facts and bits of evidence at the end of an otherwise-well-organized essay can just create confusion. Example: In addition to being an educational pioneer, Frederick Douglass provides an interesting case study for masculinity in the American South. He also offers historians an interesting glimpse into slave resistance when he confronts Covey, the overseer. His relationships with female relatives reveal the importance of family in the slave community.

The concluding paragraph typically has two parts:

1. The *summary statement* is one or two sentences which restate the thesis in a fresh way to reinforce the essay's main idea.
2. The *clincher* is a final thought which should create a lasting impression on the reader.

The Summary Statement

The summary statement is an effective way to start your concluding paragraph because it helps to drive home the ideas you've expressed in your essay.

Look at your thesis statement again and rework it in a new way. Avoid repeating key words and phrases from the thesis statement because you don't want the summary statement to sound boring or repetitive.

Here are some examples of thesis statements and summary statements:

Thesis Statement: Of the many reasons Americans buy Japanese automobiles, competitive pricing, fuel economy, and high resale value are the most compelling

Summary Statement: Reasonable pricing, low miles per gallon, and an attractive resale value have all contributed to the popularity of Japanese automobiles in today's market.

Thesis Statement: San Francisco is by far the most stimulating place to visit in the United States because of its magnificent location, its theaters and art galleries, and its many fine restaurants.

Summary Statement: For the visitor who loves beautiful surroundings, world class theater and art, and exquisite cuisine, then San Francisco is the hands down vacation spot.

The Clincher

The *clincher*, also referred to as the *closer*, is the last opportunity to connect with the reader. One way to make the most of this moment is to return to the technique used for your introduction.
Complete the anecdote.

Concluding Paragraph	Introductory Paragraph
<p>Summary Statement</p> <p>It is not too much to ask teachers to be dedicated to their fields of study and to be willing to share their enthusiasm with their students. In order to be effective, teachers should have their eyes focused on the students in their classes and always be searching for ways to bring the curriculum to life.</p> <p>Clincher</p>	<p>When Jonathan Swift described Gulliver's trip to the land of Laputa in Gulliver's Travels, Swift depicted scientists who had one eye turned inward and the other aimed at the stars. In the case of two high school science teachers I had had at this school, life imitates Swift's art. The school district should require all teachers, especially those in science, to have an interest in students as well as expertise and curiosity.</p>

Startling statistics or facts

Concluding Paragraph	Introductory Paragraph
<p>Summary Statement</p> <p>People of all ages can learn about nature, cooking, health, history, and science, to mention just a few subjects, from the comfort and safety of their own homes while watching television. Instead of automatically turning off the "boob tube," it might be worth your while to occasionally sit down with your family and watch some of the fascinating and educational programming currently available on your television set.</p> <p>Clincher</p>	<p>Television is so popular that over 128 million sets are now being used in 98 percent of American households. According to the A.C. Nielsen Company, which takes television surveys, each week the small screen holds the attention of children under five for an average of 23.5 hours and adults for an average of 44 hours. Indeed, the typical viewer spends more time in front of the television set than he or she spends on any other activity except sleep. But far from being the "idiot box" that it is often called, television offers viewers many benefits. Television can be educational, as well as entertaining.</p>

Ask a final rhetorical question

Concluding Paragraph	Introductory Paragraph
<p data-bbox="224 331 370 401">Summary Statement</p> <p data-bbox="386 310 792 541">As the population continues to age, the demand for medical care will only increase. Without the support of the federal government to supply health insurance for its citizens, many people will suffer and die needlessly. Can we let this happen to the people in this country?</p> <p data-bbox="224 464 370 533">Clincher</p>	<p data-bbox="824 300 1409 585">If you became seriously ill and needed to be hospitalized for several weeks, would you be able to afford to pay thousands of dollars for proper medical care? Unfortunately, many Americans have already found out that they cannot. Therefore, the federal government must provide national health insurance for all of its citizens.</p>

Use a new quotation or refer back to the opening quotation

Concluding Paragraph	Introductory Paragraph
<p data-bbox="224 812 370 882">Summary Statement</p> <p data-bbox="386 791 792 1127">I have learned never to go to the DMV without a book, a comfortable pair of shoes, and a lot of patience. Maybe I'll become a better person as I navigate the labyrinth that is the Department of Motor Vehicles. After all, as the philosopher Johann von Schiller once said, "Only those who have the patience to do simple things perfectly will acquire the skill to do difficult things easily."</p> <p data-bbox="224 995 370 1064">Clincher</p>	<p data-bbox="831 781 1442 1106">The writer H.L. Mencken defined Puritanism as "the haunting fear that someone, somewhere, may be happy." The clerks at the Department of Motor Vehicles must be Puritans. They seem to do their best to see that each person who comes in to get a license or registration, has to wind through a confusing maze of lines, must wait an eternity for help, and has to remain standing the entire time.</p>

Citing the Research Paper (MLA Format)

Go to:

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When deciding how to cite your source, start by consulting the list of core elements. These are the general pieces of information that MLA suggests including in each Works Cited entry. In your citation, the elements should be listed in the following order:

1. Author.
2. Title of source.
3. Title of container,
4. Other contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication date,
9. Location.

Each element should be followed by the punctuation mark shown here. Earlier editions of the handbook included the place of publication and required different punctuation (such as journal editions in parentheses and colons after issue numbers). In the current version, punctuation is simpler (only commas and periods separate the elements), and information about the source is kept to the basics.

Author

Begin the entry with the author's last name, followed by a comma and the rest of the name, as presented in the work. End this element with a period.

Said, Edward W. *Culture and Imperialism*. Knopf, 1994.

Title of source

The title of the source should follow the author's name. Depending upon the type of source, it should be listed in italics or quotation marks.

A book should be in italics:

Henley, Patricia. *The Hummingbird House*. MacMurray, 1999.

An individual webpage should be in quotation marks. The name of the parent website, which MLA treats as a "container," should follow in italics:

Lundman, Susan. "How to Make Vegetarian Chili." *eHow*, www.ehow.com/how_10727_make-vegetarian-chili.html.*

A periodical (journal, magazine, newspaper) article should be in quotation marks:

Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's *Bashai Tudu*." *Tulsa Studies in Women's Literature*, vol. 15, no. 1, 1996, pp. 41-50.

A song or piece of music on an album should be in quotation marks:

Beyoncé. "Pray You Catch Me." *Lemonade*, Parkwood Entertainment, 2016, www.beyonce.com/album/lemonade-visual-album/.

*The eighth edition handbook recommends including URLs when citing online sources. For more information, see the "Optional Elements" section below.

For Sample paper go to:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_sample_paper.html

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