



Connors Writing Center

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Writing a Conclusion

Conclusions are often the most difficult part of an essay to write, and many writers feel that they have nothing left to say after having written the paper. Keep in mind that the conclusion is often what a reader remembers best. Your conclusion should be the best part of your paper. It is your chance to sum up your argument, put it as strongly as you can, and push the limits—like a lawyer’s closing defense.

A conclusion should:

- stress the importance of the thesis statement
- give the essay a sense of completeness
- leave a final impression on the reader

Suggestions

• Answer the question “so what?”

Show your readers why this paper was important. Show them that your paper was meaningful and useful.

• Synthesize, don’t summarize

Don’t simply repeat things that were in your paper. They have read it. Show your readers how the points you made and the support and examples you used were not random, but fit together. You don’t have to give new information to create a new meaning. By demonstrating how your ideas work together, you can create a new picture. Often, the sum of the paper is worth more than its parts.

• Redirect your readers

Give your reader something to think about, perhaps a way to use your paper in the “real” world. If your introduction went from general to specific, make your conclusion go from specific to general. Think globally.

Strategies for formulating a conclusion can be found on the reverse of this sheet.

Strategies

• Echoing the introduction

Echoing your introduction can be a good strategy if it is meant to bring the reader full circle. If you begin by describing a scenario, you can end with the same scenario as proof that your essay was helpful in creating a new understanding.

Introduction: From the parking lot, I could see the towers of the castle of the Magic Kingdom standing stately against the blue sky. To the right, the tall peak of The Matterhorn rose even higher. From the left, I could hear the jungle sounds of Adventureland. As I entered the gate, Main Street stretched before me with its quaint shops evoking an old-fashioned small town so charming it could never have existed. I was entranced. Disneyland may have been built for children, but it brings out the child in adults.

Conclusion: I thought I would spend a few hours at Disneyland, but here I was at 1:00 A.M., closing time, leaving the front gates with the now dark towers of the Magic Kingdom behind me. I could see tired children, toddling along and struggling to keep their eyes open as best they could. Others slept in their parents' arms as we waited for the parking lot tram that would take us to our cars. My forty-year-old feet ached, and I felt a bit sad to think that in a couple of days I would be leaving California, my vacation over, to go back to my desk. But then I smiled to think that for at least a day I felt ten years old again.

• Challenging the reader to think about the material in a new way

By issuing a challenge to your readers, you are helping them to redirect the information in the paper, and they may apply it to their own lives.

Though serving on a jury is not only a civic responsibility but also an interesting experience, many people still view jury duty as a chore that interrupts their jobs and the routine of their daily lives. However, juries are part of America's attempt to be a free and just society. Jury duty challenges us to be interested and responsible citizens.

• Looking to the future

Looking to the future can emphasize the importance of your paper or redirect the readers' thought process. It may help them use the new information to see their lives or see things more globally.

Without well-qualified teachers, schools are little more than buildings and equipment. If higher-paying careers continue to attract the best and the brightest students, there will not only be a shortage of teachers, but the teachers available may not have the best qualifications. Our youth will suffer. And when youth suffers, the future suffers.

This handout was modified from: LEO: Literacy Education Online. This handout was written by Randa Holewa; Joe Mathison completed the html markup for the Write Place, St. Cloud State University; it was updated by Judith Kilborn and Hannah Campbell. This document may be copied for educational purposes only. If you copy this document, please include our copyright notice and the name of the writer; if you revise it, please add your name to the list of writers. Techniques and examples are adapted from *Basic Writing: A First Course*, by Peter Carino, Harper Collins, 1991.