

## Writing the First Draft

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### Creating a Title

The title for the research paper will not be given to you by the instructor. You must write your own title. Because it is the first thing that your reader sees, the title is important. A boring, plain title might give the reader an impression that your paper will also be boring and uninteresting. It is a challenge to write a title that is both interesting and informative. The title must clearly indicate the subject of your research, but it should not simply state the topic. It must be interesting enough to arouse the readers' interest and curiosity, but it also must convey specific information.

### [\*\*\*CREATING A TITLE \(VIEW QUESTIONS\)\*\*\*](#)

### Writing an Introduction

Sometimes the hardest thing about getting started is getting started. The introduction to a research paper is not the easiest paragraph to write. Most people would agree that after reading and thinking about a topic for a long time, the writer basically knows the content and form of the body paragraphs within the research paper, but the introduction to the paper is unknown. Writing the first paragraph is a challenge. It must be interesting in order to grab the readers' attention, but it must also give a great deal of information so that the subject of the research paper is clear. The added difficulty is that a research paper is usually argumentative, so opposing opinions might need to be included. Some writers start their research papers by writing the introduction first, whereas other writers start with the first body paragraph, leaving the introduction as one of the last paragraphs they write.

If there were only one acceptable way to write an introduction, all introductions would be the same. Fortunately for the reader, there are numerous ways to construct a good introduction.

Good introductions might begin with

- historical or background information
- a surprising statistic
- a controversial question
- a relevant quotation
- a definition
- an opposing opinion

In academic research papers avoid using

- personal experiences
- humorous stories
- list of facts that prove the thesis to be correct
- words like, “I am going to discuss, I will prove that, In this paper, I will show”
- the word *you*
- slang, informal English
- obvious information

Basically, the introduction to an academic composition has three parts.

### **1. The Hook**

In fishing, the fisherman’s hook attracts the fish; likewise, when planning a composition, the hook is something that catches the readers’ attention. In writing, a good hook might be an interesting writing style or interesting information in the opening sentences of the introduction. Knowing your audience is important when you are trying to write a good hook. Here are examples of some effective hooks.

- Begin by asking an interesting question or a series of questions.

*Do you realize that the most popular historical movie in the United States is historically inaccurate and culturally insensitive?*

Most likely, readers will not be able to answer these questions, but they will be curious enough to continue reading. They are “hooked” and want to learn more about the topic.

- Begin with some surprising information.

*Madison Avenue, long associated with marketing and advertising decisions made in the United States, has actually turned its back on a potentially powerful market. In fact, executives on Madison Avenue have convinced businesses that elderly people are poor and, therefore, are unable to buy new products or services.*

This piece of information should arouse the readers’ curiosity. They will want to continue reading because they are “hooked” by what they have read. They will want to know more about why Madison Avenue is not interested in a powerful market base, consisting of growing numbers of elderly people. Is Madison Avenue right when they assume that all elderly people are poor?

- Begin with a quotation that is related to the topic.

*Believe it or not, out of 2,741 characters on prime time television in the United States, only 4.9% of them could be considered elderly. Of that 4.9%, 60% were portrayed negatively. Not only are elderly people under represented, but also they are not shown as successful, good, or happy people.*

Most people do not think about the numbers or the percentage of elderly people who appear on television programs. The fact that 60% of the elderly characters are portrayed in a negative way should shock the reader.

- Begin with the opposing viewpoint.

*The movie Gone With the Wind, produced in 1939, does an excellent job of portraying roles of white people on Southern plantations during the Civil War. For example, Ellen O'Hara, the plantation owner's wife, accurately illustrates the important role that wives played. She manages the lives of everyone on the plantation. She raises the children, plans parties, cares for the sick, helps neighbors, and maintains society's standards. In times of crisis, Scarlett O'Hara, the daughter of a plantation owner, protects the home, makes business deals, plants crops, and makes all important decisions. Likewise, the character of Rhett Butler accurately portrays the Confederate army volunteer after understanding what the defeat of the South would mean to the region's culture and lifestyle. However, . . .*

While the beginning of this research paper seems to endorse the accuracy of the characterizations in the movie, the word *however* indicates that the writer is going to focus on characterizations that were not accurate. The reader will probably want to learn more about the inaccuracies in the film.

## **EVALUATING HOOKS (VIEW QUESTIONS)**

### **2. The Line**

When a fisherman feels a fish pull on the hook, he gives the fish more line in order to keep it interested. In writing, the line is a string of additional information to keep the reader interested. In addition, the line gives the readers a preview of the writer's topic. The line should never become tangled or knotted with irrelevant information or confusing ideas. When the readers are finished reading the line, they should be able to guess what the rest of the composition is going to discuss.

- It may tell the reader more about the historical background
- It might give more details about a general topic.
- It may provide a definition or explain a problem.
- It might give a contrast or comparison.
- It could give specific examples.
- It could explain the opposing viewpoint.

## **EVALUATING LINES (VIEW QUESTIONS)**

### **3. The Sinker**

In fishing, the sinker is a heavy piece of metal that carries the hook and line deep into the water. The sinker guides the line and hook. In writing, the thesis statement carries the meaning of the composition into the deepest part of human understanding. Without the sinker, or thesis statement, the composition doesn't have any meaning. The subject of the thesis statement should state the topic of the composition. Therefore, beginning a thesis statement with words like *there*, *here*, *I think*, *many people*, and *everyone* is not effective. The verb in the thesis statement should also be as specific as possible and also show an action. Therefore, the verbs *be* and *have* should be avoided whenever possible.

A good thesis statement for a research paper

- is an idea, not a fact,
- is argumentative,
- discusses the topic in general terms, not in specific detail,
- is grammatically correct with parallel structure,
- limits the broad topic discussed in the hook and line,
- makes the writer's point of view or attitude clear,
- and hints at the method of organization (reason, example, cause, effect, comparison, contrast, etc.) in its controlling idea.

## **EVALUATING SINKERS (VIEW QUESTIONS)**

### **Writing Argumentative Thesis Statements**

How does an argumentative thesis statement for an academic research paper differ from other thesis statements?

An argumentative thesis statement is debatable. In other words, not everyone will agree with the author's viewpoint. It is an idea that the author believes in, but other people may have very different ideas about the topic. The thesis statement, therefore, cannot be a fact. It must be an idea about a particular issue. The issue must be complex enough to allow for discussion.

Where should the thesis statement be placed?

The thesis statement can appear in several places, but it most commonly appears at the end of the introduction. When the thesis statement comes at the end of the introduction, the reader is ready to read the evidence presented in the body paragraphs because the topic and point of view have been clearly identified.

Does an argumentative thesis statement indicate that the writer and the reader are having an argument?

No. An argumentative thesis statement doesn't involve the writer shouting or shaking fists at the reader. The purpose of an argumentative thesis is to present a logical and reasonable discussion of an issue that has more than one solution or interpretation. The word argument refers to how the evidence is expressed, not to the author's tone. Therefore, the thesis should avoid arguments that give preachy advice, that condemn, or that provide simple answers to complex questions.

Is there a way to evaluate an argumentative thesis statement to make sure that it is effective?

Remember that your thesis statement needs to **PASS** these criteria:

**P** = Precise

Does the thesis statement clearly state the single, limited topic of the research paper? Is the point of view clear?

**A** = Arguable

Is the thesis statement an idea? Are there differing opinions about the topic? Might some people disagree with your statement?

**S** = Significant

Is the subject of the research paper worthy of investigation? Is the information you intend to share with the reader important?

**S** = Supportable

Will you be able to find evidence to support your opinion? Are your sources reliable? Is your evidence convincing?

## **EVALUATING ARGUMENTATIVE THESIS STATEMENTS (VIEW QUESTIONS)**

### **Writing Topic Sentences**

The topic sentence is usually the first or second sentence of a paragraph. It introduces the main idea of the paragraph and has several important functions. It supports the thesis statement, unifies the content of the paragraph, and gives direction for paragraph development. In other words, it serves as proof that the thesis is true, limits the discussion in the paragraph to a single topic, and establishes whether the paragraph will be organized by cause/effect, comparison/contrast, definition, example, time order, classification, reasons, etc.

The topic sentence must do seven PRECISE things.

**P** = present the single, main idea of the paragraph

The topic sentence has a single controlling idea. That idea will be supported by facts, details, and examples in the paragraph.

Therefore, the topic sentence cannot be a fact.

**R** = relate to the paper's thesis statement

thesis                    The topic sentence substantiates and is directly connected to the statement.

**E** = express a point of view  
topic.                    The topic sentence tells the reader what the writer thinks about the

Does the writer think that the solution is possible, that the cause is logical, or that the reason is justified?

**C** = control the content of the paragraph  
The topic sentence limits the paragraph's discussion to a single subject. The topic sentence helps to provide coherence.

**I** = identify the connection between paragraphs  
paragraphs.            The topic sentence helps to provide coherence between the

**S** = suggest how the paragraph be developed  
paragraph.            The topic sentence sets up the organizational pattern for the

**E** = express tone  
The topic sentence tells the reader the writers attitude toward the subject. Is the writer serious, fearful, critical, angry, sympathetic, or objective?

### **EVALUATING TOPIC SENTENCES (VIEW QUESTIONS)**

## **Organizing Body Paragraphs of an Argumentative Research Paper**

There are two useful patterns of organization when writing the body paragraphs for an argumentative research paper. Both methods begin with an introduction.

Introductions begin with an explanation of the argumentative issue. This could be accomplished by beginning with historical or background information, a surprising statistic, a controversial question, a relevant quotation, a definition, or an opposing opinion. It is, however, essential that both side of the issue be stated in the introduction. Another essential part of the introduction is the thesis statement, which narrows the topic to a single issue and meets the PASS criteria (**P**recise, **A**rguable, **S**ignificant, and **S**upportable).

The following is an example of what kinds of information might be used in the body paragraphs.

<b>Pattern # 1</b>	<b>Pattern # 2</b>
<p><b>Body paragraph # 1</b></p> <p><i>Reason # 1 that supports the validity of the thesis statement</i></p> <ul style="list-style-type: none"> <li>A. Evidence # 1</li> <li>B. Evidence # 2</li> </ul> <p><b>Body paragraph # 2</b></p> <p><i>Reason # 2 that supports the validity of the thesis statement</i></p> <ul style="list-style-type: none"> <li>A. Evidence # 1</li> <li>B. Evidence # 2 <ul style="list-style-type: none"> <li>1. Definition</li> <li>2. Detail</li> </ul> </li> </ul> <p><b>Body paragraph # 3</b></p> <p><i>Reason # 3 that supports the validity of the thesis statement</i></p> <ul style="list-style-type: none"> <li>A. Evidence # 1</li> <li>B. Evidence # 2 <ul style="list-style-type: none"> <li>3. Example</li> <li>4. Detail</li> </ul> </li> </ul> <p><b>Next body paragraph, etc.</b></p>	<p><b>Body paragraph # 1</b></p> <p><i>Reason # 1 that explains why the opposing point of view is wrong</i></p> <ul style="list-style-type: none"> <li>A. Support # 1</li> <li>B. Support # 2 <ul style="list-style-type: none"> <li>1. Example</li> <li>2. Detail</li> </ul> </li> </ul> <p><b>Body paragraph # 2</b></p> <p><i>Reason # 2 that explains why the opposing point of view is wrong</i></p> <ul style="list-style-type: none"> <li>A. Support # 1 <ul style="list-style-type: none"> <li>1. Comparison</li> <li>2. Example</li> </ul> </li> <li>B. Support # 2</li> </ul> <p><b>Body paragraph # 3</b></p> <p><i>Reason # 3 that explains why the opposing point of view is wrong</i></p> <ul style="list-style-type: none"> <li>A. Support # 1</li> <li>B. Support # 2</li> </ul> <p><b>Next body paragraph, etc.</b></p>

## Supplying Correct Connections

Connecting your own opinions with support from other sources can be difficult, but making sure that all of the information in a research paper goes together smoothly is essential. If each paragraph does not flow from one topic to another, the research paper will be choppy and lack sense of direction. If each idea within the paragraph isn't logically connected to all of the other ideas, the research paper will be disconnected and difficult to understand. Using coordinators,

correlatives, key words, and transitions correctly helps establish coherence. Pay special attention to punctuation when using connectors.

### 1. Using coordinators:

Coordinators can be used to connect two sentences or two equal grammatical structures.

#### A. Coordinators are used between two complete sentences:

S + V + , *and/but/yet/so/for/or* + S + V.

S + negative verb + , + *nor* + V + S.

- To add information: , **and**  
In the 13<sup>th</sup> century, approximately 300,000 people died during the frequent floods in Holland and Germany, and more than a million were left homeless.
- To show contrast: , **but / , yet**  
In England at the end of the 13<sup>th</sup> century, the average life expectancy was nearly 50 years, but by the end of 14<sup>th</sup> century, the average life span had decreased to 40.
- To show reason: , **so**  
Food supplies became scarce after repeated crop failures, so the weakened people had less resistance to the Bubonic Plague.
- To show cause: , **for**  
The population in 13<sup>th</sup> century Europe increased, for food was abundant, and the weather was mild.
- To show choice: , **or**  
In frustration and desperation, the people blamed unpopular groups of people for their hardships, or they blamed their governments for not providing adequate leadership.
- To show negative choice: , **nor**  
In Scotland in the early part of the 15<sup>th</sup> century, the farmers did not have agricultural stability, nor did they have political stability.

#### B. Coordinators are used between two grammatically equal structures:

noun + noun

verb + verb

adjective + adjective

adverb + adverb  
phrase + phrase

- To add information: **and**  
In 14<sup>th</sup> century Europe, the population decline was caused by the Black Death and by other numerous and deadly epidemics.
- To show contrast: **but / yet**  
Climatology is viewed as a field of study that is uninteresting yet vital.
- To show choice: **or**  
Did death or desertion come first?

## 2. Using correlatives:

Correlatives can be used to connect two sentences or two equal grammatical structures.

### A. Correlatives used between two sentences:

*Not only + V + S + , + but also + S + V.*

*Either + S + V + , + or + S + V.*

*Neither + V + S + nor + V + S.*

- To add information: **Not only . . . , but also**  
Not only did the Bubonic plague kill a lot of people in 14<sup>th</sup> century Europe, but also other deadly diseases, such as typhus, smallpox, and influenza, caused the death of a great many people.
- To show choice: **Either . . . , or**  
Either the depopulation of rural England in the 14<sup>th</sup> century began when people started to desert the land, or it started after a series of great epidemics killed vast numbers of people.
- To show negative choice: **Neither . . . , nor**  
Neither did land desertion initially cause the decline in Western Europe in the 14<sup>th</sup> century, nor did the Bubonic Plague.

### B. Correlatives used between two equal grammatical structures:

noun + noun

verb + verb

adjective + adjective

adverb + adverb

phrase + phrase

- To add information: **both . . . and / not only . . . but also**

decrease in the population.

- To show choice: **either . . . or**  
Angry people wanted to blame either witches or unpopular religious groups for their problems.
- To show negative choice: **neither . . . nor**  
Neither witches nor Jews caused the devastating plagues or crop failures.

### 3. Using key words:

Knowing key words for specific types of development helps to combine ideas smoothly.

#### A. Key words for argumentation:

To Support	To Oppose
One benefit +verb Another advantage + verb The other positive gain+ verb	One problem + verb A second negative effect+ verb The third source of difficulty + verb

To Support or Oppose
The facts clearly show that + S + V Without a doubt, + S + V Another argument for/against + verb The strongest case for/ against +object + verb There is no evidence to prove that S + V While some people may believe this to be true, one must remember that + S+ V

#### B. Key words for cause and effect:

To show cause	To show effect
, for + S + V because of/due to + noun because/since + S + V on account of + noun <i>results from + noun</i>	,so + S + V For this reason, + S + V ; as a result, / ;consequently, + S + V ; therefore, / ; thus, + S + V

#### C. Key words for classification:

To introduce categories	To show comparison or contrast
First, / Second, / Third, + S+V In addition, / Also, + S + V Another / The other + noun	Similarly, / Likewise, + S + V In the same way, + S + V Equally important, + S + V On contrast, / However, + S + V Nevertheless, + S + V

	Different from / In contrast to + noun
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To show an example	To show emphasis
A good example of + noun To illustrate, + S + V For example, + S + V <i>For instance</i> , + S + V	More important, + S + V Most important of all, + S + V Above all, + S + V <i>To emphasize</i> , + S + V

**D. Key words for examples/advantages or disadvantages/ reasons:**

To introduce a general idea	To introduce a specific example
Generally speaking, + S + V In general, + S + V On the whole, / As a rule, + S + V It is widely believed that + S + V	For example, / For instance, + S + V In particular, / In fact, + S + V Specifically, / As an illustration, + S + V To illustrate, / To show, + S + V <i>Another advantage /reason + is that</i>

**E. Key words for problem-solution**

- I strongly suggest / recommend that + S + V
- We ought to /should + verb
- The best advice is to + verb
- It would be a good idea to + verb
- Another suggestion / proposal /plan / piece of advice / good idea is to + verb
- The best strategy / solution is to + verb
- A possible solution is to + verb
- A wise idea is to + verb

**F. Key words for process/ step-by-step/ how to**

To move from one step to another	To show sequence
The first step / stage / phase is to + verb The next thing to do is to + verb Begin by + gerund Start + gerund / infinitive Continue + gerund / infinitive	First, /Second. + S + V Next + S + V After that, + S + V When + S + V, + S + V After + S + V, + S + V

**4. Using transitions:**

Using the correct transitions helps to link ideas logically. Remember, transitions can be punctuated three different ways.

- S + V + . + Transition + , + S + V.  
Lamb, a famous climatologist, has hinted that a change in climate in Europe in the 1300s was an underlying cause of Genghis Khan's invasion of Mongolia. However, no proof exists to support his theory.
- S + V + ; transition + , + S + V + .

Writers during the 13<sup>th</sup> century refer to unusual or bad weather patterns in their history of the time; however, few historians suggested that the bad weather had a direct effect on the decline of civilization.

- S+ V + . + S + , + transition + , + V +.

During the 14<sup>th</sup> century, Europe experienced massive crop failures and sudden loss of population. These setbacks, however, were not connected to a change in climate

Become familiar with the meaning of transitions and transitional expressions.

<b>To add information:</b>	<b>To show cause/effect /result</b>	<b>To emphasize</b>
<p>Transitions Use between complete sentences.</p> <p>; additionally, ; also, ; besides, ; for example, ; for instance, ; furthermore, ; in addition, ; in fact, ; likewise,</p>	<p>Transitions Use between complete sentences.</p> <p>; accordingly, ; as a result, ; consequently, ; hence, ; therefore, ; thus,</p>	<p>Transitions Use between complete sentences.</p> <p>; certainly, ; indeed, ; to be sure,</p>
<p>Expressions Use at the beginning of a sentence.</p> <p>Additionally, In addition, In addition to that, Next, To add, To add to that,</p>	<p>Expressions Use at the beginning of a sentence.</p> <p>As a consequence, Because of this, Consequently, Following that, For this reason, Subsequently,</p>	<p>Expressions Use at the beginning of a sentence.</p> <p>Above all, More important, More importantly, Most important of all, To emphasize, Without a doubt,</p>
<p>Examples:</p> <p>During the 14<sup>th</sup> century in Europe, the Bubonic Plague and other epidemics killed many people. In addition to that, civil unrest and clan warfare resulted in even more deaths.</p>	<p>Examples:</p> <p>An optimum climatic period in Europe that lasted from 800-1200 BC was a time of population increase and wealth. As a consequence, great cathedrals were built, and new methods of agriculture were introduced.</p>	<p>Examples:</p> <p>A series of four floods in Holland and Germany killed more than 40,000 people; certainly, the floods had a negative effect on agriculture, too.</p>
<b>To give an example/definition</b>	<b>To show comparison</b>	<b>To show contrast</b>

<p>Transitions Use between complete sentences.</p> <p>; for example, ; for instance, ; in fact, ; in other words, ; namely,</p>	<p>Transitions Use between complete sentences.</p> <p>; also, ; besides, ; furthermore, ; in addition, ; in like manner, ; in the same manner, ; in the same way, ; likewise, ; similarly,</p>	<p>Transitions Use between complete sentences.</p> <p>; after all, ; however, ; in contrast, ; instead, ; nevertheless, ; on one hand, ; on the contrary, ; on the other hand, ; still,</p>
<p>Expressions Use at the beginning of a sentence.</p> <p>As an example, In other words, Specifically, To explain, To illustrate, To put it another way,</p>	<p>Expressions Use at the beginning of a sentence.</p> <p>At the same time, Equally important, In the same way, In a similar way, Similarly,</p>	<p>Expressions Use at the beginning of a sentence.</p> <p>Despite this, Different from that, In contrast, In sharp contrast, To the contrary, Unlike that,</p>
<p>Examples:</p> <p>An historian from Oxford believes that agricultural methods used in the 14<sup>th</sup> century were dangerously inefficient. In fact, he suggests that the substantial decrease in population is directly related to improper farming practices.</p>	<p>Examples:</p> <p>In Scotland in the 1430s, there was so little grain available that people made bread from tree bark. At the same time, clan warfare and political unrest caused social upheaval.</p>	<p>Examples:</p> <p>Historically, the decline of the population in rural areas in England was attributed to widespread epidemics; in contrast, modern historians believe that a devastating change in climate caused crop failures, which, in turn, caused people to desert their land.</p>
<p><b>To show time/ change of subject</b></p>		<p><b>To show summary</b></p>
<p>Transitions Use at the beginning of a sentence.</p>		<p>Transitions Use at the beginning of a sentence.</p>

<p>After that, Finally, First, In the meantime, Later, Next, Second, Then* Third,</p> <p>* Do not use a comma</p>	<p>Finally, In conclusion, In summary,</p>
<p>Expressions Use at the beginning of a sentence.</p> <p>At first, At last, At the beginning, At the end, Initially, Last of all, The next day, The next time, To begin with,</p>	<p>Expressions Use at the beginning of a sentence.</p> <p>In closing, Last of all, To close, To conclude, To sum up, To summarize,</p>
<p>Examples:</p> <p>Starting in the 11<sup>th</sup> century, Europeans were engaged in building huge cathedrals; at the same time, they were intent on recapturing control of the Holy Land from the Arabs.</p>	<p>Examples:</p> <p>To summarize, the detrimental change in climate in Europe in the late 13<sup>th</sup> century was the biggest contributing factor in the decline of civilization, resulting in deaths from disease, civil unrest, and warfare.</p>

## Using Sources

- When to use sources
- When not to use sources
- How to avoid problems when citing sources

Being able to use sources in a research paper is an essential academic skill. There are no known shortcuts to good scholarship. Knowing when to use sources and when not to use sources is just as important as knowing how to

punctuate, introduce, or cite your sources. Providing a balance between your own thoughts and those of experts can be tricky.

### 1. When do the sources need to be cited?

Sources need to be cited every time

- a direct quotation is used
- key words and phrases are borrowed from another author
- the opinion of an author is restated or paraphrased
- facts that are not common knowledge are included
- secondary sources are referred to
- absolute proof to establish your credibility is needed

### 2. When do sources not need to be cited?

Sources do not need to be cited every time

- the information is widely known and accepted
- a scientific or mathematical fact is used
- general information from a dictionary is included
- statistics or facts that can be found in a variety of places is incorporated

### 3. How are problems avoided when citing sources?

You can avoid pitfalls by

- being accurate

Copy the author's words exactly. Do not change the author's grammar or spelling. If the author had made a mistake, you must copy that mistake exactly as it appears in the original source. In order to let your reader know that you are aware of the mistake use [sic] after the error.

Example: One of the people I interviewed had strong feelings about the subject. He said, "My wife and I ain't never [sic] even considered going to the hospital to have a baby."

- being selective

Keep the majority of your research paper in your own voice and words. Use authoritative sources only to add credibility or supply specialized information. At least 80% of your research paper should consist of your own thoughts and words. The biggest problem when writing a research paper is to organize your own thoughts on a subject before finding information to support your ideas. If you do not have any ideas about your research topic, change your topic.

- being clear  
Be absolutely clear about distinguishing your own writing from the information from other authors. Clearly introduce each direct quotation, paraphrase, or summary. Explain how the author's ideas support your own. Clearly signal that you are using someone else's ideas.

## [EVALUATING WHEN TO CITE SOURCES \(VIEW QUESTIONS\)](#)

### **Writing a Conclusion**

After struggling to meet the criteria for a good introduction and thesis statement, organizing your argument, and writing all of the body paragraphs with proper citations, you may be tempted to conclude your research paper with a simple summary in a single sentence. However, writing a good conclusion is just as important as writing any other paragraph of the research paper. The conclusion must be longer than one sentence. The conclusion is the last thing that your audience reads, so it provides the final impression of your paper.

A good conclusion for an argumentative paper must

- provide the reader with signal words to draw attention to the fact that it is the conclusion
- restate the thesis statement
- include a summary of the main supporting ideas
- emphasize the writer's point of view

A good conclusion might

- make a judgment
- offer a solution
- make a prediction about the future
- include a meaningful quotation
- ask a question

A good conclusion does not

- consist of a single sentence
- copy the exact wording of the thesis statement
- introduce new information
- introduce information that refutes the thesis statement
- tell the reader to do his/her own research

## [EVALUATING GOOD CONCLUSIONS: \(VIEW QUESTIONS\)](#)