# **Elements of an Effective Conclusion**

A strongly written conclusion leaves the reader not only with a clear understanding of the central point in your paper but also with final comments that provide interesting closing thoughts. In general, an effective conclusion has three standard parts:

#### 1. A restatement of your thesis/claim.

This is simply restating your argument without the points of proof or the opposing side or any other information. This should usually be the first sentence of the conclusion. It should start with a transition phrase like, "In conclusion,".

# 2. A final restatement of the points-of-proof of your essay.

Restate your topic sentences next (paraphrase them). You would not usually include any of your supporting ideas or pieces of evidence from the body paragraphs here.

### 3. Ending comments that make your reader continue thinking about your topic.

This part includes any of the following techniques below, and it should be about 50% of the length of your conclusion.

# **Techniques for Writing Ending Comments:**

#### a. Echo the approach used in the introduction.

Use different wording and take the topic from specific to general again.

## b. Use a quotation.

For example, in a paper supporting capital punishment, you may include a quotation from a victim's family on why they believe in the death penalty.

#### c. End with a powerful fact or other detail related to the topic of the paper.

For example, in a paper arguing for stronger recycling programs, you could conclude with a statistic that shows the amount of garbage produced each year.

## d. Recommend a course of action, if called for in the material you present.

For example, to conclude a paper discussing the causes of gender-based violence, you could offer a few suggestions for overcoming these causes.

## e. Give suggestions for future research.

Explain areas related to this topic that could be explored more in the future, and why it would be beneficial to get more information about this.

Adapted by Sarah Jacques, 2014, from: Dollahite, N. & Haun, J. (2012). Source Work: Academic Writing from Sources, Boston, Heinle Cengage Learning