

# Ideas for Writing Conclusions

## The Simple Summary

- ◆ The writer restates the main points of the essay.
- ◆ This strategy is effective for long essays dealing in unfamiliar concepts.
- ◆ This method can seem dull in short essays.

## The Pan-to-a-Larger-Landscape Approach

- ◆ The writer demonstrates how the topic has broad significance.
- ◆ This strategy reveals the importance of the issue discussed.
- ◆ Analogy might be a useful tool in this kind of conclusion.
- ◆ The topic at hand might be tied to a larger philosophic question, political issue, or view of the human condition.
- ◆ The writer must be careful to make the connection to the original thesis clear.

## The Proposal Conclusion

- ◆ The writer asks readers to do something with a call to action.
- ◆ This strategy is often used in analyses and arguments.
- ◆ A similar approach is the “call for further study” approach.

## The Scenic or Anecdotal Conclusion

- ◆ The writer uses a scene or brief story to subtly demonstrate the topic’s significance.
- ◆ This approach establishes an emotional connection with the reader.
- ◆ The technique can be as effective in argument as in expressive or open form writing.

## The Hook and Return (Framing the Essay)

- ◆ The writer returns to the essay’s lead or *hook* device.
- ◆ If a scene or example grabs the reader’s attention in the beginning, the writer takes the scenario a step further in the conclusion.
- ◆ This technique unifies the essay--it can seem very polished.

## The Delayed Thesis Conclusion

- ◆ The writer takes an exploratory approach, opening with a question or problem.
- ◆ The essay deals with a variety of proposals and solutions.
- ◆ In the conclusion, the writer states the thesis as a discovery.
- ◆ This approach can be effective for controversial issues because all sides can be examined.
- ◆ Check with your professor to make sure that this type of conclusion is appropriate for your assignment.

Compiled from *The Allyn and Bacon Guide to Writing*, John D. Ramage and John C. Bean, eds.