

Post 6: Research Conclusion - Post 6 Conclusion 4

From ENGL-101A-60

Post 6: Research Conclusion

Objective:

- Demonstrate Appropriate patterns of organization
 - Demonstrate Organizational of Ideas
 - Demonstrate ability to use appropriate concluding paragraphs.
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Readings in Text Book

Drafting Conclusion Page 334-338

Activity

The conclusion is the last appeal to your audience regarding the importance of your document, in this case your research. Draft a few concluding paragraphs to bring that research to a close. Recognize that perhaps you may not be fully done with your research yet, however, based on what you do know about the issue DRAFT a conclusion. In your final document you may rework this conclusion based on your final findings or further research.

Due Friday July 30 9:00 PM

Engagement

Scan the conclusions of the students in your group. Can you get a clear picture of their research from their conclusion? What details or factors prevent you from gathering that clear picture? Can you provide some information on how to clarify the final thought on the research?

Respond to the the question asked about your conclusion if it is necessary. Note that this is the only discussion in which you may NOT have to reply to comments but simply take the feedback if applicable.

Engage in feedback by Sunday August 1 9:00 PM

DRAFTING CONCLUSIONS

In writing a conclusion to your essay, you are making a final appeal to your audience. You want to convince readers that what you have written is a relevant, meaningful interpretation of a shared issue. You also want to remind them that your argument is reasonable. Rather than summarize all of the points you've made in the essay—assume your readers have carefully read what you've written—pull together the key components of your argument in the service of answering the question “So what?” Establish why your argument is important: What will happen if things stay the same? What will happen if things change? How effective your conclusion is depends on whether or not readers feel that you have adequately addressed “So what?”—that you have made clear what is significant and of value.

In building on the specific details of your argument, you can also place what you have written in a broader context. (What are the sociological implications of your argument? How far-reaching are they? Are there political implications? Economic implications?) Finally, explain again how your ideas contribute something new to the conversation by building on, extending, or even challenging what others have argued.

In her concluding paragraph, Elizabeth Martínez brings together her main points, puts her essay in a broader context, indicates what's new in her argument, and answers the question “So what?”:

Accepting the implications of a different narrative could also shed light on today's struggles. In the affirmative-action struggle, for example, opponents have said that that policy is no longer needed because racism ended with the Civil Rights Movement. But if we look at slavery as a fundamental pillar of this nation, going back centuries, it becomes obvious that racism could not have been ended by thirty years of mild reforms. If we see how the myth of the frontier idealized the white male adventurer as the central hero of national history, with the woman as sunbonneted helpmate, then we might better understand the dehumanized ways in which women have continued to be treated. A more truthful origin narrative could also help break down divisions among peoples of color by revealing common experiences and histories of cooperation.

Let's examine this concluding paragraph:

1. Although Martínez refers back to important events and ideas she has discussed, she does not merely summarize. Instead, she suggests the implications of those important events and ideas in her first sentence (the topic sentence), which crystallizes the main point of her essay: Americans need a different origin narrative.
2. Then she puts those implications in the broader context of contemporary racial and gender issues.

3. She signals what's new in her argument with the word *if* (*if we look at slavery in a new way; if we look at the frontier myth in a new way*).
4. Finally, her answers to why this issue matters culminate in the last sentence. This last sentence connects and extends the claim of her topic sentence, by asserting that a "more truthful origin narrative" could help heal divisions among peoples of color who have been misrepresented by the old origin myth. Clearly, she believes the implications of her argument matter: A new national identity has the potential to heal a country in crisis, a country on the verge of a "nervous breakdown" (para. 4).

Martínez also does something else in the last sentence of the concluding paragraph: She looks to the future, suggesting what the future implications of her argument could be. Looking to the future is one of five strategies for shaping a conclusion. The others we discuss are echoing the introduction, challenging the reader, posing questions, and concluding with a quotation. Each of these strategies appeals to readers in different ways; therefore, we suggest you try them all out in writing your own conclusions. Also, remember that some of these strategies can be combined. For example, you can write a conclusion that challenges readers, poses a question, looks to the future, and ends with a quotation.

■ Echo the Introduction

Echoing the introduction in your conclusion helps readers come full circle. It helps them see how you have developed your idea from beginning to end. In the following example, the student writer begins with a voice speaking from behind an Islamic veil, revealing the ways that Western culture misunderstands the symbolic value of wearing the veil. The writer repeats this visual image in her conclusion, quoting from the Koran: "Speak to them from behind a curtain."

Notice that the author begins with "a voice from behind the shrouds of an Islamic veil" and then echoes this quotation in her conclusion: "Speak to them from behind a curtain."

Introduction: A voice from behind the shrouds of an Islamic veil exclaims: "I often wonder whether people see me as a radical, fundamentalist Muslim terrorist packing an AK-47 assault rifle inside my jean jacket. Or maybe they see me as the poster girl for oppressed womanhood everywhere." In American culture where shameless public exposure, particularly of females, epitomizes ultimate freedom, the head-to-toe covering of a Muslim woman seems inherently oppressive. Driven by an autonomous national attitude, the inhabitants of the "land of the free" are quick to equate the veil with indisputable persecution. Yet Muslim women reveal the enslaving hijab as a symbolic display of the Islamic ideals — honor, modesty, and stability. Because of an unfair American assessment, the aura of hijab mystery cannot

be removed until the customs and ethics of Muslim culture are genuinely explored. It is this form of enigmatic seclusion that forms the feminist controversy between Western liberals, who perceive the veil as an inhibiting factor against free will, and Islamic disciples, who conceptualize the veil as a sacred symbol of utmost morality.

Conclusion: For those who improperly judge an alien religion, the veil becomes a symbol of oppression and devastation, instead of a representation of pride and piety. Despite Western images, the hijab is a daily revitalization and reminder of the Islamic societal and religious ideals, thereby upholding the conduct and attitudes of the Muslim community. Americans share these ideals yet fail to recognize them in the context of a different culture. By sincerely exploring the custom of Islamic veiling, one will realize the vital role the hijab plays in shaping Muslim culture by sheltering women, and consequently society, from the perils that erupt from indecency. The principles implored in the Koran of modesty, honor, and stability construct a unifying and moral view of the Islamic Middle Eastern society when properly investigated. As it was transcribed from Allah, "Speak to them from behind a curtain. This is purer for your hearts and their hearts."

Notice how the conclusion echoes the introduction in its reference to a voice speaking from behind a curtain.

■ Challenge the Reader

By issuing a challenge to your readers, you create a sense of urgency, provoking them to act to change the status quo. In this example, the student writer explains the unacceptable consequences of preventing young women from educating themselves about AIDS and the spread of a disease that has already reached epidemic proportions.

Here the author cites a final piece of research to emphasize the extent of the problem.

Here she begins her explicit challenge to readers about what they have to do to protect themselves or their students from infection.

The changes in AIDS education that I am suggesting are necessary and relatively simple to make. Although the current curriculum in high school health classes is helpful and informative, it simply does not pertain to young women as much as it should. AIDS is killing women at an alarming rate, and many people do not realize this. According to Daniel DeNoon, AIDS is one of the six leading causes of death among women aged 18 to 45, and women "bear the brunt of the worldwide AIDS epidemic." For this reason, DeNoon argues, women are one of the most important new populations that are contracting HIV at a high rate. I challenge young women to be more well-informed about AIDS and their link to the disease; otherwise, many new cases may develop. As the epidemic continues to spread, women need to realize that

they can stop the spread of the disease and protect themselves from infection and a number of related complications. It is the responsibility of health educators to present this to young women and inform them of the powerful choices that they can make.

■ Look to the Future

Looking to the future is particularly relevant when you are asking readers to take action. To move readers to action, you must establish the persistence of a problem and the consequences of letting a situation continue unchanged. In the concluding paragraph below, the student author points out a number of things that teachers need to do to involve parents in their children's education. She identifies a range of options before identifying what she believes is perhaps the most important action teachers can take.

The second through fifth sentences present an array of options.

First and foremost, teachers must recognize the ways in which some parents are positively contributing to their children's academic endeavors. Teachers must recognize nontraditional methods of participation as legitimate and work toward supporting parents in these tasks. For instance, teachers might send home suggestions for local after-school tutoring programs. Teachers must also try to make urban parents feel welcome and respected in their school. Teachers might call parents to ask their opinion about a certain difficulty their child is having, or invite them to talk about something of interest to them. One parent, for instance, spoke highly of the previous superintendent who had let him use his work as a film producer to help with a show for students during homeroom. If teachers can develop innovative ways to utilize parents' talents and interests rather than just inviting them to be passively involved in an already-in-place curriculum, more parents might respond. Perhaps, most importantly, if teachers want parents to be involved in students' educations, they must make the parents feel as though their opinions and concerns have real weight. When parents such as those interviewed for this study voice concerns and questions over their child's progress, it is imperative that teachers acknowledge and answer them.

In the last two sentences, the writer looks to the future with her recommendations.

■ Pose Questions

Posing questions stimulates readers to think about the implications of your argument and to apply what you argue to other situations. This is the case in the following paragraph, in which the student writer focuses on immigration and then shifts readers' attention to racism and the

possibility of hate crimes. It's useful to extrapolate from your argument, to raise questions that test whether what you write can be applied to different situations. These questions can help readers understand what is at issue.

The first question.

Other speculative questions follow from possible responses to the writer's first question.

Also, my research may apply to a broader spectrum of sociological topics. There has been recent discussion about the increasing trend of immigration. Much of this discussion has involved the distribution of resources to immigrants. Should immigrants have equal access to certain economic and educational resources in America? The decision is split. But it will be interesting to see how this debate will play out. If immigrants are granted more resources, will certain Americans mobilize against the distribution of these resources? Will we see another rise in racist groups such as the Ku Klux Klan in order to prevent immigrants from obtaining more resources? My research can also be used to understand global conflict or war. In general, groups mobilize when their established resources are threatened by an external force. Moreover, groups use framing processes to justify their collective action to others.

■ Conclude with a Quotation

A quotation can strengthen your argument, indicating that others in positions of power and authority support your stance. A quotation also can add poignancy to your argument, as it does in the following excerpt, in which the quotation amplifies the idea that people use Barbie to advance their own interests.

The question still remains, what does Barbie mean? Is she the spokeswoman for the empowerment of women, or rather is she performing the dirty work of conservative patriarchy? I do not think we will ever know the answer. Rather, Barbie is the undeniable "American Icon." She is a toy, and she is what we want her to be. A test performed by Albert M. Magro at Fairmont State College titled "Why Barbie Is Perceived as Beautiful" shows that Barbie is the epitome of what we as humans find beautiful. The test sought to find human preferences on evolutionary changes in the human body. Subjects were shown a series of photos comparing different human body parts, such as the size and shape of the eyes, and asked to decide which feature they preferred: the primitive or derived (more evolved traits). The test revealed that the subjects preferred the derived body traits. It is these preferred evolutionary features that are utilized on the body of Barbie. Barbie is truly an extension of what we are and

The writer quotes an authority to amplify the idea that individually and collectively, we project significance on toys.

what we perceive. Juel Best concludes his discourse on Barbie with these words: "Toys do not embody violence or sexism or occult meanings. People must assign toys their meanings." Barbie is whoever we make her out to be. Barbie grabs hold of our imaginations and lets us go wild.

Steps to Drafting Conclusions: Five Strategies

- 1** Pull together the main claims of your essay. Don't simply repeat points you make in the paper. Instead, show readers how the points you make fit together.
- 2** Answer the question "So what?" Show your readers why your stand on the issue is significant.
- 3** Place your argument in a larger context. Discuss the specifics of your argument, but also indicate its broader implications.
- 4** Show readers what is new. As you synthesize the key points of your argument, explain how what you argue builds on, extends, or challenges the thinking of others.
- 5** Decide on the best strategy for writing your conclusion. Will you echo the introduction? Challenge the reader? Look to the future? Pose questions? Conclude with a quotation? Choose the best strategy or strategies to appeal to your readers.

A Practice Sequence: Drafting a Conclusion

- 1** Write your conclusion, using one of the strategies described in this section. Then share your conclusion with a classmate. Ask this person to address the following questions:

- Did I pull together the key points of the argument?
- Did I answer "So what?" adequately?
- Are the implications I want readers to draw from the essay clear?

After listening to the responses, try a second strategy, and then ask your classmate which conclusion is more effective.

- 2** If you do not have a conclusion of your own, analyze each example conclusion above to see how well each appears to (1) pull together the main claim of the essay, (2) answer "So what?" (3) place the argument in a larger context, and (4) show readers what is new.