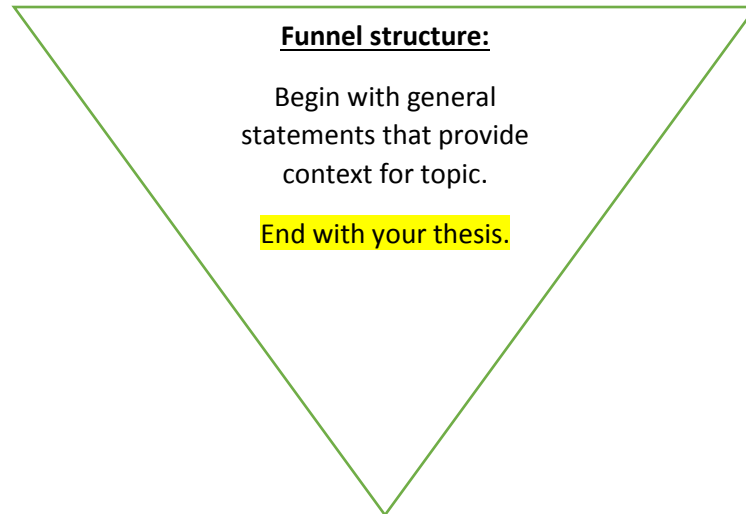


CONSTRUCTING INTRODUCTIONS AND CONCLUSIONS

INTRODUCTORY PARAGRAPHS:



- In the funnel paragraph structure, ideas move from the general (background information, attention catching statement or question, naming of the topic) to the specific (**thesis** – the writer’s main point(s) about the topic; the entire essay will be about the thesis).

CONCLUDING PARAGRAPHS:

- Indicates the end of the essay
- **Restates the thesis**
- Summarizes the writer’s points and thoughts on the topic

Sample Introductions and Conclusions

1. Argument: Organ Sales Will Save Lives

A. Introduction

There are thousands of people dying to buy a kidney and thousands of people dying to sell a kidney. It seems a match made in heaven. So why are we standing in the way? **Governments should not ban the sale of human organs; they should regulate it. Lives should not be wasted; they should be saved.**

B. Conclusion

Those suffering from end-stage renal disease would do anything for the chance at a new kidney, take any risk or pay any price. There are other people so poor that the sale of a kidney is worth the profit. Try to tell someone that he has to die from kidney failure because selling a kidney is morally wrong. Then turn around and try to tell another person that he has to remain in poverty for that same reason. In matters of life and death, our stances on moral issues must be reevaluated. **If legalized and regulated, the sale of human organs would save lives.** Is it moral to sentence thousands to unnecessary deaths?

2. Memoir: The High Price of Butter

A. Introduction

In my house we have butter and margarine. The butter is for cooking. The margarine is for macaroni and cheese. I swear that it's the butter that makes everything taste so good. My favorite foods that remind me of my mother and my own childhood. In the grocery store aisle, I stand under the harsh white lights of the dairy case, margarine in one hand and butter in the other. **I weigh them in my hand**

and compare the price; I weigh them in my mind, thinking of the high cost of butter. No matter how long I stand and weigh, I always put the butter in my cart. I remember the times when I was a girl--the taste of sweet, fresh butter melting on my tongue. I remember the work it took, and I know the price is more than fair.

B. Conclusion

To me the cost of butter is more than a price tag. The cost of butter reminds me of my childhood, and how my family struggled to be pioneers in the twentieth century. The cost of butter reminds me of the value of hard work, and how that work brought my family together. I always think of Francis Mary, who never was a horse, but allowed me to ride her anyway. I think of cold fingers, frozen noses, and sloshing warm milk on my pants. Yet the cost of butter is more than a symbol of hard work and quality. The fact that I buy it is an affirmation of my own choices in life. Because of my childhood, I know the cost in sweat of butter. As an adult, I chose to pay that price in cash.

3. Literary Analysis: Metaphor and Society in Shelley's "Sonnet"

A. Introduction

In his sonnet "Lift not the painted veil which those who live," Percy Bysshe Shelley introduces us to a bleak world that exists behind veils and shadows. We see that although fear and hope both exist, truth is dishearteningly absent. This absence of truth is exactly what Shelley chooses to address as he uses metaphors of grim distortion and radiant incandescence to expose the counterfeit nature of our world.

B. Conclusion

These metaphors of light are few, however, in comparison to those of grim distortion. So, too, are this one individual's radiance and zeal too little to alter the warped darkness they temporarily pierce.

This one person, though bright, is not bright enough to light up the rest of civilization and create real change. The light simply confirms the dark falsity that comprises the rest of the world. Shelley gives us one flame of hope, only to reveal to us what little chance it has under the suffocating veil. Both the metaphors of grim distortion and those of radiant incandescence work together in this poem to highlight the world's counterfeit nature.

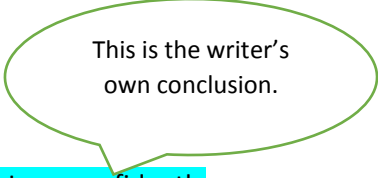
4. Informative Report: Does Texting Affect Writing?

A. Introduction

It's taking over our lives. We can do it almost anywhere— walking to class, waiting in line at the grocery store, or hanging out at home. It's quick, easy, and convenient. It has become a concern of doctors, parents, and teachers alike. What is it? It's texting!

B. Conclusion

On the basis of my own research, expert research, and personal observations, I can confidently state that texting is not interfering with students' use of standard written English and has no effect on their writing abilities in general. It is interesting to look at the dynamics of the arguments over these issues. Teachers and parents who claim that they are seeing a decline in the writing abilities of their students and children mainly support the negative-impact argument. Other teachers and researchers suggest that texting provides a way for teens to practice writing in a casual setting and thus helps prepare them to write formally. Experts and students themselves, however, report that they see no effect, positive or negative. Anecdotal experiences should not overshadow the actual evidence.



This is the writer's own conclusion.