

Introductions, Conclusions, and Development

AP English Language ■ Unit 4

AP English Language



Introductions, Conclusions, and Development

What we will cover

- 1 Introductions and Conclusions in a Text
- 2 Writing Introductions and Conclusions
- 3 Identifying the Overarching Thesis
- 4 Writing a Thesis Statement
- 5 Recognizing Methods of Development
- 6 Using Methods of Development

1

Introductions and Conclusions in a Text

Introductions, Conclusions, and Development

└ Introductions and Conclusions in a Text

Introductions and Conclusions in a Text

Unit 4 covers the two positions in a text where a writer's choices are most visible – the beginning and the end – and completes the CED's list of **methods of development**.

- The **introduction** 引言 of an argument **introduces the subject and/or the writer** to the audience. It may orient the reader, establish the exigence and context, and gain attention.
- The **conclusion** 结论 **brings the argument to a unified end**. It may present the argument's thesis, explain its significance, or situate the argument in a broader context.

Introductions, Conclusions, and Development

└ Introductions and Conclusions in a Text

Introductions and Conclusions in a Text, continued

Note the verb in the second: *unified*.

A conclusion is not a summary; it is the point at which the parts are shown to have been one argument.

Introductions, Conclusions, and Development

└ Introductions and Conclusions in a Text

The job, and the ritual written instead

THE INTRODUCTION

give the **context** a reader needs
state the **position**
imply the **line of reasoning**

written instead: "Since the beginning of time..." and an announcement of the topic

THE CONCLUSION

say what the argument has **established**
name its **limits**, or its consequence
leave the reader somewhere new

written instead: the introduction again, in different words

Neither paragraph exists to be **present**. Ask what a reader gains from it that they did not have before, and cut it if the answer is nothing

2

Writing Introductions and Conclusions

Introductions, Conclusions, and Development
↳ Writing Introductions and Conclusions

Writing Introductions and Conclusions

On the exam, both are worth writing well but neither is worth writing long. A useful discipline:

- An introduction that **positions the subject and states a defensible thesis** in two or three sentences is complete. Everything else in a timed essay is better spent on evidence and commentary.
- A conclusion that **says what follows from the argument** – its significance, or its wider implication – does more than one that restates the paragraphs.

Introductions, Conclusions, and Development
↳ Writing Introductions and Conclusions

Writing Introductions and Conclusions, continued

The weakest conclusion is the one that re-lists what the essay already said. The reader has just read it.

Say instead what it means, or what it obliges.

3

Identifying the Overarching Thesis

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↳ Identifying the Overarching Thesis

Identifying the Overarching Thesis

The CED adds a precise refinement here: **a thesis statement may preview the line of reasoning of an argument** – and then, immediately, *this is not to say that a thesis statement must list the reasons.*

A thesis mechanically listing three reasons is not required and often produces a rigid essay that cannot develop.

4

Writing a Thesis Statement

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↳ Writing a Thesis Statement

Writing a Thesis Statement

For your own writing, the practical version:

- The thesis must be **defensible**. Non-negotiable, and it is the whole of the thesis point.
- It **may** indicate the shape of the reasoning. Do it when the shape is genuinely load-bearing; do not do it as a formula.
- It should be **specific enough to constrain what follows**. A thesis so broad that any paragraph could belong under it is not directing the essay.

Introductions, Conclusions, and Development
↳ Writing a Thesis Statement

Three gates, in this order

does it answer
THIS PROMPT?

answers a question
nobody asked

could someone
DISAGREE with it?

could someone
a fact, so nothing to defend

does it imply **HOW**
you will defend it?

a position with no shape
— the essay becomes a list

a **DEFENSIBLE THESIS**

Run them in **this** order. A sentence can be beautifully arguable and still be answering a prompt you were not set

5

Recognizing Methods of Development

Introductions, Conclusions, and Development
↳ Recognizing Methods of Development

Five methods, and the job each is right for

Developing through **comparison-contrast** 比较对照: writers **present a category of comparison** and then examine similarities and differences within it.

Developing through **definition or description** 定义与描写: writers relate the **characteristics, features, or sensory details** 特征与感官细节 of a subject.

Introductions, Conclusions, and Development
↳ Recognizing Methods of Development

Five methods, and the job each is right for, in detail

The method	What the writer does	Reach for it when...
Narration	details of real experience, plus reflection on them	the audience must FEEL the situation before judging it
Cause-effect	present a cause, assert its effects - or work backwards	they accept the facts but not the connection
Comparison-contrast	state a CATEGORY of comparison, then the similarities and differences	they judge better against something already familiar
Definition	relate the characteristics that make the thing what it is	they are applying that wrong standard
Description	features and sensory detail	abstraction is the obstacle - they cannot see it

The right-hand column is the decision. The method follows from what the audience needs, not from the topic.

Developing through **definition or description** 定义与描写: writers relate the **characteristics, features, or sensory details** 特征与感官细节 of a subject.

Introductions, Conclusions, and Development
↳ Recognizing Methods of Development

Recognizing Methods of Development

Unit 3 covered narration and cause-effect. Unit 4 adds the rest:

- Developing through **comparison-contrast** 比较对照: writers **present a category of comparison** and then examine similarities and differences within it. The **category** is the part students omit – a comparison without a stated basis is two descriptions side by side.
- Developing through **definition or description** 定义与描写: writers relate the **characteristics, features, or sensory details** 特征与感官细节 of a subject.

Recognizing Methods of Development, continued

Definition is more powerful than it looks.

An argument that turns on what a word means – what counts as *success*, as *fairness*, as *progress* – is an argument that has moved to the ground where it can actually be won.

6

Using Methods of Development

Using Methods of Development

The choice is rhetorical. Ask what the audience needs before they will accept your claim:

- They need to **see** it, and abstraction is the obstacle: **description**.
- They accept the facts but not the connection: **cause-effect**.
- They are applying the wrong standard: **definition**.
- They will judge better against something familiar: **comparison-contrast**.
- They need to feel the situation: **narration**.

Exam tips

- Introductions should be **short and load-bearing**: position the subject, state a defensible thesis, move on.
- A conclusion that **restates** earns least. Say what the argument means or obliges.
- A thesis **may** preview the reasoning; it is **not required** to list reasons. Both errors are common.
- **Comparison needs a stated category**. Without one you have written two descriptions, not a comparison.
- **Definition** is the strongest move available in an argument essay whose terms are contestable.
- Pick a method of development from **what the audience needs**, not from what the topic suggests.

Choose the method from the job

- They need to **see** it, and abstraction is the obstacle: **description**.
- They accept the facts but not the connection: **cause-effect**.
- They are applying the wrong standard: **definition**.
- They will judge better against something familiar: **comparison-contrast**.

Worked example – definition as a move

A Question 3 prompt asks whether a common practice is beneficial.

- **Low-scoring**: “[a vivid description of the practice that nobody disputes]”
- **Scoring**: “Whether the practice is beneficial depends on what we count as benefit. If benefit means measurable short-term gain, the practice succeeds; if it means durable capability, the same evidence shows it failing.”

That paragraph relocates the argument onto ground where the evidence actually decides something – the kind of move the **sophistication** point exists to reward.

Choose the method from the job, in detail

METHOD	USE IT TO SHOW	IT FAILS WHEN
NARRATION	how something unfolded, and that the order mattered	the order carries no argument
CAUSE AND EFFECT	that one thing produced another	the link is asserted, not shown
COMPARISON	that two cases differ where it counts	they are compared on something irrelevant
DEFINITION	that a disputed word is the crux	nobody was disputing the word
DESCRIPTION	that a detail has to be seen to be believed	it becomes scene-setting

They accept the facts but not the connection: **cause-effect**.

7

Recap

Unit 4 – key takeaways

1 Introduction

short and load-bearing: subject, thesis, move on

2 Conclusion

say what the argument means or obliges

3 Thesis

may preview reasoning; need not list reasons

4 Comparison

needs a stated category

Check yourself

- 1 What should an introduction do?
- 2 What conclusion earns least?
- 3 Must a thesis list reasons?
- 4 What does comparison need?

Answers: position the subject and state a thesis ▪ a restatement ▪ no ▪ a stated category