

CHICAGO STYLE WHAT NOT TO INCLUDE IN CONCLUSION

CHICAGO STYLE WHAT NOT TO INCLUDE IN CONCLUSION IS A CRITICAL ASPECT OF ACADEMIC AND PROFESSIONAL WRITING, ENSURING THAT YOUR FINAL THOUGHTS ARE IMPACTFUL AND ADHERE TO ESTABLISHED SCHOLARLY STANDARDS. A WELL-CRAFTED CONCLUSION REINFORCES YOUR MAIN ARGUMENTS, PROVIDES A SENSE OF CLOSURE, AND LEAVES A LASTING IMPRESSION ON YOUR READER. HOWEVER, IT'S EQUALLY IMPORTANT TO UNDERSTAND WHAT SHOULD BE OMITTED TO MAINTAIN CLARITY, CONCISENESS, AND ACADEMIC INTEGRITY. THIS COMPREHENSIVE GUIDE DELVES INTO THE COMMON PITFALLS AND ESSENTIAL ELEMENTS TO AVOID WHEN FINALIZING YOUR CHICAGO STYLE PAPER, FOCUSING ON WHAT NOT TO INCLUDE IN YOUR CONCLUSION TO ACHIEVE OPTIMAL RESULTS. WE WILL EXPLORE AREAS SUCH AS INTRODUCING NEW INFORMATION, EXCESSIVE SUMMARIZATION, APOLOGIES, AND UNSUBSTANTIATED CLAIMS, PROVIDING CLEAR GUIDANCE FOR WRITERS AT ALL LEVELS.

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WHAT NOT TO INTRODUCE IN YOUR CHICAGO STYLE CONCLUSION

INTRODUCING NEW ARGUMENTS OR EVIDENCE

ONE OF THE MOST CRUCIAL RULES FOR A CHICAGO STYLE CONCLUSION, OR ANY ACADEMIC CONCLUSION FOR THAT MATTER, IS THE STRICT PROHIBITION OF INTRODUCING ENTIRELY NEW ARGUMENTS OR EVIDENCE. YOUR CONCLUSION IS MEANT TO SYNTHESIZE AND REFLECT UPON WHAT HAS ALREADY BEEN PRESENTED AND DISCUSSED THROUGHOUT THE BODY OF YOUR PAPER. BRINGING IN NOVEL IDEAS OR DATA AT THIS LATE STAGE CAN CONFUSE THE READER AND UNDERMINE THE COHERENCE OF YOUR ENTIRE WORK. IT SUGGESTS THAT YOU EITHER FORGOT TO INCLUDE THIS IMPORTANT INFORMATION EARLIER OR THAT YOUR ORIGINAL ARGUMENT WAS UNDERDEVELOPED. INSTEAD, FOCUS ON REINFORCING THE POINTS YOU HAVE ALREADY THOROUGHLY EXPLAINED AND SUPPORTED.

THE ROLE OF THE CONCLUSION IS TO BRING TOGETHER THE THREADS OF YOUR RESEARCH AND ANALYSIS. IF A NEW POINT IS CRUCIAL, IT SHOULD HAVE BEEN INTEGRATED INTO THE MAIN BODY OF THE TEXT WITH APPROPRIATE EVIDENCE AND DISCUSSION. ATTEMPTING TO SHOEHORN IT INTO THE CONCLUSION FEELS LIKE AN AFTERTHOUGHT AND CAN DETRACT FROM THE POLISHED PRESENTATION OF YOUR RESEARCH. THEREFORE, WHEN DRAFTING YOUR CONCLUDING SECTION, RESIST THE TEMPTATION TO PRESENT ANY INFORMATION THAT HAS NOT ALREADY BEEN A PART OF YOUR ESTABLISHED DISCOURSE.

OVERLY SPECIFIC DETAILS OR MINOR POINTS

WHILE YOUR CONCLUSION SHOULD PROVIDE A SATISFYING SENSE OF FINALITY, IT IS NOT THE PLACE FOR MINUTE DETAILS OR TANGENTIAL POINTS THAT WERE PERHAPS MENTIONED BRIEFLY IN THE BODY OF YOUR PAPER. THESE SPECIFICS HAVE ALREADY SERVED THEIR PURPOSE WITHIN THE CONTEXT OF YOUR BROADER ARGUMENTS. REINTRODUCING THEM IN THE CONCLUSION CAN MAKE YOUR CLOSING SEEM CLUTTERED AND UNFOCUSED. THE CONCLUSION SHOULD OPERATE AT A HIGHER LEVEL OF GENERALIZATION, SUMMARIZING THE OVERARCHING SIGNIFICANCE OF YOUR FINDINGS RATHER THAN RE-EXAMINING MINOR ELEMENTS.

THINK OF YOUR CONCLUSION AS THE PANORAMIC VIEW AFTER A DETAILED TOUR. YOU DON'T POINT OUT EVERY SINGLE PEBBLE ON THE PATH AGAIN; INSTEAD, YOU HIGHLIGHT THE OVERALL LANDSCAPE AND THE JOURNEY'S IMPACT. SIMILARLY, IN YOUR WRITING, THE CONCLUSION SHOULD REITERATE THE MAIN THESIS AND ITS IMPLICATIONS WITHOUT GETTING BOGGED DOWN IN THE MINUTIAE THAT HAVE ALREADY BEEN EXPLORED. FOCUS ON THE FOREST, NOT THE INDIVIDUAL TREES, AT THIS STAGE.

THE PITFALLS OF EXCESSIVE SUMMARIZATION IN CONCLUSIONS

RESTATING EVERY SINGLE POINT

WHILE A DEGREE OF SUMMARIZATION IS ESSENTIAL IN A CONCLUSION, SIMPLY RESTATING EVERY POINT MADE IN THE BODY OF YOUR PAPER IN A MECHANICAL FASHION CAN LEAD TO A REDUNDANT AND UNINSPIRED ENDING. THIS APPROACH OFTEN FEELS LIKE A CHECKLIST OF YOUR ARGUMENTS RATHER THAN A THOUGHTFUL SYNTHESIS. READERS HAVE JUST SPENT CONSIDERABLE TIME WITH YOUR DETAILED EXPLANATIONS; THEY DO NOT NEED TO BE READ EACH ONE BACK TO THEM VERBATIM OR IN THE SAME ORDER. THE GOAL IS NOT REPETITION BUT REINFORCEMENT AND ELEVATION.

A MORE EFFECTIVE APPROACH INVOLVES REPHRASING YOUR KEY ARGUMENTS IN A NEW LIGHT, EMPHASIZING THEIR INTERCONNECTEDNESS AND OVERALL CONTRIBUTION TO YOUR THESIS. THIS SHOWS A DEEPER UNDERSTANDING AND ALLOWS THE READER TO SEE HOW THE VARIOUS PIECES OF YOUR RESEARCH FIT TOGETHER TO FORM A COHESIVE WHOLE. THE ESSENCE OF YOUR POINTS SHOULD BE CAPTURED, NOT THEIR EVERY UTTERANCE.

LACK OF SYNTHESIS OR INSIGHT

A CONCLUSION THAT MERELY SUMMARIZES WITHOUT OFFERING ANY SYNTHESIS OR NEW INSIGHT FAILS TO LEAVE A MEANINGFUL IMPACT. SYNTHESIS INVOLVES DRAWING CONNECTIONS BETWEEN YOUR POINTS, HIGHLIGHTING THE OVERARCHING SIGNIFICANCE OF YOUR RESEARCH, AND EXPLAINING WHY YOUR FINDINGS MATTER. IF YOUR CONCLUSION READS LIKE A MERE REGURGITATION OF FACTS AND ARGUMENTS, IT MISSES AN OPPORTUNITY TO DEMONSTRATE THE FULL VALUE OF YOUR WORK. A STRONG CONCLUSION ELEVATES YOUR DISCUSSION BEYOND THE SUM OF ITS PARTS.

CONSIDER WHAT BROADER IMPLICATIONS YOUR RESEARCH HOLDS. WHAT ARE THE UNANSWERED QUESTIONS THAT YOUR WORK MIGHT INSPIRE? WHAT IS THE ULTIMATE TAKEAWAY MESSAGE YOU WANT YOUR READER TO REMEMBER? PROVIDING THIS LEVEL OF THOUGHTFUL REFLECTION TRANSFORMS A SIMPLE SUMMARY INTO A POWERFUL CONCLUDING STATEMENT THAT RESONATES WITH THE READER AND SOLIDIFIES THE IMPORTANCE OF YOUR CONTRIBUTION TO THE FIELD.

AVOIDING APOLOGIES AND WEAKENING STATEMENTS

APOLOGIZING FOR LIMITATIONS OR LACK OF SCOPE

IT IS UNPROFESSIONAL AND COUNTERPRODUCTIVE TO APOLOGIZE FOR PERCEIVED LIMITATIONS IN YOUR RESEARCH WITHIN THE CONCLUSION. PHRASES SUCH AS "WHILE THIS PAPER COULD NOT COVER X..." OR "DUE TO SPACE CONSTRAINTS, I WAS UNABLE TO EXPLORE Y..." WEAKEN YOUR ARGUMENT AND CAN MAKE YOUR WORK SEEM INCOMPLETE OR INADEQUATELY RESEARCHED. YOUR RESEARCH SHOULD STAND ON ITS OWN MERITS, AND ANY ACKNOWLEDGED LIMITATIONS SHOULD IDEALLY HAVE BEEN ADDRESSED PROACTIVELY WITHIN THE BODY OF THE PAPER IF THEY WERE SIGNIFICANT.

IF THERE ARE INDEED AREAS FOR FUTURE RESEARCH OR ACKNOWLEDGED CONSTRAINTS, THEY SHOULD BE PRESENTED CONSTRUCTIVELY AS OPPORTUNITIES FOR FURTHER STUDY RATHER THAN AS EXCUSES FOR WHAT WAS NOT ACHIEVED. THE CONCLUSION SHOULD CONVEY CONFIDENCE IN THE RESEARCH PRESENTED, NOT INSECURITY. FOCUS ON THE STRENGTHS AND CONTRIBUTIONS OF YOUR WORK, RATHER THAN DRAWING ATTENTION TO ITS POTENTIAL SHORTCOMINGS IN A WAY THAT UNDERMINES YOUR CREDIBILITY.

USING TENTATIVE OR UNCERTAIN LANGUAGE

A CONCLUSION SHOULD PRESENT YOUR FINDINGS AND ARGUMENTS WITH A DEGREE OF CONFIDENCE. EMPLOYING TENTATIVE LANGUAGE, SUCH AS "I THINK," "IT SEEMS," "PERHAPS," OR "MAYBE," CAN UNDERMINE THE AUTHORITY OF YOUR RESEARCH AND DILUTE THE IMPACT OF YOUR CONCLUSIONS. YOUR RESEARCH AND ANALYSIS SHOULD LEAD TO FIRM ASSERTIONS, SUPPORTED BY THE EVIDENCE YOU HAVE PROVIDED. THE READER EXPECTS A DEFINITIVE STATEMENT OF YOUR POSITION AND FINDINGS AT THE END OF YOUR PAPER.

ENSURE THAT YOUR LANGUAGE REFLECTS THE STRENGTH OF YOUR EVIDENCE AND THE RIGOR OF YOUR ANALYSIS. REPLACE WEAK QUALIFIERS WITH MORE ASSERTIVE PHRASING WHERE APPROPRIATE. FOR EXAMPLE, INSTEAD OF "IT SEEMS THAT THE DATA SUGGESTS...", CONSIDER "THE DATA CLEARLY INDICATES..." OR "MY FINDINGS DEMONSTRATE...". THIS SHIFT IN LANGUAGE CONVEYS A MORE AUTHORITATIVE AND CONFIDENT STANCE, REINFORCING THE VALIDITY OF YOUR WORK.

THE DANGER OF UNSUBSTANTIATED CLAIMS AND NEW EVIDENCE

MAKING BOLD CLAIMS WITHOUT PRIOR SUPPORT

INTRODUCING UNSUBSTANTIATED CLAIMS IN YOUR CONCLUSION IS A SIGNIFICANT ERROR IN ACADEMIC WRITING. ANY ASSERTIONS MADE IN THE CONCLUSION SHOULD BE DIRECTLY SUPPORTED BY THE ARGUMENTS AND EVIDENCE PRESENTED THROUGHOUT THE BODY OF YOUR PAPER. IF YOU MAKE A NEW, UNSUPPORTED CLAIM AT THE END, IT WILL APPEAR TO THE READER AS AN ASSERTION LACKING ANY FOUNDATION, THEREBY WEAKENING YOUR OVERALL CREDIBILITY AND THE IMPACT OF YOUR CONCLUSION.

THE CONCLUSION'S ROLE IS TO SOLIDIFY AND EXTEND THE IMPLICATIONS OF YOUR ALREADY ESTABLISHED ARGUMENTS. IT SHOULD NOT BE A PLATFORM FOR INTRODUCING ENTIRELY NEW ASSERTIONS THAT HAVE NOT UNDERGONE THE PROCESS OF EVIDENCE-BASED REASONING AND DISCUSSION. ENSURE THAT EVERY STATEMENT IN YOUR CONCLUSION CAN BE TRACED BACK TO THE SUBSTANTIVE CONTENT OF YOUR PAPER.

PRESENTING NEW EVIDENCE OR CITATIONS

SIMILAR TO INTRODUCING NEW ARGUMENTS, PRESENTING NEW EVIDENCE OR CITATIONS IN YOUR CONCLUSION IS A VIOLATION OF THE FUNDAMENTAL STRUCTURE OF ACADEMIC WRITING. ALL EVIDENCE THAT SUPPORTS YOUR CLAIMS SHOULD BE INTEGRATED AND DISCUSSED WITHIN THE MAIN BODY OF YOUR PAPER, WITH PROPER CITATIONS. ADDING NEW EVIDENCE AT THE CONCLUSION STAGE SUGGESTS A LACK OF THOROUGHNESS IN YOUR RESEARCH AND PRESENTATION. IT CAN ALSO CREATE AN IMPRESSION OF A RUSHED OR INCOMPLETE EFFORT.

THE CONCLUSION SHOULD DRAW UPON THE EVIDENCE ALREADY PRESENTED TO REINFORCE THE SIGNIFICANCE OF YOUR FINDINGS. IT IS NOT THE VENUE FOR DISCOVERING OR INTRODUCING FURTHER SUPPORTING MATERIAL. IF YOU FIND YOURSELF WANTING TO INCLUDE ADDITIONAL EVIDENCE, IT IS BEST TO REVISIT THE BODY OF YOUR PAPER AND INTEGRATE IT WHERE IT LOGICALLY FITS, RATHER THAN APPENDING IT TO THE CONCLUSION. THIS ENSURES THAT YOUR ARGUMENTS ARE CONSISTENTLY AND COMPREHENSIVELY SUPPORTED THROUGHOUT YOUR WORK.

MAINTAINING FOCUS: WHAT TO EXCLUDE FOR A STRONGER FINISH

REPETITIVE PHRASING AND REDUNDANCY

WHILE SOME REITERATION OF KEY IDEAS IS NECESSARY FOR REINFORCEMENT, VERBATIM REPETITION OF SENTENCES OR PHRASES FROM THE BODY OF YOUR PAPER IN THE CONCLUSION SHOULD BE AVOIDED. THIS CAN MAKE YOUR CONCLUSION FEEL UNORIGINAL AND LAZY. THE GOAL IS TO REPHRASE AND SYNTHESIZE, OFFERING A FRESH PERSPECTIVE ON YOUR MAIN POINTS, RATHER THAN SIMPLY COPYING AND PASTING. STRIVE FOR ELEGANT RESTATEMENT THAT REINFORCES WITHOUT BEING MONOTONOUS.

A STRONG CONCLUSION USES DIFFERENT LANGUAGE AND A MORE CONCISE STRUCTURE TO ECHO THE CORE MESSAGES OF YOUR PAPER. THIS DEMONSTRATES A MASTERY OF YOUR SUBJECT MATTER AND AN ABILITY TO COMMUNICATE COMPLEX IDEAS EFFICIENTLY. AVOIDING DIRECT REPETITION ENSURES THAT YOUR CONCLUSION ADDS VALUE BY OFFERING A REFINED AND SYNTHESIZED OVERVIEW.

IRRELEVANT ANECDOTES OR PERSONAL OPINIONS

UNLESS YOUR PAPER IS EXPLICITLY A PERSONAL NARRATIVE OR A REFLECTIVE ESSAY WHERE SUCH ELEMENTS ARE PERMITTED AND CLEARLY FRAMED, PERSONAL OPINIONS AND IRRELEVANT ANECDOTES HAVE NO PLACE IN A CHICAGO STYLE CONCLUSION. ACADEMIC WRITING DEMANDS OBJECTIVITY AND EVIDENCE-BASED REASONING. INTRODUCING PERSONAL BELIEFS OR TANGENTIAL STORIES CAN DETRACT FROM THE SERIOUSNESS AND CREDIBILITY OF YOUR RESEARCH. THE FOCUS SHOULD REMAIN ON THE OBJECTIVE ANALYSIS AND IMPLICATIONS OF YOUR WORK.

YOUR CONCLUSION SHOULD BE PROFESSIONAL AND SCHOLARLY, REFLECTING THE RESEARCH AND ANALYTICAL RIGOR OF YOUR PAPER. STICK TO THE IMPLICATIONS OF YOUR FINDINGS AND THEIR BROADER SIGNIFICANCE WITHIN THE CONTEXT OF YOUR FIELD. AVOID ANY CONTENT THAT MIGHT BE PERCEIVED AS SUBJECTIVE OR NOT DIRECTLY RELATED TO THE CORE ARGUMENTS YOU

HAVE METICULOUSLY DEVELOPED.

FAQ

Q: WHAT IS THE PRIMARY PURPOSE OF A CONCLUSION IN CHICAGO STYLE?

A: THE PRIMARY PURPOSE OF A CONCLUSION IN CHICAGO STYLE IS TO SUMMARIZE THE MAIN ARGUMENTS, REINFORCE THE THESIS STATEMENT, AND PROVIDE A SENSE OF CLOSURE TO THE READER. IT SHOULD ALSO OFFER A FINAL THOUGHT ON THE SIGNIFICANCE OR IMPLICATIONS OF THE RESEARCH PRESENTED, WITHOUT INTRODUCING NEW INFORMATION.

Q: CAN I INTRODUCE A NEW, RELATED IDEA IN MY CHICAGO STYLE CONCLUSION?

A: NO, YOU SHOULD NOT INTRODUCE A COMPLETELY NEW IDEA IN YOUR CHICAGO STYLE CONCLUSION. THE CONCLUSION IS FOR SYNTHESIZING AND REFLECTING ON WHAT HAS ALREADY BEEN DISCUSSED. IF AN IDEA IS CRUCIAL, IT NEEDS TO BE INTEGRATED INTO THE BODY OF THE PAPER.

Q: IS IT ACCEPTABLE TO APOLOGIZE FOR THE LIMITATIONS OF MY RESEARCH IN THE CONCLUSION?

A: IT IS GENERALLY NOT ADVISABLE TO APOLOGIZE FOR LIMITATIONS IN YOUR CHICAGO STYLE CONCLUSION. INSTEAD, FOCUS ON THE STRENGTHS OF YOUR RESEARCH AND PRESENT ANY ACKNOWLEDGED LIMITATIONS AS OPPORTUNITIES FOR FUTURE STUDY, RATHER THAN AS EXCUSES.

Q: HOW MUCH SUMMARIZATION IS TOO MUCH IN A CHICAGO STYLE CONCLUSION?

A: EXCESSIVE SUMMARIZATION THAT MERELY RESTATES EVERY POINT VERBATIM OR IN THE SAME ORDER CAN BE DETRIMENTAL. A GOOD CONCLUSION SYNTHESIZES KEY IDEAS, SHOWING THEIR CONNECTIONS AND OVERALL SIGNIFICANCE, RATHER THAN SIMPLY LISTING THEM AGAIN.

Q: SHOULD I INCLUDE CITATIONS IN MY CHICAGO STYLE CONCLUSION?

A: TYPICALLY, YOU SHOULD NOT INTRODUCE NEW EVIDENCE OR CITATIONS IN YOUR CONCLUSION. ALL SUPPORTING EVIDENCE AND THEIR CORRESPONDING CITATIONS SHOULD BE PRESENT IN THE BODY OF YOUR PAPER. THE CONCLUSION DRAWS UPON THIS EXISTING SUPPORT TO REINFORCE YOUR THESIS.

Q: WHAT KIND OF LANGUAGE SHOULD I USE IN A CHICAGO STYLE CONCLUSION?

A: YOU SHOULD USE CONFIDENT AND ASSERTIVE LANGUAGE IN YOUR CHICAGO STYLE CONCLUSION. AVOID TENTATIVE PHRASES LIKE "I THINK" OR "PERHAPS," AND INSTEAD USE LANGUAGE THAT REFLECTS THE STRENGTH OF YOUR EVIDENCE AND ANALYSIS, SUCH AS "THE FINDINGS DEMONSTRATE..." OR "THIS RESEARCH INDICATES..."

Q: CAN I OFFER PERSONAL OPINIONS IN MY CHICAGO STYLE CONCLUSION?

A: UNLESS YOUR PAPER IS A PERSONAL REFLECTION OR AN ESSAY WHERE SUCH ELEMENTS ARE EXPLICITLY PERMITTED, PERSONAL OPINIONS ARE GENERALLY NOT APPROPRIATE FOR A CHICAGO STYLE CONCLUSION. THE FOCUS SHOULD REMAIN ON OBJECTIVE ANALYSIS AND THE IMPLICATIONS OF YOUR RESEARCH.

Q: WHAT IS THE BEST WAY TO END A CHICAGO STYLE PAPER?

A: THE BEST WAY TO END A CHICAGO STYLE PAPER IS WITH A STRONG, CONCLUSIVE STATEMENT THAT REINFORCES YOUR THESIS AND LEAVES THE READER WITH A CLEAR UNDERSTANDING OF YOUR RESEARCH'S IMPORTANCE AND ITS BROADER IMPLICATIONS. IT SHOULD FEEL COMPLETE AND SATISFYING, BUT NOT ABRUPT.

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