

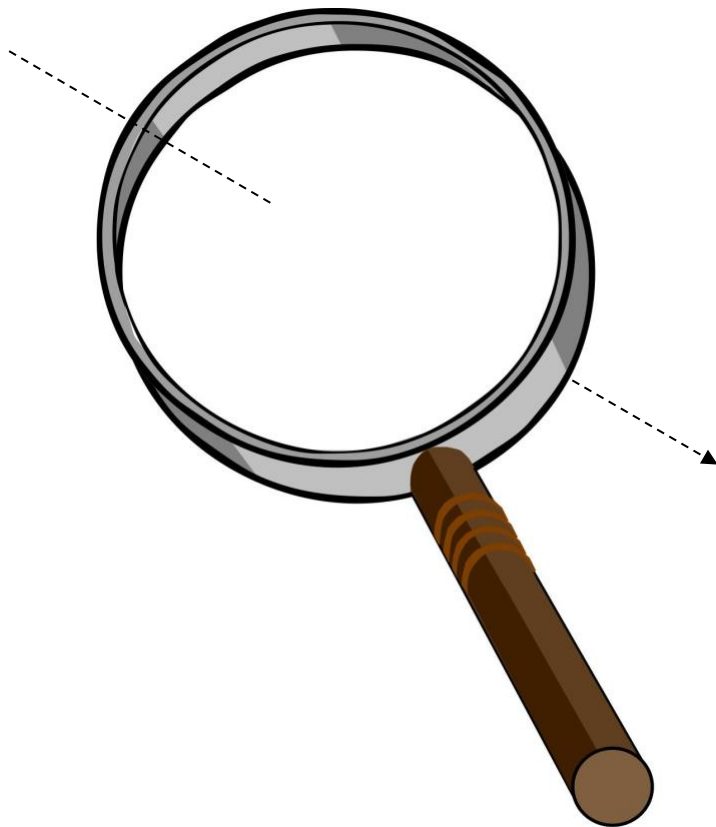
JEFFREY R. WILSON
DEVELOPING SUBSTANTIVE IMPLICATIONS

Objectives: This activity is designed to help students develop a strong and substantive conclusion.

Readings: William Shakespeare, *Hamlet* (ca. 1599)

Instructions: Imagine your conclusion as a mini-essay that includes its own elements of academic argument (its own *text*, its own *question/problem*, its own *argument*, its own *evidence* and *analysis*). The elements in this new mini-essay are different than those in your whole essay. Answer the questions below to help you conceptualize your conclusion.

1. In just a few words, state your *text* (the thing you're interpreting) for your essay.
2. Write a short version of your *argument / thesis* in the circle of the magnifying glass below.



The goal for your conclusion is to use your *argument* to interpret something else—to look at some new topic through the lens of your argument. It could be some other character, theme, or passage in the text, or something about Shakespeare (that's a *close reading*). Or it could be some modern social or historical event or phenomenon that has nothing to do with Shakespeare (that's a *theorization*).

3. Identify the *text for your implications* (the thing your conclusion is interpreting).
4. Articulate the *method for your conclusion* (how you're going to use your *argument* to interpret the *text for your implications*).

