**What is it?**

**Identify and list the goals of an “introduction” in an academic essay:**

**When do you write the “introduction” in your writing process?**

WMC

 Visit [www.csuci.edu/wmc](http://www.csuci.edu/wmc) to make an appointment to discuss
 your introduction or find more resources.

Please take a few minutes to answer the following question.

For Course \_\_\_\_\_\_\_\_\_

Writing the Introduction

An “introduction” in an academic piece is the section beginning an essay, article, book, or presentation. Introduction structure and style can vary based on disciplinary, genre, and audience expectations (specialized readers of a peer-reviewed journal, for instance, versus general readers of a blog). Despite this, there are some basic goals that effective introductions generally try to achieve.

Goals of effective introductions may include:

* Engaging reader’s **attention** (drawing readers in)
* Introducing the broader **topic/subject** with **context**
* Identifying the **purpose** and scope of the essay
* Establishing a **contribution** to academic discussions or research (thesis, research, etc.)
* Explaining the **need**, **relevance**, or **importance** of the argument, study, or researchBr
* Describing the **methodology** of research or study conducted
* Describing how the argument or study will be **presented** (outline or sequence)

**Organization of the Introduction**

These goals may be achieved by following certain organizational steps of argumentation, which we call “rhetorical moves.” Introductions may not have all these moves, but most academic introductions include these stages.

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| **RHETORICAL MOVES (one sentence+ for each move)** | **DESCRIPTION** |
| 1. **HOOK**: Introduce the Topic
 | Hooks are the opening sentence(s) of an introduction. These openers are called “hooks” and their purpose is to intrigue the reader or make them care about the topic. Most effective “hooks” understands the expectations and needs of the readers (what do readers know about the topic?) and uses that understanding to engage readers and quickly introduce the relevance of a topic. Some hook strategies to consider:--Offering statistics, facts, figures that point to the topic of concern--Pointing to a need, problem, or issue --Pose an example, scenario, or anecdote --Presenting a quotation, paraphrase --Presenting a question.TIP: Don’t start with a statement that is too general or broad. Don’t use clichés.  |
| 1. **CONTEXT**: Contextualize topic with concise/brief information on scholarship in area, historic background, etc.
 | After the hook, the second rhetorical move narrows the subject/topic to its context. This may involve providing:-- historical/cultural/political facts, events, background--critical context (summary of what’s been written about your topic by scholars, researchers) --other contextual information that sets the reader up for the next rhetorical move. . . |
| 1. **OBSERVATION:** Identify the phenomenon, patterns, trends, or gap
 | The writer provides an observation of patterns, trends, phenomenon, or gap found in the context. For instance, researchers who have conducted studies in a topic area may have overlooked a particular demographic group. The “observation” move is one that focuses mostly on what can be objectively identified.  |
| 1. **INTERPRETATION / THESIS:** Articulate your contribution (argument/study)
 | The writer offers to “interpret” what the phenomenon, pattern, trends, or gap means. This is an opportunity to articulate argument/thesis, or posit the need for their particular research or study to address an issue, investigate a problem. |
| 1. **METHODOLOGY: Describe an overview, plan of action and methodology of research** (optional; depends on discipline, genre)
 | In this rhetorical move, the author explains how they will prove their argument. This is done by describing the methodological approach of the study or research conducted. |

**YOUR INTRODUCTION**

The following table identifies some of the organizational moves that you might consider in your introduction. Use this table later to create a basic outline of your introduction. **Try to provide no more than two sentence per stage! You can always expand later.**

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| --- | --- |
| **HOOK** --Offering statistics, facts, figures that point to the topic of concern--Pointing to a need, problem, or issue --Pose an example, scenario, or anecdote --Presenting a quotation, paraphrase --Presenting a question. |  |
| **CONTEXT**--Relevant information or contextual material--Scholarship/research--Defining essential terms or concepts  |  |
| **OBSERVATION**--What patterns, trends, phenomenon did you observe in the context of the topic? |  |
| **INTERPRETATION/THESIS** --Your interpretation, original contribution, research or study that addresses issue in the observation. --Answer “so what?”**(WITH METHODOLOGY OR PLAN OF ORGANIZATION FOR PAPER)** |  |