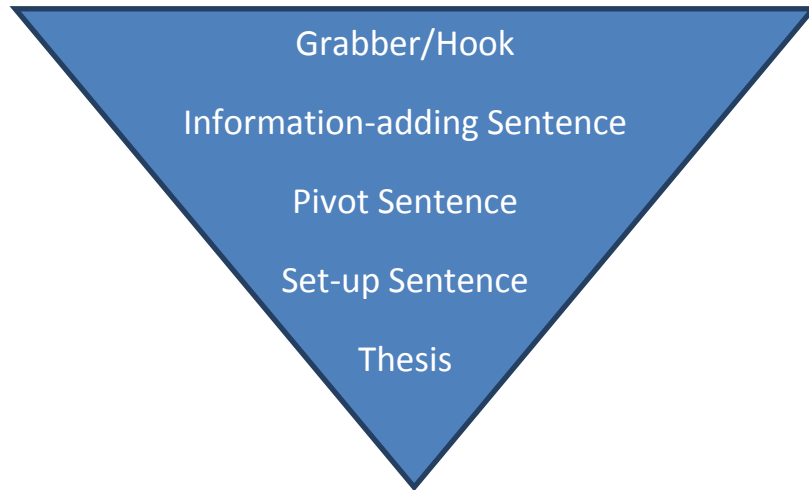


Introductory Paragraph Formula



1. The first sentence is the hook/grabber and must grab the reader's attention. It should be broad, general, and introduce the topic of the thesis **without** referring directly to it.
Ex: Wouldn't it be nice to live in a perfect world?
2. The second sentence adds information about the grabber, again, still general, and **not yet** referring to the thesis
Ex: In a flawless world, there would be no conflicts, no clashes of character or ideas.
3. The third sentence pivots or turns us toward the thesis. This is the first sentence that hints about our thesis. We can use a key word from our thesis here.
Ex: In our world, however, every situation has the opportunity to become a conflict, and we can even see these conflicts in the literature we read.
4. The fourth sentence is the set-up sentence. It leads us directly to the thesis, connecting the topic or idea of the grabber to the point made by the thesis.
Ex: *O Pioneers!*, a novel by Willa Cather, is an excellent example of how we can use these situations as learning experiences.
5. The final sentence is the thesis we came up with first. Everything written so far should lead directly to this idea – the whole point of our paper.
Ex: The various conflicts in Cather's novel are tools which she uses to teach us all that relationships depend on understanding, trust, and perseverance.

If writing about literature, you must introduce the book and author. Don't assume (ever) that your reader knows what you're talking about – even if she's the one that assigned the paper.

Hooks/Grabbers

1. **Addressing the reader directly** (only when allowed to use 1st and 2nd person (*No doubt you have gotten mail that promises that “You are the winner of one of the following fabulous prizes.”*) **PS – Salter hates this one.**
2. **Startling statement** (*One out of every 500 Americans will not make it home tonight.*)
3. **Quote from literature** (*“Romeo, Romeo. Wherefore art thou, Romeo?”* may be the most well-known of William Shakespeare’s lines).
4. **Quote from another source** (*“The only thing we have to fear is fear itself,”* challenged Franklin Delano Roosevelt during the Great Depression.)
5. **Rhetorical question** (*How would you feel if you found out that the murderer of the person you loved most in the world was about to be set free after only two years in prison?*) Use this technique sparingly, as it has become cliché. **PS – Salter hates this one, too.**
6. **Shocking statistic** (*On a recent anonymous survey, over ninety percent of high school males admitted to secretly enjoying the music of Justin Bieber.*)
7. **Anecdote/Scenario** (*When I was sixteen, I thought the world was going to end because my best friend and ex-boyfriend started dating.*)
8. **Analogy/Comparison** (*The models that grace the pages of magazines seem to be better than anyone we have ever met: they seem elegant, untouchable, and perfect. But, just as magazine covers are manipulated to hide imperfections, we, too, sometimes fool ourselves into ignoring the flaws of individuals whom we have built up to be perfect.*)
9. **Philosophical musing** (*Why is it that, if a person were to have his or her navel suddenly disappear, we would think that their stomach looked weird? I mean, the navel is pretty weird just being there, don’t you think?*)
10. **Humorous musing** (*Why is it that, when I go to school with my underwear on my head, the world looks at me as if I were unusual? High school kids are so caught up in their little cliques that I feel like I’ve got to become one of those “underwear under the pants” types, too.*)
11. **Defining the idea or concept that is the topic of the paper** (*The word “punk” no longer just means a form of alternative music.*)
12. **Point out a contradiction that the paper will consider** (*Contrary to popular opinion, “only children” are not always spoiled.*)