INTROS AND CONCLUSIONS
• Some people find it best to write the intro and conclusion last.

• Avoid using your intro as a brainstorming stage... The intro should do the following
  • Present the relevance of your information
  • Build expectation
  • Establish credibility
  • Establish the purpose for the essay, the intended audience of the essay, and set the tone for the entire paper
  • Provide a short roadmap to your entire paper

• The thesis statement is strongest when placed at the end of the intro (last sentence of the intro paragraph)
One of the biggest challenges for educators is the iPhone craze of the younger generation. It seems the students are never without these digital extensions to the human hand. True, texting and answering the phone in class is rude and distracting, yet there may be a way educators can make use of the phone in the classroom. From taking a quick snap of the board to researching a complex concept to surveying public opinion, phones can enable students to see the connection of classroom topics with real world concepts. In fact, surveys, studies, and discussion groups all indicate that constructive phone use in the classroom is the perfect way to keep students engaged. Thus, while many instructors have good reason to ban iPhone use in the classroom, when used wisely, the iPhone can be a useful tool for educators.
CONCLUSION

• Some people find it best to write the intro and conclusion last.
  • The conclusion sums up all the evidence presented and makes a simple connection between the points, the evidence, and the validity of the claim.
  • The conclusion brings the paper full circle back to the relevance of the topic and the bigger picture.
Indeed, the classroom has come a long way from the professor smashing cell phones with a hammer to students using the phone as a learning tool. As indicated by the surveys presented, students feel that making use of the phone simply makes sense. Not only does it make their lives easier, but it also frees them to pay more attention in class. McHale’s research on digital technology in the classroom indicates that students who are required to use their phone in class are less likely to be texting, scrolling through some social media site, or answering their phones in class, so instructors who fear these distractions can rest assured. Research will continue to explore the value of downsized digital technology as classroom tools because, if it has already become a part of the classroom, we should make it a part of learning.