

## Writing Introductions: Task

In the guidance sheet provided, we stated that a good introduction will have the following features:

1. Providing the context for the topic.
2. Explaining why the topic is important (personally and/or theoretically).
3. Identifying an unanswered question or a puzzle (the 'niche' for the essay).
4. Delimiting the scope of the essay.
5. Indicating the goal of the essay.
6. Providing an outline of the main points to be covered by the essay.
7. Making clear their position on the topic.

Can you identify these features in the following examples of introductions?  
Would you suggest changes/improvements to the introductions?

## Example 1

No essay title

Over the past twenty years, project sustainability (or rather, as I shall argue, the notion of sustainability) has become widely accepted as a major factor in the implementation of projects involving educational innovation (cf. British Council Dunford House seminars of 1989, 1990). This should not be surprising given the corresponding growing awareness of the importance of related concerns such as 'value for money', more detailed planning to achieve specified outputs and the necessity for more rigorous evaluation procedures. Further evidence of its importance can be seen in the increasing use of ongoing and post project impact studies to help ascertain overall project success, in which sustainability is seen as playing a key role (Smith, 1997). But what does sustainability mean, both conceptually and in terms of practical implementation in project terms?

In the first part of this paper I explore the nature of sustainability. I argue that the term's conceptual meaning, as commonly used, has little practical value in terms of the management of educational innovation and I outline a way of classifying sustainability that may help to address this. In the second part I identify and discuss, in the light of this classification, key factors that may influence and foster project sustainability, focussing as closely as I can on the implementation of innovation in in-service teacher development. For each key factor I critically examine in what ways, and at the levels previously identified, each was implemented in one aspect of an INSET project in Hungary in which I was personally involved, that of training counterparts.

## Example 2

A critical discourse analysis of an internal council letter: new public management and 'team spirit'

### 1. Introduction and background to the text

This study is a critical discourse analysis of a recent internal letter from the London Borough of Havering Council (see Appendices A and B). It was written by the Council Leader on behalf of the Administration and is addressed to all staff. The letter is dealing with the structural re-organisation occurring within the Council at the present time. It is one of a number of changes that have been occurring in Havering in the past year, many of which have caused concern to staff, and Unison has become involved. This letter is intended as a clarification and explanation of the structural reorganisation, and as a reassurance to members of staff. The overall structure of the main body of text is as follows:

- an introduction to the reasons and details of the reorganisation; a description of what the Administration has been doing to implement the changes
- changes in management structure; the assessment of management; redundancy
- the benefits of the reorganisation; the need for co-operation; dialogue

I have chosen this text because it yields insight into a number of current social problems relating to local government and the discourse of organisations; the shift in public services towards a management orientation, and the use of 'team spirit'