

# “They say, I say” Templates

Adapted with changes from: Graff, Gerald and Cathy Birkenstein. *They Say/ I Say: The Moves that Matter in Academic Writing*. New York: Norton, 2010

The following templates and transitions, adapted from Graff and Birkenstein, will help you present your thesis, supporting evidence as well as opposing evidence in a clear, straightforward manner. Remember to cite all of your sources, both in-text and in your works cited/ bibliography page at the end of your paper. These templates can help you structure your sentences and help you get your ideas and evidence across to your reader.

## When Introducing Standard Views:

- Many psychologists think that \_\_\_\_\_.
- The status quo has it that \_\_\_\_\_.
- Many people assume that \_\_\_\_\_.

- According to both X and Y \_\_\_\_\_.
- X argues that students should \_\_\_\_\_.
- My own view, however, is that \_\_\_\_\_.

## When Introducing Quotations:

- X claims “ \_\_\_\_\_.”(in-text citation)
- According to X “ \_\_\_\_\_.” (in-text citation)
- X states “ \_\_\_\_\_.”(in-text citation)

## When Capturing Authorial Action (e.g. in summary):

- X agrees that \_\_\_\_\_.
- X concedes that \_\_\_\_\_.
- X observes that \_\_\_\_\_.
- X claims that \_\_\_\_\_.
- X argues that \_\_\_\_\_.
- X demonstrates that \_\_\_\_\_.
- X reminds us that \_\_\_\_\_.

## When Explaining Quotations:

- In essence, X is saying \_\_\_\_\_.(paraphrase and cite)
- What X means is that \_\_\_\_\_.(paraphrase and cite)
- In saying \_\_\_\_\_, X urges us to \_\_\_\_\_.(paraphrase and cite)

## When Adding Metacommentary:

- What this means is \_\_\_\_\_.
- In sum \_\_\_\_\_.
- Put in another way \_\_\_\_\_.
- X’s point is not \_\_\_\_\_, but rather \_\_\_\_\_.
- Article X explores \_\_\_\_\_, while Article Y considers \_\_\_\_\_.

## When Signaling Who is Saying What:

## When Disagreeing, with Reasons:

- I disagree with X, because I think he/she/they overlooks \_\_\_\_\_.
- X’s belief about \_\_\_\_\_ rests on the faulty assumption that \_\_\_\_\_. Furthermore, research shows \_\_\_\_\_.

- Here, X contradicts him/them/herself. On the one hand he/she/they state(s) \_\_\_\_\_. While on the other hand he/she/they say(s) \_\_\_\_\_.

**When Agreeing with a Difference:**

- X's research on \_\_\_\_\_ is important, as it sheds insight on why \_\_\_\_\_.
- I agree that \_\_\_\_\_, a point that needs emphasizing since so many people believe \_\_\_\_\_.
- If group X is right that \_\_\_\_\_, then we need to reassess the popular assumption that \_\_\_\_\_.

**When Agreeing and Disagreeing Simultaneously:**

- Although I agree with X to a point about \_\_\_\_\_, I cannot accept his/her/their overall conclusion that \_\_\_\_\_.
- X is right that \_\_\_\_\_, but he/she/they seem(s) on more dubious ground when he/she/they claim(s) that \_\_\_\_\_.
- My feelings on the issue are mixed. I do support X's position that \_\_\_\_\_, but I find Y's argument about \_\_\_\_\_ and Z's research on \_\_\_\_\_ to be equally persuasive.

**When Embedding Voice Markers:**

- X overlooks an important point about \_\_\_\_\_ when he/she/they say(s) \_\_\_\_\_. In fact \_\_\_\_\_.
- I wholeheartedly endorse what X calls \_\_\_\_\_.
- These conclusions, which X discusses in \_\_\_\_\_, add weight to the argument that \_\_\_\_\_.

**When making Concessions While Still Standing Your Ground:**

- Although I grant that \_\_\_\_\_, I still maintain that \_\_\_\_\_.
- While it is true that \_\_\_\_\_, it does not necessarily follow that \_\_\_\_\_.
- On the one hand I agree with X that \_\_\_\_\_, but on the other hand, I still insist that \_\_\_\_\_.

**When Indicating Who Cares:**

- \_\_\_\_\_ used to think \_\_\_\_\_, but recently, \_\_\_\_\_ suggests that \_\_\_\_\_.
- At first glance, college students appear to \_\_\_\_\_, but on closer inspection \_\_\_\_\_.
- Researchers have long assumed that \_\_\_\_\_. For instance, one eminent psychologist X long argued that \_\_\_\_\_. However, new research on the topic shows that \_\_\_\_\_.

**When Establishing Why Your Claims Matter:**

- X matters/is important because \_\_\_\_\_.
- These conclusion/ This discovery will have significant application in \_\_\_\_\_ as well as \_\_\_\_\_.
- Although X may seem of concern to only a small group of \_\_\_\_\_, it should in fact concern anyone who cares about \_\_\_\_\_.

**When Comparing Two or More Studies/ Findings:**

- By demonstrating \_\_\_\_\_, X’s work extends the findings of Y.
- The results of X contradict Y’s conclusion that \_\_\_\_\_.
- X’s findings call into question the widely accepted theory that \_\_\_\_\_.

**When Explaining an Experimental Result:**

- One explanation for X’s finding of \_\_\_\_\_ is that \_\_\_\_\_. An alternative explanation is \_\_\_\_\_.
- The difference between \_\_\_\_\_ and \_\_\_\_\_ is probably due to \_\_\_\_\_.

**When Introducing Gaps in the Existing Research:**

- Studies of X have indicated \_\_\_\_\_. It is not clear, however, that this conclusion applies to \_\_\_\_\_.
- \_\_\_\_\_ often take for granted that \_\_\_\_\_. Few have investigated this assumption however.
- X’s work tells us a great deal about \_\_\_\_\_. Can this work be generalized to \_\_\_\_\_?

Commonly Used Transitions			
<b>Cause and Effect</b> “accordingly” “as a result” “since” “therefore” “thus”	<b>Conclusion</b> “to sum up” “in conclusion, then” “consequently” “hence” “it follows, then”	<b>Comparison</b> “along the same lines” “in the same way” “likewise” “similarly”	<b>Contrast</b> “despite” “although” “nevertheless” “on the other hand” “on the contrary”
<b>Addition</b> “also” “moreover” “furthermore” “so too” “besides”	<b>Concession</b> “granted” “admittedly” “I concede that” “although it is true that” “of course”	<b>Example</b> “for instance” “consider” “for example” “to take a case in point” “as an illustration”	<b>Elaboration</b> “in other words” “to put it in another way” “in short” “by extension” “to put it bluntly”

Always try and write in your own words if able. These templates are simply to help you transition your thoughts or explain certain points in your writing. When writing your papers, you want to sound genuine and true to yourself and your own writing.

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\*Adapted with changes from: Kurt R. Schmeller Library, The Research Process Guidebook 2015-2016