

“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 _____.

When Introducing Quotations:

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

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 Signaling Who is Saying What:

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

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