

THEY SAY I SAY MOVES THAT MATTER IN ACADEMIC WRITING

THEY SAY I SAY MOVES THAT MATTER IN ACADEMIC WRITING

THEY SAY I SAY MOVES THAT MATTER IN ACADEMIC WRITING ARE ESSENTIAL TOOLS THAT HELP STUDENTS AND SCHOLARS ENGAGE MORE EFFECTIVELY WITH SOURCES, BUILD PERSUASIVE ARGUMENTS, AND PARTICIPATE IN ACADEMIC CONVERSATIONS. THESE MOVES, POPULARIZED BY GERALD GRAFF AND CATHY BIRKENSTEIN IN THEIR INFLUENTIAL BOOK **THEY SAY / I SAY**, OFFER PRACTICAL TEMPLATES AND STRATEGIES TO FRAME YOUR IDEAS IN RELATION TO OTHERS'. UNDERSTANDING AND MASTERING THESE MOVES CAN TRANSFORM YOUR WRITING FROM A MERE PRESENTATION OF FACTS INTO A DYNAMIC DIALOGUE WITH EXISTING RESEARCH AND VIEWPOINTS.

UNDERSTANDING THE ESSENCE OF THEY SAY I SAY MOVES IN ACADEMIC WRITING

ACADEMIC WRITING IS NOT JUST ABOUT STATING WHAT YOU THINK; IT'S ABOUT ENTERING A LARGER DISCOURSE, RESPONDING TO OTHER SCHOLARS, AND CONTRIBUTING NEW INSIGHTS. THE PHRASE "THEY SAY" REFERS TO THE IDEAS, ARGUMENTS, OR RESEARCH PUT FORWARD BY OTHERS, WHILE "I SAY" REPRESENTS YOUR OWN PERSPECTIVE OR RESPONSE. THIS INTERPLAY IS CRUCIAL BECAUSE IT SITUATES YOUR ARGUMENT WITHIN THE CONTEXT OF WHAT'S ALREADY BEEN SAID, SHOWING THAT YOU ARE AWARE OF EXISTING DEBATES AND POSITIONING YOUR IDEAS ACCORDINGLY.

WHY THESE MOVES MATTER

INCORPORATING "THEY SAY I SAY" MOVES IMPROVES CLARITY, CREDIBILITY, AND ENGAGEMENT. INSTEAD OF MAKING UNSUPPORTED CLAIMS, YOU ACKNOWLEDGE OTHER VOICES, WHICH STRENGTHENS YOUR ARGUMENT BY SHOWING THAT IT IS GROUNDED IN RESEARCH OR EXISTING CONVERSATIONS. ADDITIONALLY, THESE MOVES HELP AVOID COMMON PITFALLS SUCH AS PRESENTING ISOLATED OPINIONS OR FAILING TO ADDRESS COUNTERARGUMENTS, BOTH OF WHICH CAN WEAKEN ACADEMIC WORK.

KEY THEY SAY I SAY MOVES TO USE IN YOUR WRITING

LET'S EXPLORE SOME OF THE PRIMARY MOVES THAT MATTER MOST IN ACADEMIC WRITING, ALONG WITH EXAMPLES TO ILLUSTRATE HOW THEY FUNCTION NATURALLY IN YOUR TEXT.

1. INTRODUCING WHAT "THEY SAY"

BEFORE RESPONDING TO AN ARGUMENT, YOU NEED TO PRESENT IT CLEARLY AND FAIRLY. USING PHRASES LIKE:

- "ACCORDING TO..."
- "MANY SCHOLARS ARGUE THAT..."
- "RESEARCH SHOWS THAT..."
- "IT IS OFTEN CLAIMED THAT..."

THESE HELP YOU SUMMARIZE AND ACKNOWLEDGE THE EXISTING VIEWPOINT OR EVIDENCE.

EXAMPLE:

MANY SCHOLARS ARGUE THAT STANDARDIZED TESTING LIMITS STUDENTS' CREATIVITY AND CRITICAL THINKING SKILLS.

2. RESPONDING WITH YOUR “I SAY”

ONCE YOU OUTLINE THE EXISTING ARGUMENT, IT’S TIME TO INTRODUCE YOUR OWN PERSPECTIVE. HERE, YOU CAN AGREE, DISAGREE, COMPLICATE, OR EXTEND THE ORIGINAL CLAIM. USEFUL PHRASES INCLUDE:

- “HOWEVER, I CONTEND THAT...”
- “WHILE THIS IS TRUE, IT IS ALSO IMPORTANT TO CONSIDER...”
- “I ARGUE THAT...”
- “THIS OVERLOOKS THE FACT THAT...”

EXAMPLE:

HOWEVER, I CONTEND THAT STANDARDIZED TESTS, WHEN USED APPROPRIATELY, CAN PROVIDE VALUABLE DATA TO IMPROVE EDUCATIONAL PRACTICES.

3. SIGNALING AGREEMENT, DISAGREEMENT, OR NUANCE

THESE MOVES HELP YOU CLARIFY YOUR STANCE RELATIVE TO OTHERS AND DEMONSTRATE A NUANCED UNDERSTANDING OF COMPLEX ISSUES.

- TO AGREE: “I AGREE WITH X THAT...” OR “THIS SUPPORTS THE IDEA THAT...”
- TO DISAGREE: “CONTRARY TO X’S CLAIM...” OR “THIS PERSPECTIVE FAILS TO CONSIDER...”
- TO COMPLICATE: “ALTHOUGH X MAKES A VALID POINT, IT IS NECESSARY TO ALSO CONSIDER...”

ENHANCING ACADEMIC WRITING WITH EFFECTIVE TRANSITIONS AND TEMPLATES

ONE REASON “THEY SAY I SAY MOVES THAT MATTER IN ACADEMIC WRITING” ARE SO EFFECTIVE IS THE WAY THEY PROVIDE READY-MADE TEMPLATES THAT HELP WRITERS AVOID AWKWARD PHRASING OR VAGUE REFERENCES. USING THESE TEMPLATES CAN MAKE YOUR WRITING SMOOTHER AND MORE PERSUASIVE.

EXAMPLES OF USEFUL TEMPLATES

- “X CLAIMS THAT _____, BUT I ARGUE THAT _____.”
- “WHILE X BELIEVES _____, EVIDENCE SUGGESTS _____.”
- “SOME PEOPLE ASSERT _____, YET OTHERS CONTEND _____.”
- “IT MIGHT BE ARGUED THAT _____, HOWEVER, _____.”

THESE SENTENCE STARTERS HELP YOU STRUCTURE YOUR ARGUMENT CLEARLY AND ENGAGE READERS BY MAKING THE RELATIONSHIP BETWEEN DIFFERENT IDEAS EXPLICIT.

INCORPORATING COUNTERARGUMENTS TO STRENGTHEN YOUR POSITION

AN IMPORTANT ASPECT OF ACADEMIC WRITING IS ADDRESSING OPPOSING VIEWS. THE “THEY SAY I SAY” FRAMEWORK

ENCOURAGES WRITERS TO ANTICIPATE OBJECTIONS AND RESPOND THOUGHTFULLY. THIS STRENGTHENS YOUR CREDIBILITY AND SHOWS CRITICAL THINKING.

How to Introduce and Respond to Counterarguments

- “CRITICS MIGHT ARGUE THAT...”
- “SOME MAY OBJECT THAT...”
- “ALTHOUGH THIS PERSPECTIVE HAS MERIT, IT OVERLOOKS...”

BY ACKNOWLEDGING COUNTERARGUMENTS, YOU DEMONSTRATE THAT YOUR ARGUMENT IS WELL-ROUNDED AND HAS CONSIDERED MULTIPLE PERSPECTIVES.

PRACTICAL TIPS FOR USING THEY SAY I SAY MOVES EFFECTIVELY

TO MAKE THE MOST OF THESE MOVES IN YOUR ACADEMIC WRITING, CONSIDER THE FOLLOWING TIPS:

1. BALANCE QUOTING AND PARAPHRASING

USE DIRECT QUOTES SPARINGLY TO EMPHASIZE KEY POINTS, BUT MOSTLY PARAPHRASE TO INTEGRATE IDEAS SMOOTHLY INTO YOUR OWN VOICE.

2. AVOID OVERUSING TEMPLATES

WHILE THESE MOVES OFFER HELPFUL STRUCTURES, IT’S IMPORTANT TO VARY YOUR LANGUAGE AND SENTENCE PATTERNS TO MAINTAIN A NATURAL AND ENGAGING TONE.

3. FOCUS ON CLARITY

MAKE SURE YOUR “THEY SAY” SECTIONS FAIRLY REPRESENT OTHERS’ VIEWS WITHOUT OVERSIMPLIFICATION. THIS BUILDS TRUST WITH YOUR READER.

4. PRACTICE ACTIVE ENGAGEMENT

DON’T JUST REPORT WHAT OTHERS SAY—ANALYZE, CRITIQUE, OR EXPAND ON THEIR IDEAS TO ADD VALUE.

THE IMPACT OF THEY SAY I SAY MOVES ON ACADEMIC SUCCESS

STUDENTS WHO MASTER THESE MOVES TEND TO WRITE ESSAYS AND RESEARCH PAPERS THAT ARE MORE COHERENT, PERSUASIVE, AND GROUNDED IN SCHOLARLY DISCOURSE. PROFESSORS OFTEN LOOK FOR EVIDENCE THAT STUDENTS CAN SITUATE THEIR ARGUMENTS WITHIN BROADER ACADEMIC CONVERSATIONS, AND “THEY SAY I SAY” MOVES PROVIDE A CLEAR ROADMAP FOR DOING SO.

MOREOVER, THESE STRATEGIES HELP REDUCE WRITER’S BLOCK BY GIVING CLEAR WAYS TO START SENTENCES AND PARAGRAPHS, MAKING THE WRITING PROCESS LESS INTIMIDATING AND MORE STRUCTURED.

REAL-WORLD APPLICATIONS BEYOND THE CLASSROOM

THE SKILLS GAINED FROM MASTERING THESE MOVES EXTEND BEYOND ACADEMIC WRITING. WHETHER YOU'RE CRAFTING A BUSINESS REPORT, WRITING A POLICY MEMO, OR ENGAGING IN PUBLIC DEBATES, BEING ABLE TO CLEARLY ARTICULATE OTHERS' POSITIONS AND RESPOND THOUGHTFULLY IS INVALUABLE IN ANY PROFESSIONAL OR INTELLECTUAL CONTEXT.

FINAL THOUGHTS ON THEY SAY / I SAY MOVES THAT MATTER IN ACADEMIC WRITING

EMBRACING THE "THEY SAY / I SAY" APPROACH ENCOURAGES YOU TO BECOME AN ACTIVE PARTICIPANT IN SCHOLARLY CONVERSATIONS RATHER THAN A PASSIVE TRANSMITTER OF INFORMATION. THESE MOVES PROVIDE A TOOLKIT FOR ENGAGING CRITICALLY WITH SOURCES, MAKING YOUR WRITING MORE DYNAMIC AND PERSUASIVE. AS YOU CONTINUE TO DEVELOP YOUR ACADEMIC VOICE, REMEMBER THAT EFFECTIVE WRITING IS NOT JUST ABOUT WHAT YOU SAY, BUT HOW YOU RESPOND TO WHAT OTHERS HAVE SAID—AND THAT'S EXACTLY WHAT THESE MOVES HELP YOU DO BEST.

FREQUENTLY ASKED QUESTIONS

WHAT ARE 'THEY SAY / I SAY' MOVES IN ACADEMIC WRITING?

'THEY SAY / I SAY' MOVES REFER TO A SET OF RHETORICAL STRATEGIES THAT HELP WRITERS EFFECTIVELY ENGAGE WITH OTHERS' IDEAS ('THEY SAY') AND THEN ADD THEIR OWN PERSPECTIVE ('I SAY'). THESE MOVES FACILITATE CLEAR ARGUMENTATION AND DIALOGUE IN ACADEMIC WRITING.

WHY ARE 'THEY SAY / I SAY' MOVES IMPORTANT IN ACADEMIC WRITING?

'THEY SAY / I SAY' MOVES ARE IMPORTANT BECAUSE THEY HELP WRITERS ACKNOWLEDGE EXISTING SCHOLARSHIP, POSITION THEIR ARGUMENTS IN RELATION TO OTHERS, AND ENGAGE READERS IN A MEANINGFUL CONVERSATION, WHICH STRENGTHENS THE CREDIBILITY AND CLARITY OF ACADEMIC WORK.

HOW CAN I INCORPORATE 'THEY SAY / I SAY' MOVES IN MY ESSAYS?

TO INCORPORATE THESE MOVES, START BY SUMMARIZING OR QUOTING OTHERS' VIEWPOINTS ('THEY SAY'), THEN RESPOND WITH YOUR OWN ANALYSIS OR ARGUMENT ('I SAY'). USING TEMPLATES AND PHRASES FROM THE 'THEY SAY / I SAY' FRAMEWORK CAN HELP SMOOTHLY INTEGRATE THESE MOVES.

WHAT ARE SOME COMMON TEMPLATES USED IN 'THEY SAY / I SAY' MOVES?

COMMON TEMPLATES INCLUDE PHRASES LIKE 'SOME PEOPLE ARGUE THAT...', 'HOWEVER, I BELIEVE THAT...', 'WHILE IT IS OFTEN SAID THAT...', 'I CONTEND THAT...', WHICH HELP WRITERS CLEARLY SIGNAL WHEN THEY ARE PRESENTING OTHERS' IDEAS AND WHEN THEY ARE OFFERING THEIR OWN.

CAN 'THEY SAY / I SAY' MOVES IMPROVE CRITICAL THINKING IN WRITING?

YES, THESE MOVES ENCOURAGE WRITERS TO CRITICALLY ANALYZE EXISTING ARGUMENTS AND THOUGHTFULLY POSITION THEIR OWN VIEWS, WHICH FOSTERS DEEPER ENGAGEMENT WITH THE MATERIAL AND ENHANCES CRITICAL THINKING SKILLS.

ARE 'THEY SAY / I SAY' MOVES APPLICABLE ACROSS DIFFERENT ACADEMIC

DISCIPLINES?

ABSOLUTELY. THE RHETORICAL STRATEGIES OF ACKNOWLEDGING OTHERS' IDEAS AND RESPONDING WITH YOUR OWN ARE FUNDAMENTAL TO ACADEMIC WRITING ACROSS DISCIPLINES, MAKING 'THEY SAY / I SAY' MOVES WIDELY APPLICABLE.

ADDITIONAL RESOURCES

THEY SAY I SAY MOVES THAT MATTER IN ACADEMIC WRITING

THEY SAY I SAY MOVES THAT MATTER IN ACADEMIC WRITING HAVE BECOME A FOUNDATIONAL CONCEPT FOR STUDENTS, EDUCATORS, AND PROFESSIONALS NAVIGATING THE OFTEN COMPLEX TERRAIN OF SCHOLARLY COMMUNICATION. ORIGINATING FROM THE INFLUENTIAL BOOK "THEY SAY / I SAY" BY GERALD GRAFF AND CATHY BIRKENSTEIN, THESE RHETORICAL MOVES PROVIDE STRUCTURED TEMPLATES THAT HELP WRITERS ENGAGE WITH EXISTING ARGUMENTS WHILE ARTICULATING THEIR OWN PERSPECTIVES EFFECTIVELY. AS ACADEMIC WRITING DEMANDS CLARITY, PRECISION, AND THE ABILITY TO ENTER ONGOING DEBATES, MASTERING THESE MOVES IS INCREASINGLY RECOGNIZED AS VITAL FOR PRODUCING COMPELLING ESSAYS, RESEARCH PAPERS, AND THESES.

THE SIGNIFICANCE OF "THEY SAY / I SAY" MOVES LIES IN THEIR ABILITY TO SCAFFOLD CRITICAL THINKING AND DIALOGUE. RATHER THAN MERELY STATING OPINIONS, WRITERS ARE ENCOURAGED TO ACKNOWLEDGE OTHERS' VIEWPOINTS ("THEY SAY") BEFORE PRESENTING THEIR OWN ANALYSIS OR REBUTTAL ("I SAY"). THIS DIALOGIC APPROACH ALIGNS CLOSELY WITH ACADEMIC CONVENTIONS THAT VALUE EVIDENCE-BASED ARGUMENTATION AND INTELLECTUAL HUMILITY. CONSEQUENTLY, THE MOVES SERVE AS A BRIDGE BETWEEN PASSIVE SUMMARY AND ACTIVE ENGAGEMENT, TRANSFORMING ACADEMIC WRITING FROM A MONOLOGUE INTO A DYNAMIC CONVERSATION.

UNDERSTANDING THE CORE "THEY SAY I SAY" MOVES

AT ITS ESSENCE, THE "THEY SAY / I SAY" FRAMEWORK SIMPLIFIES THE PROCESS OF ARGUMENTATIVE WRITING BY PROVIDING KEY TEMPLATES THAT SIGNAL VARIOUS RHETORICAL MOVES. THESE INCLUDE SUMMARIZING OTHERS' CLAIMS, AGREEING OR DISAGREEING WITH THOSE CLAIMS, AND INTRODUCING ONE'S OWN PERSPECTIVE. EACH MOVE FULFILLS A SPECIFIC FUNCTION IN THE ARGUMENTATIVE STRUCTURE, ENABLING WRITERS TO POSITION THEIR IDEAS WITHIN BROADER SCHOLARLY DISCOURSE.

SUMMARIZING OTHERS: THE "THEY SAY" MOVE

ONE OF THE FOUNDATIONAL SKILLS IN ACADEMIC WRITING IS ACCURATELY SUMMARIZING EXISTING LITERATURE OR OPINIONS. THE "THEY SAY" MOVE ENCOURAGES WRITERS TO PRESENT OTHERS' VIEWPOINTS FAIRLY AND SUCCINCTLY, WHICH NOT ONLY DEMONSTRATES COMPREHENSION BUT ALSO BUILDS CREDIBILITY. FOR EXAMPLE, A STUDENT MIGHT WRITE, "MANY SCHOLARS ARGUE THAT CLIMATE CHANGE IS PRIMARILY DRIVEN BY HUMAN ACTIVITY." THIS APPROACH HELPS SITUATE THE WRITER'S ARGUMENT WITHIN A RECOGNIZED INTELLECTUAL LANDSCAPE.

HOWEVER, THE CHALLENGE LIES IN AVOIDING OVERSIMPLIFICATION OR MISREPRESENTATION OF SOURCES. EFFECTIVE "THEY SAY" MOVES REQUIRE PRECISION AND NUANCE, OFTEN ACHIEVED THROUGH CAREFUL PARAPHRASING AND APPROPRIATE CITATION. FAILURE TO DO SO CAN UNDERMINE AN ARGUMENT'S VALIDITY AND MAY EVEN BORDER ON ACADEMIC MISCONDUCT.

INTRODUCING PERSONAL PERSPECTIVES: THE "I SAY" MOVE

FOLLOWING THE ACKNOWLEDGMENT OF OTHERS' IDEAS, THE "I SAY" MOVE MARKS THE WRITER'S OWN CONTRIBUTION. THIS CAN TAKE THE FORM OF AGREEMENT, DISAGREEMENT, OR A MORE COMPLEX SYNTHESIS. FOR INSTANCE, A WRITER MIGHT STATE, "WHILE SOME RESEARCHERS EMPHASIZE HUMAN FACTORS, I CONTENTEND THAT NATURAL CLIMATIC CYCLES ALSO PLAY A SIGNIFICANT ROLE." THIS SIGNALS ACTIVE PARTICIPATION IN THE DIALOGUE AND ASSERTS INTELLECTUAL AGENCY.

THE EFFECTIVENESS OF THE "I SAY" MOVE DEPENDS LARGELY ON THE QUALITY OF SUPPORTING EVIDENCE AND REASONING.

SIMPLY STATING AN OPINION WITHOUT SUBSTANTIATION WEAKENS THE ARGUMENT. THEREFORE, SUCCESSFUL ACADEMIC WRITING OFTEN PAIRS "THEY SAY" AND "I SAY" MOVES WITH EMPIRICAL DATA, LOGICAL ANALYSIS, OR THEORETICAL INSIGHTS.

WHY "THEY SAY I SAY" MOVES MATTER IN ACADEMIC WRITING

THE ADOPTION OF THESE RHETORICAL MOVES IS MORE THAN STYLISTIC; IT REFLECTS A DEEPER UNDERSTANDING OF HOW KNOWLEDGE IS CONSTRUCTED AND COMMUNICATED IN ACADEMIA. SEVERAL REASONS UNDERSCORE THEIR IMPORTANCE:

- **ENCOURAGING CRITICAL THINKING:** BY JUXTAPOSING DIFFERING VIEWS, WRITERS ARE COMPELLED TO ANALYZE AND EVALUATE RATHER THAN PASSIVELY ACCEPT INFORMATION.
- **FACILITATING CLEAR ARGUMENTATION:** STRUCTURED MOVES REDUCE AMBIGUITY, GUIDING READERS THROUGH THE WRITER'S REASONING PROCESS.
- **PROMOTING ACADEMIC INTEGRITY:** PROPERLY ATTRIBUTING IDEAS RESPECTS INTELLECTUAL PROPERTY AND AVOIDS PLAGIARISM.
- **ENHANCING READER ENGAGEMENT:** PRESENTING MULTIPLE PERSPECTIVES INVITES READERS TO CONSIDER COMPLEXITY AND NUANCE.

IN FACT, EDUCATIONAL RESEARCH HIGHLIGHTS THAT STUDENTS WHO EMPLOY THESE MOVES TEND TO PRODUCE HIGHER-QUALITY ESSAYS WITH MORE SOPHISTICATED ARGUMENTS. A 2020 STUDY FROM THE JOURNAL OF WRITING RESEARCH FOUND THAT THE EXPLICIT TEACHING OF "THEY SAY / I SAY" TEMPLATES IMPROVED STUDENTS' ABILITY TO INTEGRATE SOURCES AND ARTICULATE COUNTERARGUMENTS BY 35% COMPARED TO CONTROL GROUPS.

COMPARING "THEY SAY I SAY" TO TRADITIONAL ACADEMIC WRITING APPROACHES

TRADITIONAL ACADEMIC WRITING OFTEN EMPHASIZES RIGID STRUCTURES, SUCH AS THE FIVE-PARAGRAPH ESSAY, WHICH MAY LIMIT DIALOGIC ENGAGEMENT. IN CONTRAST, THE "THEY SAY I SAY" MOVES ENCOURAGE FLEXIBILITY AND RESPONSIVENESS. WHILE CONVENTIONAL METHODS FOCUS ON PRESENTING A THESIS SUPPORTED BY EVIDENCE, "THEY SAY I SAY" SHIFTS THE FOCUS TOWARDS INTERACTION WITH EXISTING DISCOURSE.

NEVERTHELESS, SOME CRITICS ARGUE THAT OVER-RELIANCE ON TEMPLATES CAN LEAD TO FORMULAIC WRITING, STIFLING CREATIVITY AND ORIGINAL EXPRESSION. THIS IS A VALID CONCERN, HIGHLIGHTING THE NEED FOR BALANCE: WRITERS SHOULD INTERNALIZE THE MOVES AS TOOLS RATHER THAN SCRIPTS. WHEN USED JUDICIOUSLY, THESE MOVES FACILITATE CLARITY WITHOUT CONSTRAINING INTELLECTUAL EXPLORATION.

PRACTICAL APPLICATIONS OF "THEY SAY I SAY" MOVES

MASTERING THESE MOVES IS RELEVANT ACROSS DISCIPLINES, FROM HUMANITIES AND SOCIAL SCIENCES TO STEM FIELDS THAT REQUIRE PERSUASIVE GRANT PROPOSALS OR RESEARCH REPORTS. BELOW ARE PRACTICAL WAYS THESE MOVES MANIFEST IN ACADEMIC WRITING:

ENGAGING WITH LITERATURE REVIEWS

LITERATURE REVIEWS DEMAND SUMMARIZATION OF EXISTING RESEARCH ("THEY SAY") FOLLOWED BY CRITICAL ASSESSMENT ("I SAY"). EMPLOYING THESE MOVES HELPS AVOID MERE LISTING OF STUDIES AND INSTEAD FOSTERS SYNTHESIS AND CRITIQUE.

DEVELOPING THESIS STATEMENTS

EFFECTIVE THESIS STATEMENTS OFTEN EMERGE FROM RECOGNIZING PREVAILING ARGUMENTS AND CARVING OUT A DISTINCT POSITION. USING "THEY SAY I SAY" TEMPLATES ENCOURAGES CLARITY IN ARTICULATING THIS STANCE.

CONSTRUCTING COUNTERARGUMENTS

ADDRESSING OPPOSING VIEWS STRENGTHENS AN ARGUMENT'S CREDIBILITY. THE "THEY SAY I SAY" MOVES PROVIDE A STRUCTURE TO ACKNOWLEDGE OBJECTIONS AND RESPOND THOUGHTFULLY.

ENHANCING PERSUASIVE ESSAYS AND RESEARCH PAPERS

PERSUASIVE WRITING BENEFITS FROM EXPLICITLY FRAMING THE CONVERSATION: PRESENTING WHAT OTHERS CLAIM AND THEN OFFERING EVIDENCE-BACKED COUNTERPOINTS OR AGREEMENTS.

INTEGRATING "THEY SAY I SAY" MOVES INTO WRITING PRACTICE

FOR THOSE LOOKING TO IMPROVE ACADEMIC WRITING SKILLS, INCORPORATING THESE MOVES INTENTIONALLY CAN MAKE A SIGNIFICANT DIFFERENCE. HERE ARE SOME RECOMMENDED STRATEGIES:

1. **FAMILIARIZE WITH TEMPLATE PHRASES:** START BY USING COMMON PHRASES LIKE "X ARGUES THAT..." OR "I CONTEND THAT..." TO SIGNAL MOVES CLEARLY.
2. **PRACTICE PARAPHRASING:** ACCURATELY RESTATE OTHERS' IDEAS WITHOUT COPYING, ENSURING THE "THEY SAY" MOVE IS CREDIBLE.
3. **USE EVIDENCE TO SUPPORT "I SAY":** BACK PERSONAL CLAIMS WITH DATA, EXAMPLES, OR AUTHORITATIVE SOURCES.
4. **SEEK PEER FEEDBACK:** REVIEWERS CAN IDENTIFY WHETHER THE ARGUMENTATIVE MOVES ARE CLEAR AND BALANCED.
5. **GRADUALLY MOVE BEYOND TEMPLATES:** AIM TO INTERNALIZE THE MOVES SO THAT WRITING FLOWS NATURALLY WITHOUT RELIANCE ON SET PHRASES.

MANY UNIVERSITIES NOW INCORPORATE "THEY SAY / I SAY" WORKSHOPS OR RECOMMEND THE TEXTBOOK AS A RESOURCE, UNDERSCORING ITS GROWING ROLE IN ACADEMIC LITERACY PROGRAMS.

THE EMPHASIS ON DIALOGIC WRITING REFLECTS A BROADER SHIFT TOWARD COLLABORATIVE KNOWLEDGE-BUILDING IN ACADEMIA. AS RESEARCH BECOMES INCREASINGLY INTERDISCIPLINARY, THE ABILITY TO NAVIGATE AND CONTRIBUTE TO DIVERSE CONVERSATIONS IS PARAMOUNT. THE "THEY SAY I SAY" MOVES THAT MATTER IN ACADEMIC WRITING THUS NOT ONLY IMPROVE INDIVIDUAL PAPERS BUT ALSO FOSTER A CULTURE OF RESPECTFUL AND RIGOROUS INTELLECTUAL EXCHANGE.

EMBRACING THESE MOVES EQUIPS WRITERS WITH A VERSATILE TOOLKIT THAT TRANSCENDS DISCIPLINARY BOUNDARIES, ENHANCING BOTH CLARITY AND PERSUASIVENESS. WHILE NO SINGLE METHOD GUARANTEES SUCCESS, THE STRUCTURED ENGAGEMENT THEY PROMOTE ALIGNS CLOSELY WITH THE CORE VALUES OF ACADEMIC SCHOLARSHIP: OPENNESS, RIGOR, AND DIALOGUE.

They Say I Say Moves That Matter In Academic Writing

they say i say moves that matter in academic writing: *They Say / I Say: The Moves That Matter in Academic Writing* Cathy Birkenstein, Gerald Graff, 2018-06-11 This book identifies the key rhetorical moves in academic writing. It shows students how to frame their arguments as a response to what others have said and provides templates to help them start making the moves. The fourth edition features many NEW examples from academic writing, a NEW chapter on Entering Online Discussions, and a thoroughly updated chapter on Writing in the Social Sciences. Finally, two NEW readings provide current examples of the rhetorical moves in action.

they say i say moves that matter in academic writing: They Say, I Say Graff, Gerald, Birkenstein, Cathy, 2021-01-05 Used and loved by millions of students for its lively and practical advice, this is the book that demystifies academic writing and shows how to engage with the views of others. Extensively revised in response to feedback from our community of adopters, this edition of *They Say / I Say* is an even more practical companion for students, featuring a new chapter on research, new exercises, expanded support for reading, and an expanded chapter on Revising.

they say i say moves that matter in academic writing: They Say Gerald Graff, Cathy Birkenstein, 2010 'They Say/I Say' shows that writing well means mastering some key rhetorical moves, the most important of which involves summarizing what others have said (they say) to set up one's own argument (I say).

they say i say moves that matter in academic writing: "They Say / I Say": The Moves That Matter in Academic Writing (Third High School Edition) Gerald Graff, Cathy Birkenstein, 2014-03-24 The book that demystifies academic writing, now in a high school hardcover edition with an introduction and teaching notes by Jim Burke. "They Say / I Say" demystifies academic discourse and shows students that writing well means mastering some key rhetorical moves—the most important of which is to summarize what others have said ("they say") in order to set up one's own argument ("I say"). Students learn that writing is always part of a larger conversation, and the book provides templates to show students how to bring their own views in conversation with those expressed by others. AP® is a trademark registered and/or owned by the College Board, which was not involved in the production of, and does not endorse, this product.

they say i say moves that matter in academic writing: They Say I Say Gerald Graff,

they say i say moves that matter in academic writing: "They Say/I Say" GERALD AND CATHY BIRKENSTEIN. GRAFF, 2013

they say i say moves that matter in academic writing: They Say / I Say Cathy Birkenstein, Russel Durst, Gerald Graff, 2018-06-11 The Fourth Edition includes 40 readings (22 of which are NEW) that represent a multitude of perspectives organized around 5 conversations. Michelle Alexander on mass incarceration; Sherry Turkle on romance in a digital age; J.D. Vance on the American Dream that is vanishing for so many American--these are just a few examples of the readings that will prompt students to listen, think, and write--

they say i say moves that matter in academic writing: "They Say I Say:" The Moves That Matter in Academic Writing, 2nd Ed Gerald & Cathy Birkenstein Graff, 2010

they say i say moves that matter in academic writing: "They Say/I Say" Gerald Graff, Cathy Birkenstein, 2007 An instant bestseller when it first appeared as a college textbook, this lively guide gives writers precisely what they need to know to be effective and persuasive.

they say i say moves that matter in academic writing: Concepts in Composition Irene L. Clark, 2011-09 A textbook for composition pedagogy courses. It focuses on scholarship in rhetoric and composition that has influenced classroom teaching, in order to foster reflection on how theory impacts practice.

they say i say moves that matter in academic writing: Academic Writing as if Readers Matter Leonard Cassuto, 2024-09-24 A guide to writing with the reader in mind If you want people to read your writing, it has to be readable. In *Academic Writing as if Readers Matter*, Leonard

Cassuto offers academic writers a direct, practical prescription for writing that will be read and understood: Take care of your reader. With a wealth of examples from the arts and sciences, this short, witty book provides invaluable advice to writers at all levels, in all fields, on how to write better for both specialized and broad audiences. Good academic writing depends on connecting with readers, earning their time and attention. Cassuto offers tips and advice on how to sharpen arguments and make complex ideas compelling. He addresses the workings of introductions and conclusions, transitions, signposts, paragraphs, and sentences—all the building blocks of academic writing. He also shows how storytelling and metaphor can make your prose more engaging than you thought possible. And he explains the proper use of that most dangerous of tools: jargon. This book can make any academic writer—including you—into a better writer. That means becoming a better communicator of the ideas and discoveries you want the world to grasp. For the sake of readers inside the academy and beyond it, *Academic Writing as if Readers Matter* shows how and why you have to make your writing connect with the people you're writing for.

they say i say moves that matter in academic writing: Integrating Multilingual Students into College Classrooms Johnnie Johnson Hafernik, Fredel M. Wiant, 2012-10-25 Today more and more ethnically, culturally, and linguistically diverse students enroll in our college and university courses. These diverse, multilingual students enrich our campuses and at the same time present challenges. Who are these students? What skills do these diverse students need to be successful in college? How can faculty help them succeed? For faculty in all disciplines seeking answers to these questions, this is an essential book. This text provides practical advice on how to assist these students with academic tasks and how to help them to succeed in the academy.

they say i say moves that matter in academic writing: High Impact Practices in Higher Education Enakshi Sengupta, 2023-09-27 Collating various case studies, policies and other real-world research, this book examines effective high impact learning practices and demonstrates approaches that promote learning communities and common intellectual experiences.

they say i say moves that matter in academic writing: Teaching English Grammar to Speakers of Other Languages Eli Hinkel, 2016-01-29 This practical and research-based introduction to current and effective English grammar instruction gives pre-service and in-service teachers and teacher educators a strong foundation for teaching second language grammar and helps them develop their professional knowledge and skills. Written in a highly readable style for an international audience, it provides a thorough and rounded overview of the principles, strategies, techniques, and applications currently dominant in teaching L2 grammar in a range of instructional settings around the world. Chapter authors are world-class authorities in grammar and grammar teaching and learning. All chapters are based on theoretical frameworks and/or research foundations with a strong emphasis on practical applications and implications for classroom teaching, and highlight teaching methods, key concepts, and terminology associated with grammar instruction. Illuminating the options and choices in grammar teaching from a contemporary perspective, *Teaching English Grammar to Speakers of Other Languages* is ideal as key text for students in undergraduate and graduate MA-TESOL programs and as a resource for practicing ESL/EFL teachers, teacher educators, and teaching faculty.

they say i say moves that matter in academic writing: Scholarly Publishing and Research Methods Across Disciplines Wang, Viktor, 2018-11-09 There is no singular 'best' method of research. The differing nature of various research endeavors warrant multiple ways of generating knowledge, sharing knowledge, and more importantly, avoiding errors. More recently, the dichotomy between quantitative and qualitative approaches has begun to dissolve as the integrated approach of mixed methods gains popularity. *Scholarly Publishing and Research Methods Across Disciplines* is a collection of innovative findings on the methods and applications of research in scholarly publishing, ranging from the analyzation of mixed methods and qualitative/quantitative research, to Dewey's scientific method and more. Highlighting a range of topics including higher education, digital divide, and model development, this publication applies a cross-disciplinary viewpoint that will appeal to researchers, graduate students, academicians, librarians, scholars, and industry-leading experts

around the globe seeking an understanding of the limitations and strengths in research techniques.

they say i say moves that matter in academic writing: Reshaping Doctoral Education

Alison Lee, Susan Danby, 2012-03-12 The number of doctorates being awarded around the world has almost doubled over the last ten years, propelling it from a small elite enterprise into a large and ever growing international market. Within the context of increasing numbers of doctoral students this book examines the new doctorate environment and the challenges it is starting to face. Drawing on research from around the world the individual authors contribute to a previously under-represented focus of theorising the emerging practices of doctoral education and the shape of change in this arena. Key aspects, expertly discussed by contributors from the UK, USA, Australia, New Zealand, China, South Africa, Sweden and Denmark include: the changing nature of doctoral education the need for systematic and principled accounts of doctoral pedagogies the importance of disciplinary specificity the relationship between pedagogy and knowledge generation issues of transdisciplinarity. Reshaping Doctoral Education provides rich accounts of traditional and more innovative pedagogical practices within a range of doctoral systems in different disciplines, professional fields and geographical locations, providing the reader with a trustworthy and scholarly platform from which to design the doctoral experience. It will prove an essential resource for anyone involved in doctorate studies, whether as students, supervisors, researchers, administrators, teachers or mentors.

they say i say moves that matter in academic writing: Your Writing Well Bob Davis, Dr,

Dr Bob Davis, 2012-10-23 Fifteen essays for anyone in any profession or academic level, Your Writing Well studies every aspect of the writing process, providing faster means to better products than do narrowly focused trade handbooks and academic texts. Having combed through writing pedagogy and cut through nonsense about composition and grammar, Dr. Davis provides an all-inclusive set of theory highlighting logic-based skills and practical strategies to create, develop, defend, and communicate coherently organized, well-expressed thoughts. Not marketed for dummies, Your Writing Well assumes readers have the smarts to follow mature common-sense guidance, grasp examples, and thus compensate for their existing lack of knowledge of what to do, how and why to do it, and where. Informed not by needless prohibitions but by relaxed, reassuring balances of freedom and prudent regulation, Your Writing Well is a comprehensive cure for all writers' ailments and deficiencies.

they say i say moves that matter in academic writing: Disciplinary Literacy Inquiry &

Instruction, Second Edition Jacy Ippolito, Christina L. Dobbs, Meggin Charner-Laird, 2024-05-23 A revised and expanded edition that promotes inquiry and teaching practices to help students gain the discipline-specific literacy skills they need to succeed in college, the workplace, and the society of tomorrow

they say i say moves that matter in academic writing: *Real Classrooms, Real Teachers*

Kristy A. Brugar, Kathryn L. Roberts, 2021-07-01 As social studies standards shift to place a higher emphasis on critical thinking, inquiry, interaction, and expression, many teachers are scrambling to figure out how to appropriately shift their instruction accordingly. This book provides examples and ideas for working with elementary and middle school students to build social studies skills and knowledge in order to become independent learners and thinkers. Teaching these skills helps to support students in ways which are important to them, and to society at large. Real Classrooms, Real Teachers: The C3 Inquiry in Practice is aimed at in-service and pre-service teachers, grades 3-8. This text includes six sections: an introduction, one section for each of the four dimensions of the C3 Framework for Social Studies State Standards (National Council for the Social Studies, 2013), and a conclusion. Each chapter begins with a vignette based on a real-life social studies lesson authored by a practicing teacher or researcher. This is followed by a sample lesson plan associated with the vignette and suggestions for appropriate texts and supporting materials, as well as suggestions for modifications.

they say i say moves that matter in academic writing: Critical Sociolinguistic Research

Methods Monica Heller, Sari Pietikäinen, Joan Pujolar, 2024-05-27 Critical Sociolinguistic Research

Methods is a guide to conducting concrete ethnographic and discourse analytic research projects, written by top scholars for students and researchers in social science fields. Adopting a critical perspective focusing on the role of language in the construction of social difference and social inequality, the authors walk the reader through five key moments in the life of a research project: composing research questions, designing the project, doing fieldwork, performing data analysis and writing academic texts or otherwise engaging in conversation with different types of social actors about the project. These moments are illustrated by colour-coded examples from the authors' experiences that help researchers and students follow the sequential stages of a project. Now in its second edition, this popular and original text has been revised and updated to reflect the latest developments in this field, including expanded sections on the centrality of the ethnographic gaze for the understanding of social processes, and on experiences of diversification in the communication of research results. Through the adoption of multimodal genres, authors share recent experiences of research presentations addressed to non-academic audiences, such as installations and photography, and interactive maps. Clear and highly applicable, with a detailed workbook full of practical tips and examples, this book is a great resource for graduate-level qualitative methods courses in linguistics and anthropology, as well as methods courses in the humanities and social sciences that focus on the role of language in research. It is a timely text for investigating language issues that matter and have consequences for people's lives.

Related to they say i say moves that matter in academic writing

Lead-in to "they" NYT Crossword Clue Lead in to they Crossword Clue Answers are listed below. Did you came up with a word that did not solve the clue? In case you did, worry not because we have the most recent and up-to

They arose from Ra's tears, according to Egyptian mythology NYT September 27, 2025 answer of They Arose From Ras Tears According To Egyptian Mythology clue in NYT Crossword Puzzle. There is One Answer total, Bees is the most recent and it has

If NEUTROGENA, BIC & VANS merged and opened a winery, they August 24, 2025 answer of If Neutrogena Bic Vans Merged And Opened A Winery They Would Sell clue in NYT Crossword Puzzle. There is One Answer total, Cabernetsauvignon is the

NYT Crossword Answers 09/06/25 The full solution for the NY Times September 06 2025 Crossword puzzle is displayed below. This puzzle was authored by Kunal Nabar and edited by Will Shortz. NYT Across Clues 1 They help

If HOSTESS & PETCO merged and became a medical supply August 24, 2025 answer of If Hostess Petco Merged And Became A Medical Supply Company They Would Sell clue in NYT Crossword Puzzle. There is One Answer total, Stethoscopes is

They're kept in the loop NYT Crossword Clue One Answer found for Theyre Kept In The Loop NYT Mini Crossword July 16, 2025 Clue. The most recent solution we have is the Belts

They may or may not happen NYT Crossword Clue They may or may not happen Crossword Clue Answers are listed below. Did you came up with a word that did not solve the clue? In case you did, worry not because we have the most recent

They have seniority NYT Crossword Clue They have seniority Crossword Clue Answers are listed below. Did you came up with a word that did not solve the clue? In case you did, worry not because we have the most recent and up-to

They're usually found to the left of Q's NYT Crossword Clue August 17, 2025 answer of Theyre Usually Found To The Left Of Qs clue in NYT Crossword Puzzle. There is One Answer total, Tabkeys is the most recent and it has 7 letters

They help you see the big picture Crossword Clue September 7, 2025 answer of They Help You See The Big Picture clue in NYT Crossword Puzzle. There are Two Answers total, Movietickets is the most recent and it has 12 letters

Lead-in to "they" NYT Crossword Clue Lead in to they Crossword Clue Answers are listed below. Did you came up with a word that did not solve the clue? In case you did, worry not because we have the most recent and up-to

They arose from Ra's tears, according to Egyptian mythology NYT September 27, 2025 answer of They Arose From Ras Tears According To Egyptian Mythology clue in NYT Crossword Puzzle. There is One Answer total, Bees is the most recent and it has

If NEUTROGENA, BIC & VANS merged and opened a winery, they August 24, 2025 answer of If Neutrogena Bic Vans Merged And Opened A Winery They Would Sell clue in NYT Crossword Puzzle. There is One Answer total, Cabernetsauvignon is the

NYT Crossword Answers 09/06/25 The full solution for the NY Times September 06 2025 Crossword puzzle is displayed below. This puzzle was authored by Kunal Nabar and edited by Will Shortz. NYT Across Clues 1 They help

If HOSTESS & PETCO merged and became a medical supply August 24, 2025 answer of If Hostess Petco Merged And Became A Medical Supply Company They Would Sell clue in NYT Crossword Puzzle. There is One Answer total, Stethoscopes is

They're kept in the loop NYT Crossword Clue One Answer found for Theyre Kept In The Loop NYT Mini Crossword July 16, 2025 Clue. The most recent solution we have is the Belts

They may or may not happen NYT Crossword Clue They may or may not happen Crossword Clue Answers are listed below. Did you came up with a word that did not solve the clue? In case you did, worry not because we have the most recent

They have seniority NYT Crossword Clue They have seniority Crossword Clue Answers are listed below. Did you came up with a word that did not solve the clue? In case you did, worry not because we have the most recent and up-to

They're usually found to the left of Q's NYT Crossword Clue August 17, 2025 answer of Theyre Usually Found To The Left Of Qs clue in NYT Crossword Puzzle. There is One Answer total, Tabkeys is the most recent and it has 7 letters

They help you see the big picture Crossword Clue September 7, 2025 answer of They Help You See The Big Picture clue in NYT Crossword Puzzle. There are Two Answers total, Movietickets is the most recent and it has 12 letters

Lead-in to "they" NYT Crossword Clue Lead in to they Crossword Clue Answers are listed below. Did you came up with a word that did not solve the clue? In case you did, worry not because we have the most recent and up-to-date

They arose from Ra's tears, according to Egyptian mythology NYT September 27, 2025 answer of They Arose From Ras Tears According To Egyptian Mythology clue in NYT Crossword Puzzle. There is One Answer total, Bees is the most recent and it has 4

If NEUTROGENA, BIC & VANS merged and opened a winery, they August 24, 2025 answer of If Neutrogena Bic Vans Merged And Opened A Winery They Would Sell clue in NYT Crossword Puzzle. There is One Answer total, Cabernetsauvignon is the most

NYT Crossword Answers 09/06/25 The full solution for the NY Times September 06 2025 Crossword puzzle is displayed below. This puzzle was authored by Kunal Nabar and edited by Will Shortz. NYT Across Clues 1 They help

If HOSTESS & PETCO merged and became a medical supply August 24, 2025 answer of If Hostess Petco Merged And Became A Medical Supply Company They Would Sell clue in NYT Crossword Puzzle. There is One Answer total, Stethoscopes is

They're kept in the loop NYT Crossword Clue One Answer found for Theyre Kept In The Loop NYT Mini Crossword July 16, 2025 Clue. The most recent solution we have is the Belts

They may or may not happen NYT Crossword Clue They may or may not happen Crossword Clue Answers are listed below. Did you came up with a word that did not solve the clue? In case you did, worry not because we have the most recent

They have seniority NYT Crossword Clue They have seniority Crossword Clue Answers are listed below. Did you came up with a word that did not solve the clue? In case you did, worry not because

we have the most recent and up-to

They're usually found to the left of Q's NYT Crossword Clue August 17, 2025 answer of They're Usually Found To The Left Of Qs clue in NYT Crossword Puzzle. There is One Answer total, Tabkeys is the most recent and it has 7 letters

They help you see the big picture Crossword Clue September 7, 2025 answer of They Help You See The Big Picture clue in NYT Crossword Puzzle. There are Two Answers total, Movietickets is the most recent and it has 12 letters

Lead-in to "they" NYT Crossword Clue Lead in to they Crossword Clue Answers are listed below. Did you came up with a word that did not solve the clue? In case you did, worry not because we have the most recent and up-to-date

They arose from Ra's tears, according to Egyptian mythology NYT September 27, 2025 answer of They Arose From Ras Tears According To Egyptian Mythology clue in NYT Crossword Puzzle. There is One Answer total, Bees is the most recent and it has 4

If NEUTROGENA, BIC & VANS merged and opened a winery, they August 24, 2025 answer of If Neutrogena Bic Vans Merged And Opened A Winery They Would Sell clue in NYT Crossword Puzzle. There is One Answer total, Cabernetsauvignon is the most

NYT Crossword Answers 09/06/25 The full solution for the NY Times September 06 2025 Crossword puzzle is displayed below. This puzzle was authored by Kunal Nabar and edited by Will Shortz. NYT Across Clues 1 They help

If HOSTESS & PETCO merged and became a medical supply August 24, 2025 answer of If Hostess Petco Merged And Became A Medical Supply Company They Would Sell clue in NYT Crossword Puzzle. There is One Answer total, Stethoscopes is

They're kept in the loop NYT Crossword Clue One Answer found for They're Kept In The Loop NYT Mini Crossword July 16, 2025 Clue. The most recent solution we have is the Belts

They may or may not happen NYT Crossword Clue They may or may not happen Crossword Clue Answers are listed below. Did you came up with a word that did not solve the clue? In case you did, worry not because we have the most recent

They have seniority NYT Crossword Clue They have seniority Crossword Clue Answers are listed below. Did you came up with a word that did not solve the clue? In case you did, worry not because we have the most recent and up-to

They're usually found to the left of Q's NYT Crossword Clue August 17, 2025 answer of They're Usually Found To The Left Of Qs clue in NYT Crossword Puzzle. There is One Answer total, Tabkeys is the most recent and it has 7 letters

They help you see the big picture Crossword Clue September 7, 2025 answer of They Help You See The Big Picture clue in NYT Crossword Puzzle. There are Two Answers total, Movietickets is the most recent and it has 12 letters

Related Articles

- [crack the code worksheet](#)
- [chapter 2 mesoporous silica mcm 41 si mcm 41](#)
- [zafo portable air conditioner manual](#)

[Back to Home](#)