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# Argumentation is not arguing: Introduction to Argumentation



LADY BRACKNELL: I dislike arguments of any kind. They are always vulgar, and often convincing.

Oscar Wilde: ***The Importance of Being Earnest***

## The Argument Sketch

From "Monty Python's Previous Record" and "Monty Python's Instant Record Collection"  
Originally transcribed by Dan Kay (dan@reed.uucp)

### **The Cast (in order of appearance.)**

**M= Man looking for an argument; R= Receptionist; Q= Abuser; A= Arguer (John Cleese)**

**M:** Ah. I'd like to have an argument, please.

**R:** Certainly sir. Have you been here before?

**M:** No, I haven't, this is my first time.

**R:** I see. Well, do you want to have just one argument, or were you thinking of taking a course?

**M:** Well, what is the cost?

**R:** Well, It's one pound for a five minute argument, but only eight pounds for a course of ten.

**M:** Well, I think it would be best if I perhaps started off with just the one and then see how it goes.

**R:** Fine. Well, I'll see who's free at the moment.

*Pause*

**R:** Mr. DeBakey's free, but he's a little bit conciliatory. Ahh, yes, Try Mr. Barnard; room 12.

**M:** Thank you. *(Walks down the hall. Opens door.)*

**Q:** WHAT DO YOU WANT?

**M:** Well, I was told outside that...

**Q:** Don't give me that, you snotty-faced heap of parrot droppings!

**M:** What?

**Q:** Shut your festering gob, you twit! Your type really makes me puke, you vacuous, coffee-nosed, malodorous, pervert!!!

**M:** Look, I CAME HERE FOR AN ARGUMENT, I'm not going to just stand...!!

**Q:** OH, oh I'm sorry, but this is abuse.

**M:** Oh, I see, well, that explains it.

**Q:** Ah yes, you want room 12A, just along the corridor.

**M:** Oh, Thank you very much. Sorry.

**Q:** Not at all.

**M:** Thank You. *(Under his breath)* Stupid git!! *(Walks down the corridor)*

**M:** *(Knock)*

**A:** Come in.

**M:** Ah, Is this the right room for an argument?

**A:** I told you once.

**M:** No you haven't.

**A:** Yes I have.

**M:** When?

**A:** Just now.

**M:** No you didn't.

**A:** Yes I did.

**M:** You didn't

**A:** I did!  
**M:** You didn't!  
**A:** I'm telling you I did!  
**M:** You did not!!  
**A:** Oh, I'm sorry, just one moment. Is this a five minute argument or the full half hour?  
**M:** Oh, just the five minutes.  
**A:** Ah, thank you. Anyway, I did.  
**M:** You most certainly did not.  
**A:** Look, let's get this thing clear; I quite definitely told you.  
**M:** No you did not.  
**A:** Yes I did.  
**M:** No you didn't.  
**A:** Yes I did.  
**M:** No you didn't.  
**A:** Yes I did.  
**M:** No you didn't.  
**A:** Yes I did.  
**M:** You didn't.  
**A:** Did.  
**M:** Oh look, this isn't an argument.  
**A:** Yes it is.  
**M:** No it isn't. It's just contradiction.  
**A:** No it isn't.  
**M:** It is!  
**A:** It is not.  
**M:** Look, you just contradicted me.  
**A:** I did not.  
**M:** Oh you did!!  
**A:** No, no, no.  
**M:** You did just then.  
**A:** Nonsense!  
**M:** Oh, this is futile!  
**A:** No it isn't.  
**M:** I came here for a good argument.  
**A:** No you didn't; no, you came here for an argument.  
**M:** An argument isn't just contradiction.  
**A:** It can be.  
**M:** No it can't. An argument is a connected series of statements intended to establish a proposition.  
**A:** No it isn't.  
**M:** Yes it is! It's not just contradiction.  
**A:** Look, if I argue with you, I must take up a contrary position.  
**M:** Yes, but that's not just saying 'No it isn't.'  
**A:** Yes it is!

**M:** No it isn't!

**A:** Yes it is!

**M:** Argument is an intellectual process. Contradiction is just the automatic gainsaying of any statement the other person makes. *(short pause)*

**A:** No it isn't.

**M:** It is.

**A:** Not at all.

**M:** Now look.

**A:** *(Rings bell)* Good Morning.

**M:** What?

**A:** That's it. Good morning.

**M:** I was just getting interested.

**A:** Sorry, the five minutes is up.

**M:** That was never five minutes!

**A:** I'm afraid it was.

**M:** It wasn't.

*Pause*

**A:** I'm sorry, but I'm not allowed to argue anymore.

**M:** What?!

**A:** If you want me to go on arguing, you'll have to pay for another five minutes.

**M:** Yes, but that was never five minutes, just now. Oh come on!

**A:** *(Hums)*

**M:** Look, this is ridiculous.

**A:** I'm sorry, but I'm not allowed to argue unless you've paid!

**M:** Oh, all right. *(pays money)*

**A:** Thank you. *(short pause)*

**M:** Well?

**A:** Well what?

**M:** That wasn't really five minutes, just now.

**A:** I told you, I'm not allowed to argue unless you've paid.

**M:** I just paid!

**A:** No you didn't.

**M:** I DID!

**A:** No you didn't.

**M:** Look, I don't want to argue about that.

**A:** Well, you didn't pay.

**M:** Aha. If I didn't pay, why are you arguing? I got you!

**A:** No you haven't.

**M:** Yes I have. If you're arguing, I must have paid.

**A:** Not necessarily. I could be arguing in my spare time.

**M:** Oh I've had enough of this.

**A:** No you haven't.

**M:** Oh Shut up. *(walks out)*

**Argumentation is for solving problems, not just for getting one's own way.**

**Arguments to Assert** (to state or declare positively )

"To assert what you think and believe can help you gain credibility as a thoughtful participant in discussion and contribute toward arguing to inquire. In short, honest assertions can be useful to offer and helpful to learn. Almost any assertion can lead to a prolonged discussion or a well-developed piece of writing. But arguments to assert usually begin with an assertion instead of being composed to arrive at one." (Miller, 9)

**Arguments to Prevail** (1: to gain ascendancy through strength or superiority 2 : to be or become effective or effectual)

"When most people think of formal arguments, they think of arguments whose primary purpose is to prevail. The most common example is an argument made in a legal case." (Miller, 9)

"You can probably think of many occasions during which you might need to use argument to prevail. For example:

Getting admitted to a school to which you want to transfer

Winning a required debate in a course in political science or communications

Retaining your ability to drive after having been ticketed for speeding" (Miller, 10)

**Arguments to Inquire** (1: seek for information by questioning 2 : to make investigation )

"To write an effective argument of inquiry requires researching the topic and examining the issues surrounding it. It might require using evidence, but the evidence might be used to *illustrate* a point rather than to support it....

What is especially noteworthy about an argument to inquire is that your own position might change or evolve as you examine the topic and go through the process of planning, writing, and revising your argument." (Miller, 12)

**Arguments to Negotiate and Reconcile** (negotiate: to confer with another so as to arrive at the settlement of some matter / reconcile: to restore to friendship or harmony)

"Arguing to negotiate differences is sometimes called Rogerian argument, after the influential psychotherapist Carl Rogers, who emphasized the importance of communication to resolve conflicts. Rogers believed that most people are so ready "to judge, to evaluate, to approve or disapprove" that they fail to understand what others think. He urged people to "listen with understanding" and recommended a model for communication in which listeners are required to restate what others have said before offering their own views....

It is extremely hard to listen when feelings are strong. The greater the conflict, the greater the chance of misinterpreting what others have said....

Although arguing to negotiate differences is especially useful in public affairs, ... it can also be useful when resolving differences that may arise in your daily life. Examples include the following:

Establishing helpful rules that can keep roommates living together peacefully

Distributing responsibilities fairly among coworkers to improve morale

Convincing your family to stop fighting with one another to develop a better relationship (Miller, 13-15)

Miller, Robert K. The Informed Argument. Boston: Heinle Cengage Learning, 2007.

Whenever you read an argument, you must ask yourself, "is this persuasive? If so, to whom?" There are several ways to appeal to an audience. Among them are appealing to logos, ethos and pathos. These appeals are prevalent in almost all arguments.

<b>To Appeal to Logic (logos)</b>	<b>To Develop Ethos</b>	<b>To Appeal to Emotion (pathos)</b>
Theoretical, abstract language  Denotative meanings/reasons  Literal and historical analogies  Definitions  Factual data and statistics  Quotations  Citations from experts and authorities  Informed opinions	Language appropriate to audience and subject  Restrained, sincere, fair minded presentation  Appropriate level of vocabulary  Correct grammar	Vivid, concrete language  Emotionally loaded language  Connotative meanings  Emotional examples  Vivid descriptions  Narratives of emotional events  Emotional tone  Figurative language
	<b>Effect</b>	
Evokes a cognitive, rationale response	Demonstrates author's reliability, competence, and respect for the audience's ideas and values through reliable and appropriate use of support and general accuracy	Evokes an emotional response

## Definitions

**Logos:** The Greek word logos is the basis for the English word logic. Logos is a broader idea than formal logic--the highly symbolic and mathematical logic that you might study in a philosophy course. Logos refers to any attempt to appeal to the intellect, the general meaning of "logical argument." Everyday arguments rely heavily on ethos and pathos, but academic arguments rely more on logos. Yes, these arguments will call upon the writers' credibility and try to touch the audience's emotions, but there will more often than not be logical chains of reasoning supporting all claims.

**Ethos:** Ethos is related to the English word ethics and refers to the trustworthiness of the speaker/writer. Ethos is an effective persuasive strategy because when we believe that the speaker does not intend to do us harm, we are more willing to listen to what s/he has to say. For example, when a trusted doctor gives you advice, you may not understand all of the medical reasoning behind the advice, but you nonetheless follow the directions because you believe that the doctor knows what s/he is talking about. Likewise, when a judge comments on legal precedent audiences tend to listen because it is the job of a judge to know the nature of past legal cases.

**Pathos:** Pathos is related to the words pathetic, sympathy and empathy. Whenever you accept a claim based on how it makes you feel without fully analyzing the rationale behind the claim, you are acting on pathos. They may be any emotions: love, fear, patriotism, guilt, hate or joy. A majority of arguments in the popular press are heavily dependent on pathetic appeals. The more people react without full consideration for the WHY, the more effective an argument can be. Although the pathetic appeal can be manipulative, it is the cornerstone of moving people to action. Many arguments are able to persuade people logically, but the apathetic audience may not follow through on the call to action. Appeals to pathos touch a nerve and compel people to not only listen, but to also take the next step and act in the world.

## Examples of Logos, Ethos and Pathos

### Logos

Let us begin with a simple proposition: What democracy requires is public debate, not information. Of course it needs information too, but the kind of information it needs can be generated only by vigorous popular debate. We do not know what we need to know until we ask the right questions, and we can identify the right questions only by subjecting our ideas about the world to the test of public controversy. Information, usually seen as the precondition of debate, is better understood as its by product. When we get into arguments that focus and fully engage our attention, we become avid seekers of relevant information. Otherwise, we take in information passively--if we take it in at all.

Christopher Lasch, "The Lost Art of Political Argument"

## **Ethos**

My Dear Fellow Clergymen:

While confined here in Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely."...Since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statement in what I hope will be patient and reasonable in terms.

I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against "outsiders coming in."...I, along with several members of my staff, am here because I was invited here. I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Martin Luther King, Jr. "Letter from Birmingham Jail"

## **Pathos**

For me, commentary on war zones at home and abroad begins and ends with personal reflections. A few years ago, while watching the news in Chicago, a local news story made a personal connection with me. The report concerned a teenager who had been shot because he had angered a group of his male peers. This act of violence caused me to recapture a memory from my own adolescence because of an instructive parallel in my own life with this boy who had been shot. When I was a teenager some thirty-five years ago in the New York metropolitan area, I wrote a regular column for my high school newspaper. One week, I wrote a column in which I made fun of the fraternities in my high school. As a result, I elicited the anger of some of the most aggressive teenagers in my high school. A couple of nights later, a car pulled up in front of my house, and the angry teenagers in the car dumped garbage on the lawn of my house as an act of revenge and intimidation.

James Garbarino "Children in a Violent World: A Metaphysical Perspective"



## Using Rhetorical Strategies for Persuasion 1

There are three types of rhetorical appeals, or persuasive strategies, used in arguments to support claims and respond to opposing arguments. A good argument will generally use a combination of all three appeals to make its case.

### Logos

Logos or the appeal to reason relies on logic or reason. Logos often depends on the use of inductive or deductive reasoning.

Inductive reasoning takes a specific representative case or facts and then draws generalizations or conclusions from them. Inductive reasoning must be based on a sufficient amount of reliable evidence, in other words the facts you draw on must fairly represent the larger situation or population. Example:

*Fair trade agreements have raised the quality of life for coffee producers, so fair trade agreements could be used to help other farmers as well.*

In this example the specific case of fair trade agreements with coffee producers is being used as the starting point for the claim. Because these agreements have worked the author concludes that it could work for other farmers as well.

Deductive reasoning begins with a generalization and then applies it to a specific case. The generalization you start with must have been based on a sufficient amount of reliable evidence. Example:

*Genetically modified seeds have caused poverty, hunger, and a decline in bio-diversity everywhere they have been introduced, so there is no reason the same thing will not occur when genetically modified corn seeds are introduced in Mexico.*

In this example the author starts with a large claim, that genetically modified seeds have been problematic everywhere, and from this draws the more localized or specific conclusion that Mexico will be affected in the same way.

### Avoid Logical Fallacies

These are some common errors in reasoning that will undermine the logic of your argument. Also, watch out for these slips in other people's arguments.

**Slippery slope:** This is a conclusion based on the premise that if A happens, then eventually through a series of small steps, through B, C,..., X, Y, Z will happen, too, basically equating A and Z. So, if we don't want Z to occur A must not be allowed to occur either. Example:

*If we ban Hummers because they are bad for the environment eventually the government will ban all cars, so we should not ban Hummers.*

## Using Rhetorical Strategies for Persuasion 2

In this example the author is equating banning Hummers with banning all cars, which is not the same thing.

**Hasty Generalization:** This is a conclusion based on insufficient or biased evidence. In other words, you are rushing to a conclusion before you have all the relevant facts. Example:

*Even though it's only the first day, I can tell this is going to be a boring course.*

In this example the author is basing their evaluation of the entire course on only one class, and on the first day which is notoriously boring and full of housekeeping tasks for most courses. To make a fair and reasonable evaluation the author must attend several classes, and possibly even examine the textbook, talk to the professor, or talk to others who have previously finished the course in order to have sufficient evidence to base a conclusion on.

**Post hoc ergo propter hoc:** This is a conclusion that assumes that if 'A' occurred after 'B' then 'B' must have caused 'A.' Example:

*I drank bottled water and now I am sick, so the water must have made me sick.*

In this example the author assumes that if one event chronologically follows another the first event must have caused the second. But the illness could have been caused by the burrito the night before, a flu bug that had been working on the body for days, or a chemical spill across campus. There is no reason, without more evidence, to assume the water caused the person to be sick.

**Genetic Fallacy:** A conclusion is based on an argument that the origins of a person, idea, institute, or theory determine its character, nature, or worth. Example:

*The Volkswagen Beetle is an evil car because it was originally designed by Hitler's army.*

In this example the author is equating the character of a car with the character of the people who built the car.

**Begging the Claim:** The conclusion that the writer should prove is validated within the claim. Example:

*Filthy and polluting coal should be banned.*

Arguing that coal pollutes the earth and thus should be banned would be logical. But the very conclusion that should be proved, that coal causes enough pollution to warrant banning its use, is already assumed in the claim by referring to it as "filthy and polluting."

**Circular Argument:** This restates the argument rather than actually proving it. Example:

*George Bush is a good communicator because he speaks effectively.*

In this example the conclusion that Bush is a "good communicator" and the evidence used to prove it "he speaks effectively" are basically the same idea. Specific evidence such as using everyday language, breaking down complex problems, or illustrating his points with humorous stories would be needed to prove either half of the sentence.

**Either/or:** This is a conclusion that oversimplifies the argument by reducing it to only two sides or choices. Example:

*We can either stop using cars or destroy the earth.*

In this example where two choices are presented as the only options, yet the author ignores a range of choices in between such as developing cleaner technology, car sharing systems for necessities and emergencies, or better community planning to discourage daily driving.

**Ad hominem:** This is an attack on the character of a person rather than their opinions or arguments. Example:

*Green Peace's strategies aren't effective because they are all dirty, lazy hippies.*

In this example the author doesn't even name particular strategies Green Peace has suggested, much less evaluate those strategies on their merits. Instead, the author attacks the characters of the individuals in the group.

**Ad populum:** This is an emotional appeal that speaks to positive (such as patriotism, religion, democracy) or negative (such as terrorism or fascism) concepts rather than the real issue at hand. Example:

*If you were a true American you would support the rights of people to choose whatever vehicle they want.*

In this example the author equates being a "true American," a concept that people want to be associated with, particularly in a time of war, with allowing people to buy any vehicle they want even though there is no inherent connection between the two.

**Red Herring:** This is a diversionary tactic that avoids the key issues, often by avoiding opposing arguments rather than addressing them. Example:

*The level of mercury in seafood may be unsafe, but what will fishers do to support their families.*

In this example the author switches the discussion away from the safety of the food and talks instead about an economic issue, the livelihood of those catching fish. While one

issue may effect the other it does not mean we should ignore possible safety issues because of possible economic consequences to a few individuals.

## **Ethos**

Ethos or the ethical appeal is based on the character, credibility, or reliability of the writer. There are many ways to establish good character and credibility as an author:

- Use only credible, reliable sources to build your argument and cite those sources properly.
- Respect the reader by stating the opposing position accurately.
- Establish common ground with your audience, often this can be done by acknowledging values and beliefs shared by those on both sides of the argument.
- If appropriate for the assignment, disclose why you are interested in this topic or what personal experiences you have had with the topic.
- Organize your argument in a logical, easy to follow manner. You can use the Toulmin method of logic or a simple pattern such as chronological order, most general to most detailed example, earliest to most recent example, etc.
- Proofread the argument. Too many careless grammar mistakes cast doubt on your character as a writer.

## **Pathos**

Pathos or the emotional appeal appeals to an audience's needs, values, and emotional sensibilities.

Argument emphasizes reason, but used properly there is often a place for emotion as well. Emotional appeals can use sources such as interviews and individual stories to paint a more legitimate and moving picture of reality or illuminate the truth. For example, telling the story of a single child who has been abused may make for a more persuasive argument than simply the number of children abused each year because it would give a human face to the numbers.

Only use an emotional appeal if it truly supports the claim you are making, not as a way to distract from the real issues of debate. An argument should never use emotion to misrepresent the topic or frighten people.

**If You Can Convince Mom and Dad,  
YOU CAN CONVINCE ANYONE!**

The purpose of this assignment is to persuade your parents and/or guardian (you may work with one parent/guardian if you prefer) to allow you to do something they do not want you to do. The form of the assignment will be a one-page (minimum) letter to your parents in which you attempt to win their permission. You may use the personal letter form or a business format. The final draft must be typed.

Remember that the audience, of course, will be your parents - - an audience opposed to what you have to say. You must speak directly to them and use forceful, but respectful and appropriate language, to convince them of your side of the issue. Finally, follow this procedure:

1. Get a list of opposing arguments from your parents. The more arguments they provide, the easier your task will probably be. I'll help you out by writing an explanatory letter for you to take home (it is attached).
2. Turn in your parents' list with the final copy of your letter. Your letter will not be graded, however, until you have shared it with your parents and obtained a parental signature.

Grading Scale

Opposing Arguments List from your parents – 10 points

Signature on your final letter – 10 points

Content of your letter – 40 points

Presentation of your argument – 40 points

**TOTAL – 100 points**

## Daily Schedule

- Day One: Work in groups/pairs to brainstorm at least 10 things that your parents will not let you do (or 10 things that you don't want to do that your parents want you to do.)
- Share ideas with the class.
- Choose one argument that you will take home to your parent(s). They will give you a list of opposing arguments (hopefully, 708 reasons why you can or cannot do something). Please ask them to **sign** their list of reasons and bring the list to class the next day.
- Day Two: In class, you will begin your letter to your parent(s) trying to convince them of your argument. ***You must address each opposing argument that they have given you.*** Try to give reasons that refute what they have said. Be forceful in your writing, yet respectful . . . these are your parents!
- A rough draft is due at the end of the hour. If you finish early, let me see what you have written.
- Day Three: Peer editing. .
- You should also have a conference with me. While everyone else is peer editing, one person at a time should conference with me. I'll try to give you some of my ideas.
- Day Four: Re-write and polish your rough draft. You may begin typing if you wish. The paper is due at the end of hour. You will take the letter home and you must let your parents read your letter and then **sign** the bottom indicating that they have read it.
- Day Five: Signed persuasive letter is due.

Dear Parents and Guardians,

The students are currently working on persuasive writing. A major problem in this kind of writing is anticipating the arguments of the “other side” and responding satisfactorily to those arguments.

We would appreciate your assistance for one writing assignment. Since almost all teenagers would very much like to do one thing that their parents have forbidden, I have chosen that parent-child scenario for this persuasive writing assignment. Your son or daughter is to choose the specific topic. As preparation, he or she will ask you to list all of your reasons for opposition. I’ve suggested below how such a scenario might go.

**Student Topic:** *I want to redecorate my room.*

**Possible Parental objections:**

1. It’s too expensive.
2. You never even clean your room; why decorate?
3. You already spend too much time there. We only see you at meals as it is now.
4. You never spend any time in your room; why should we bother?
5. Your brother (sister) is going to feel left out. We can’t start redecorating everyone’s room.
6. Your taste in interior decoration is questionable. We can’t paint ceilings and walls in school colors or indulge in other such fads.
7. I’ll end up doing all the work. I don’t have the time or the energy.
8. It’ll cost too much.
9. I said “No!”

Some of your objections may be difficult to refute, but don’t hold back. Students need to be challenged by realistic opposition.

After students have brought in your arguments, they will write letters to you answering those objections. I am requiring your son or daughter to show you this final letter. Your signature on that letter indicating that you have read it will be satisfactory. A written response to your son or daughter would be delightful.

Thank you for your support!

Sincerely yours,

# Rhetoric Out on the Town!

**Set-up:** You will be working in groups of 2, 3, or 4 people, of your own choosing. You will need a digital camera (most likely), a few hours over the weekend, stuff to write with, and your imaginations.

**Task:** Your group is to spend a lovely few hours this weekend around town(s), going to stores, going to restaurants, being on the roads, walking the downtowns, looking for examples of rhetoric (in pictures and/or writing) as you do so.

When you see a good example of rhetoric in action, take a picture of it and record when and where you found it. If you can't reasonably capture its essence by photography, explain in great detail what it is you've found.

For each example (you'll have 5 examples when you're finished, minimum), you'll then need to type up answers to each of the following questions, a paragraph or two for each question:

- 1) Why do you think this is an example of rhetoric?
- 2) What is the message being given by this example?
- 3) Who is the audience/target for this particular example?
- 4) What techniques did the creator(s) of this example use to get this message across?
- 5) Could other techniques be used more effectively, do you think? If so, what would you have done differently?

**Due Date:** On (date), you'll present your findings to the class (summarizing your paragraphs, not reading them) and then turn in the following:

- A cover sheet explaining who the group members are and the places you looked for examples.
- A page for each example, including the digital picture you took and the answers to the questions.

**Assessment:**

Following Directions  
Creativity in finding examples of Rhetoric  
Full explanations for each question, for each example  
Presentation to the class  
Mechanics/Conventions





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## Literature Review Templates:

### How to Present What 'They' Say

*This handout will provide templates for introducing and discussing sources ('they') when writing a literature review. These templates help writers summarize and synthesize the arguments and ideas of their sources in order to help the writer establish credibility and provide a solid background for a research paper or project.*

## THEY SAY: Reporting what authors are saying about a topic

### VERB TENSE & SOURCES

- **APA:** In APA, when you discuss cited sources, you are required to use PAST TENSE (e.g., Smith **argued**) or PRESENT PERFECT TENSE (e.g., Smith [and Jones] **has [have] argued**). See pg. 33 in the APA Manual for more information.
- **MLA:** Generally, in MLA, when you discuss cited sources, use PRESENT TENSE (e.g. Smith **believes**). PRESENT PERFECT TENSE can also be used, but definitively there are no rules for verb tense and sources in the MLA Handbook.

### Introducing an Ongoing Debate

#### APA

- In discussion of X, one controversial issue has been \_\_\_\_\_. On the one hand, \_\_\_\_\_ argued \_\_\_\_\_. On the other hand, \_\_\_\_\_ contended \_\_\_\_\_. Some researchers, such as \_\_\_\_\_, have maintained \_\_\_\_\_.

#### MLA

- When it comes to the topic of \_\_\_\_\_, most of expert/scholars/researchers will readily agree that \_\_\_\_\_. Where this agreement usually ends, however, is on the question of \_\_\_\_\_. Whereas some are convinced that \_\_\_\_\_, others maintain that \_\_\_\_\_.

### Templates for Introducing What "They Say"

- A number of sociologists have recently suggested that X's work has several fundamental problems. [*The underlined word can be replaced with other nouns appropriate to your field of study—researchers, scientists, politicians, feminists, etc.*]
- It has become common today to dismiss X's contribution to the field of \_\_\_\_\_.
- In their recent work, Y and Z have offered harsh critiques of X for \_\_\_\_\_.

### Templates for Introducing “Standard Views”

Standard views are views that have become so widely accepted that by now it is essentially the conventional way of thinking about a topic. [*The underlined word can be replaced with other nouns appropriate to your field of study—researchers, scientists, politicians, feminists, etc.*]

- Americans today tend to believe that \_\_\_\_\_
- Conventional wisdom has it that \_\_\_\_\_.
- The standard way of thinking about topic X has been \_\_\_\_\_.
- Many students assume that \_\_\_\_\_.

### Introducing Quotations and Summaries

#### APA [notice the verbs are past tense]

- She demonstrated that \_\_\_\_\_.
- In X’s study of \_\_\_\_\_, she found that \_\_\_\_\_.
- They argued \_\_\_\_\_.

#### MLA [notice the verbs are in present tense]

- \_\_\_\_\_, he admits.
- He states, \_\_\_\_\_.

### Verbs for Introducing Summaries and Quotations

#### Verbs for Making a Claim

Argue	Insist
Assert	Observe
Believe	Remind us
Claim	Report
Emphasize	Suggest

#### Verbs for Questioning or Disagreeing

Complain	Question
Complicate	Refute
Contend	Reject
Contradict	Renounce
Deny	Repudiate
Deplore the tendency to	
Disavow	

#### Verbs for Expressing Agreement

Acknowledge	Endorse
Admire	Extol
Agree	Praise
Celebrate the fact that	Reaffirm
Corroborate	Support
Do not deny	Verify

#### Verbs for Making Recommendations

Advocate	Implore
Call for	Plead
Demand	Recommend
Encourage	Urge
Exhort	Warn

### Frame Every Quote

Since quotations do not speak for themselves, you need to build a frame around them in which you do that speaking for them. You need to make a ‘quotation sandwich’ [*Introduction-quotation-explanation*]. Introduce the quotation adequately by explaining who is speaking and setting up what the quotation says. Then follow up with explaining why you consider the quotation important and what you take it to say. [*The ( ) represents the placement of your in-text citation.*]

### For introducing quotations

#### APA

- X (year) stated, “\_\_\_\_\_” (p. #).
- As the prominent researcher/scholar X (year) put it, “\_\_\_\_\_” (p. #).
- According to X (year), “\_\_\_\_\_” (p. #).

- X (year) himself wrote, “ \_\_\_\_\_ ” (p. #).
- In her book, \_\_\_\_\_, X (year) maintained that “ \_\_\_\_\_ ” (p. #).

#### **MLA**

- In X’s view, “ \_\_\_\_\_ ” (page #).
- X agrees when she writes, “ \_\_\_\_\_ ” (page #).
- X disagrees when he writes, “ \_\_\_\_\_ ” (page #).
- X complicates matters further when she writes, “ \_\_\_\_\_ ” (page #).

#### **For explaining quotations**

- Basically, X is saying \_\_\_\_\_.
- In other words, X believes \_\_\_\_\_.
- In making this comment, X argues that \_\_\_\_\_.
- X is insisting that \_\_\_\_\_.
- X’s point is that \_\_\_\_\_.
- The essence of X’s argument is that \_\_\_\_\_.

**DO NOT** introduce quotations by saying something like “X asserts an idea that” or “A quote by X says.” Introductory phrases like these are both redundant and misleading.

#### **Additional Resources**

American Psychological Association. *Publication Manual of the American Psychological Association*. 5<sup>th</sup> ed. Washington, D.C.: American Psychological Association, 2001. Print.

Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. New York: W. W. Norton & Company, 2006. Print.

Modern Language Association of America, The. *MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: The Modern Language Association of America, 2009. Print.

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Created by Keva Sherven for the UWC—April 2010

Most of the examples are taken directly from *They Say, I Say* by Graff & Birkenstein

## Templates to Declare the Writer's Position:

### How to Present What 'I' Say

*This handout will provide templates for introducing and discussing you own ideas as a writer ('I') when writing a paper that requires the writer's response to or stance/position on a topic. These templates help writers agree, disagree, or both agree and disagree with sources in order to declare their position relative to the views they've summarized or quoted.*

**I SAY: a writer offering his/her own argument as a response to what 'they' said**

**Experienced writers know how to express their thoughts. Since academic writing, broadly speaking, is argumentative, college writers need to argue well. Thus, writers need to be able to assert their own ideas as well as enter the ongoing conversation (they say) of a topic and use the ideas of others as a launching pad for furthering their ideas. Many times the use of "I" is appropriate; however, check with your professor.**

#### Disagreeing, with Reasons

- I think X is mistaken because she overlooks \_\_\_\_\_.
- X's claim that \_\_\_\_\_ rests upon the questionable assumption that \_\_\_\_\_.
- I disagree with X's view that \_\_\_\_\_ because, as recent research has shown, \_\_\_\_\_.
- X contradicts himself/can't have it both ways. On the one hand, he argues \_\_\_\_\_. But on the other hand, he also says \_\_\_\_\_.
- By focusing on \_\_\_\_\_, X overlooks the deeper problem of \_\_\_\_\_.
- X claims \_\_\_\_\_, but we don't need him to tell us that. Anyone familiar with \_\_\_\_\_ has long known that \_\_\_\_\_.

#### Agreeing

- I agree that \_\_\_\_\_ because my experience \_\_\_\_\_ confirms it.
- X is surely right about \_\_\_\_\_ because, as she may not be aware, recent studies have shown that \_\_\_\_\_.
- X's theory of \_\_\_\_\_ is extremely useful because it shed insight on the difficult problem of \_\_\_\_\_.
- I agree that \_\_\_\_\_, a point that needs emphasizing since so many people believe \_\_\_\_\_.
- Those unfamiliar with this school of thought may be interested to know that it basically boils down to \_\_\_\_\_.

#### Agreeing and Disagreeing Simultaneously

- Although I agree with X up to a point, I cannot accept his overall conclusion that \_\_\_\_\_.
- Although I disagree with much that X says, I fully endorse his final conclusion that \_\_\_\_\_.
- Though I concede that \_\_\_\_\_, I still insist that \_\_\_\_\_.
- X is right that \_\_\_\_\_, but she seems on more dubious ground when she claims that \_\_\_\_\_.
- While X is probably wrong when she claims that \_\_\_\_\_, she is right that \_\_\_\_\_.
- Whereas X provides ample evidence that \_\_\_\_\_, Y and Z's research on \_\_\_\_\_ and \_\_\_\_\_ convinces me that \_\_\_\_\_ instead.
- I'm of two minds about X's claims that \_\_\_\_\_. On the one hand, I agree that \_\_\_\_\_. On the other hand, I'm not sure if \_\_\_\_\_.
- My feelings on the issue are mixed. I do support X's position that \_\_\_\_\_, but I find Y's arguments about \_\_\_\_\_ and Z's research on \_\_\_\_\_ to be equally persuasive.

### Signaling who is Saying What in Your Own Writing

- X argues \_\_\_\_\_.
- According to both X and Y \_\_\_\_\_.
- Politicians, X argues, should \_\_\_\_\_.
- Most athletes will tell you that \_\_\_\_\_.
- My own view, however, is that \_\_\_\_\_.
- I agree, as X may not realize, that \_\_\_\_\_.
- X is right that \_\_\_\_\_.
- X's assertion that \_\_\_\_\_ does not fit the facts.
- Anyone familiar with \_\_\_\_\_ should agree that \_\_\_\_\_.
- But \_\_\_\_\_ are real, and are arguably the most significant factor in \_\_\_\_\_.

### Indicate Multiple Perspectives—"I" versus "They" [p.70]

Point-of-view clues in the text that clearly separates the views of the writer ("I") from those of source authors ("they").

- X overlooks what I consider an important point about \_\_\_\_\_.
- My own view is that what X insists is a \_\_\_\_\_ is in fact a \_\_\_\_\_.
- I wholeheartedly endorse what X calls \_\_\_\_\_.
- These conclusions, which X discusses in \_\_\_\_\_, add weight to the argument that \_\_\_\_\_.

### Entertaining Objections

Notice that the following examples are not attributed to any specific person or group, but to "skeptics," "readers," or "many". This kind of nameless, faceless naysayer is appropriate in some cases.

- Yet some readers may challenge my view that \_\_\_\_\_. After all, many believe that \_\_\_\_\_. Indeed, my own argument that \_\_\_\_\_ seems to ignore \_\_\_\_\_ and \_\_\_\_\_.
- Of course, many will probably disagree with this assertion that \_\_\_\_\_.

### Naming Your Naysayers

The underlined words can be interchanged with another specific group.

- Here many feminists would probably object that \_\_\_\_\_.
- But social Darwinists would certainly taken issue with the argument that \_\_\_\_\_.
- Biologists, of course, may want to dispute my claim that \_\_\_\_\_.
- Nevertheless, both followers and critics of Malcolm X will probably suggest otherwise and argue that \_\_\_\_\_.

### To minimize stereotyping...

- Although not all Christians think alike, some of them will probably dispute my claim that \_\_\_\_\_.
- Non-native English speakers are so diverse in their views that it's hard to generalize about them, but some are likely to object on the grounds that \_\_\_\_\_.

### Making Concessions While Still Standing Your Ground

- Although I grant that \_\_\_\_\_, I still maintain that \_\_\_\_\_.
- Proponents of X are right to argue that \_\_\_\_\_. But they exaggerate when they claim 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 \_\_\_\_\_.

### Indicating Who Cares

Underlined words can be replaced with other groups or references to certain people.

- \_\_\_\_\_ used to think \_\_\_\_\_. But recently [or within the past few decades], \_\_\_\_\_ suggests that \_\_\_\_\_.
- This interpretation challenges the work of those critics who have long assumed that \_\_\_\_\_.
- These findings challenge the work of earlier researchers, who tended to assume that \_\_\_\_\_.
- Recent studies like these shed new light on \_\_\_\_\_, which previous studies had not addressed.
- These findings challenge dieters' common assumption that \_\_\_\_\_.
- At first glance, teenagers might say \_\_\_\_\_. But on closer inspection.

### Why Your Claim Matters

- X matters/is important because \_\_\_\_\_.
- Although X might seem trivial, it is in fact crucial in terms of today's concern over \_\_\_\_\_.
- Ultimately, what is at stake here is \_\_\_\_\_.
- These findings have important consequences for the broader domain of \_\_\_\_\_.
- My discussion of X is in fact addressing the larger matter of \_\_\_\_\_.
- These conclusions/This discovery will have significant applications in \_\_\_\_\_ as well as in \_\_\_\_\_.

### So What and Who Cares

- Although X may seem of concern to only a small group of \_\_\_\_\_, it should in fact concern anyone who cares about \_\_\_\_\_.

### Page References for *They Say, I Say*

- Pages 1-47 contain "They Say" templates and explanations
- Pages 51-97 contain "I Say" templates and explanations
- Pages 101-135 contain "Tying it All Together" templates and explanations
- Pages 163-176 contain the Index of Templates use in the book

### Additional Resources

Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. New York: W. W. Norton & Company, 2006. Print.

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# Useful Templates

Need help getting started on a paper and/or making certain rhetorical moves in your paper? These templates might help!

## **INTRODUCING WHAT "THEY SAY"**

- A number of sociologists have recently suggested that X's work has several fundamental problems.
- It has become common today to dismiss X's contribution to this field of sociology.
- In their recent work, Y and Z have offered harsh critiques of Dr. X for \_\_\_\_\_.

## **INTRODUCING "STANDARD VIEWS"**

- Americans today tend to believe that \_\_\_\_\_.
- Conventional wisdom has it that \_\_\_\_\_.
- Common sense seems to dictate that \_\_\_\_\_.
- The standard way of thinking about topic X has it that \_\_\_\_\_.
- It is often said that \_\_\_\_\_.
- My whole life I have heard it said that \_\_\_\_\_.
- You would think that \_\_\_\_\_.
- Many people assumed that \_\_\_\_\_.

## **MAKING WHAT "THEY SAY" SOMETHING YOU SAY**

- I've always believed that \_\_\_\_\_.
- When I was a child, I used to think that \_\_\_\_\_.
- Although I should know better by now, I cannot help thinking that \_\_\_\_\_.
- At the same time that I believe \_\_\_\_\_, I also believe \_\_\_\_\_.

## **INTRODUCING SOMETHING IMPLIED OR ASSUMED**

- Although none of them have ever said it so directly, my teachers have often given me the impression that \_\_\_\_\_.
- One implication of X's treatment of \_\_\_\_\_ is that \_\_\_\_\_.
- Although X does not say so directly, she apparently assumes that \_\_\_\_\_.
- While they rarely admit as much, \_\_\_\_\_ often take for granted that \_\_\_\_\_.

## **INTRODUCING AN ONGOING DEBATE**

- In discussions of X, one controversial issue has been \_\_\_\_\_. On one hand, \_\_\_\_\_ argues \_\_\_\_\_. On the other hand, \_\_\_\_\_ contends \_\_\_\_\_. Others even maintain \_\_\_\_\_. My own view is \_\_\_\_\_.
- When it comes to the topic of \_\_\_\_\_, most of us will readily agree that \_\_\_\_\_. Where this agreement usually ends, however, is on the question of \_\_\_\_\_. Whereas some are convinced that \_\_\_\_\_, others maintain that \_\_\_\_\_.
- In conclusion then, as I suggested earlier, defenders of \_\_\_\_\_ can't have it both ways. Their assertion that \_\_\_\_\_ is contradicted by their claim that \_\_\_\_\_.

## **CAPTURING AUTHORIAL ACTION**

- X acknowledges that \_\_\_\_\_.
- X agrees that \_\_\_\_\_.
- X argues that \_\_\_\_\_.
- X believes that \_\_\_\_\_.
- X denies/does not deny that \_\_\_\_\_.
- X complains that \_\_\_\_\_.
- X concedes that \_\_\_\_\_.
- X demonstrates that \_\_\_\_\_.
- X deplores the tendency to \_\_\_\_\_.
- X celebrates the fact that \_\_\_\_\_.
- X emphasizes that \_\_\_\_\_.

Courtesy the Odegaard Writing & Research Center (<http://www.depts.washington.edu/owrc>)  
Adapted from Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter In Academic Writing*.  
New York: W. W. Norton & Company, 2006.

**CAPTURING AUTHORIAL ACTION cont.**

- X insists that \_\_\_\_\_.
- X observes that \_\_\_\_\_.
- X questions whether \_\_\_\_\_.
- X refutes the claim that \_\_\_\_\_.
- X reminds us that \_\_\_\_\_.
- X reports that \_\_\_\_\_.
- X suggests that \_\_\_\_\_.
- X urges us to \_\_\_\_\_.

**INTRODUCING QUOTATIONS**

- X states, "\_\_\_\_\_."
- As the prominent philosopher X puts it, "\_\_\_\_\_."
- According to X, "\_\_\_\_\_."
- X himself writes, "\_\_\_\_\_."
- In her book, \_\_\_\_\_, X maintains that "\_\_\_\_\_."
- Writing the journal *Commentary*, X complains that, "\_\_\_\_\_."
- In X's view, "\_\_\_\_\_."
- X agrees when she writes, "\_\_\_\_\_."
- X disagrees when he writes, "\_\_\_\_\_."
- X complicates matters further when he writes, "\_\_\_\_\_."

**EXPLAINING QUOTATIONS**

- Basically, X is saying \_\_\_\_\_.
- In other words, X believes \_\_\_\_\_.
- In making this comment, X argues that \_\_\_\_\_.
- X is insisting that \_\_\_\_\_.
- X's point is that \_\_\_\_\_.
- The essence of X's argument is that \_\_\_\_\_.

**DISAGREEING, WITH REASONS**

- I think X is mistaken because she overlooks \_\_\_\_\_.
- X's claim that \_\_\_\_\_ rests upon the questionable assumption that \_\_\_\_\_.
- I disagree with X's view that \_\_\_\_\_ because, as recent research has shown, \_\_\_\_\_.
- X contradicts herself/can't have it both ways. On the one hand, she argues \_\_\_\_\_. But on the other hand, she also says \_\_\_\_\_.
- By focusing on \_\_\_\_\_, X overlooks the deeper problem of \_\_\_\_\_.
- X claims \_\_\_\_\_, but we don't need him to tell us that. Anyone familiar with \_\_\_\_\_ has long known that \_\_\_\_\_.

**AGREEING—WITH A DIFFERENCE**

- I agree that \_\_\_\_\_ because my experience \_\_\_\_\_ confirms it.
- X is surely right about \_\_\_\_\_ because, as she may not be aware, recent studies have shown that \_\_\_\_\_.
- X's theory of \_\_\_\_\_ is extremely useful because it sheds insight on the difficult problem of \_\_\_\_\_.
- I agree that \_\_\_\_\_, a point that needs emphasizing since so many people believe \_\_\_\_\_.
- Those unfamiliar with this school of thought may be interested to know that it basically boils down to \_\_\_\_\_.
- If group X is right that \_\_\_\_\_, as I think they are, then we need to reassess the popular assumption that \_\_\_\_\_.

**EMBEDDING VOICE MARKERS**

- X overlooks what I consider an important point about \_\_\_\_\_.
- My own view is that what X insists is a \_\_\_\_\_ is in fact a \_\_\_\_\_.
- I wholeheartedly endorse what X calls \_\_\_\_\_.
- These conclusions, which X discusses in \_\_\_\_\_, add weight to the argument that \_\_\_\_\_.

Courtesy the Odegaard Writing & Research Center (<http://www.depts.washington.edu/owrc>)  
 Adapted from Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter In Academic Writing*.  
 New York: W. W. Norton & Company, 2006.



### **AGREEING AND DISAGREEING SIMULTANEOUSLY**

- Although I agree with X up to a point, I cannot accept his overall conclusion that \_\_\_\_\_.
- Although I disagree with much that X says, I fully endorse his final conclusion that \_\_\_\_\_.
- Though I concede \_\_\_\_\_, I still insist that \_\_\_\_\_.
- Whereas X provides ample evidence that \_\_\_\_\_, Y and Z's research on \_\_\_\_\_ and \_\_\_\_\_ convinces me that \_\_\_\_\_ instead.
- X is right that \_\_\_\_\_, but she seems on more dubious ground when she claims that \_\_\_\_\_.
- While X is probably wrong when she claims that \_\_\_\_\_, she is right that \_\_\_\_\_.
- I'm of two minds about X's claim that \_\_\_\_\_. On the one hand, I agree that \_\_\_\_\_. On the other hand, I'm not sure if \_\_\_\_\_.
- 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.

### **SIGNAL WHO IS SAYING WHAT**

- X argues \_\_\_\_\_.
- According to both X and Y, \_\_\_\_\_.
- Politicians \_\_\_\_\_, X argues, should \_\_\_\_\_.
- Most athletes will tell you that \_\_\_\_\_.
- My own view, however, is that \_\_\_\_\_.
- I agree, as X may not realize, that \_\_\_\_\_.
- But \_\_\_\_\_ are real, and arguably, the most significant factor in \_\_\_\_\_.
- But X is wrong that \_\_\_\_\_.
- However, it is simply not true that \_\_\_\_\_.
- Indeed, it is highly likely that \_\_\_\_\_.
- But the view that \_\_\_\_\_ does not fit all the facts.
- X is right that \_\_\_\_\_.
- X is wrong that \_\_\_\_\_.
- X is both right and wrong that \_\_\_\_\_.
- Yet a sober analysis of the matter reveals \_\_\_\_\_.
- Nevertheless, new research shows \_\_\_\_\_.
- Anyone familiar with \_\_\_\_\_ should see that \_\_\_\_\_.

### **ENTERTAINING OBJECTIONS**

- At this point I would like to raise some objections that have been inspired by the skeptic in me. She feels that I have been ignoring \_\_\_\_\_. "\_\_\_\_\_, " she says to me, "\_\_\_\_\_."
- Yet some readers may challenge the view that \_\_\_\_\_. After all, many believe \_\_\_\_\_. Indeed, my own argument that \_\_\_\_\_ seems to ignore \_\_\_\_\_ and \_\_\_\_\_.
- Of course, many will probably disagree with this assertion that \_\_\_\_\_.

### **NAMING YOUR NAYSAYERS**

- Here many *feminists* would probably object that \_\_\_\_\_.
- But *social Darwinists* would certainly take issue with the argument that \_\_\_\_\_.
- *Biologists*, of course, may want to dispute my claim that \_\_\_\_\_.
- Nevertheless, both *followers and critics of Malcolm X* will probably argue that \_\_\_\_\_.
- Although not all *Christians* think alike, some of them will probably dispute my claim that \_\_\_\_\_.
- *Non-native English speakers* are so diverse in their views that it's hard to generalize about them, but some are likely to object on the grounds that \_\_\_\_\_.

### **INTRODUCING OBJECTIONS INFORMALLY**

- But is my proposal realistic? What are the chances of its actually being adopted?
- Yet is it always true that \_\_\_\_\_? Is it always the case, as I have been suggesting, that \_\_\_\_\_?
- However, does the evidence I've cited prove conclusively that \_\_\_\_\_?
- "Impossible," you say. "Your evidence must be skewed."

## **MAKING CONCESSIONS WHILE STILL STANDING YOUR GROUND**

- Although I grant that \_\_\_\_\_, I still maintain that \_\_\_\_\_.
- Proponents of X are right to argue that \_\_\_\_\_. But they exaggerate when they claim 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 \_\_\_\_\_.

## **INDICATING WHO CARES**

- \_\_\_\_\_ used to think \_\_\_\_\_. But recently [or within the past few decades] \_\_\_\_\_ suggests that \_\_\_\_\_.
- What this new research does, then, is correct the mistaken impression, held by many earlier researchers, that \_\_\_\_\_.
- These findings challenge the work of earlier researchers, who tended to assume that \_\_\_\_\_.
- Recent studies like these shed new light on \_\_\_\_\_, which previous studies had not addressed.
- Researchers have long assumed that \_\_\_\_\_. For instance, one eminent scholar of cell biology, \_\_\_\_\_, assumed in \_\_\_\_\_, her seminal work on cell structures and functions that fat cells \_\_\_\_\_. As \_\_\_\_\_ herself put it, "\_\_\_\_\_" (200). Another leading scientist, \_\_\_\_\_, argued that fat cells "\_\_\_\_\_" (200). Ultimately, when it came to the nature of fat, the basic assumption was that \_\_\_\_\_.
- If sports enthusiasts stopped to think about it, many of them might simply assume that the most successful athletes \_\_\_\_\_. However, new research shows \_\_\_\_\_.
- These findings challenge dieter's common assumptions that \_\_\_\_\_.
- At first glance, teenagers appear to \_\_\_\_\_. But on closer inspection \_\_\_\_\_.

## **ESTABLISHING WHY YOUR CLAIM MATTERS**

- X matters/is important because \_\_\_\_\_.
- Although X may seem trivial, it is in fact crucial in terms of today's concern over \_\_\_\_\_.
- Ultimately, what is at stake here is \_\_\_\_\_.
- These findings have important consequences for the broader domain of \_\_\_\_\_.
- My discussion of X is in fact addressing the larger matter of \_\_\_\_\_.
- These conclusions/This discovery will have significant applications in \_\_\_\_\_ as well as in \_\_\_\_\_.
- Although X may seem of concern to only a small group of \_\_\_\_\_, it should in fact concern anyone who cares about \_\_\_\_\_.

## **ADDING METACOMMENTARY**

- In other words,
- What \_\_\_\_\_ really means by this is
- Essentially, I am arguing that
- My point is not that we should \_\_\_\_\_, but that we should \_\_\_\_\_.
- What \_\_\_\_\_ really means is \_\_\_\_\_.
- In other words, \_\_\_\_\_.
- To put it another way, \_\_\_\_\_.
- In sum, then, \_\_\_\_\_.
- My conclusion, then, is that, \_\_\_\_\_.
- In short, \_\_\_\_\_.
- What is more important, \_\_\_\_\_.
- Incidentally, \_\_\_\_\_.
- By the way, \_\_\_\_\_.
- Chapter 2 explores, \_\_\_\_\_, while Chapter 3 examines \_\_\_\_\_.
- Having just argued that \_\_\_\_\_, let us now turn our attention to \_\_\_\_\_.
- Although some readers may object that \_\_\_\_\_, I would answer that \_\_\_\_\_.