# History Essay Outline

CD = Concrete Detail (proof, evidence & facts)
CM = Commentary or analysis (what do the details suggest / imply?)

## Essay Question:

### Introduction

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<th>Statement of Context:</th>
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1. ______________________  2. ______________________  3. ______________________

### Body #1

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<th>Topic Sentence (taken from statement of organization #1):</th>
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Conclusion Sentence (Statement linking above facts to thesis):

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<th>Topic Sentence (taken from statement of organization #2):</th>
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<td>Body # 2 (Contd.)</td>
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<tr>
<td><strong>Conclusion Sentence (Statement linking above facts to thesis):</strong></td>
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<tr>
<td><strong>Topic Sentence (taken from statement of organization #3):</strong></td>
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<th>Body # 3</th>
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<tr>
<td><strong>Conclusion Sentence (Statement linking above facts to thesis):</strong></td>
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<table>
<thead>
<tr>
<th>Conclusion</th>
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<tbody>
<tr>
<td><strong>Return to thesis statement – revisit, summarize, extend, and elaborate:</strong></td>
</tr>
<tr>
<td><strong>Statement of Significance – Why is this question important? So what? Why ask it? Why answer it?</strong></td>
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What does a good essay need?

An academic essay aims to persuade readers of an idea based on evidence.

An academic essay should answer a question or task.

- It should have a thesis statement (answer to the question) and an argument.
- It should try to present or discuss something: to develop a thesis via a set of closely related points by reasoning and evidence.
- An academic essay should include relevant examples, supporting evidence and information from academic texts or credible sources.

1. Starting the essay

Although there are some basic steps to writing an assignment, essay writing is not a linear process. You might work through the different stages a number of times in the course of writing an essay.

Start work early

You can’t write a successful essay unless you give yourself enough time to read, research, think and write. Don’t procrastinate or leave it until the last minute; start as early as possible.

Define the question and analyse the task

Writing down everything you know about a topic is not enough to make a good academic essay. Analysing, then answering the essay’s question or task is central.

- Be sure that you understand exactly what the question requires you to do.
- Identify the key words (like discuss or analyse) and clarify the approach you are required to take.

See The Learning Centre guide ‘Answering Assignment Questions’

Construct an initial plan

Your starting point for an essay is your initial response to the topic or question. This response is based on what you already know. However, this is only the starting point. You then need to research, question your response and find some answers.

Draw up an initial essay plan:

- Work out your initial thoughts and ideas about the topic and write a preliminary essay plan to help guide your research.
- An essay plan can help you work out how you will answer the question and which information you will use. Essay plans also help with structuring an essay.

As you begin to write and research your plan will probably change.

See The Learning Centre guide Essay & Assignment Planning
2. Researching the topic

A feature of most academic writing is that it draws on the work of other writers and researchers. Therefore, reading and researching are vital to essay writing. Researching provides the knowledge and evidence that allows you to develop a thesis and argument to answer the essay question.

Reading for the essay

Start reading early so you have plenty of time to familiarise yourself with the topic and develop your ideas. When you look at your readings more closely, remember to read with a purpose. Ask yourself:

- What do I already know about the topic?
- What do I need to read to be able to answer the essay question?
- Is this material useful to my topic/argument?
- Can I use this material to support my answer?

Make notes from the readings

It’s important to take/make notes from what you read. Your notes will be the basis of your essay.

Don’t take notes during your first reading. If you are reading photocopies, underline or highlight relevant information. You can return to it when you re-read and take notes.

Always make notes with the question clearly in mind. You must use evidence to support your argument, so look carefully for relevant information. This can include summaries or direct quotes from texts, useful examples, case studies or statistics.

Make a note of any sources of information. Copy down the bibliographic details of everything you read. Include author, date, title, publisher and place of publication. For journal articles, include volume and issue numbers. This will help with referencing.

See The Learning Centre guide Effective Note-making from Written Text

3. Organising your ideas

Begin organising your research and ideas into an answer.

Essay plans

After you’ve researched and your ideas are more developed, write a second essay plan. It will help you work out how to answer the question and how the essay will be structured. After you do some research and notemaking, draw up a second plan:

- Decide on a possible answer to the question (in terms of the research you have done)
- Decide on the information you will use to answer the question.
- Look through your notes and choose examples to provide evidence to support your answer
- Decide which points you will discuss, and in which order
- Write all this down in point form and this will be your essay plan

Reading lists

If you are given a list of suggested readings, consult as many as possible. Otherwise, locate relevant material in the library. Use the catalogue to perform topic and subject searches. Once you have your readings:

- use the table of contents and the index to find relevant material
- skim through the text to locate specific information
- when you find something you need to read closely, flag the pages with a post-it note so you can return for a close reading
- photocopy useful sections of texts so you can underline and make notes.

Thinking it through

Essay writing requires both creative and critical thinking.

- Creative thinking encourages you to broaden your ideas. Try techniques like brainstorming or mind mapping.
- Critical thinking encourages you to narrow the focus or scope of your ideas (for example, asking why an example is important to your argument).

Your essay should be balanced: that is, it should include a range of information and viewpoints from different authors that explore the key arguments and relevant aspects of a particular topic.

Don’t only include evidence that agrees with what you are arguing; if there are different or opposing views, then they need to be examined.

You need to evaluate differing arguments - explain why one argument is more convincing than another and how they relate to the conclusion your essay arrives at.
4. Writing the essay

Drafting

Write a first draft to try out the structure and framework of your essay. A draft essay will help you work out how you will answer the question and which evidence and examples you will use; and how your argument will be structured.

Once you have a draft, you can work on writing well. Your first draft will not be your final essay; think of it as raw material you will refine through editing and redrafting.

Structure

Structure your essay to communicate your ideas and answer the question. All essays should include the following structure:

1. Introduction
   The introduction moves from general to specific. This is where you:
   - open with a short orientation (introduce the topic area(s) with a general, broad opening sentence (or two));
   - answer the question with a thesis statement; and
   - provide a summary or ‘road map’ of your essay (keep it brief, but mention all the main ideas).

2. Body
   The body of your essay consists of paragraphs. Each is a building block in the construction of your argument. The body is where you:
   - answer the question by developing a discussion.
   - show your knowledge and grasp of material you have read.
   - offer exposition and evidence to develop your argument.
   - use relevant examples and authoritative quotes.

   If your question has more than one part, structure the body into sections that deal with each part of the question.

3. Conclusion
   The conclusion moves from specific to general. It should:
   - restate your answer to the question;
   - re-summarise the main points and;
   - include a final, broad statement (about possible implications, future directions for research, to qualify the conclusion etc).

   However, NEVER introduce new information or ideas in the conclusion - its purpose is to round off your essay by summing up.

Essay paragraphs

Each paragraph in the body of the essay should deal with one main point/ aspect of your answer.

Each paragraph should contain:

1. a topic sentence that states the main or controlling idea;
2. supporting sentences to explain and develop the point you’re making;
3. evidence. Most of the time, your point should be supported by some form of evidence from your reading, or by an example drawn from the subject area.
4. analysis. Don’t just leave the evidence hanging there - analyse and interpret it! Comment on the implication/significance/impact.

Finish off the paragraph with a critical conclusion you have drawn from the evidence.

Tips for effective writing

Start writing early - the earlier the better. Starting cuts down on anxiety, beats procrastination, and gives you time to develop your ideas.

Don’t try to write an essay from beginning to end (especially not in a single study session). Begin with what you are ready to write - a plan, a sentence. Start with the body and work paragraph by paragraph.

Write the introduction and conclusion after the body. Once you know what your essay is about, then write the introduction and conclusion.

Keep the essay’ question in mind. Don’t lose track of the question or task. Keep it in mind as you draft and edit and work out your argument.

Revise your first draft extensively. Make sure the entire essay flows and that the paragraphs are in a logical order.

Put the essay aside for a few days. This allows you to consider your essay with a fresh eye.

Proof-read your final draft carefully. Check spelling and punctuation.
5. Referencing the essay

All academic essays MUST contain references. Referencing guards against plagiarism, a serious academic offence.

Make sure you are familiar with the referencing style your Faculty or School requires; many will have guides specifying the system they prefer. Often Schools/Faculties don’t mind which system you use as long as it is consistent. If this is the case, use the system you are most comfortable with.

See The Learning Centre guides on plagiarism and on various citation styles

6. Editing the essay

Most essays are dramatically improved by careful editing. If possible, put your essay aside for a few days before you begin to edit. This gives you time to think further about your answer and arguments and return to your work with a fresh perspective.

Don’t panic if/when you find faults in your essay - this is part of the process. If you find that you need more information, or your argument has holes in it, keep calm and concentrate on fixing the problem.

Once you have a well-organised and fairly complete draft:

- Check the overall structure of your essay; does it have a clear introduction, body and conclusion?
- Make sure that each paragraph has a clear main point that relates to the argument. Make sure that the paragraphs are arranged in logical sequence.
- Revise sentences. Make sure the words you use mean what you think they mean. Check punctuation and spelling. A good dictionary is a useful tool.
- Check transition signals. Be sure that a reader can follow the sequence of ideas from sentence to sentence, and from paragraph to paragraph.

Questions to ask yourself

- Have I answered the question as directly and comprehensively as possible?
- Does the argument make sense? Is it balanced and well researched?
- Is the evidence relevant to and supportive of my argument?
- Have I used a consistent citation style? Have I referenced all my quotes and paraphrases?
- If there were any special instructions or guidelines for this assignment, have I followed them?
- Have I remained within the set word limit?

7. Handing the essay in

You haven’t completed your assignment until you’ve handed it in.

It’s important to READ the assignment guidelines in your course outlines and to follow them. Find out how your lecturer/tutor would like assignments presented, and make sure you comply with their requirements.

In general:

- Make sure you know the date the assignment is due. Submitting late work usually incurs a late penalty.
- Make sure you know where and to whom your assignment should be submitted.
- Most assignments require a cover sheet (available from your school office).
- Don’t submit your essay in a plastic folder or sleeve (unless you are asked to do so).
- Ensure your essay is formatted correctly. Use double-line spacing and a readable font (size 12 at least). Number pages and set wide margins.
- Print on one side of the page only.
- Staple your essay in the top left-hand corner.
- Keep an extra copy for yourself.

References

University of Toronto Writing Centre, Some General Advice on Academic Essay Writing, Online resource accessed 1999.

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The Quote Sandwich

Guidelines for Quotations:
To ensure that your reader fully understands how the quote you are using supports your thesis, you must smoothly incorporate the quote into your paragraph; otherwise, your reader may be left unsure of why you used the quote. The “quote sandwich” is a method, similar to PIE, that aids you in effectively adding quotes. See below for a further explanation.

Introduce It!
Before adding in your quote introduce it with a signal phrase and a reporting verb. (See the following page for some examples).
Ex: Robin Lakoff argues that.

Quotation
After you have introduced your quote with a signal phrase or reporting verb add in your quote! Ex: Robin Lakoff argues that “[c]ultural bias was built into the language we were allowed to speak about, and the ways were spoken of” (152).

Explain It!
Now that you’ve added in your quote, explain why the quote is important. What do you think it means? How does it connect with your thesis? (Your explanation should be at least as long, or longer that the quote itself)
Introducing Quotations

To guarantee that your reader *clearly follows* your writing, you should introduce your quotes with a *signal phrase*, *reporting verb*, or both (as shown in the *quote sandwich*) rather than simply plopping the quote down. If you add in a quote without any sort of introduction, your reader may not understand *how* the quote connects to your paragraph, even if it makes sense to you (think of it as similar to a random thought in a conversation).

Below are examples of signal phrases and reporting verbs that you can use to introduce your quotes:

<table>
<thead>
<tr>
<th>Signal Phrases</th>
<th>Reporting Verbs</th>
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<tbody>
<tr>
<td>• According to…</td>
<td>Acknowledges</td>
</tr>
<tr>
<td>• In her article…</td>
<td>Argues</td>
</tr>
<tr>
<td>• In the opinion of (author’s name)…</td>
<td>Believes</td>
</tr>
<tr>
<td>• (Author’s name) suggests that…</td>
<td>Compares</td>
</tr>
<tr>
<td>• (Author’s name) argues that…</td>
<td>Denies</td>
</tr>
<tr>
<td>• (Author’s name) + (a reporting verb from the right)</td>
<td>Endorses</td>
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For Example:

Dwight Bolinger notes that “in a society where women and farmers are regarded as inferior, sex differences and occupational differences become class differences” (99).

Malcolm X writes, “I was so fascinated that I went on- I copied the dictionary’s next page. And the same experience came when I studied that. With every succeeding page, I also learned of people and places and events from history” (89).

Elizabeth Wong comments “The language was a source of embarrassment. More times than not, I had tried to dissociate myself from the nagging, loud voice that followed me wherever I wandered in the nearby American supermarket outside Chinatown” (291).

1 Adapted from *Texts and Contexts*
Punctuating Quotes

In addition to incorporating quotes with the quote sandwich, and introducing them with signal phrases and reporting verbs, there are a few punctuation rules to keep in mind.

The first time you reference an article (or other text) you need to give the name(s) of the author(s), the title of the article, and the name of the magazine or book (if you know it).

Introduce the Author

The first time you use a quote from an article, you need to use the author’s first and last name. (The next time you use a quote from that author, only use the last name.)

How to Punctuate Titles

Put the names of articles, essays, poems, essays, and chapters in quotation marks:

“Talking Like a Lady”
“Dialect”
“Mother Tongue”
“Black Hair”

Underline or italicize the titles of books, movies, magazines, newspapers, periodicals, and musical albums:

Our America
San Francisco Chronicle
The Great Gatsby
The Godfather

The Quote Itself:

• Put quotation marks “ ” around the quote and use the author’s exact words
• After the quote, put the page number in parentheses, and the period after the parentheses.

Other Notes:

• Insert ellipses (…) wherever you delete any words from the original quotation
• Use brackets ([ ]) to add words or substitute words in the original quotation.

Lastly… ADD IN YOUR EXPLANATION!

Once you’ve made sure to punctuate your quotes correctly, explain them!! (The last part of the quote sandwich.)
Literature Review Templates:

How to Present What ‘They’ Say

The following templates help writers introduce and discuss sources (‘they’) when writing a literature review. Additionally, 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

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<thead>
<tr>
<th>Argue</th>
<th>Insist</th>
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<td>Assert</td>
<td>Observe</td>
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<tr>
<td>Believe</td>
<td>Remind us</td>
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<tr>
<td>Claim</td>
<td>Report</td>
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<tr>
<td>Emphasize</td>
<td>Suggest</td>
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Verbs for Expressing Agreement

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<th>Acknowledge</th>
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<td>Extol</td>
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<td>Agree</td>
<td>Praise</td>
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<td>Celebrate the fact that</td>
<td>Reaffirm</td>
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<tr>
<td>Corroborate</td>
<td>Support</td>
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<tr>
<td>Do not deny</td>
<td>Verify</td>
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Verbs for Questioning or Disagreeing

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<th>Complain</th>
<th>Question</th>
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<td>Complicate</td>
<td>Refute</td>
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<tr>
<td>Contend</td>
<td>Reject</td>
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<tr>
<td>Contradict</td>
<td>Renounce</td>
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<tr>
<td>Deny</td>
<td>Repudiate</td>
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<tr>
<td>Deplore the tendency to</td>
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<td>Disavow</td>
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Verbs for Making Recommendations

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<th>Advocate</th>
<th>Implore</th>
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<td>Call for</td>
<td>Plead</td>
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<tr>
<td>Demand</td>
<td>Recommend</td>
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<tr>
<td>Encourage</td>
<td>Urge</td>
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<tr>
<td>Exhort</td>
<td>Warn</td>
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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


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

The following templates help writers introduce and discuss your own ideas as a writer (‘I’) when writing a paper that requires the writer’s response to or stance/position on a topic. Furthermore, 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

“I” can be used in well-grounded and well supported arguments just as those that don’t use “I”. Some occasions may warrant avoiding first person (“I”). Overuse of “I” can also result in a monotonous series of “I” statements—“I believe, I think, I argue”. It is a good idea to mix first-person assertions with assertions that signal your position without using “I”.

- 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 ______.

Templates for 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 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 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 finding 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

Created by Keva Sherven for the UWC—April 2010
Most of the examples are taken directly from *They Say, I Say* by Graff & Birkenstein