*Need help making certain rhetorical moves? Try any of these templates, but they’re flexible so rewrite as needed. As you become more experienced and confident in your writing and in using sources, they will come naturally.*

**“THEY SAY” TEMPLATES**

**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 (or group of people) 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 \_\_\_\_\_\_\_\_\_.
* 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 he/she has not said it directly, the author has given 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 \_\_\_\_\_\_\_\_\_.
* 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 \_\_\_\_\_\_\_\_\_.

**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.
* 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 dieters’ common assumptions that \_\_\_\_\_\_\_\_\_.
* At first glance, teenagers appear to \_\_\_\_\_\_\_\_\_. But on closer inspection \_\_\_\_\_\_\_\_\_.

**ESTABLISHING WHY ISSUE OR CLAIM MATTERS (X being the topic/debate or your claim)**

* 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 \_\_\_\_\_\_\_\_\_.
* The 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 \_\_\_\_\_\_\_\_\_, is should in fact concern anyone who cares about \_\_\_\_\_\_\_\_\_.

**“I SAY” TEMPLATES**

**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 boils down to \_\_\_\_\_\_\_\_\_.
* If group X is right that \_\_\_\_\_\_\_\_\_, as I think they are, then we need to reassess the popular assumption that \_\_\_\_\_\_\_\_\_.

**AGREEING AND DISAGREEING SIMUTANEOUSLY**

* 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.

**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 \_\_\_\_\_\_\_\_\_.

**ENTERTAINING OBJECTIONS & NAMING NAYSAYERS**

* 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 \_\_\_\_\_\_.
* 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 the 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 the 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 \_\_\_\_\_\_\_\_\_.

**RESPONDING TO OBJECTIONS & NAYSAYERS**

* [Person/group] claims that \_\_\_\_\_\_\_\_\_\_. However, this objection is not valid because \_\_\_\_\_\_\_.
* [Person/group]’s argument implies that \_\_\_\_\_\_. Yet, we must take into account \_\_\_\_\_\_\_\_.
* [Person/group] interprets these results to mean that \_\_\_\_\_\_\_. However, this interpretation is questionable because \_\_\_\_\_\_\_\_.
* Critics/supporters of \_\_\_\_\_\_\_\_ argue that \_\_\_\_\_. But what they fail to acknowledge is \_\_\_\_\_\_\_.

**TRANSITIONS:**

* **Comparative:**  both, like, likewise, similarly, in the same way, however, although, alternatively, unlike, in a different way, neither, either
* **Addition or Series:** as well as, in addition, initially, first…. second, next, moreover, furthermore, besides
* **Illustration:** for example, except for, specifically, in particular, for instance, namely, of course
* **Restatement or Clarification:** that is, in other words, to put it differently, more simply, clearly
* **Cause or Effect:** because, therefore, consequently, so, accordingly, hence, since, for, subsequently, as a result
* **Contrast:** yet, however, nevertheless, nonetheless, although, on the contrary, despite
* **Conclusion or Summary:** in conclusion, clearly, thus, finally, altogether
* **Essentials:** basically, best, central, crucial, foremost, fundamental, leading, major, principal, significant.
* **Time:** occasionally, often, while, now, then, at that time, when, since, meanwhile, eventually, finally, later, afterward

{Adapted from *They Say/I Say: The Moves that Matter in Academic Writing* by Gerald Graff and Dana Birkenstein}