

They Say, I Say: Important concepts

Reading from *They Say, I Say*

Reading Packet:

9/4: 1-15: What a template is
How to use a template
Entering the conversation
Template for producing a sound argument (9)
Do Ex. 1 for homework

Bittman

9/9: 19-29: What context is
What return sentences are
What “standard views” are
How to contradict yourself
Basic template for opening a debate (26)
Ex. 1 (28) in class

Singer

9/11: 30-41: summarizing
Ex. In class
“believing game”
Neutral tone
Having no agenda
“Closest cliché” syndrome (33)
Quotation verbs (39-40)

9/16: 42-51: Quoting
Be relevant
Frame q’s – no “hit-and-run” q’s (45)

Leonhardt

9/18:
In-Class work on summarizing and quoting

9/30: Apply concepts to reading

Hoffman

10/2: 55-67: 3 Ways to Respond

Mental map

Disagree but not mere contradiction

1. The “duh” move
2. The “twist it” move

Agree but make it different

1. Point out unnoticed things
2. Use templates (62)

Disagree and agree at the same time

1. Tip one way or the other (65)
2. Maintain mixed feelings (66)

Undecided

1. Could sound evasive or weak
2. Could sound sophisticated

10/9: And Yet 68-77; IMHO 167-172

Voice markers (70)

Using “I” in academic writing (73)

Not using “I” in Academic writing

Templates (74)

10/14: Skeptics May Object 78-91

Concept of “naysaying”

Concept of concession

Planting a naysayer in your text and why

Templates (82-3)

It’s ok to “stereotype”

Have naysayer speak directly (85)

Can’t ignore possible objections

Have to answer objections

Showing respect for readers

Represent objections fairly

1. Back to believing game

2. Back to avoiding “closest cliché” syndrome

NO mocking naysayers or being sarcastic

Making concessions (89)

10/30: So What? Who Cares? 92-101

Johns

Why it matters

So what?

How to turn a “little idea” into something that matters to all of us

It’s all about audience

Templates (95)

11/21, 22: As a Result 105-120

Graff

Not just transitions but transitional statements and ¶s

List of transitions (109-110)

“Pointing” words (112)

Repeat key terms and phrases

12/3, 4: Motivation

Asche

173-183

Deciphering the conversation

Developing an accurate reading of the writer’s intent

Writer’s agenda

Writer’s thesis