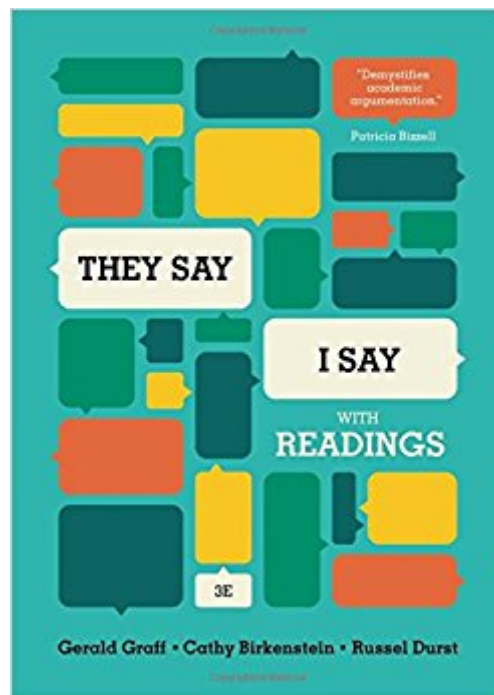


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"They Say / I Say": The Moves That Matter In Academic Writing, With Readings (Third Edition)



Synopsis

The best-selling text/reader on academic writing. "They Say / I Say" with Readings shows that writing well means mastering some key rhetorical moves, the most important of which is to summarize what others have said ("they say") in order to set up one's own argument ("I say"). Templates help students make these moves in their own writing, and 50 readings demonstrate the moves and prompt students to think and write.

Book Information

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The best tribute to "They Say / I Say" I've heard is this, from a student: "This is one book I'm not selling back to the bookstore." Nods all around the room. The students love this book. --Christine Ross, Quinnipiac University
The argument of this book is important--that there are "moves" to academic writing . . . and that knowledge of them can be generative. The template format is a good way to teach and demystify the moves that matter. I like this book a lot. --David Bartholomae, University of Pittsburgh
A brilliant book. . . . It's like a membership card in the academic club. --Eileen Seifert, DePaul University
Demystifies academic argumentation. --Patricia Bizzell, College of the Holy Cross
"This book demystifies rhetorical moves, tricks of the trade that many students are unsure about. It's reasonable, helpful, nicely written . . . and hey, it's true. I would have found it immensely helpful myself in high school and college. --Mike Rose, University of California, Los Angeles
The best tribute to They Say / I Say I've heard is this, from a student: This is one book I'm not selling back to the bookstore. Nods all around the room. The students love this book. --Christine Ross, Quinnipiac University
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academic writing . . . and that knowledge of them can be generative. The template format is a good way to teach and demystify the moves that matter. I like this book a lot. --David Bartholomae, University of Pittsburgh"A brilliant book. . . . It's like a membership card in the academic club. --Eileen Seifert, DePaul University"Students need to walk a fine line between their work and that of others, and this book helps them walk that line, providing specific methods and techniques for introducing, explaining, and integrating other voices with their own ideas. --Libby Miles, University of Rhode Island"This book uncovers the rhetorical conventions that transcend disciplinary boundaries, so that even freshmen, newcomers to the academy, are immediately able to join in the conversation. --Margaret Weaver, Missouri State University" --This text refers to an out of print or unavailable edition of this title.

Gerald Graff, a professor of English and education at the University of Illinois at Chicago and 2008 president of the Modern Language Association of America, has had a major impact on teachers through such books as *Professing Literature: An Institutional History*, *Beyond the Culture Wars: How Teaching the Conflicts Can Revitalize American Education*, and *Clueless in Academe: How Schooling Obscures the Life of the Mind*. Cathy Birkenstein is a lecturer in English at the University of Illinois at Chicago. She has published essays on writing in *College English*, and, with Gerald Graff in *The Chronicle of Higher Education*, *Academe*, and *College Composition and Communication*. Russel Durst, who edited the readings in *"They Say / I Say" with Readings*, is head of the English Department at the University of Cincinnati, where he teaches courses in composition, writing pedagogy and research, English linguistics, and the Hebrew bible as literature. A past president of the National Conference on Research in Language and Literacy, he is the author of several books, including *Collision Course: Conflict, Negotiation, and Learning in College Composition*.

I am in a Ph.D. program at Cornell University, but having already completed an undergrad and a Master's degree, I thought my writing was pretty good. However, after using the tips from this book, my Ivy League professor told me my work had substantially improved. I absolutely recommend this book to anyone looking to improve their writing. I also recommend *"Making Sense in the Life Sciences: A Student's Guide to Writing and Research"* for anyone looking to help organize lots of information into a logical flow/argument.

I am writing my dissertation for my doctorate and this book is GREAT because it helps with writers

block. It gives you phrases to help you get your thoughts going. It is extremely well organized and has been mentioned in several You Tube instructional videos I have watched.

This is a great book to help teach students how to frame arguments. This is my third copy. I lost one loaning it out at work (I'm an educator), another I gave to my younger brother when he went away to college. I bought it again to use with Kelly Gallagher's "Staying true to what works in the ELA classroom". The sentence frames really are the most useful aspects of this book. I have to teach argumentative writing and the frames help me to model good writing to my students. It's a great tool to have on hand. Short and sweet.

Perfect for high school and community college classes. Initially I was skeptical when I chose this for my remedial community college writing course. But when the course was over, many of the students told me how much they enjoyed using and learning from TSIS. It's clearly laid out, easy to follow, instructors do not even need a supplemental text, short articles are included in the back.

The book has good recommendations for writers of research, but most of the templates I have used. The problem I have with the Kindle Edition is that it says you can use the Kindle for PC version for Windows 8 or 10. Well, when I try to open it on my PC, it says it does not work for Windows 8 or 10. So I have to read it on my phone, which is an IOS 7, but that's still quite small to read on. SMH.

This is a very approachable and helpful introduction to academic writing. It contains many concrete "templates" for organizing a student's ideas and sources into a conversation aimed at proving a thesis. I use it to provide a basic structure for writing. I find it is best used in conjunction with other examples of excellent writing so that students can see that good writing needs a clear structure ("They Say/I Say's" focus), but is about much more than structure alone.

I would definitely recommend this book to anybody who is trying to write more effectively. My professor required us to purchase this book since it was used heavily throughout the semester, which i'm glad she did, because "They Say/ I Say" provides very helpful details/examples to help strengthen your writing. The title pretty much how the whole book is formatted. It begins with telling you the rights and wrongs then proceeds to explain how what "they say" can be worded. After reading the "they say" section of the text it'll move on to I say which is of course your reason of support or contradiction. Although this was used in a college course, most of the reading was

structured to easily be able to understand. As this book included many 'how not to' examples I found myself relating to much of that category. Overall, I found this book very helpful and would recommend this book if you want to make your writing more effective especially in the argumentative side.

Perfect Condition! Just As Described

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