**Argumentative Writing Templates**

Just a few examples

One source – One perspective

 In recent discussions of \_\_\_\_\_, a controversial issue has been whether \_\_\_\_\_\_. Some argue that \_\_\_\_\_. In the words of \_\_\_\_\_, one of this view’s main proponents, “\_\_\_\_\_.” According to this view, \_\_\_\_\_.

My own view is that \_\_\_\_\_. Though I concede that \_\_\_\_\_, I still maintain that \_\_\_\_\_. For example, \_\_\_\_\_. This issue is important because \_\_\_\_.

Two sources – Two perspectives

 In recent discussions of \_\_\_\_\_, a controversial issue has been whether \_\_\_\_\_\_. On one hand, \_\_\_\_\_ argues \_\_\_\_\_. In \_\_\_\_\_, X maintains that, “\_\_\_\_\_.” From this perspective, \_\_\_\_\_.

On the other hand, however, \_\_\_\_\_ argues that \_\_\_\_\_. In the words of Y, one of this view’s main proponents, “\_\_\_\_\_.” According to this view, \_\_\_\_\_. In sum, then, the issue is whether \_\_\_\_\_ or \_\_\_\_\_.

My own view is that \_\_\_\_\_. For example, \_\_\_\_\_. Although some might object that \_\_\_\_\_, I would reply that \_\_\_\_\_. Ultimately what is at stake here is \_\_\_\_\_.

Opening paragraph for a longer argumentative essay

In the discussions of X, one controversial issue has been \_\_\_\_\_. On one hand , \_\_\_\_\_ argues \_\_\_\_\_. On the other hand, \_\_\_\_\_ contends \_\_\_\_\_. Others even maintain \_\_\_\_\_. My own view is \_\_\_\_\_.

**Writing Templates and Transition Words**

**INTRODUCING WHAT “THEY SAY”**

* A number of sociologists have recently suggested that X’s work has several fundamental problems.
* Is 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 \_\_\_\_\_\_\_\_\_ in contradicted by their claim that \_\_\_\_\_\_\_\_\_.

**Indicating Who Cares**

* At first glance, teenagers appear to \_\_\_\_\_\_\_. But on closer inspection \_\_\_\_\_\_.

**Establishing Why Your Claims Matter**

* X is important because \_\_\_\_\_\_\_.
* Ultimately, what is at stake here is \_\_\_\_\_\_\_\_.
* My discussion of X is in fact addressing the larger matter of \_\_\_\_\_\_\_\_.
* Although X may seem of concern to only a small group of \_\_\_\_\_\_, it should in fact concern anyone who cares about \_\_\_\_\_\_\_\_\_\_\_.

**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 \_\_\_\_\_\_\_\_\_.
* 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, \_\_\_\_\_\_\_\_\_.
* By focusing on \_\_\_\_\_\_\_\_\_, X overlooks the deeper problem of \_\_\_\_\_\_\_\_\_.

**AGREEING—WITH A DIFFERENCE**

* I agree that \_\_\_\_\_\_\_\_\_ because my experience \_\_\_\_\_\_\_\_\_ confirms it.
* 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 \_\_\_\_\_\_\_\_\_.
* 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 \_\_\_\_\_\_\_\_\_.

**Adding Metacommentary**

* In other words, \_\_\_\_\_\_\_.
* What \_\_\_\_ really means by this is \_\_\_\_\_\_\_.
* My point is \_\_\_\_\_\_\_\_\_.
* Essentially, I am arguing that \_\_\_\_\_\_\_\_.
* My point is not that we should \_\_\_\_\_\_\_\_\_\_, but that we should \_\_\_\_\_\_\_\_.
* What \_\_\_\_\_\_\_\_ really means is \_\_\_\_\_\_\_\_\_.
* To put it another way, \_\_\_\_\_\_\_\_\_.
* In sum, then, \_\_\_\_\_\_\_\_\_.
* My conclusion, then, is that, \_\_\_\_\_\_\_\_.
* In short, \_\_\_\_\_\_\_\_.
* Although some readers may object that \_\_\_\_\_\_, I would answer that \_\_\_\_\_\_.

**Commonly Used Transitions**

|  |  |  |  |
| --- | --- | --- | --- |
| Cause and EffectAccordinglyAs a resultConsequentlyHenceIt follows, thenSinceSoThenThereforeThus | ConclusionAs a resultConsequentlyHenceIn conclusion, thenIn shortIn sum, thenIt follows, thenSoThe upshot of all this is thatThereforeThusTo sum upTo summarize | ContrastAlthoughButBy contrastConverselyDespite the fact thatEven thoughHoweverIn contrastNeverthelessNonethelessOn the contraryOn the other handRegardlessWhereasWhileYet | ElaborationActuallyBy extensionIn shortThat isIn other wordsTo put it in another wayTo put it bluntlyTo put it succinctlyUltimately |
| AdditionAlsoAndBesidesFurthermoreIn additionIn factIndeedMoreoverSo too | ExampleAfter allAs an illustrationConsiderFor exampleFor instanceSpecificallyTo take a case in point | ComparisonAlong the same linesIn the same wayLikewiseSimilarly | ConcessionAdmittedlyAlthough it is true thatGrantedI concede thatOf courseNaturallyTo be sure |

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.