

**INTRODUCE**

Introducing “Standard Views”

- Americans today tend to believe that \_\_\_\_\_.
- Common sense seems to dictate that \_\_\_\_\_.
- It is often 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 that I believe \_\_\_\_\_, I also believe \_\_\_\_\_.

Capturing Authorial Action

- X acknowledges that \_\_\_\_\_.
- X agrees that \_\_\_\_\_.
- X argues that \_\_\_\_\_.
- X believes that \_\_\_\_\_.
- X claims that \_\_\_\_\_.
- X complains that \_\_\_\_\_.
- X concedes that \_\_\_\_\_.
- X demonstrates 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 \_\_\_\_\_.

**REPRODUCE**

Introducing Quotations

- X states, “\_\_\_\_\_.”
- According to X, “\_\_\_\_\_.”
- X himself writes, “\_\_\_\_\_.”
- In her book, \_\_\_\_\_, X maintains that “\_\_\_\_\_”
- In X’s view, “\_\_\_\_\_.”
- X agrees when she writes, “\_\_\_\_\_.”
- X disagrees when he writes, “\_\_\_\_\_.”
- X complicates the matters further when he writes, “\_\_\_\_\_.”

## Explain

### 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 \_\_\_\_\_.

### 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 \_\_\_\_\_.
- \_\_\_\_\_.

### 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 \_\_\_\_\_.

## Commonly Used Transitions

**Cause and Effect** – accordingly; as a result; consequently; hence; it follows, then; since; so; then; therefore; thus

**Conclusion**—as a result; consequently; hence; in conclusion, then; in short; in sum, then; it follows, then; so; this is that; therefore; thus; to sum up; to summarize

**Contrast** – although; but; by contrast; despite the fact that; even though; however; in contrast; nevertheless; nonetheless; on the contrary; on the other hand; regardless; whereas; while; yet

**Addition** – also; and; besides; furthermore; in addition; in fact; indeed; moreover; so too

**Concession** – admittedly; although it is true that; granted; I concede that; of course; naturally; to be sure

**Example** – after all; as an illustration; consider; for example; for instance; specifically; to take a case in point;

**Elaboration** – actually; by extension; in short; that is; in other words; to put it another way; to put it bluntly; to put it succinctly; ultimately

### 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 \_\_\_\_\_.