

UNIVERSITY WRITING PROGRAM

AGREEING, DISAGREEING, AND STANDING YOUR GROUND

Agreeing

- I agree that **X** is right about (blank) because (blank).
- **X**'s theory of (blank) is extremely useful because it sheds light/provides insight on the problem of (blank).
- I agree that (blank) is a point that needs emphasizing because (blank).
- If **X** is right that (blank), as I think she is, then we need to reassess the popular assumption that (blank).
- I endorse what **X** calls (blank).
- These conclusions, which **X** discusses in (blank), add weight to the argument that (blank).

Disagreeing

- I think **X** is mistaken because he overlooks (blank).
- **X**'s claim rests upon the questionable assumptions that (blank).
- I disagree with **X**'s view that (blank), because (blank).
- **XYZ** contradict themselves/wants to have it both ways. On the one hand, they argue (blank). On the other hand, they also say (blank).
- By focusing on (blank), **X** overlooks the deeper problem of (blank).
- **X** overlooks what I consider an important point about (blank).
- My own view is that what **X** is arguing is actually (blank).

Agreeing and Disagreeing

- Although I agree with **X** up to a point, I do not accept his overall conclusion that (blank).
- Although I disagree with much that **X** says, I endorse the final conclusion that (blank).
- Though I concede that (blank), I still maintain that (blank).
- Whereas **X** provides ample evidence that **J**, **Y**'s research on (blank) convinces me that instead (blank).
- **X** is right that (blank), but she seems on more dubious ground when she claims that (blank).
- While **X** is probably wrong when he claims that (blank), he is right that (blank).
- I am of two minds about **X**'s claim that (blank). On the one hand, I agree that (blank). On the other hand, I am not sure (blank).
- My thoughts on the issue are mixed. I do support **X**'s position that (blank), but I find **Y**'s argument about (blank) to be equally persuasive.

Entertaining Objections

- At this point, I would like to raise some objections that have been prompted by (blank)
- Yet some readers may challenge the view that (blank).
- Of course, many will probably disagree with the assertion that (blank).
- Here many (blank) would probably object that (blank).
- But (blank) would certainly take issue with the argument that (blank).
- (blank), of course, may want to question whether (blank).
- Nevertheless, both followers and critics of (blank) will probably argue that (blank).
- Although not all (blank) think (blank), some will probably dispute my claim that (blank).
- **XYZ** are so diverse in their views that it is hard to generalize about them, but some are likely to object on the grounds that (blank).

Standing Your Ground

- Although I grant that (blank), I still maintain that (blank).
- Proponents of **X** are right to argue that (blank). But they exaggerate the claim/neglect to consider that (blank).
- While it is true that (blank), it does not necessarily follow that (blank).
- On the one hand, I agree with **X** that (blank). But on the other hand, I still insist that (blank).

Establishing Why Your Claims Matter

- **X** matters/is important because (blank).
- Although **X** may seem trivial, it is in fact crucial in terms of today's concern over (blank).
- Ultimately, what is at stake here is (blank).
- These findings have important consequences for the broader domain of (blank).
- My discussion of **X** is in fact addressing the larger issue of (blank).
- These conclusions/This discovery will have significant applications in (blank) as well as (blank).
- Although **X** may seem of concern to only a small group of (blank), it should in fact concern anyone who cares about (blank).

Credit: Adapted from *They Say / I Say: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein, 2014.

The Brandeis University Writing Program, including the Writing Center, First-Year Writing, and Writing in the Majors, offers support for writing throughout the community, including undergraduates, graduate students, faculty, and staff.

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