



# "They Say / I Say": The Moves That Matter in Academic Writing, with Readings (Third Edition)

By Gerald Graff, Cathy Birkenstein, Russel Durst

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"*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.

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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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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"

### **About the Author**

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.

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