Table 1: Graff and Birkenstein *They Say / I Say* -- contents.

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| **Section** | **Chapter Titles** |
| Part 1: Summary | “THEY SAY”: *Starting with What Others are Saying* |
| “HER POINT IS”: *The Art of Summary* |
| “AS HE HIMSELF PUTS IT”: *The Art of Quoting* |
| Part 2: I Say | “YES/NO/OK BUT”: *Three Ways to Respond* |
| “AND YET:: *Distinguishing What You Say from What They Say* |
| “SKEPTICS MAY OBJECT”: *Planting a Naysayer* |
| “SO WHAT? WHO CARES?”: *Saying Why It Matters* |
| Part 3: Tying It All Together | “AS A RESULT”: *Connecting the Parts* |
| “AIN’T SO/ IS NOT”: *Academic Writing Doesn’t Always Mean Setting Aside Your Own Voice* |
| “BUT DON’T GET ME WRONG”: *The Art of Metacommentary* |
| “HE ~~SAYS~~ CONTENDS”: *Using the Templates to Revise* |
| Part 4: In Specific Academic Settings | “I TAKE YOUR POINT”: *Entering Class Discussions* |
| “IMHO”: *Is Digital Communication Good or Bad – or Both?* |
| “WHAT’S MOTIVATING THE WRITER?”: *Reading for Conversation* |
| “ON CLOSER EXAMINATION”: *Entering Conversations about Literature* |
| “THE DATA SUGGESTS”: *Writing in the Sciences* |
| “ANALYZE THIS”: *Writing in the Social Sciensces* |