**Using Your Split Notes: Turning ‘They Say/I Say’ into Paragraphs**

**Gathering Using Split Notes:**

Coughlan, Sean. “Graduates—the New Measure of Power.” *BBC World News*. 4 Mar 2011.

 <http:/www.bbc.co.uk/news/business-12597811>.

**They Say:**

“[John] Sexton, [president of New York University,] sets out a different kind of map of the world, in which universities, with bases in several cities, become the hubs for the economies of the future, ‘magnetizing talent’ and providing ideas and energy to drive economic innovation.”

Coughlan believes that there will be a demand for many different kinds of jobs. Some traditional jobs may have faded away, but because of population demands and prosperity, other fields will emerge and demand will come from those needs.

**I Say:**

If universities are going to be the center of economic activity in the future, we have to make sure that our students can get there. What will they need to know in order to be successful when they do?

Some of the jobs that will be needed will require the ability to solve problems with people from other countries. Our students need wisdom *and* technical skills.

**The Resulting Paragraph:**

*“No people can be great who have ceased to be virtuous.” Samuel Johnson*

If universities are becoming international, and according to BBC News education correspondent Sean Coughlan, they are, then teachers must prepare students for university level inquiry on the international plane. In his article, “Graduates—the New Measure of Power,“ Coughlan writes that, “[John] Sexton, [president of New York University,] sets out a different kind of map of the world, in which universities, with bases in several cities, become the hubs for the economies of the future, ‘magnetizing talent’ and providing ideas and energy to drive economic innovation.” Many jobs will emerge from modern needs like clean energy, clean water, and international resource management. Since these needs cross international boundaries, problem solving will require collaborative efforts that draw from scientific knowledge, creativity, communication, legal expertise, ethics, interpersonal skills, and cultural awareness. Educators must challenge their students to see beyond their own region and envision themselves as stakeholders who will resolve these issues with people from other countries, equipping them to do so with knowledge, wisdom, and civility.

**Using Templates**: The following are tried and true ways that everyone uses to introduce their sources. These usually take years to figure out; these are the trade secrets that you now can use. Just put your author’s name where the X is, or if there is no author, use the title. These sample templates (and more) are gathered by Gerald Graff in his book, *They Say/I Say: The Moves That Matter in Persuasive Writing*, a book I highly recommend.

**Introducing Standard Views:**

• Americans today tend to believe that \_\_\_\_\_.

• Common sense seems to dictate that \_\_\_\_\_.

• It is often said that \_\_\_\_\_.

• Many people assumed that \_\_\_\_\_.

**Making what “They” say something you say**:

• I have always believed that \_\_\_\_\_.

• When I was a child, I used to think that \_\_\_\_\_.

**Capturing authorial action**:

• X acknowledges, agrees, argues, believes, denies/does not deny, claims, complains, concedes, demonstrates, deplores, celebrates, emphasizes, insists, observes, questions (whether), refutes, reports, suggests, urges (us to) (that) \_\_\_\_\_.

**Introducing quotations**:

• X states, “ \_\_\_\_\_.”

• According to X, “\_\_\_\_\_.”

• In her book, \_\_\_\_\_, X maintains that “ \_\_\_\_\_.”

• Writing in the journal Commentary, X complains that “\_\_\_\_\_.”

• In X’s view, “\_\_\_\_\_.”

• X agrees when she writes, “\_\_\_\_\_.”

• X disagrees 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 \_\_\_\_\_.

• I disagree with X’s view that \_\_\_\_\_ because, as recent research has shown, \_\_\_\_\_.

**Agreeing, with a difference**:

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

• X surely is right about \_\_\_\_\_ because, as she may not be aware, recent studies have shown that \_\_\_\_\_\_\_.

• 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 \_\_\_\_\_.

• of thought may be interested to know that it basically boils down to \_\_\_\_\_.

• If group X is right that \_\_\_\_\_, as I think they are, then we need to reassess the popular assumption that \_\_\_\_\_.