In the realm of teaching, Don McCormick and Michael Kahn, in a 1982 article in *Exchange: The Organizational Behavior Teaching Journal*, suggest that critical thinking can be taught better if we use the metaphor of a barn raising, instead of that of a boxing match. We should think of “a group of builders constructing a building, or a group of artists fabricating a creation together.”

McCormick and Kahn make another point that, as I wrote in *The Moves That Matter in Academic Writing*, an essay, and a dialogue, an argument, and a research paper, all produce the same result: not the same result.

After all, I ment the genre "We know what to do if we can move beyond critique in its narrow sense. We would learn more from each other, be heard more clearly by others, attract more varied talents to the scholarly life, and restore a measure of humanity to ourselves, our endeavor, and the academic world we inhabit.

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**INTRODUCING WHAT “THEY SAY” (p. 23)**

- A number of __________ have recently suggested that __________.
- It has become common today to dismiss __________.
- In their recent work, Y and Z have offered harsh critiques of __________ for __________.

**INTRODUCING “STANDARD VIEWS”**

(pp. 23–24, 162–63, 181–82)

- Americans today tend to believe that __________.
- Conventional wisdom has it that __________.
- Common sense seems to dictate that __________.
- The standard way of thinking about topic X has it that __________.
- It is often said that __________.
- My whole life I have heard it said that __________.
- You would think that __________.
- Many people assume that __________.
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MAKING WHAT "THEY SAY" SOMETHING YOU SAY (pp. 24–25)

- 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 time that I believe ________, I also believe ________.

INTRODUCING SOMETHING IMPLIED OR ASSUMED (p. 25)

- Although none of them have ever said so directly, my teachers have often given me the impression that ________.
- One implication of X's treatment of ________ is that ________.
- Although X does not say so directly, she apparently assumes that ________.
- While they rarely admit as much, ________ often take for granted that ________.

INTRODUCING AN ONGOING DEBATE (pp. 25–26, 182–83, 188)

- In discussions of X, one controversial issue has been ________.
  On the one hand, ________ argues ________.
  On the other hand, ________ contends ________.
  Others even maintain ________.
  My own view is ________.

CROSS-INDEXING

- When it comes to the topic of ________, most of us will readily agree that ________.
  Where this agreement usually ends, however, is on the question of ________.
  Whereas some are convinced that ________, others maintain that ________.
- In conclusion, then, as I suggested earlier, defenders of ________ can't have it both ways. Their assertion that ________ is contradicted by their claim that ________.

CAPTURING AUTHORIAL ACTION (pp. 38–40)

- X acknowledges that ________.
- X agrees that ________.
- X argues that ________.
- X believes that ________.
- X denies/does not deny that ________.
- X claims that ________.
- X complains that ________.
- X concludes that ________.
- X demonstrates that ________.
- X deplores the tendency to ________.
- X celebrates the fact that ________.
- X emphasizes that ________.
Explaining Quotations (pp. 46–47)

- Basically, X is saying __________.  
- In other words, X believes __________.  
- In making this comment, X urges us to __________.  
- X is corroborating the age-old adage that __________.  
- X's point is that __________.  
- The essence of X's argument is that __________.

Introducing Quotations (p. 46)

- X states, "________."  
- As the prominent philosopher X puts it, "________."  
- According to X, "________."  
- X himself writes, "________."  
- 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, "________."  
- X complicates matters further when he writes, "________."  

Disagreeing, with Reasons (pp. 60, 172–73)

- I think X is mistaken because she overlooks __________.  
- X's claim that __________ rests upon the questionable assumption that __________.  
- I disagree with X's view that __________ because, as recent research has shown, __________.  
- X contradicts herself/can't have it both ways. On the one hand, she argues __________. On the other hand, she also says __________.  
- By focusing on __________, X overlooks the deeper problem of __________.

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AGREEING—WITH A DIFFERENCE (pp. 62–64, 170)

- 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.
- Those unfamiliar with this school of thought may be interested to know that it basically boils down to.
- I agree that , a point that needs emphasizing since so many people believe.
- If group X is right that , as I think they are, then we need to reassess the popular assumption that.

AGREEING AND DISAGREEING SIMULTANEOUSLY (pp. 64–66, 173–74, 183)

- Although I agree with X up to a point, I cannot accept his overall conclusion that.
- Although I disagree with much that X says, I fully endorse his final conclusion that.
- Though I concede that , I still insist that.
- Whereas X provides ample evidence that , Y and Z’s research on and convinces me that instead.

X is right that , but she seems on more dubious ground when she claims that.
- While X is probably wrong when she claims that , she is right that.
- I’m of two minds about X’s claim that . On the one hand, I agree that . On the other hand, I’m not sure if.
- My feelings on the issue are mixed. I do support X’s position that , but I find Y’s argument about and Z’s research on to be equally persuasive.

SIGNALING WHO IS SAYING WHAT (pp. 71–73)

- X argues.
- According to both X and Y,.
- Politicians , X argues, should.
- Most athletes will tell you that.
- My own view, however, is that.
- I agree, as X may not realize, that.
- But are real and, arguably, the most significant factor in.
- But X is wrong that.
- However, it is simply not true that.
- Indeed, it is highly likely that.
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- X's assertion that does not fit the facts.
- X is right that
- X is wrong that
- X is both right and wrong that
- Yet a sober analysis of the matter reveals
- Nevertheless, new research shows
- Anyone familiar with should agree that

**EMBEDDING VOICE MARKERS (pp. 74-75)**

- X overlooks what I consider an important point about
- My own view is that what X insists is a is in fact a
- I wholeheartedly endorse what X calls
- These conclusions, which X discusses in , add weight to the argument that

**ENTERTAINING OBJECTIONS (pp. 82, 174-75, 193-94)**

- At this point I would like to raise some objections that have been inspired by the skeptic in me. She feels that I have been ignoring . """", she says to me, """".
- Yet some readers may challenge the view that
- Of course, many will probably disagree with this assertion that

**NAMING YOUR NAYSAYERS (pp. 83-84)**

- Here many feminists would probably object that
- But social Darwinists would certainly take issue with the argument that
- Biologists, of course, may want to question whether
- Nevertheless, both followers and critics of Malcolm X will probably argue that
- Although not all Christians think alike, some of them will probably dispute my claim that
- Non-native English speakers are so diverse in their views that it's hard to generalize about them, but some are likely to object on the grounds that

**INTRODUCING OBJECTIONS INFORMALLY (pp. 84-85)**

- But is my proposal realistic? What are the chances of its actually being adopted?
- Yet is it always true that ? Is it always the case, as I have been suggesting, that ?
- However, does the evidence I've cited prove conclusively that ?
- "Impossible," some will say. "You must be reading the research selectively."
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But a new body of research shows that fat cells are far more complex and that

- If sports enthusiasts stopped to think about it, many of them might simply assume that the most successful athletes . However, new research shows

- These findings challenge neoliberals' common assumptions that

- At first glance, teenagers appear to . But on closer inspection

ESTABLISHING WHY YOUR CLAIMS MATTER
(pp. 98-99, 175-76, 194-96)

- X matters/is important because

- Although X may seem trivial, it is in fact crucial in terms of today's concern over

- Ultimately, what is at stake here is

- These findings have important consequences for the broader domain of

- My discussion of X is in fact addressing the larger matter of

- These conclusions/This discovery will have significant applications in as well as in

- 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
the upshot of all this is that
therefore
thus
to sum up
to summarize

COMPARISON
along the same lines
in the same way

likewise
similarly

CONTRAST
although
but
by contrast
conversely
despite
even though

nevertheless
nonetheless
on the contrary
on the other hand
regardless
whereas

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

however
in contrast

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

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Adding Metacommentary (pp. 135–37)
- By demonstrating, X’s work extends the findings of Y.
- The results of X contradict/refute Y’s conclusion that...
- X’s findings call into question the widely accepted theory that...
- Our data are consistent with X’s hypothesis that...

Explaining an Experimental Result
(pp. 171, 193)
- One explanation for X’s finding of... is that...
- An alternative explanation is...
- The difference between... and... is probably due to...

Introducing Gaps in the Existing Research
(p. 184)
- Studies of X have indicated... It is not clear, however, that this conclusion applies to...
- ... often take for granted that... Few have investigated this assumption, however.
- X’s work tells us a great deal about... Can this work be generalized to...?