



Yes.

No.

OK, but...

**3 WAYS TO
RESPOND**

YOU ARE SMART ENOUGH.

**GOOD ARGUMENTS COME
FROM EVERYDAY HABITS.**

**Those habits can
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Especially if, you...

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- **Respond to the conversation with care.**

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 - **Agreeing**

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- **Use the 3 ways to respond in your own composition.**
 - **Agreeing**
 - **Disagreeing**

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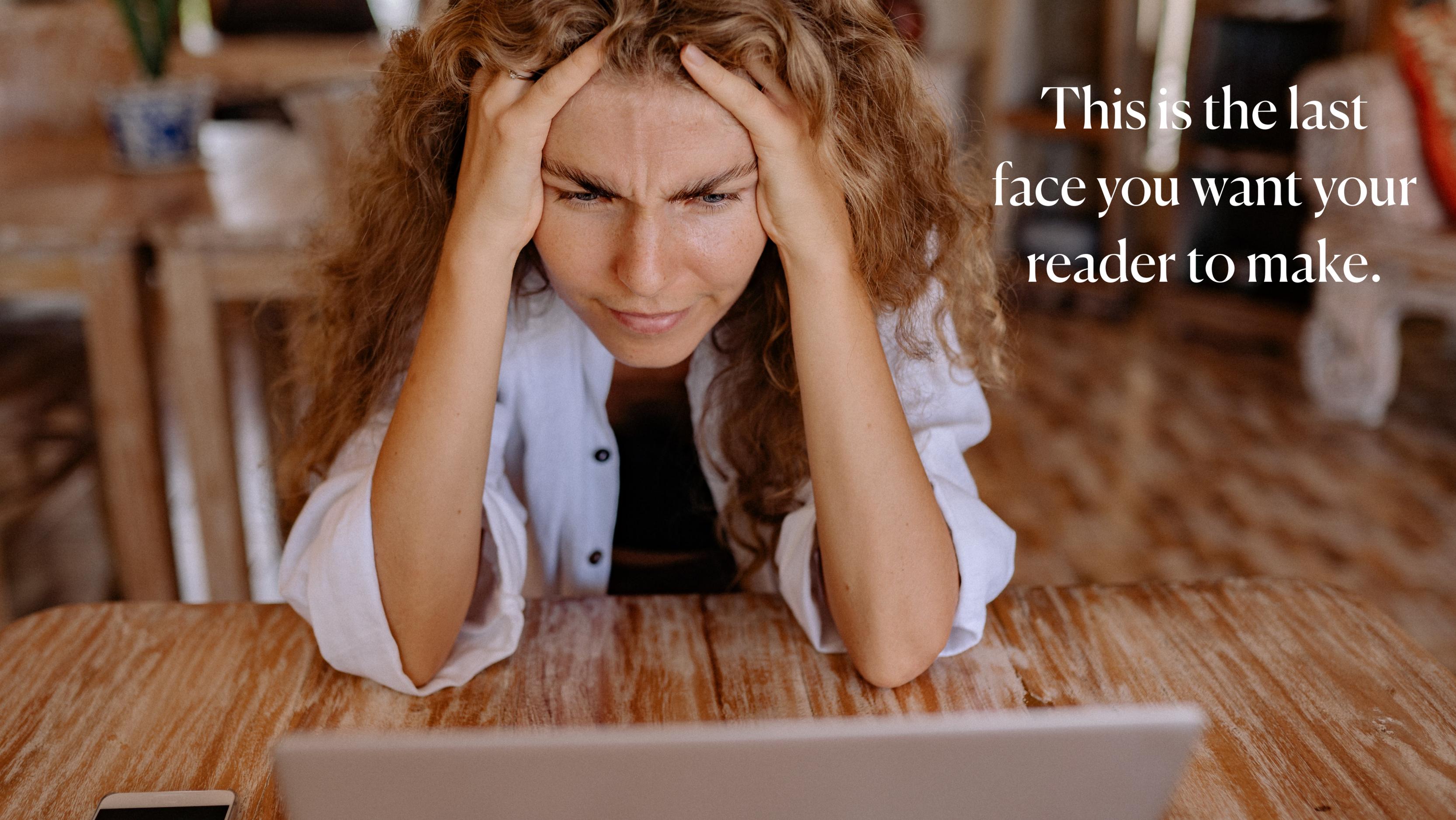
- **Think of your writing as entering a conversation.**
- **Respond to the conversation with care.**
- **Use the 3 ways to respond in your own composition.**
 - **Agreeing**
 - **Disagreeing**
 - **Combination of both**

Keep in mind:

“Readers come to any text needing to learn fairly quickly where the writer stands, and they do this by placing the writer on a mental map.”

—TSIS, p. 56

If you don't, you run the risk of
frustrating your reader.

A young woman with long, curly, light brown hair is sitting at a wooden table. She is wearing a white button-down shirt over a dark top. Her hands are pressed against her temples, and she has a frustrated or stressed expression on her face, with furrowed brows and a slight frown. In front of her is an open laptop. The background is a blurred indoor setting, possibly a cafe or home office, with wooden chairs and tables.

This is the last
face you want your
reader to make.

Keep in mind:

“The more complex and subtle your argument is, and the more it departs from the conventional ways people think, the more your readers will need to be able to place it on their mental map in order to process the complex details you present.”

—TSIS, p. 57

Architect the Mental Map

**Disagree &
Explain Why**

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 - The point is based on faulty/ incomplete evidence
 - The argument rests on questionable assumptions
 - The thesis rests on flawed logic or overlooks a crucial issue

Disagree & Explain Why

Solution: the “Duh” Statement

According to a recent report by some researchers at Stanford University, high school students with college aspirations “often lack crucial information on applying to college and on succeeding academically once they get there.”

Well, duh ... It shouldn't take a Stanford research team to tell us that when it comes to “succeeding academically,” many students don't have a clue.

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*Pro tip: Don't actually write "well, duh" in your academic essays. However, use the sentiment of the **idea of it** to get your point across.*

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Templates for Disagreeing

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I disagree with X's view that because, as recent research has shown,

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X contradicts herself/can't have it both ways. On the one hand, she argues _____ . On the other hand, she also says _____.

Templates for Disagreeing

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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 _____.

Use the “Twist It” Method

Turn to McAdams essay. ALM will provide link in chat.

Keep in mind:

“At times you might be reluctant to express disagreement, for any number of reasons—not wanting to be unpleasant, to hurt someone’s feelings, or to make yourself vulnerable to being disagreed with in return ... it is better to state our disagreements in frank yet considerate ways than to deny them.”

DISAGREEMENTS DO NOT
NEED TO TAKE THE FORM
OF PUT DOWNS.

**You run the risk of
making yourself
look like this guy...**



Or this guy...



Keep in mind:

“There is usually no reason to take issue with *every* aspect of someone else’s views.”

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This advice is a crucial step in gathering evidence & eliminating the unnecessary bits.

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- Corroborating and expanding a line of reasoning that already exists.

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*Whatever mode of agreement you choose, the important thing is to **open up some difference or contrast** between your position and the one you're in conversation with.*

*This approach requires you to know **exactly** what you want to say, which is why it's so important to have a thesis in mind before you begin this process of responding to others' writing.*

Agree, But with a Difference

Agree with a difference

Turn to McAdams essay. ALM will provide link in chat.

Templates for Agreeing

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

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X's theory of _____ is extremely useful because it sheds light on the difficult problem of _____.

Templates for Agreeing

I agree that diversity in the student body is educationally valuable because my experience at Central University confirms it.

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

X's theory of _____ is extremely useful because it sheds light on the difficult problem of _____.

Those unfamiliar with this school of thought may be interested to know that it basically boils down to _____.

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I agree that _____, a point that
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What these templates allow you to do is agree with one view while challenging another, which brings us to...

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Simultaneously**

This is a nuanced way of making an argument while also maintaining clear, reader-friendly mapping.

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Use parallel structure:

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Use parallel structure:

- “Yes and no”

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Use parallel structure:

- “Yes and no”
- “On the one hand I _____.
On the other hand, however I
_____.”

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- Stressing agreement (“no, but...”)

Agree and Disagree Simultaneously

**Templates for
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("Yes, but...")**

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*Although I agree with X up to a point,
I cannot accept his overriding
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Templates for Stressing Disagreement ("Yes, but...")

*Although I agree with X up to a point,
I cannot accept his overriding
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Though I concede that _____, I
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she claims that _____.

While X is probably wrong when she
claims that _____, she is right
that _____.

**Templates for
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Although I disagree with much that X says, I fully endorse his final conclusion that _____.

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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 _____.

Templates for Stressing Agreement ("No, but...")

Although I disagree with much that X says, I fully endorse his final conclusion 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.