

TSIS WORKSHEET FOR RESEARCH PROPOSAL

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Using They Say/ I Say to Help Create a Strong Research Proposal

Unlike our earlier assignments, the Read-Search Project asks you to do very different things in each section of the paper. While the first section, the research narrative, is going to be a reflective summary of how and why you chose your topic and the steps you took to locate sources about that topic, the research proposal is very different. In the proposal, you want to make an argument about what your claim for a full-scale research project would be and also show your readers how the sources you have looked at so far would help you to support that larger claim. Rather than be reflective and personal, the tone of this section of the paper will be formal, academic, and argumentative. Imagine you are a very important historian who is pitching your research ideas to the Smithsonian, and you need to convince a whole bunch of important people that you have a viable and important research project so that they should give you a scholarship to complete your research. That is the kind of tone you want for this part of the paper. But, creating that kind of proposal is easier said than done. Luckily, many of the templates in *They Say/ I Say*, along with the quoting and analyzing skills that you have worked on for your Close Reading assignments will help you create an academically rigorous proposal.

Templates for Beginning to Articulate Your Claim and Your Topic's Issues

So, let's look at some of the templates that can help (some of the templates have been augmented, and not all of them are represented here, so be sure to check the pages noted for more templates). Some of these templates will work perfectly for your topic, and some might not exactly fit your topic. For the ones that don't work as well please use the back of the paper or a separate sheet of paper to revise them so that they fit your topic.

Introducing Standard Views (TSIS 22, 163)

➤ The standard way of thinking about _____
is that _____,
but what my research shows is _____.

My research is essential to the new understanding of this topic because of _____.

➤ Many people assume that _____, but what my research about _____
demonstrates is that in fact _____.

Introducing an Ongoing Debate (TSIS 24, 164)

➤ In discussions of _____, one controversial issue has been _____.

On the one hand, _____ argues _____.

On the other hand, _____ contends _____.

Others even maintain _____.

My own view is _____ and is the most significant because _____.

➤ In conclusion, then, as I suggested earlier, defenders of _____ can't have it both ways. Their assertion that _____ is contradicted by their claim that _____.

Establishing Why Your Claims Matter (TSIS 94, 173)

➤ _____ matters/ is important because _____.

➤ Ultimately what is at stake here is _____.

➤ My discussion of _____ is in fact addressing the larger matter of _____.

Some other templates that may help include: Indicating Who Cares (TSIS 91, 172), Commonly Used Transitions (TSIS 174-175), and Adding Metacommentary (TSIS 128, 176)

The following templates build on your work on quoting, paraphrasing, and citing (see Week Two) and provide further ways to work on authoritatively using your sources (in fact, here is a great place to write down some of the significant quotations you might want to use in your Read-Search paper).

Capturing Authorial Action (TSIS 165)

➤ _____ acknowledges that _____.

➤ _____ argues that _____.

➤ _____ complains that _____.

➤ _____ demonstrates that _____.

➤ _____ celebrates the fact that _____.

➤ _____ refutes the claim that _____.

Introducing Quotations (TSIS 43, 166)

➤ _____ himself writes _____ ().

➤ In her book, _____, the author _____ maintains that _____ ().

➤ _____ agrees with _____, when she writes _____
_____ ().
in her own text titled _____.

➤ _____, the author of the article titled “_____,”
suggests that _____
_____ ().

Explaining Quotations (TSIS 44, 167)

This is one of the MOST important aspects of your proposal—you MUST explain both why the quotation is significant and HOW it helps to support your claim.

➤ Basically, _____ is saying, _____
_____ which is significant
because _____.

➤ In other words, _____ believes _____,
which supports my claim that _____
by emphasizing _____.

➤ The essence of _____’s argument is _____
_____.

Signaling Who is Saying What (67, 169)

➤ _____ argues, while I believe _____
_____ because _____
_____.

➤ According to both _____ and _____, they say _____
_____.

➤ However, it is simply not true that _____
_____.

➤ Indeed, it is highly likely that _____
_____.

Some other templates that may help include: Introducing What ‘They Say’ (TSIS 21, 163), Disagreeing, with Reasons (TSIS 55, 167), Agreeing—With a Difference (TSIS 57, 168).