

# TSIS WORKSHEET ON METACOMMENTARY

ENGL 108 / SEC B1&B2/ SUMMER LEAP 2012 / OLDHAM & WACHTER-GRENE / HERNANDEZ & SCHAUMBERG



## The Art of Metacommentary

At this point in our course, you are learning to make your own claims and back those claims up with evidence. However, as Graff and Birkenstein note in *They Say, I Say*, sometimes, “no matter how clear you are, your readers may still need you to help them process what you mean” (125). Basically, what Graff and Birkenstein mean is that while **you** may know what you mean, your readers may not have thought about your topic in quite the same way as you have, so you need to help them out. One way to do this is to use metacommentary. (By now, the word “meta” should be very familiar to you...so metacommentary means basically that you are commenting on your commentary.) In your close reading paper, you will need to use metacommentary to help explain both what you are saying and what Freire is saying. Here are some examples that should help.

### Using Metacommentary to Explain what They Are Saying:

- Essentially, Freire is arguing that \_\_\_\_\_  
\_\_\_\_\_.
- Freire writes that \_\_\_\_\_  
\_\_\_\_\_. While at first this may seem confusing,  
what he really means is \_\_\_\_\_  
\_\_\_\_\_.
- As I mentioned earlier, Freire wants readers to understand that \_\_\_\_\_  
\_\_\_\_\_.
- To put it another way, what Freire wants us to realize is \_\_\_\_\_  
\_\_\_\_\_.
- While at first this idea may seem trivial, readers should realize that \_\_\_\_\_  
\_\_\_\_\_.

### Using Metacommentary to Highlight What You Are Saying:

- To put it another way, I believe that \_\_\_\_\_  
\_\_\_\_\_.
- Essentially, I am arguing that \_\_\_\_\_  
\_\_\_\_\_.
- My point is not that Freire cares about \_\_\_\_\_,  
but rather that \_\_\_\_\_.
- In order to prove that \_\_\_\_\_ is true,  
this paper will explore \_\_\_\_\_  
\_\_\_\_\_.