

PIQEAT Paragraphs



A PIQEAT paragraph is a way to create conversation in your essay. PIQEAT paragraphs should form the **body of your essay**. This type of paragraph is similar to other structures that help you integrate quotations (PIE paragraph, SEE paragraph, framed quotation, quotation sandwich), but a PIQEAT is specific in the elements necessary to truly make your ideas part of the larger conversation. You will notice that PIQEAT is closely aligned with the ideas in *They Say/I Say* and therefore, the templates from the book fit nicely into the paragraph structure.

P—POINT

Your first sentence of the paragraph should be a statement from you and it should back your essay's thesis statement. This point should be argumentative (some reasonable people will disagree with it). This sentence is sometimes called a topic or main idea sentence.

I/Q—INTRODUCTORY PHRASE/QUOTATION

Your second sentence should integrate a quotation from the source with which you are having a conversation. Because every essay is part of a larger conversation, you want to represent accurately the other voices in the discussion. The first time you refer to a source, you want to use the author's full name (first and last) and the title of the text (in quotation marks if it is an essay, short story, article, chapter, or poem and in italics if it is a book, play, or epic poem). For the rest of your essay, you should only refer to the author by his or her last name.

The second sentence should also integrate a quotation, so after the introductory phrase, weave a quotation into your sentence. Quoting text takes practice and your ultimate goal is to have the quoted portion read seamlessly in your sentence. To do this, try to use as little of the original text as possible and build your sentence around those short snippets that are essential. Make sure you put quotation marks around anything you are quoting and that you include an MLA in-text citation (for example—(Slater 19)).

E—EXPLANATION

In this sentence, explain the quotation in your own words. When you paraphrase, not only do you help your audience understand the quotation in the context of your essay, you more seamlessly weave the other voice into your writing so that the sentences flow.

A—ANALYSIS

This section is the meat of your paragraph. You get to develop your argument here. How does your point connect to your thesis? How does your point connect to the quotation you used? What experiences/observations can you give to back up your point? Why should the reader agree with your point? This part of the paragraph should consist of your thoughts, opinions, and theories and it should make up the majority of your paragraph—whereas the other sections are one sentence (or less), the analysis should be developed over multiple sentences.

T—TRANSITION

The last sentence of your paragraph should lead to your next point. You may not be able to add this sentence until you are working on a second draft of your essay (after all, how can you transition to the next paragraph if you don't know what you are going to say in the next paragraph?!). Coming back after the first draft and adding in transitions is a perfectly acceptable way to write your essay.

PIQEAT Paragraphs



Example:

(Thesis: I want to develop a growth mindset.)

I used to believe that if a particular subject was difficult for me that I was just not gifted with intelligence in that area; now that I am moving toward a growth mindset, I understand that my knowledge in anything is dependent on the amount of effort I put into learning. According to Carol Dweck in the article "Brainology," some people "believe that intelligence is fixed, that each person has a certain amount and that's that" whereas others "believe that intelligence is something that can be cultivated through effort and education" (1-2). In other words, students with a fixed mindset believe that people are naturally smart in certain subjects, but those with a growth mindset understand that they are capable of understanding anything with the right amount of determination. I tell people that I am bad at math, but I am working on changing that attitude to a more realistic self-view. I earned average grades in my high school math classes, but the concepts did not come easily to me. In my college algebra class, I watched as other students breezed through tests and quizzes and I felt like I was struggling to pass. Instead of realizing that I needed to put more work into the class, I put the responsibility on others. I decided the teacher was boring. I imagined that the other students just understood the material right away. I began to miss class and skip assignments. Of course, my actions resulted in a failing grade. At the time, I was quick to shift the blame to other people and circumstances, but the truth was that I was making excuses rather than trying because I did not want to try and fail. Doing so would affirm my biggest fear: I was dumb. I have come to realize that I truly earned the F, not because of my lack of natural math skills, but because of my own lack of effort. This realization has impacted my mindset not just in school, but in other areas of my life as well.

PIQEAT

Point: I used to believe that if a particular subject was difficult for me that I was just not gifted with intelligence in that area; now that I am moving toward a growth mindset, I understand that my knowledge in anything is dependent on the amount of effort I put into learning.

Introductory Phrase/Quotation: According to Carol Dweck in the article "Brainology," some people "believe that intelligence is fixed, that each person has a certain amount and that's that" whereas others "believe that intelligence is something that can be cultivated through effort and education" (1-2).

Explanation: In other words, students with a fixed mindset believe that people are naturally smart in certain subjects, but those with a growth mindset understand that they are capable of understanding anything with the right amount of determination.

Analysis: I tell people that I am bad at math, but I am working on changing that attitude to a more realistic self-view. I earned average grades in my high school math classes, but the concepts did not come easily to me. In my college algebra class, I watched as other students breezed through tests and quizzes and I felt like I was struggling to pass. Instead of realizing that I needed to put more work into the class, I put the responsibility on others. I decided the teacher was boring. I imagined that the other students just understood the material right away. I began to miss class and skip assignments. Of course, my actions resulted in a failing grade. At the time, I was quick to shift the blame to other people and circumstances, but the truth was that I was making excuses rather than trying because I did not want to try and fail. Doing so would affirm my biggest fear: I was dumb. I have come to realize that I truly earned the F, not because of my lack of natural math skills, but because of my own lack of effort.

Transition: This realization has impacted my mindset not just in school, but in other areas of my life as well.