ENGLISH COMPOSITION · STUDY GUIDE

Exam 1 Study Guide

This guide covers the first two chapters. You will learn why writing is a way of thinking, how to read the situation every piece of writing sits in, and how to take apart someone else's text to see how it works. Work one chapter at a time. Read the "what to know" paragraphs, copy the tables out by hand, then try each worked case with the steps covered. Finish each chapter with its ten self-test items. The cram sheet at the end puts every term and test in one place.

WHAT THIS GUIDE COVERS

- Chapter 1 · generative versus presentational writing, freewriting and the believing and doubting game, the five elements (writer, audience, message, context, purpose), expertise, stance and stake, purpose statements, genre, register, ethos, logos, pathos and kairos, and constraints.
- Chapter 2 · reading for information versus rhetorical reading, the three-pass protocol, says and does notes, the appeals inside sentences, claim, reason, evidence and warrant, reverse outlines, connotation, subordination, framing, hedging, metadiscourse and the rhetorical analysis thesis.

CHAPTER 1

Writing as Thinking: The Rhetorical Situation

Read it in full: **Chapter 1 in the textbook**. Practice it in the lab: **Thinking on the Page** and **The Situation Switchboard**.

What to know

Most people think writing means copying down a thought that is already finished. The book calls this the **transcription myth**. If it were true, writing would only be a typing problem. The real block is almost always that the thought is not finished yet, and the page is the only place it can finish. When you commit to a subject, a verb and an object, you close off other options and force a decision you had been avoiding.

So there are two different jobs. **Generative writing** is writing done to produce ideas, judged by how useful it is. **Presentational writing** is the polished piece you hand in. Trying to do the second while you still need the first is the most common cause of the blank page. A good sign that thinking has happened is that a sentence becomes more arguable. "Nurses should be able to refuse unsafe assignments" invites nodding. A version with a condition, a definition and a named consequence invites a real conversation.

Two invention moves carry most of the weight. **Freewriting**: set a timer for eight minutes and write without stopping, fixing or rereading. If you stall, write "I am stuck because" and keep going. Then underline the one sentence that surprised you; that is your starting point. **The believing and doubting game**, adapted from Peter Elbow: write four sentences defending the view you disagree with, then four attacking your own. You find the counterargument early, while there is still time to answer it. Outline after a freewrite, not instead of one.

Every piece of writing sits inside a **rhetorical situation** with five elements: **writer, audience, message, context and purpose**. Run them as a checklist before you draft and again before you submit. Lloyd Bitzer stressed the **exigence**, the real problem that calls writing into being. Richard Vatz argued that writers largely create the exigence by choosing what to make stand out. That debate is unresolved, but both sides agree that writing which ignores its situation fails, however correct its content.

The same fact can be written three ways. A drop in hand-hygiene compliance from 91 to 74 percent becomes a short heads-up text to a colleague, an email to the unit that names the action required, and a quality report to administration that gives causes and evidence. Swap any version into another slot and it fails. Same facts, different situations, different writing.

"Know your audience" becomes usable when you estimate three variables. **Expertise** is what they already know. **Stance** is whether they agree, are undecided or resist. **Stake** is what accepting your claim will cost them in time, money, workload, status or safety. Stake is the one writers forget, and it decides whether anything happens. Use the **first-mention test** for every specialized term: has this reader met it? If not, define it inline in six words or fewer. Fitting an audience is not simplifying; it is selecting what this reader can act on.

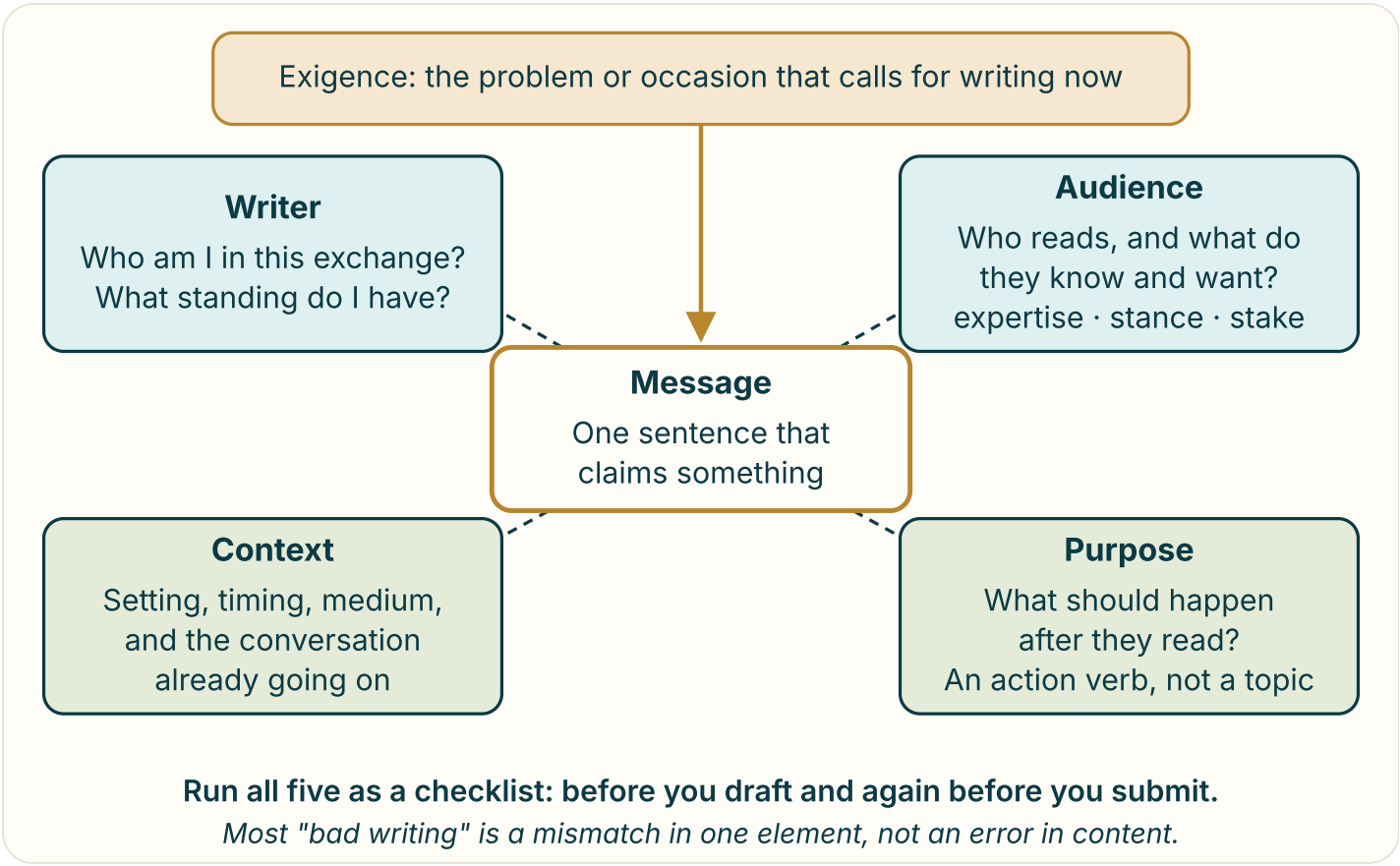
For a resistant reader, show you understand the objection before you answer it. **Rogerian argument** states the opposing view in terms its holder would accept. Beware "some people say": it usually signals a **straw man**, a weak version of the objection invented to be knocked down. Name the real objection, attach a real number or source, answer it, and concede honestly where your plan will not help.

Purpose is a verb, not a topic. "My paper is about vaccine hesitancy" names a topic. A purpose statement uses an action verb aimed at a reader, so success can be tested. **Genre** is a repeated kind of writing shaped by the work a community keeps needing done; ask what work it does and for whom, and the rules follow. **Register** is the formality dial. Casual is not incorrect; the failure is mismatch, and inflated register is usually a thin idea in a costume.

The appeals are diagnostic, not a recipe. **Ethos** is the credibility a reader grants you. **Logos** is the reasoning and evidence. **Pathos** is the appeal to values and feelings, honest when it supports reasons and manipulative when it replaces them. Composition courses add **kairos**, timing, from the wider Greek tradition; it is not one of Aristotle's three and it is the one writers neglect most. Read assignment **constraints** (length, format, required sources) and **affordances** as compressed descriptions of the situation, and turn them into a checklist before you draft.

LOCK THESE IN

- Writing finishes thinking; it does not transcribe it. Keep generative and presentational writing apart.
- Five elements: writer, audience, message, context, purpose. Exigence is what calls the writing into being.
- Audience = expertise + stance + stake. Stake is the one writers forget.
- A purpose statement uses an action verb aimed at a reader, so you can test whether it worked.
- Genre is a set of reader expectations; register is a matter of fit, not correctness.
- Ethos, logos and pathos are Aristotle's three; kairos (timing) is the fourth term composition adds.
- "Some people say" usually signals a straw man. Name a real objection or drop the move.
- Admitting an accurate limit builds credibility with expert readers.



The rhetorical situation as a checklist. The message sits inside four other elements, and the exigence calls the whole thing into being. When writing fails, look for the element that does not fit; audience is the most common one.

Key terms and thinkers

Term	What it means	Use it for
Rhetorical situation	Writer, audience, message, context and purpose	A checklist before drafting and before submitting
Exigence	The problem or occasion that calls the writing into being	Bitzer: it exists in the world; Vatz: writers largely create it
Generative writing	Writing to produce and discover ideas	Freewrites, notes, zero drafts; judged by usefulness
Presentational writing	The finished, edited piece for a reader	What you hand in; judged by polish and fit
Stake	What accepting the claim costs the reader	Fill in: "If my reader accepts this, the cost to them is ___"
First-mention test	Has this reader met this term before?	Define unfamiliar terms inline, six words or fewer
Purpose statement	Action verb + reader + change	Testing whether the draft succeeded
Genre	A recurring form shaped by repeated work	Ask what work it does and for whom
Register	Level of formality and vocabulary band	Fit to the setting; mismatch either way reads as misjudgment
Rogerian argument	State the opposing view in terms its holder accepts	Earning a resistant reader's attention
Straw man	A weakened version of an objection	Spotting "some people say"

The four appeals as a diagnostic

Appeal	Question it asks	Symptom when missing	Concrete fix
Ethos	Why should this reader trust me here?	Sweeping claims, no sources, opponents caricatured	Cite one credible source early; state one limit
Logos	What is the claim, and what supports it?	Assertions repeated louder; anecdote doing the work	Attach a number, study or documented case to each claim
Pathos	Why should the reader care, in human terms?	Correct but inert; the reader agrees and does nothing	Open with one specific case
Kairos	Why this argument now, in this forum?	Good argument, ignored; arrived too late	Tie the opening to a deadline, review or recent event

Worked cases

WORKED CASE 1 · RUNNING THE FIVE-ELEMENT CHECKLIST ON A SIGN

A campus gym posts: "Lockers will be cleared Sunday at 8 p.m. Items left behind will be donated." Identify the five elements and explain one design choice.

STEP 1 · WRITER

Gym management: institutional, unnamed, and with the standing to remove property.

STEP 2 · AUDIENCE

Students who use lockers, most of whom will glance at the sign while walking past.

STEP 3 · MESSAGE

Empty your locker by Sunday evening or lose what is in it.

STEP 4 · CONTEXT AND PURPOSE

A busy hallway, read in seconds. The purpose is to change behavior before Sunday and head off complaints afterward.

STEP 5 · EXPLAIN A CHOICE

The agentless passive "will be cleared" names no person, so there is no one to argue with. The deadline comes first because it is the part the reader can act on. **Nothing in the sign is accidental.**

WORKED CASE 2 · TURNING A TOPIC INTO A PURPOSE STATEMENT

Marisol's paper topic is "later school start times." Her reader is the district school board. Write a purpose statement and a test of success.

STEP 1 · PICK THE ACTION VERB

She wants a decision, so the verb is *persuade*, not *describe*.

STEP 2 · NAME THE READER

Board members who control the bus budget.

STEP 3 · NAME THE CHANGE

Approve a one-year pilot of an 8:45 a.m. start at one high school.

STEP 4 · ASSEMBLE IT

"Persuade the school board to fund a one-year pilot of an 8:45 start at one high school by showing what the bus schedule change would actually cost."

STEP 5 · TEST OF SUCCESS

Does a board member ask for the cost table? If yes, it worked. **A purpose statement makes the draft testable; a topic never can.**

WORKED CASE 3 · DIAGNOSING A PARAGRAPH WITH THE FOUR APPEALS

A student asks the dean to keep the library open until 2 a.m.: "The library is very important to students. Studies show that students need quiet places to study. Many colleges have late hours. Students deserve support, so the college should do this."

STEP 1 · LOGOS

"Studies show" names no study and "many colleges" names no college. The reasoning is asserted, not supported.

STEP 2 · ETHOS

Nothing is conceded and nothing is sourced, so the dean has no reason to trust the writer's picture.

STEP 3 · PATHOS

"Deserve support" is abstract. One specific case would do more: the 40 students turned out at midnight during finals week.

STEP 4 · KAIROS AND STAKE

Nothing says why now. The dean's real cost, staffing a late shift, is never named.

STEP 5 · THE HIGHEST-LEVERAGE FIX

Name the dean's objection (staff cost), answer it with a number, and tie the request to next semester's budget review. **One fix aimed at the missing appeals beats an hour of line editing.**

TRAPS PEOPLE FALL INTO

- **Waiting to write until you know what you think.** Not knowing is the normal starting point. Freewrite now.
- **Treating the instructor as the audience.** The instructor already knows everything, so you explain too little. Name a specific, plausible reader.
- **Confusing topic with purpose.** A topic is a subject. A purpose is an action verb aimed at a reader.
- **Forgetting stake.** A reader can agree with you and still say no because of what it costs them.
- **Calling casual register incorrect.** Register is about fit. The error is mismatch, in either direction.
- **Counting kairos as one of Aristotle's three.** Aristotle named ethos, pathos and logos. Kairos comes from the wider Greek tradition.
- **Thinking admitting a limit weakens you.** Expert readers already know the limits. Overstating gets you discounted.
- **Using "some people say."** It usually signals a straw man. Attach the objection to a real source or drop it.

Chapter 1 self-test · ten items

1. A classmate says he cannot start his essay until he knows exactly what he thinks. What is the flaw in his reasoning?

A. He has not yet chosen a citation style for the paper
B. He should outline every section before any freewriting
C. He needs to collect more sources before thinking at all
D. He assumes thinking is finished before writing starts

D. He assumes thinking is finished before writing starts The chapter's point is that writing finishes thinking. Not knowing what you think is a reason to freewrite now, not to wait.

2. During a freewrite you stall. What does the chapter suggest you write?

A. "I am stuck because" and then keep going
B. Your thesis statement, copied from the prompt
C. A full outline of your planned body sections
D. Nothing; stop and reread what you have so far

A. "I am stuck because" and then keep going The phrase is productive because the reason you are stuck is usually the real problem you need to think through.

3. Which list gives the five elements of the rhetorical situation as the book uses them?

A. Ethos, pathos, logos, kairos and the audience
B. Thesis, reasons, evidence, warrant, claim
C. Writer, audience, message, context, purpose
D. Topic, genre, register, length and format

C. Writer, audience, message, context, purpose These five form the checklist you run before drafting and before submitting.

4. A town floods and the council must decide on new drainage within a month. For an editorial, the flood is best described as the:

A. Register that the editorial should adopt
B. Genre that shapes the whole editorial's form
C. Affordance that the newspaper provides
D. Exigence that calls the writing into being

D. Exigence that calls the writing into being Exigence is the problem or occasion that makes the writing necessary now.

5. Which audience variable do writers most often ignore?

A. Expertise, what vocabulary they already know and use
B. Stance, whether they agree or are resistant
C. Stake, what accepting the claim costs them
D. Age, how old the typical reader seems to be

C. Stake, what accepting the claim costs them A reader who agrees but whose workload doubles under your plan is not an ally. Naming and answering that cost turns agreement into action.

6. Which sentence is a usable purpose statement rather than a topic?

A. My paper is about staffing on hospital units
B. Hospital staffing and its many complex problems today
C. This essay discusses staffing ratios in general terms
D. Persuade the board to fund one pilot unit this year

D. Persuade the board to fund one pilot unit this year A purpose uses an action verb aimed at a reader, which makes success testable.

7. A writer turns "Talk to patients in words they use" into "It is incumbent upon the practitioner to facilitate appropriate communicative modalities." What is the problem?

A. Inflated register hiding a simple point
B. A casual register in an academic setting
C. A missing citation for a factual claim
D. A straw man of the opposing argument

A. Inflated register hiding a simple point Inflated register is usually a confidence problem in a costume. Translate it into what you would say aloud to a smart friend.

8. A strong proposal arrives one week after the budget was already voted on. Which appeal failed?

A. Ethos, the credibility of the writer
B. Kairos, the timing of the argument
C. Logos, the reasoning and the evidence
D. Pathos, the reader's values and feelings

B. Kairos, the timing of the argument Kairos is the rightness of this argument in this forum at this moment. A good argument that arrives after the decision is ignored.

9. A prompt says "using at least three peer-reviewed sources." What does that constraint tell you about the situation?

A. The audience is academic and values that kind of evidence
B. The paper must be written entirely in the first person voice
C. Personal experience must carry the main argument here
D. The reader knows nothing at all about the topic yet

A. The audience is academic and values that kind of evidence Constraints are compressed information. A required source type tells you what evidence this community trusts; personal experience may open but cannot carry the argument.

10. Why does "Studies prove that mandated ratios save lives" hurt the writer's ethos?

A. It uses a casual register inside a formal academic paper
B. It overstates contested evidence and cites nothing
C. It appeals to emotion instead of to numbers and data
D. It states the claim too early in the paper

B. It overstates contested evidence and cites nothing Readers who know the evidence is mixed discount an overstated writer. "Several large observational studies associate lower ratios with reduced mortality, though causation remains debated" is more accurate and more persuasive.

CHAPTER 2

Reading Critically and Analyzing Rhetoric

Read it in full: **Chapter 2 in the textbook**. Practice it in the lab: **The Says / Does Annotator** and **Argument X-Ray**.

What to know

Most reading is **reading for information**: you want the dose, the deadline, the ending. **Rhetorical reading** adds a second question: what is this text doing to me, and by what means? Analysis lives in that second question. A sentence like "Due to ongoing staffing challenges, weekend shift differentials will be adjusted effective March 1" says that pay changes. It also puts the excuse before the news, hides the decider with an agentless passive, and picks "adjusted" over "cut."

Write **does** notes with active verbs and the text as the subject: concedes, reframes, pre-empts, narrows, escalates, defers, subordinates. "Talks about pay" is summary. "Buries the agent so no one can be argued with" is analysis. Use a small fixed code in the margin: C claim, R reason, E evidence, W warrant, CA counterargument, DEF definition, MOVE a named maneuver, !! the strongest moment, and ? where a sentence does not follow. Highlighting records where your eyes were; a margin note records what your mind did. Reviews of study methods rate highlighting and rereading among the least useful.

Split hard reading into a **three-pass protocol**. Pass 1, **orient** (2 to 3 minutes): title, byline, venue, date, headings, first and last paragraphs; write one sentence of context. Pass 2, **follow**: one straight read, marking only C, R, E and turns; write the claim in your own words plus two or three reasons. Pass 3, **interrogate**: return only to the marked spots and add five to eight analytic notes and two honest questions. Confusion on pass one is expected. Confusion after pass three is information.

Aristotle's three artistic proofs are **ethos** (character), **pathos** (the audience's emotional state) and **logos** (the reasoning). A common reading holds that Aristotle meant ethos to be built inside the speech, which means you can point at the sentences that build it: claimed membership, claimed proximity, operational detail, and fair concessions. Pathos is not a fallacy. The test is whether the feeling tracks the situation or stands in for a missing reason. **Kairos** is fitness to the moment,

closely tied to exigence. When you cannot find the exigence, look at the date. The appeals overlap, often in one clause, so name the specific move rather than labeling paragraphs.

Under the prose, every argument has a **claim** (a statement an informed person could deny), **reasons** (what follows "because"), **evidence** (what makes a reason believable to this audience), and a **warrant**. Stephen Toulmin's *The Uses of Argument* (1958) named the warrant: the usually unstated principle that licenses the move from evidence to claim. He also added the **qualifier** ("probably") and the **rebuttal** (when the claim would not hold). To surface a warrant, finish the sentence: "that only counts as a reason if you already believe..." Most slippery arguments are slippery at the warrant.

A **reverse outline** lists each paragraph in two columns: what it says and what it does. It exposes structure that smooth prose hides, such as a claim held back until the last paragraph with a concession placed just before it. Thesis placement is a decision about audience resistance: research articles put the claim at the end of the introduction and in the abstract, memos in the first two lines, and op-eds often delay it so a resistant reader can first be given a reason to trust.

At the sentence level, **connotation** is what a word drags along beyond its **denotation**. Swap the word and see what changes: "investment," "spending" and "handout" can name the same money. English puts emphasis in the **stress position** at the end of a sentence, so **subordination is an argument**: "Although the unit was short two nurses, no patient was harmed" defends; flip the clauses and it indicts. **Nominalization** ("a failure of escalation") deletes the person who acted. **Framing** files an issue under a category with its own rules: a budget question is settled by trade-offs, a safety question by a minimum standard.

Hedging ("may," "appears to") and **boosting** ("clearly") set how much confidence a writer asks for. Plain-style handbooks say cut hedges; researchers on academic writing, with Ken Hyland as the usual reference, say hedges do real work. The workable test is whether the hedge matches the evidence. **Metadiscourse** ("I will argue," "note that") is the text talking about itself, and it often hands you the outline for free.

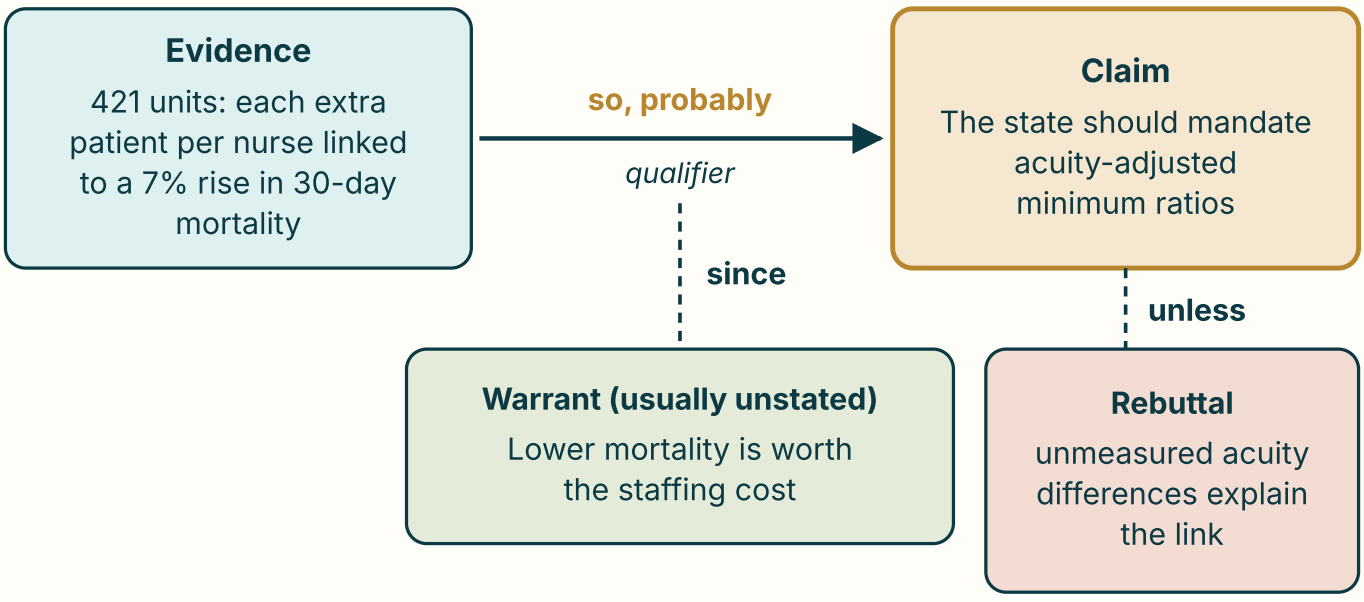
A **rhetorical analysis** argues about how a text works. Its thesis names a strategy, its effect and the audience condition that makes it work or fail; if it would still be true of a different article, it is not

a thesis. Body paragraphs make a point, quote briefly, unpack how the language creates the effect, and connect it to the larger argument. Retire "uses" and "says." Catch **summary creep** with three tests: the **subject test** (are your sentence subjects the text or the topic?), the **deletion test** (cut the quotes; if the paragraph still makes sense, you were decorating), and the **"so what" chain**. An analysis does not have to agree with the text, and "effective" is incomplete until you add *on whom*.

LOCK THESE IN

- Says is content; does is function, written with an active verb and the text as subject.
- Three passes: orient, follow, interrogate. Comprehend first, evaluate second.
- Ethos, pathos and logos are built sentence by sentence and overlap; kairos adds timing.
- Claim = contestable. Reason follows "because." Evidence convinces this audience. The warrant joins them (Toulmin, 1958).
- Finish "that only counts as a reason if you already believe..." to surface a warrant.
- Subordination is an argument; the stress position at the end of a sentence carries the point.
- A good hedge matches the evidence. Metadiscourse is the writer's outline, published by accident.
- An analysis thesis names strategy + effect + the audience condition. "Effective" needs "on whom."

Test the warrant: "that only counts as a reason if you already believe..."



Most arguments that feel slippery are slippery at the warrant.

Claim, evidence and the warrant between them. Toulmin's warrant licenses the jump from evidence to claim. The qualifier limits confidence, and the rebuttal names when the claim would not hold.

Key terms for reading arguments

Term	What it means	How to spot it
Claim	A statement an informed person could deny	If nobody is on the other side, it is a topic
Reason	The support after "because"	Mark R in the margin
Evidence	Data, testimony, documents, precedent, examples	Ask whether this audience would find it believable
Warrant	Unstated principle linking evidence to claim	"That only counts if you already believe..."
Qualifier	Limits scope or confidence	"probably," "in most units," "for now"
Concession	Granting an opposing point	Genuine only if it constrains the conclusion
Framing	The category an issue is filed under	Ask what rules for settling the dispute the frame brings
Nominalization	A verb turned into a noun	"a failure of escalation": who failed?
Stress position	The end of the sentence	The main clause and final words carry the point
Metadiscourse	Text about the text	"I will argue," "having established this"
Summary creep	Drift from analysis into retelling	Subject test, deletion test, "so what" chain

Weak versus strong analysis theses

Weak thesis	Why it stalls	What a strong one adds
"She writes about staffing and shares a story."	Announces a topic; nothing to disagree with	A named strategy, such as holding the proposal until the last paragraph
"She uses ethos, pathos and logos."	True of nearly every persuasive text	Which appeal does the work, and on which audience it fails
"The article is very effective."	A verdict with no criteria and no audience	Effective on whom, and where the evidence strains
"The author is biased."	Labels the writer and ends the inquiry	The mechanism, such as a frame doing work the evidence cannot

Worked cases

WORKED CASE 1 · SAYS VERSUS DOES ON ONE SENTENCE

A school email reads: "Given rising operating costs, after-school bus routes will be consolidated beginning in October." Write one says note and three does notes.

STEP 1 · SAYS

Some after-school bus routes end or merge in October.

STEP 2 · ORDER

Does: puts the reason before the news, so the reader meets the excuse while still neutral.

STEP 3 · AGENT

Does: the agentless passive "will be consolidated" removes the person who decided, so there is no one to reply to.

STEP 4 · WORD CHOICE

Does: picks "consolidated," which sounds like tidying, over "cut," which names a loss.

STEP 5 · CHECK THE VERBS

Every does note has the text as subject and an active verb. **If a note only restates the content, it is summary.**

WORKED CASE 2 · SURFACING A WARRANT

Derek argues: "The city should put the new skate park downtown, because downtown has the most foot traffic." Find the warrant and judge it.

STEP 1 · CLAIM AND REASON

Claim: build the skate park downtown. Reason: downtown has the most foot traffic.

STEP 2 · FINISH THE SENTENCE

That only counts as a reason if you already believe *a skate park should go where the most people already walk*.

STEP 3 · IS IT SHARED?

Not clearly. Skaters may need space and quiet more than crowds, and busy sidewalks may raise safety worries.

STEP 4 · QUALIFIER AND REBUTTAL

A fair version adds "probably" and a rebuttal: unless the site is too cramped for safe ramps.

STEP 5 · VERDICT

The claim and reason are fine; the warrant is where a reader would push back. Derek needs evidence that visibility helps a skate park succeed.

WORKED CASE 3 · REVISING A SUMMARY PARAGRAPH INTO ANALYSIS

A draft says: "The author starts with a story about a flooded basement. Then she gives statistics about storms. She says the city should act. This makes the reader feel worried." Revise it.

STEP 1 · RUN THE SUBJECT TEST

Subjects are "the author," "she," "this." The verbs are "starts," "gives," "says": all retelling.

STEP 2 · NAME A STRUCTURAL CHOICE

The story comes before any statistic, so the reader feels the problem before being asked for anything.

STEP 3 · QUOTE BRIEFLY AND UNPACK

The phrase "the water reached the second stair" is operational detail that builds credibility through precision, not feeling.

STEP 4 · END ON CONSEQUENCE

By the time the storm figures appear, they confirm what the reader already believes, so the call for action reads as obvious.

STEP 5 · CHECK

Cut the quotation: the paragraph no longer makes sense without it. **That means it is doing analysis, not decoration.**

TRAPS PEOPLE FALL INTO

- **Highlighting instead of annotating.** A stripe shows where your eyes went. Write a short note in an active verb.
- **Calling pathos a fallacy.** Emotion is legitimate when it tracks the situation and does not replace a reason.
- **Labeling each paragraph with one appeal.** Appeals overlap, often in one clause. Name the move and its effect.
- **Treating a topic as a claim.** "Staffing matters" has no opposition. A claim can be denied by an informed person.
- **Reading a hedge as weakness.** "May be associated with" is calibration when the design shows association, not cause.
- **Writing "the author is biased."** That is a verdict. Name the mechanism and its consequence.
- **Letting "uses" and "says" carry the paragraph.** They describe nothing. Try concedes, reframes, withholds, pre-empts.
- **Thinking you must agree or disagree.** A rhetorical analysis explains the machine. You can analyze an argument you would vote against.

Chapter 2 self-test · ten items

1. A memo says, "Overtime approvals will be tightened beginning Monday." Which note describes what the sentence does?

A. It tells staff that the overtime rules change on Monday
B. It provides data on how much overtime was used
C. It asks staff to submit overtime forms earlier
D. It removes the decider with an agentless passive

D. It removes the decider with an agentless passive The first option a student might pick restates content. The does note names the function: no actor appears, so there is no one to argue with.

2. In the three-pass protocol, what do you do on pass 2?

A. Read straight through, marking claim, reasons and evidence
B. Read only the title, byline, venue, date and all headings
C. Return only to the marked spots and add analytic notes
D. Highlight every sentence that seems important

A. Read straight through, marking claim, reasons and evidence Pass 2 is one straight read without stopping to argue. Interrogation comes on pass 3.

3. Which statement is a claim rather than a topic?

A. Nurse staffing is an important issue in hospitals today
B. This essay is about hospital staffing levels
C. Many people have strong opinions about hospital staffing
D. The state should mandate acuity-adjusted ratios

D. The state should mandate acuity-adjusted ratios A claim is something an informed person could deny. Nobody is on the other side of "staffing is important."

4. "Adopt the new placement test because it agrees with the old test 84 percent of the time." What is wrong with the warrant?

A. The percentage is far too low to report in a faculty memo
B. The claim is placed at the very start of the memo itself
C. High agreement argues for keeping the cheaper old test
D. It relies on pathos instead of on evidence

C. High agreement argues for keeping the cheaper old test The warrant, that agreement with the old measure recommends the new one, is backwards. The real case rests on the students who moved.

5. Who gave composition its common vocabulary of the warrant, qualifier and rebuttal?

A. Stephen Toulmin, in The Uses of Argument
B. Aristotle, in his treatise the Rhetoric
C. Peter Elbow, in his work on freewriting
D. Ken Hyland, in his research on hedging

A. Stephen Toulmin, in The Uses of Argument Toulmin's 1958 book named the warrant and added the qualifier and the rebuttal.

6. Which version indicts the staffing decision?

A. Although the unit was short, no patient at all was harmed
B. Although no patient was harmed, the unit was short
C. The unit was short, and no patient was harmed
D. No patient was harmed while the unit was short

B. Although no patient was harmed, the unit was short English hears the main clause at the end as the point. Putting "short" in the main clause makes the shortage the news.

7. A researcher writes "may be associated with" rather than "causes." The best judgment is that this is:

A. Weak writing that should be boosted to "proves"
B. Calibration that matches an observational design
C. Padding that the plain-style rules say to cut out
D. A sign that the researcher is hiding a bias

B. Calibration that matches an observational design A hedge is sound when it matches the evidence. Observational designs show association, not cause.

8. Where does the book say a workplace memo should put its claim?

A. At the very end, after earning the reader's full trust
B. In the middle, right next to the strongest evidence
C. Only in the subject line of the message
D. In the first two lines, because busy readers stop

D. In the first two lines, because busy readers stop Placement is a decision about audience. Op-eds may delay a claim; memos should lead with it.

9. Which is the strongest rhetorical analysis thesis?

A. She delays her proposal so it arrives sounding moderate
B. She uses ethos, pathos and logos to persuade her readers
C. She writes about staffing and tells a story
D. The article is very effective and convincing for readers

A. She delays her proposal so it arrives sounding moderate A strong thesis names a strategy and its effect. The others list appeals, name a topic, or give a verdict with no criteria.

10. You cut every quotation from your paragraph and it still makes complete sense. What does that show?

A. Your quotations were much too long for that paragraph
B. Your paragraph is well organized and complete as written
C. You were decorating around quotes, not analyzing them
D. Your thesis is too narrow for the assignment

C. You were decorating around quotes, not analyzing them That is the deletion test for summary creep. If the paragraph survives without the quotes, it was not explaining them.

Cram sheet

Everything from chapters 1 and 2 in one place. Cover the right column and see if you can rebuild each row.

Lists to know cold

Item	The list	Note
Rhetorical situation	Writer, audience, message, context, purpose	Run before drafting and before submitting
Audience variables	Expertise, stance, stake	Stake is the one writers forget
Appeals	Ethos, logos, pathos (Aristotle) + kairos	Kairos comes from the wider Greek tradition
Three passes	Orient, follow, interrogate	2 to 3 min; one straight read; targeted re-read
Toulmin parts	Claim, reason, evidence, warrant, qualifier, rebuttal	Warrant usually unstated
Margin code	C, R, E, W, CA, DEF, MOVE, !!, ?	Words, not stripes
Analysis paragraph	Point, quotation, unpacking, consequence	Students skip the unpacking
Summary creep tests	Subject test, deletion test, "so what" chain	About a third world-subjects is the warning line

Tests and templates

Name	The test or template	Use
Purpose statement	Action verb + reader + change	Makes the draft testable
Stake sentence	"If my reader accepts this, the cost to them is ___"	Can't fill it? You don't know your audience yet
First-mention test	Has this reader met the term? If not, define it in six words or fewer	Fit expertise
Warrant test	"That only counts as a reason if you already believe..."	Surface the hidden principle
Claim test	Could an informed person deny it?	Separates claim from topic
Analysis thesis	Facing [exigence] and readers likely to [resist], the writer [strategy] to [effect]	Training wheels, not a template to submit
Register test	Say it aloud to a smart friend	If the plain version is empty, the idea was thin

Rules that are not formulas

Topic	The rule
Writing	Writing finishes thinking. Outline after a freewrite, not instead of one.
Resistant reader	State the objection fairly, with a number, then answer it and concede honestly.
Constraints	Length, format and required sources describe the situation. Make a checklist before drafting.
Pathos	Legitimate when the feeling tracks the situation; a problem when it replaces a reason.
Subordination	The main clause and end of sentence carry the point.
Hedges	Keep the ones that match the evidence; cut the ones vaguer than what you know.
Effective	Always finish it with "on whom."

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