ENGLISH COMPOSITION · STUDY GUIDE

Final Exam Study Guide

The final covers all fourteen chapters. Each chapter here is shorter than in the exam guides: three paragraphs of what to know, the points to lock in, one diagram, one table, two worked cases, the traps and six new self-test items. If a chapter feels shaky, go back to its exam guide for the full treatment. The long cram sheet at the end pulls every list, test and rule in the course into one place. Work two chapters a day and the whole course fits into a week.

WHAT THIS GUIDE COVERS

- Situation and reading: chapters 1 and 2 (the rhetorical situation and appeals; reading critically and rhetorical analysis).
- Process and claim: chapters 3 and 4 (invention, drafting and revision; thesis, claim and purpose).
- Building the case: chapters 5, 6 and 7 (paragraphs; evidence; argument structure and fallacies).
- Working with sources: chapters 8, 9 and 10 (research; summary, paraphrase and quotation; citation and integrity).
- Sentences: chapters 11 and 12 (style, clarity and concision; grammar and mechanics that matter).
- Forms and finishing: chapters 13 and 14 (four genres; revision, peer review and the portfolio).
- Every chapter carries what to know, a diagram, a table, two worked cases, the traps and a six-item self-test, and the cram sheet holds every list in the course.

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

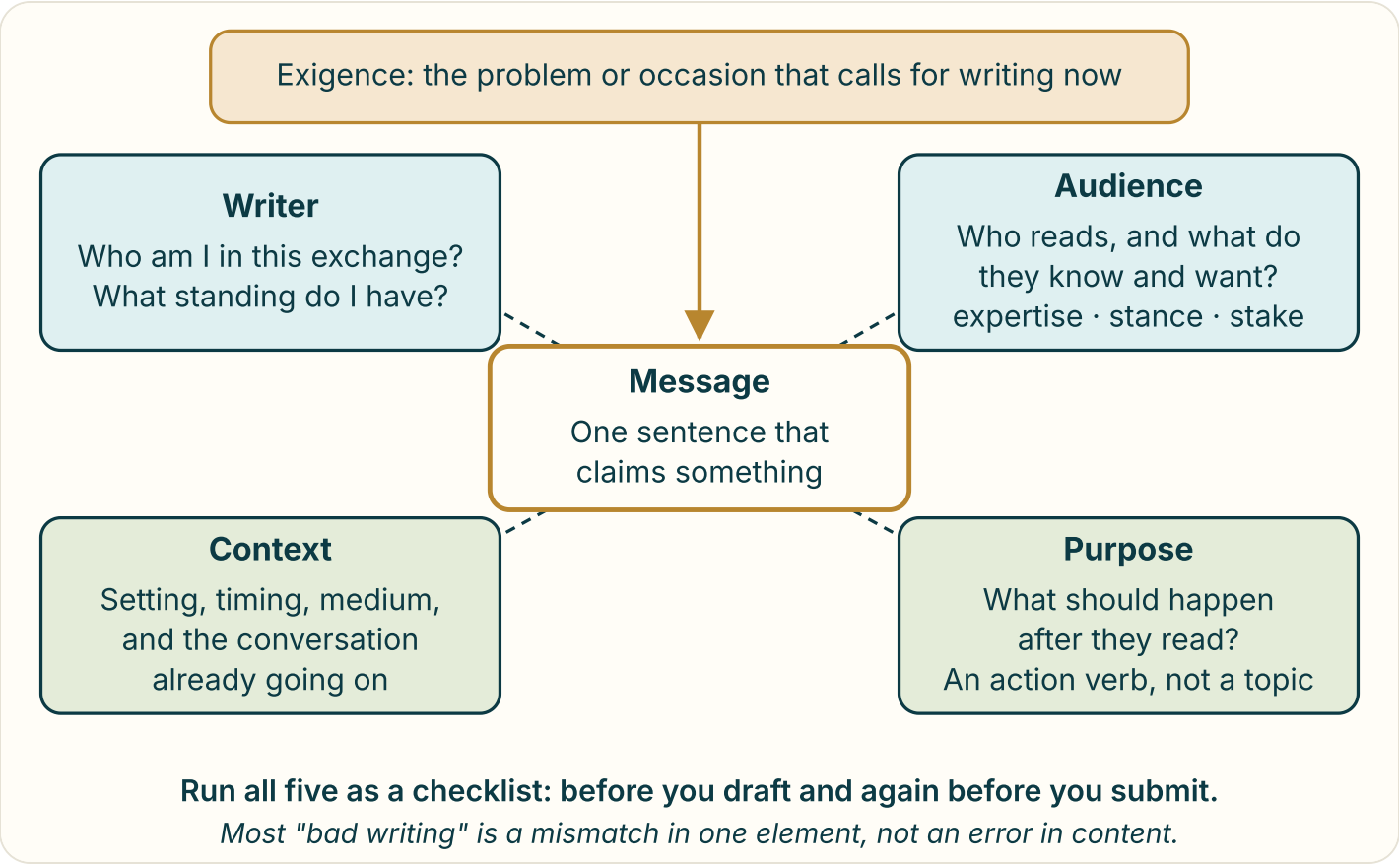
Writing finishes thinking rather than transcribing it. Keep **generative writing** (freewrites, judged by usefulness) apart from **presentational writing** (the polished piece). Freewrite for eight

minutes; when stuck, write "I am stuck because" and keep going. Play Peter Elbow's **believing and doubting game** to find the counterargument early.

Every text sits in a **rhetorical situation**: writer, audience, message, context and purpose, called into being by an **exigence** (Bitzer: the problem exists in the world; Vatz: writers largely create it). Analyze audience by **expertise, stance and stake**; stake is the one writers forget. A purpose statement uses an action verb aimed at a reader. Genre is a set of reader expectations; register is fit, not correctness.

Aristotle's three appeals are **ethos, logos and pathos**; composition adds **kairos**, timing, from the wider Greek tradition. Use them as a diagnostic for what a draft lacks. Read **constraints** (length, sources, format) as compressed information about the situation. Name a real objection instead of "some people say," and state an accurate limit to gain credibility.

> **LOCK THESE IN**
>
> - Five elements: writer, audience, message, context, purpose.
> - Audience: expertise, stance, stake.
> - Purpose is a verb aimed at a reader.
> - Ethos, logos, pathos (Aristotle) + kairos.
> - Constraints describe the situation.
> - "Some people say" signals a straw man.



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.

Chapter 1 terms

Term	Meaning
Exigence	The problem or occasion that calls for writing
Stake	What accepting the claim costs the reader
First-mention test	Define an unfamiliar term inline, six words or fewer
Register	Formality level; judged by fit
Rogerian argument	State the opposing view in terms its holder accepts
Kairos	The rightness of an argument for this moment

Worked cases

CASE 1.1 · ONE FACT, TWO READERS

A campus food pantry's visits doubled this term. Write one sentence for a text to a fellow volunteer and one for a report to the dean.

STEP 1 · THE VOLUNTEER

"Visits doubled; we'll need two people on Thursdays." Shared context, a warning, short.

STEP 2 · THE DEAN

"Pantry visits rose from about 40 to about 80 a week this term, so Thursday shifts now need two staff; we request funding for one part-time position."

STEP 3 · WHAT CHANGED

The fact stayed. **Length, register, detail and the request changed with the situation.**

CASE 1.2 · FINDING THE MISSING APPEAL

A letter asks the council to repair a park fountain: it gives costs, cites a city survey and names a council member's support. Nothing says why now.

STEP 1 · CHECK EACH APPEAL

Logos: costs and survey. Ethos: named support. Pathos: thin. Kairos: missing.

STEP 2 · NAME THE FIX

Tie it to the budget vote next month or the summer heat.

STEP 3 · THE LESSON

Weak drafts are usually strong in one appeal and empty in another.

TRAPS PEOPLE FALL INTO

- **Writing to the instructor.** Name a specific, plausible reader.
- **Topic as purpose.** Use an action verb aimed at a reader.
- **Forgetting stake.** Agreement without action usually means an unanswered cost.
- **Counting kairos as Aristotle's.** It comes from the wider Greek tradition.

Chapter 1 self-test · six items

1. Which element of the rhetorical situation asks "What do I want to happen after they read?"

A. Context
B. Purpose
C. Message
D. The writer

B. Purpose Purpose names the change you want in the reader.

2. A writer creates urgency by choosing what to highlight. Whose view of exigence does this match?

A. Bitzer
B. Vatz
C. Elbow
D. Toulmin

B. Vatz Bitzer saw exigence as existing in the world; Vatz argued writers largely create it.

3. A reader agrees with your plan but will not act because it doubles her workload. Which variable did you miss?

A. Her expertise in the whole topic
B. Her stance on the issue at hand
C. Her preferred genre of memo
D. Her stake in the decision

D. Her stake in the decision Stake is what accepting the claim costs the reader.

4. Which is a purpose statement?

A. Later school start times in many districts
B. My paper is about the start of school
C. School schedules and teen sleep patterns
D. Persuade parents to back a later start time

D. Persuade parents to back a later start time A purpose uses an action verb aimed at a reader.

5. "Ambulate as tolerated" sent to a patient is a mismatch of:

A. Exigence
B. Logos
C. Register
D. Kairos

C. Register Clinical register aimed at the public. "Walk a little more each day" fits.

6. Why does stating an accurate limit help with expert readers?

A. They already know the limits, and overstating costs trust
B. They prefer shorter papers that make fewer claims
C. It makes the paper longer and look more thorough
D. Limits replace the need for any evidence at all

A. They already know the limits, and overstating costs trust Overstated writers get discounted; accurate ones earn credit.

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

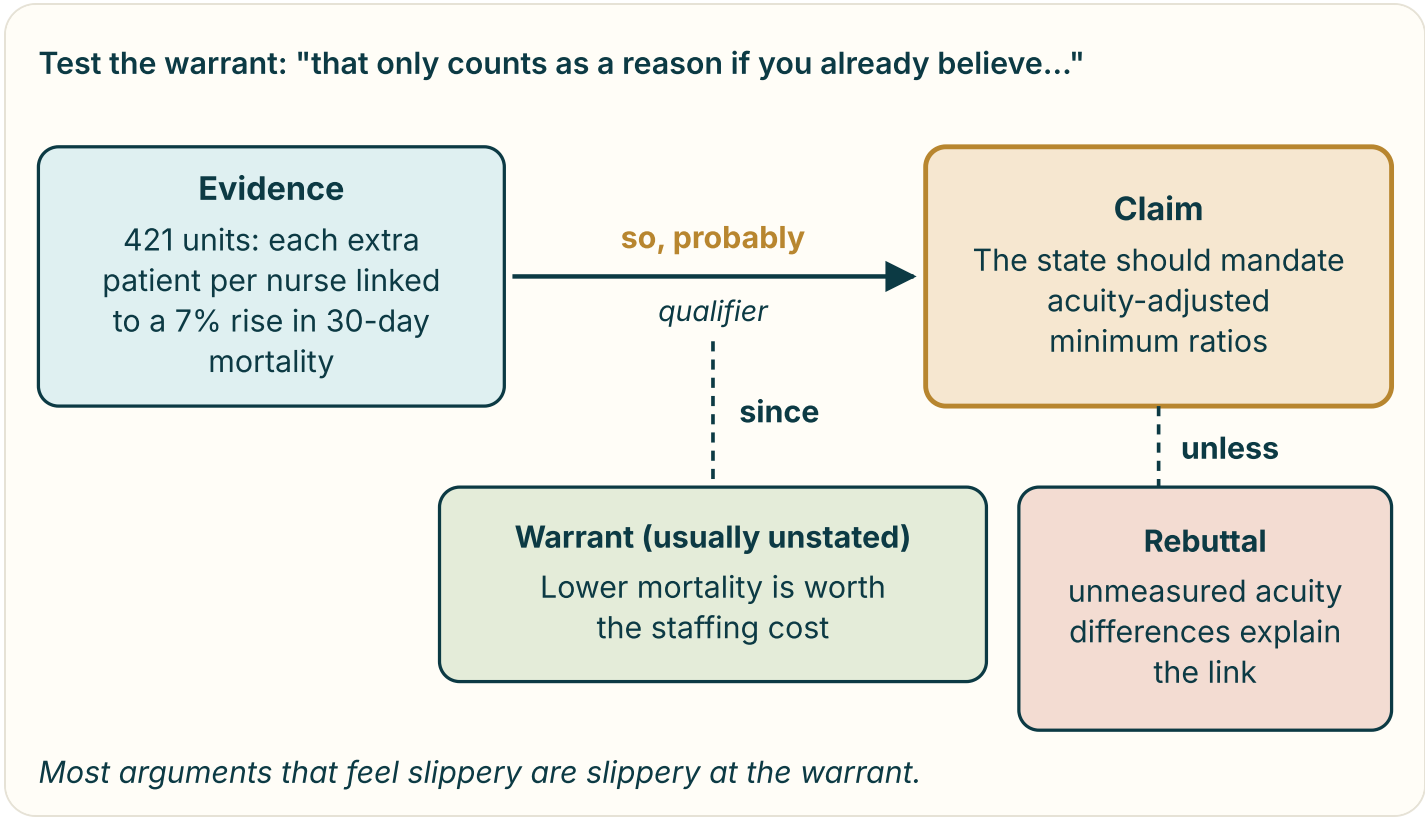
Rhetorical reading asks what a text does, not only what it says. Write **does** notes in active verbs with the text as subject (concedes, reframes, withholds). Read in three passes: **orient**, **follow** (mark claim, reasons, evidence), **interrogate**. Margin notes beat highlighting.

Under the prose: a **claim** an informed person could deny, **reasons**, **evidence** and a usually unstated **warrant** (Toulmin, 1958), plus a **qualifier** and a **rebuttal**. Finish "that only counts as a reason if you already believe..." A two-column **reverse outline** (says, does) exposes structure. Placement of the claim responds to audience resistance.

At sentence level: **connotation**, the **stress position** and **subordination** (the main clause carries the point), **nominalization** hiding actors, **framing**, calibrated **hedging** and **metadiscourse**. A rhetorical analysis thesis names a strategy, its effect and the audience condition. Catch **summary creep** with the subject test, the deletion test and the "so what" chain.

LOCK THESE IN

- Says vs does; active verbs.
- Orient, follow, interrogate.
- Claim, reason, evidence, warrant.
- Subordination is an argument.
- Hedges should match the evidence.
- Effective needs "on whom."



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.

Chapter 2 tools

Tool	What it catches
Says/does note	Summary posing as analysis
Warrant sentence	The hidden principle an argument depends on
Reverse outline	Delayed claims, placed concessions
Subject test	Sentences about the topic instead of the text
Deletion test	Quotations you decorated instead of analyzed
Clause flip	Which fact the sentence treats as the point

Worked cases

CASE 2.1 · SURFACING A WARRANT

"The club should move meetings online because attendance fell last semester."

STEP 1 · FINISH THE SENTENCE

That only counts if you believe *online meetings would bring people back*.

STEP 2 · JUDGE IT

Contestable: attendance may have fallen for other reasons, such as meeting time.

STEP 3 · THE LESSON

The claim and evidence are fine; the warrant is where readers push back.

CASE 2.2 · FLIPPING SUBORDINATION

Facts: the tutoring center extended hours; usage did not rise.

STEP 1 · DEFEND THE CHANGE

"Although usage did not rise, the center extended its hours." (stresses the effort)

STEP 2 · CRITICIZE IT

"Although the center extended its hours, usage did not rise." (stresses the failure)

STEP 3 · THE LESSON

The main clause carries the point.

TRAPS PEOPLE FALL INTO

- **Highlighting instead of noting.** Write words, not stripes.
- **Calling pathos a fallacy.** Ask whether the feeling tracks the situation.
- **"The author is biased."** Name the mechanism and its effect.
- **Listing the three appeals as a thesis.** Name one strategy, its effect and on whom.

Chapter 2 self-test · six items

1. Which margin note is analysis rather than summary?

A. Talks about pay and also about the weekend shifts
B. Withholds the proposal until the reader trusts her
C. Gives the date on which the new policy takes effect
D. Mentions that nurses are under pressure these days

B. Withholds the proposal until the reader trusts her It names an action the text performs.

2. In the three-pass protocol, which pass adds analytic notes and questions?

A. Interrogate
B. Orient first
C. Follow along
D. Skim and scan

A. Interrogate Pass 3 returns to the marked spots to analyze.

3. Which Toulmin element limits a claim's confidence, such as "probably"?

A. Warrant
B. Backing
C. The grounds
D. Qualifier

D. Qualifier The rebuttal names when it would not hold; the qualifier limits strength.

4. "There was a failure of escalation" hides the actor through:

A. Metadiscourse
B. Hedging language
C. Nominalization
D. Kairos and timing

C. Nominalization A verb turned into a noun deletes who failed to escalate.

5. Which tells you the claim belongs in the first two lines?

A. The text is an op-ed for very resistant readers
B. The text is a workplace memo for busy readers
C. The text is a personal narrative essay
D. The text is a literary analysis for a class

B. The text is a workplace memo for busy readers Busy readers stop; memos lead with the claim.

6. Cutting your quotations leaves the paragraph intact. What failed?

A. The deletion test for summary creep
B. The warrant test for an argument
C. The first-mention test for any jargon
D. The stake test for an audience

A. The deletion test for summary creep The paragraph was decorating around quotes, not analyzing them.

CHAPTER 3

The Writing Process: Invention, Drafting, Revision

Read it in full: **Chapter 3 in the textbook**. Practice it in the lab: **The Invention Engine** and **Reverse Outline Studio**.

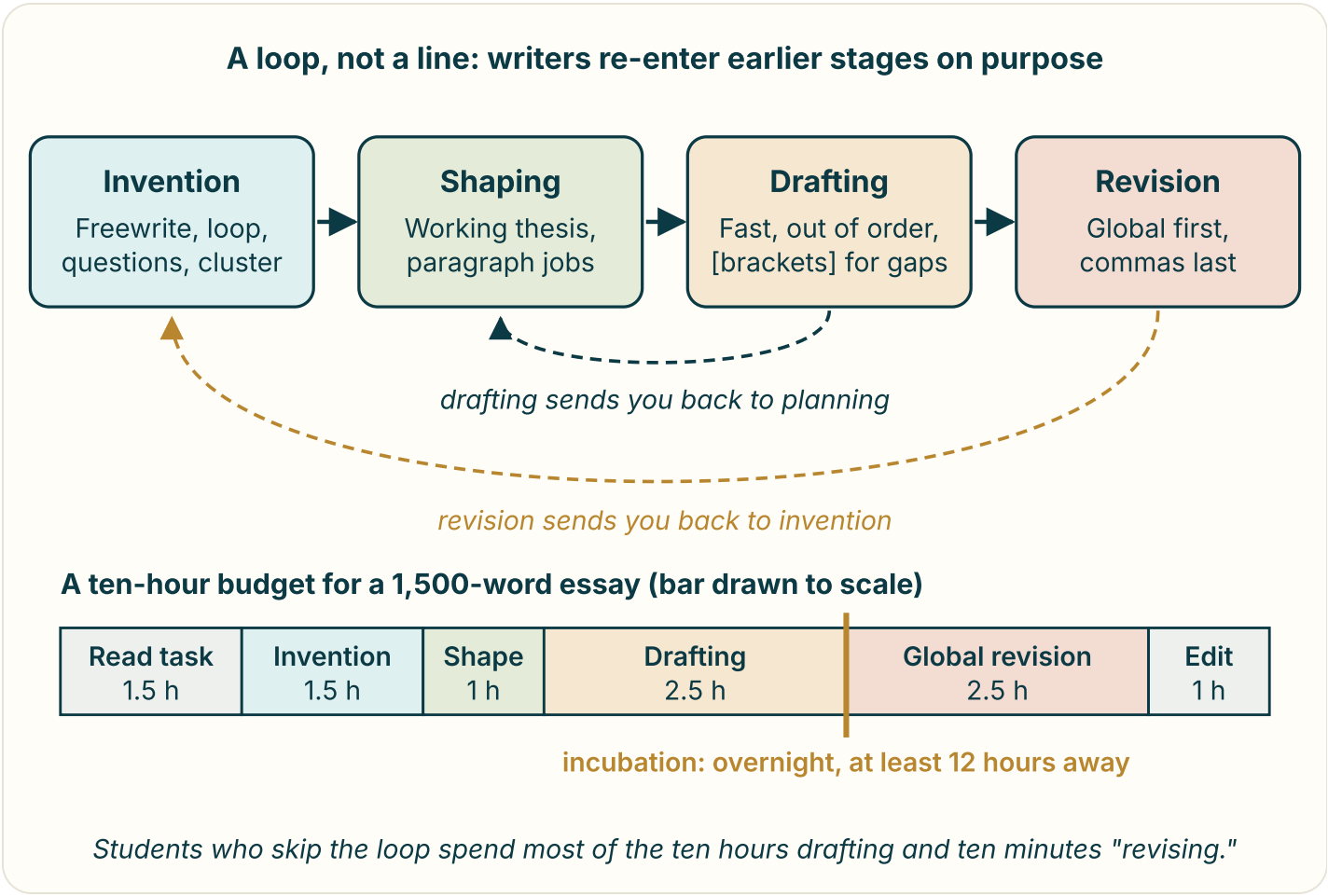
What to know

Writing is **recursive** (Flower and Hayes): writers loop between planning, translating and reviewing. Perl (1979) found weak writers loop at the wrong scale; Sommers (1980) found students change words while experienced writers change structure. Budget ten hours as 1.5 read, 1.5 invent, 1 shape, 2.5 draft, overnight away, 2.5 global revision, 1 edit.

Invention heuristics: freewriting (Elbow, 1973) and looping, journalists' questions, clustering (Rico), cubing (the Cowans), the topic ladder, reading with a pen, talking aloud and incubation (Wallas, 1926). **Shaping**: a disputable working thesis and a scratch outline of paragraph **jobs**, tested with so-what, order and nutshell.

Drafting: a fast zero draft with [CITE] placeholders, out of order, sources closed. Diagnose stalls: judging while generating, content gap, plan gap, or a rigid rule (Rose, 1980). **Revision** runs global, paragraph, editing, proofreading, in that order; a reverse outline of topic and job finds repeats and buried theses.

> **LOCK THESE IN**
>
> - Recursive loop, not a line.
> - Fund invention and global revision.
> - A freewrite is ore, not metal.
> - Outline jobs, not subjects.
> - Diagnose the stall before pushing.
> - Revise global first; proofread last.



The loop and the budget. Invention and global revision get as much time as drafting. The dashed arrows are the return trips that experienced writers plan for.

Chapter 3 names

Who	Finding or idea
Flower and Hayes	Planning, translating, reviewing, re-entered constantly
Perl (1979)	Weak writers loop for spelling, not meaning
Sommers (1980)	Students change words; experts change structure
Kellogg	Outlining first improved quality
Rose (1980)	Rigid rules block writers
Wallas (1926)	Preparation, incubation, illumination, verification

Worked cases

CASE 3.1 · DIAGNOSING A STALL

Rafael knows his paragraph should show that the parking fee hurts night students, but he keeps rewriting the first sentence.

STEP 1 · WHAT IS HAPPENING

Rewriting one sentence repeatedly is judging while generating.

STEP 2 · IS THERE A CONTENT GAP?

He has no number for how many night students pay the fee. That is the real block.

STEP 3 · THE MOVE

Type [fix later], go get the number, then continue.

CASE 3.2 · ORDERING THE REVISION PASSES

Ivy has a full draft and two hours. Her plan: fix commas, then check whether paragraph 5 is her real thesis.

STEP 1 · SPOT THE PROBLEM

Commas first means polishing sentences she may cut.

STEP 2 · REORDER

Reverse-outline first; promote paragraph 5 if it is the thesis; then paragraphs, then sentences, then proofreading.

STEP 3 · THE LESSON

Do the biggest job first.

TRAPS PEOPLE FALL INTO

- **Keeping most of a freewrite.** Loop from the one live sentence.
- **Writing the introduction first because you must.** Write it once the essay exists.
- **Calling spellcheck revision.** If nothing moved, you edited.
- **Drafting with sources open.** That invites patchwriting.

Chapter 3 self-test · six items

1. Which researcher found experienced writers revise structure while students change words?

A. Sondra Perl
B. Mike Rose
C. Graham Wallas
D. Nancy Sommers

D. Nancy Sommers Sommers (1980) compared student and experienced writers.

2. On the ten-hour budget, how long is shaping?

A. 2.5 hours
B. 1.5 hours
C. 3 hours
D. 1 hour

D. 1 hour Shaping is 10% of the ten hours.

3. Which tool takes the liveliest sentence of a freewrite to a fresh page?

A. Cubing
B. Clustering
C. Looping
D. The topic ladder

C. Looping Looping repeats the freewrite from the hottest sentence.

4. Every paragraph in your plan could go anywhere. What gap is likely?

A. A plan gap: no disputable working thesis
B. A content gap: no example for one paragraph
C. A proofreading gap in the citation format
D. A register gap in the opening sentence

A. A plan gap: no disputable working thesis Go back to the topic ladder and make the claim disputable.

5. Which outline item is a job?

A. Paragraph 4: the usage statistics and data
B. Show the usage data count visits, not need
C. Background information on the pantry
D. Some interviews with the student staff

B. Show the usage data count visits, not need A job says what the paragraph must accomplish.

6. Which pass of revision comes first?

A. Proofreading
B. Editing sentences
C. Global revision
D. Formatting citations

C. Global revision Claim, order and coverage come before anything smaller.

CHAPTER 4

Thesis, Claim and Purpose

Read it in full: **Chapter 4 in the textbook**. Practice it in the lab: **The Thesis Ladder** and **The Claim Workbench**.

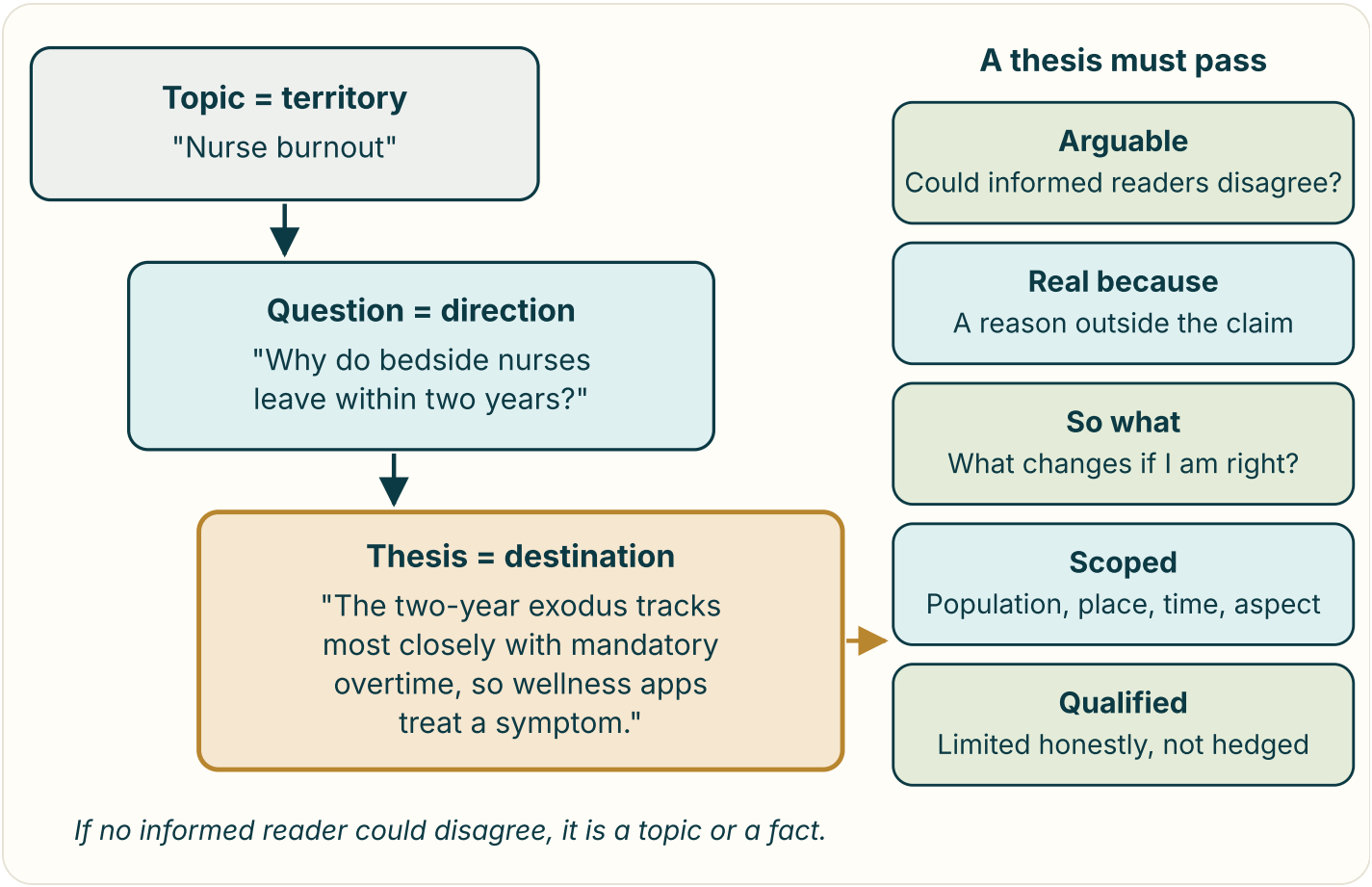
What to know

A **topic** is a territory; a **research question** gives direction; a **thesis** is your arguable answer. Use the **reasonable-disagreement test**, and aim for disputable but decidable. Keep claim, thesis and hypothesis distinct: a hypothesis is a testable prediction before data; an essay's thesis is revised when evidence contradicts it.

Purpose shapes the thesis: **informative** (controlling idea), **analytical** (interpretation), **argumentative** (contested position with grounds), **reflective** (insight). The prompt's verb is a contract. Narrow scope on population, place, time and aspect; add a real **because** and a **so-what**; qualify (load-bearing) rather than hedge (padding).

Default placement is the end of the introduction; a delayed thesis suits resistant readers. Shapes include concession pivot, correction, causal, evaluative, interpretive and proposal; distrust the three-part roadmap. Six failures: announcement, fact, both-sides shrug, overreach, vague verdict, list without hierarchy. Reverse-outline the draft; if the conclusion is sharper, move it forward.

> **LOCK THESE IN**
>
> - Territory, direction, destination.
> - Could an informed reader disagree?
> - Prompt verb = contract.
> - Narrow on two of four axes.
> - Qualifier keeps; hedge cuts.
> - Name the failure before rewriting.



Territory, direction, destination. A question with competing answers turns a topic into something you can argue. The thesis is your answer, and it has to pass every test on the right.

Chapter 4 failures and fixes

Failure	Fix
Announcement	Delete the frame; state the finding
Fact	Move to background; claim something about it
Both-sides shrug	Pick a side; keep nuance as concession
Overreach	Narrow population, mechanism and time
Vague verdict	Name the criterion and mechanism
List without hierarchy	Subordinate: one cause carries the weight

Worked cases

CASE 4.1 · NARROWING SCOPE

Draft thesis: "Phones hurt students."

STEP 1 · DIAGNOSE

Overreach: undefined terms, unprovable scope.

STEP 2 · NARROW TWO AXES

Population: first-year students. Aspect: phones on desks during lectures.

STEP 3 · REBUILD

"For first-year students, a phone left face-up on the desk during lecture lowers note quality, because each notification pulls attention mid-sentence." **Now it has a because and a scope.**

CASE 4.2 · MATCHING PURPOSE TO VERB

Prompt: "Evaluate the campus bike-share program." Draft thesis: "The bike-share program has 200 bikes at 12 stations."

STEP 1 · READ THE VERB

Evaluate: judge against criteria.

STEP 2 · DIAGNOSE

The draft is a fact, an informative sentence under an evaluate prompt.

STEP 3 · REBUILD

"Judged on cost per ride and station coverage, the bike-share succeeds on the first and fails on the second." **Criteria named, verdict given.**

TRAPS PEOPLE FALL INTO

- **Bold equals strong.** Strong means supportable with a real opponent.
- **Inventory under analyze.** Interpret, do not list.
- **Empty because.** Point to a mechanism or consequence.
- **Forcing the old thesis.** Promote the sharper conclusion.

Chapter 4 self-test · six items

1. What does the reasonable-disagreement test ask?

A. Could an informed person disagree?
B. Is the sentence under twenty words?
C. Would the instructor like the idea?
D. Does it contain a statistic?

A. Could an informed person disagree? If no one could disagree, it is a fact or platitude.

2. Which prompt verb signals an analytical purpose?

A. Interpret
B. Narrate
C. Summarize
D. Propose

A. Interpret Analyze, examine, interpret and compare signal analysis.

3. Which is a qualifier rather than a hedge?

A. It could perhaps be argued that
B. In my own honest opinion here
C. Among first-semester commuters
D. It might possibly be that

C. Among first-semester commuters A qualifier narrows precisely; deleting it would make the claim false.

4. "In this paper I will look at medication errors" is which failure?

A. The overreach
B. The announcement
C. The both-sides shrug
D. The vague verdict

B. The announcement It describes the paper instead of claiming anything.

5. Past roughly how many pages does a thesis paragraph replace a single sentence?

A. About one page
B. About three pages
C. About twenty pages
D. About eight pages

D. About eight pages Long documents need situation, complication, claim and payoff.

6. Why distrust the three-part roadmap thesis?

A. It places the thesis much too late in the essay
B. It presents reasons as equal and unconnected
C. It cannot be used in a five-page paper
D. It always requires a counterargument

B. It presents reasons as equal and unconnected Real arguments usually have one load-bearing reason.

CHAPTER 5

Paragraphs, Unity and Coherence

Read it in full: **Chapter 5 in the textbook**. Practice it in the lab: **The Drift Test** and **The Sentence Chain**.

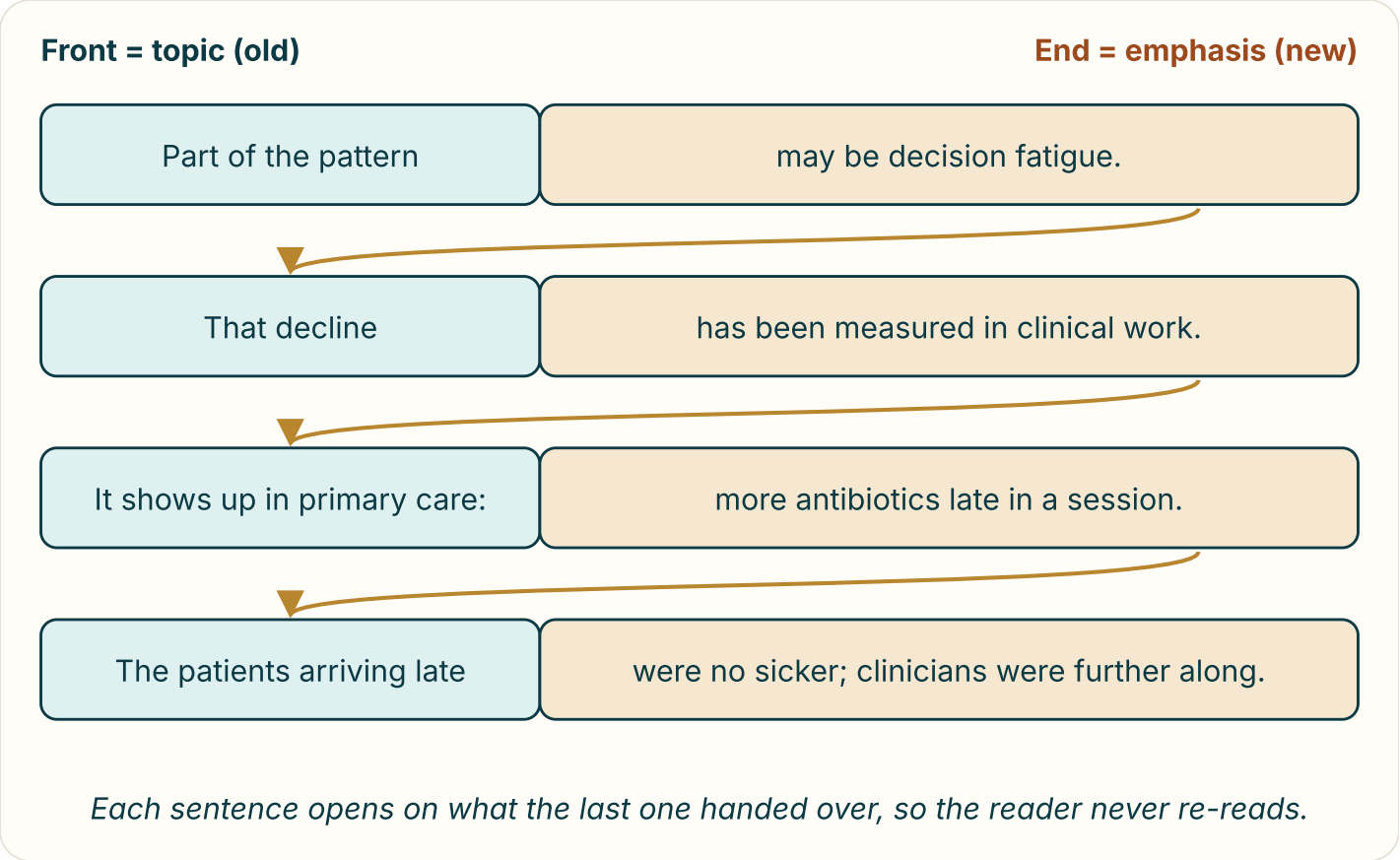
What to know

A paragraph break claims one idea has ended. Length follows the idea and the genre (essay 100 to 200 words; discussion post 40 to 90; email one to three sentences). A **topic sentence** asserts a **controlling idea**; announcements impose no discipline.

Unity: test each sentence with the drift test and repair by cutting, subordinating or splitting. **Development**: claim, evidence, explanation (PIE), with at least two lines of yours per line of source; seven **patterns of development**; close with a so-what, not a quotation.

Coherence: old-to-new order, a steady topic string, transitions that name real relationships, repeated key terms. Cohesion is local; coherence is global. Openings and conclusions are real paragraphs; hinge sentences look back and step forward; a paragraph-level reverse outline audits the sequence.

> **LOCK THESE IN**
>
> - Break = new idea.
> - Assert, do not announce.
> - Cut, subordinate, split.
> - Explanation is the skipped move.
> - Old to new.
> - Hinge: back, then forward.



Old information first, new information last. The new end of each sentence becomes the familiar start of the next. Reverse the order and every sentence makes the reader reorient.

Chapter 5 tests

Test	Catches
One-sentence claim	Two ideas in one block
Drift test	Related but off-claim sentences
Topic string	A paragraph that keeps changing subject
First-sentence read	A structure skimmers cannot follow
Transition check	Connectives promising relationships that are not there
Reverse outline	Repeats and lists posing as arguments

Worked cases

CASE 5.1 · CHOOSING A PATTERN OF DEVELOPMENT

Claim: "A food desert is not the same as a neighborhood without restaurants."

STEP 1 · READER'S QUESTION

What exactly do you mean by food desert?

STEP 2 · PATTERN

Definition, opening into contrast.

STEP 3 · SKETCH

Define it by distance to fresh groceries, then contrast it with an area full of takeout but no grocery.

CASE 5.2 · ADDING THE MISSING EXPLANATION

"Students skip breakfast before 8 a.m. classes. A survey found 41 percent did. This shows breakfast matters."

STEP 1 · SPOT THE RESTATEMENT

"This shows breakfast matters" adds nothing.

STEP 2 · EXPLAIN THE MECHANISM

Students who skip breakfast arrive running on a long fast, which the survey links to lower attention in first-period labs.

STEP 3 · SO-WHAT

So the fix may be the dining hall's opening time, not student willpower.

TRAPS PEOPLE FALL INTO

- **Five sentences by rule.** Length follows the idea.
- **"Is it related?"** Ask whether it advances this claim.
- **Ending on a quotation.** Interpret in your own voice.
- **More transitions for coherence.** Reorder first.

Chapter 5 self-test · six items

1. Which repair fits a stray sentence that deserves its own development?

A. Split it into a new paragraph
B. Cut it from the essay entirely
C. Subordinate it as a short clause
D. Move it into a footnote below

A. Split it into a new paragraph Split when the idea deserves its own paragraph.

2. PIE stands for:

A. Purpose, intent, evidence
B. Point, illustration, explanation
C. Paraphrase, idea and example
D. Plan, introduce, then end it

B. Point, illustration, explanation Another name for claim, evidence, explanation.

3. Which pattern answers "What kinds are there, on what basis?"

A. Illustration
B. Process steps
C. Definition
D. Classification

D. Classification Classification sorts into types by a stated basis.

4. Cycling "adherence," "uptake" and "buy-in" for one idea is called:

A. Parallel structure
B. Elegant variation
C. Subordination
D. Metadiscourse

B. Elegant variation It confuses readers about whether you mean the same thing.

5. Which opening sentence is a hinge?

A. If cost explains some of it, scheduling explains more
B. Another problem is the scheduling of the classes
C. Next, we will look closely at the class schedule
D. Scheduling is also a very important factor here

A. If cost explains some of it, scheduling explains more It ranks the two causes and steps into the new paragraph.

6. What is the typical length of an online discussion post paragraph in the chapter?

A. About 100 to 200 words
B. Exactly five sentences
C. About 40 to 90 words
D. One to two words

C. About 40 to 90 words Readers are skimming several posts on a screen.

CHAPTER 6

Evidence and Support

Read it in full: **Chapter 6 in the textbook**. Practice it in the lab: **The Evidence Dispatcher** and **The Analysis Slot**.

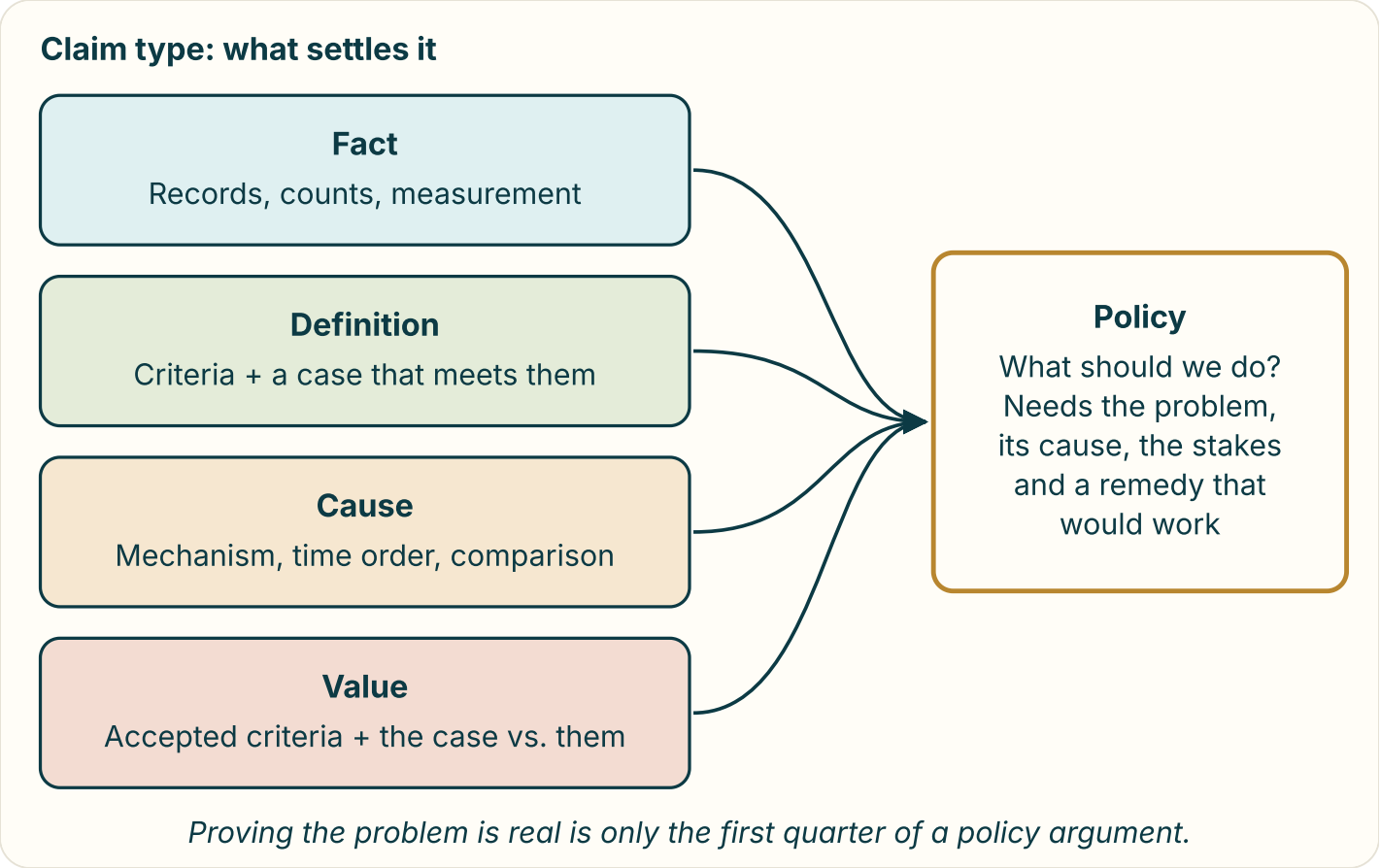
What to know

Evidence is what a reader can check without trusting you. Six types each have a ceiling: data, text, expert testimony, case, anecdote, analogy. Evidence is audience-relative: supply what stands between what the reader grants and what you want accepted.

Five **claim types**: fact, definition, cause, value and policy (which needs the other four). Before searching, finish "If I found ___, I would concede." The **analysis** sentence adds an idea the evidence does not contain. An unshared **warrant** cannot be fixed with more facts.

Audit with **STAR**: sufficiency, typicality, accuracy, relevance. Hunt counterevidence and raise it after your best evidence. Numbers: percent of what, when, in whom, compared with what; relative versus absolute; percent versus percentage point; mean versus median; correlation needs mechanism, time order, comparison and ruled-out confounds. Experience carries existence, mechanism and stakes.

> **LOCK THESE IN**
>
> - Evidence = checkable.
> - Claim type sets the evidence.
> - Analysis adds an idea.
> - STAR audit.
> - Points vs percent.
> - Median for skewed data.



Match the evidence to the claim. Each claim type is settled by its own kind of support. A policy claim stands on all four of the others.

Chapter 6 numbers

Case	Honest statement
4% to 6%	2 percentage points; 50% relative rise
2 in 1,000 to 1 in 1,000	50% relative cut; 0.1 point absolute
Complaints 4 to 16	A 300% rise from a small base
Waits 12, 14, 15, 15, 18, 20, 95 min	Mean 27; median 15
Tutored students score higher	Self-selection may explain it
Ice cream and drownings	Confounded by summer

Worked cases

CASE 6.1 · PERCENTAGE POINTS VERSUS PERCENT

A club's on-time rate fell from 80 percent to 60 percent.

STEP 1 · POINTS

80 − 60 = **20 percentage points**.

STEP 2 · RELATIVE

20 ÷ 80 = 0.25, a **25 percent** relative drop.

STEP 3 · HONEST SENTENCE

"The on-time rate fell from 80 to 60 percent, a drop of 20 percentage points."

CASE 6.2 · MATCHING EVIDENCE TO A VALUE CLAIM

Claim: "The new library app is better than the old catalog." Evidence offered: download counts.

STEP 1 · CLAIM TYPE

Value: "better" needs criteria.

STEP 2 · CRITERIA

Speed to find a book and accuracy of availability.

STEP 3 · EVIDENCE

Timed searches and error rates for both systems. **Download counts measure popularity, not quality.**

TRAPS PEOPLE FALL INTO

- **Citations as evidence.** The content is the evidence.
- **Data for value claims.** Value needs criteria.
- **Mean of skewed data.** Report the median.
- **One case for frequency.** Experience shows existence, not how often.

Chapter 6 self-test · six items

1. Which evidence type can only make a case plausible, never prove it?

A. Analogy or precedent
B. Empirical data
C. Textual evidence
D. Expert testimony

A. Analogy or precedent The two situations are never identical.

2. "What exactly counts as a wellness call?" asks a claim of:

A. Fact
B. Policy
C. Definition
D. Value only

C. Definition Definition claims are settled by criteria plus cases.

3. A rate rises from 10 to 15 percent. What is the relative increase?

A. 5 percent
B. 15 percent
C. 150 percent
D. 50 percent

D. 50 percent 5 ÷ 10 = 0.5, while the absolute rise is 5 percentage points.

4. Which STAR test asks whether your instances are representative?

A. Sufficiency
B. Typicality
C. Accuracy
D. Relevance

B. Typicality Also called representativeness.

5. Ice cream sales and drownings rise together. The third factor is called:

A. A hidden warrant
B. A confounding variable
C. A careful qualifier
D. A low base rate

B. A confounding variable Summer drives both.

6. Your reader accepts all your facts and still rejects your claim. More data will:

A. Settle the matter if numerous
B. Help if the data are very recent
C. Help if placed in a clear table
D. Not help; argue for the warrant

D. Not help; argue for the warrant The disagreement is about the connecting assumption.

CHAPTER 7

Argument: Structure and Fallacies

Read it in full: **Chapter 7 in the textbook**. Practice it in the lab: **The Warrant Excavator** and **The Fallacy Repair Shop**.

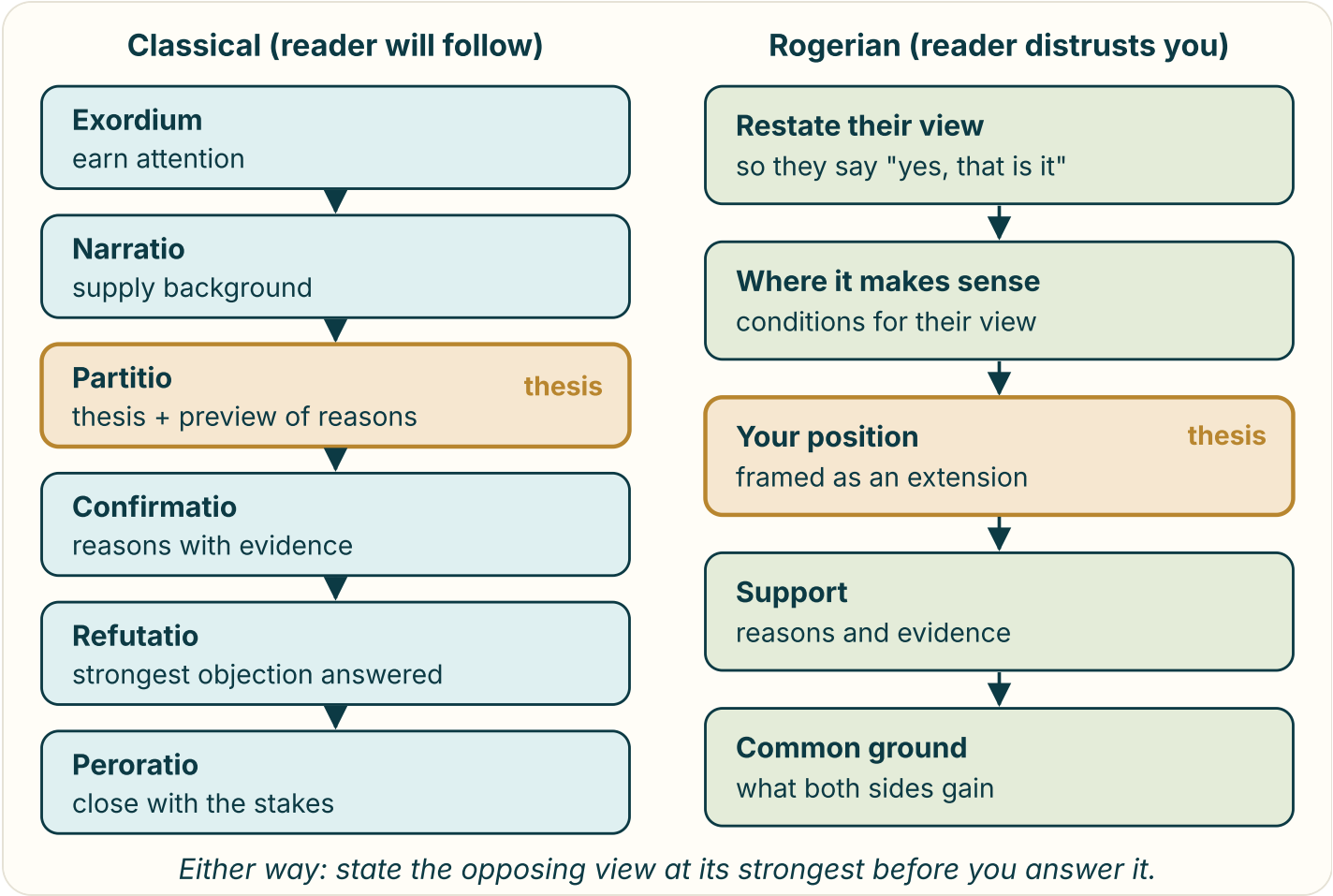
What to know

An argument is a **claim** plus **reasons** plus **evidence**, joined by **warrants**. The **because test** separates weak, circular and real reasons. Arguable sentences are neither facts, preferences nor topics.

Toulmin's six parts: claim, grounds, warrant, backing, qualifier, rebuttal. Classical arrangement (exordium to peroratio) suits readers who follow a thesis; **Rogerian** order suits readers who distrust you. Refute the evidence, the warrant or the relevance; the warrant is the strongest target.

A **fallacy** feels persuasive without supporting its conclusion. Labels depend on context, and naming one refutes nothing (the **fallacy fallacy**). Steel-man rather than straw-man. Stress-test with an argument reverse outline and an objection audit (evidence, warrant, scope, cost); unanswerable objections become qualifiers.

> **LOCK THESE IN**
>
> - Because test.
> - Toulmin's six parts.
> - Classical vs Rogerian.
> - Refute at the warrant.
> - Labels diagnose, not refute.
> - Unanswerable objection = qualify.



Two shapes for an argument. Classical order front-loads the thesis for readers who will follow it. Rogerian order earns a hostile reader's goodwill first by restating their view fairly.

Chapter 7 fallacies to recognize

Fallacy	Repair move
Straw man	Steel-man the real position
Post hoc	Rule out co-occurring changes; compare
False dilemma	Name the third and fourth options
Begging the question	Give a reason that is not the claim
Hasty generalization	Offer it as a hypothesis, or add representative cases
Ad hominem	Address the argument's content

Worked cases

CASE 7.1 · ADDING BACKING FOR A DOUBTED WARRANT

Claim: the dorm should add quiet hours. Grounds: 70 percent of residents reported sleep problems. Warrant: residents' sleep is the dorm's responsibility. The housing office doubts the warrant.

STEP 1 · SPOT THE WEAK LINK

The office accepts the survey but not that sleep is its job.

STEP 2 · SUPPLY BACKING

Housing's own mission statement promises "an environment that supports academic success."

STEP 3 · QUALIFY

"At least during exam weeks." **Backing translates the warrant into terms the reader already accepts.**

CASE 7.2 · REPAIRING A POST HOC CLAIM

"Grades rose after the new tutoring app launched, so the app works."

STEP 1 · NAME IT

Post hoc: sequence treated as cause.

STEP 2 · CHECK ALTERNATIVES

The same term added a required study hall.

STEP 3 · REPAIR

"Grades rose after launch, but a new study hall began the same term; comparing sections without the app would separate the two."

TRAPS PEOPLE FALL INTO

- **A statistic with no reason.** Say what the number is doing there.
- **Fake concessions.** Answer the strongest version.
- **Calling every slope a fallacy.** Supported links are legitimate.
- **Hiding objections.** Narrow the claim.

Chapter 7 self-test · six items

1. "The ratio cap is needed because understaffing is bad" fails the because test as:

A. Too strong
B. Unsourced
C. Off-topic
D. Circular

D. Circular The reason restates the claim.

2. Which Roman arrangement part handles the strongest objection?

A. Narratio
B. Refutatio
C. Partitio
D. Exordium

B. Refutatio Refutatio comes after confirmatio.

3. "You cannot criticize my lateness; you returned exams late" is:

A. Tu quoque
B. Red herring
C. Genetic fallacy
D. Equivocation

A. Tu quoque It deflects by pointing at the critic's conduct.

4. "Either we cut the program or raise tuition" is:

A. A loaded question
B. A post hoc error
C. A false dilemma
D. A false analogy

C. A false dilemma Other options exist.

5. Which is the steel-man move?

A. Restate the opposing view in its weakest form
B. Ignore the opposing view to save some space
C. Restate the opposing view in its strongest form
D. Attack the person who holds the opposing view

C. Restate the opposing view in its strongest form Readers who see their view rendered fairly keep reading.

6. Which direction of the objection audit asks what acting on your claim breaks?

A. Evidence
B. Cost
C. Warrant
D. Scope

B. Cost The four directions are evidence, warrant, scope and cost.

CHAPTER 8

Research: Finding and Evaluating Sources

Read it in full: **Chapter 8 in the textbook**. Practice it in the lab: **The Search String Workbench** and **The Ninety-Second Lateral Read**.

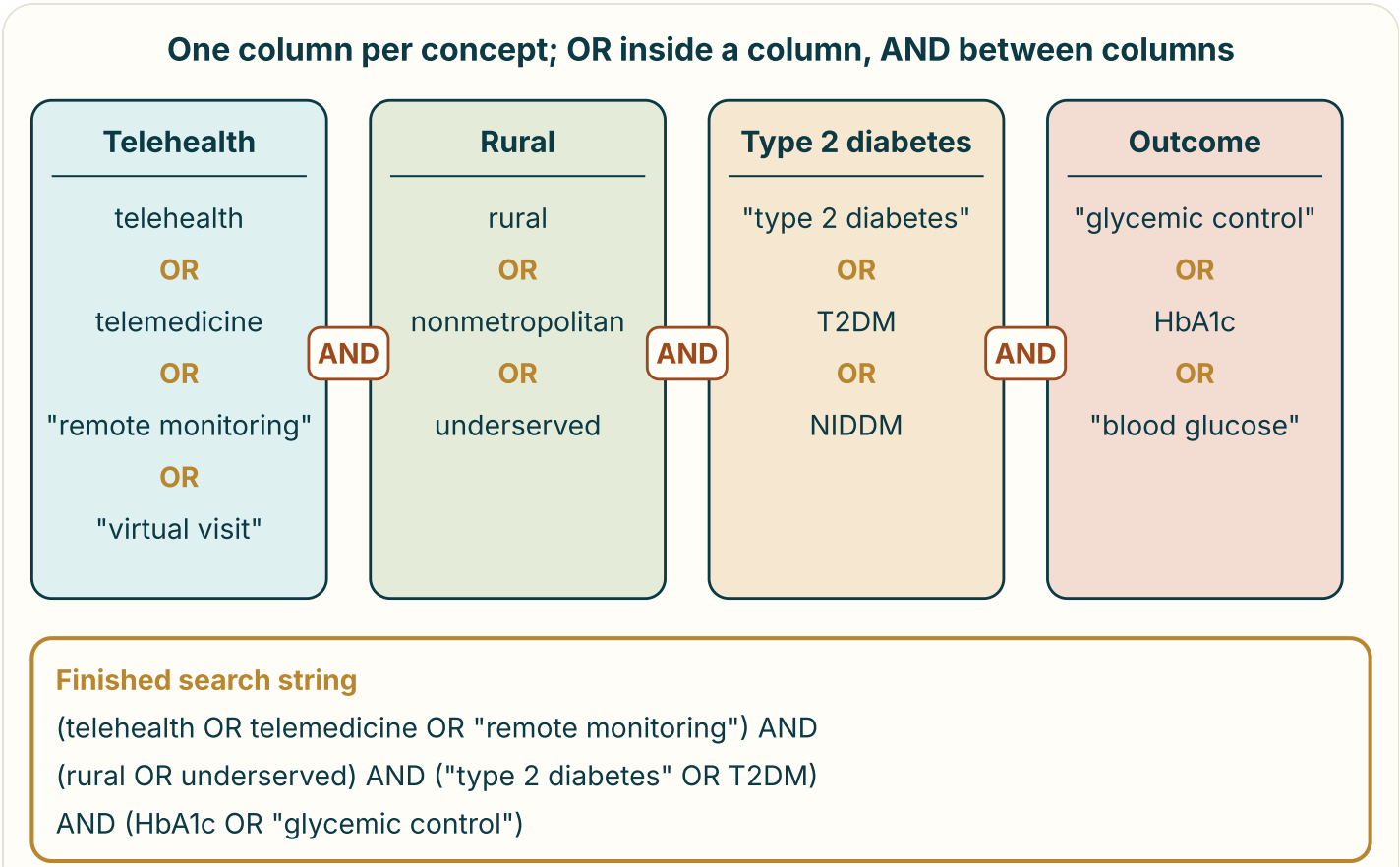
What to know

A good **research question** is answerable, arguable and bounded; narrow with population, setting, period and angle (comparison is most useful). Sort sources as scholarly, trade, popular and gray literature; peer review is a filter, not a guarantee. Primary, secondary and tertiary labels shift by discipline.

Build a **keyword grid**; OR joins synonyms, AND joins concepts, quotation marks lock phrases, asterisks truncate, parentheses group. Use controlled vocabulary such as MeSH and chain citations backward and forward.

Evaluate unfamiliar sources by **lateral reading** and **SIFT** (Stop, Investigate, Find better coverage, Trace). Watch for predatory journals and fabricated citations; never cite what you have not opened. Credibility is a relationship between a source and a claim. Capture with a research log, Q/P/M notes, annotations that summarize, evaluate and relate, and a synthesis matrix.

> **LOCK THESE IN**
>
> - Answerable, arguable, bounded.
> - OR inside, AND between.
> - Chain both directions.
> - SIFT: leave the page.
> - Never cite unopened sources.
> - Matrix columns become paragraphs.



Search in concepts, not sentences. Synonyms inside a concept are joined by OR, concepts are joined by AND, and quotation marks lock a phrase.

Chapter 8 source sorting

Source	Best used for
Peer-reviewed article	Empirical and causal claims
Trade publication	Current practice and vocabulary
Government report	Statistics and population data
Gray literature	Newest, most specific material
Encyclopedia or textbook	Orientation and key names
Advocacy white paper	What a stakeholder argues

Worked cases

CASE 8.1 · Q, P AND M NOTES

Source sentence (invented): "Campuses that moved to fine-free lending saw returns arrive on time at nearly the same rate as before."

STEP 1 · Q NOTE

"returns arrive on time at nearly the same rate" with the page number.

STEP 2 · P NOTE

Ending fines barely changed how promptly books came back (page).

STEP 3 · M NOTE

If fines do not speed returns, what are they for? **The M note is a future topic sentence.**

CASE 8.2 · READING A SYNTHESIS MATRIX

Three sources on later class start times: two find attendance gains, one does not measure attendance, and all three report better sleep.

STEP 1 · READ DOWN THE ATTENDANCE COLUMN

Two agree; one is silent.

STEP 2 · READ DOWN THE SLEEP COLUMN

All three agree.

STEP 3 · WRITE THE TOPIC SENTENCE

"Later starts reliably improve sleep, and where researchers measured attendance, it rose too."

TRAPS PEOPLE FALL INTO

- **Arguable means controversial.** It means evidence pulls more than one way.
- **NOT everywhere.** It drops papers that merely mention the word.
- **.org means reliable.** Read laterally.
- **Search everything before drafting.** Draft, then search the thin spots.

Chapter 8 self-test · six items

1. Which question is bounded?

A. How do public libraries affect society and culture in general?
B. Are libraries important to the communities that they serve?
C. Did fine-free lending change return rates at state colleges?
D. What is the full history of the public library in America?

C. Did fine-free lending change return rates at state colleges? It names a population, setting, period and comparison.

2. Which source type is written by practitioners for practitioners?

A. Trade publication
B. Scholarly monograph
C. Encyclopedia
D. Preprint

A. Trade publication Light on citations, strong on current practice.

3. What does the asterisk do in adolescen*?

A. Matches every ending on the stem
B. Excludes the word from all results
C. Locks an exact phrase in order
D. Limits the results to titles only

A. Matches every ending on the stem It finds adolescent, adolescents and adolescence.

4. Which SIFT move follows a claim back through a press release to the study?

A. Stop
B. Investigate
C. Find
D. Trace

D. Trace Trace claims to the original.

5. A preprint should be cited:

A. Exactly like any peer-reviewed article
B. With a note that it is not peer reviewed
C. Never, under any circumstances at all
D. Only in the reference list at the end

B. With a note that it is not peer reviewed Readers are entitled to weight it accordingly.

6. A manufacturer's website is good evidence for:

A. Whether its product really works well
B. The product's long-term safety record
C. How it compares with its rivals today
D. Which forms of its product it sells

D. Which forms of its product it sells Credibility depends on the claim the source must carry.

CHAPTER 9

Integrating Sources: Summary, Paraphrase, Quotation

Read it in full: **Chapter 9 in the textbook**. Practice it in the lab: **The Patchwriting Bench** and **The Quote Sandwich Builder**.

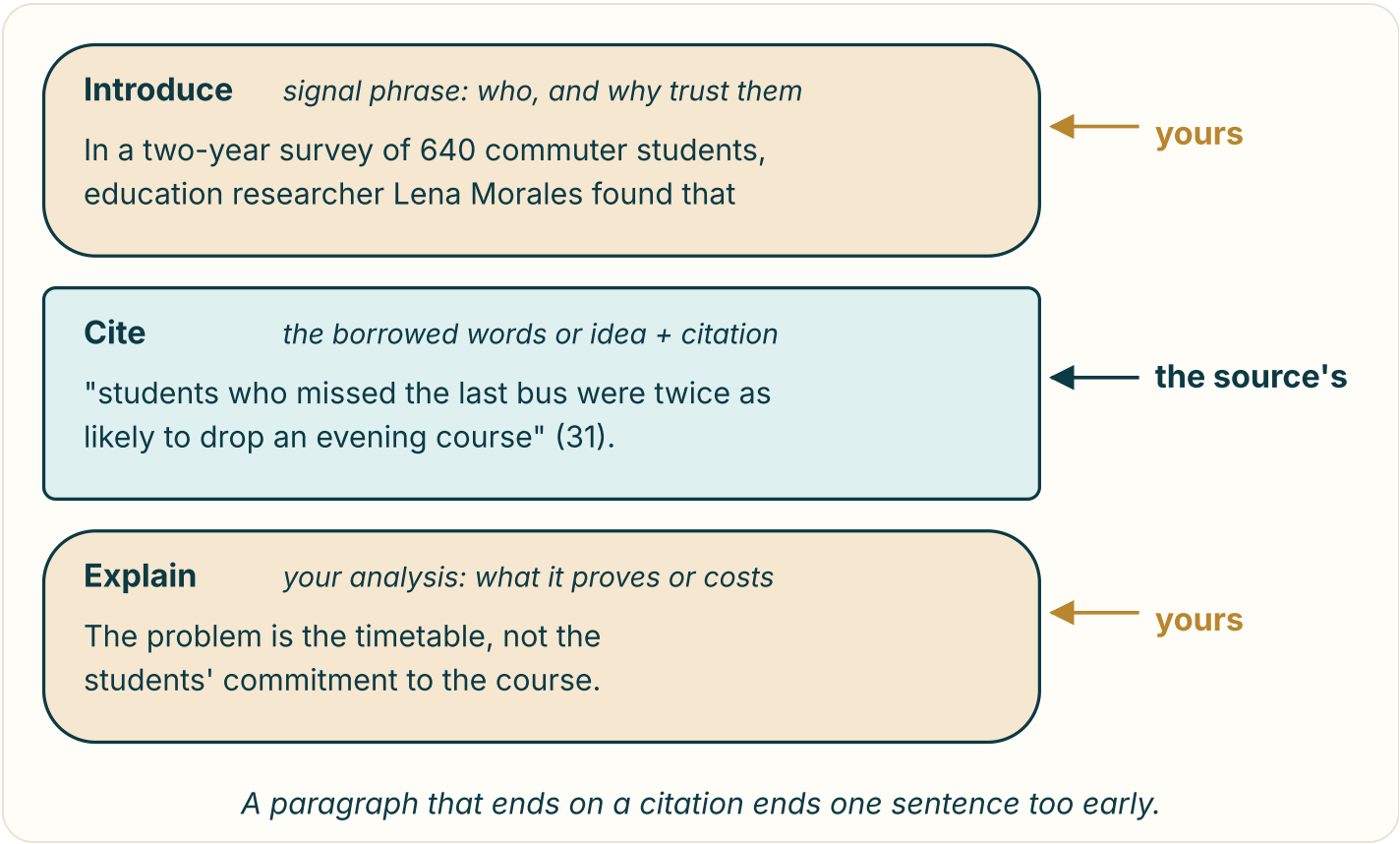
What to know

Summary compresses a whole argument (claim, basis, limits, relevance); **paraphrase** restates one idea in new words and new structure; **quotation** reproduces wording that is itself the evidence. If unsure, paraphrase.

Changing only the words is **patchwriting**, cited or not. Look away, say it aloud, write it, then check. Keep terms of art and every hedge; stripping "associated with" is **overclaiming**. Quote short and late; ellipses must never strengthen a claim; brackets are cosmetic; label emphasis added.

Block quotes: MLA over four lines, APA 40 words or more. The **quote sandwich** introduces, cites and explains. Attribution verbs are claims (argues, found, suggests, concedes, claims). **Synthesis** organizes a paragraph around your idea; the last sentence is yours.

> **LOCK THESE IN**
>
> - Summary, paraphrase, quotation: different jobs.
> - New words and new structure.
> - Hedges are content.
> - If the cut strengthens, restore it.
> - Introduce, cite, explain.
> - Topic sentence names an idea.



Every borrowed passage needs a hand on each side. The signal phrase sets it up, the citation marks what is borrowed, and your follow-up sentence is where the argument lives. (The source here is invented for practice.)

Chapter 9 summary failures

Failure	Repair
Losing the hedge	Restore what the author declined to claim
Losing the scope	Name the population and setting
Sequential retelling	Report claim, basis and limits
Editorializing inside	Evaluate in a separate sentence of yours
Summarizing the abstract	Summarize the methods and results you read
Copying sentence shapes	Rewrite from the margins, book closed

Worked cases

CASE 9.1 · KEEPING THE SCOPE

Source (invented): "Among 90 residents of two dormitories, quiet hours were associated with fewer reported sleep problems." Draft: "Quiet hours cure student sleep problems."

STEP 1 · SPOT THE LOSSES

Scope (90 residents, two dorms) and hedge (associated with) are gone; "cure" overclaims.

STEP 2 · REWRITE

"In two dormitories, residents reported fewer sleep problems under quiet hours, an association rather than proof of cause."

STEP 3 · THE RULE

Copy the author's confidence accurately.

CASE 9.2 · CHOOSING QUOTE OR PARAPHRASE

You want to analyze a college ad's phrase "you'll never study alone."

STEP 1 · WHAT IS THE EVIDENCE?

The wording itself, since you will analyze its framing.

STEP 2 · CHOOSE

Quote the phrase, woven into your sentence.

STEP 3 · FRAME

Signal phrase before, analysis after: the ad treats solitude as a danger. **You cannot analyze language you replaced.**

TRAPS PEOPLE FALL INTO

- **Quoting by habit.** Paraphrase unless wording is the evidence.
- **Citing a patchwrite.** The citation does not fix borrowed structure.
- **"Proves" for one study.** Match the verb to the design.
- **The source parade.** Synthesize around your claim.

Chapter 9 self-test · six items

1. Which move fits reporting one study's finding about attendance?

A. Block quotation
B. Full summary
C. Emphasis added
D. Paraphrase

D. Paraphrase The content matters, not the wording.

2. Which change is still patchwriting?

A. Rebuilding the whole idea in a new structure
B. Quoting the phrase inside quotation marks
C. Reordering the clauses with a few synonyms
D. Summarizing the whole article very briefly

C. Reordering the clauses with a few synonyms Reordering is not rewriting.

3. What does [sic] signal?

A. Words were omitted from the quotation
B. You added emphasis with your italics
C. The error is in the original source
D. The source is a secondary one you read

C. The error is in the original source Use it rarely, never to mock.

4. MLA 9 blocks a prose quotation when it runs:

A. Forty words or more
B. More than four lines
C. More than two sentences
D. Any length at all

B. More than four lines APA 7 uses the 40-word threshold.

5. Which verb is right for an author admitting a point against her own case?

A. Concedes
B. Demonstrates
C. Asserts
D. Refutes

A. Concedes Concedes reports a fair admission.

6. ICE stands for:

A. Identify, Collect, Evaluate
B. Introduce, Cite, Explain
C. Insert, Copy, Edit
D. Inform, Compare, End

B. Introduce, Cite, Explain The quote sandwich.

CHAPTER 10

Citation and Academic Integrity

Read it in full: **Chapter 10 in the textbook**. Practice it in the lab: **The In-Text Citation Forge** and **The Repair Shop**.

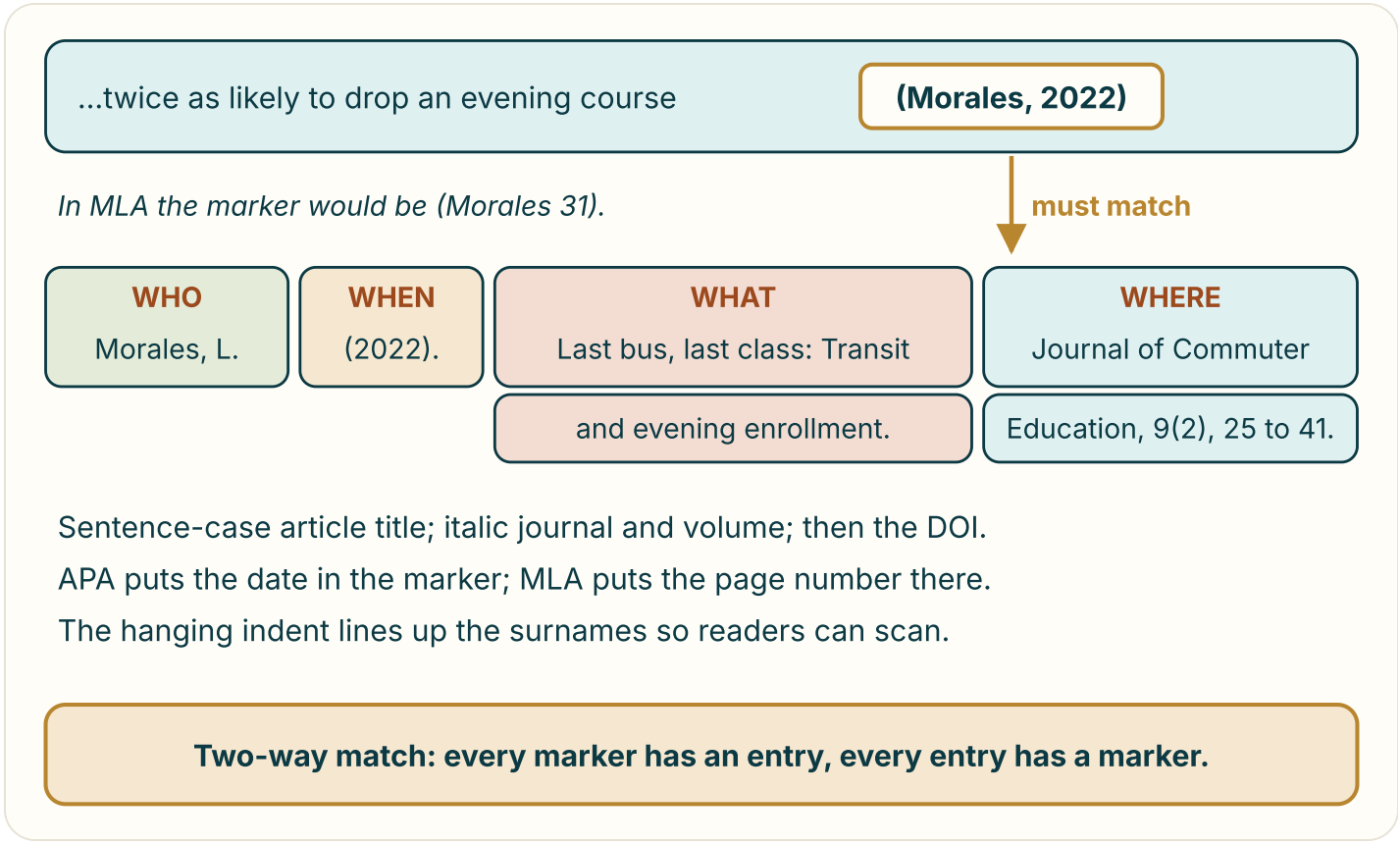
What to know

A citation **credits, locates, calibrates and separates**. **Common knowledge** depends on the audience: if a skeptic could say "says who?", cite it. Every in-text **marker** needs a full **entry** and every entry a marker; entries run who, when, what, where.

APA 7 carries author and date (page for quotations), uses & inside parentheses and et al. from the first mention for three or more authors. MLA 9 carries author and page. Use templates; include DOIs; name no database. Hard cases: title first when no author; n.d. when no date; "as cited in" with only what you read listed; AI tools per your style guide; personal communication in text only (APA).

Plagiarism includes verbatim copying, patchwriting, mosaic plagiarism, uncited paraphrase, self-plagiarism, contract cheating and fabricated sources; intent is not part of the definition. Tag quotes at capture, draft with the source closed, run the five-point audit, read similarity reports by what is highlighted, and disclose AI use by tool, stage, task and boundary.

> **LOCK THESE IN**
>
> - Credit, locate, calibrate, separate.
> - Says who? Then cite.
> - Two-way match.
> - APA date; MLA page.
> - Cite what you read.
> - Disclose tool, stage, task, boundary.



Two halves that must line up. The marker in your sentence stays short; the entry gives who, when, what and where. An orphan in either direction is the most common citation error. (Source invented for practice.)

Chapter 10 quick formats

Situation	APA 7 / MLA 9
Paraphrase, one author	(Okonkwo, 2021) / (Okonkwo 44)
Quotation	(Okonkwo, 2021, p. 44) / (Okonkwo 44)
Three or more authors	(Okonkwo et al., 2021) / (Okonkwo et al. 44)
No date	(Okonkwo, n.d.) / (Okonkwo)
Indirect source	as cited in / qtd. in
List heading	References (bold) / Works Cited (not bold)

Worked cases

CASE 10.1 · A NO-AUTHOR WEB PAGE

A 2023 web page titled "Why late fees fail" on a library association site has no author. You paraphrase it in APA.

STEP 1 · MOVE THE TITLE UP

The title takes the author slot in the entry.

STEP 2 · IN-TEXT FORM

Shortened title in italics to match a stand-alone page, in title case: (*Why Late Fees Fail*, 2023).

STEP 3 · AVOID

Do not write "Anonymous" unless the work is credited that way.

CASE 10.2 · A CREDIBLE AI DISCLOSURE

You used an AI tool to brainstorm counterarguments, then found sources and wrote the section yourself.

STEP 1 · NAME TOOL AND STAGE

"I used [tool name] during planning."

STEP 2 · NAME TASK AND BOUNDARY

"...to list possible counterarguments; I chose two, found sources myself and wrote the section without further AI input."

STEP 3 · THE TEST

Could someone check where the tool stopped and you started?

TRAPS PEOPLE FALL INTO

- **Treating newly learned facts as common.** Your reader needs the source too.
- **Unused entries.** Every entry needs a marker.
- **Copying reference lists.** Open every source.
- **Reading the percent.** Read the highlights.

Chapter 10 self-test · six items

1. Which citation job lets a reader judge a 1987 textbook against a 2023 review?

A. Credit
B. Calibrate
C. Locate
D. Separate

B. Calibrate The date and venue let the reader weigh the source.

2. APA in running text with two authors uses:

A. "&" between the names
B. "and" between the names
C. Only the first author's name
D. "et al." after the first name

B. "and" between the names The ampersand appears only inside parentheses.

3. An email from a preceptor is cited in APA:

A. In the reference list only, at the end
B. Both in the text and in the reference list
C. Not at all, in any form, anywhere
D. In text only, as personal communication

D. In text only, as personal communication Readers cannot retrieve it, so it gets no entry.

4. Submitting your own earlier paper to a new course without permission is:

A. Mosaic plagiarism
B. Patchwriting
C. Self-plagiarism
D. Fair reuse

C. Self-plagiarism It misrepresents how much new work you did.

5. The Citation Project found student citations cluster:

A. In the opening pages of sources
B. In the final pages of the sources
C. Only in the reference lists
D. Evenly across every single page

A. In the opening pages of sources That suggests shallow reading more often than theft.

6. Which audit check catches fabricated references?

A. Counting the quotation marks
B. Highlighting your own analysis
C. Reading three paraphrases aloud
D. Clicking every DOI and URL

D. Clicking every DOI and URL If a source is real, you can open it.

CHAPTER 11

Style, Clarity and Concision

Read it in full: **Chapter 11 in the textbook**. Practice it in the lab: **The Character & Action Bench** and **The Twenty Percent Drill**.

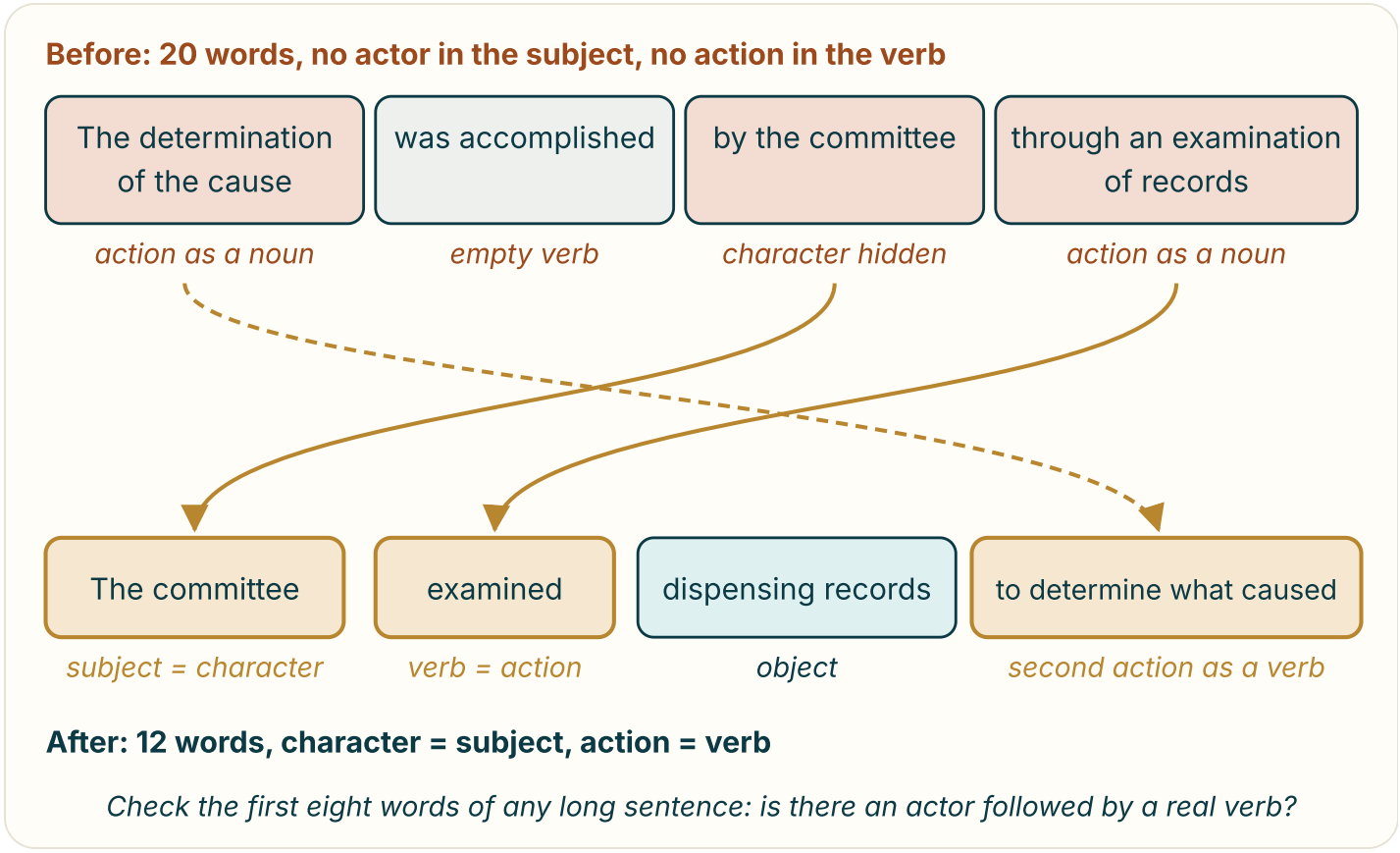
What to know

Put the main **character** in the subject and the main **action** in the verb (Joseph Williams, *Style*). Unstack **nominalizations**, but keep them for naming concepts or referring back. Use the passive only when the agent is unneeded or it aids flow.

Cut by category: empty modifiers, doubled words, redundant modifiers, redundant categories, long phrases, plus expletives and announcing metadiscourse. Aim for fifteen to twenty-five percent. Order sentences old to new (Gopen and Swan, 1990), keep a steady topic string and use transitions only for real relationships.

End on the point; use a short sentence after a long one for emphasis; make parallel ideas parallel; put your claim in the main clause. Write in a formal, not inflated, register; match hedges and reporting verbs to evidence; define jargon once; edit in narrow passes.

> **LOCK THESE IN**
>
> - Character = subject; action = verb.
> - Cut by category.
> - Old to new.
> - End on the point.
> - Main clause = claim.
> - Proves > shows > suggests.



The highest-yield edit. Find the main character and the main action, then put the character in the subject slot and the action in the verb. The nominalizations dissolve back into verbs.

Chapter 11 clutter categories

Category	Example to fix
Empty modifier	actually quite surprising
Doubled words	each and every
Redundant modifier	future plans
Redundant category	large in size
Long phrase	due to the fact that
Expletive opener	There are three reasons that...

Worked cases

CASE 11.1 · FIXING A TRAILING WHICH-CLAUSE

"The survey found that commuters skip office hours most often, which surprised the faculty senate."

STEP 1 · FIND THE POINT

Commuters skip office hours most often.

STEP 2 · MOVE THE REST FORWARD

"To the faculty senate's surprise, the survey found that commuters skip office hours most often."

STEP 3 · THE RULE

The stress position belongs to the point.

CASE 11.2 · CALIBRATING A CLAIM

"This one survey obviously proves that online tutoring raises grades."

STEP 1 · CHECK THE DESIGN

One survey: self-report, no comparison group.

STEP 2 · CHOOSE THE RUNG

"suggests" or "is associated with."

STEP 3 · REWRITE

"One survey suggests online tutoring users earn higher grades, though it cannot rule out that motivated students sought tutoring." **Cut "obviously."**

TRAPS PEOPLE FALL INTO

- **Banning all passives.** Keep useful ones.
- **Inflating to hit word counts.** Add evidence.
- **Utilize for use.** Plain is precise.
- **One sweep for everything.** Edit in passes.

Chapter 11 self-test · six items

1. "The team conducted an evaluation of the data" is best revised as:

A. An evaluation of the data was done.
B. The data were evaluated by the team.
C. There was a team evaluation of data.
D. The team evaluated the data.

D. The team evaluated the data. Empty verb plus nominalization becomes one verb.

2. Which use of the passive is reasonable?

A. The samples were stored at 4 degrees overnight.
B. Mistakes were made in grading the final exams.
C. The funds were misplaced somehow during last year.
D. Errors were introduced into the annual report.

A. The samples were stored at 4 degrees overnight. Nobody needs to know who opened the fridge.

3. "Each and every" is which clutter category?

A. Redundant category
B. Expletive
C. Empty modifier
D. Doubled words

D. Doubled words One word already covers the other.

4. Who argued influentially for old-to-new order in scientific prose?

A. Strunk and White
B. Graff and Birkenstein
C. Gopen and Swan
D. Flower and Hayes

C. Gopen and Swan Their 1990 article in American Scientist.

5. Which list is parallel?

A. to read closely, analyzing arguments, and how to write well
B. to read closely, to analyze arguments, and to write clearly
C. reading closely, to analyze, and writing that is very clear
D. to read closely, analysis, and to be writing more clearly

B. to read closely, to analyze arguments, and to write clearly Three infinitive phrases.

6. Which pass asks whether every claim matches the source's strength?

A. Structure
B. Calibration
C. The openings
D. Cutting words

B. Calibration Move the reporting verb up or down the ladder.

CHAPTER 12

The Grammar and Mechanics That Actually Matter

Read it in full: **Chapter 12 in the textbook**. Practice it in the lab: **The Boundary Repair Shop** and **Move the Modifier**.

What to know

Find clause boundaries with "It is true that." Fix comma splices and fused sentences with a period, semicolon, comma plus FANBOYS, subordination or a colon; however and therefore cannot join clauses with a comma. Fragments are fine only when clearly deliberate.

Agreement: bracket intervening words; along with does not make a compound subject; each and everyone are singular; neither...nor agrees with the nearer subject. Singular they is endorsed by APA, MLA and Merriam-Webster. Never let this stand alone. Place only before what it limits; give opening phrases their actor.

Six comma patterns, with essential versus nonessential clauses changing facts. Semicolons join clauses or complex list items; colons follow complete clauses; apostrophes never make plurals. Hold tense, person and number. Treat superstitions as register questions and proofread for your own error inventory.

> **LOCK THESE IN**
>
> - It is true that...
> - However is not but.
> - Bracket to find the subject.
> - This + noun.
> - Only before its target.
> - No apostrophe plurals.

Splice: The shuttle broke down, the class started without us.

Test each half with "It is true that...": both pass, so both are independent clauses.

Period	The shuttle broke down. The class started without us.	*two separate facts*
Semicolon	The shuttle broke down; the class started without us.	*read these together*
Comma + FANBOYS	The shuttle broke down, so the class started without us.	*names the relationship*
Subordinate	Because the shuttle broke down, the class started without us.	*ranks the ideas*
Colon	We missed the start: the shuttle broke down.	*second explains the first*

However is not FANBOYS: "large, however the sample" is still a splice.

Choose the repair, not just any repair. All five fix the boundary, but each tells the reader something different about how the two ideas relate.

Chapter 12 boundary repairs

Repair	Signals
Period	Two separate facts
Semicolon	Read these together
Comma + FANBOYS	Names the relationship
Subordination	Ranks the ideas
Colon	Second explains the first
Semicolon + however,	Contrast with a conjunctive adverb

Worked cases

CASE 12.1 · FIXING AGREEMENT BY BRACKETING

"The box of graded quizzes are on the desk."

STEP 1 · FIND THE VERB

are.

STEP 2 · BRACKET

The box [of graded quizzes] are on the desk.

STEP 3 · CORRECT

The box of graded quizzes is on the desk.

CASE 12.2 · PLACING ONLY

The coach meant that nobody but Lena ran the full course. Draft: "Lena only ran the full course."

STEP 1 · READ THE DRAFT'S CLAIM

It says running was all Lena did.

STEP 2 · MOVE ONLY

"Only Lena ran the full course."

STEP 3 · THE RULE

Put only immediately before what it limits.

TRAPS PEOPLE FALL INTO

- **However as but.** Semicolon or period before it.
- **Pause commas.** Commas mark structure.
- **Colon after "are."** Colons follow complete clauses.
- **Generic proofreading.** Target your own patterns.

Chapter 12 self-test · six items

1. Which sentence is a fused sentence?

A. The lab closed early, so the students left.
B. The lab closed early the students left
C. Because the lab closed early, the students left.
D. The lab closed early; the students left.

B. The lab closed early the students left Two independent clauses with no punctuation.

2. "Neither the coaches nor the captain ___ the schedule."

A. knows
B. know
C. are knowing
D. have known

A. knows The verb agrees with the nearer subject, captain.

3. Which pronoun approach does the chapter call cleanest?

A. Using the generic he
B. Using he or she each time
C. Pluralizing the antecedent
D. Alternating he and she often

C. Pluralizing the antecedent Plural antecedents sidestep the question.

4. "Walking into the gym, the noise was deafening" contains:

A. A comma splice here
B. An apostrophe error
C. A fused sentence
D. A dangling modifier

D. A dangling modifier The noise did not walk in.

5. "The students, who live off campus, get parking permits" means:

A. Only some students live off campus
B. No students get parking permits
C. The commas change nothing
D. All the students live off campus

D. All the students live off campus A nonessential clause adds detail about all of them.

6. Which is a usage superstition rather than a real error?

A. A comma splice with however
B. Starting a sentence with but
C. A dangling opening modifier
D. A vague stand-alone this

B. Starting a sentence with but Chicago calls the prohibition unfounded.

CHAPTER 13

Genres: Narrative, Analysis, Argument, Reflection

Read it in full: **Chapter 13 in the textbook**. Practice it in the lab: **The Prompt Decoder** and **One Night, Four Papers**.

What to know

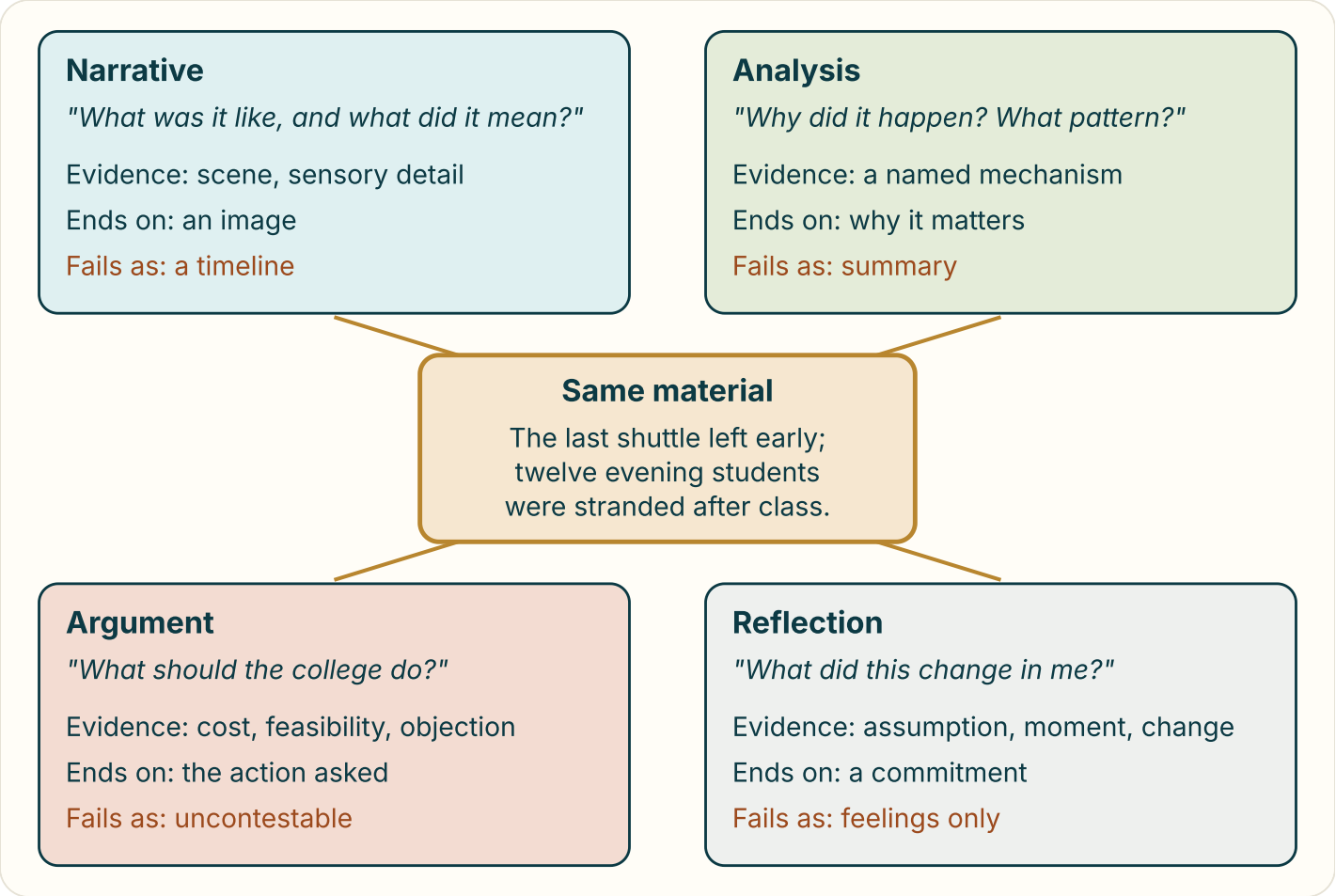
Genre is a promise and a typified action (Miller, 1984). Read the prompt's main verb: describe (narrative), analyze (analysis), argue or evaluate (argument), reflect (reflection). Narrative alternates scene and summary under a controlling idea, not a moral.

Analysis names a mechanism: X does Y by means of Z, which matters because W. If an opponent could write your topic sentence, it is a fact. Kinds: rhetorical, textual, causal, comparative. Argument starts at the right stasis (fact, definition, value, policy) and delivers its sub-genre's moves: position, proposal (feasibility), evaluation (criteria), refutation (a better account).

Concede at full strength, then narrow. Reflection shows a prior assumption, a disconfirming moment and a change (What? So what? Now what?; Gibbs; DEAL; Schön). One event can become four papers; the evidence, the use of I and the ending change.

LOCK THESE IN

- Verb names the genre.
- Controlling idea, not moral.
- Name the mechanism.
- Find the stasis.
- Criteria for evaluation.
- Assumption, moment, change.



The facts stay; the promise changes. Read the prompt's main verb to know which genre you owe, then deliver that genre's evidence and ending.

Chapter 13 reflection models

Model	Shape
Borton (Rolfe, Freshwater, Jasper)	What? So what? Now what?
Gibbs' reflective cycle	Adds feelings and evaluation stages
DEAL (Ash and Clayton)	Describe, Examine, Articulate Learning
Schon	Reflection-in-action vs reflection-on-action
Proportions	About 1/4 description, 1/2 examination, 1/4 commitment
Drafting tip	Write Now what? first

Worked cases

CASE 13.1 · FROM DESCRIPTION TO ANALYTICAL CLAIM

Draft topic sentence: "The orientation video shows students laughing in the dining hall."

STEP 1 · THE OPPONENT TEST

An opponent could write it, so it is a fact.

STEP 2 · FILL THE PATTERN

X: the video. Y: sells friendship over academics. Z: no scene shows a classroom. W: which may leave new students unprepared for workload.

STEP 3 · ASSEMBLE

"The orientation video sells friendship over academics, since not one scene shows a classroom, which may leave new students unready for the workload."

CASE 13.2 · A REFLECTION'S NOW WHAT? FIRST

A student kept missing the start of a group project meeting and blamed traffic.

STEP 1 · WRITE THE NOW WHAT?

"I now set meeting reminders for when I need to leave, not when the meeting starts."

STEP 2 · FIND THE MOMENT

The third late arrival, when a teammate showed the bus app had warned of delays an hour earlier.

STEP 3 · NAME THE ASSUMPTION

"I had believed lateness was luck. It was planning." **Assumption, moment, change.**

TRAPS PEOPLE FALL INTO

- **Five paragraphs as genre.** It is a scaffold.
- **Moral at the end.** Write a controlling idea.
- **Effect as mechanism.** Point to something checkable.
- **"I learned a lot."** From what, to what, detectable how?

Chapter 13 self-test · six items

1. "Account for why enrollment dropped" asks for which genre?

A. Narrative
B. Reflection
C. Analysis
D. Proposal

C. Analysis Account for and explain why ask for a mechanism.

2. Opening at the hottest moment and backing up to explain is:

A. In medias res
B. Frame narrative
C. Braided structure
D. Straight chronology

A. In medias res Use it when the opening beats the setup.

3. Which analysis kind fails when the comparison is symmetric?

A. Rhetorical
B. Textual
C. Causal only
D. Comparative

D. Comparative A comparison should support a claim about one or the category.

4. Stasis theory was systematized by:

A. Carolyn R. Miller
B. Hermagoras of Temnos
C. Donald A. Schon
D. Terry Borton

B. Hermagoras of Temnos Transmitted by Cicero and Quintilian.

5. Which sub-genre must state and justify criteria?

A. Refutation
B. Position
C. Evaluation
D. Narrative

C. Evaluation Without criteria, the verdict looks like taste.

6. Graff and Birkenstein's phrase for a real concession is:

A. Steel-manning a view
B. Building the backing
C. Framing the stakes
D. Planting a naysayer

D. Planting a naysayer Name the person who would object.

CHAPTER 14

Revision, Peer Review and the Portfolio

Read it in full: **Chapter 14 in the textbook**. Practice it in the lab: **The 60-Minute Revision Clock** and **The Comment Worth the Hour**.

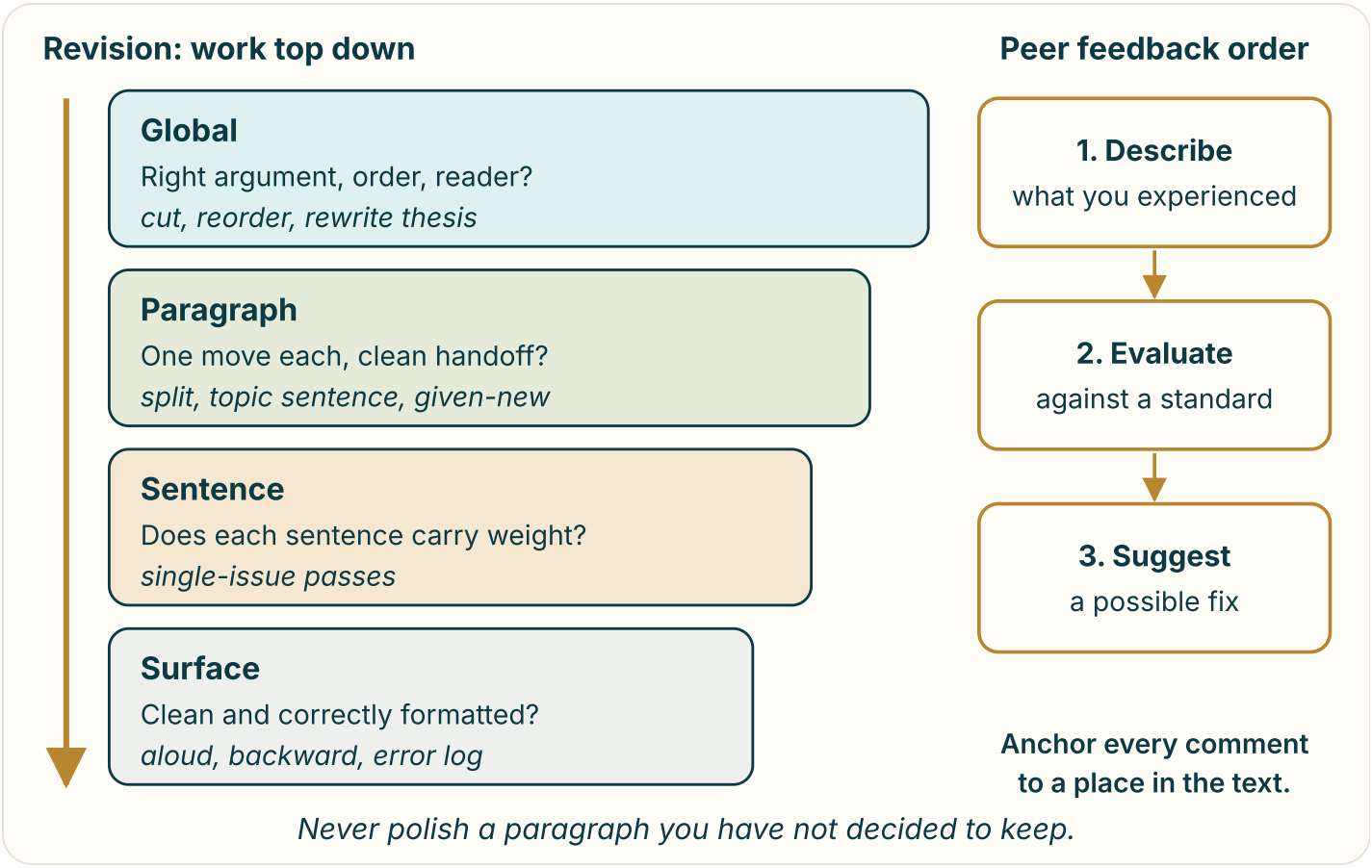
What to know

Revision is re-seeing at four altitudes, worked top down: global, paragraph, sentence, surface. Do not polish what you may cut. Create distance with time, paper, a new font, text-to-speech or a new place.

Reverse-outline: says, does, verdict. Promote a sharper conclusion when you find **thesis drift**. Cut with so what, says who and why here. Repair paragraphs with claim topic sentences and given-new order; run single-issue passes; keep a personal error log; proofread in a separate sitting.

Feedback: describe, evaluate, suggest, each located. Use a writer's memo and the twenty-five-minute protocol; trust readers' symptoms, not their cures; triage comments. Portfolios (showcase, process, hybrid) argue for growth; the reflective letter quotes before and after drafts and interprets the change.

> **LOCK THESE IN**
>
> - Top down.
> - Says, does, verdict.
> - Promote the sharper ending.
> - Single-issue passes.
> - Describe, evaluate, suggest.
> - Quote your own before and after.



Re-seeing, then repairing. Revision moves from the whole argument down to the surface. Feedback moves from what a reader experienced to a judgment and only then to a fix.

Chapter 14 portfolio checklist

Step	Why
Highlight every required element	Avoid missing artifacts
Build the empty folder with exact names	Prevents file-name errors
Confirm final versions	People submit pre-feedback drafts by accident
Add process evidence	Shows the polish was earned
Annotate each artifact	Says why it is there
Write the letter last, proofread it hardest	It is read first

Worked cases

CASE 14.1 · TRIAGING FEEDBACK

Three peers flag paragraph 3 as confusing; one peer wants a new title; your instructor repeats the paragraph 3 comment.

STEP 1 · PARAGRAPH 3

Three readers plus the instructor: real and now non-negotiable.

STEP 2 · THE TITLE

One reader: possibly taste; keep it if you can defend it in a sentence.

STEP 3 · ACT AND RECORD

Fix paragraph 3 your own way and name the change in the reflective letter.

CASE 14.2 · A WRITER'S MEMO

Your draft argues the campus should offer evening counseling hours.

STEP 1 · STATE THE CLAIM

"I argue evening counseling hours would reach students who work days."

STEP 2 · NAME THE WEAK SPOT

"My cost section feels thin."

STEP 3 · ASK TWO QUESTIONS

"Does the cost section convince you? Could you find my thesis without hunting?" **Answerable questions get real answers.**

TRAPS PEOPLE FALL INTO

- **Cleaning instead of revising.** Cut, move or add.
- **Comments without locations.** Name the paragraph.
- **Taking every fix.** Own the diagnosis.
- **Thank-you letters.** Argue with quoted evidence.

Chapter 14 self-test · six items

1. Which altitude asks whether the argument and order fit the reader?

A. Global
B. Paragraph
C. Sentence
D. Surface

A. Global Global work comes first.

2. Why keep prose rough until the structure is settled?

A. Rough prose earns higher grades overall
B. Instructors always prefer rough drafts
C. Polish takes very little time at all
D. Polished sentences become hard to cut

D. Polished sentences become hard to cut Beauty creates sunk costs.

3. Which cut question catches a paragraph in the wrong place?

A. Why here?
B. So what?
C. Says who?
D. Who reads?

A. Why here? Ordering problems show up under "why here?"

4. "The counterargument is stated but never answered, and the rubric requires a response" is:

A. Descriptive feedback
B. Evaluative feedback
C. Suggestive feedback
D. Surface feedback

B. Evaluative feedback A judgment against a standard.

5. A maxim credited to Neil Gaiman says readers are usually right about:

A. How to fix it, not what is wrong
B. Grammar and commas, not structure
C. Titles and fonts, not the theses
D. What is wrong, not how to fix it

D. What is wrong, not how to fix it Trust the symptom; own the diagnosis.

6. Which portfolio argues "here is how I got here"?

A. A showcase portfolio
B. A summary portfolio
C. A process portfolio
D. A grade portfolio

C. A process portfolio It holds drafts, feedback and revisions.

Cram sheet

Every list, test and rule from all fourteen chapters. 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

Names and findings

Who	What they found or argued	Why it matters
Flower and Hayes	Writers plan, translate and review, re-entering constantly	The process is recursive
Sondra Perl (1979)	Unskilled writers loop to check spelling, not meaning	Loop at the right scale
Nancy Sommers (1980)	Students change words; experienced writers change structure	If nothing moved, you edited
Peter Elbow (1973)	Freewriting; early outlines can freeze ideas	Generate before you judge
Ronald Kellogg	Outlining before drafting improved quality	Invent first, outline second, hold it loosely
Mike Rose (1980)	Blocked writers obey rigid rules	Name the rule; break it once
Graham Wallas (1926)	Preparation, incubation, illumination, verification	Schedule time away
Anne Lamott	Every writer produces bad first drafts	Your inner critic is early, not wrong

The ten-hour budget (1,500 words, two weeks)

Stage	Share	Hours
Reading the task and sources	15%	1.5
Invention	15%	1.5
Shaping	10%	1
Drafting	25%	2.5
Incubation	none	overnight, 12 h or more
Global revision	25%	2.5
Editing and proofreading	10%	1

Tests and checklists

Test	Ask	Failing looks like
So-what (outline)	"This matters because..."	The paragraph is decoration
Order	Read the jobs backwards	A term used before it is defined
Nutshell	One spoken sentence	Needs four sentences: two essays at once
Arguable	Could an informed reader disagree?	Everyone nods
Specific	Would it fit a different paper?	Interchangeable phrasing
Reasoned	Can I finish with a real because?	The because restates the claim
Provable	Can I get the evidence in this many pages?	Needs a literature review you will not do
Consequential	What changes if I am right?	"People would know more"
Aligned	Does it match the prompt verb and genre?	Descriptive thesis under analyze
Delivered	Does every section serve it?	Sections you cannot connect in one line

Paragraph tools

Tool	How it works	What it catches
One-sentence claim test	State the paragraph's claim in one sentence	Two claims in one block, or a claim with no support
Drift test	Does each sentence advance this claim?	Sentences that are related but off-claim
Cut, subordinate, split	Choose by how much the stray idea is worth	Repairs drift
Explanation ratio	Two lines of yours per line of source	Scrapbooks of quotations
Topic string	List the grammatical subjects	A paragraph that keeps changing the subject
First-sentence read	Read only first sentences straight through	A structure the skimming reader cannot follow
Paragraph reverse outline	Claim + job per paragraph	Repeats, stacked evidence, lists posing as arguments

Paragraph length by genre

Context	Typical paragraph
Academic essay	About 100 to 200 words; four to eight sentences
Discussion post	About 40 to 90 words; claim in the first line
Professional email or memo	One to three sentences; request first
Journalism and web copy	One to two sentences
Clinical or technical documentation	Structured entries set by the template

Evidence rules and numbers

Item	Rule	Example
STAR	Sufficiency, typicality, accuracy, relevance	One study cannot carry a claim about a whole field
Four questions for a number	Percent of what, when, in whom, compared with what	200% rise could be 1 to 3
Percentage point	Subtract the two percentages	4% to 6% = 2 points
Relative change	Change ÷ starting value	2 ÷ 4 = 50%
Absolute risk	Difference in actual risk	2/1,000 to 1/1,000 = 0.1 point
Mean vs median	Median for skewed data	Waits 12 to 95 min: mean 27, median 15
Correlation to cause	Add mechanism, time order, comparison, confounds ruled out	Ice cream and drownings: summer
Settle-it sentence	"If I found ___, I would concede"	Tells you what to search for

Argument parts and moves

Item	The list	Note
Smallest unit	Claim, reason, evidence	The reason is the usual gap
Toulmin (1958)	Claim, grounds, warrant, backing, qualifier, rebuttal	Warrants hide as common sense
Classical order	Exordium, narratio, partitio, confirmatio, refutatio, peroratio	Thesis early, objection near the end
Rogerian order	Restate their view, where it makes sense, your view as extension	For readers who distrust you
Refute at	Evidence, warrant, relevance	Warrant is strongest, least used
Objection audit	Evidence, warrant, scope, cost	Unanswerable = qualify
Evidence check	Who, how many, when	Missing one = filler

Fallacy families

Family	Members
Relevance and pressure	Ad hominem, straw man, appeal to popularity, misused authority, red herring, appeal to fear, tu quoque, genetic fallacy
Evidence and framing	Hasty generalization, post hoc, slippery slope, false analogy, false dilemma, begging the question, equivocation, loaded question, no true Scotsman, moving the goalposts
About fallacies	Labels depend on context; the fallacy fallacy; steel man instead of straw man

Research lists

Item	The list	Note
Good question	Answerable, arguable, bounded	Arguable is not controversial
Narrowing levers	Population, setting, period, angle	Add a comparison
Source tiers	Primary, secondary, tertiary	Labels shift by discipline
Source kinds	Scholarly, trade, popular, gray literature	Label preprints
SIFT	Stop, Investigate, Find better coverage, Trace	Leave the page
Scholarly check	Authority, purpose, evidence, currency, convergence	Read the funding statement
Notes	Q quotation, P paraphrase, M me	Prevents patchwriting
Annotation	Summarize, evaluate, relate	About 100 to 150 words
Stop searching	Saturation, predictability, you can answer aloud, budget gone	Then draft and search the gaps

Source integration

Item	Rule	Note
Summary carries	Claim, basis, limits, why it matters	Nutshell, working, full
Paraphrase	New words and new structure	Keep terms of art and hedges
Quotation	Only when wording is the evidence	Short, woven, late in the sentence
Ellipsis test	If the cut strengthens the claim, restore it	Never cut a negation
Block quote	MLA over 4 lines; APA 40+ words	No quotation marks; citation after the period
Run-in period	After the parenthesis when cited	Inside the quotation mark when not (US)
Quote sandwich (ICE)	Introduce, Cite, Explain	Graff and Birkenstein, They Say / I Say
Tense	MLA present (argues); APA past (found)	Stay consistent
Synthesis	Topic sentence names an idea	End in your own voice

Citation formats

Item	APA 7	MLA 9
Marker	(Author, Year)	(Author Page)
Quotation	(Author, Year, p. #)	(Author #)
Two authors	& in parentheses; and in text	and
Three or more	et al. from first mention	et al.
Page heading	References, centered, bold	Works Cited, centered, not bold
Indirect source	as cited in	qtd. in
Personal communication	In text only	Interviews listed
AI tool	Company as author, like software	Prompt as title, tool as container

Integrity rules

Topic	The rule
Four jobs	Credit, locate, calibrate, separate.
Common knowledge	Set by the audience; ask "says who?"
Entry fields	Who, when, what, where; sentence case for article titles.
Two-way match	No orphan markers, no unused entries.
Hard cases	No author: title first. No date: n.d. Secondary: list what you read.
Capture	Quotation marks, page, author and year, at once.
Drafting	Source closed; reopen to check.
Verification	Click every DOI; never cite what you have not opened.
AI disclosure	Tool, stage, task, boundary.

Style moves

Move	How	Test
Characters and actions	Actor as subject, action as verb	First eight words: actor + real verb?
Unstack nominalizations	Turn nouns back into verbs	Look for chains of of-phrases
Passive check	Keep only if the agent is unneeded or it aids flow	Does the reader need the actor?
Cut by category	Empty, doubled, redundant modifier, redundant category, long phrase	Twenty percent drill
Openers	Cut expletives and announcing metadiscourse	There is, it is, this paper will
Old to new	Familiar first, new last	First six words connect back?
Topic string	Subjects in one family	Read only the subjects
Emphasis	End on the point; short after long	Under about 11 words after 25+
Subordination	Claim in the main clause	Which half is your point?
Calibration	proves > demonstrates > shows > indicates > suggests > hints at	Match the design

Mechanics

Item	Rule	Quick test
Boundaries	Period, semicolon, comma + FANBOYS, subordinate, colon	"It is true that..."
FANBOYS	for, and, nor, but, or, yet, so	However and therefore are not on the list
Agreement	Verb matches the true subject	Bracket the words in between
Pronouns	Singular they endorsed by APA, MLA, Merriam-Webster	Or pluralize the antecedent
Reference	No stand-alone this, ambiguous she, implied it	Point at one noun
Modifiers	Only before what it limits; opener needs its actor	Who does the opening action?
Commas	Six patterns	Essential: no commas; nonessential: two
Colon	After a complete clause only	Could a period go there?
Apostrophe	Possession or omission, never plurals	Expand it's to it is
Quotation marks (US)	Periods and commas inside; colons and semicolons outside	Citation? Period after it

Genre tools

Item	The structure	Note
Genre	A promise; a typified action (Miller, 1984)	Find it in the main verb
Narrative	Scene for meaning, summary for travel, controlling idea	Chronology, in medias res, frame, braided
Analytical claim	X does Y by means of Z, which matters because W	Z must be checkable
Analysis kinds	Rhetorical, textual, causal, comparative	Comparative must not be symmetric
Stases	Fact, definition, value, policy	"The disagreement is really about ___"
Proposal	Problem, solvable, solution, feasibility, alternatives	Feasibility is the usual miss
Evaluation	Criteria stated, justified, applied, verdict	"Better" triggers it
Concession	Strongest objection, grant the truth, narrow your claim	Planting a naysayer
Reflection	What? So what? Now what?	About 1/4, 1/2, 1/4; draft Now what? first

Revision and feedback

Item	The structure	Note
Altitudes	Global, paragraph, sentence, surface	Top down
Reverse outline	Says, does, verdict	About fifteen minutes
Verdicts	Keep, cut, move, merge, split, expand	Split if not one sentence
Cut questions	So what? Says who? Why here?	Pointless, unsupported, misplaced
Single-issue passes	Verbs, openings, vague this, quotations, length, crutches, format	Use the find function
Proofreading	Aloud, backward, on paper, error log	Separate sitting
Feedback order	Describe, evaluate, suggest	Always with a location
Protocol	Writer's memo, two readings, reviewer letter	About 25 minutes
Portfolio	Showcase, process, hybrid	Select for range; lead with your best
Reflective letter	Claim, quoted evidence, interpretation	Not a thank-you note

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