

Preparing for the WPA

The WPA is a written test that SDSU and transfer students have to take to assess their writing proficiency, and this written exam focuses on the rhetorical analysis of a text that is provided during the WPA. Fifty minutes is not enough time to fully cover and practice for the WPA, but this instruction will provide you with foundational skills and practices that you can use to excel. You can find WPA information, including sample essays, on SDSU's WPA website: <http://wpa.sdsu.edu/>

Rhetorical analysis is work that an author (a student) engages in to describe how and why an author created their text and used certain strategies. In any rhetorical project, an author creates a text, whether it is written, verbal, or visual, to persuade, inform, or some other thing. In trying to achieve that goal or purpose, the author will employ strategies in their text to achieve certain effects. The finished result is a product, a completed text with an array of strategies and moves used by an author, that impacts and influences the audience (readers or viewers).

The WPA most recently has asked that students to respond to the following prompt:

Identify and provide a brief explanation of the author's argument; identify two persuasive strategies that the author uses to support his or her argument and analyze how those strategies might persuade the reader to support the claim; discuss the assumption(s) on which the argument is based; and evaluate the extent to which the reader would find the argument convincing.

Be sure to follow these directions carefully, rather than simply agreeing or disagreeing or writing an extensive summary of the article.

The WPA is in fact rhetorical analysis of a text. To be successful, you must analyze a text and explain how and why the strategies were effective for a specific audience that the text may address. Use the following steps to succeed during the WPA:

1. First read through the text, identifying major sections of the text that make certain moves. I chart by identifying the claims and their associated evidence; sometimes in an op-ed, which is what you will be given during the WPA, a claim might be supported with two pieces of evidence, but that evidence may be discussed in two paragraphs.
2. Develop a firm understanding of the argument.
3. Identify the major claims that support the argument, and then identify the major forms evidence used to support those claims.
4. Identify strategies used to support those major claims; the selection of evidence is often a strategy and rhetorical choice.
5. Strategies do not have to be relegated to individual sections/claims: an author can employ cause and effect, but that cause and effect may span two full pages and use plenty of claims and evidence for support. Furthermore, a strategy is not always evidence used in support of a claim; a strategy may simply be a move the author makes to have a desired effect.
6. Prepare for the written portion by *briefly* outlining your essay and identifying the strategies you can have a critical discussion about.
7. Organize an outline for your essay based upon your purpose. For the above prompt, I would introduce the argument by paraphrasing the argument, and potentially providing a quote, in the introduction, and my thesis would outline the major strategies and assumptions used to support that argument and make it effective. My body paragraphs would then flesh out and explain the effects of those strategies and assumptions on which the argument/strategies rest.
8. Begin writing

Ted Talks: Dan Pink's "The Puzzle of Motivation"

Speech given by Dan Pink at TEDGlobal 2009 · Filmed Jul 2009

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I need to make a confession at the outset here. A little over 20 years ago, I did something that I regret, but here I feel kind of obliged to reveal. In the late 1980s, in a moment of youthful indiscretion, I went to law school. When I got to law school, I didn't do very well. To put it mildly. I, in fact, graduated in the part of my law school class that made the top 90 percent possible (Laughter). Thank you. I never practiced law a day in my life; I pretty much wasn't allowed to. But today, against my better judgment, against the advice of my own wife, I want to try to dust off some of those legal skills -- what's left of those legal skills. I don't want to tell you a story. I want to make a case. I want to make a hard-headed, evidence-based, dare I say lawyerly case, for rethinking how we run our businesses.

So, ladies and gentlemen of the jury, take a look at this experiment using the candle problem, a puzzle problem that requires participants to see a box used for tacks as a platform to hold to the wall, a study done by a scientist named Sam Glucksberg, who is now at Princeton University. This shows the power of incentives. He gathered his participants, and he said, "I'm going to time you. How quickly you can solve this problem?" To one group he said, "I'm going to time you to establish norms, averages for how long it typically takes someone to solve this sort of problem." To the second group he offered rewards. He said, "If you're in the top 25 percent of the fastest times, you get five dollars. If you're the fastest of everyone we're testing here today, you get 20 dollars."

After tabulating the results, Glucksberg found that the incentivized group took three and a half minutes longer to complete the challenge. Now this makes no sense right? I mean, I'm an American. I believe in free markets. That's not how it's supposed to work. Right? If you want people to perform better, you reward them. Right? Bonuses, commissions, their own reality show. Incentivize them. That's how business works. But that's not happening here. You've got an incentive designed to sharpen thinking and accelerate creativity, and it does just the opposite. It dulls thinking and blocks creativity. This has been replicated over and over and over again, for nearly 40 years. These contingent motivators -- if you do this, then you get that -- work in some circumstances in which you have a simple, mechanical task to perform, like entering data or solving simple problems. But for complex critical tasks, tasks that we face on a daily basis, extrinsic motivators actually either don't work or, often, they do harm. This is one of the most robust findings in social science, and also one of the most ignored.

This finding is important because many current day tasks require complex mental tasks. In western Europe, in many parts of Asia, in North America, in Australia, white-collar workers are doing less simple tasks and are doing more complex tasks. That routine, rule-based, left-brain work -- certain kinds of accounting, certain kinds of financial analysis, certain kinds of computer programming -- has become fairly easy to outsource, fairly easy to automate. Software can do it faster. Low-cost providers around the world can do it cheaper. So what really matters are the more right-brained creative, conceptual kinds of abilities.

Too many organizations are making their decisions, their policies about talent and people, based on assumptions that are outdated, unexamined, and rooted more in folklore than in science. And if we really want to get out of this economic mess, and if we really want high performance on those definitional tasks of the 21st century, the solution is not to do more of the wrong things, to entice people with a sweeter carrot, or threaten them with a sharper stick. We need a whole new approach.

The good news is that the scientists who've been studying motivation have given us this new approach. It's an approach built much more around intrinsic motivation. Around the desire to do things because they matter, because we like it, because they're interesting, because they are part of something important. And

to my mind, that new operating system for our businesses revolves around three elements: autonomy, mastery and purpose. Autonomy: the urge to direct our own lives. Mastery: the desire to get better and better at something that matters. Purpose: the yearning to do what we do in the service of something larger than ourselves. These are the building blocks of an entirely new operating system for our businesses.

Autonomy is an essential element in generating intrinsic motivation. In the 20th century, we came up with this idea of management. Management did not emanate from nature. Management is like -- it's not a tree, it's a television set. Okay? Somebody invented it. And it doesn't mean it's going to work forever. Traditional notions of management are great if you want compliance. But if you want engagement, self-direction works better.

Let me give you some radical examples of self-direction (autonomy). Atlassian is an Australian software company, and they incorporate intrinsic motivation to good effect. A few times a year they tell their engineers, "Go for the next 24 hours and work on anything you want, as long as it's not part of your regular job. Work on anything you want." Engineers use this time to come up with a cool patch for code or come up with an elegant hack. Then they present all of the stuff that they've developed to their teammates to the rest of the company in this wild and woolly all-hands meeting at the end of the day. Then, being Australians, everybody has a beer. They call them FedEx Days. Why? Because you have to deliver something overnight. It's pretty--it's not bad--it's a huge trademark violation, but it's clever. (Laughter) That one day of intense autonomy has produced a whole array of software fixes that might never have existed.

And those mode of work has worked so well that Atlassian has taken it to the next level with 20 Percent Time -- done, famously, at Google -- where engineers can spend 20 percent of their time working on anything they want. They have autonomy over their time, their task, their team, their technique. Okay? Radical amounts of autonomy. And at Google, as many of you know, about half of the new products in a typical year are birthed during that 20 Percent Time: things like Gmail, Orkut, Google News.

When businesses incorporate practices that focus on intrinsic motivation, almost across the board, productivity goes up, worker engagement goes up, worker satisfaction goes up, turnover goes down. Autonomy, mastery and purpose are the building blocks of a new way of doing things.

There is a mismatch between what science knows and what business does. And here is what science knows. One: Those 20th century rewards, those motivators we think are a natural part of business, do work, but only in a surprisingly narrow band of circumstances. Two: Those if-then rewards often destroy creativity. Three: The secret to high performance isn't rewards and punishments, but that unseen intrinsic drive -- the drive to do things for their own sake. The drive to do things cause they matter. And here's the best part, we already know this. The science confirms what we know in our hearts. So, if we repair this mismatch between what science knows and what business does, if we bring our motivation, notions of motivation into the 21st century, if we get past this lazy, dangerous, ideology of carrots and sticks, we can strengthen our businesses, we can solve a lot of those candle problems, and maybe, maybe, maybe we can change the world. I rest my case. (Applause)

Argument, Claims, and Evidence Broken Down:


Argument:

Thesis: But today, against my better judgment, against the advice of my own wife, I want to try to dust off some of those legal skills -- what's left of those legal skills. I don't want to tell you a story. I want to make a case. I want to make a hard-headed, evidence-based, dare I say lawyerly case, for rethinking how we run our businesses.

Conclusion/All-Encompassing-Argument-Statement: So, if we repair this mismatch between what science knows and what business does, if we bring our motivation, notions of motivation into the 21st century, if we get past this lazy, dangerous, ideology of carrots and sticks, we can strengthen our businesses, we can solve a lot of those candle problems, and maybe, maybe, maybe we can change the world. I rest my case.

Most important Claims:

- **"Glucksberg found that the incentivized group took three and a half minutes longer to complete the challenge."** (*claim that supports the argument*)
 - Conclusion sentence that highlights and explains above topic/claim: "These contingent motivators -- if you do this, then you get that -- work in some circumstances in which you have a simple, mechanical task to perform, like entering data or solving simple problems. But for complex critical tasks, tasks that we face on a daily basis, extrinsic motivators actually either don't work or, often, they do harm. This is one of the most robust findings in social science, and also one of the most ignored."
 - **Evidence used in support of the above claim:** the study completed by Sam Glucksberg.
 - **Evidence/section is based upon the following strategies:**
 - Authoritative citation/authority/big names:
 - (Glucksberg is a well-known professor in the Psychology Department at Princeton University in New Jersey).
 - Cause and effect: the study itself incorporates cause and effect, and this cause and effect highlights the differences between intrinsic motivation (and its associated progress in complex thinking) and extrinsic motivation (and its associated limitations, benefiting only simple mental tasks).
- **"The good news is that the scientists who've been studying motivation have given us this new approach. It's an approach built much more around intrinsic motivation."** (*Claim to support the argument. Evidence for this claim supports the sub claim below*)
- **"Autonomy is an essential element in generating intrinsic motivation."** (*Sub claim to the above claim about intrinsic motivation*)
 - Conclusion sentence that highlights and explains above topic/claim: "When businesses incorporate practices that focus on intrinsic motivation, almost across the board, productivity goes up, worker engagement goes up, worker satisfaction goes up, turnover goes down. Autonomy, mastery and purpose are the building blocks of a new way of doing things."
 - **Evidence used in support:**
 - **Example/Precedent:** "Atlassian is an Australian software company, and they incorporate intrinsic motivation to good effect."
 - **Strategy:** Evidence is an *example* and a form of *precedent* that is taken from the working sector, and Atlassian represents a company that has incorporated intrinsic motivation to good effect. This works well because they provide an example of a company that incorporates this mode of work effectively.
 - **Example/Precedent:** "And that mode of work has worked so well that Atlassian has taken it to the next level with 20 Percent Time -- done, famously, at Google -- where engineers can spend 20 percent of their time working on anything they want."

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- **Strategy example/precedent:** Using google as a form of *example/precedent* is great for his argument. In many ways, Google is an authority figure in the business world because they are seen as a giant company that treats their employees well—they have this reputation—and as a result, they can select the best people in the industry for hire. More importantly, people see them as very profitable and very successful.
 - **Strategy authority/big name:** This company great to use because so many people see google as a massive corporation that understand the computer world, leads with new innovations, and has become a household name. Because they are known for this, other companies and/or managers may look up to Google for advice, leadership, a flagship form of a company, or a model business.

Writing the Introduction for the WPA:

1. Identify the Speaker, Occasion, and Subject (Writer's credentials): writer's first and last name, type of text, title of text, and the writer's subject. (this is important, but of course, you do not have the follow the exact order these items are listed in. Including this information in the introduction when introducing the text is important.)
 - a. Dan Pink gives a speech during a TED event called "The Puzzle of Motivation," published in 2009, and in this speech, he argues that businesses need to rethink their approach to motivation and management because current management models restrict their employees' potential.
2. Identify the author's purpose and argument: (Writer's last name)'s purpose is to (what the writer does in the text), and the argues (briefly paraphrase argument).
 - a. *(This was partially done in the previous move, so I am providing a quote here)* According to Pink, "if we repair this mismatch between what science knows and what business does, if we bring our motivation, notions of motivation into the 21st century, if we get past this lazy, dangerous, ideology of carrots and sticks, we can strengthen our businesses, we can solve a lot of those candle problems, and maybe, maybe, maybe we can change the world. I rest my case."
3. Transition into your project statement (what you intend to do).
 - a. Pink has made a compelling argument and is fairly convincing. In this essay, I will analyze explain why his text is so persuasive.
4. Create your thesis, and this should outline the major ideas/claims you discuss.
 - a. Pink's argument is very convincing for his business-based audience because he incorporates authorities from the science field to prove how intrinsic motivation works better than extrinsic motivation, and he uses authorities in the business field to demonstrate that the companies that employ his new management become more productive and excel. A major assumption that Pink basis his argument on is the assumption that most business tasks today require complex critical tasks, but many businesses rely on simple, repetitive tasks that will not excel through his model.

(alternative assumption: Pink assumes that his business based audience will be persuaded by his lawyerly persona and hard evidence, and in he is right to make this assumption because business people rely on numbers, facts, and statistics to make crucial business decisions.)

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Writing Rhetorical Analysis Paragraphs (you write about two different strategies/sections for the prompt that has most recently been used for the WPA, so you would include two of these paragraphs):

1. Identify a rhetorical strategy in the text and state the main reason(s) why the author uses that rhetorical strategy. If you cannot identify or name a particular strategy in the passage you analyze, it is okay to describe what the author does, but you need some grounding, some focus.
 - a. Pink utilizes precedent as a form of evidence to support the claim that extrinsic motivation promotes productivity in the workplace, but it also allows Pink to appeal to business-minded people.
2. Provide an example of the strategy by quoting a section of the text that represents that strategy; if you are identifying an organizational structure or linking parts of a text, either quote exemplary sections of the text that represent the important point and the strategy, or paraphrase/explain what the author says/does. A salient quote, one that represents the most important part of a text you wish you highlight, helps you discuss and analyze the strategy. If the strategy you discuss serves as evidence for a claim, make sure to contextualize the quote by pointing out how it is used to support a claim. I do this partially in this example, but I also mention this in the topic sentence.
 - a. In addition to providing scientific studies from well-known scientists and prestigious institutions and universities, he cites examples of businesses that have successfully incorporated a management model that allows for the self-direction and autonomy of employees, which he claims leads to higher performance, engagement, and creativity in the workplace. Two of those companies are well known companies whose successes are impossible to ignore: Wikipedia and Google. To support the assertion that self-direction leads to higher performance and a more successful company, Pink cites Google, "where engineers can ... spend 20 percent of their time working on anything they want. They have autonomy over their time, their task, their team, [and] their technique."
3. Describe *how* and *why* the strategy works. What purpose does it accomplish? Does it achieve an ethos appeal, pathos appeal, logos appeal, or perhaps all three? The best strategies make all three appeals, and your analysis explains how it makes those appeals. Crucial to your analysis is the discussion of how specific information in the strategy has a specific effect on the audience: note how my analysis is not general but detailed, discussing how information from the quote and context of the quote is persuasive in context of the strategy that is used. Try to discuss how and why the appeal works for a specific audience.
 - a. Incorporating Google as support for autonomy in the work place is highly effective because managers, executives, and business owners, those that have the power and incentive to increase performance and motivation in their employees, will typically only rely on successful management models. No executive or business owner is going to risk his or her business by trying a hypothetical approach to management that relinquishes power and directive. But Google, a massive corporation that continues to release service after service, ranks as one of the most successful and technological companies of our time. This form of precedent makes a strong case for Pink's argument because many businesses can only dream of being as successful as Google, and Google's success stems from their management model: "And at Google, as many of you know, about half of the products are birthed during that 20 Percent Time: things like Gmail, Orkut, Google News." These numbers demonstrate how effective autonomy in the workplace can be, and because these examples set successful forms of precedent, this evidence is likely to appeal to those business men and women who want to see results.
4. Always include a discussion of how this strategy helps the author develop and support the argument.
 - a. This precedent makes the argument that much more compelling and directly appeals to and identifies with those that can incorporate this change.

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Writing the Assumption-Analysis Paragraph(s):

Before I tell you how to write about assumptions that an argument rests upon, you first have to understand two different assumptions that exist in arguments.

1. One assumption is the *premise*: a premise is an unstated assumption, or a missing claim, that the argument rests upon. Consider this old chestnut: Socrates is mortal because he is human. The claim is "Socrates is mortal," and the reason is "because he is human," and extended into argument form, the sentence reads, "Socrates is mortal because he is human." Well, this argument rests on one premise that is unstated: "all humans are mortal." Sure, it is common knowledge that all humans are mortal, but nevertheless, this is a premise in the argument, and you can see this idea fleshed out in bullet form below. This is one assumption to keep in mind. You can look for these assumptions in two places: between evidence and claims, and claims and the argument. Evidence serves as direct support for a claim, and claims serve as direct support for the argument.

Argument: Socrates is mortal because he is a human.

- o Claim: Socrates is mortal
- o Reason: Socrates is a human
- o Premise: All humans are mortal

2. A second assumption is an assumption that an author might maintain about an audience: the author might make assumptions about what the audience values, their ideologies, their perspectives, what they care about. For instance, I can assume that people in California are a bit more liberal than people in North Carolina or Texas. In making this assumption, I might publish an article that caters to that audience: I may incorporate principles that liberals maintain if publishing in California. If I publish an article in *The Economist*, I might make assumptions about readers that read *The Economist*, and in doing so, I might incorporate certain strategies and make certain appeals to cater to that audience, creating and including appeals that the audience will appreciate and like because it speaks to them.

Keep these two assumptions in mind when approaching the WPA because you can write about either one. In creating a paragraph that analyzes an assumption, you want to consider the analysis paragraph structure below.

1. Include a claim/topic sentence that highlights the focus of the paragraph.
 - a. One essential assumption that Pink relies upon to support his argument is the assumption that most business tasks are complex, critical tasks rather than simple, mechanical tasks.
2. Develop that idea in more detail if necessary, and/or simply provide a quote that represents what you focus on.
 - a. According to Pink, "In western Europe, in many parts of Asia, in North America, in Australia, white-collar workers are doing less simple tasks and are doing more complex tasks. That routine, rule-based, left-brain work -- certain kinds of accounting, certain kinds of financial analysis, certain kinds of computer programming -- has become fairly easy to outsource, fairly easy to automate. Software can do it faster. Low-cost providers around the world can do it cheaper."
3. Explain why this is an assumption on which the argument rests, and objectively explain whether or not the assumption supports the argument well.
 - a. Pink uses this assumption as evidence, and he does not really provide any other hard evidence or examples to support this assumption. He may be right that some new business, and even positions in those businesses, require much more complex creative

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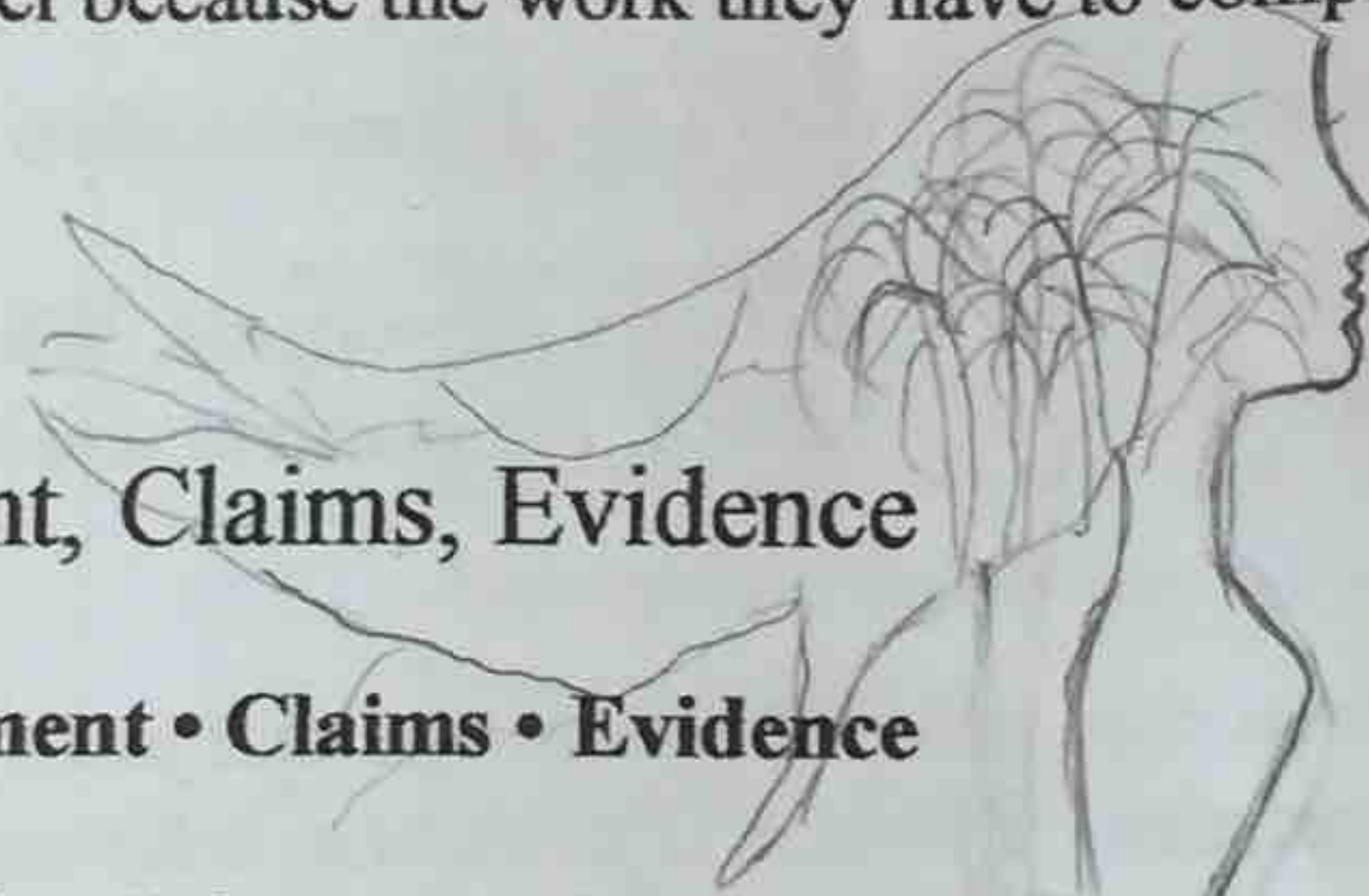
thinking to solve issues and create products, but not all work fits into his category. Many jobs require mundane, menial tasks that are repetitive, require no creativity, and can be accomplished faster by using the already established approach to the job. Menial and mechanical jobs include being a cashier, a stocker, an accountant, working with data entry, crunching simple numbers, and the list goes on. For many jobs, the traditional approach to management will work well. Many jobs require work to be done by a certain time according to a certain structure, and income for companies largely depends on their ability to get the work done properly and on time. If a manager allowed his employees to modify their work approach and do whatever they wanted, the required job might not be completed. Pink relies upon the assumption that most jobs require complex mental tasks, but in being critical, not all businesses and their associated jobs can incorporate Pink's new model because the work they have to complete is mechanical and mundane.

The Above Moves Fleshed out in Paragraph Form

Dan Pink gave a speech during a TED event called "The Puzzle of Motivation," published in 2009, and in this speech, he argues that businesses need to rethink their approach to motivation and management because current management models restrict their employees' potential. According to Pink, "if we repair this mismatch between what science knows and what business does, if we bring our motivation, notions of motivation into the 21st century, if we get past this lazy, dangerous, ideology of carrots and sticks, we can strengthen our businesses, we can solve a lot of those candle problems, and maybe, maybe, maybe we can change the world. I rest my case." Pink has made a compelling argument and is fairly convincing. In this essay, I will analyze explain why his text is so persuasive. Pink's argument is very convincing for his business-based audience because he incorporates authorities from the science field to prove how intrinsic motivation works better than extrinsic motivation, and he uses authorities in the business field to demonstrate that the companies who employ his new management become more productive and excel. A major assumption that Pink basis his argument on is the assumption that most business tasks today require complex critical tasks, but many businesses rely on simple, repetitive tasks that will not excel through his model.

Pink utilizes precedent as a form of evidence to support the claim that extrinsic motivation promotes productivity in the workplace, but it also allows Pink to appeal to business-minded people. In addition to providing scientific studies from well-known scientists and prestigious institutions and universities, he cites examples of businesses that have successfully incorporated a management model that allows for the self-direction and autonomy of employees, which he claims leads to higher performance, engagement, and creativity in the workplace. Two of those companies are well known companies whose successes are impossible to ignore: Wikipedia and Google. To support the assertion that self-direction leads to higher performance and a more successful company, Pink cites Google, "where engineers can ... spend 20 percent of their time working on anything they want. They have autonomy over their time, their task, their team, [and] their technique." Incorporating Google as support for autonomy in the work place is highly effective because managers, executives, and business owners, those that have the power and incentive to increase performance and motivation in their employees, will typically only rely on successful management models. No executive or business owner is going to risk his or her business by trying a hypothetical approach to management that relinquishes power and directive. But Google, a massive corporation that continues to release service after service, ranks as one of the most successful technological companies of our time. This form of precedent makes a strong case for Pink's argument because many businesses can only dream of being as successful as Google, and Google's success stems from their management model: "And at Google, as many of you know, about half of the products are birthed during that 20 Percent Time: things like Gmail, Orkut, Google News." These numbers demonstrate how effective autonomy in the workplace can be, and because these examples set successful forms of precedent, this evidence is likely to appeal to those business men and women who want to see results. This precedent makes the argument that much more compelling and directly appeals to and identifies with those that can incorporate this change.

One essential assumption that Pink relies upon to support his argument is the assumption that most business tasks are complex, critical tasks rather than simple, mechanical tasks. According to Pink, "In western Europe, in many parts of Asia, in North America, in Australia, white-collar workers are doing less simple tasks and are doing more complex tasks. That routine, rule-based, left-brain work -- certain kinds of accounting, certain kinds of financial analysis, certain kinds of computer programming -- has become fairly easy to outsource, fairly easy to automate. Software can do it faster. Low-cost providers around the world can do it cheaper." Pink uses this assumption as evidence, and he does not really provide any other hard evidence or examples to support this assumption. He may be right that some new business, and even positions in those businesses, require much more complex creative thinking to solve issues and create products, but not all work fits into his category. Many jobs require mundane, menial tasks that are repetitive, require no creativity, and can be accomplished faster by using the already established approach to the job. Menial and mechanical jobs include being a cashier, a stocker, an accountant, working with data entry, crunching simple numbers, and the list goes on. For many jobs, the traditional approach to management will work well. Many jobs require work to be done by a certain time according to a certain structure, and income for companies largely depends on their ability to get the work done properly and on time. If a manager allowed his employees to modify their work approach and do whatever they wanted, the required job might not be completed. Pink relies upon the assumption that most jobs require complex mental tasks, but in being critical, not all businesses and their associated jobs can incorporate Pink's new model because the work they have to complete is mechanical and mundane.



PACE: Premise, Argument, Claims, Evidence

This stands for **Premise • Argument • Claims • Evidence**

Premise: A Premise is an implicit assumption that the argument relies upon. There is a strong tendency to accept the conclusion without scrutinizing the missing premise on which the argument rests. If you can spot the premise within an argument, you are in a better position to scrutinize its validity.

Argument: In the broadest sense, an argument is any piece of written, spoken, or visual language designed to persuade an audience or bring about a change in ideas/attitudes.



- In academic writing, the argument often refers to the main point, assertion, or conclusion advanced by an author, along with the evidence and reasoning by which this is established. Arguments are constructed by a main claim and main reasons, and the two of these together make up the argument.
- The main reasons, in essence, are sub claims; they are mini arguments that need evidence and explanation of their own, which you will read about below.
- Arguments and claims are concerned with contested issues where some degree of uncertainty exists. It would be useless to argue about something on which everyone agrees and is fact. A fact is different from a claim or argument.

Describing the main argument is **NOT the same** as describing what a text is "about." Arguments (and claims) usually advance debatable propositions. For example, an author may write about climate change. However, this is not the argument. In that piece of writing, the author may **argue** that the United States should pass the Kyoto Agreement, or pass cap and trade legislation. The author might also argue that

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climate change is a conspiracy theory without scientific merit. Each of these is an assertion that stakes out a position. Each can be debated.

To articulate the argument, you will choose a verb that describes the strength of that argument.

Arguments exist outside of academic writing as well. Think about advertising, political speeches, and the perspectives of documentary and even fictitious films. All of these can contain arguments. Even a photograph can communicate an argument.

Claims: A claim is something the writer wants the audience to believe. Usually consists of an assertion, the staking out of a position, the solution to a problem, or the resolution of some shortcoming, weakness, or gap in existing research.



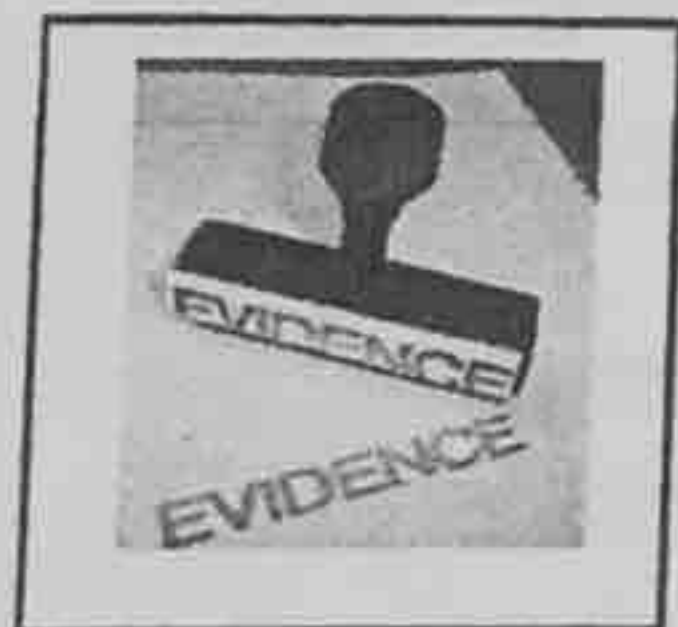
- Claims often come with **self-identification**. For example, the author might state, "My point here is that..."
- An author might also provide **emphasis**, stating, "It must be stressed that..."
- With another type of claim, the author might demonstrate approval. For example, "Olson makes some important and long overdue amendments to the basic position outlined by..."
- The author might also provide a **problem/solution framework**.

Arguments may consist of numerous claims and sometimes sub-claims. Whenever you identify a claim, look for evidence to support that claim. Without evidence, the claim is weak and can easily be refuted with contradictory evidence.

An author without authoritative evidence may provide statements that justify the claim, or explain why a claim should be believed, also called reasons. A reason is evidence, information, justification or data given to support a claim. To find reasons, ask why the claim can be made. What have you got to go on? What is there to support the claim? How does the reasoning connect data or information to the claim?

Once again, to articulate a claim, you will choose a verb that describes what that claim is **doing**.

Evidence: The component of the argument used as support for the claims made.



- Evidence is the support, reasons, data/information used to help persuade/prove an argument. To find evidence in a text, ask what the author has to go on.
 - What is there to support this claim?
 - Is the evidence credible?

Not all evidence is equally credible. Some **types of evidence** include:

facts • historical examples or comparisons • examples • analogies • illustrations
interviews • statistics (source & date are important) • expert testimony
authoritative quotes • anecdotes or narrative illustrations (personal experiences) • witnesses
personal experiences • reasoning • surveys and questionnaires • observations
experiments • charts, images, and other visuals

Aristotelian Appeals: Logos, Ethos, and Pathos

Whenever you read an argument, ask yourself, "Is this persuasive? Why?" There are many ways to appeal to an audience. Among them are appealing to *logos*, *ethos*, and *pathos*. These appeals are identifiable in almost all arguments.

To Appeal to LOGOS (logic, reasoning)	To Develop ETHOS (character, ethics)	To Appeal to PATHOS (emotion)
: the argument itself; the reasoning the author uses; logical evidence	: how an author builds credibility & trustworthiness	: words or passages an author uses to activate audience emotions
Types of LOGOS Appeals	Ways to Develop ETHOS	Types of PATHOS Appeals
<ul style="list-style-type: none"> Theories/scientific facts Indicated meanings or reasons (because...) Literal or historical analogies Definitions Factual data & statistics Quotations Citations from experts & authorities Informed opinions Examples (real life examples) Personal anecdotes 	<ul style="list-style-type: none"> Author's profession/background Author's publication Appearing sincere, fair minded, knowledgeable Conceding to opposition where appropriate Morally/ethically likeable Appropriate language for audience and subject Appropriate vocabulary Correct grammar Professional format Knowledgeable 	<ul style="list-style-type: none"> Emotionally loaded language Vivid descriptions Emotional examples Anecdotes, testimonies, or narratives about emotional experiences or events Figurative language Emotional tone (humor, sarcasm, disappointment, excitement, etc.)
Effect on Audience	Effect on Audience	Effect on Audience
Evokes a cognitive, rational response. Readers get a sense of, "Oh, that makes sense" or "Hmm, that really doesn't prove anything."	Helps reader to see the author as reliable, trustworthy, competent, and credible. The reader might respect the author or his/her views.	Evokes an emotional response. Persuasion by emotion. (usually evoking fear, sympathy, empathy, anger,)
How to Talk About It	How to Talk About It	How to Talk About It
<p>The author appeals to logos by defining relevant terms and then supports his claim with numerous citations from authorities.</p> <p>The author's use of statistics and expert testimony are very convincing logos appeals.</p>	<p>Through his use of scientific terminology, the author builds his ethos by demonstrating expertise.</p> <p>The author's ethos is effectively developed as readers see that he is sympathetic to the struggles minorities face.</p>	<p>When referencing 9/11, the author is appealing to pathos. Here, he is eliciting both sadness and anger from his readers.</p> <p>The author's description of the child with cancer was a very persuasive appeal to pathos.</p>

Logos: Loosely defined, *logos* refers to the use of logic, reason, facts, statistics, data, and numbers. Very often, *logos appeals* seem tangible and touchable, so much more real and “true” than other rhetorical strategies that it does not seem like a persuasive strategy at all.

- How and why does the author or speaker chose *logos*?
- How does the author show there are good reasons to support his or her argument?
- What kinds of evidence does he or she use?

Ethos: Aristotle's term *ethos* refers to the credibility, character or personality of the speaker or author or someone else connected to the argument. *Ethos* brings up questions of ethics and trust between the speaker or author and the audience. How is the speaker or author building credibility for the argument? How and why is the speaker or author trying to get the audience to trust her or him?

- Aristotle says that a speaker builds credibility by demonstrating that he or she is fair, knowledgeable about a topic, trustworthy, and considerate.
- What specifically does the author do to obtain the reader's trust? How does he or she show fairness? Understanding of the topic? Trustworthy? Considerate of the reader's needs?
- How does she construct credibility for her argument?

Pathos: Pathos refers to feelings. The author or speaker wants her audience to feel the same emotions she is feeling, whether or not they agree on the actual topic. That way, because they feel the same emotions, they are more likely to agree with the author later on.

- What specific emotions does the author evoke?
- How does she do it?
- How does the author use these emotions as a tool to persuade the audience?

Introduction to Rhetorical Strategies

Writers don't just randomly sit down and talk about a topic. They first consider the point that they want to make—the argument. Next, they consider their audience. Finally, they consider the best way to construct that argument and convince or persuade an audience, often a very particular audience.

What types of evidence will they use? What tone will they adopt? What strategies will be most persuasive for that audience?

Rhetorical strategies are tools that help writers craft language to have an effect on readers. Strategies are means of persuasion, a way of using language to get readers' attention and agreement.

In your writing or your discussion, you will need to ask and answer certain questions. Why does the author choose to use that strategy in that place? What does he or she want to evoke in the reader? How do these strategies help the author build his or her argument? How do these strategies emphasize the claims the author makes or the evidence he or she uses?

When describing why a strategy is used, you may also want to consider alternative strategies, and think about how they would work differently. It might be helpful to consider what would happen if the strategy were left out – what difference would it make to the argument? This may help you figure out why the particular strategy was chosen.

The following is a list of commonly used strategies and questions that will help you consider why the author may have chosen to use those strategies.

Anecdote/Narration: Recounts an event.

- Is the narrator trying to report or recount an anecdote, an experience, or an event? Is it telling a story?
- How does this narrative illustrate or clarify the claim or argument?
- What effect might this story have on the audience?
- How does this narrative further the argument?

Antithesis: A special kind of distribution that emphasizes binary opposites—an either/or strategy that denies middle ground and polarizes the argument. It's not a compromise figure of speech; it's a two-sided expeditio.

- How does a parallel structure or either/or argument influence the debate or frame an issue?
- How does the exclusion of middle ground amplify a particular idea?
- In what way does the opposition or contrast support the argument?

Example: (1) "I have a dream that one day even the state of Mississippi, a desert state sweltering with the injustice and oppression, will be transformed into an oasis of freedom and justice."—MLK, Jr. (2) "To err is human; to forgive divine."—Alexander Pope in his "An Essay on Criticism"

Authorities or "big names": Frequently an author will quote from a famous person or well-known authority on the topic being discussed.

- How does this appeal to authority build trust in her argument that the consensus can be trusted? How might this authority appeal to a specific audience?
- How does this appeal tap into assumptions about scientific method
- What does the authority focus on, how is he or she acknowledged in their respective fields, and what effect does this have on the author's argument?

Cause and effect analysis: analyzes why something happens and describes the consequences of a string of events.

- Does the author examine past events or their outcomes?
- Is the purpose to inform, speculate, or argue about why an identifiable fact happens the way it does?
- This can be included in a small section of a paragraph or be used to create a larger organizational structure.

Example: Although demographic shifts, stepped-up world trade, unemployment, and especially the advance of technology all have had an effect on the shape of the job market, middle-level jobs have been disappearing ultimately as a result of the ways in which technological gains are being distributed. When a machine replaces a production worker, both the firm and consumers as a group benefit. The loss falls mainly on the worker who is displaced. If that loss is generalized to millions of high-paid workers, they suffer as a group, and the economy as a whole suffers a loss of worker purchasing power. Thus the lack of a mechanism to distribute some of the financial gains from technology to the work force comes back to haunt the entire economy.

Commonplaces: Also known as hidden assumptions, hidden beliefs, and ideologies. Commonplaces include assumptions, many of them unconscious, that groups of people hold in common.

- What hidden assumptions or beliefs does the speaker have about the topic? How is the speaker or author appealing to the hidden assumptions of the audience?
- Who is the intended audience of this piece? What are some assumptions of this intended audience?

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Example: (this is a joke that plays on a commonplace) A young Catholic woman told her friend, "I told my husband to buy all the Viagra he can find." Her Jewish friend replied, "I told my husband to buy all the stock in Pfizer he can find."

Comparison and Contrast: Discusses similarities and differences.

- Does the text contain two or more related subjects?
- How are they alike? Different?
- How does this comparison further the argument or a claim?
- This can be a small part of a paragraph or a larger organizational structure.

Example: "Must a powerful fairy like myself condescend to explain her doings to you who are no better than an ant by comparison, though you think yourself a great king?" (Andrew Lang, "The Wonderful Sheep." *The Blue Fairy Book*, 1889.)

Definition: When authors define certain words, these definitions are specifically formulated for the specific purpose he or she has in mind. In addition, these definitions are crafted uniquely for the intended audience. By using definition, you make something clear or distinct.

- Who is the intended audience?
- Does the text focus on any abstract, specialized, or new terms that need further explanation so the readers understand the point?
- How has the speaker or author chosen to define these terms for the audience?
- What effect might this definition have on the audience, or how does this definition help further the argument? How does this definition create a framework of understanding?

Example: "Creativity—which I define as the process of having original ideas that have value—more often than not comes about through the interaction of different disciplinary ways of seeing things."—Ken Robinson's "Schools Kill Creativity."

Description: Details sensory perceptions of a person, place, or thing.

- Does a person, place, or thing play a prominent role in the text?
- Does the tone, pacing, or overall purpose of the essay benefit from sensory details?
- What emotions might these details evoke in the audience? (See Pathos)
- How does this description help the author further the argument?

Example: "Johansen and his men landed at a sloping mud-bank on this monstrous Acropolis, and clambered slipperily up over titan oozy blocks which could have been no mortal staircase. The very sun of heaven seemed distorted when viewed through the polarizing miasma welling out from this sea-soaked perversion, and twisted menace and suspense lurked leeringly in those crazily elusive angles of carven rock where a second glance showed concavity after the first showed convexity." —*The Call of Cthulhu*, H.P. Lovecraft

Division and classification: Divides a whole into parts or sorts related items into categories.

- Is the author trying to explain a broad and complicated subject?
- Does it benefit the text to reduce this subject to more manageable parts to focus the discussion?

Example: "People looking to lose weight have a few options: exercise, diet, weight loss pills, and surgery. Exercising involves going to a gym, working out at home, or joining some sort of class or sports team. Those who are dieting can talk to a doctor about a plan for them. Weight loss pills can be taken, if proper precautions and directions are followed. Individuals who are severely overweight can talk to a doctor about having surgery to lose the weight that they need."

Exemplification: Provides examples or cases in point.

- What examples, facts, statistics, cases in point, personal experiences, anecdotes, or interview questions does the author add to illustrate claims or illuminate the argument?
- What effect might these have on the reader?

Identification: This is rhetorician Kenneth Burke's term for the act of "identifying" with another person who shares your values or beliefs. Many speakers or authors try to identify with an audience or convince an audience to identify with them and their argument.

- How does the author build a connection between himself or herself and the audience?

Example: "MAXIM is here to make your life better in every way! Hot women, cool cars, cold beer, high tech toys, hilarious jokes, intense sports action, . . . in short, your life will be SUPERSIZED."

Metaphors, analogies, similes: An analogy compares two parallel terms or situations in which the traits of one situation are argued to be similar to another—often one relatively firm and concrete, and the other less familiar and concrete. This allows the author to use concrete, easily understood ideas, to clarify a less obvious point.

Similarly, metaphors and similes help an author frame the argument. They encourage the audience to pay attention to some elements of a situation and ignore others, or they assign the characteristics of one thing to another. For example, see "The Power of Green" by Thomas Friedman in this reader.

- What two things are being compared?
- How does this comparison help an audience view the argument in a new way? How does this frame shape the argument and your understanding?

Analogy Example: "Last year's profile of the stock index looks like a roller-coaster ride at your local amusement park."

Metaphor Example: "Time is but a stream that I go a'fishing in."—Henry David Thoreau
 "It is a government of wolves over sheep."—Thomas Jefferson

Personification: the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form.

- What human characteristic or trait is attributed to a nonhuman object, and what does that trait or characteristic suggest about the object?
- What details about that trait influence the way you think about the object?

Parable: An analogy expressed in a simple symbolic story, a common preaching vehicle.

- How does the parable support a part of the argument?
- What detail in the parable is important for the argument?
- What does the parable represent in relation to the overall argument?

Example: There are these two young fish swimming along and they happen to meet an older fish swimming the other way, who nods at them and says, "Morning, boys. How's the water?" And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes, "What the hell is water?"—David Foster Wallace, "Kenyon Commencement Address"

Precedent: When an author or speaker argues from precedent, he or she references a previous situation, one that can be compared to the author's situation.

- Does the author reference any historic instances that he or she claims are similar to the one being discussed?
- What details about this historic situation help the author's argument?

Prolepsis (Counterargument/Rebuttal): Anticipating the opposition's best argument and addressing it in advance.

- Readers interact with the texts they read, and often that interaction includes disagreement or asking questions of the text.
- Authors can counter disagreement by answering anticipating the opposition and introducing it within the text. Authors then respond to it.

Process analysis: Explains to the reader how to do something or how something happens.

- Were any portions of the text more clear because concrete directions about a certain process were included?
- How does this help the author develop the argument?

Rhetorical question: A question designed to have one correct answer. The author leads you into a position rather than stating it explicitly.

- What is the most obvious answer to this question?
- Why is it important to have the reader answer this question? How does it help the author persuade the audience?

Rule of Justice: (from *The New Rhetoric*, by Perelman and Olbrechts-Tyteca) a special kind of argument by analogy that "requires giving identical treatment to beings or situation of the same kind" (218). This strategy compels comparison.

Example: You let the other student submit late work, so it's only fair to let me submit late work.

Other Strategies:

- Emotionally loaded language
- Loaded language
- Emotional examples
- Figurative language
- Emotional tone (humor, sarcasm, disappointment, excitement, etc.)
- Framing

Structure and Organization

It is important to consider the organization of information and strategies in any text.

- How does this structure or organization help strength the argument?

Type of Organization:

- **Topical:** The argument is organized according to subtopics, like describing a baby's bubble bath first in terms of the soap used, then the water conditions, and lastly the type of towels.
- **Chronological:** The argument is organized to describe information in time order, like a baseball game from the first pitch to the last at-bat.
- **Spatial:** The argument follows a visual direction, such as describing a house from the inside to the outside, or a person from their head down to their toes.
- **Problem – Solution:** The argument presents a problem and a possible solution, such as making coffee at home to avoid spending extra money.
- **Cause and effect:** Describes the relationship between the cause or catalyst of an event and the effect, like identifying over-consumption of candy as the cause of tooth decay.