

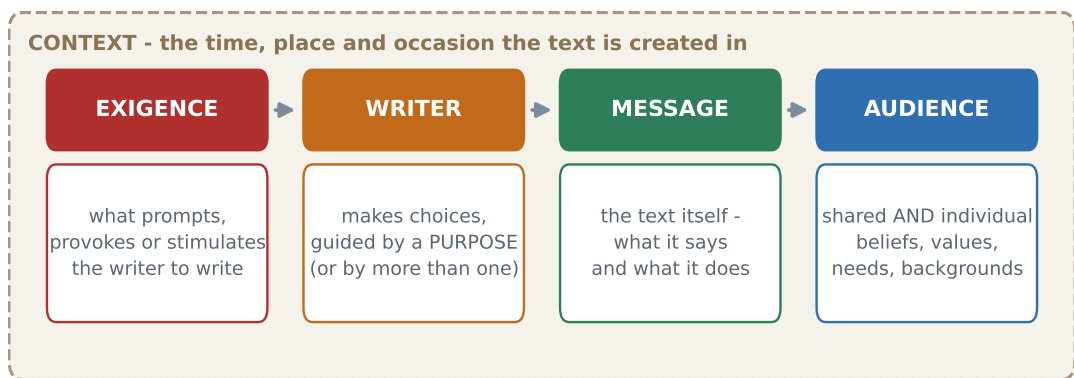
Claims, Evidence, and the Rhetorical Situation

AP English Language and Composition

The Rhetorical Situation

AP English Language is not a literature course. It is a course in **how texts do work on readers**, and Unit 1 installs the two ideas everything else is built on: the **rhetorical situation** and the **claim-plus-evidence** paragraph.

The rhetorical situation - and the order runs left to right



*The sentence every rhetorical-analysis answer needs:
this writer, prompted by this exigence, made this choice to move this audience toward this purpose.*

Exigence prompts the writer; context surrounds everything - and every question about “choices” is answered from here

The CED defines the **rhetorical situation** 修辞情境 as the **exigence, purpose, audience, writer, context, and message** taken together. Each has a precise meaning, and using them precisely is what separates a strong answer from a vague one:

- The **exigence** 促因 is the part of the situation that **inspires, stimulates, provokes, or prompts a writer to create a text**. It is the reason this text exists *now*.
- The **purpose** 目的 is what the writer hopes to accomplish. A text may have **more than one purpose**.
- The **audience** 受众 has **shared as well as individual** beliefs, values, needs, and backgrounds - so “the audience” is never a single uniform thing.

- The **context** 语境 includes the **time, place, and occasion** in which the text was created.
- The **message** is what the text actually says and does.

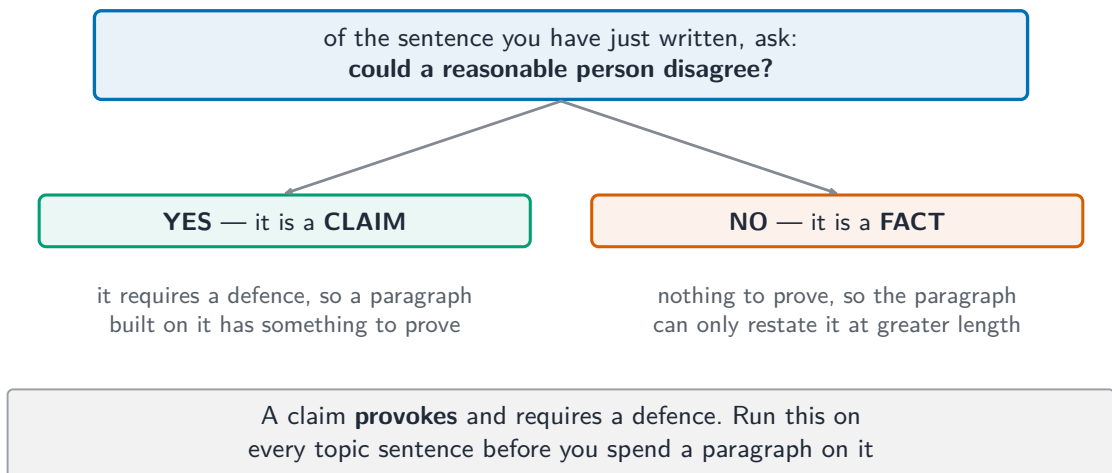
The most common weak answer in this course names a device and stops. The rhetorical situation is what turns a device into an argument: *this writer, prompted by this exigence, made this choice to move this audience toward this purpose.*

Identifying Claims and Evidence

- Writers convey their positions through one or more **claims** 主张 **that require a defence**.
- Writers defend their claims with **evidence and/or reasoning** 证据与推理.
- Types of evidence include **facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions**, and personal experience - a deliberately wide list, because recognising an anecdote or an analogy *as* evidence is itself a skill.
- **Effective claims provoke interest and require a defence**, rather than stating an obvious, known fact that requires no proof.

That fourth point is the most useful test you have. Ask of any sentence: *could a reasonable person disagree?* If not, it is not a claim - it is a fact, and building a paragraph on it produces writing with nothing to prove.

Finally, writers **relate source material to their own argument by syntactically embedding** quoted, paraphrased, or summarised material into their own sentences. The evidence is not dropped in beside your sentence; it is built into it.



DROPPED IN

The author is critical of the policy. “It has failed every test we set it.” This shows he disagrees.

EMBEDDED

Calling the policy something that has “failed every test we set it,” the author turns a disagreement into a verdict.

Same quotation, different sentence. Embedded, the evidence is doing work in **your** clause — which is what “relate source material to your own argument” means

Developing a Paragraph with Claim and Evidence

Unit 1’s writing objective is deliberately small: **write one paragraph containing a claim and evidence that supports it**. Everything later in the course is an elaboration of this.

A working shape:

1. A **claim** that requires defence - arguable, specific, and narrower than the whole thesis.
2. **Evidence** chosen because it supports *this* claim, embedded syntactically rather than dropped in.
3. **Commentary** explaining how the evidence supports the claim - the step students skip, and the one that carries most of the marks on the exam.

The single most common failure on the AP Language essays is a paragraph in which the evidence is present and the explanation is absent. The reader can see the quotation; what they cannot see is why you think it proves your point.

CLAIM

arguable, specific,
and narrower
than the thesis

EVIDENCE

chosen for *this*
claim, and
embedded in
your own sentence

COMMENTARY

how the evidence supports the
claim — and most of the marks

The widths are the point. The commonest failure on these essays is a paragraph where the evidence is present and the **explanation is absent**

What the Exam Actually Asks

The free-response section has three questions, and they use the same skills in different arrangements:

- **Question 1, Synthesis** 综合写作: you are given several sources and must build **your own argument**, using the sources as evidence rather than summarising them.
- **Question 2, Rhetorical Analysis** 修辞分析: you are given one text and must explain **the choices the writer makes** and how those choices contribute to purpose - which is the rhetorical situation applied.
- **Question 3, Argument** 论证写作: you are given a claim or a scenario and must argue a position, using evidence from your own knowledge and experience.

All three are marked on a **six-point rubric** with the same three rows: **thesis (1 point)**, **evidence and commentary (4 points)**, and **sophistication (1 point)**. Knowing that shape from Unit 1 tells you where the marks are: four of the six come from evidence *and the commentary on it*, so a plan that produces evidence without explanation caps you at low marks no matter how good the writing sounds.

Worked example (a real AP exam task). A Rhetorical Analysis prompt asks you to “*explain the writer’s rhetorical choices*” in a given passage. A row-scoring answer does not say “*the writer uses a rhetorical question.*” It says: “*Faced with an audience that already agrees on the problem but not on its urgency, the writer opens with a question rather than a statement, forcing readers to supply the answer themselves and so to feel the conclusion as their own rather than as one imposed on them.*” Notice what earns the points: the **audience**, the **choice**, and the **effect on purpose** - the rhetorical situation, used.

Exam tips

- Learn the **six components** by name and use the names. Precision here is directly rewarded.
- **Exigence is not the same as purpose.** Exigence is what prompted the text; purpose is what the writer wants to achieve.
- Test every claim with *could a reasonable person disagree?* If not, it is a fact, not a claim.
- **Embed** evidence in your own sentence. Dropped quotations read as unprocessed.
- **Four of six points are evidence and commentary.** Write the commentary; it is where most lost marks live.
- Never name a device without saying **what it does to the audience**. A device with no effect earns nothing.