

A simple guide to annotate Fc (push) and Fi (brake)

0) Purpose

Goal. Read a short text, identify its **telos** (what it tries to achieve), then rate:

- **Fc = push** toward that telos.
- **Fi = brake** (obstacle) against that telos.

What matters most. The **relationship** between Fc and Fi:
one **clearly leads** or they are **roughly balanced**.

Quiz rule. We call it **dominance** only if one force is **at least 3 steps** stronger than the other. Otherwise it counts as **balanced**.

Tolerance. The quiz accepts **±1 step** on each slider if the **relationship** is correct.

1) Three key ideas

1. Start with the **telos**. Does the text **push** for it or **brake** it?
 2. **Fc isn't "good", Fi isn't "bad"**. They are push and brake **relative to the telos**.
 3. Annotate the **effect on an average reader**, not the author's hidden intent.
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2) Slider scale (0–5, integers)

0 none, 1 very low, 2 low, 3 medium, 4 high, 5 very high.

3) Step-by-step

1. Read the **telos** at the top.
2. Read the **mini-text** fully.

3. Move **Fc**, then **Fi**.
4. Write **1–2 cues** (words/phrases) that justify your scores.
5. Go to the next item.

Tip. “It’s hard, **but** we must do it” → usually **Fc** higher, **Fi** lower.

4) Typical patterns

- **High Fc, low Fi** → call to act, mobilizing tone, benefits foregrounded.
Ex. “We should do it now.”
 - **High Fi, low Fc** → obstacles, risks, impossibility, discouraging tone.
Ex. “We can’t / not our role.”
 - **Fc ≈ Fi** → ambivalence, “yes but...”.
Ex. “Desirable, but many constraints.”
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5) The simple quiz rule (no formulas)

- **Dominance:** one force **leads** if it is **≥ 3 steps** stronger.
 - Push-dominant: **5–2, 4–1, 3–0**.
 - Brake-dominant: **2–5, 1–4, 0–3**.
- **Balanced:** difference **0, 1, or 2** → **Fc ≈ Fi**.

Intensity tolerance. If the **relationship** is right, the quiz accepts **±1** on Fc and **±1** on Fi vs. its internal references.
On screen. You’ll see the **expected relationship** (“Fc > Fi”, “Fc ≈ Fi”, “Fc < Fi”), **not** target numbers.

6) Quick examples

- **Mobilizing text:** “We must act now.” → aim **Fc** much higher than **Fi** (4–1 or 5–2).
 - **Discouraging text:** “We can’t / not our job.” → aim **Fi** much higher than **Fc** (1–4 or 2–5).
 - **Ambivalent text:** “Good idea, but big constraints.” → aim **Fc** close to **Fi** (3–3 or 4–3).
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7) Common pitfalls

- Mentioning an obstacle doesn't always mean **Fi high** if the text still **pushes** to act.
 - Neutral tone \neq neutral effect.
 - Irony: annotate the **actual effect** on the reader, not just literal words.
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8) Checklist before you submit an item

- I re-read the **telos**.
 - I chose **Fc/Fi** as **push/brake**.
 - If one is ≥ 3 steps above the other, I marked it **dominant**.
 - Otherwise, I marked it **balanced**.
 - I noted **1–2 text cues**.
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9) App flow

- You first see the **welcome screen**.
 - The **quiz** opens only when you click “**Start annotation**” if you haven't passed it yet.
 - After passing, you enter the annotation task.
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10) Quick FAQ

Why “ ≥ 3 steps”? Because differences of 1–2 are **subjective and unstable**. We call dominance only for a **clear gap**.

Do I need exact numbers? No. Prioritize the **relationship** (dominant vs balanced). Numbers are accepted ± 1 .

If I'm wrong? The quiz shows a **hint**. Adjust sliders keeping **push vs brake** in mind.

11) Changelog

v3.4 — Clear rule: **dominance if gap ≥ 3** , else **balanced**. Tolerance ± 1 . Practical examples. No target values shown.