WRITING and LISTENING/SPEAKING/VIEWING GLOSSARY for 9-12 ELA

This glossary is intended as an aid for teachers. Terms that may be new or that may have more than one possible meaning are defined to ensure that all high school English Language Arts teachers throughout the state of Georgia are using a common vocabulary.

Please be mindful that knowledge of concepts or terms in isolation is neither the goal of instruction nor the type of item to expect on the EOCT or the GHSGT. Instead, this information and/or these devices should be applied as students compose or analyze both oral and written texts or as they identify and support comprehension of oral and written texts.

Writing Terms & Concepts

aesthetic purpose
Readers derive different degrees of pleasure, senses of beauty, and/or emotions from works of literature. Often writers set out to achieve these particular aesthetic effects through subject matter, word choice, structure, and/or figurative devices. The effect a writer sets out to achieve constitutes his/her aesthetic purpose.

analogy, as rhetorical device
Analogies can be used as support in exposition and/or persuasion. Here the writer explains or describes something unfamiliar by comparing it to something familiar OR supports or proves an unknown by comparing it to something known or already proven.

anecdotal scripting
When a reader makes notes in the margins of a text, notes that highlight important points, pose questions, summarize, or paraphrase, etc., the reader is scripting anecdotally. Marginalia is another term for the notes that a writer scripts in the margins of a text.

annotated bibliography
An annotated bibliography includes a list of resources, formatted according to a particular style sheet, along with prose commentary for each source. This commentary usually includes a brief summary or overview of the resource, followed by an evaluation and/or recommendation regarding the usefulness of the resource.

argument
In persuasive or expository writing, an argument is the course of reasoning used to deliver the point of view or main idea that the writer is trying to get across to the reader. An argument can also refer to a particular statement, fact, or example, etc., that a writer uses to make his/her point.

assertion
An assertion is an unproven statement. Assertions supported by evidence and reasoning make arguments.

bias
Any belief, ideology, value, or prejudice that inhibits impartial judgment is a bias.

claim
A claim is an assertion stated as a fact. In other words, although a claim may be presented as a truth, that truth is not supported by evidence.

context
In writing, context implies the circumstances in which an event occurs. To put writing in context means to examine it in relation to the circumstances present at the time of its composition or to examine it in light of the events relevant to its subject or topic. Context may also be used to indicate the placement of a part within a larger setting. For example, a word in context refers to the meaning of the word in a particular sentence, paragraph, or text.
controlling idea: A controlling idea provides the common thread that ties a text together. A controlling idea may be expressed as a thesis, as a topic sentence, or as an extended metaphor or image.

engage: To engage is to pique and maintain the interest of the reader throughout his/her reading of a text.

evidence: Evidence is that which is used to support, prove, or clarify an argument, a thesis, a claim, or an idea. Evidence extends beyond facts, statistics, and examples to include such things as analogies, anecdotes, extended metaphors, etc.

expository discourse, elements of: The elements of expository discourse include audience, purpose, structure or form, and speaker or voice.

flow of ideas: When ideas flow in an essay or narrative, they are presented in a fluent, seamless, logical, and/or meaningful way without any distractions or interruptions that impede the reader.

focus: To maintain focus in writing means to sustain attention on the purpose and/or controlling idea of the piece by consistently connecting the various parts of an essay or narrative to that purpose and/or controlling idea.

integrates quotations & citations: In any researched and/or documented essay, quoted, paraphrased, and/or summarized words of others will be incorporated into the writer’s own text. To do this smoothly, writers should seamlessly blend or weave their own words with those of others. This is the integration of quotations and citations. In other words, if quotations, etc., are integrated, no quotation will stand alone as a sentence. For example: In The Greatest Glossaries Ever Known, John Smith asserts that “all good glossaries are written in alphabetical order” (27). Here the words of John Smith—those within the quotation marks—are introduced by the writer’s own words. The citation for the John Smith resource—The Greatest Glossaries Ever Known—is integrated into the text, with the specific page number cited in parentheses at the end of the sentence.

perspective: Perspective refers to the point from which a reader or writer views a particular subject or idea. For example, looking at homework from the perspective of a student differs from looking at homework from the perspective of a teacher.

primary sources: Primary sources are original records created at the time historical events occurred or after events in the form of memoirs and oral histories. Primary sources may include letters, manuscripts, diaries, journals, newspapers, speeches, interviews, memoirs, documents produced by government agencies such as Congress or the Office of the President, photographs, audio or video recordings, and research data. Primary sources may also include data or information acquired personally by the researcher through surveys or interviews. In addition, if a writer is preparing an analysis of a literary text such as a novel or poem, that literary text is a primary source. Primary sources are the firsthand materials upon which any subsequent interpretations are based.

reflective compositions: Reflective compositions are expository, metacognitive essays in which the writer comments on his/her own thinking, reading, or writing processes. Writers might reflect on their reasons for making certain decisions, their reasons for taking certain positions, the way they arrived at particular beliefs or interpretations, or on their progress toward certain goals.
rhetorical devices  Rhetorical devices are devices employed by authors in order to achieve specific rhetorical purposes. These strategies include, but are not limited to, rhetorical questions, repetition, analogy, anecdote, paradox, irony, humor, and various figures of speech.

rhetorical purpose  Essays (and frequently other literary works) are written for specific purposes—to persuade or set forth an argument, to explain or inform, to express feelings or convey emotions, or to entertain. Determining an author’s intent or rhetorical purpose is essential to determining the meaning and/or the effect of an essay.

secondary sources  Secondary sources analyze, describe, explain, or restate information from primary sources. Common reference materials (such as dictionaries and encyclopedias) textbooks, books in general, and articles in periodicals are examples of secondary sources. If, for example, a writer is preparing an analysis of a literary text such as a novel or poem, the literary text is a primary source while any book reviews, critical articles about that text, or biographies of the author of that text are secondary sources.

style manual  A style manual provides a guide for formatting citations and for preparing documents and papers. A number of style manuals are recognized and used by different groups for different purposes. Those in languages often use the style manual prepared by the Modern Language Association; those in the social sciences, the American Psychological Association; in Chemistry, the American Chemical Society; etc. No single style manual is prescribed for use with the Georgia Performance Standards.

synthesize  To synthesize means to combine parts into a more complex whole. For example, a writer might read a variety of viewpoints and combine parts of a number of these viewpoints into a new and more complex personal view. Readers analyze a text by looking at specific parts of that text—word choice, structure, figures of speech—then they synthesize their analysis of these various parts to form an understanding or interpretation of the work as a whole.

technical documents  Technical documents include all forms of business, professional, and technical communication, as well as those documents and aids used in oral and written presentations of business, professional, and technical information. In 9th grade these documents are specifically surveys or questionnaires, technical reports, research studies, and proposals. In grades 6-8, they include friendly letters, thank-you notes, formula poems, instructions, memoranda, emails, letters of inquiry, letters of complaint, procedures, lab reports; slide presentations, letters of application, letters of recommendation, résumés, abstracts, user guides or manuals, and web pages.

thesis, arguable  A thesis is a declarative statement that includes a topic plus a judgment or opinion about that topic. A thesis sets up an assertion or claim that the writer then supports or proves with supporting details, evidence, and reasoning. The thesis provides the controlling idea for the entire paper. By its very nature, a thesis is arguable since a writer only has reason to support or prove a statement if more than one view or interpretation is possible.

topic sentence, arguable  A topic sentence is a declarative statement that provides the controlling idea for a paragraph and, consequently, provides a supporting statement for the thesis of an essay. A topic sentence is arguable when it sets up an assertion or claim that the writer then supports or proves with supporting details, evidence, and reasoning throughout the paragraph.
weaving source & support material

In any researched and/or documented essay, quoted, paraphrased, and/or summarized words of others will be incorporated into the writer’s own text. To do this smoothly, writers should seamlessly blend or integrate their own words with those of others. This is the weaving of source and support material. In other words, if quotations, etc., are integrated, no quotation will stand alone as a sentence. For example: In *The Greatest Glossaries Ever Known*, John Smith asserts that "all good glossaries are written in alphabetical order" (27). Here the words of John Smith—those within the quotation marks—are introduced by the writer’s own words. The citation for the John Smith resource—*The Greatest Glossaries Ever Known*—is woven into the text, with the specific page number cited in parentheses at the end of the sentence.

Listening/Speaking/Viewing Terms & Concepts

aesthetic effect

Listeners, speakers, and readers derive different degrees of pleasure, senses of beauty, and/or emotions from aural, visual, and print texts. The pleasure, sense of beauty, emotion, or lack of such is the aesthetic effect of a work.

argument by analogy

Analogies can be used as support for arguments or claims in exposition and/or persuasion. Here the speaker or writer supports or proves an unknown by comparing it to something known or already proven OR explains or describes something unfamiliar by comparing it to something familiar.

argument by authority

Writers and speakers can support an assertion or claim by invoking the words of an expert or authority. The quality of this type of argument is dependent, however, on the credibility of the expert in the area or field related to the topic at hand.

argument by causation

Argument by causation is based on the assumption that event A leads directly to result B. Cause/effect arguments may be unconvincing or difficult to sustain unless the causal relationship between A and B is generally accepted.

argument by emotion

When a speaker or writer appeals to the heart rather than the mind in order to convince his/her audience, s/he is arguing by emotion.

argument by logic

A logical argument attempts to demonstrate the truth or validity of an assertion or conclusion through the relating of a set of premises or body of evidence.

attack ad hominem

Attack *ad hominem* is to attack the man or woman rather than the issues. For example, the patriotism of such men as John McCain, John Kerry, and Max Cleland has been attacked in order to discredit them in their runs for political office and/or to shift attention from the issues to the men themselves.

aural techniques

Aural techniques are those employed by a speaker to affect what and how the audience hears material. Aural techniques include volume, use of music, harmony, and dissonance, etc. Aural techniques are often used for emphasis.
consumption of values, impact of media on

In our increasingly technological world, what individuals or groups of individuals watch, listen to, or read via various media influence what these individuals or groups come to value and/or believe and, consequently, influence the actual products they buy or consume or the ideas and values they "buy into" or consume. For example, an individual may choose to purchase a brand of soft drink because s/he sees his/her favorite TV character drinking this drink. More importantly, s/he may consume a particular viewpoint on a societal or governmental issue as a result of its being produced and marketed by his/her favorite TV news personality.

critiques (v.)

To critique is to look critically in order to make reasoned judgments. When a viewer critiques a film, for example, s/he may examine content, lighting, setting, etc., in order to evaluate the quality of that film.

democratic process, impact of media on

In our increasingly technological world, our knowledge of government, politics, and international relations comes largely via the media. Thus any ideology, bias, slant, or viewpoint projected by that media impacts what individuals or groups of individuals come to believe and, consequently, influences if and/or how these individuals participate in the democratic process. For example, a candidate for office may be considered more qualified if s/he has a better camera presence. In addition, the media interpret or select information to present or ignore and, therefore, contribute to the shaping of our ideas and opinions about government and politicians.

emotional appeal

When a speaker or writer appeals to the heart rather than the mind in order to convince his/her audience, s/he is arguing by emotion.

force

The force of an argument or presentation refers to the strength of that argument or presentation and to the quality or degree of the effect that argument or presentation has on the audience.

logical arguments, classical

Classical arguments derive from Greek and Roman philosophers and include three types of appeals: appeal to pathos—the emotions of the audience, appeal to ethos—the character of the speaker, and the appeal to logos—reason.

logical arguments, contemporary

Contemporary arguments may employ strategies and appeals beyond the three that characterize classical argument. These may include, but are not limited to, argument by definition, induction, inference, and analogy.

logical fallacy

A logical fallacy strictly refers to a flaw in the structure of an argument that renders the argument invalid. The term is also used, however, to mean any argument that is faulty or problematic.

problem-solving sequence

The problem-solving sequence follows these steps: recognizes a problem, defines the problem, identifies possible solutions, selects optimal solution, implements solution, and evaluates solution.

production of values

The media interpret and/or select products and information to present or ignore and, therefore, contribute to the production or shaping of the values, ideas, and opinions that viewers consume. For example, an individual may value a brand of soft drink because s/he sees his/her favorite TV character drinking this drink. More importantly, s/he may value or adopt a particular viewpoint on a societal or governmental issue as a result of its being produced and marketed by his/her favorite TV news personality.
**proposition of fact**

A proposition is the main point or viewpoint that a speaker/writer sets out to establish or defend. In a persuasive speech presenting a proposition of fact, the speaker/writer aims his/her arguments toward getting the audience to accept a statement or idea as true or false.

**proposition of policy**

A proposition is the main point or viewpoint that a speaker/writer sets out to establish or defend. In a persuasive speech presenting a proposition of policy, the speaker/writer aims his/her arguments toward getting the audience to commit to or endorse a particular action.

**proposition of problem**

Presenting a problem and offering one or more viable solutions is one form of persuasive speech. While this may be called a proposition of problem, it really is not a proposition in the sense of a proposition of fact, policy, or value. Speeches that center on a problem follow a problem/solution organizational format.

**proposition of value**

A proposition is the main point or viewpoint that a speaker/writer sets out to establish or defend. In a persuasive speech presenting a proposition of value, the speaker/writer aims his/her arguments toward getting the audience to make an evaluative judgment regarding the morality (good/bad) or ethics (right/wrong) of a statement or idea.

**syllogism**

A syllogism is a logical argument in which a conclusion is derived from two premises, a major premise and a minor premise. For example: Major premise—All dogs are mammals. Minor premise: Fuzzy is a dog. Conclusion—Fuzzy is a mammal.

**visual image makers**

Visual image makers include any people who contribute to the images we see in films, TV shows, commercials, advertisements, etc. Graphic artists, documentary film makers, illustrators, and news photographers are all visual image makers.

**visual techniques and effects**

Visual techniques differ according to the medium conveying the image; these techniques include layout, lighting, camera angle, framing, background, shot selection, use of color, placement of text, etc. Visual image makers employ specific visual techniques to achieve desired effects.