

GLOSSARY

a-prefixing: the insertion of /a/ at the front of progressive verb forms, as in *She's a-going home*.

ACCESS: a large-scale test that measures English proficiency among nonnative English speakers in all four modalities.

active learning: a pedagogical approach in which teachers introduce problems that students solve through discussion, debate, and the formulation and answering of questions with the aim of finding solutions.

Activity Theory: proposes that individual behavior is object/objective driven within social systems.

AES: automated essay scoring, also known as “machine scoring.”

afferent: conducted inward.

algorithm: a set of production rules.

allegoresis: use of allegory as interpretive tool.

alveolar: consonants produced with the tip of the tongue behind the upper teeth.

assertoric: a term describing a statement of fact rather than a statement of evaluative judgment.

authenticity: a term used in composition studies to describe writing that is “real” or “genuine”; in most instances, authentic writing is limited to self-expressive or personal-experience texts.

BICS: Basic Interpersonal Communicative Skills.

bicultural: the state of sharing two different cultures and operating successfully in both.

bottom-up approach: sometimes referred to as “compositionality,” this expression refers to the idea that language involves combining small units into larger ones.

CALP: Cognitive Academic Language Proficiency.

case: a change in the form of a word to mark function or attribute; English has lost most case markings but not all, the most common being markings for nominative and dative pronouns.

CCSSI: Common Core State Standards Initiative.

CELDT: California English Language Development Test.

collaborative learning: characterized by a joint effort to complete a project; “collaborative” is commonly used in composition studies to describe what actually are “cooperative” efforts, such as workshop activities and peer editing.

communicative competence: a person’s knowledge of how to communicate in keeping with the appropriateness conditions of the situation.

cooperative learning: in composition studies, learning characterized by one or more persons providing feedback on drafts in progress.

corpora: a collection of written or recorded spoken material used for study and analysis.

critical thinking: thinking that involves problem solving, often at a high level of cognitive function.

declamation: in the ancient world, a practice speech, either persuasive or adversarial.

deliberative rhetoric: language used in governing assemblies deciding issues that call for action.

dialectic: an exchange of questions and answers between individuals.

editing: review of a text at the local level to correct spelling, punctuation, word choice, repetition, and formatting.

e-feedback: comments and suggestions on student papers made using digital technology.

efferent: conducted outward.

ELL: English Language Learner.

epideictic rhetoric: language used to celebrate and praise; language used to strengthen the social fabric.

epistemological belief: a person's belief about knowledge and knowing; e.g., some people believe that writing is a skill that can be learned, whereas others believe that it is a talent that cannot be taught or learned.

equites: a member of the Roman propertied class below the patrician class; member of the Roman middle class.

ESL: English as a Second Language.

ethos: in writing, the term is usually defined as “character”; it is one of three Aristotelian “proofs,” or elements, of support for an argument.

ETS: Educational Testing Service.

Expectation Theory: proposes that teachers make inferences and predictions about students' behavior or abilities on the basis of what they know or assume about students.

forensic rhetoric: language used in law courts.

formative evaluation: evaluation of a work (text) in progress to provide guidance and advice to increase the likelihood of success.

grammaticalization: a process by which words representing objects and actions undergo modification to become grammatical markers; e.g., going to

hegemony: dominance of one group, political system, or idea over another.

inflection: a change in the form of a word (usually the end) to express a grammatical function or attribute such as tense, mood, person, number, case, or gender.

Intentionality: a state of mind that allows for the formation of representations, especially with respect to properties, states of affairs, and actions.

invention: historically a term describing the search for arguments and support for a specific topic; today, a term used to describe the search for a topic.

journalistic prose: writing designed for outsiders, often written by outsiders, vis-à-vis a specific discipline; e.g., a newspaper account of a scientific finding as opposed to the actual scientific report.

learning outcomes: what students are able to do after instruction, e.g., throw a curve ball, ride a bike, or write an expository essay.

LEP: Limited English Proficient.

literacy: traditionally understood to be the ability to read and write.

***litteraturizzazione*:** a term used describe the shift from oral, or primary, rhetoric to written, or secondary, rhetoric.

logos: in writing, the term is usually defined as “reason” or “logic”; it is one of three Aristotelian “proofs,” or elements, of support for an argument.

machine scoring: the use of computer software to assess student writing.

matriculate: enroll (i.e., admitted) in college or university.

NAEP: National Assessment of Educational Progress.

NCLB: No Child Left Behind.

NCTE: National Council of Teachers of English.

NEA: National Education Association.

neocortex: the outer layer of the cerebral cortex that is involved in higher cognitive functions, such as reasoning and language.

NESB: Non-English Speaking Background.

neural network: the complex connections in the brain among neurons, synapses, axons, and dendrites.

novus homo: Latin for “new man,” someone who was not a member of the nobility but who rose to political prominence through ability and wealth.

NTE: National Teachers Examination.

passive voice: a sentence construction in which the subject and object are shifted from their positions in an active form, with the object occupying the subject position and with the subject located as the object of a by prepositional phrase, as in *Rita was kissed by Fred*; the active form is *Fred kissed Rita*.

pathos: in writing, usually defined as “emotion”; it is one of three Aristotelian “proofs,” or elements, of support for an argument.

patrician: a member of Roman nobility.

patronage: a form of welfare in Rome in which wealthy citizens provided benefits to those of lesser means in exchange for political support.

perlocutionary force: an expression from Speech Act Theory that describes the effect of an utterance or a text, that is, its consequent result; sometimes called “rhetorical force.”

phatic discourse: language that is not intended to convey information but rather serves to build, enhance, or maintain social relationships.

plebian: a member of the Roman lower class.

prewriting: activities designed to stimulate thinking about the writing task at hand; examples include outlining, brainstorming, clustering, and discussion.

primary rhetoric: oral speeches intending to persuade.

prosodic features: the rhythmic characteristics of a given language.

REP: Reclassified English Proficient.

revising: reflecting on and reconsidering a text at the global level to make adjustments that enhance clarity, informational content, and organization.

rhêtor: Greek term to describe a politician who frequently made political speeches before governing assemblies.

rhetorical proof: the means by which a speaker or writer supports claims and arguments; see ethos, pathos, and logos.

rhetorize: the act of using language to engage in dissimulation so as to valorize a subject without regard to substance, meaning, or quality.

rhotic: a term used to describe a dialect in which /r/ is pronounced before consonants and at the end of words; in a nonrhotic dialect, /r/ is not pronounced.

secondary rhetoric: writing intending to persuade or educate; also, written interpretation of a text.

social turn: an expression used to describe the shift in composition studies from a focus on the cognitive dimensions of writing to one on the sociopolitical dimensions.

standards of proof: discipline-specific standards for what counts as proof of a claim; e.g., composition studies tends to accept anecdotes as “proof,” whereas medicine generally requires empirical data as “proof.”

stasis: a rhetorical discovery procedure involving a series of questions related to issues before the courts.

summative evaluation: evaluation of the finished work (text) for a grade.

syntax: order or arrangement of words to create a well-formed structure.

T-units: “minimal-terminal units,” or the smallest word group that could be considered a grammatical sentence, which includes embedded clauses.

tense: changes in a verb form to indicate when an action/state of being occurred; English does not change verbs to indicate the future, using a modal auxiliary instead, so it lacks a future tense.

terminal comments: the comments teachers put at the end of papers before assigning the grade.

ways of knowing: how disciplines approach knowledge creation; there are two broad approach—empirical, based on observation, and rationalistic, based on reflection.

WIDA: World-Class Instructional Design and Assessment.

WPA: Writing Program Administrators, a professional organization.

Zipf’s Law: axiom that states that we are highly motivated to engage in the easiest course of action to accomplish a task; also known as the Principle of Least Effort.