Terms to Know (ENGL 1301)

In order to get the most out of your 1301 course, you must be familiar with the vocabulary. This sheet provides a limited glossary of terms used in 1301 so that you can better understand your assignments. All definitions are taken out of your textbook, *Writing Arguments* (WA), and *The Little, Brown Handbook* (LBH).

Argument Terms

Argument—Requires justification of its claims, is both a product and a process, and combines elements of truth seeking and persuasion (WA, Ch 1, p. 3).

Claim—The point or position you are trying to get your audience to accept (WA, Ch 5, p. 95).

Induction—A habitual process of reasoning traits that is based on facts and experience (WA, Ch 12, p. 249).

Deductive Reasoning—Applying a generalization to specific circumstances in order to reach a conclusion (LBH , Ch 10, pp. 203-206).

Inductive Reasoning—Inferring a generalization from specific evidence (LBH, Ch 10, pp. 202-03).

Logical fallacies—Errors in reasoning. Some **evade** the issue of the argument; others **oversimplify** the argument. The fallacies for **evasion** include begging the question, non sequitur, red herring, false authority, and inappropriate appeals such as 1) appealing to readers' fear or pity; 2) snob appeal; 3) bandwagon; 4) flattery; 5) argument ad populum; and 6) argument ad hominem. The fallacies for **oversimplifications** include 1) hasty generalizations; 2) sweeping generalizations; 3) reductive fallacy; 4) post hoc fallacy; 5) either/or fallacy (false dilemma); and 6) false analogy (LBH, Ch , pp. 192-98).

Rhetoric—The principles for finding and arranging ideas and for using language in speech or writing to achieve the writer's purpose in addressing his or her audience (LBH Glossary, p. 900).

Rhetorical strategies—Strategies writers can use to guide what a reader thinks, trusts, sees and/or feels. For example, strategies for framing evidence in an argument might include 1) controlling the space given to supporting versus contrary evidence; 2) emphasizing a detailed story versus presenting lots of facts and statistics; 3) providing contextual and interpretive comments when presenting data; 4) putting contrary evidence in subordinate positions; 5) choosing labels and names that guide the reader's response to data; 6) using images (photographs, drawings) to guide the reader's response to data; and 7) revealing the value system that determines the writer's selection and framing of data (WA, Ch 6, pp. 118-120).

Rogerian argument—Named after Carl Rogers, an argument that emphasizes "empathic listening," defined as the ability to see an issue sympathetically from another person's perspective by withholding judgment, understanding others' reasoning, and appreciating others' values (WA, Ch 8, p. 156).

Toulmin argument—A model for describing the logical structure of arguments. Toulmin's argument identifies seven elements of an argument: the claim, reasons, grounds, warrant, backing, rebuttal, and the qualifier (WA, Ch 5, pp. 91-97).

Warrant—The unstated assumption behind your claim; the statement of belief, value, principle, and so on that, when accepted by an audience, warrants or underwrites your argument (WA, Ch 5, p. 95).

Citation Terms

Annotated bibliography—A tool for assessing sources. It includes the publication information for the source, what you know about the source's content, and how you would use this source to support your argument (LBH, Ch 42, pp. 570- 71).

Citation—In research writing, the way of acknowledging material borrowed from sources. Most systems of citation are basically similar; a number or brief parenthetical reference in the text indicates that particular material is borrowed and directs the reader to information on the source at the end of the work. The systems do differ, however. See pp. 647-87 for MLA style, pp. 764-75 for Chicago style, pp. 784-800 for APA style, and pp. 812-19 for CSE style (LBH Glossary, p. 884).

Documentation—In research writing, supplying citations that legitimate the use of borrowed material and support claims about its origins. Contrast Plagiarism. (LBH, Ch 45, pp. 637-38).

Paraphrase—Restatement of source material in one's own words and sentence structures. Acknowledge paraphrases in source citations (LBH, pp. 618-20).

Parenthetical Citation—In the text of the paper, a brief reference, enclosed in parentheses, indicating that material is borrowed and directing the reader to the source of the material. See Citation. (LBH Glossary, p. 896).

Plagiarism—The presentation of someone else's ideas or words as if they were one's own. Whether accidental or deliberate, plagiarism is a serious and often punishable offense (LBH, Ch 45, pp. 629-38).

Quotation—Repetition of what someone has written or spoken: **direct**—person's words are duplicated exactly and enclosed in quotations marks; and **indirect**—reports what someone said or wrote but not in the exact words and not in quotation marks (LBH, Ch 31, pp. 468-76).

Summary—Short restatement of source material in one's own words, captures main points (LBH, Ch 7, p. 140).

Works Cited—A list including all sources quoted, paraphrased, or summarized in a piece of writing, following a specific format. See Works Cited. (LBH, CH 47b, pp. 656-87).

Sources

Anthology—A collection of literary works by several authors. Your 1301 or 1302 texts are examples (LBH, p. 910).

Article—A shorter work published in an anthology, magazine, newspaper, journal, or other collection (LBH, p. 911).

Database—An online, searchable collection of publications (LBH, p. 922).

Journal—Publication of articles written and reviewed by professionals in a particular field (ex: *Journal of Pediatrics Association*). These tend to be scholarly sources (LBH, p. 934).

Website—A public, electronic site owned and operated by private companies such as Google.com, Amazon.com, etc.

Writing Terms

Analysis—A separation of a subject into its elements. Sometimes called **division**, analysis is fundamental to critical thinking, reading, and writing (LBH Ch 8, pp. 158-59, 167-69) and is a useful tool for developing essays (p. 25) and paragraphs (pp. 94-95).

Coherence—The quality of an effective essay or paragraph that helps readers see relations among ideas and move easily from one idea to the next. To check for coherence, ask the following questions: Do the ideas follow in a clear sequence? Are the parts of the essay logically connected? Are the connections clear and smooth? (LBH, Ch 2, pp. 41-2 and Ch 4, pp. 77-78).

Synthesis—Making connections among parts or among wholes (LBH, Ch 8, pp. 161-62, 171).

Thesis Statement—A sentence or more that asserts the central, controlling idea of an essay (LBH, Ch 2, pp. 28-31).