

## Glossary

The purpose of this document is to promote a shared language with which to discuss the goals and teaching in *Eloquentia Perfecta*.

Artifact: a product of student work generated in a course

Abilities: dispositions and skills that students bring to their learning experiences and that will be further advanced and enriched<sup>1</sup>

Competencies: dispositions and skills that students have developed as a result of their learning experiences and that meet the determined expectations for mastery<sup>1</sup>

Curiosity: the desire to know more about the world<sup>2</sup>

Digital Tools: software and devices

Engagement: the investment in and effort directed toward learning, understanding and mastering knowledge and skills<sup>2</sup>

Open Mindedness: a willingness to consider new ways of being in the world and thinking about the world<sup>2</sup>

### Qualities of Rhetorical Tradition within *Eloquentia Perfecta*

Rhetoric: good person speaking well; the art of effective expression by means of appropriate language<sup>3</sup>; a planned activity, adapted to an audience, revealing human motives, that is responsive, and seeks to persuade<sup>4</sup>

Creativity: the capacity to generate novel, original, clever or ingenious questions, products, solutions, & techniques<sup>2</sup>

Critical Reflection/Thinking: active, persistent, and careful considerations of any belief or knowledge in the light of the grounds that support it<sup>5</sup>

Ethics: acting in ways consistent with what society typically thinks are good values

Inquiry: the process of posing questions/generating hypothesis, gathering and evaluating information<sup>6</sup>

Persuasion: verbal and non-verbal actions targeted at changing minds, beliefs, and actions

Prudence: practical wisdom gained from experience

Reflection: being cognizant about on-going, past, and future actions; both “looking forward” and “casting backward;” the processes by which we know what we have accomplished and by which we articulate accomplishment, as well as the products of those processes<sup>7</sup>

## References

- 1 Core competencies transforming curriculum & assessment.  
<https://curriculum.gov.bc.ca/competencies>
- 2 National Council of Teachers of English and National Writing Project. Framework for success in postsecondary writing. <http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf>
- 3 Merkle, G. (1902). A modern rhetoric. New York: Newson & Co.
- 4 Herrick, J. (2005). The history and theory of rhetoric: An introduction. Boston: Pearson.
- 5 Dewey, J. (1997). How we think. Mineola, New York: Dover Publications, Inc.
- 6 The Art Costa Centre for Thinking. <http://www.artcostacentre.com/html/habits.htm>
- 7 Yancey, K. (1998). Reflection in the writing classroom. Logan: Utah State University Press. [http://digitalcommons.usu.edu/usupress\\_pubs/120/](http://digitalcommons.usu.edu/usupress_pubs/120/)