

Cluster: First Person

First Person Options

The First Person Cluster comprises two Dimensions, Generic First Person and First Person Interior, each with its own language action types (LATS). As a whole, the First Person Cluster conveys communication from a unique historical entity looking out on the world from the inside out.

Dimension: Generic First Person

First Person

This Dimension is active when you include yourself in your writing or rely on a first person narrator. The result is a text with healthy seasonings of I's, me's, and my's.

LAT: First Per

First Person (First Person)

The use of words indicating self-reference (e.g., I, me, my, myself).

Dimension: First Person Interior

First Person Interior

This Dimension makes the individualized thoughts and feelings of a first person entity a visible part of the textual experience.

LAT: Self Disclosure

Self-Disclosure (First Person Interior)

The use of words indicating self-reference (e.g., First Person; I, me, my) in combination with verbs indicating personal thought or feeling (e.g., I think, I feel, I believe). Experience created: the writer is saying things he or she would not typically say to random strangers.

LAT: Self Reluctance

Self-Reluctance (First Person Interior)

The use of words indicating first person resistance within decision-making, (e.g., I regret that, I am sorry that, I'm afraid that). This is distinguished from a category of resistance that is tied more to negative events in the world outside the context of immediate decision-making. This more general resistance category can be found under oppositional reasoning. Experience created: A special kind of self-disclosing that divides obligation and desire, what a mind wants to do and feels obliged to do.

LAT: Autobio

Autobiography (First Person Interior)

The use of words indicating self-reference (e.g., First Person, I, me, my) in combination with a form of have or used-to to signal an individual mind reflecting back on a personal past (e.g., I have, I have always, I used to). Experience created: A special kind of self-disclosing that indicates a mind's continuous past, from birth to the present.

Cluster: Interior Mind

Interior Thought

The Interior Mind Cluster comprises six Dimensions, Private Cognitions, Decisiveness, Confidence, Uncertainty, Intimacy, Intensity, Immediacy, and Subjectivity. Each of these six Dimensions comprise their own language action types (LATS). As a whole, this cluster conveys something like the experience of the First Person Interior Cluster, but shifted to the third person. The inner thoughts and feelings of a person are attributed by third party observers rather than self-disclosed from the first person point of view.

Dimension: Private Cognitions

Private Cognition

This Dimension is active when the writing contains beliefs, feelings, internal prayers, or hallucinations. These are personalized cognitions that sometimes can be shared and sometimes can't be. Experience created: We are given a front row seat of thoughts and feelings as they pass through the minds of sentient entities.

LAT: Private Thinking

Private Thinking (Private Cognition)

The use of words indicating the unshared contents of an individual mind (e.g., believe, feel, conjecture, speculate, pray for, hallucinate). Experience created: A front row seat into someone else's mind.

Dimension: Decisiveness

Decisive

This Dimension is active when you feel confident in what you are writing about, or unsure and tentative. Experience created: A front row seat into the strength of belief or commitment a mind has to a particular thought. One can show confidence, uncertainty and shades in between.

LAT: Confidence

Confidence (Decisive)

The use of words indicating feelings of absolute knowledge (e.g., completely true, assuredly so). Experience created: A mind with a high degree of confidence about what is being said.

LAT: Uncertainty

Uncertainty (Decisive)

The use of words indicating uncertainty (e.g., maybe, perhaps). Experience created: A mind with a medium or low degree of confidence about what is being said.

Dimension: Intimacy

Intimacy

This Dimension is active when you make personal disclosures about other persons or characters, reveal information, even secrets, one normally don't reveal to strangers. Experience created: What we are hearing is information known by friends and intimates, but not random strangers or stray acquaintances.

LAT: Disclosure

Disclosure (Intimacy)

The use of words indicating the leaking of private information (e.g., confess, acknowledge that, admit, let on that, let it slip that). Experience created: I am being awarded special access to information that strangers won't get.

Dimension: Intenseness

Intense

This Dimension is active when you want to show minds working energetically and at a fast pace, maybe even manically. Experience created: I am experiencing a mind that is working or feeling fervently about what is being said or experienced.

LAT: Intensity

Intensity (Intense)

The use of words indicating a mind very actively involved and committed to the ideas being expressed (e.g., very, fabulously, really, torrid, amazingly).

Dimension: Immediacy

Immediacy

This Dimension is active when you want to show minds invested in what's happening now, moment by moment, and perhaps caught up in the suspense of the moment. Experience created: I am hearing a mind that is sharing information very near to the time that the information first emerged, either in the world at large or in the consciousness of the person now providing it to me.

LAT: Immediacy

Immediacy (Immediate)

The use of words indicating immediacy (e.g., right now, now, just then).

Dimension: Subjectivity

Subjective

This Dimension is active when you want to depict minds taking a slant on the world that is not universally held. Experience created: I am hearing information that is dependent on, and so colored by, the mind expressing it. Other minds would express it differently and so the information is not stable across minds. This impression makes me experience the information as subjective, telling me as much about the messenger as the message.

LAT: Subjective Time

Subjective Time (subjective)

The use of words indicating experiencing time from the inside (e.g., seems like only yesterday). Experience created: How a mind feels about living inside time, time as experienced within our heads, including excitement, anticipation, boredom and other interior experiences of time.

LAT: Subjective Percept

Subjective Perception (subjective)

The use of words indicating that one's take on reality is only a version that needs to be confirmed by other minds to count as objective (e.g., it seems, tentatively, appears to be, a way to think about). Experience created: How a mind feels about perceived objects and events based on prior expectations with them. Against prior expectations, such objects and events can live up to or fail expectations. Unlike scientific reporting, such perceptions tell us as much about the perceiver as the perceived.

Cluster: Emotion

Emotions

The Emotion Cluster comprises two Dimensions, Positive Emotion and Negative Emotion, with each of these Dimensions involving their own language action types (LATS). Many writing assignments require a flat personality, free of emotion, where you are simply reporting or describing as accurately as possible what you have found from books. But other types of writing require emotion, either coming from your first person voice or from the voices of persons your writing references. Will your writing assignment require you yourself to convey emotion or at least depict persons who must act emotionally? Experience created: The text conveys someone in a state of positive or negative emotion.

Dimension: Positive Emotion

Positive Emotions

This Dimension is active when you want to convey positive emotions. Experience created: The text indicates a person in a state of happiness, joy, elation, pride, or some other feel-good emotion.

LAT: Positivity

Positive Emotion (Positive Emotions)

The use of words indicating joy, happiness, and other positive attitudes (e.g., wonderful, marvelous, great, fantastic).

Dimension: Negative Emotion

Negative Emotions

This Dimension is active when you want to convey general negative emotion, or specialized negative emotions like anger, fear, and sadness, as well as apologies, which is a speech act based on negative emotions. Experience created: The text indicates a mind unsatisfied or unhappy.

LAT: Negativity

Negative Emotion (Negative Emotions)

The use of words indicating negativity (e.g. mistreatment, criminal, despised).

LAT: Anger

Anger (Negative Emotions)

The use of words referencing anger.

LAT: Fear

Fear (Negative Emotions)

The use of words referencing fear.

LAT: Sad

Sadness (Negative Emotions)

The use of words referencing sadness.

LAT: Reluctance

Reluctance (Negative Emotions)

The use of words indicating resistance within the mind (e.g., regret that, sorry that, afraid that). Experience created: A special kind of negativity what a mind is obligated to do departs from what it desires to do. See also self-reluctance.

LAT: Apology

Apology (Negative Emotions)

The use of words indicating apology (e.g., I'm sorry). Experience created: The mind experiences him or herself in the "personal responsible" slot that causes anger. I have done something that violates standards of behavior and have not yet acknowledged I am in the wrong. The apology is this public acknowledgment of "doing wrong" being made. In general, to acknowledge is to give public recognition to information or persons. To apologize is to give public notice of a certain kind of information -- namely one's wrongdoing. See also Concessions, which is the public acknowledgement of another kind of information -- namely the weaknesses in one's own position or the strengths in the position of an opponent. Acknowledgments of persons results when we want to give public recognition of our thanks or gratitude to them for their service. See Acknowledgements.

Cluster: Time Orientation

Time Orientation

The Time Orientation Cluster covers two Dimensions, Future and Past, each with their own language action types (LATS). Much writing is based in the present tense, when the writing more or less occurs close to if not the same time frame the reader experiences it. The Time Orientation Cluster is useful for writers who know they will need to ask readers to accompany them through significant mental time travel, either to the past or future, or subtle combinations of both.

Dimension: Future

Future Perspective

This Dimension is active when your writing relies on mental leaps to the future or even boldly predicting the future like a prophet or a crystal ball policy analyst.

LAT: Project Ahead

Projecting Ahead (Future Orientation)

The use of words indicating the future (e.g., in order to, look forward to, will be in New York). Experience created: The text is directed to what has yet to happen and may never happen.

LAT: Predicted Future

Predicting the Future (Future Orientation)

The use of words predicting the future more confidently than the regular future orientation, with often leaves the future uncertain or contingent. With patterns using the predicted future, the writer projects out to an imagined future, one even farther into the future than the future being predicted. Example: Imagine predicting what the year 2100 will look like from the vantage of 2020. You see this technique in science fiction writing (e.g., By 2100, Earth will have long been conquered) and policy statements that project outward to, say, 2050 (e.g., By 2050, we will have cured

cancer, we will have forgotten what it was like to use a rotary telephone, etc.). The technique can be used for everyday purposes too, such as "Mom will be home by now." Experience created: a variation of future orientation in which what will happen is a matter of confident prediction.

Dimension: Past

Past Perspective

This Dimension is active when your writing relies on leaps back to the past, what you did last week or month perhaps. Even more profoundly, it can involve what a world was like "back then" that we no longer recognize today.

LAT: Project Back

Projecting Back (Past Orientation)

The use of words indicating a mental leap to the past (e.g., used to, have been, had always wanted, would have liked to). Experience created: The text is directed to what has already happened, is completed and done with.

LAT: Future in Past

Future in Past (Past Orientation)

The use of words that presents what the future looked like from the vantage of the past. Example: what the year 1940 looked like from the vantage of 1930. Think of this technique in riveting history writing that tries to show you how a historical character made plans about an uncertain future (e.g., Lincoln was to look for the general who could win the war for him). The technique can be used for everyday purposes too, such as "Mom was to be home by now." The future in past can either indicate a future action that was planned then and still ongoing (e.g. Jill WAS TO go to the store [indeed she may be there right now]) or a future planned then but that has now completed or resolved itself (e.g. Jill was to HAVE gone to the store [if she did, it is past the time we can reasonably expect Jill to be there]). Experience created: I feel I'm sharing time and space and even more intimately, the plans and aspirations of persons who occupied a world I did not. This pattern allows you to bring intimacy and immediacy to persons who lived long ago.

Cluster: Description

Descriptive

The Description Cluster covers one Dimension, Descriptive Features, with several different Language Action Types (LATs) to fill out these features. Experience created: stimulating one or a combination of the reader's five senses. This cluster is relevant when your writing needs to appeal to a feast of sights and sounds and maybe even smells, touches ("the warm embrace") and tastes ("the salty crunch of bacon"). Description conjures in the reader's mind concrete spaces, scenes, objects with lively and colorful properties, human speech and dialog. Experience created: The immediate effect of being immersed in space with objects in movement and at rest. The objects contain their own characteristic properties. They can change location through motion. They can change scene by entering in and out of enclosed spaces (e.g., houses, cars, stores, regional boundaries). While all objects can create sound, sentient objects can create intelligent sounds (speech, dialog) that help define the physical situation.

Dimension: Descriptive Features

Descriptive Features

This Dimension is active when you include words that stir the senses (e.g., blue, textured), concrete things (e.g., table, chair), spatial relations (e.g., near to, seated with), motions (e.g., run, jump), dialogue cues (e.g., "he barked) and oral speech features (e.g., uh huh).

LAT: Sense Property

Sense Properties (Descriptive Features)

The use of words indicating concrete properties (e.g., pink, velvety). Experience created: The five senses related to properties.

LAT: Sense Object

Sense Objects (Descriptive Features)

The use of concrete nouns (e.g., table, chair). Experience created: The five senses related to objects.

LAT: Space Relation

Spatial Relations (Descriptive Features)

The use of words indicating relations in space (e.g., sitting next to, abutting). Experience created: The feel of extended space.

LAT: Scene Shift

Scene Shifts (Descriptive Features)

The use of words indicating shifts in spatial location, typically indicated by entering or leaving human-made and geographically defined enclosures (e.g., left the room, went outdoors). Experience created: The feel of movement across enclosed spaces.

LAT: Motions

Motion (Descriptive Features)

The use of words indicating motion (e.g., run, skip, jump). Experience created: The feel of objects in motion.

LAT: Dialog Cues

Dialog Cues (Descriptive Features)

The use of words indicating dialog (e.g., ',"', she said). Experience created: The feel of objects in dialog.

LAT: Oral Cues

Oral Element (Descriptive Features)

The use of words indicating the oral register (e.g., well, uh...um). Those of you who IM will find this category familiar.

Cluster: Interpersonal Relations

Interpersonal Relations

The Interpersonal Relations Cluster covers two Dimensions, Positive Relations and Negative relations, each of which with its own characteristic language action type (LATS). Experience created: the language in question helps to stabilize or destabilize relations between people. Stabilizing relationships are positive bonds likely to strengthen the relationship over time. Destabilizing relationships are negative bonds likely to weaken the relationship over time. This cluster is useful when you ask the following questions about a piece of writing: What kind of personal relationship will I want to establish with my readers, or between the people about whom I will be writing? Will I assume a conventional professional distance, a friendship relationship, a relationship of trust or solidarity, or an unfriendly relationship, perhaps even sarcastic, biting, confrontational. Perhaps something even more hostile, such as lifelong rivals or foes?

Dimension: Positive Relations

Positive Relations

This Dimension is active when you use words in ways that are socially affirming, such as promising (e.g., I promise), reassuring (e.g., don't worry about), reinforcing (e.g., good job), acknowledging (e.g., thank you), and including (e.g. let us all work as a team). Experience created: The language stabilizes relations.

LAT: Promise

Promising (Positive Relations)

The use of words indicating a promise being made (e.g. promise, promised that). Experience created: a promise is being made or referenced.

LAT: Self Promise

Self-Promise (Positive Relations)

The use of words indicating a promise being made from the first person (e.g., I promise, we promised that). Experience created: a first person promise is being made or referenced.

LAT: Reassure

Reassuring (Positive Relations)

The use of words that reassure (e.g., don't worry, it's okay). Experience created: An audience needs comforting and is getting it.

LAT: Reinforce

Reinforcing (Positive Relations)

The use of words that reinforce (e.g., congratulations, good going). An audience has passed a milestone and is being praised.

LAT: Acknowledge

Acknowledging (Positive Relations)

The use of words that give public notice of gratitude to persons (e.g., I acknowledge your help, thank you). Experience created: Acknowledgments of persons results when we want to give public recognition of our thanks or gratitude to them for their service. Shows the acknowledger to be one who can recognize what others have done to benefit him or her. Acknowledgments can also give public notice of information in contexts that have nothing to do with gratitude. See apology and concessions for these types of acknowledgments. Experience created: Someone has been helped and is making his or her gratitude public.

LAT: Inclusive

Inclusiveness (Positive Relations)

The use of inclusive words (e.g., we all, all together). Experience created: Someone feels a sense of social belonging, fellow feeling, or like-mindedness and is expressing it.

Dimension: Negative Relations

Negative Relations

This Dimension is active when you use words in ways that are socially disconfirming, such as confrontations and threats. Experience created: The language destabilizes relationships, perhaps weakening them for the long run.

LAT: Confront

Confrontation (Negative Relations)

The use of words that confront or threaten the addressee (e.g., What were you thinking of? I'll kick your butt). The language is socially destabilizing. Confrontations assume the real or virtual (over email, IM) presence of the reader. When this is not assumed, the language involves some form of negative emotion. See Negative Emotion.

Cluster: Public Reference

Public Reference

The Public Reference Cluster covers one Dimension, Public Language, with various variations as language action types (LATs). Experience created: The words invoke a public world of institutions, roles and authorities that are longer lived, more anonymous, and less involved in personal thought and emotion than the everyday world we

occupy as ordinary human beings. Public reference is the language of institutions, be they governmental, corporate, or school-based. We gain public identities in institutions because institutions give us roles to play and these roles are defined historically and culturally. Even the role of "student" is an institutional role, and that's why learning to write like a "student" requires an altogether different language than writing like a "friend" when you IM other friends. When you draw on public language, you speak in a role. If you are also a public representative, like a member of your school council or a school senator, you sometimes speak for others as well as yourself. However, when you use public language, you never speak exclusively as a private self. This cluster gives you the opportunity to think about the extent to which the language of your writing draws on public language or whether you are using the language you use when you talk with friends and family. Do you want your words to ring with an institutional identity and authority, to sound as if you are filling a role? When you are new to it, public language might seem to hide your "real voice." But as you become more practiced, you will learn that you can use public language to connect with communities of audiences with whom you want to belong. You learn that you can use your personal voice and experience to strengthen and find your own public identity within these communities.

Dimension: Public Language

Public Language

This Dimension is active when the source of the language you use is an institutional role inherited from history and culture, with a duration and import lasting longer than your own lifetime or the lifetime of any private individual.

LAT: Precedent

Precedent (Public Language)

The use of words referencing a chain of historical decisions to which you can link your own ideas (e.g., has long been; has a long history). Experience created: A world of authority that keeps track of what has come before over generations.

LAT: Common Authorities

Commonplace Authority (Public Language)

The use of words making direct reference to public or institutional authorities, already familiar and respected in the culture (e.g., founding fathers, Emirs, parliamentary course of action, duly authorized). Experience created: Bricks used to build a public world of authority that bind individuals to a social contract.

LAT: Prior Knowledge

Prior Knowledge (Public Language)

The use of words indicating that the ideas under discussion are already public and familiar to the audience hearing or reading them (e.g., as you know). Experience created: A speaker makes mention of knowledge that binds him or her to the audience even before anything is said. While this shared knowledge can be restricted to friends, it has special import creating solidarity with anonymous audiences addressed as part of a public culture.

LAT: Received POV

Received Point of View (Public Language)

The use of words indicating prior points of view that are already circulating in the culture and well-known. (e.g., some hold that; others believe that). Experience created: The beliefs, ideas, and approaches that have been proposed and archived as part of public culture.

LAT: Confirmed Thought

Confirm Other's Thought (Public Language)

The use of words indicating that the writer agrees to and supports ideas that are already out in the culture and well-known (e.g., I recognize that, I agree with). Experience created: The current speaker validates or endorses some of the views previously proposed and archived as part of public culture.

Cluster: Public Values

Public Values

The Public Values Cluster includes two Dimensions, Positive Values and Negative Values. Experience created: Public language making use of public criteria to form judgments of value, both positive and negative. Using public language, we connect with audiences and the communities of interest they represent through the sharing of public values. We form communities with our readers when we can agree to stand for "justice" on a certain issue or fight "injustice" on others. In this case, "justice" and "injustice" stand for positive and negative values respectively. When you can share public values with readers, you can recruit them into groups, call them to belief and action, and work together with them to change the world.

Dimension: Positive Values

Positive Values

This Dimension is active when you want to connect with positive values and (if you are geek or a Wall-Street investor in technology) positive innovations.

LAT: Standards Pos

Positive Values (Positive Values)

The use of words indicating standards most audiences believe in (e.g., justice, happiness, fairness, the good). Experience: Standards to uphold and champion.

LAT: Innovations

Innovation (Positive Values)

The use of words indicating significant discovery (e.g., breakthrough, cutting-edge, state-of-the-art). Experience created: Technological innovations, particularly the kind that Wall Street wants to invest in.

Dimension: Negative Values

Negative Values

This Dimension is active when you want to connect with negative values that your audience also rejects.

LAT: Standards Neg

Negative Values (Negative Values)

The use of words indicating standards most audiences reject (e.g., Injustice, unhappiness, unfairness, the bad).
Experience created: Associate any idea or proposal with these anti-standards and you put the kiss death on them!

Dimension: Take Responsibility

Responsibility

This Dimension is active when you indicate a person assumes public responsibility.

LAT: Responsibility

Responsibilities (Responsibility)

The use of words where public responsibility is referenced (e.g., responsible). Assigning responsibility in the second person (e.g. you are responsible) is a confrontation.

Cluster: Reasoning

Reason

The Reasoning Cluster includes three Dimensions, Constructive Reasoning, Contingent Reasoning, and Oppositional Reasoning, each with its own language action types (LATs). Experience created: The text as a chain of inference led by the writer, the reader following down the chain, rung by rung.

Dimension: Constructive Reasoning

Constructive Reasoning

This Dimension is active when you move your reader ahead or back in a chain of reasoning, want to summon your reader to start a chain of reasoning, or offer support for your reasons.

LAT: Reason Forward

Reason Forward (Constructive Reasoning)

The use of words indicating a chain of thought moving forward from premise to conclusion, cause to effect (e.g., thus, therefore). Experience created: Ideas progress down a chain and the writer is leading the reader down the chain, link by link.

LAT: Reason Backward

Reason Backward (Constructive Reasoning)

The use of words indicating a chain of thought moving backward from conclusion to premise, effect to cause (e.g., because, owing to the fact, on the grounds that). Experience created: One link in the chain depends on an earlier link and the dependence was not mentioned in the forward direction. So it is mentioned after the fact.

LAT: Direct Reasoning

Direct Reasoning (Constructive Reasoning)

The use of words that initiate and direct another's reasoning (e.g., suppose that, imagine that). Experience created: Words that invite one to start a chain of reasoning.

LAT: Support

Support (Constructive Reasoning)

The use of words indicating support or evidence for a reasoning process that you or someone you are citing has put into motion (e.g., as evidence for, in support of). Experience created: Words summoning the cavalry as backup for a more general claim or assertion.

Dimension: Contingent Reasoning

Contingent Reasoning

This Dimension is active when you move your reader through a chain of reasoning based on conditions (e.g., if it's the case) that may or may not be true or come true. This is reasoning based not on what is happening or has happened, but on what might, can, could, or may happen. Experience: words that indicate it could or could not be true -- "it just depends on....."

LAT: Contingency

Contingency (Contingent Reasoning)

The use of words indicating contingency (e.g., if, possibly).

Dimension: Oppositional Reasoning

Oppositional Reasoning

This Dimension is active when you want to block a reader from following a chain of thought or reasoning, or when you want to make reference to such blockages or obstacles as they occur in the world. Experience created: Words that indicate a counter-force bringing opposite weight to a force. Suppose instead of helping your reader move briskly through a chain of reasoning, you want to slow your reader's acceptance of a chain of reasoning that was put into motion by someone else before you. Indeed, part of your motivation to write may be to ask readers not to be led down the primrose path of this chain of reasoning. Your object, instead, will be to ask your reader resist this path in favor of your own constructive path. Consider further your options for oppositional reasoning.

LAT: Deny Disclaim

Denial (Oppositional Reasoning)

The use of words like not or some other negative element in front of an assertion, which signals the taking away of what a listener or reader might believe (e.g., not the case, not do it, am not a crook). Experience created: You've already heard it but it's not true information.

LAT: Concessive

Concessive (Oppositional Reasoning)

The use of words indicating that another and overridable point of view is available (e.g., although, even if, it must be acknowledged). The public acknowledgement of the weaknesses in one's own position or the strengths in the position of an opponent. Creates the sense of a reasoner who looks at all sides and is fair-minded. See also apology and acknowledging. Experience created: My thinking is not perfect; My opponent's thinking is not fully imperfect either.

LAT: Resistance

Resistance (Oppositional Reasoning)

The use of words indicating an opposition or struggle between competing ideas, events, forces, or groups (e.g., resistant, veto, counterargument, filibuster, went into battle against). Experience created: Counter-forces that exist in the world.

Cluster: Interactivity

Interaction

The Interactivity Cluster involves seven Dimensions, Curiosity Raising, Requests, Direct Address, Questions, Formal Queries, Follow-Ups, and Feedback. Experience created: The text as two minds engaged in dialogical exchange.

Dimension: Curiosity Raising

Curiosity Raising

This Dimension is active when you want intellectual bait to lure in the intellectually interested reader. Experience created: Tapping into the reader's native interest in the subject of the writing.

LAT: Curiosity

Curiosity Raising (Curiosity Raising)

The use of words involving a reader in a common line of thinking (e.g., what then shall we make of?). Experience created: Two minds engaged in intellectual problem-solving.

Dimension: Requests

Request

This Dimension is active when you want to request something from the reader, or to reference one person making requests of others. Experience created: One mind asking something from another.

LAT: Request

Request (Request)

The use of words that make requests (e.g., I request). Experience created: One mind asking something from another.

Dimension: Direct Address

Direct Address

This Dimension is active when you need to make the writer's mental equivalent of making "eye contact" with the reader, addressing the reader foursquare as if the text were a live speech and the reader were sitting in a chair directly in front of you. This Dimension is also active when you are portraying live speech in your writing and one person is addressing another. Experience created: one mind soliciting the conscious attention of another.

LAT: Direct Address

Directing Address (Direct Address)

The use of words summoning another's attention (e.g., let us, I advise you, I urge, I urge you to, I recommend, I favor) or making implicit acknowledgement of an interlocutor (e.g., you, trust me, okay now). Experience created: Are you talking to me? Yes!

Dimension: Questions

Question

This Dimension is active when you ask questions of your reader or include persons in your text who are asking questions of others. Experience created: One mind seeking information from another.

LAT: Question

Question (Question)

The use of questions.

LAT: Future Question

Future Question (Question)

The use of questions that start with "will" to indicate the question pertains to a future state.

Dimension: Formal Query

Formal Query

This Dimension is active when you seek to ask structured interview-type questions, soliciting open-ended or systematic responses, as in a survey or formal interview (e.g., how often do you; with what frequency do you?).

LAT: Open Query

Formal Query (Formal Query)

The use of survey-type queries. Experience created: One mind seeking information from what seems like a population of other heads.

Dimension: Following Up

Follow Up

This Dimension is active when you wish to reference a previous interaction (e.g., in response to your latest memo, per your last message). Experience created: One mind resuming a new round of interaction based on the interaction of a previous round. So -- You're getting back to me.

LAT: Follow Up

Following Up (Follow Up)

The use of words referencing a previous interaction (e.g., in response to your, per your last message). Experience created: One mind resuming a new round of interaction based on the interaction of a previous round. So, you're getting back to me.

Dimension: Give Feedback

Give Feedback

This Dimension is active when you give feedback to a reader or reference a person giving such feedback.

LAT: Feedback

Feedback (Give Feedback)

The use of words indicating generic feedback to another (e.g., okay). Experience created: One mind commenting on the effort of another. What do you think? Here's what I think.

LAT: Pos Feedback

Positive Feedback (Feedback)

The use of words indicating positive feedback (e.g., that's very good, very nice). Experience created: one mind commenting positively on the effort of another. What do you think? Here's what I think: good.

LAT: Neg Feedback

Negative Feedback (Feedback)

The use of words indicating negative feedback (e.g., that's awful, that's crummy). Experience created: one mind commenting negatively on the effort of another. What do you think? Here's what I think: not so good.

Cluster: Topical Flow

Topical Flow

The Topical Flow Cluster involves two Dimensions, Pronouns and Asides.

Dimension: Pronouns

Pronoun

This Dimension is active when you want to tell a reader that a person recently mentioned in the text is the topic still being talked about and so can be referenced with a personal pronoun (he, she, they).

LAT: Person Pronoun

Person Pronouns (Pronoun)

The use of pronouns (e.g., he, she) indicates the persistent topical reference to people.

Experience created: The text as a stream of persons, referenced and re-referenced as topics that can persist.

Dimension: Asides

Aside

This Dimension is active when you want to shift from the main topic to a minor or incidental point, or to shift in the reverse direction (from the side comment back to the main topic).

LAT: Aside

Asides (Aside)

The use of words indicating a side comment or return from one (e.g., by the way, anyway). Experience created: Moving from the main topic to a topic off-point; moving off-point back to the main topic.

Cluster: Elaborating

Elaborations

The Elaborating Cluster contains six Dimensions, Generalizing, Exemplifying, Comparing, Specifying, Excepting, and Defining. Experience created: Actions in the stream of discourse that serve the readers' curiosity and information needs through the content they add. Texts with high proportions of elaborating feel content dense, brimming with information like a boiling teapot brims with steam.

Dimension: Generalizing

Generalize

This Dimension is active when you want to indicate that all members of a class are being referenced.

LAT: Generalization

Generalization (Generalizing)

The use of words indicating generalizations (e.g., all, every). Experience created: Some property is extended to all members of a class.

Dimension: Exemplifying

Examples

This Dimension is active when you want to use examples to teach or illustrate a point or support an argument.

LAT: Example

Example (Exemplifying)

The use of words indicating an example (e.g., for example). Experience created: An instance of a general concept is individually identified to teach, illustrate or argue the concept (e.g., Citizens of Pittsburgh are generous [Point to be illustrated or argued]. [Example used to make the illustration or argument] For example, the percentage of annual giving to the United Way is higher than 95% of cities with comparable income.)

Dimension: Comparing

Compare

This Dimension is active when you want to call attention to similar properties in two or more objects. Experience: Conceptual or perceptual similarity or difference.

LAT: Comparison

Comparison (Comparing)

The use of words indicating conceptual similarity and difference, like "more" or "fewer." Experience created: Objects are alike and unlike in various conceptual aspects.

LAT: Resemblances

Resemblances (Comparing)

The use of words indicating perceptual similarity. Resemblances indicate positive comparisons based on visual, auditory, or other sensory similarities (e.g., resembles, looks like). Experience created: objects look alike, sound alike, smell alike, taste alike, feel to the touch alike.

Dimension: Specifying

Specify

This Dimension is active when you want to mark off or anticipate specific content or topics in the stream of text.

LAT: Specifiers

Specifiers (Specify)

The use of words indicating more specific or more restricted information is to come (e.g., in particular, more specifically). Experience created: Information restricted for better identification of what is actually being referenced.

Dimension: Excepting

Exceptions

This Dimension is active when you want to indicate a member of a class that resists generalization across the class.

LAT: Exceptions

Exception (Exceptions)

The use of words indicating exception (e.g., an exception, the only one to). Experience created: A member of class resists a generalization assigned to other members. Jeff was the only cheerleader to wear yellow socks.

Dimension: Defining

Define

This Dimension is active when you want to provide definitions or reference others who have provided them.

LAT: Definition

Definitions (Define)

The use of words indicating definitions (e.g., is defined as, the meaning of the term). Experience created: Something is being defined.

Cluster: Special Referencing

Special Referencing

The Special Referencing Cluster contains six Dimensions, Person Roles, Communicator Roles, Referencing Language, Referencing Abstract Words, Citation, and Quotation. Experience created: Similar to the Elaboration Cluster. However now the elaborations function as references of a very restricted assortment -- made to people, the language itself, communication situations, and the voices of others used to cite or quote.

Dimension: Person Roles

Person Roles

This Dimension is active when you want to reference the various formal roles, demographics, group affiliations, and occupational roles of persons.

LAT: Person Property

Person Properties (Person Roles)

The use of words referencing a person's formal (e.g. someone) or occupational and identity roles (e.g., butcher, baker, catholic). Experience created: The text is referencing persons, who they are, including age and demographics, what they do, and so on.

Dimension: Communicator Roles

Communicator Roles

This Dimension is active when you want to reference formal roles of communicators, such as speaker, listener, writer, reader, and so on.

LAT: Communicator Role

Communicator Role (Communicator Roles)

The use of words referencing a formal communication situation (e.g. "speaker" "listener" "audience"). Experience created: The text references a communication role and very probably a communicative situation.

Dimension: Reference Language

Referencing Language

This Dimension is active when you want to reference concepts pertaining directly to language, literature, and letters. The text is itself about language and texts.

LAT: Lang Ref

Language Reference (Referencing Language)

The use of words referencing language objects (e.g., noun, verb, adjective, play, novel, poem, prose). Experience created: Language is the topic not just the medium.

Dimension: Reference Abstract Words

Abstract Reference

This Dimension is active when the effective experience you want to create is the abstract semantic content conveyed by the words chosen.

LAT: Abstract Concepts

Abstract Concepts (Abstract Reference)

The use of words indicating abstract concepts (e.g., metaphysics), a category including a very large set of Latin (-tion, -sion, -ment, -ogy) or Greek (logy) suffixes and other patterns indicating abstract general concepts, like sociological or anthropological. Experience created: Content filler that adds abstraction. Associated with the formal register and feel of an academic or learned text.

Dimension: Citation

Citing References

This Dimension is active when you want to reference others through citation of their words. The more citation in a text, the more the text will seem scholarly and well-documented.

LAT: Citations

Citation (Citing References)

The use of words indicating external sources (e.g., according to, to cite, to quote from the words of, some have argued that). Experience created: The writer is characterizing other writers and their ideas.

Dimension: Quotations

Citing Quotation

This Dimension is active when you want to reference others through their exact verbatim words.

LAT: Quotation

Quotation (Citing Quotation)

The use of quotations. As Shakespeare wrote: "All's well that ends well." Experience created: The writer is letting me read/hear the words of another firsthand.

Cluster: Reporting

Reporting

The Reporting Cluster contains four Dimensions, Reporting States, Reporting Events, Reporting Process, and Reporting Change. Experience created: The writer functions like a newspaper, a window-on-the-world, making known states, events, processes, and change that could be of interest. Reporting is dispensing information to update a reader's mental model of a world that is both steady and changing, fixed and dynamic, routine and subject to historical change. For this reason, reporting involves the mention of historically unique, generic and recurrent states, events, and processes (which are constants) and transformations, substitutions, and updates on those states and events (which are changes) so that readers and other audiences of the reporting can keep pace and up-to-date.

Dimension: Reporting States

Reporting States

This Dimension is active when you want to report a state of affairs.

LAT: Reporting States

Report States (Reporting States)

The use of verbs of "is" "are" and "be" to report constant states of information, along with many other varieties of verbs used to report states of affairs (e.g., is carried by, is housed in). Experience created: I am learning about a state-of-affairs I may not have known about or that lead to learning something I don't yet know.

Dimension: Reporting Events

Reporting Events

This Dimension is active when you want to report on events in the world.

LAT: Reporting Events

Report Events (Reporting Events)

The use of words, especially verbs of reporting, that report event information (e.g., established, instituted, influenced). Experience created: I am learning about events I may not have known about before or that lead to learning something I don't yet know.

Dimension: Reporting Process

Reporting Process

This Dimension is active when you want to report on processes, events that are grouped into recurring sequences.

LAT: Recurring Events

Recurring Events (Reporting Process)

The use of words reporting event recurrence over time (e.g., again, recurred). Experience created: A recurring process.

LAT: Generic Events

Generic Events (Reporting Process)

The use of words reporting generic events, events that repeat over time through processes of biology, culture, and convention (e.g., sleeping, playing, working, relaxing). Experience created: A process whose recurrence is culturally visible and perhaps part of the popular culture.

LAT: Sequence

Sequence (Reporting Process)

The use of words indicating a sequential process unfolding over time (e.g., first, second). Experience created: A process whose sequential nature is given special attention.

LAT: Mature Process

Mature Process (Reporting Process)

The use of words indicating a mature sequential process, now in its late or advanced stages of development (e.g., well-done, well into his third year). Experience created: A process that has moved late into the sequence, close to the final stages).

LAT: Cause

Causation (Reporting Process)

The use of words indicating causation, or cause-effect sequence, which, like any sequential process, unfolds in time (e.g., cause). Experience created: A process whose earlier phases are responsible for bringing about the later phases.

Dimension: Reporting Change

Reporting Change

This Dimension is active when you want to report change over time.

LAT: Transformation

Transformed-State (Reporting Change)

The use of words indicating transformation (e.g., computerize, metamorphize). Experience created: Time has brought about a change of state.

LAT: Substitution

Substitution (Reporting Change)

The use of words indicating substitution (e.g., goes in to replace). Experience created: Time has brought about the replacement of one entity for another.

LAT: Updates

Updates (Reporting Change)

The use of words reporting an update (e.g., the latest, latebreaking, announcing a new) and directly signaling a change over into a new state or reality. Experience created: Time has brought about information that has recently emerged from the contingencies of history.

Cluster: Directing Action

Directing

The Directing Action Cluster contains one Dimension, Directives, with variations across language action types (LATs). Experience created: Words to urge, command, enforce, regulate, or guide action.

Dimension: Directives

Directives

This Dimension is active when you seek to teach, instruct, supervise, or seek the compliance of readers, typically on physical action in the world. This Dimension can also become active when you reference others taking the same actions on their audiences. Experience created: Someone is being directed to do something.

LAT: Imperative

Imperatives (Directives)

The use of imperative verbs (e.g., Come to, Stop what you are doing). Experience created: The directive is a command.

LAT: Procedures

Procedures (Directives)

The use of words indicating procedures to perform (e.g., fold on the dotted line, do not bend, fold, or mutilate). Experience created: The directive is authorized by some high authority.

LAT: Move Body

Bodily Action (Directives)

The use of words indicating physical directions to the body (e.g., clasp, grab, twist, lift up). Experience created: A body part, mainly the hands and feet, are being directed through space, to perform some task.

LAT: Confirm Experience

Confirm Experience (Directives)

The use of words indicating the confirmation of a just-taken instructional step (e.g., [assuming you took the right step] you will see, you will then see, you will be looking at, you should be looking at). Experience created: A future is presented that indicates what happens if correct action is taken. An instruction-taker relies on this future to confirm whether actions taken are correct.

LAT: Error Recovery

Error Recovery (Directives)

The use of words indicating how to recover from error (e.g., should you get lost....). Experience created: Words as a lifeline to pull back to shore when one has capsized.

LAT: Insist

Insist (Directives)

The use of words indicating insistence, either on action (e.g., you need to come) or on reasoning (e.g., you need to consider). Hallmarks of insistence language are the modals "must" "should" "need" and "ought". Experience created:

The directive is issued with the intense belief that it be taken. When intensity is combined with directive action, it is perceived as insistence.

Cluster: Directing Readers

Directing Readers

The Directing Readers Cluster contains one Dimension, Meta-Discourse. Experience created: Words to help a reader's linear navigation through the text. Metadiscourse is navigational language writers use to help readers find their way. Should a writer say, "To clarify my point, consider a..." the phrase "to clarify my point" functions as metadiscourse. The more metadiscourse in a text, the more the text will feel like a complicated set of instructions to the reader.

Dimension: MetaDiscourse

Meta Discourse

This Dimension is active when you seek to direct readers through a text, providing in-stream traffic signals within the stream of text.

LAT: Meta Discourse

Metadiscourse (Metadiscourse)

The use of language indicating linear navigational guides through the stream of language (e.g., to clarify, just to be brief, this paper will argue, my purpose is). Experience created: The writer is directing me through the linear text. The more metadiscourse, the more the writer conveys his or her own assessment of the tough-navigability of the information.

Cluster: Narrating

Narrative

The Narrating Cluster contains two Dimensions, Narrative Verbs and Narrative Time. Experience created: A story is being told.

Dimension: Narrative VP

Narrative Verb Phrase

This Dimension is active when you want to tell stories about what has happened. Such stories typically involve narrative (ed) verbs, indicating punctuated action in the past, structuring plot and action. Note: What distinguishes verbs of reporting (see Reporting Events) from narrative verbs is that narrative verbs have the guarantee of transitivity, of taking a function word (a, the, his, her, etc) after the verb as direct object, indicating an agent acting on an object.

LAT: Narrative Verbs

Narrative Verbs (Narrative Verb Phrase)

The use of past -ed verbs indicating the action of a story (e.g., came, saw, conquered). Experience created: Plot is unfolding through the use of verb phrases.

Dimension: Narrative Time

Narrative Time

This dimension is active when you want to describe units of time as framing for a narrative. These include spans of time (for five years, he worked as a) as background elements, as well as the mention of dates and times for historical reference (Sept 11, 2001). It further involves biographical time (graduated from Oxford at the age of 21), which records milestone life events (very popular in the narratives of biographers and obituary writers).

LAT: Time Shift

Time Shifts (Narrative Time)

The use of words indicating time shifts (e.g., next week, next month). Experience created: The story is advancing through new scenes ahead or flashbacks.

LAT: Time Duration

Time Intervals (Narrative Time)

The use of words indicating temporal intervals (e.g., for two years, over the last month). Experience created: Time intervals that give a framing context for the plot.

LAT: Biographical Time

Biographical Time (Narrative Time)

The use of words marking milestones in a person's life (e.g., in her youth, she would never again). Time intervals that reflect back upon a whole life lived. Commonly used by the omniscient narrator in fiction and by the writer of obituaries. Experience created: Time as seen from the vantage of a human lifespan.

LAT: Time Date

Time-Date Information (Narrative Time)

The use of words indicating the time and date (e.g., June 5, 2000). Experience created: The use of time information to carry a time stamp, a setting, for a story or one of its plot episodes.