

AP

**Daily**

Below is a list of terms that I compiled after going through my ***archived*** AP exams. This means that these terms may not even be as prevalent as they were when I made the list in 2011-2012 (I think). I haven’t done a search in the recently released exams as of late because I think that these terms are strong terms for students to know anyway, and many work well with AP Lit when students are required to know a bit more about style analysis.

**Most Common Rhetorical Devices seen in Multiple Choice Questions on the AP Exam:**

1. **Parallelism/Parallel Structure**
2. **Hyperbole**
3. **Understatement**
4. **Repetition**
5. **Exemplification**
6. **Allusion**
7. **Metaphor/Simile**
8. **Antithesis**
9. [**Euphemism**](http://grammar.about.com/od/e/g/euphemismterm.htm)
10. **Oxymoron/Paradox**
11. **Irony**
    1. **Verbal**
    2. **Dramatic**
    3. **Situational**

**(Also note: Pronoun/Antecedent)**

Satire

Below is an assignment I give my students to expose them to some rhetorical terminology that I want to make sure I fit in during the school year, but often can’t. (I only see my students every other week, and we don’t even have daily double blocks.) Or, the following terms reinforce what is discussed in class. Anyway, I think it’s important that they know some rhetorical terms, and most of the terms I require them to focus on fit in directly with what is discussed in class. Because of the correlation between terms and classroom content, when they complete these assignments they may revisit classroom material, or they may find new material in their textbook: *The Language of Composition.*  I used to allow students to find their own resources, but they would just Google the term, find an example out of context, and then produce absolute garbage. At least if students use the same material we have covered in class, they are revisiting works and focusing on relating the device (in conjunction with the author’s strategy) to meaning and purpose. I also use this to have students practicing their MLA citation skills which, although taught since freshman year, seem to be nonexistent. I give them the definitions so they are working with what I want them to know. In the past, when I hadn’t, students would find some seriously odd (and blatantly wrong) explanations for devices. (Note: The more obscure terms in the following charts are just some of my favorites. Because I wanted to have five terms for each mid-term, I became selfish.)

**Rhetorical Device Assignments: (Suggested Time Table: One a Week)**

For each device, you will have to define the term, find and document an example\* of the device in use (properly cited: MLA), and produce a topic sentence detailing the purpose of the device’s use; this topic sentence must be in “What/Why” format, fully analyzing—and demonstrating your understanding of—the purpose of the device in the examples that you may choose.  Following the completion of 5 topic sentences, you must then choose any two devices to develop into full paragraphs using the “What/Why, Where, How?” model that you will learn in class.

Per term, completion of the first five devices will be due at the mid-term, and the last five will be due at the end of the term.  Dates may not be presented on Daily Overviews, so be responsible, as these dates are detailed below. All assignments must be completed and uploaded on or before the due date(s).  Each set of 5 terms will count as a **50 point test grade**.  If any of the 5 terms is missing from the final product, or if you don’t have two fully developed paragraph for two of the terms, you may receive a 0 for the assignment.  **(i.e. If you don’t do all of the terms, even if you do 4 out of 5, and they are done well, you may get a zero for a test grade.) [C7]**

*\*****Note:****All examples students utilize****must****either come from any reading found in The Language of Composition* *or readings that we have worked with in class.*

**THIS IS AN INDIVIDUAL ASSIGNMENT; ANY QUESTIONS SHOULD BE DIRECTED TO ME: YOUR TEACHER! YOU MAY NOT COLLABORATE IN ANY WAY WITHOUT MY CONSENT!**

*Rhetorical Devices and Due Dates***:**

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| **MT-1 (9/18)** | **T-1 (10/30)** | **MT-2**  **(1/8)** | **T-2**  **(2/26)** | **MT-3**  **(4/8)** |
| Pathetic Appeal\* | Anecdote | Satire | Antithesis | Polysyndeton |
| Ethical Appeal\* | Logical Fallacy | Euphemism | Aphorism | Asyndeton |
| Logical Appeal\* | Unethical Synthesis | Understatement | Rhetorical Questions | Synecdoche/Metonymy |
| Parallelism (Parallel Structure) | Extended Metaphor | Hyperbole | Anaphora | Personification |
| Allusion | Repetition | Verbal Irony | Paradox | Footnote |

\*These are not actually devices, and you may not include these words in your topic sentences or paragraphs. Instead you will have to comment on what the author is doing to elicit the (pathetic, ethical, logical) appeal. For example, if you were watching an ASPCA commercial, instead of saying “ produces a pathetic appeal” in your topic sentence, you would say “litters the commercial with images of abused puppies.” Instead of saying “uses an ethical appeal,” you would say, “relies on the fame of Sarah Mclachlan.” Instead of saying “produces a logical appeal,” you would say, “provides a logical call to action after detailing the problem.”

**Format: How to structure your Rhetorical Device Weekly Responses:**

**Rhetorical Term**: (Insert Term)

**Dictionary definition:** copy and paste a definition from a dictionary

**Personal definition:** reword the definition in some way that helps you understand it

**Example**:  Type out an example from class reading */Language of Composition*

**MLA Works Cited Citation for Specific Work Cited (even if from an anthology)**

**What/Why TS:** TS Template

In (Title) (Author’s Last Name) (Academic Verb + (ADJ) Rhetorical Term) in order to (author’s purpose for using said term).

**Paragraph of Effect in What/Why, Where, How? Structure**:  Paragraphing Template

 In (Title) (Author’s Last Name) (Academic Verb + (ADJ) Rhetorical Term) in order to (author’s purpose for using said term).  Take, for example, how (insert context—a summary of what happens before your textual example) (insert textual evidence that shows device in use) (cite in-text MLA).  This (academic verb—can be the same one from the topic sentence)(purpose—can be taken from topic sentence) because (explanation as to how the textual evidence reveals the purpose.  **Note:** This last part—after the word because—can’t be effectively completed in less than two sentences.)

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| --- | --- |
|  | *Example Rhetorical Device Assignment*:  **Rhetorical Device: Extended Metaphor**    Dictionary definition: a figure of speech that constructs an analogy between two things or ideas over an elongated period of text    Personal definition: the comparison of two things that maintains for longer than the typical metaphor    **Example**:  “Like Cheyenne Mountain, today’s fast food conceals remarkable technological advances behind an ordinary-looking façade.” (Note: Image resounds throughout intro.)    **MLA Works Cited:**  Schlosser, Eric. *Fast Food Nation: The Dark Side of the All-American Meal*. New York, NY: Harper Perennial, 2005. Print.  **What/Why? TS:**   In *Fast Food Nation* Schlosser develops an unnatural extended metaphor in order to illuminate the notion that what one sees is not always reality.  **Purpose paragraph**:  In *Fast Food Nation* Schlosser develops an unnatural extended metaphor in order to illuminate the notion that what one sees is not always reality.  Take, for example, how after he details the inner workings of a contemporary geographical marvel, he reveals that “like Cheyenne Mountain, today’s fast food conceals remarkable technological advances behind an ordinary-looking façade” (Schlosser 7). The direct comparison between the fast-food industry and Cheyenne Mountain illuminates the notion that what one sees is not always reality because it exposes the true nature of the mountain as being one that “conceals remarkable technological advances” (Schlosser 7); such a statement elicits elements of secrecy. In revealing such, he then connects the secrecy of the iconic landscape to the makeup of the fast food industry, thusly suggesting that, although fast food appears one way—as a natural, ordinary food source—it is laden with “remarkable technological advances” that many don’t know about; consequently, this raises doubt within his audience.  Such statements suggest that members of contemporary society are being misled about what they eat—seen in his choice of the word “conceals” which is negative in connotation—by being made to believe it is a common, safe food source.  And yet, it is also revealed that under the guise of this natural order, much like the mountain, there lies elements within that suggest the industry itself is actually an “ominous DEADLY Force” (Schlosser 2). |

**Allusion** A reference to something else, typically another work of literature or work of art, within a text or speech.

**Anaphora** Repetition of words at the BEGINNING of subsequent sentences

**Anecdote** a short, interesting story about a real incident or person; this can be used as an example in an argument

**Antithesis:** the opposition or contrast of ideas; the direct opposite

**Aphorism** a concise statement of principle or truth, typically by an ancient classical author.

**Asyndeton** The elimination of conjunctions within a list

**Ethical Appeal** An appeal to the character of the speaker and his/her credibility

**Euphemism** A statement or word that works as a substitute to make things seem less harsh; less offensive wording

**Extended Metaphor** A comparison that is developed throughout a text

**Footnote** A reference printed at the bottom of a page or at the end of work that acts to clarify information within the work or provide citations

**Hyperbole** The deliberate use of over exaggeration and overstatement

**Logical Appeal** An appeal to the conclusive reasoning behind an argument.

**Logical Fallacy** potential weakness in an argument

**Paradox** A statement that appears to be contradictory yet actually contains elements of truth

**Parallelism (Parallel Structure)** When words, phrases, clauses, or sentences repeat the same structural similarities

**Pathetic Appeal** An appeal to the audience members’ emotions to sway their opinions

**Personification** Description that focuses on giving inanimate objects human qualities

**Polysyndeton** The consistent use of conjunctions found within a list

**Repetition** The action of repeating something that has already been said or written

**Rhetorical Questions** A question that is posited even when the speaker doesn’t intend for anyone to audibly answer.

**Satire** A work that is meant to criticize and expose some element of society

**Synecdoche/Metonymy** using a part of something, or an element closely related to something, to represent the whole

**Understatement**  Presenting something as being less harsh than it actually is

**Unethical Synthesis** Taking others’ words out of context for the sake of furthering one’s own argument

**Verbal Irony:** When what is said is not what is meant