Literary Devices Workbook
Mr. Thomas, AP Language
Fall Semester
Device #1 Hyperbole = Exaggeration

Exercise 1

Write a statement using hyperbole about the following topics; consider the best and worst thing you could say about the topic, then exaggerate your statement. The first one has been done for you as an example.

1. My neighborhood
   Statement: My neighborhood is so boring that when a cat walks across the street, it draws a crowd.

2. School in general
   Statement:

3. A friend’s athletic ability
   Statement:

4. The weather
   Statement:

5. Your favorite or least favorite team
   Statement:

6. A television show
   Statement:

7. A musical group
   Statement:
Exercise 1

Write 5 satiric comments that include understatement by completing the following sentences. The first one has been done for you as an example.

1. Our school spirit is, shall we say, less than overwhelmingly enthusiastic.

2. The meal was

3. Our team

4. That television show was

5. The band is

6. As a performer
Device #2 Understatement

Exercise 2

The following passage comes from Jonathan Swift’s essay “A Modest Proposal.” This essay uses a number of devices to satirize the apparent English indifference to the poverty-stricken condition of their Irish subjects. Consider the essay’s title and the outrageous solution he proposes. In the following paragraphs, identify how Swift uses understatement to advance his point. Is his understatement effective here? Why or why not?

It is a melancholy object to those who walk through this great town or travel in the country, when they see the streets, the roads, and cabin doors, crowded with beggars of the female sex, followed by three, four, or six children, all in rags and importuning every passenger for an alms….

The number of souls in this kingdom being usually reckoned one million and a half, of these I calculate there may be about two hundred thousand couple whose wives are breeders; from which number I subtract thirty thousand couple, who are able to maintain their own children, (although I apprehend there cannot be so many, under the present distresses of the kingdom) but this being granted, there will remain an hundred and seventy thousand breeders. I again subtract fifty thousand, for those women who miscarry, or whose children die by accident or disease within the year. There only remain an hundred and twenty thousand children of poor parents annually born. The question therefore is, How this number shall be reared, and provided for? Which, as I have already said, under the present situation of affairs, is utterly impossible by all the methods hitherto proposed. For we can neither employ them in handicraft or agriculture; we neither build houses, (I mean in the country) nor cultivate land: they can very seldom pick up a livelihood by stealing till they arrive at six years old; except where they are of towards parts, although I confess they learn the rudiments much earlier; during which time they can however be properly looked upon only as probationers: As I have been informed by a principal gentleman in the county of Cavan, who protested to me, that he never knew above one or two instances under the age of six, even in a part of the kingdom so renowned for the quickest proficiency in the art….

I shall now therefore humbly propose my own thoughts, which I hope will not be liable to the least objection.

I have been assured by a very knowing American of my acquaintance in London, that a young healthy child well nursed is at a year old a most delicious, nourishing, and wholesome food, whether stewed, roasted, baked, or boiled; and I make no doubt that it will equally serve in a fricassee or a ragout…..
Device #3  Litotes

Exercise 1

Write 5 original statements that use litotes to emphasize a point or startle a reader into paying attention. The first one has been done for you as an example.

1. The former CEO's lifestyle was not shabby, which may explain why the company went bankrupt.

2.

3.

4.

5.

6.
Device #3  Litotes

Exercise 2

In your own words, rewrite each of the following examples of litotes as straight declarative statements. Try to keep the style of the original.

1. “...I will multiply them, and they shall not be few; I will make them honored, and they shall not be small.”  (Jeremiah 30:19 RSV)

2. “That (sword) was not useless / to the warrior now.” (Beowulf)

3. “It isn’t very serious. I have this tiny little tumor on the brain.” (The Catcher in the Rye)

4. “for life’s not a paragraph/And death I think is no parenthesis” (e e cummings)
Device #4  Antithesis – an opposing idea

Exercise 1

Write 5 original statements that use antithesis to emphasize a point or startle a reader into paying attention. The first one has been done for you as an example.

1. The villain lives by his wits, not by his labor.

2.

3.

4.

5.

6.
Device #4  Antithesis

Exercise 2

For each famous quote, underline the specific words and phrases that are being contrasted by antithesis.

1. “We are caught in war, wanting peace. We are torn by division, wanting unity.”  
   -Richard Nixon

2. “If a free society cannot help the many who are poor, it cannot save the few who are rich.” -John F. Kennedy

3. Marc Antony: “I came to bury Caesar, not to praise him.”  
   -Shakespeare (Julius Caesar)

4. “I pass with relief from the tossing sea of Cause and Theory to the firm ground of Result and Fact.” -Winston Churchill

5. “Extremism in defense of liberty is no vice, moderation in the pursuit of justice is no virtue.” -Barry Goldwater

6. Brutus: “Not that I loved Caesar less, but that I loved Rome more.”  
   -Shakespeare (Julius Caesar)

7. “It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness….” -Charles Dickens (A Tale of Two Cities)

8. “Too black for heaven, and yet too white for hell.” -John Dryden (The Hind and the Panther)


10. “Fair is foul, and foul is fair.” -Shakespeare (Macbeth)
Device #5 Hypophora – Asking a questions, then answering it.

Exercise 1

The following passages are from “Letter from Birmingham Jail,” written by Dr. Martin Luther King, Jr. There are very few question marks in the paragraphs, yet Dr. King has effectively used hypophora through implied questions and answers.

Read this excerpt and underline all instances of hypophora.

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities “unwise and untimely.” Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondences in the course of the day, and I would have not time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms. I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against “outsiders coming in.” I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here I am here because I have organizational ties here. But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their “thus saith the Lord” far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid….You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations. I am sure that none of you would want to rest content with the superficial kind of social analysis that deals merely with effects and does not grapple with underlying causes. It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city’s white power structure left the Negro community with no alternative…. You may well ask: “Why direct action? Why sit-ins, marches and so forth? Isn’t negotiation a better path?” You are quite right in calling, for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that is can no longer be ignored.
Device #5 Hypophora

Exercise 2

For each of the following questions, write an answer that could be used to complete the hypophora. The first one has been done for you as an example.

1. Why should you vote in the next election?
   Your future may depend on who is elected.

2. What are “American values?”

3. What must we do to get good government?

4. Why should we cut taxes?

5. Why is it better to love than be loved?

6. So you ask, “How are humans really that different from other animals?”
Device #6  Rhetorical Question – a question asked that does not require an answer (it’s obvious, or intended to be considered)

Exercise 1

Write 5 original rhetorical questions to help your readers arrive at—and agree with—the point to which you have been leading them. The first one has been done for you as an example.

1. Why should we not protest the selling of our natural resources to the highest bidder?

2.

3.

4.

5.

6.
Device #7  Procatalepsis – Presenting an arguments objections (doesn’t ask – it tells the objections)

Exercise 1

Find an editorial in your local newspaper about a topic that interests you. Write a brief essay in response to that editorial, and use at least 3 examples of procatalepsis in your writing.
Device #7 Procatalepsis

Exercise 2

Write 5 original statements using procatalepsis to support and emphasize your point. The first one has been done for you as an example.

1. Some people, even in this era of modern thought, believe that UFOs are visiting our planet every day, but without tangible evidence, mere belief is not proof.

2.

3.

4.

5.

6.
Device #7 Procatalepsis

Exercise 3

For each issue, write two objections that your opponent might raise. Then, give a brief statement showing how you would refute them.

**Example:**
Issue: Gasoline taxes should be raised to cut down on driving and air pollution.

Opposition (A): This would unfairly affect the poor since they can afford any increase much less than rich people can, yet they must still drive the same distances they do now.

Rebuttal (A): In the long run, the benefits from extra taxes will help the poor more, not less, than the rich; the poor will save on health care, they will pay less insurance, and helping the environment definitely aids the poor more than it does the rich.

Opposition (B): Americans are taxed too much already.

Rebuttal (B): In comparison to citizens in many other countries, like Sweden, Austria, or Belgium, the U.S. taxpayer pays a smaller percentage of his or her salary to the government.

1. Issue: Nuclear bombs should be banned in all countries.

   Opposition (A):

   Rebuttal (A):

   Opposition (B):

   Rebuttal (B):
2. **Issue:** All forms of religious expression should be banned/recognized in public schools. (choose either “banned” or “recognized”)

   **Opposition (A):**

   **Rebuttal (A):**

   **Opposition (B):**

   **Rebuttal (B):**

3. **Issue:** Schools should not be cutting back on money for music and art, they should be spending more.

   **Opposition (A):**

   **Rebuttal (A):**

   **Opposition (B):**

   **Rebuttal (B):**
4. Issue: Animal testing should be abolished.
   
   Opposition (A):
   
   Rebuttal (A):
   
   Opposition (B):
   
   Rebuttal (B):

5. Issue: Violent movies adversely influence adolescents.
   
   Opposition (A):
   
   Rebuttal (A):
   
   Opposition (B):
   
   Rebuttal (B):
Device #8  Distinctio – Elaborating on a word so there is no misunderstanding

Exercise 1

Write an original statement for each of the following abstract or ambiguous words using distinction to clarify the meaning. The first one has been done for you as an example.

1. worthwhile: That book was tremendously worthwhile; it taught me all I needed to know about Russia.

2. colorful:

3. deep:

4. work:

5. standard:

6. bright:

7. crazy:

8. smart:

9. common:

10. right:
Device #8 Distinctio

Exercise 2

Utilizing various reading materials, such as newspapers, magazines, novels and blogs, identify and list 5 examples of effective distinction. Then identify and list 5 examples of ineffective or unnecessary distinction. Provide an explanation for each answer. The first one has been done for you as an example.

Effective

1. Effective Distinction: Before we can agree on who is the best shortstop we have to agree on what “best” encompasses; are we talking fielding or hitting – if hitting, are we talking batting average or RBI’s?

   Explanation: The use of distinction is effective because the term “best” is too vague a term and different persons with different understandings of the term might not ever find a common ground.

2. Effective Distinction:

   Explanation:

3. Effective Distinction:

   Explanation:
4. Effective Distinctio:

Explanation:

5. Effective Distinctio:

Explanation:

6. Effective Distinctio:

Explanation:
Ineffective

1. Ineffective Distinctio: The red convertible – red the color of an apple, not the red of a traffic light – was sold.
   Explanation: This use of distinction is ineffective because distinguishing between the two shades of red adds nothing to the sentence.

2. Ineffective Distinctio:
   Explanation:

3. Ineffective Distinctio:
   Explanation:

4. Ineffective Distinctio:
   Explanation:

5. Ineffective Distinctio:
   Explanation:

6. Ineffective Distinctio:
   Explanation:
Device #9  Simile – Comparing two things using like, as, or than (this create a similarity, not equality)

Exercise 1

The simile appears frequently in poetry, but is common in all types of writing, both formal and informal. Using any type of writing you encounter, identify and list examples of simile usage. Then, explain your interpretation of the writer’s intent. The first one has been done for you as an example.

1. Simile: “It’s a sad, sad state of affairs when Liberals campaign like Republicans to get elected, and Republicans govern like Liberals to be loved.”

Source: Texas Governor Rick Perry

Interpretation: Members of both political parties have compromised on party principles for the sake of their political careers.

2. Simile:

Source:

Interpretation:
3. Simile:

Source:

Interpretation:

4. Simile:

Source:

Interpretation:

5. Simile:

Source:

Interpretation:
Device #9 Simile

Exercise 2

Create 5 sentences with similes linking the two parts with the word “so,” as we did in example #2. The first one has been done for you as an example.

1. “Sugar is sweet, and so are you.”

2.

3.

4.

5.

6.
Device #9  Simile

Exercise 3

Using the word “as,” create 5 sentences as we did in example #3. The first one has been done for you as an example.

1. “Your words slice my heart as diamonds cut glass.”

2.

3.

4.

5.

6.
Device #9  Simile

Exercise 4

Follow the directions for each of the following scenarios. Use at least 1 similes for each answer, and underline them. The first one has been done for you as an example.

1. Imagine you are on the beach during a tropical storm. Describe the movement of the waves as they come ashore.

   The waves pound the shore like furious horses galloping into battle.

2. Think of your favorite meal. Describe the appearance, taste, texture, and/or smell of the dish in at least three sentences.

3. Think of a time that you won something – a game, a prize, a bet, etc. – and try to remember how you felt. Now describe your feelings in one sentence.

4. Imagine you are visiting a farm. Think of the animals, crops, and other items that might surround you. Describe your vision of the farm in four sentences.

5. Who is your best friend? Think of the qualities that make him or her special, and describe them in at least two sentences.
Device #9  Simile

Exercise 5

Write 6 original similes. Remember that the simile is not only a way to clarify an idea and imply a value or quality that is difficult to express, but it is also a way to surprise and delight your reader. For 3 of them, you may take a cliché and state it in a different way similar to, “Innocent as a newborn baby.” The first one has been done for you as an example.

1. As angry as a bear in a trap, the patient glowered at the committee of doctors.

2. 

3. 

4. 

5. 

6. 

7.
Write 2 similes for each of the following topics. The first one has been done for you as an example.

1. a chain-link fence
   A. The chain-link fence enclosed the playground like a giant net for children.
   B.

2. the cries of an infant
   A.
   B.

3. a tennis ball
   A.
   B.

4. a credit card
   A.
   B.

5. ice cream
   A.
   B.

Device #9 Simile
Exercise 7

For each group of sentences, identify the letter of the one that is not a simile. In addition, some are different rhetorical devices. If so, identify these. The first one has been done for you as an example.

1.

A. The horse galloped a million miles an hour.
B. The horse galloped as swift as a jet plane flies.
C. The horse galloped like a Kentucky Derby winner.
A. THIS IS A USE OF HYPERBOLE

2.

A. The waves rolled to shore like a slinky – back and forth, back and forth.
B. Ocean water tastes like salt.
C. We rode the waves as the day went on.

3.

A. This computer is as useless as a headless hammer.
B. Our computer is not less than two years old.
C. That computer functions no better than a typewriter.

4.
A. Her hair, as golden as the sun, blew into her face.
B. Her hair was a tangled as a rat’s nest.
C. Her hair, a dirty mop, covered her eyes.

5.

A. Gazpacho, a tomato-based soup, is served ice cold.
B. Gazpacho is not like Campbell’s tomato soup.
C. Some varieties of gazpacho resemble salsa.

6.

A. The dancer moved like a flower in a springtime breeze.
B. The graceful dancer, a butterfly in flight, captivated the audience.
C. The dancer was as flexible as a rubber band.
Device #10 Metaphor – state two unlike objects are the same (creates equality)

Exercise 1

For each of the following nouns, write two different metaphors. One metaphor should have a positive connotation while the other should have a negative connotation. Underline the metaphor. An example has been provided for you.

Example:
Word: snake
Positive: The road, which snaked into and around the mountains, was a beautiful drive.
Negative: She is a snake – sneaky, untrustworthy, and vindictive.

1. Word: light
   Positive:
   Negative:

2. Word: bridge
   Positive:
   Negative:

3. Word: cloud
   Positive:
   Negative:

4. Word:
   Positive:
   Negative:

5. Word: eye
   Positive:
   Negative:
Device #10 Metaphor

Exercise 2

Find an example of an advertising campaign (or any public information campaign) that uses metaphors to inform and/or persuade. Bring visual or audio samples for the ads that you find, and explain the purpose of the metaphors used.

Exercise 3

Here is a list of 10 concepts, moods, or attitudes. Draw from your own background and experience, and develop a metaphor for each word. The first one has been done for you as an example.

1. realization: The sun rose in the back of his mind.

2. solitude:

3. sincerity:

4. humor:

5. anticipation:

6. impatience:

7. bitter (as in taste):

8. insightful:

9. kind:

10. contempt:
Device #10 Metaphor

Exercise 4

Make the following sentences more powerful and interesting by turning them into metaphors. Be sure to keep the intent of the original sentence. An example has been provided for you. The first one has been done for you as an example.

1. Sentence: Clayville is a dirty area, and the people that live there are dangerous – it should be avoided.
   Metaphor: Stay away from Clayville – it is a cesspool and the people are infectious bacteria.

2. Sentence: Patricia went through a long and painful delivery with her first child.
   Metaphor:

3. Sentence: The new shelter will provide food and homes to many needy families.
   Metaphor:

4. Sentence: I couldn’t understand what she was saying; the words just confused me.
   Metaphor:

5. Sentence: Because he didn’t use any sunblock at the beach, he was badly burnt.
   Metaphor:

6. Sentence: The storm raged violently throughout the night and damaged our home.
   Metaphor:
Device #10 Metaphor

Exercise 5

Rewrite the following statements as metaphors. Identify those that are rhetorical devices we have gone over (use only hyperbole, understatement, litotes, antithesis, hypophora, or distinctio) before changing them. Not all the phrases represent rhetorical terms that you should identify, but many do; if the statement is not a device, place an X after the type. The first one has been done for you as an example.

1. Original statement: News of her winning the lottery caused no little stir in the office.
   Type of device: Litotes
   New metaphor: She became a radioactive explosion when she won the lottery.

2. Original statement: a bright smile
   Type of device:
   New metaphor:

3. Original statement: Why am I so weird? Well, the apple doesn’t fall too far from the tree, as they say.
   Type of device:
   New metaphor:

4. Original statement: the greatest singer of all time
   Type of device:
   New metaphor:

5. Original statement: an artist who has no equal
   Type of device:
   New metaphor:
6. Original statement: day and night
   Type of device:
   New metaphor:

7. Original statement: I love you more than anyone ever loved before.
   Type of device:
   New metaphor:

8. Original statement: as lovely as a spring day
   Type of device:
   New metaphor:

9. Original statement: His personality is like a freezing rain to all those he encounters.
   Type of device:
   New metaphor:

10. Original statement:
    Type of device:
    New metaphor:

11. Original statement: Aliens, meaning those who arrive from foreign countries, not from space, are responsible for 15% of our labor force.
    Type of device:
    New metaphor:
Device #11  Analogy – using understood idea or story to explain a situation

Exercise 1

Find 5 analogies used in op-ed pieces, or in advertisements, in a magazine, or newspaper. What is the purpose of each? How effective is each? The first one has been done for you as an example.

1. Just as a parent is liable for damages caused by his minor children, so too should a dog owner be responsible for his dog.

2.

3.

4.

5.

6.
Device #11 Analogy

Exercise 2

Write 10 original analogies to evoke strong images in your readers’ minds or to help them to consider a familiar idea in a new way. Be especially careful to avoid clichés and meaningless statements that, while they may technically be analogies, do nothing to help a writer achieve his or her purpose. The first one has been done for you as an example.

1. Texting has become the playground note-passing of twenty-first century kids.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Device #11  Analogy

Exercise 3

In the following 5 phrases, create an analogy that uses each of the two elements. You may write more than one sentence to strengthen your analogy. An example has been provided for you. The first one has been done for you as an example.

1. wealth and love

   Wealth and love are nearly the same: the more you have of either, the happier you think you are.

2. leading a sports team and leading a major corporation

3. small children and a force of nature

4. a piece of old technology and dinosaurs

5. gemstones and planets

6. intelligence and a garden
Device #11  Analogy

Exercise 4

Choose the letter of the phrase that best completes the analogy. Then, in a short sentence, explain the author’s meaning. For each analogy, two answers are better than the other two, so you need to explain why you chose the one you did. You should also explain why the two that aren’t good analogies do not work. The first one has been done for you as an example.

1. The physics class was so tedious and confusing that it reminded the freshmen of __________.
   A. watching a baby bird learn to fly
   B. reading a mystery novel that doesn’t reveal the killer until the end
   C. watching a foreign movie with no subtitles
   D. witnessing a nuclear explosion

   The physics class would be hard to understand and will take a long time to complete.
   
   A. While learning to fly is a difficult task, the experience of watching a bird learn to fly is neither confusing or boring. Therefore, this analogy works, but only partially. C is the better answer.
   B. Reading a suspenseful mystery novel may, like a physics class, be an intellectually rigorous activity. However, the physics class is described as wearisome, while a suspenseful novel is generally engaging.
   C. Both the foreign film and the physics class may be difficult to understand and, as a result, may be hard to sit through. Hence, this is the best answer.
   D. Witnessing a nuclear explosion would be shocking, distressing, and difficult. However, it would by no means be tedious or confusing.

2. The jacket was so tight that it limited the movement of her arms. Then she tried to get it off, she looked like ________________.
   A. a sea turtle gliding through the ocean
   B. a tyrannosaurus rex trying to pick up something
   C. an angry protestor waving a sign
   D. a duck flapping its wings
3. Animals have feelings, so killing animals just for their fur _________________.

   A. is similar to killing a deer only for its antlers
   B. is morally wrong and should be illegal
   C. is like destroying a rainforest to make paper
   D. is just as heinous as the experiments the Nazis performed on victims in concentration camps

4. Management’s refusal to accept the union’s concession _________________.

   A. came as a surprise
   B. made me think of a spoiled child insulting an expensive gift he’d just opened
   C. made it seem as if they wanted to prolong the strike
   D. was exactly what happened in the nurses’ strike last year

5. I took a long look at the ancient gold prospector and noticed that the wrinkles on his face _________________.

   A. are as defined and deep as the ridges of the Grand Canyon
   B. cascade like a waterfall
   C. tell the story of his hardships
   D. make me think of a bag of old fruit

6. These glasses, which I never wanted to wear in the first place, _________________.

   A. make me stand out too much in school, and I won’t wear them
   B. are so good at distances that it seems as if I’m wearing binoculars
   C. simply do not help, probably because the prescription is wrong
   D. are now as essential to my life as an old friend
Exercise 1

Identify the following allusions and state what each is meant to convey. Then, write a sentence that uses the allusion properly. The first one has been done for you as an example.

1. Allusion: The Twelve Labors of Hercules
   Explanation: Devised as a punishment for Hercules, the 12 tasks were difficult and thought to be nearly impossible.
   Sentence: While the jobs Harold’s boss gave him weren’t the Twelve Labors of Hercules, they certainly were challenging.

From the Bible

2. Allusion: Job
   Explanation:

   Sentence:

3. Allusion: Samson and Delilah
   Explanation:

   Sentence:

From Greek Mythology

4. Allusion: Pandora
   Explanation:

   Sentence:
5. Allusion: The Oracle at Delphi
   Explanation:
   Sentence:

6. Allusion: Atlas
   Explanation:
   Sentence:

7. Allusion: Bill Gates
   Explanation:
   Sentence:

8. Allusion: Homoer Simpson
   Explanation:
   Sentence:

9. Allusion: Muhammad Ali
   Explanation:
   Sentence:
Device #12 Allusion

Exercise 2

Use 5 original allusions in sentences that evoke strong images or show a familiar idea in a new way. Be especially careful to avoid clichés and meaningless statements that, while they may technically be allusions, would do nothing to help a writer achieve his or her purpose or to help a reader understand the allusions. The first one has been done for you as an example.

1. While you might think that owning your first car might make you feel like Perseus riding his winged horse, if you’re not careful, you find yourself chained to a rock like Prometheus.

2.

3.

4.

5.

6.
Exercise 3

Cartoons like The Simpsons and situation comedies on TV often employ allusions for caustic wit and humor that are more sophisticated than slapstick. Watch an episode of one of these types of shows (or any other in which you are likely to hear characters allude to history, literature, current events, popular culture, etc). Identify at least 3 allusions, and explain the effect and significance of each. The first one has been done for you as an example.

1. Allusion: “It was like Romeo and Juliet, only it ended in tragedy.”
   Source: The Simpsons
   Effect: Comic because Romeo and Juliet was a Tragedy
   Significance: Romeo and Juliet is a classic, tragic love story, and Milhouse is implying that his first love was like that.

2. Allusion:
   Source:
   Effect:
   Significance:

3. Allusion:
   Source:
   Effect:
   Significance:

4. Allusion:
   Source:
   Effect:
   Significance:
Exercise 4

Write a sentence that alludes to each of the following people. If you are completely unfamiliar with the name, look the person up on the Internet or in an encyclopedia. Be sure that readers would be able to identify the allusion. Choose one aspect of figure to focus on.

1. Cupid:

2. Pocahontas:

3. Martin Luther King, Jr.:

4. Scrooge:

5. Mother Teresa:
Device #13 Eponym – connected someone (or something) to a famous person or event

Exercise 1

Explain the point that an author expects the reader to make through each of the following eponyms. The first one has been done for you as an example.

1. Shakespeare: Famous writer of plays, symbol of Elizabethan England

2. Benedict Arnold:

3. Queen Victoria:

4. Josef Stalin:

5. Ronald Reagan:

6. Jezebel:

7. Robert Kennedy:

8. Marilyn Monrose:

9. Abraham Lincoln:

10. Albert Einstein:

11. Rocky Balboa:
Device #13 Eponym

Exercise 2

Now write 10 sentences with original eponyms. Be especially careful to avoid clichés and meaningless statements that, while they may technically be eponyms, would do nothing to help a reader understand the connection or a writer achieve his or her purpose. The first one has been done for you as an example.

1. The kids in the neighborhood consider the old man a regular Santa Claus. Readers will immediately understand that the old man is kind and pleasant; maybe he gives out gifts to children at Christmas, and he might be short and round with a white beard.

2.

3.

4.

5.
Exercise 3

Over the next week or so, pay attention to the newspapers, magazines, or blogs that you read. Listen closely to people you hear speaking, whether on television, radio, online, or in person. Note any eponyms you read or hear and list them. Also, decide whether each particular use is effective or not and explain why. The first one has been done for you as an example.

1. Eponym: “…an artist of the Banal, the Einstein of the mediocre…”
   Source: St. George and the Godfather, by Norman Mailer
   Effective or not: very effective
   Explanation: Everyone knows Einstein to be brilliant, so this eponym clearly suggests that Nixon was brilliantly mediocre.

2. Eponym:
   Source:
   Effective or not:
   Explanation:

3. Eponym:
   Source:
   Effective or not:
   Explanation:

4. Eponym:
   Source:
   Effective or not:
   Explanation:
5. Eponym:
   Source:
   Effective or not:
   Explanation:

6. Eponym:
   Source:
   Effective or not:
   Explanation:

7. Eponym:
   Source:
   Effective or not:
   Explanation:

8. Eponym:
   Source:
   Effective or not:
   Explanation:
9. Eponym:
   Source:
   Effective or not:
   Explanation:

10. Eponym:
    Source:
    Effective or not:
    Explanation:
Exercise 4

Write a sentence that uses an eponym for each of the following people. Be sure that readers would be able to identify him or her based on the context you provide. The first one has been done for you as an example.

1. Sherlock Homes: When we played “Clue,” Kanye was a regular Sherlock Holmes; he won every game.

2. Venus:

3. Pablo Picasso:

4. Indiana Jones:

5. Attila the Hun:

6. Mahatma Gandhi:
Device #14  Sententia – using a famous wise saying to make a point

Exercise 1

The following are maxims from Benjamin Franklin’s Poor Richard’s Almanack. Select 10 of these statements. What point are they making? How effective are they?

1. There are no gains without pains.

2. At the workingman’s house hunger looks in but dares not enter.

3. Industry pays debts while despair increases them.

4. Diligence is the mother of good luck.

5. God gives all things to industry.

6. Plough deep while sluggards sleep and you shall have corn to sell and to keep.

7. Work while it is called today for you know not how much you may be hindered tomorrow.

8. One today is worth two tomorrows.

10. If you were a servant would you not be ashamed that a good master should catch you idle? Then if you are your own master be ashamed to catch yourself idle.

11. Trouble springs from idleness and grievous toil from needless ease.

12. Industry gives comfort and plenty and respect.

13. Keep thy shop and thy shop will keep thee.

14. If you would have your business done, go; if not, send.

15. Women and wine, game and deceit make the wealth small and the wants great.

16. Many estates are spent in the getting, since women for tea forsook spinning and Knitting, and men for punch forsook hewing and splitting.

17. What maintains one vice would bring up two children.

18. Fools make feasts and wise men eat them.
Device #14 Sententia

Exercise 2

Now write 5 original sententia that evoke strong images in your readers’ minds or help them to consider a familiar idea in a new way. Be especially careful to avoid clichés and meaningless statements that, while they may technically be sententia, would do nothing to help a writer achieve his or her purpose. Since these statements have no authentic context, we won’t worry about whether or not they are effective, though that will, of course be a concern when you use sententia in your writing. The first one has been done for you as an example.

1. You can’t plant a tree without digging a hole.

2.

3.

4.

5.
Device #14 Sententia

Exercise 3

Complete the adages that follow by filling in the blank with the appropriate ending. The first one has been done for you as an example. You must be careful with phrases that are too familiar, or you might be marked down for using clichés. In addition, do not use them frequently, or it could cause a problem.

1. As you sow, ____ A. to catch a trout.
2. Barking dogs ____ B. after the event.
3. Children should ____ C. before you have it.
4. Desires are ____ D. seldom bite.
5. You must lose a fly ____ E. shere the shoe pinches.
6. Happy is the country ____ F. has many friends.
7. It is easy to be wise ____ G. make light work.
8. Knowledge ____ H. that has no history.
9. Lend your money and ____ I. nourished by delays.
10. Many hands ____ J. so shall you reap
11. Never spend your money ____ K. be seen and not heard.
12. Only the wearer knows ____ L. that wears a crown.
13. Success ____ M. lose your friend.
14. Uneasy lies the head ____ N. is power.
Device #15 Exemplum – Using examples to verify your argument

Exercise 1

For each of the following topics, list 3 exemplum that support the statement. The first one has been done for you as an example.

1. Sports heroes should not be models that children should emulate.
   A. Sports figures have become increasingly more disrespectful of each other and of the public in general
   B. Salaries for professional athletes have created a financial separation between them and the general public.
   C. Many athletes have nothing to fall back upon once their careers have ended.

2. The U.S. is a force that should police the rest of the world.
   A.
   B.
   C.

3. Racism is an economic problem, not a social one.
   A.
   B.
   C.
4. Those who have a good education will ultimately make more money.
   A.
   B.
   C.

5. Censorship is beneficial/detrimental to society. (Choose one)
   A.
   B.
   C.

6. Exercise improves one’s overall health.
   A.
   B.
   C.
Device #15  Exemplum

Exercise 2

From the 5 arguments that follow, identify the 2 in which the exemplum provides little or no support for the argument.

1. Technology has increased the speed of communication. The cellular phone has made it much easier to reach someone and have a conversation.

2. There are many violent movies that lead their young viewers to be desensitized towards violence. The movie Home Alone shows a young boy using a house full of dangerous traps to catch two bumbling burglars.

3. The party will be well supervised. There will be eight adults present, and all of them are parents of people who were invited.

4. Wind power is one example of a way that the United States can escape the dominance of oil. For example, in Pennsylvania, coal mining has tripled since the conflict began.

5. This has been the rainiest spring I can remember. Last spring, my water bills were three times what they have been this year.
Device #15  Exemplum

Exercise 3

From the same 5 arguments in Exercise 2, choose the 2 that are best supported by the examples.

1. Technology has increased the speed of communication. The cellular phone has made it much easier to reach someone and have a conversation.

2. There are many violent movies that lead their young viewers to be desensitized towards violence. The movie Home Alone shows a young boy using a house full of dangerous traps to catch two bumbling burglars.

3. The party will be well supervised. There will be eight adults present, and all of them are parents of people who were invited.

4. Wind power is one example of a way that the United States can escape the dominance of oil. For example, in Pennsylvania, coal mining has tripled since the conflict began.

5. This has been the rainiest spring I can remember. Last spring, my water bills were three times what they have been this year.
Exercise 4

Provide an exemplum to support each of these 3 unsupported arguments.

1. Reality television shows are far superior to silly situation comedies.

2. It is very easy to go from being a comic to being a serious actor.

3. The legal driving age should be raised to twenty-five.
Device #16  Climax – Building your argument from the least important details to the most important details.

Exercise 1

Write 10 original constructions that build to a climax. Be especially careful to avoid clichés and meaningless statements that, while they may technically employ climax, would do nothing to help a writer achieve the intended purpose.

1.

2.

3.

4.

5.

6.

7.

8.

9.
Exercise 2

This passage is the end of Edgar Allan Poe’s “The Tell-Tale-Heart.” How does Poe provide a build-up from an ostensibly smooth interview with the police to a violent confession? List the words and phrases that indicate the build-up to the climactic ending.

The officers were satisfied. My manner had convinced them. I was singularly at ease. They sat and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears; but still they sat, and still chatted. The ringing became more distinct. I talked more freely to get rid of the feeling; but it continued and gained definitiveness – until, at length, I found that the noise was not within my ears.

No doubt I now grew very pale; but I talked more fluently, and with a heightened voice. Yet the sound increased – and what could I do? It was a low, dull, quick sound – much such a sound as a watch makes when enveloped in cotton. I gasped for breath, and yet the officers heard it not. I talked more quickly, more vehemently but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men, but the noise steadily increased. O God! What could I do? I foamed – I raved – I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder – louder – louder! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God! – no, no? They heard! – they suspected! – they KNEW! – they were making a mockery of my horror! – this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die! – and now – again – hark! Louder! Louder! Louder! LOUDER! –

“Villains!” I shrieked, “dissemble no more! I admit the deed! – tear up the planks! – here, here! – it is the beating of his hideous heart!
Device #17 Parallelism/Chiasmus –

Parallelism = Using the same general structure for emphasis
Chiasmus = parallelism that switches original form around

Exercise 1

The first 5 statements that follow, paraphrases of well-known statements, are not necessarily incorrect, but are much stronger through either parallelism or chiasmus. Rewrite them and note the difference. The next 5 are not famous statements, but can be improved in the same way. Rewrite each of the statements and then explain why you made the change(s) you did. The first one has been done for you as an example.

1. It is completely human to err, but to forgive is divine.

   Revision: To err is human, to forgive divine.
   Explanation: The revision saves words and has the “punch” of using the infinitive as subject of both clauses. Here we have both parallelism and antithesis.

2. It was not their prerogative to question why they were being ordered to charge; their only option was to charge and be killed.

   Revision:

   Explanation:

3. Don’t ask what your country can do for you. Instead, try thinking about what you can do for your country.

   Revision:

   Explanation:
4. Dying is like sleeping, but then you have to think about what dreams might come when you fall asleep, and that's the problem.

Revision:

Explanation:

5. All of us will defend any one of us, and each of us will sacrifice himself or herself for the group.

Revision:

Explanation:

6. An optimist sees an opportunity in every calamity, while just the opposite is true for a pessimist.

Revision:

Explanation:
7. When a nation is strong, it is not always just. And when justice becomes a trait it values, it loses some of its strength.

Revision:

Explanation:

8. The successful candidate will demonstrate an ability to work under pressure, a willingness to work flexible hours, have at least a bachelor’s degree and three years’ experience, and sincerely wish to be of service to others.

Revision:

Explanation:

9. Democracy demands responsibility, but for tyranny to prosper, the people must be obedient.

Revision:

Explanation:
10. Good writers value parallelism because it creates a logical information flow, as well as enabling the writer to be concise and emphasize key points.

Revision:

Explanation:

11. Her writing reveals not only intelligence, but it is also humorous.

Revision:

Explanation:
Eight of these sentences lack parallelism. Analyze those sentences that are not parallel in terms of their overall effectiveness and rewrite them.

1. I enjoy running, writing, reading, and the way I can swim.

2. During my vacation, I plan to watch movies, play golf, and catch fish.

3. The boys enjoyed operating their paper route and the money they made.

4. When she was preparing to write, she would sharpen her pencil, and the paper would be organized.

5. Her daughter got her ready for work by wheeling her into the bathroom, helping her into the shower, and selecting what she was going to wear.
6. The main problems the landlord had were the late rent, the loud noise, and the neighbor's complaining all the time.

7. F. Scott Fitzgerald is well known for writing lyrical novels, but he is also known for his wild intoxication.

8. Would you please pick up your room, fold your laundry, and then come into the kitchen?

9. I don't know why she cannot see through his lies, his deceit, and the tricks that he plays.

10. Their children were known for their honesty, determination, and for playing pranks in the neighborhood.
Device #17 Parallelism/Chiasmus

Exercise 3

The following is President Abraham Lincoln’s Gettysburg Address. Analyze the President’s use of parallelism and chiasmus; they have been underlined for you. Notice how Lincoln’s use of these devices helps to clarify his points and create a sense of eloquence to this very short speech.

Fourscore and seven years ago our fathers brought forth on this continent, a new nation, *conceived in Liberty*, and dedicated to the proposition that all men are *created equal*.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate — we cannot consecrate — we cannot *hallow* — this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, not long remember what we say here, but it can never forget what they did here. *It is for us the living, rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.* It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government *of the people, by the people, for the people,* shall not perish from the earth.
Device #18  Anadiplosis/Conduplicatio

Anadiplosis – uses last word of one sentence and uses it to start the next
Conduplicatio – uses important word from one sentence and repeats it in next

Exercise 1

Identify each of the following statements as either a form of anadiplosis or of conduplicatio. Then, create your own anadiplosis/conduplicatio that deal with the underline topic, which may or may not be the term used in the rhetorical device. (You should have 8 sentences total.) The first one has been done for you as an example.

1. Many early religious forbade freedom. Freedom for them was a way of allowing dissent to flourish.  
   Anadiplosis
   Anadiplosis: Only guards and the warden experiences any type of freedom. For prisoners, freedom was only at the end of their sentences.
   Conduplicatio: Weightlessness gives astronauts the feeling of an escape from the confines of gravity. Escaping from handcuffs, however, was exactly what was on the mind of the prisoner.

2. “Drugs don’t just destroy their victims; they destroy entire families, schools and communities.” –Elizabeth Dole

   Your sentence on drugs:
   Anadiplosis:

   Conduplicatio:


   Your sentence on performance:
   Anadiplosis:

   Conduplicatio:
4. “Fear leads to anger. Anger leads to hate. Hate leads to suffering.” --Yoda (Star Wars)

   Your sentence on suffering:
   Anadiplosis:

   Conduplicatio:

5. “This afternoon, in this room, I testified before the Office of Independent Council and the Grand Jury. I answered their questions truthfully, including questions about my private life—questions no American citizen would ever want to answer.” —William Jefferson Clinton

   Your sentence on questions:
   Anadiplosis:

   Conduplicatio:
Exercise 2

These 10 statements could be much more powerful if written to include either anadiplosis or conduplicatio. Rewrite each and then explain how the rewritten version is rhetorically superior to the original. The first one has been done for you as an example.

1. You will know the truth, and it will set you free. –paraphrased from John 8:32
   Rewrite: You will know the truth, and the truth will set you free.
   Explanation: Both versions mean the same thing, but the second is much more lyrical, and the repetition emphasizes the idea of “truth.” “It” in the original could refer to one’s knowledge of the truth.

2. On the victim’s wristwatch was a single fingerprint, and it places you with the body at the time of death.
   Rewrite: On the victim’s wristwatch was a single fingerprint, and it places you with the body at the time of death.
   Explanation: 

3. Once and for all, I’m going to vary my routine, the one that has defined my every waking moment for the past two decades.
   Rewrite: Once and for all, I’m going to vary my routine, the one that has defined my every waking moment for the past two decades.
   Explanation: 

Device #18 Anadiplosis/Conduplicatio
4. The question isn’t whether we can win, but whether we can play well.

Rewrite:

Explanation:

5. The world said, disarm, disclose, or face serious consequences… and, therefore, we worked with it… to make sure that Saddam Hussein heard the message.
–paraphrased from a comment made by President George W. Bus, March 21, 2006

Rewrite:

Explanation:

6. The patriot does not question; he or she acts.

Rewrite:

Explanation:
7. ...with firmness in the right as God allows us to see it...—paraphrased from Abraham Lincoln’s Second Inaugural Address, March 4, 1865

Rewrite:

Explanation:

8. Fortinbras says that because Hamlet died a hero’s death, he should have an appropriate funeral.

Rewrite:

Explanation:

9. Historians will not be viewing the current administration as a comedy or tragedy, but as a farce—of misunderstanding, miscommunication, and mistaken identity.

Rewrite:

Explanation:
10. “For I know the plans I have for you,” says the Lord, “to prosper – not harm you; to give you a future and hope. –paraphrased from Jeremiah 29:11

Rewrite:

Explanation:

11. Still, some viewed the governor as a prophet of hope in a time when cynicism and despair were the fashion.

Rewrite:

Explanation:
Device #18  Anadiplosis/Conduplicatio

Write 5 original constructions that employ anadiplosis and 5 that employ conduplicatio. The first one has been done for you as an example.

Anadiplosis:

1. You think I wish to harm you? You who have been nothing but a friend to me?

2.

3.

4.

5.

6.
Conduplicatio:

1. Music is to the soul as air is to the lungs. Without music, the heart is silent, and it is only in music that wordless emotions find a voice.

2.

3.

4.

5.

6.
Device #18 Anadiplosis/Conduplicatio

Exercise 4

The following is a short passage from Father Mapple’s sermon in Moby Dick. It has been revised to suit the rhetorical nature of this section. Note any uses of anadiplosis and/or conduplicatio in this paragraph and analyze the effectiveness of each use, in terms of clarity and eloquence.

And now the time of tide has come; the ship casts off her cables; and from the deserted wharf the uncheered ship for Tarshish, all careening, glides to sea. That ship my friends, was the first of recorded smugglers! The contraband was Jonah. But the sea rebels; he will not bear the wicked burden. A dreadful storm comes on, the ship is like to break. But now when the boatswain calls all hands to lighten her, they break with haste. When boxes, bales, and jars are clattering overboard, they break also. When the wind is shrieking, and the men are yelling, and every plank thunders with trampling feet right over Jonah’s head; in all this raging tumult, Jonah sleeps his hideous sleep; he does not break.
Device #19  Metabasis – summing up an argument in order to move to the next

Exercise 1

Write 5 original constructions that employ metabasis. On at least some of them, try to avoid using any form of the first person. The first one has been done for you as an example.

1. Up to now, we've focused on rhetorical devices that help the writer strategically. Now we will explore those that help him or her organize an essay.

2.

3.

4.

5.

6.
Exercise 2

The passage excerpt that follows begins to examine two views of autumn. The writer has chosen to use metabasis as her transition from one view to the opposite. Read the passage and evaluate the use of metabasis. Does her use of the device help the piece or detract from its effectiveness?

The third season of the year is autumn, and it delivers many lovely gifts as the earth passes the prime of its year. The period that transitions the world from summer to winter is the time when deciduous trees retreat into themselves. As we look at trees and shrubs shedding their leaves and fruit, we tend to think of death. But this is not death, it is the first stage of rejuvenation. Thus, autumn is the beginning of spring.

This beginning of spring is a showcase of beauty in its own right. As the days grown cooler and the number of daylight hours decreases, deciduous trees and shrubs slowly lose the chlorophyll that gives the leaves their green color. With the fading of the green, emerge the gorgeous yellows and flaming reds. Finally, the leaves fall from their branches, and we know that the preparation for rebirth has begun. The leaves return to the earth to become nourishment for future generations.

Trees, however, are not the only living things for which autumn is the beginning of renewal and not the end of life. In fact, all of nature’s flora is becoming pregnant. In about six months, new “babies” will be born of every living tree, plant, flower and shrub. We can witness how the earth takes back from its green life everything that was on loan during the growing season.

This glorious hour of nature is to be admired and enjoyed. It is a privilege to see life in the making and to watch the land go to sleep for its long rest. Autumn is the most optimistic of seasons, acknowledging that the arrival of winter is indeed a certainty, but knowing also that the arrival of another spring is just as certain.

Having explored the positive view of the year’s final months, it is probably also appropriate to acknowledge that another, far different view is also possible. Some believe that the season of the year that arrives just in time to ruin the summer is named as a description for what they do mentally and emotionally after the beautiful summer sun retreats to below the equator. Such people believe that there is nothing good about fall except football.
Device #19  Metabasis

Exercise 3

Here is a revised version of Lincoln’s Gettysburg Address that uses metabasis as the primary transition between the varying views. Read the passage and evaluate these uses of metabasis, which are underlined.

Fourscore and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now, having explored the principle on which this country was founded, let us pause to lament our current situation. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

Realizing, then, our purpose, and agreeing that it is a right and proper purpose, we must examine whether it is, indeed, an achievable purpose. But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. Those actions would seem premature and insufficient; therefore what should be our next step?

The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, not long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased debotion to that cause for which they gave the last full measure of debotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.
Device #20 Parenthesis – using punctuation to add extra information to a sentence

Exercise 1

Over the next week or so, pay attention to the newspapers, magazines, or blogs that you read. Listen closely to people you hear speaking, whether on television, radio, online or in person. Note any examples of parenthesis usage (the insertion of parenthetical material, not exclusively the use of parentheses) you encounter and list them. Also, decide whether each particular construction was effective or not and explain why. The first one has been done for you as an example.

1. Parenthesis: Scientists in Peru have been sent to collect samples of an unidentified object, believed to be a meteorite, which fell …
   Source: ABC News online
   Effective or not: effective
   Explanation: The parenthetical: “believed to be a meteorite” adds important information. The object is unidentified, but they think it is a meteor.

2. Parenthesis:

   Source:

   Effective or not:

   Explanation:

3. Parenthesis:

   Source:

   Effective or not:

   Explanation:
4. Parenthesis:

Source:

Effective or not:

Explanation:

5. Parenthesis:

Source:

Effective or not:

Explanation:

6. Parenthesis:

Source:

Effective or not:

Explanation:

7. Parenthesis:

Source:

Effective or not:

Explanation:
Exercise 2

Now, write 10 original constructions that employ the use of parenthesis. Make sure you use commas, dashes, and even parentheses marks. The first one has been done for you as an example.

1. Because it was my birthday, my mother served tater tots – a delicacy usually reserved for company.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Exercise 3

Read the following 5 pairs of sentences and explain what value is added to the sentence by the underlined parenthetical element. Be certain to explain the value of the parenthetical material in deeper terms than merely the inclusion of additional information:

Example:
Morgan’s relatives, who had come to America on The Mayflower, were among the wealthiest in the state.

OR

Among the wealthiest people in the state were Morgan’s ancestors.

Explanation: The main idea in the first sentence is that Morgan’s relatives had a lot of money. The information about their arrival on The Mayflower is less important, but it is interesting, and is, therefore, parenthetical.

1. Time and energy are often in short supply, but they are important when housetraining a puppy.

OR

Time and energy, which are often in short supply, are important when housebreaking a puppy.

Explanation:

2. The best way to win at a simple game like tic-tac-toe is to start by taking a corner.

OR

The best way to win at tic-tac-toe, a simple game, is to start by taking a corner.

Explanation:
3. Colas contain caramel coloring, but clear sodas do not.

OR

Colas, unlike clear sodas, contain caramel coloring.

Explanation:

4. Leonardo DiCaprio, star of Titanic and The Aviator, is very selective about his roles.

OR

Leonardo DeCaprio is very selective about his roles.

Explanation:

5. The year 1789, often associated with the beginning of the French Revolution, was a year of political stability in the new United States.

OR

The year 1789 is often associated with the beginning of the French Revolution, but it was a year of political stability in the new United States.

Explanation:
Exercise 4

Read the following 5 examples of parenthesis and decide which variation is more effective. Then explain why:

1. Loreena McKennitt, a composer and singer of Celtic music, is appearing in Washington, D.C., next week.

   Or

   Loreena McKennitt is a composer and singer of Celtic music. She is appearing in Washington, D.C., next week.

   Which sentence is better:  First   Second

   Explanation:

2. Fifi, a toy poodle, one raised primarily as a lap dog, held three household intruders, who had broken into the Fifth Avenue apartment of Fifi’s owners, at bay for five hours until the owners, Wall Street executive Jameson Seamus and his second wife Edith, came home from the theater, where they had been watching a new musical.

   Or

   Fifi, a toy poodle raised as a lap dog, held three household intruders at bay for five hours. The intruders had broken into the Fifth Avenue apartment of Fifi’s owners, Wall Street executive Jameson Seamus and his wife Edith. Fifi held the intruders until the Seamuses came home from the theater and were able to call the police.

   Which sentence is better:  First   Second

   Explanation:
3. Edgar Allen Poe was, according to the most recent scholarship, not an alcoholic and drug addict.

OR

Edgar Allen Poe was not an alcoholic and drug addict.

Which sentence is better?  First  Second

Explanation:

4. Aylisha Moseley, accompanied by her partner of many years, Aldous Pierson-Bomcroft, appeared in a gown designed by new-wave fashion mogul, Marcus-Marcus. Hers was an off-the-shoulder, red polyester monstrosity with a paisley shawl, which is certain to cement Ms. Moseley’s place on all of this season’s worst-dressed lists.

OR

Aylisha Moseley appeared in a gown designed by new-wave fashion mogul, Marcus-Marcus. The gown – an off-the-shoulder, red polyester monstrosity with a paisley shawl—is certain to cement Ms. Moseley’s place on all of this season’s worst-dressed lists.

Which sentence is better?  First  Second

Explanation:
5. Mental illness, a physiological condition like diabetes, should not have the stigma attached to it that it currently endures.

OR

Mental illness is a physiological condition like diabetes and should not have the stigma attached to it that it currently endures.

Which sentence is better? First Second

Explanation:
Device #21  Apostrophe – writer breaks flow of argument to address personified object

Exercise 1

Over the next week or so, pay attention to the newspapers, magazines or blogs that you read. Listen closely to people you hear speaking, whether on television, radio, online, or in person. Note any uses of apostrophe (direct address of a person or thing, not the punctuation mark) you encounter and list them. Also, decide whether each particular construction was effective or not and explain why. The first one has been done for you as an example.

1. Apostrophe: Critics, beware! There's a new film maker in town.
   Source: Independent film blog
   Effective or not: effective
   Explanation: The blogger is not addressing any specific critic. But railing against the group. The direct address is more effective than simply saying, “critics should be aware….”

2. Apostrophe:
   Source:
   Effective or not:
   Explanation:

3. Apostrophe:
   Source:
   Effective or not:
   Explanation:

4. Apostrophe:
   Source:
   Effective or not:
   Explanation:

5. Apostrophe:
   Source:
   Effective or not:
   Explanation:
Device #21  Apostrophe

Exercise 2

Improve the following paragraph by adding 2 examples of apostrophe; then explain how and why the additions are improvements.

“Whoever undertakes to write a biography binds himself to lying, to concealment, to flummery, and even to hiding his own lack of understanding, since biographical material is not to be had, and if it were it could not be used. Truth is no accessible; mankind does not deserve it? –Sigmund Freud
Exercise 3

The following includes a few apostrophes, which I have underlined. What is the emotional impact of each apostrophe? To whom is Antony speaking?

ANTONY
O mighty Caesar! Dost thou lie so low?
Are all thy conquests, glories, triumphs, spoils,
Shrunk to this little measure? Fare thee well,
I know not, gentlemen, what you intend,
Who else must be let blood, who else is rank:
If I myself, there is no hour so fit
As Caesar’s death hour, nor no instrument
Of half that worth as those your swords, made rich
With the most noble blood of all this world.
I do beseech ye, if you bear me hard,
Now, whilst your purpled hands do reek and smoke,
Fulfill your pleasure. Live a thousand years,
I shall not find myself so apt to die:
No place will please me so, no mean of death,
As here by Caesar, and by you cut off.
The choice and master spirits of this age.
Device #21  Apostrophe

Exercise 4

Write 3 passages of your own in which you use apostrophe.

1.

2.

3.
Exercise 1

Write 10 original constructions that employ enumeration. The first one has been done for you as an example.

1. This is actually a multi-step process. Think of an example, write it down, turn it in, and get a good grade.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Exercise 2

Create a sentence in which you use enumeration to describe each of the following topics. The first one has been done for you as an example.

1. your favorite holiday

   The reasons Halloween makes me happy are many, but I certainly enjoy seeing children in their costumes and disguises. I love giving candy and treats to little kids, and sometimes I get a thrill from scaring teenagers when they come begging for sweets.

2. things you like to do during summer vacation

3. where you see yourself in the next five to ten years and how you got there

4. the events that led to a well-known war

5. the cycle of rain formation

6. how to set up an email account
Device #23  Antanagoge – using negative ideas next to strong ideas to downplay their importance

**Exercise 1**  
Write 10 original constructions that employ antanagoge. The first one has been done for you as an example.
1. Working may be stressful at times, but my job has paid my son's way through College

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

11.
Device #23 Antanagoge

Exercise 2

For each of the following topics, think of a positive and negative aspect. Then, write an antanagoge to discuss the issues you have raised. Be sure the statements are in favor of your argument, whether positive or negative. The first one has been done for you as an example.

1. speed-reading

   Positive: get through books in very little time, cram for exams easily, show off your talents, increase understanding, etc.

   Negative: miss the flavor of author’s style, miss information, it’s a trick, not actual knowledge, etc.

   Sentence: Even though speed-reading allows you to get through a book quickly, the course is quite expensive. In addition, reading English requires a sense of style, and some subjects, like math, are unsuitable for speed-reading.

2. a prescription drug

   Positive:

   Negative:

   Sentence:

3. state and federal taxes

   Positive:

   Negative:

   Sentence:
4. an infamous historical figure (choose one)
   Positive:

   Negative:

   Sentence:

5. the Internet
   Positive:

   Negative:

   Sentence:

6. pollution
   Positive:

   Negative:

   Sentence:
Exercise 3

Choose any 3 topics below and write a sentence or two for each that, first, downplays a negative feature and leads into several positive features, then write a second sentence that moves from the positive to the negative. The first one has been done for you as an example.

- professional wrestling
- rap music
- teenagers
- year-round school
- educational television

Topic: buying locally produced food

Negative to Positive: While it may seem difficult to purchase fruits and vegetables that are grown nearby, doing so reduces the costs involved in transportation, increases the flavor, and supports the local community in which you live.

Positive to Negative: Buying locally grown foods may seem more responsible to the community, but doing so does not mean that local growers farm more responsibly than any others elsewhere, and shopping only in your area makes it impossible to obtain certain foods when they are out of season.

1. Topic:

   Negative to Positive:

   Positive to Negative:
2. Topic:

Negative to Positive:

Positive to Negative:

3. Topic:

Negative to Positive:

Positive to Negative:
Device #24  Epithet – Using adjectives to describe nouns, using one word to characterize a person

Exercise 1

Write 10 original constructions that employ epithet. The first one has been done for you as an example.
1. The farmers anxiously scanned the mocking sky for any sign of rain.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Exercise 2

Create an original sentence that uses each of the following nouns in an epithet. Then, describe what effect the epithet has on the sentence. The first one has been done for you as an example.

1. Word: smile

   Sentence: The millionaire’s new bride said, “I do,” with a ravenous smile.

   Effect: Describing the smile as ravenous strongly suggest the bride’s greedy motive.

2. Word: hope

   Sentence:

   Effect:

3. Word: sunrise

   Sentence:

   Effect:
4. Word: jealousy

Sentence:

Effect:

5. Word: voice

Sentence:

Effect:

6. Word: field

Sentence:

Effect:
7. Word: mango
   Sentence:
   Effect:

8. Word: goddess (Greek or Roman)
   Sentence:
   Effect:

9. Word: painting
   Sentence:
   Effect:

10. Word: soldier
    Sentence:
    Effect:
Exercise 3

Below are three famous soliloquies in which Shakespeare displays his skillful use of epithets. Read the scenes and identify each epithet. Then describe the impact this rhetorical use has on the passage.

Example:
Epithet: “the slings and arrows of outrageous fortune”
Source: Hamlet
Intent: The idea is to make the reader see that Hamlet feels that fate (fortune) can be merciless, unpredictable, and dangerous.
Impact: The epithet allows the reader to better understand Hamlet’s reasoning and outlook about life.

from Henry IV, Part 1, Act I, scene ii:

PRINCE HAL:

I know you all, and will awhile uphold
The unyoked humor of your idleness:
Yet herein will I imitate the sun,
Who doth permit the base contagious clouds
To smother up his beauty from the world,
That, when he please again to be himself,
Being wanted, he may be more wondr’d at,
By breaking through the foul and ugly mists
Of vapours that did seem to strangle him.
If all the year were playing holidays,
To sport would be as tedious as to work;
But when they seldom come, they wish’d for come,
And nothing pleaseth but rar accidents.
So, when this loose behavior I throw off
And pay the debt I never promised,
By how much better than my word I am,
By so much shall I falsify men’s hopes;
And like bright metal on a sullen ground,
My reformation, glittering o’er my fault,
Shall show more goodly and attract more eyes
Than that which hath no foil to set it off.
I’ll so offend, to make offence a skill;
Redeeming time when men think least I will.
from Hamlet, ActIII, scene iii:

CLAUDIUS:

O, my offence is rank it smells to heaven;
It hath the primal eldest curse upon’t,
A brother’s murder. Pray can I not,
Though inclination be as sharp as will:
My stronger guilt defeats my strong intent;
And, like a man to double business bound,
I stand in pause where I shall first begin,
And both neglect. What if this cursed hand
Were thicker than itself with brother’s blood,
Is there not rain enough in the sweet heavens
To wash it white as snow? Whereunto serves mercy
But to confront the visage of offence?
And what’s in prayer but this two-fold force,
To be forestalled ere we come to fall,
Or pardon’d being down? Then I’ll look up;
My fault is past. But, O, what form of prayer
Can serve my turn? ‘Forgive me my foul murder’?
That cannot be; since I am still possess’d
Of those effects for which I did the murder,
My crown, mine own ambition and my queen.
May one be pardon’d and retain the offence?
In the corrupted currents of this world
Offence’s gilded hand may shove by justice,
And oft ‘tis seen the wicked prize itself
Buys out the law: but ‘tis not so above;
from All's Well That Ends Well, Act I, scene i:

HELENA:

O, were that all! I think not on my father; And these great tears grace his remembrance more Than those I shed for him. What was he like? I have forgot him: my imagination Carries no favor in’t but Bertram's. I am undone: there is no living, none, If Bertram be away. 'Twere all one That I should love a bright particular star And think to wed it, he is so above me. In his bright radiance and collateral light Must I be comforted, not in his sphere. The ambition in my love thus plagues itself: The hind that would be mated by the lion Must die for love. 'Twas pretty, though plague, To see him every hour; to sit and draw His arched brows, his hawking eye, his curls, In our heart's table—heart too capable Of every line and trick of his sweet favor. But now he's gone, and my idolatrous fancy Must sanctify his relics.

1. Epithet:

Impact:

2. Epithet:

Impact:
3. Epithet:  
Impact:  

4. Epithet:  
Impact:  

5. Epithet:  
Impact:  

6. Epithet:  
Impact:  

7. Epithet:  
Impact:  

Device #25  Asyndeton/Polysyndeton

**Asyndeton** – a string of sentences joined by commas and semi-colons making it one long sentence

**Polysyndeton** – a group of sentences joined with conjunctions (and, but)

Exercise 1

Make a list of objects in your bedroom, classroom, or any place else that is very familiar to you. Imagine two different people describing this space from two different points of view. Write two different descriptions of this space. In one, use asyndeton; in the other, use polysyndeton. Explain your purpose and intended effect in each instance.
Device #25  Asyndeton/Polysyndeton

Exercise 2

Over the next week or so, pay attention to the newspapers, magazines, or blogs that you read. Listen closely to people you hear speaking, whether on television, radio, online, or in person. Note any uses of asyndeton and polysyndeton you encounter and list them. Also decide what you think the person’s intent was in using this device and evaluate the intellectual, psychological, or emotional impact these devices had on you.

1. Asyndeton:
   Source:
   Intent:
   Impact:

2. Asyndeton:
   Source:
   Intent:
   Impact:

3. Asyndeton:
   Source:
   Intent:
   Impact:
4. Asyndeton:
   Source:
   Intent:
   Impact:

5. Asyndeton:
   Source:
   Intent:
   Impact:

1. Polysyndeton:
   Source:
   Intent:
   Impact:

2. Polysyndeton:
   Source:
   Intent:
   Impact:
3. Polysyndeton:

Source:

Intent:

Impact:

4. Polysyndeton:

Source:

Intent:

Impact:

5. Polysyndeton:

Source:

Intent:

Impact:
Device #26  Zeugma = unexpected items in a sentence are linked together by a shared word

**Instead of:**  
*The runner lost the race. The school then cancelled his scholarship.*

**Might say:**  
*The runner lost his race and his scholarship.*

Exercise 1

Write 10 original zeugmas. Remember that any linking of words, phrases, or clauses with a single word are examples of zeugma, but the most stylistically pleasing zeugmas involve linking unexpected elements in surprising ways. The first one has been done for you as an example.

1. The taste of the food and her decorations pleased me.

2.

3.

4.

5.

6.

7.

8.

9.

10.
Device #26  Zeugma

Exercise 2

Read the following sentences and decide how they could be condensed by using zeugma. Rewrite the sentences using this rhetorical device and remove any unnecessary information. The first one has been done for you as an example.

1. Please discontinue using this machine if you feel pain, if you feel faint or if you become dizzy.

   Discontinue us if you feel pain, faintness or dizziness.

2. The magician, who was also a kleptomaniac, stole the show, and afterwards, he took my wallet.

3. After holding the elevator door open, he held my hand during the descent.

4. The farmers in the valley grew watermelons and harvested corn, but they became restless.

5. My mother lost her keys and then she lost her coat; she finally lost her temper.

6. The sun rose at dawn and his temperature was higher as well.
Exercise 3

Rewrite each of the following pairs of sentences into single sentences that contain zeugmas. The first one has been done for you as an example.

1. The family had a great deal of money. They did know what they were going to do with it.

   The family had a great deal of money and no idea what to do with it.

2. I enjoy poetry. I think you are very attractive as well.

3. Mr. Martini left his job. In his will, he bequeathed three thousand dollars to the poor.

4. The rainsoaked swimmers spent the day at the mall. While they are there, they spent all of their money.

5. I woke up in the middle of the night. I was having a good dream, too.
6. Roberto won the race. His victory caused Eustacia to fall in love with him.

7. The car broke down in the worst part of town. Fear caused the driver to begin crying loudly.

8. With a stroke of the pen, the teacher lowered Alonzo’s grade. This would make it more difficult for Alonzo to pass.

9. The custodian hurt his back. This happened when he threw the box of junk in the garbage.

10. Jim and Donna were assigned to cook together on the camping trip. While they cooked together, they became friends.
Device #27 Synecdoche/Metonymy

**Synecdoche** – a part of something to represent the whole (“All hands on deck”)

**Metonymy** – allows you to refer to something closely related to the actual object and use it as a way of referring to the object itself. (Referring to the king as the “crown”; referring to the police as “the law”).

Exercise 1

Write 10 original statements using synecdoche and/or metonymy. Remember that these devices help you assign a particular value or quality to what you are discussing, as well as surprise your reader into seeing a familiar idea in a new and interesting way. The first one has been done for you as an example.

1. I once sang in a 200-voice chorus.

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 
Device #27 Synecdoche/Metonymy

Exercise 2

Rewrite the first 5 sentences so they are good examples of synecdoche and the last 5 as good examples of metonymy. Make sure that the use is clear and obvious. The first one has been done for you as an example.

Synecdoche:

1. Boredom – having nothing to do – is often blamed for people’s getting into trouble. *Idle hands are the Devil’s playground.*

2. Although I was very angry, I did not cause him any harm at all.

3. I asked Carolyn to watch my baby brother yesterday.

4. In a famous scene in Julius Caesar, Brutus asks the citizens of Tome to listen to him.

5. The violin section plays the opening of the composition, and then the trumpet section picks up the theme.

6. The fundraising dinner cost $200 for each plate of food.
Metonymy:

7. The President of the United States and his chief advisors have asked Congress to approve an emergency tax increase.
   *The White House has asked Congress to approve an emergency tax increase.*

8. Go see the principal.

9. Stock brokers and investment experts hope to see gains on the market today.

10. The defense attorney requested permission to walk up to the judge to speak with him.

11. Both the United States Senate and House of Representatives announced their plans to take an unprecedented three-year vacation.
Device #28 **Hyperbaton** – *arranging words in your sentence in an unexpected order*

Exercise 1

Write 10 original statements that are served well by using hyperbaton. Do not just reverse the order of words to complete the exercise.

Example:

The baseball game, long and boring, soon put me to sleep.

1.

2.

3.

4.

5.
Device #29  Aporia – *Expressing doubt about an idea before you present it.*

Exercise 1

Over the next week or so, pay attention to the newspapers, magazines, or blogs that you read. Listen closely to people you hear speaking, whether on television, radio, online, or in person. Note any uses of aporia you read or hear and list them. Also decide the person’s intent in using this device and evaluate the intellectual, psychological, or emotional impact the device had on you. The first one has been done for you as an example.

1. Aporia: “I’m not really certain where to begin…”
   Impact: Narrator is potentially unreliable. What follows might include unclear or ambiguous details.

2. Aporia:

   Impact:

3. Aporia:

   Impact:

4. Aporia:

   Impact:

5. Aporia:

   Impact:
Device #29  Aporia

Exercise 2

Use aporia correctly in 2 sentences about mandatory school uniforms, and be prepared to share and discuss your response with classmates.

Exercise 3

Write a paragraph explaining how aporia can be both a powerful and a weak strategy in a persuasive essay, depending on how it is used.
Device #30  Anaphora/Epistrophe/Symphloce
Anaphora – Repeating word or phrase at the beginning of multiple clauses
Epistrophe – Repeating word or phrase at the end of multiple clauses
Symphloce – combining the two for the sake of parallel structure

Exercise 1

Reword the epistrophe from First Corinthians and explain why the original quotation from the Bible is more effective.
Exercise 2

Below is a passage from a very famous speech by former British Prime Minister Winston Churchill, who was a master rhetorician. Reword the passage and then explain why Churchill’s original is more effective:

…we shall not flag or fail. We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender….

Winston Churchill before the House of Commons June 4, 1940
Device #30 Anaphora/Epistrophe/Symploce

Exercise 3

Take the following famous quotation and paraphrase it, without using epistrophe, while maintaining the same essential meaning. Then explain which version is better and why:

“What lies behind us and what lies before us are tiny compared to what lies within us.” ---Ralph Waldo Emerson
Device #30  Anaphora/Epistrophe/Symploce

Exercise 4

Write 10 original statements that use anaphora, epistrophe, or symploce. The first one has been done for you as an example.

1. We played the game, we played hard, we played as if our lives depended on it, we played as if our entire family’s lives hung in the balance, but we lost.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.
Device #30  Anaphora/Epistrophe/Symphloce

Exercise 5

Underline the examples of anaphora in Lincoln’s Gettysburg Address.

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us – that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.
Device #31 Amplification – pausing to elaborate/describe a topic

Exercise 1

Analyze a chapter from your history, science, or any other textbook. Identify 3 helpful uses of amplification, and 3 uses that appear to have minimal effect for the reader. Explain each instance's usefulness, or lack thereof. The first one has been done for you as an example.

HELPFUL

1. Amplification: “The Earth's climate has indeed changed over time – time that is measured in eons rather than years.”

   Explanation: The amplification here is helpful because it emphasizes the vastness of geologic time compared to human time.

2. Amplification:

   Explanation:

3. Amplification:

   Explanation:

4. Amplification:

   Explanation:
1. Amplification: The United States is a nation of laws, laws that protect the rights of the individual.

Explanation: This repetition of “law” is less effective because it adds no real emphasis to the explanation that follows.

2. Amplification:

Explanation:

3. Amplification:

Explanation:

4. Amplification:

Explanation:
Device #31 Amplification

Exercise 2

“Some people seem to succeed in life without goals or plans. However, without goals or plans, success is very hard to achieve because it depends on chance, on what other people do, and on having excellent judgment as to what decisions to make at any given time.”

Explain why this use of amplification is effective or ineffective. Be specific and logical in your reasoning and be prepared to discuss your opinion with the rest of the class.
Device #31 Amplification

Exercise 3

Provide Amplification for the following statements by American psychologist William James.

1. “In the practical use of our intellect, forgetting is as important as remembering.”

2. “The greatest discovery of any generation is that a human being can alter his life by altering his attitude.”

3. “A great many people think they are thinking when they are rearranging their prejudices.”

4. “My first act of free will shall be to believe in free will.”
Device #32  Personification – giving an inanimate object life-like qualities

Exercise 1

Read the following poem and underline each instance of personification. Then, briefly describe the effect of personification on the poem’s meaning.

Two Sunflowers Move in the Yellow Room
(William Blake)

“Ah, William, we’re weary of weather,”
said the sunflowers, shining with dew.
“Our traveling habits have tired us.
Can you give us a room with a view?”

They arranged themselves at the window
And counted the steps of the sun,
And they both took root in the carpet
where the topaz tortoises run.
What a horrible morning it was! Mondays were usually difficult, but this particular morning was the worst. I could barely struggle out of the covers. My muscles felt weak, and my lower back hurt. Sunday, I had worked in the garden pulling weeds all afternoon under the blazing sun. Somehow, crabgrass had covered most of the soil where my vegetables were to be. The weeds were tough to pull out, and it took a three-pronged rake to get them loose. Next year – no garden!
Device #33  Parataxis

Exercise 1

Over the next week or so, pay attention to the newspapers, magazines, or blogs that you read. Listen closely to people you hear speaking, whether on television, radio, online, or in person. Note any uses of parataxis you encounter and list them. Also, decide the person’s intent in using this device and evaluate the intellectual, psychological, or emotional impact they had on you. The first one has been done for you as an example.

1. Paralaxis: Attorneys for both sides cited the facts that neither of the defendants was seen dancing with the girl, that both passed polygraph exams, that no forensic evidence has been discovered to link the defendants to the crime.

   Source: Crime Beat

   Intent: Emphasize the number of facts both agree on.

   Impact: Casts doubt on the strength of the Prosecution’s case.

2. Parataxis:

   Source:

   Intent:

   Impact:

3. Parataxis:

   Source:

   Intent:

   Impact:
4. Parataxis:
   Source:
   Intent:
   Impact:

5. Parataxis:
   Source:
   Intent:
   Impact:

6. Parataxis:
   Source:
   Intent:
   Impact:

7. Parataxis:
   Source:
   Intent:
   Impact:
8. Parataxis:
   Source:
   Intent:
   Impact:

9. Parataxis:
   Source:
   Intent:
   Impact:

10. Parataxis:
    Source:
    Intent:
    Impact:
Cumulative Exercises I:

Passages #1, #2, and #3 make use of many of the rhetorical devices that you have studied. Passage #1 includes Climax, Anadiplosis, Parenthesis, Apostrophe, Analogy, and Enumeratio. There are other devices in the passage, but concentrate on identifying these. Underline and try to identify each device used; then explain why the excerpt you chose illustrates it. Some sentences may have more than one device, so read the entire passage carefully. List your choices in the places supplied after each passage.

Passage #1:

The Colorado River begins as a relatively unremarkable river, flowing southwest through Colorado and Utah. It grows slowly but steadily throughout its journey, and by the time it hits Marble Canyon in Arizona it is up to 2000 feet wide and 130 feet deep. At the end of Marble Canyon, it is joined by the Little Colorado River, turning the original placidly moving water into a raging beast of a river. It is then that it begins to wind its way through its greatest achievement: the Grand Canyon.

“The Grand Canyon,” is a name that, were it given to any other geologic formation, would seem overblown. When compared with the actual physical presence, however, the name seems scarcely to describe it. There are no words to describe the wonder (and wonder does not do it justice) of the Grand Canyon. Bear with me then, gentle reader, as I try to put words to the ineffable, to describe this wound of the divine, this chasm that cannot be, this Grand Canyon. The Grand Canyon is immense—fifteen miles wide at points, over a mile deep, spanning two-hundred-seventy-seven miles, exposing over two billion years of history to our eager eyes.

Since it was first viewed by a European in the mid-1500’s, the Grand Canyon has captivated the hearts and imaginations of people across the globe. It attracts more than five million visitors each year and is often said to be one of the few things in life that does not disappoint when you finally experience it. Upon first viewing the canyon, many people find it difficult to take it in. It simply seems too large to be possible—like trying to understand the scope of the universe, or to contemplate eternity. It is only after a few days of hiking its myriad trails, of sleeping beneath its stars, and of having one’s soul smoothed by the ceaseless Colorado River that one begins to understand. Like eternity, like the universe itself, the Grand Canyon lets us touch the greater mystery of life, and come away fundamentally changed.
1. Device:
   Excerpt:
   Explanation:

2. Device:
   Excerpt:
   Explanation:

3. Device:
   Excerpt:
   Explanation:

4. Device:
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   Explanation:
Passage #2 includes *Chiasmus, Conduplicatio, Antanagoge, Parenthesis,* and *Asyndeton.* There are other devices in the passage, but concentrate on identifying these. Underline and try to identify each device used; then explain why the excerpt you chose illustrates it. Some sentences may have more than one device, so read the entire passage carefully. List your choices in the places supplied after each passage.

**Passage #2**

Since the advent of the personal computer and the Internet in the latter part of the 20th century, the face of the world has been drastically changed. Banking, shopping, research, communication—all are now handled online by many people.

Let us look not on the darker side of this technology—truly all creations have the potential for ill as well as good. Let us instead see in it the limitless possibility it offers. Greater than the printing press, greater than the telegraph or the telephone, the Internet is one of humankind’s crowning achievements. The Internet offers all people the opportunity to learn about events throughout the world, to research upcoming elections and candidates—and in ways beyond counting—to expand their own horizons.

In practice, however, the innumerable benefits offered by the Internet are available only to those who can afford a computer and an Internet connection. It is an unjust situation, and one that should not be allowed to exist in our modern world. Access to the tools of liberty—like liberty itself—must be a basic human right. We must endeavor to provide free access terminals anywhere and everywhere, to ensure that liberty remains the province of the many, and not the few.

The cost of such an undertaking will no doubt be great. While libraries have assumed some of this burden, a truly equitable solution must involve far greater resources being committed. It will tax us both literally and figuratively. But the benefits far outweigh these petty costs: the ability for all to function fully in a global community; the possibility for more advanced, more truly democratic political procedures, made possible only through the use of the Internet; the establishment once more of America as a place where no one is cast out into the cold. Against such benefits, what cost could be too great?
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Passage #3 includes Sententia, Exemplum, Analogy/Simile, Personification, Anaphora/Epistrophe, Amplification, Aporia and Metaphor. There are other devices in the passage, but concentrate on identifying these. Underline and try to identify each device used; then explain why the excerpt you chose illustrates it. Some sentences may have more than one device, so read the entire passage carefully. List your choices in the places supplied after each passage.

Passage #3

A wise man once said, “War is hell.” And perhaps no war exemplifies this sentiment as well as the conflict that took place in Southeast Asia between 1959 and 1975. In those 16 years, more than 58,000 Americans were killed, and as many as five million Vietnamese died. We lived, we breathed, we died in the shadow of this conflict. What is not as often spoken of in regards to Vietnam is the horror visited upon the other inhabitants of Indochina. For example, during this same time frame more than 700,000 Cambodians were killed, and the groundwork was set for the mass genocide that was to come.

Cambodia was like the woman wandering obliviously across a field while a crazed bull charged at a distant target. Caught in the middle of a conflict in which she had no part, her people nonetheless paid an incredible price. The innocence of this gentle nation was ravished during the War in Indochina, and it is a testament to the resiliency of her people that they, for the most part, do not hold Americans responsible for their fate.

Traveling today in Cambodia, one is constantly faced with reminders of the War in Indochina and the subsequent horrors of the Khmer Rouge. Signs warning of land mine danger dot the countryside, and the victims of these long-slumbering mines are everywhere – missing eyes, arms, and legs, rolling on improvised skateboards, or playing in makeshift bands to earn enough money to survive for another day.

I do not know if we Americans deserve the kindness the Cambodian people show us. I do not know if we will ever wash clean the blood from our hands, or live down the shame of what we have done. I only know that I look to the Cambodian people for inspiration. They are beacons of light, shining with grace, forgiveness, and a strength unshakable. When I stumble at the cruelty of this sometimes harsh world, I turn my mind to thoughts of these people, and their example helps me to my feet once more.
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Explanation:
Passages #4, #5, and #6 make additional use of some of the rhetorical devices that you have studied. Passage #4 includes Anaphora, Allusion, Simile, and Metaphor. There are other devices in the passage, but concentrate on identifying these. Underline and try to identify each device used; then explain why the excerpt you chose illustrates it, why each device is used, and what each contributes to the overall purpose, meaning, and effect of the passage. Some sentences may have more than one device, so read the entire passage carefully. List your choices in the places supplied after each passage.

**Passage #4**

Art is what truly separates us from the animals. Art is our highest calling, and greatest achievement. Art is that which allows us to transcend earthly life and commune with the divine. And art is being stripped on a daily basis from our schools in favor of more and more mathematics and hard sciences.

There are those who argue that art is a decadent luxury in this modern age. They would argue that in an increasingly competitive world, our students must spend as much time and energy as is possible on math and science if they are to survive; but do we not also need beauty to survive? Does not the ability to translate our world creatively help us to survive? And what life is it we have saved for ourselves when we rob it of art?

It is no doubt true that math and science play a greater and greater role in the workplace, and it is reasonable to devote no small amount of attention to their instruction. But, it seems equally apparent that the arts should not suffer as collateral damage. Those who fail to see their importance have likely never felt their grace. Like some sort of anti-Prometheus, they would steal the fire that has made us great.

Math and the sciences may be the brain of our collective self, but art is the heart. Art is like beauty—it may appear to have no purpose, but ultimately, it drives us to greater heights and greater achievements. We will have failed a significant test when we allow art to be stripped from our curriculum. We may yet swallow that bitter pill for the illusory competitive edge, but future generations will look back on that decision, shake their heads, and wonder how we could have let such things be.
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Passage #5

In 1896, the first modern Olympic games were held, with 200 athletes competing in nine different sports: track and field, cycling, swimming, equestrian, shooting, weightlifting, wrestling, gymnastics, fencing. Fencing, the art of the blade, the sport of war, physical chess, had a long and noble tradition before its inclusion in the Olympic games, but the new athletic focus and international recognition helped transform it from the purview of duels and soldiers into a modern sport.

Fencing dates back thousands of years, with carvings in Egypt dating from 1200 B.C., showing a bout being fought with masks and protective gear. The Greeks and Romans both had their own brand of fencing as well, though it can seem barbaric and heavy-handed in comparison to modern forms. It wasn’t until the 15th century that what we think of as fencing began to truly take form, with silvery blades and catlike grace taking precedence over brute strength. The great fencing masters of the day, from Agrippa to Vigiani to St. Didier, laid out principles of form and footwork still used to this day.

It is often said that fencing is like chess at one hundred miles an hour, a reference to the combination of athleticism and sophisticated strategy used. Fencing requires profound fitness of body, keenness of intellect and strength of heart. Modern fencers practice for hours each day, conditioning their bodies to the highest level and studying strategy and theory endlessly. They must be as Sisyphus, plodding endlessly against seemingly impossible odds to achieve greatness.

All Olympians are gods among men. Fencers, it seems however, wear this godhead with a particular grace and poise. Perhaps it is the romanticism of the blade, perhaps the particular blend of form and lightning-fast reflexes they cultivate, perhaps a simple fascination with refined violence. It is difficult to dispute, however, that there is a special sort of thrill to be had from watching the blade streak through the air, and hearing that first report of steel on steel.

For more than 110 years, fencing has been an integral part of the Olympic games, and although the sport has faced its share of hardships—evolving technologies, difficulties in accurate judging and a sometimes fickle public—it
seems likely that fencing will remain at the heart of the Olympics for years to come.

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Passage #6 includes Conduplicatio, Hyperbaton, Plysyndeton, and Metonymy. There are other devices in the passage, but concentrate on identifying these. Underline and try to identify each device used; then explain why the excerpt you chose illustrates it, why each device is used, and what each contributes to the overall purpose, meaning, and effect of the passage. Some sentences may have more than one device, so read the entire passage carefully. List your choices in the places supplied after each passage.

Passage #6

In the 20th century, there are countless examples of greed and power run amok, ruining the lives of innocents throughout the world. Some of the most poignant come from the so-called “banana republics,” and, in particular, the nation of Honduras. The story of the United Fruit Company and its dealings in Honduras is one of intrigue and double-dealing and vicious murders and theft on a grand scale.

Throughout the 1800’s, the United States and American businessmen held considerable control in Honduras. By owning railroads, large amounts of land, and mining operations throughout the country, they were able to wield more power than many government officials. At the turn of the 20th century, these companies—and the United Fruit Company in particular—began expanding and centralizing their power. By 1929, the United Fruit Company controlled more than 650,000 acres of the best land in Honduras.

Throughout the 1930’s banana-producing regions in Honduras were run like small Dukedoms, with corporate-dukes ruling over them with an iron fist, exercising complete control. Bananas would eventually come to represent nearly 90% of Honduras’ exports, making the nation entirely dependent on the beneficence of the American corporate-dukes and their commercial interests. These Rockefellers were able to influence government policy so absolutely that they became the de facto rulers of the nation. The United States government trained the Honduran army and air force, and then placed these forces under the command of US officers. The resulting army existed almost exclusively for the interests of the banana companies to protect.

Throughout the 1960’s, in spite of returning small bits of land to the government as an overture of reconciliation, the fruit companies continued to dominate the nation. In the aftermath of hurricanes in the 1970’s, their production went down drastically, and their stranglehold on the nation was lessened, further decreasing through the 1980’s. As the fruit companies pulled out, however, the US military began to fill the power vacuum, transforming huge parts of the nation into US military bases.
Honduras today remains shaped drastically by its long history of subjugation to US business interests. So it is that the term “banana republic”—used to perfectly describe this poor nation’s fate—has become the phrase of choice in describing a complete loss of power combined with a dependence on US support.

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