

Mr. Francis
American Studies

Rhetorical Devices (Part II)

Each member of the class is responsible for teaching us about a second rhetorical term. Your lesson for the class should be brief (2 minutes), but must include the following:

1. A clear definition or description of the term, with source, written on the board.
2. Two or more examples.
3. A brief discussion of significance, possible uses, and effect in a piece of writing.

This information should also be incorporated into a handout with a works cited list (one page maximum), which you will print out to contribute to the class style manual. You should keep a special section of your notebook for recording, defining, and wherever possible, illustrating these terms.

- | | |
|-----------------------|-------------------------|
| 1. loose sentence | 18. rhetorical question |
| 2. meiosis | 19. scesis onomaton |
| 3. metabasis | 20. sententia |
| 4. metanoia | 21. synecdoche |
| 5. metastasis | 22. understatement |
| 6. metonymy | 23. verbal irony |
| 7. oxymoron | 24. zeugma |
| 8. paradox | 25. aphorism |
| 9. paraleipsis | 26. burlesque |
| 10. parenthesis | 27. circumlocution |
| 11. parody | 28. demotic style |
| 12. periodic sentence | 29. eye dialect |
| 13. peroration | 30. regionalism |
| 14. polysyndeton | 31. reification |
| 15. preterition | 32. semantics |
| 16. procatalepsis | 33. unity |
| 17. prosopopoeia | |