* Diction is effective it is specific, appropriate, and leads to imagery ( don’t use popularly used phrases, use own words to describe ex testing the water)
* Formal to informal: learned, popular, colloquial, slang
* Don’t have jargon ( wordy and abstract- high diction, passive voice)
* paragraphs (unity- one idea, complete-just right amount of info, order, coherence)
* TS last or first
* Order in paragraphs: specific to general, general to specific, whole to part, ? to answer, effect to cause
* Coherence through repetition, contrast, transitions ( for, in addition, etc), connect between paragraphs
* Intro - statement, info/stats, quotes, dramatic, story
* Ending- restate/emphasize, predict, resolve, quote
* Sentence combination
  + Sentence modification- context/purpose, important details,
  + Sentence coordination- use same idea
  + Subordination - combine sentences as a phrase/clause

| Terms | Definitions | Examples | Typical rhetorical effect |
| --- | --- | --- | --- |
| High/formal Diction | * Use of big words and complicated sentences ( no slang or colloquialism) | Academic speeches | Can make the author seem educated and professional → more reliable for the audience |
| Middle/moderate Diction | * Neutral | Newspapers and essays | Can reach a bigger audience as it is not necessarily formal or informal |
| Low/informal DictionColloquial Diction | * Everyday words, inclusive to all people not just to the educated | * won’t , I’m (contractions) * Awfully vs very * Kind of vs a bit   Magazine,texts, social media | Makes the audience feel included ( more inclusive) and is more direct→ helps the audience relate and is more persuasive in terms of arguments |
| Abstract Diction | * Things that many people/ objects share * Basically intangible ideas * Are inferred vs seen ( concrete) | * Beauty, awful, truth | Can help describe intangible ideas and help elevate a text beyond just what you experience |
| Concrete Diction | Things that you can sense ( sight, touch, taste, smell, sounds) | * Cold, pink, smooth, greasy, crackled | Invokes an image in the audience’s mind ( imagery) and helps them get more immersed in the scene |
| Monosyllabic Diction | * Having one syllable ( short words) | A, it, I, as,cow, bird | Especially in poems, it can lead to adding a stressed and unstressed sentences  It can also add emphasis |
| Polysyllabic Diction | * Having more than one syllable ( typically even more than three syllables) | Throughout, internationalism, academic | It can lead to the author looking more professional and educated → reliable to audience |
| Connotation | Denotation: actual meaning of words  Connotation: the feeling that these words evoke ( implicit meaning) | Slashing vs pruning  Cabin in the woods vs cottage in the forest | choosing words that have the connotation you want can add to the tone of the piece and show the attitude of the author |
| Simple Syntax | Most bare bones sentence, subject and predicate (subject and verb and then object that the verb does→ then add adjectives) | Students who are highly intelligent feel that this course is extremely easy  Kids, unaware of the dangers, may decide to do reckless stunts  I am a doctor | Simple sentences can be used to add variety and can be used to give emphasis without adding too much info |
| Compound Syntax | Independent clause, conjunction, independent clause | I want to play, so I did my homework first  I am very smart, but not very good at finishing tasks on time | Can be used to add complexity in a paragraph |
| Complex Syntax | Independent claud, conjunction, dependent clause, conjunction, dependent clause | I was late again, so I lost my scholarship  Whenever I trip, my legs get all torn up | Can be used to add complexity in a paragraph |
| Compound-complex | Two independent clauses together with one ( or two, three..) dependent clause | When I was young, I played basketball, and my dad was extremely proud  I want to go to sleep, but first, I need to do homework | Can be used to add complexity in a paragraph |
| Declarative Syntax | A sentence that is a statement | I am a doctor  I play basketball | Can be used to add emphasis in a paragraph |
| Parallel construction | When there is a repetition of phrases with them having the same grammar function and form | He was without a family, without friends, and without hope   * Withough…. (form) * Finish the answer for was ( grammar)   Form → laugh, smile, jump  Vs different forms: laughing, smile, jump | It gives emphasis and leads to more coherence in the thought process as it makes the ideas fell all together |
| What kind of adjectives describe tone?What creates tone? | Tone- the author’s attitude shown through the way they write ( word choice, figurative language,etc) | Cold,dreary, wet, musky, moldy→ depressing tone | It can help show the author’s purpose and sway the audience |
| Rhetorical Situation: Exigence, Audience,Speaker, Occasion, Purpose and Message | Exigence- inspiration towards the piece  Audience- who the piece is for  Speaker- Who is the author  Occasion- where is this set  Purpose- the point of piece  Message- what does the piece want to show | N/A | N/A |
| Claim | Typically in the topic sentence or near the end | N/A | N/A |
| Evidence:   * what is the purpose of evidence? * What can serve as evidence? | Evidence helps convince the reader of your point and things like statistics and anecdotes can count | N/A | N/A |
| Allusion (Rhetorical and literary strategies) | To make a reference to popular fiction | Achilles’ heel | Helps the audience understand the idea better through connections |
| Rhetorical questions (Rhetorical and literary strategies) | Questions that are asked that already have an answer to them | Why is this? | Help make the audience an active participant |
| Pronoun usage (Rhetorical and literary strategies) | Using of pronouns in order to emphasize a point in your writing | Us, we, our - inclusive  Repetition of they→ show that they are all similar | It can be used to reinforce connections the author wants to make (ex can be used to make the audience feel more together) |
| Selection of detail (Rhetorical and literary strategies) | Choose detail that aids a paragraph to be more precise but not too much to be clunky | N/A | N/A |
| Juxtaposition (Rhetorical and literary strategies) | Contradictory ideas in the same paragraph | Tom was big in ideas but small in stature | This increases the coherency of the paragraph |
| Use of absolutes (all, none, etc) (Rhetorical and literary strategies) | Using absolute language | All, none | Adds emphasis to the idea of the piece |
| Point of view (Rhetorical and literary strategies) | The perspective of the piece | First, second, third person | It can add |
| Logos | Use of facts that appeal to logic | 22% of dogs die of \_\_ | Hard to argue against facts |
| Ethos | Use of things that appeal to credibility | Being a doctor in a medical speech shows ethos | Shows that the author is reliable |
| Pathos | Use of things that appeal to emotion | Ex Anecdotes | Makes the audience feel for the author and sways to their side |
| What creates these appeals? ( logos, ethos, pathos) | Facts, statistics, pictures,anecdotes | N/A | N/A |