

Part 1: Create a Rhetorical Devices Dictionary:

Consult a rhetorical devices dictionary (they are available online) and define the terms found below. In addition to defining the term, you must also provide an example for each device (you may also use online resources).

Use a composition notebook to create this dictionary. You may be creative with how you order and design the dictionary. You will be using the terms throughout the semester to organize your work. **Put these terms in the front or the back of a composition notebook that you will use for this class.** You are not limited to the standard black and white composition notebook; you may want to buy one that is larger (size 10.5x8" College Ruled).

1. Ethos
2. Pathos
3. Logos
4. Juxtaposition
5. Anaphora
6. Antithesis
7. Colloquial language
8. Euphemism
9. Analogy
10. Understatement
11. Parallelism
12. Epistrophe
13. Cumulative sentence (loose sentence)
14. Periodic Sentences
15. Asyndeton
16. Polysyndeton
17. Chiasmus
18. Metonymy
19. Synecdoche
20. Rhetorical question
21. Denotation
22. Connotation
23. Diction
24. Oxymoron
25. Paradox
26. Syntax
27. Hyperbole
28. Motif
29. Rhetoric
30. Theme

Part 2: Read, annotate and create a reading log (directions are attached) for the essay "Shooting an Elephant" by George Orwell. Print the essay from the following pdf:

http://lhsela.weebly.com/uploads/7/9/0/8/7908073/_orwell_shooting.pdf

OR simply type into Google: "Shooting an Elephant pdf" and print a copy from any available site.

Reading Log- On a separate sheet of notebook paper complete the following:

1. Orwell is known for his masterful use of language; choose a section of the essay that you found especially engaging and analyze how Orwell used stylish or figurative language. How does his choice of words affect your reaction to the essay?
2. A summary of the text highlighting the major points the author makes.
3. Who is the primary audience? What clues lead you to that conclusion?
4. Three discussion questions (refer to the list below)

Developing Discussion Questions

If you maintain an adequate reader-response log and meticulously annotate your text, you should have little trouble developing discussion questions.

- •Raise questions that are ripe for discussion, questions that you believe will spark a lively discussion.
- •Ask questions that may generate multiple interpretations of the text or that are debatable.
- •Ask questions for which you really want an answer. If there is something you are confused about, allow the class to offer their insights as a bridge to understanding.
- •Ask questions that lead to an understanding of the text – questions designed to help us all better understand the text and its meanings. Help us all comprehend how the text works.
- •Ask questions that focus on the author's word choices and use of language, questions that consider the connotations of words.
- •Ask questions that require more than a simple "yes or no" answer.

Remember: In rhetorical analysis, your job is to evaluate how authors use language to create arguments and accomplish a purpose, not necessarily to evaluate the merits of their arguments. We do not focus on whether or not we agree with the stands authors take, but how effectively they make them. You will have writing opportunities to utilize rhetorical strategies in creating your own arguments responding to the points the authors make in their essays.

Due Date: The first day of school