Rhetorical Devices

Analogies, Repetition, Rhetorical Questions, & Parallelism
What is a Rhetorical Device?

**Definition:** A technique used when an author or a speaker chooses language with the intention of persuading the reader towards a specific belief.

They are used to...
- Enhance arguments
- Communicate more effectively
Types of Rhetorical Devices

1. Analogy
2. Repetition
3. Rhetorical question
4. Parallelism

And there are many, many more...
Rhetorical Device #1

Analogy
**What is an Analogy?**

**Definition:** A comparison in which an idea or a thing is compared to another thing that is quite different from it.

**EXAMPLES**

→ GREEN : COLOR :: ORCHID : FLOWER
→ SCIENTIST : EINSTEIN :: MUSICIAN : MOZART
→ HUMAN : FINGERNAIL :: TIGER : CLAW
How to Create an Analogy

1. Analyze two words and identify the relationship between them.
2. Use a colon to stand for the phrase “is related to” or “is to.”
3. Find another pair of words that has the same relationship.
4. Use a double colon (::) to stand for “in the same way that” or “as.”
Analogy Practice

1. FILAMENT: LIGHTBULB::
   _________ : _________
   - A \textbf{filament} is part of a \textbf{lightbulb}.
   - A _________ is part of a _________.

2. CARNIVAL: ENTERTAINMENT::
   _________ : _________
   - A \textbf{carnival} provides \textbf{entertainment}.
   - A _________ provides people with _________.
3. **INCONCEIVABLE:** DOUBTFUL::

_________ : __________

- Something that is **inconceivable** is very **doubtful**.
- Something that is __________ is very __________.

4. **EXHAUSTING:** REJUVENATING::

_________ : __________

- **Exhausting** is the opposite of **rejuvenating**.
- __________ is the opposite of __________.
Rhetorical Device #2

Repetition
What is Repetition?

**Definition**: When a writer intentionally repeats the same words or phrases a few times (*at least three*) to emphasize an idea and make it clearer.

**EXAMPLES**

➔ I want **security** for this country, okay? I want **security**. **Security** for our homes, **security** for our children.

➔ That’s **wrong**. They were **wrong**. It’s *The New York Times*, they’re always **wrong**. They were **wrong**.
Repetition Practice

Create an advertisement to sell a type of candy using at least one word or phrase more than three times.

**EXAMPLE:**
Hungry people get angry. Do you want to be angry? Then, don’t be hungry. If you are hungry, grab a Snickers! No one likes angry people, so don’t get hungry and don’t get angry! Hungry people eat Snickers!
Rhetorical Device #3

Rhetorical Question
What is a Rhetorical Question?

**Definition:** When a writer asks a question for effect or to emphasize a point when no real answer is expected.

**Examples**
- How many people have to die before we take action?
- What has an innocent animal ever done to harm you?
- Is it important to vote in all elections?
Rhetorical Question Practice

Read each question and decide if it is a good rhetorical question, based on the topic. Explain why or why not.

1. (Topic: Abortion) When does human life begin?
2. (Topic: Cell Phones) What is a cell phone?
3. (Topic: Wealth Distribution) Should some people live in luxury while others are starving to death?
4. (Topic: Immigration) Is immigration legal?
5. (Topic: Overpopulation) Are humans destroying the natural world?
Rhetorical Device #4

Parallelism
What is Parallelism?

**Definition:** The use of similar grammatical constructions to express ideas that are related or of similar importance.

**EXAMPLES**

➔ Monica **brewed espresso**, **steamed milk**, and **told jokes** as she prepared Rachel’s latte.

➔ Mike likes **to hike**, **to swim**, and **to ride a bicycle**.

➔ The production manager was asked to write his report **quickly**, **accurately**, and **thoroughly**.
What is Parallelism?

When combining ideas, look for ways to create parallel words and phrases when using **conjunctions** (for, and, nor, but, or, yet, so).

- The industrial base was old, gross, and stinky.
- The guy went before school, during lunch, and after school to bring her gifts.
Why use Parallelism?

Using parallel structures creates rhythm and balance and enables the writer to present ideas clearly, concisely, and smoothly.

Choose the better sentence:

- The president tries to make clear laws that have precision and are equitable.
- The president tries to make laws that are clear, precise, and equitable.
Nonparallel Sentences

Problems with parallel structure happen when the elements are not similar.

**EXAMPLES**

- Their parents suspect that Caitlin, **her twin Kaitlyn**, and **the third sister Kate Lynn** are just exploring their career options.
- To protect his delicate hands, Mark will not **rake the yard**, **do the dishes**, or **refuses to scrub the bathtub**.
Parallelism Practice

1. Each student will receive a sentence.
2. Read your sentence and determine if it is PARALLEL or NONPARALLEL. Write it in the appropriate column.
3. Move around the room and trade your sentence with a classmate, looking for 9 more sentences to write on your chart.
4. In total, you should have 5 parallel sentences and 5 nonparallel sentences. Each sentence cannot be used more than once.
Parallelism Practice ANSWERS

- When I pack my own lunch I like to pack apples, oranges, and to eat pears. NP
- Fast dancing is more fun than dancing slowly. P
- Never ask a woman to reveal her age, her weight, or her insecurities. P
- Would you rather run in a marathon, participate in an eating contest, or judge in a beauty pageant? P
- After the prom, Jesse and Jamie went to the studio for pictures, McDonald's for burgers, and the Wal-Mart for kicks. NP
- My friend Jack, who works at the circus, taught me to eat fire and juggling. NP
- The students studied, reviewed, and have passed the test. NP
- The corporation will sponsor only those projects that are worthy and it thinks have a chance at winning awards. NP
- When we go camping, we hike trails, roast marshmallows, and fish every day. P
- She waited for the interview with anxiety and nervously. NP
- Getting grounded caused him to have a bad day and to be angry. P
- The teachers agreed on implementing and sticking to a new extra credit policy. P
- This class includes lessons on how to write, read, and speech. NP
- Brutus was honorable, honesty, and nobility. NP
- The report showed an increase in attendance but that grades had decreased. NP
- The essay will focus on who disrupted the chain, what the disruptions demonstrated, and how the characters changed. P
- The main problems were Danforth’s ambition, his pride, his arrogance, and his stubbornness. P
Parallelism Practice ANSWERS

- Never underestimate the power of dressing professionally, speaking eloquently, and present yourself confidently. NP
- Although I have never played a sport or sing songs, I must have some talent I have yet to discover. NP
- Glancing over her test after she got it back from the teacher and wondering why she did so poorly, Anna fought back tears. P
- Startled by the noise, Jim froze and looking into the darkness sees a panther. NP
- If you sign up to receive the bulletin, you have two options: You can receive it once a week or monthly. NP
- Since Sylvia was absent the entire week during which we studied Shakespeare and having taken four quizzes in class, she was overwhelmed upon her return to school. NP
- My parents always welcome my friends and try to make them feel at home. P
- The crocodile spends most of its time sunbathing, hunting, or in the water. NP
- Being interested in astronomy, I have ordered a swinging telescope and start making an astrological chart. NP
- My dog plants his hindquarters firmly on the ground, sits extremely rigid, and refuses to cooperate. P
- Yvonne should work at a carnival; she is good at guessing people's weights, dressing up like a freak, and grows her own beard. NP
- Kabuki plays feature colorful costumes and spectacular scenery. P
- The computer will not let me access the document I need, upload a program I want, or locate the files I store. P
- Kristi's family has two collies and a Shetland sheepdog to take care of and cuddles. NP
- We piled into the car, stopped for gas, and then head to the lake. NP
“I Have a Dream” Activity
Rhetorical Devices in “I Have a Dream”

As you listen to Dr. King’s speech, listen for the following rhetorical devices:

- **Analogy** - A point-by-point comparison of two subjects.
- **Rhetorical question** - A question asked for effect or to emphasize a point that does not require a reply.
- **Repetition** - Repeated use of the same word or phrase.
- **Parallelism** - The repetition of similar grammatical structures, words, phrases, or sentences.

Write down five examples of these devices on your chart and describe their effects.

https://www.youtube.com/watch?v=H0yP4aLyq1g
<table>
<thead>
<tr>
<th>PHRASE OR SENTENCE:</th>
<th>RHETORICAL DEVICE:</th>
<th>EFFECT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“One hundred years later”</td>
<td>Repetition</td>
<td>Emphasizes that 100 years after slaves were freed, they are still struggling.</td>
</tr>
<tr>
<td>“We’ve come to our nation’s capital to cash a check”</td>
<td>Analogy</td>
<td>Shows that he feels they are owed something by the government.</td>
</tr>
<tr>
<td>“When will you be satisfied?” (605).</td>
<td>Rhetorical Question</td>
<td>Makes you consider the many things that are worth fighting against.</td>
</tr>
<tr>
<td>“I have a dream” (606)</td>
<td>Repetition</td>
<td>Emphasizes his vision for the future.</td>
</tr>
<tr>
<td>“We will be able to work together, to pray together, to struggle together…” (607)</td>
<td>Parallelism</td>
<td>Shows the many and varied things that he hopes will be accomplished as one people.</td>
</tr>
</tbody>
</table>
Rhetorical Devices in “I Have a Dream”

In your group, rank the effectiveness of each of the rhetorical devices and provide reasons. (1 = MOST effective, 4 = LEAST effective).

<table>
<thead>
<tr>
<th>RHETORICAL DEVICE</th>
<th>Group 1 RANKING</th>
<th>Group 2 RANKING</th>
<th>Group 3 RANKING</th>
<th>Group 4 RANKING</th>
<th>Group 5 RANKING</th>
<th>Group 6 RANKING</th>
<th>Group 7 RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>analogy</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>repetition</td>
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<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>rhetorical question</td>
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<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
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<tr>
<td>parallelism</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Rhetorical Devices in “I Have a Dream”

Answer the last two questions independently, explaining which rhetorical device we have studied is the **BEST** and which is the **WORST**. Explain your answers!