

WORDS

To be successful in this course you need to pay very close attention to your language, your WORDS. This document will remain in Google Classroom all year, and I will provide you with ONE hard copy. I will not provide you with another hard copy if you lose this copy. You NEED this document when you write. So, be sure you have easy access to either the digital or hard copy. I will likely update the digital copy throughout the year.

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Pap's Rules of Expository Writing

(Please note these are not the only rules of expository writing, but these are the rules that I have found to be the most neglected!)

1. Organize. Plan it out first – really.
2. In your introduction, acknowledge, as your thesis, the question you are being asked to answer and then ANSWER the question! Don't save the answer for your body paragraphs.
3. Where appropriate, include the title(s) and authors(s) of the work(s). Generally, this goes in your intro.
4. When referring to an author, refer to him/her using his/her **full name** the first time, and using his/her **last name** subsequently.
5. Punctuate titles correctly! (Remember: Long=*Italics*; short= "quotes")
6. Avoid 1st person: I believe that there are too many dogs in grocery stores lately.
Present your ideas as fact – take a stand! There should be no "I," "me," or "my" in your essay, unless you are using a first-person anecdote.
There are too many dogs in the grocery stores lately. That sentence is STRONGER.
7. Avoid the generic second person, "you." Figure out who you really mean ("The writer?" "Today's student?" WHO???) Unless you are speaking directly at me or at your audience (and you may well be - just make sure that's your intent), avoid "you" or "your."
8. Avoid awkward phrases like, "The three reasons why this is true are..." because generally they are hard to complete correctly, and they tend to present an entire paragraph-worth of information in one flimsy sentence.
9. When analyzing a text, use specific, quoted, cited details from the work to support your ideas.
Parenthetical, in-text citations are the best option (Walgate 20). All quoted material must be thoroughly analyzed and connected to your own ideas, in your own words.
10. Avoid using quotations as isolated sentences; incorporate all quotes into the body of your sentences. Use brackets and ellipses appropriately.
11. Generally speaking, avoid starting or ending a paragraph with a quotation.
12. Limit the lines that you quote to those specific phrases that best prove your point.
13. Use the language of the prompt when writing and proving your answer. If the question asks about "suffering" make sure you discuss "suffering." At the same time, don't be redundant; find appropriate synonyms that allow you to vary your language.
14. Use transitions. (Initially, Additionally, Specifically, However, Clearly, Primarily, Ultimately, etc.) to make the logic of your writing clear.

15. Avoid the word “thing” or “things.” Figure out what you really mean – **BE PRECISE!**
16. **PROOFREAD!** And don’t rely on the spell-checker.
17. The punctuation goes **inside** the quotation marks when there is not a citation.
Ex: she said, “I was walking home when the big dog bit me.”
18. Avoid abbreviations and symbols, including “&” and “+” and “5th.”
19. For the most part, avoid contractions, unless you seek to achieve a casual voice in your writing.
20. Avoid the phrase, “This means that...” or “This shows that...” or other such obvious phrases.
21. Avoid conclusions that re-state your paper’s ideas. This year you will learn to write meaningful closings.
22. Be consistent with your verb tenses – pick a tense and stay in it. Analyze literature and language in present tense.
23. Don’t slip an important piece of information into your essay by lazily sticking it in parentheses.
24. Avoid absolutes. (Ex: all, always, none, never, every, etc.)
25. Semicolons separate two complete sentences (that means subject + verb + rest of sentence). Semi-colons are NOT uber-commas. Additionally, commas cannot separate two complete thoughts.
CORRECT: “Do not send me any more “Best of the 80’s” CDs; they all stink.”
INCORRECT: “My principal rejected my proposal; not enough specific budget information.”
INCORRECT: “Do not send me a puppy, I hate puppies.”
26. Also, mid-sentence “however” phrases usually take a semicolon:
CORRECT: “I don’t have any extra copies; however, you can borrow mine.”
INCORRECT: “I don’t have anywhere to go after school, however, I don’t feel like going home.”
27. Forbidden Words: Things, Stuff, Shows, Unclear This

THE WORD GRAVEYARD: This is where words go to die. RIP.

This year, we are going to refine our writing. And in order to do that, there are some words we just won't use. In fact, use is one of them (but only when referring to rhetorical and literary terms). In some contexts these words are permissible, but we are going to bury them for now; perhaps somewhere down the line you can resurrect them, but not yet!

So here they are: FORBIDDEN WORDS THAT WE HAVE TO BURY!

1. THINGS (too vague)
2. STUFF (again, too vague)
3. SHOWS (weak verb)
4. MENTIONS (weak verb)
5. SAYS (weak verb)
6. I (except if you are writing an intentional anecdote - more on that later)
7. YOU (except if you are addressing the audience - more on that later. Lots going on later!)
8. UNCLARIFIED THIS
9. This quote shows that...

We will add more as the year progresses.



COMMA SPLICES ARE A COMMON GRAMMATICAL MISTAKE

1. What is a **comma splice**? A comma splice is a comma that joins (splices) two independent clauses (which essentially means two complete sentences). So it's when you use a comma to separate two complete sentences **WITHOUT A COORDINATING CONJUNCTION**.

Example: Malcolm was so tired after going to school and working all day, all he wanted to do was go to sleep but he still had homework to finish.

2. Before we discuss the fixes, we have to understand what a coordinating conjunction is. A **coordinating conjunction** is a word that connects clauses or sentences. We will remember them with an acronym: **FANBOYS! For, And, Nor, But, Or, Yet, So.**

3. OK, so how do we fix a comma splice? Lots of ways! But you need to choose the way that will make the sentence sound best.

- Use a period.
 - Malcolm was so tired after going to school and working all day. All he wanted to do was go to school, but he still had homework to finish.
- Use a comma plus a coordinating conjunction!
 - Malcolm was so tired after going to school and working, so all he wanted to do was go to sleep; unfortunately, he still had homework to finish.
- Use a SEMICOLON! Consider the semicolon to be the yellow light of punctuation marks. It's a pause, but a coordinating conjunction is not necessary; however, there is often a transitional word after the semicolon. Do you see what I just did there?
 - Malcolm was so tired after going to school and working all day; all he wanted to do was go to sleep, but he still had homework to finish.

Importante note: A very common sentence structure that will help you when writing analysis is: complete sentence, semi-colon, TRANSITION, complete sentence.

- Malcolm was so tired after going to school and working all day; therefore, all he wanted to do was go to sleep, but he still had homework to finish.
- Use a subordinating conjunction (because, when, since, although). This conjunction is almost like a two part sentence. Note that there is a phrase followed by a comma and another phrase.
 - Because Malcolm was so tired after going to school and working, all he wanted to do was go to sleep. Unfortunately, he still had homework to do.

Quote Integration

How to Integrate Quoted Material: YOU CANNOT HAVE ISOLATED QUOTES, meaning quotes that are their own sentences. You also should not have very long quotes in essays. When you get to the point where you are writing 20 page papers, that is a different story. But for now, we should be quoting pieces of quotes - up to approximately 12 words.

OK, Ms. Pap. So how should I incorporate quotes into my essay? Well, you follow the CIA model.

1. Provide **CONTEXT** (background) before you write the quote. Your OWN words go before the quote.
2. Now, **INTEGRATE PIECES** of the quote into the sentence, so that if you took the quotation marks away, the sentence would still make sense. Do not over-quote!
3. **ANALYZE:** Now it's time for you to analyze the relevance of the quote as it relates to your thesis. The analysis can go in another sentence.

*The author's last name and/or page number go in parentheses. If you are only writing about ONE story/book/poem, then you just have to cite the page or line number.

Literature Example (*The Great Gatsby*): While at Tom's city apartment, Myrtle "changes her costume in[to] an elaborate afternoon dress of cream-colored chiffon" to impress the elite guests (30).

Non-Fiction Example (Abraham Lincoln's "The Gettysburg Address"): Because the country was founded on the principle "that all men are created equal," Lincoln contends that they have a moral obligation to uphold the American promise of liberty their "fathers brought forth" (1-2).
Analysis to follow here.

"But it doesn't fit"--how to modify quoted material to go with the flow of your sentence

I need to	<i>How to</i>	<i>Example</i>
Add or altering some of the quote	Put information in brackets that was added or altered. This is very helpful for changing pronouns.	Though the narrator faces many struggles, she still insists that, "like dust, [she] will rise" (Angelou 4).

Delete material from the middle of a quote	Use an ellipses to acknowledge material was removed. Note: Be careful. Omitting material can dramatically change the meaning the author intended. Have fidelity to the spirit of the text.	The constitution warns that council members will forfeit their seats if they miss “three or more consecutive meetings . . . without a reasonable excuse” (County Constitution 78). (omitted words “of the council”)
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Tips:

- Choose the quote which offers the strongest evidence for your claim or where the author says it better than you could
- Short quotes are best. **1-12 words is a general guideline.** This is especially true for the mostly short essays you will be composing. Be like a surgeon: only take what you need.
- **CIA: Context, Integrate, Analyze:** Introduce the quote, integrate, and analyze.
- Quotes should never appear in the first or last sentence of a paragraph.

Vary your evidence

Alternate between quote, paraphrase (the author’s ideas in your own words) and summary (same as paraphrase but condensed), based on what works best for you. When you want to collapse a chunk of information to defend a claim, then you should summarize. When you want to borrow the voice of the writer, then quote. When you want to control the angle/tone of the evidence you are using, then paraphrase.

What Not To Do

- Plopping ...UGH!!!! For example: Many people believe the American Dream was never for them. “America never was America to me.”
- Avoid “says” if you can and try to use a more active and accurate verb. See verb lists.

Crediting Sources: It is important to acknowledge correctly the source of your material.

Citing the Text		
Text type	Method	Example
Book length texts	Put in italics, or, if handwriting, underline	<i>Jane Eyre</i> , <i>Macbeth</i> , <i>Romeo and Juliet</i> , <u>Freakonomics</u>
Shorter texts-articles, poems, short stories, songs, speeches, etc.	Put in quotation marks	“Why kids should choose their own books to read in school,” “A Talk to Teachers,”

		"Consider the Lobster"
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Citing the Author

Acknowledge the author of your quoted material either in the sentence as in the first example or parenthetically as in the second.

The first time you identify an author use his/her full name; from then on, acknowledge the author by last name only. Put the page number or line number in parentheses.

Sometimes, if you are only writing on one work, you can just put the page or line number (depending on the genre) without the author's last name.

1. Whitman's devastated tone is clear as his narrator laments all the "oppression and shame" in the world (1).
2. From parental and labor abuse to racism to "a famine at sea," the narrator is in complete despair as he witnesses endless "meanness and agony" (Whitman 7,9).

Transitional Words allow writers to connect their ideas so that the writing is fluid and logical. Please refer to this sheet for TRANSITIONS.

For continuing a line of reasoning (adding information):

Also
Furthermore
Additionally
In addition
Moreover
In the same way
Similarly

To change the line of reasoning/create contrast:

However
On the other hand
But
Yet
Nevertheless
On the contrary
By contrast
Despite
While
Though/Although

For stressing a point/emphasizing, beginning quote analysis:

Clearly	Unfortunately/Fortunately
Assuredly	Here
Certainly	Indeed
Undoubtedly	Of course
Unquestionably	At this point
Generally speaking	
In general	
Specifically	

For heading into a concession

Admittedly
Recognizably
Understandably
Indeed
Notably/It is worth noting that
Granted

For drawing conclusions:

Consequently	Because
Clearly	Overall
Hence	Ultimately
Indeed	Therefore
Thus	As a result

SEGUES for RHETORICAL ANALYSIS

WHAT ARE THE DIFFERENCES BETWEEN SEGUES AND TRANSITIONS?

Segues are entire transitional phrases/sentences that help you move fluidly from one point to the next. Segues are SOPHISTICATED. Remember that each sentence should lead into the next; each paragraph should lead into the next. To achieve fluidity, it helps to take the last idea you wrote about and incorporate it into your new idea.

Here are some phrases that will help you to SEGUE in a Rhetorical Analysis Essay. Remember to read the pieces in three chunks: Beginning, Middle, End.

Beginning Segues/Transitions

- Initially
- Right from the onset...
- Speakers opens by/with
- Speaker begins by/with
- To begin,

Middle Segues/Transitions

- Subsequently
- After **suggesting** (this verb depends on what came before) that...he **shifts** to...
- He then **segues** into...
- Not only does he **argue**...but also...
- He continues **to challenge**...
- He then **shifts** to a _____ tone...
- She then **transitions** to...
- He **follows** this _____ by/with...
- Following this _____, she (action verb)...

End Segues/Transitions

- By or near the end
- Speaker concludes with
- Finally

Strong RHETORICAL Verbs: Strong verbs are a MUST when you write for my class!

Why can't I just use the word "use" Ms. Pap. You just used it! And you just did again. OK, folks. Here's the deal. You need to analyze what the author is DOING and uses isn't analyzing what the language is doing. Let's look at the difference:

1. Atticus uses an allusion when he references God. (This sentence just confirms that he alludes to God).
2. Atticus alludes to God to appeal to the morals of the jury. (This sentence explains WHY he alludes to God).
3. Atticus repeats the word "God" in order to appeal to the morals of the jury. (Including "repeats" here is just as good as including "alludes").

YOU NEED STRONG VERBS OUT WHEN YOU WRITE FOR THIS COURSE!

There are MANY lists of Strong Verbs online. I provide TWO on the following two pages. Here's another one if you need three! [RHETORICALLY ACCURATE/ACTIVE VERBS](#)

Rhetorically Accurate Verbs - Master List with Categories

Rhetorically accurate verbs (RAVs) are **verbs that describe** *moves* made by a writer/speaker. They allow you to write about what a writer/speaker is “doing” in the most precise way possible.

Category	Verb	Meaning
RAVS to use to discuss a speaker bringing something up	pose	to set forth or offer for attention or consideration
	introduce	To make (something) known to the reader
RAVs to use when a speaker is saying something indirectly	suggest	To convey an idea indirectly
	imply	To express an idea indirectly
	indicate	To point toward something without saying it directly
	insinuate	To express an idea indirectly
Commentary RAVs to use when you want to discuss a speaker’s choice to emphasize or call attention to something These are COMMENTARY VERBS	emphasize	to give special importance or attention to something in speaking or writing
	highlight	to center attention on something
	feature	to give special prominence to something
	focus on	to pay particular attention to something
	point out	to direct attention toward something (in order to create awareness of a fact or circumstance)
	call attention to	to direct attention toward something
	spotlight	To direct attention toward something
	stress	To emphasize something
	underscore	To emphasize something
RAVs to use when the	contextualize	To consider something together with the situation, events, or information related to it, rather than alone

speaker is providing context for their claim		
		To give background information on a topic
RAVs to use when you want to discuss the speaker making a claim or assertion	claim	To state that something is true
	assert	To say that something is certainly true
	contend	To state that something is true or a fact
RAVs to use when the speaker is supporting or proving the validity of a claim	support	to defend the truth or validity of something
	demonstrate	to clearly show the existence or truth of something by providing evidence
	substantiate	To provide evidence to support the truth of something
	corroborate	To support a claim with evidence
	reinforce	To make something stronger
	confirm	To prove that an opinion is true
RAVs to use when you want to discuss a speaker giving an example or examples* of something	provide	to supply or make (an example, anecdote, etc) available to the reader
	list	to make a list of a series of things
	enumerate	to specify things one after another; to list things
	illustrate	to make something clear by providing examples
	present	To show something to the reader
	offer	To present something to the reader
RAVs to use to discuss a speaker's choice to (further) explain or clarify something	explain	to make something clear or easy to understand by describing or giving information about it
	convey	make something known or understandable to someone; to communicate an idea
	elucidate	To make something more clear
	demonstrate	To show or make something clear

	elaborate	to add more information, detail, or explanation about something
	develop	To elaborate and advance your explanation about something
	expand upon	To give more details about something
RAVs to use when you want to discuss a speaker conceding a point (you can also use these to discuss a speaker bringing something up in general) RAVs to use when you want to discuss a speaker refuting or responding to a point:	raise	To bring [an opposing point] to the reader's attention
	acknowledge	accept or admit the existence or truth of something
	address	to give attention to or deal with something
	admit	to reluctantly confess that something is true
	concede	to acknowledge grudgingly or hesitantly
	entertain	to give attention or consideration to something
	respond	to say something in reply to something else (an opposing argument)
	refute	To respond to and overcome an opposing point
RAVs to use to discuss when a speaker is saying something more than once OR telling the audience something they already know	reiterate	To say something again
	repeat	To say something again
	remind	To make someone think of something they (might) have forgotten
RAVs to use when you want to discuss a speaker's choice to include something	add	to put something in
	include	to contain something as a part

RAVs to use when you want to discuss the speaker telling a story	narrate	To tell a story
	recount	To describe how something happened or tell a story
	give an account of	To tell a narrative about someone or something to someone

RAVs to use to when you want to discuss a speaker considering an idea (but not necessarily making definitive claims about that idea)	examine	to consider a person or thing carefully and in detail in order to discover something about them
	explore	to think or talk about something in order to find out more about it
	consider	to spend time thinking [talking] about a possibility or making a decision
	analyze	to study or examine something in detail, in order to discover more about it
RAVs to use when you want to discuss a speaker's choice to deemphasize or exclude something	minimize	to treat or describe something as less important than it is
	tone down	to reduce the importance or impact of something; to make something less severe, offensive, or shocking
	discount	to leave something out or disregard something
	ignore	to fail to consider or notice something; to disregard something intentionally
	disregard	To ignore something
RAVs to use when you want to discuss a speaker's choice to say something positive about something	celebrate	to express admiration and approval for something or someone
	compliment	to expresses approval, admiration, or respect for something or someone
	praise	to express admiration or approval of the achievements or characteristics of a person or thing
RAVs to use when you want to discuss a speaker's	critique	to give an opinion or judgment about something (especially a negative opinion)
	disparage	to criticize someone or something in a way that shows you do not respect or value it

choice to say something negative about something	criticize	to express disapproval of someone or something
RAVs to use when a speaker is comparing or contrasting two or more things	equate	to consider one thing to be the same as or equal to another thing
	compare	to judge, suggest, or consider that something is similar or of equal quality to something else / to examine or look at the differences between two things
	contrasts	to compare two people or things in order to show the differences between them

RAVs to use when you want to discuss the speaker characterizing or describing something/some one in a certain way	characterize	to describe something by stating its main qualities
	describe	to say or write what someone or something is like
	depict	to represent or show something in a picture or story
	portray	to represent or describe someone or something in a painting, film, book, or other artistic work

Active Verbs: By: Mary Beth Foster, SALT Center

Note of Caution: Only use the verbs you're familiar with unless you take the time to examine the definition in the dictionary. **This is NOT a list of synonyms.**

Rhetorical Analysis Essay	Argument Essay that refers to an expert's opinion or research studies	Argument Paper that describes beginnings, causes, effects, etc.	Argument Essay that refers to the possibilities of what ideas can do or create	Argument that involves laws/leg al proposals
Acknowledges Alludes to Amplifies Appeals to Attests Celebrates Challenges Characterizes Clarifies Comforts Compare Confirms Consoles Contrasts Criticizes Conveys Depicts Demonstrates Determines Displays Elicits Emphasizes Establishes Exemplifies Explains Exposes Expounds Highlights Honors Illustrates Implies Juxtaposes Portrays Praises Recognizes Represents Reveals Satirizes Signifies Spotlights Substantiates	Analyzes Assumes Concludes Confirms Considers Construes Deduces Deliberates Demonstrates Examines Explores Identifies Imparts Indicates Maintains Manifests Misconstrues Observes Perceives Pinpoints Presumes Questions Reasons Refers Remarks Scrutinizes Speculates Substantiates Supports Supposes Theorizes Upholds Validates Verifies	Advances Affects Compels Discovers Empowers Forces Generates Ignites Impacts Imposes Incites Includes Influences Initiates Initiates Commences Instigates Introduces Involves Kindles Launches Leads to Presents Pressures Promotes Prompts Provokes Results in Sparks Stimulates Triggers Yields	Accomplishes Achieves Aids Alleviates Ameliorates Assembles Assists Attains Attempts Augments Builds Constructs Delivers Develops Discourages Emits Encourages Engenders Enhances Enriches Establishes Expands Facilitates Grants Improves Increases Manufactures Offers Produces Progresses Provides Reaches Supplies Transforms	Authorizes Allows Permits Sanctions Licenses Documents Consents Forbids Prohibits Disallows Endorses Bans Secures Guarantees Bars Outlaws Inhibits Hinders Prevents Precludes Thwarts Averts Defends Protects Safeguards Guards Neglects

Suggests Underscores Validates				
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ADD MORE VERBS HERE!

AP Lang: PURPOSE/CHOICE VERBS (Rhetorical Analysis)

We are going to be reading all sorts of pieces this year, so it's hard to categorize the many different types of writing we will read this year. However, this is a shorter list of strong purpose verbs for different types of writing that can also be used for choices.

Remember that you need to finish the sentence after the verb!

Example: Dr. Martin Luther King inspires all Americans to support Civil Rights.

Verbs for PROTEST pieces:

- Assures
- Cautions
- Challenges
- Condemns
- Contests
- Convinces
- Criticizes
- Defends
- Encourages
- Exposes
- Incites
- Inspires
- Insists
- Motivates
- Reprimands
- Warns
- Unites
- Urges

Verbs for PRAISE pieces:

- | | |
|-----------------|--------------|
| • Celebrates | Shares |
| • Honors | Thanks |
| • Praises | Recalls |
| • Lauds | Remembers |
| • Characterizes | Reminds |
| • Describes | Acknowledges |
| • Comforts | Commends |
| • Consoles | Champions |
| • Empathizes | Encourages |
| • Inspires | |

How to Write About Ethos, Pathos & Logos

Directions: Read through the phrases associated with the Ethos and Pathos appeals and highlight THREE that you think you can easily incorporate into your writing.

Ethos = Speaker's Credibility - Appeal to Shared Values/Beliefs

I really want to say “establishes ethos,” but then I realize this doesn't make sense because they are APPEALS not CHOICES, so I write...

- ☐ [Speaker's last name] notes his or her experience in this area by...
- ☐ [Speaker's last name] demonstrates that he or she is a model of morality by...
- ☐ [Speaker's last name] establishes his expertise by...
- ☐ [Speaker's last name] establishes her credibility by...
- ☐ [Speaker's last name] offers a number of concessions, including _____, suggesting to readers she has thoroughly considered the matter.
- ☐ [Speaker's last name]'s [formal/informal] style, as exemplified by _____, helps to establish her credibility with an audience who...
- ☐ [Speaker's last name]'s (device) contributes to his/her credibility by _____.
- ☐ [Speaker's last name] inspires trust by...
- ☐ [Speaker's last name] reinforces his/her authority when she...
- ☐ [Speaker's last name] expertise is illuminated when she...
- ☐ [Speaker's last name] alludes to his/her experience as a...and...
- ☐ [Speaker's last name] creates a bond with the audience by...

Pathos=Emotion

I really want to say “appeals to pathos,” but instead I can be more clear by writing...

- ☐ [Speaker's last name] elicits (identify specific emotion here, like empathy) when she...
- ☐ [Speaker's last name] evokes (guilt/emotion/empathy/fear/unity/patriotism/hope) etc by...
- ☐ [Speaker's last name] appeals to the audience's...when she/by...

- ☐ [Speaker's last name] causes the audience to feel _____ by...
- ☐ [Speaker's last name] appeals to the audience's (identify specific emotion here) when she...
- ☐ [Speaker's last name] reminds the audience of _____ experiences by...
- ☐ [Speaker's last name] inspires a sense of _____ by...
- ☐ [Speaker's last name] manipulates the audience into feeling _____ when she _____
- ☐ [Speaker's last name] knows stoking the readers' anger will push them into action, and does so by ...
- ☐ The speaker's repetition of _____ builds a feeling of _____ within her listeners.
- ☐ [Speaker's last name]'s emotional diction, such as _____ and _____, are designed to give readers a feeling of ...
- ☐ [Speaker's last name] alludes to _____ which creates a feeling of _____, as///
- ☐ [Speaker's last name]'s (device) contributes to the emotional weight of the piece by _____.
- ☐ [Speaker's last name] inspires...
- ☐ [Speaker's last name] employs an _____ (humorous, cautionary, vivid, etc.) anecdote to
- ☐ [Speaker's last name]'s devastating anecdote develops her pathos appeal as the audience empathizes with her struggle.

Logos = Logic

I really want to say “uses logos,” but instead I can be more specific by writing...

- ☐ [Speaker's last name] demonstrates the sensical nature of _____ by offering data which serves to...
- ☐ **[Speaker's last name]'s logic rationalizes...**
- ☐ [Speaker's last name] notes the various benefits/advantages of _____ by ...
- ☐ [Speaker's last name] notes the various disadvantages of _____ by ...
- ☐ [Speaker's last name] provides various examples which serve to...
- ☐ [Speaker's last name] clever analogy compares ...
- ☐ [Speaker's last name] evidence appeals to her audience, citing _____ as a way to acknowledge what the audience already knows about _____.
- ☐ [Speaker's last name] incorporates statistics...
- ☐ [Speaker's last name] manipulates data...
- ☐ [Speaker's last name] argues from precedent...
- ☐ [Speaker's last name] cites _____ authority...
- ☐ [Speaker's last name] connects... and builds...
- ☐ **[Speaker's last name] reasons...**
- ☐ [Speaker's last name] classifies...

- ❑ [Speaker's last name] strategically arranges examples/presents data/moves from ... to ...

Characterization Word List: When characterizing someone, you MUST identify a specific adjective and then explain why/how the character exemplifies this trait.

Literature Example: Romeo is **characterized** as fickle, particularly when he quickly shifts his love from Rosaline to Juliet.

Nonfiction Example: Obama **characterizes** Rosa Parks as a strong woman who never stopped fighting for Civil Rights.

Positive

Admirable	Sympathetic
Altruistic	Tolerant
Ambitious	Valorous
Assiduous	Wise
Audacious	Strong
Benevolent	Devoted
Brave	Determined
Charitable	Reliable
Compassionate	Forthright
Confident	Resilient
Conscientious	
Considerate	
Courageous	
Cultured	
Diligent	
Distinguished	
Earnest	
Efficient	
Eloquent	
Empathetic	
Enthusiastic	
Generous	
Gentle	
Humane	
Humble	
Illustrious	
Kind	
Magnanimous	
Merciful	
Optimistic	
Patient	
Pensive	
Persevering	
Persistent	
Persuasive	
Philanthropic	
Philosophical	
Refined	

Negative

Apathetic	Melancholic
Arrogant	Sorrowful
Avaricious	Crestfallen
Belligerent	Anxious
Boastful	Wistful
Vindictive	Fearful
Brutish	Nostalgic
Contemptible	Realistic
Cruel	Dejected
Egotistical	
Envious	
Gluttonous	
Haughty	
Headstrong	
Hypocritical	
Imperious	
Impetuous	
Imprudent	
Sensitive	
Incompetent	
Indiscreet	
Inefficient	
Insensitive	
Lazy	
Malicious	
Naive	
Obnoxious	
Oppressive	
Pessimistic	
Pompous	
Prejudice	
Prideful	
Rash	
Recalcitrant	
Reckless	
Reprehensible	
Ruthless	
Selfish	

Reserved
Resourceful
Responsive

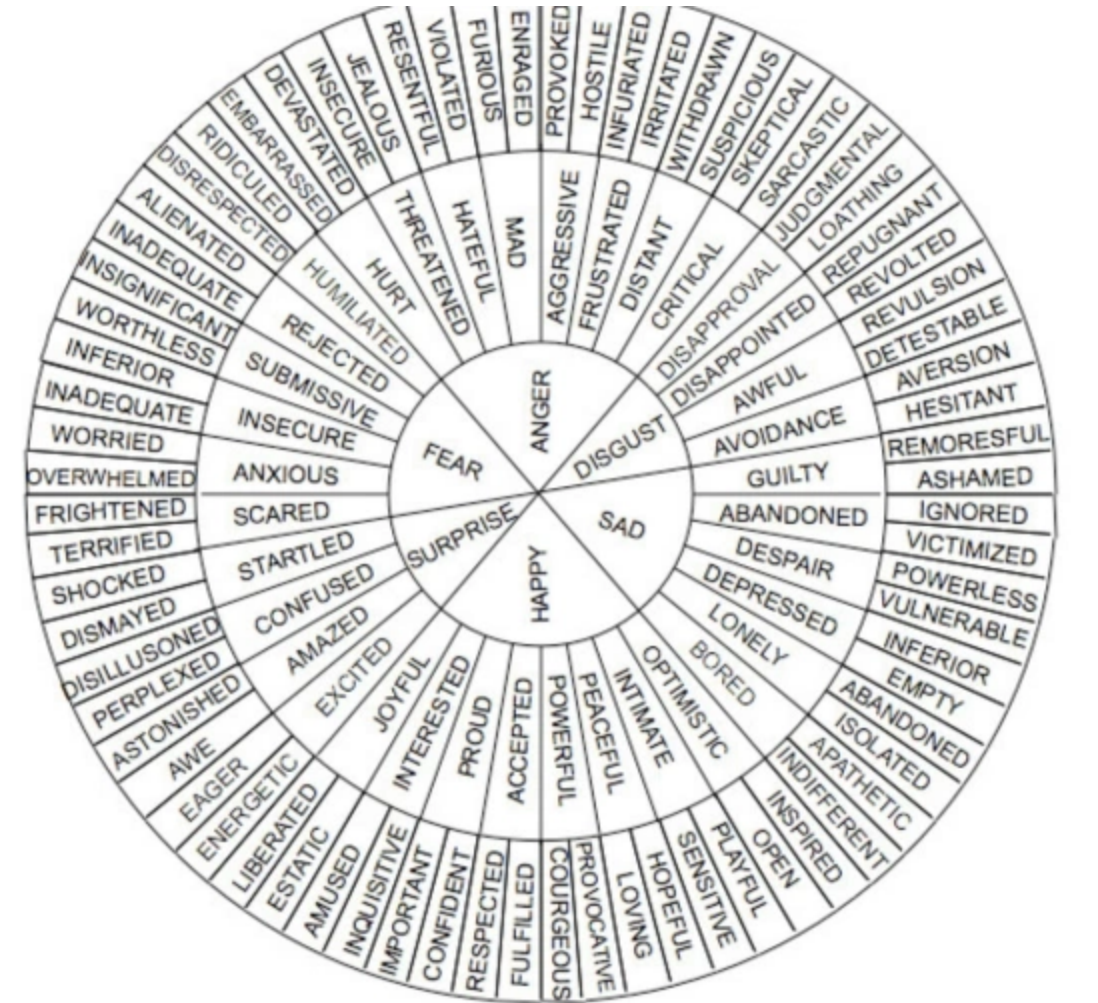
Stubborn
Traitorous
Unstable

175 Positive Character Traits				
accessible	dependable	honest	passionate	sensible
adaptable	determined	humble	patient	sensitive
adventurous	dignified	humorous	peaceful	shy
affable	diligent	idealistic	perceptive	sincere
affectionate	diplomatic	imaginative	persistent	skilful
agreeable	disciplined	impartial	personable	sociable
ambitious	discreet	incisive	persuasive	solid
amicable	dynamic	independent	pioneering	spontaneous
amusing	easy-going	innovative	placid	sporting
articulate	educated	insightful	plucky	stable
balanced	efficient	intelligent	polished	steadfast
benevolent	eloquent	intuitive	polite	stoic
brave	empathetic	inventive	powerful	straightforward
bright	encouraging	invulnerable	practical	strong
brilliant	energetic	keen	precise	suave
broad-minded	enthusiastic	kind	principled	subtle
capable	exuberant	liberal	profound	sympathetic
captivating	fair	logical	protective	tasteful
careful	faithful	lovable	prudent	thorough
caring	fearless	loving	punctual	thoughtful
charming	firm	loyal	quick-witted	tidy
clear-headed	flexible	magnanimous	quiet	tolerant
clever	focused	mature	rational	tough
compassionate	forgiving	meticulous	relaxed	unassuming
confident	frank	moderate	reliable	uncomplaining
conscientious	friendly	modest	reserved	understanding
considerate	funny	neat	resourceful	upright
courageous	generous	non-authoritarian	responsible	versatile
courteous	gentle	obedient	responsive	vivacious
creative	genuine	objective	romantic	warm
curious	gracious	open	scrupulous	well-read
daring	gregarious	optimistic	secure	well-rounded
decent	hard-working	orderly	self-confident	willing
decisive	helpful	organised	self-disciplined	wise
educated	heroic	original	selfless	witty
www.writerswrite.co.za				

175 Negative Character Traits				
abrasive	destructive	inconsiderate	opinionated	shameless
aggressive	detached	indecisive	outrageous	slovenly
aimless	difficult	indiscreet	over-critical	sly
aloof	dishonest	inflexible	over-emotional	sneaky
angry	disloyal	inhibited	paranoid	sordid
anxious	disobedient	insecure	passive	stingy
arrogant	disruptive	insensitive	pathetic	stubborn
artificial	dogmatic	insulting	patronising	stupid
base	dull	intolerant	perverse	superficial
belligerent	enervated	irrational	petty	surly
bitchy	envious	irresponsible	pessimistic	tactless
blunt	erratic	jealous	petulant	tasteless
boastful	extravagant	judgemental	picky	temperamental
boorish	extreme	killjoy	plodding	tense
boring	facetious	lazy	pompous	thoughtless
callous	fanatical	malicious	predatory	touchy
calculating	finicky	materialistic	prejudiced	truculent
careless	fixed	mean	pretentious	uncaring
caustic	flippant	mechanical	prim	uncharitable
changeable	foolish	melodramatic	procrastinating	unfriendly
charmless	forgetful	miserable	puritanical	unkind
cold	fussy	moody	quick-tempered	unrealistic
coarse	gloomy	nagging	quixotic	unreliable
compulsive	greedy	narcissistic	rash	unruly
conceited	grim	narrow-minded	resentful	unstable
condemnatory	grumpy	nasty	ridiculous	untidy
cowardly	gullible	naughty	rigid	untrustworthy
crafty	harsh	neglectful	rude	vague
crazy	hateful	nervous	ruthless	vain
cruel	hesitant	neurotic	sadistic	vengeful
cunning	hostile	nosy	sanctimonious	vindictive
deceitful	ignorant	obnoxious	scornful	weak
demanding	impatient	obsessive	secretive	weak-willed
dependent	impractical	obstinate	self-indulgent	wilful
desperate	impulsive	offhand	selfish	withdrawn
www.writerswrite.co.za				

THE WHEEL OF FEELINGS

This visual can help you identify a variety of **tone and characterization** words. Use the wheel if you prefer an image over lists of words! Remember to change the word to its ADJECTIVE form to get the most precise tone and characterization words.



To analyze TONE here are some sentence stems that may help:

1. The writer's _____ tone is evidenced/established when she...
2. The _____ tone helps the writer to...

Vocabulary Words for Describing TONE (the author's overall attitude): This is a SHORT list that gives you a glimpse into tone. Please refer to the following websites for a much more extensive list of tones:

[The Ultimate List of Tone Words for AP® English Language](#)

1. Admiring- Complimentary
2. Alarmed-Shocked, Concerned
3. Allusive-Suggestive, Not straightforward
4. Aloof- Distant
5. Ambivalent-Indecisive, having mixed emotions
6. Angry-Irate
7. Anxious-Uneasy
8. Apathetic-Uncaring, Disinterested
9. Apologetic-Regretful, Sorry
10. Audacious-Bold
11. Belligerent-Contentious, Hostile
12. Bitter-Resentful
13. Candid-Frank, Honest, Truthful
14. Celebratory-Expressing happiness and/or pride, honoring
15. Critical- Judging harshly
16. Depressed- Dejected
17. Cynical-Distrustful of human nature/motives
18. Desperate-Showing a loss of hope
19. Didactic-Instructive
20. Effusive-Excessively demonstrative, Gushing
21. Elated-Joyful/happy
22. Elegiac-Expressing sorrow
23. Forgiving-Pardoning,excusing
24. Impartial-Unbiased, Objective
25. Informative-Instructive, Educational
26. Insistent-Insisting or demanding something
27. Inspirational-Motivational
28. Ironic-Expressing the opposite of literal meaning
29. Measured-Carefully considered, deliberate, and restrained
30. Objective-Matter-of-fact, concerned with fact only
31. Optimistic-Inclined to expect the best possible outcome
32. Proud-Feeling deep satisfaction as a result of achievements
33. Reflective-Relating to deep thought
34. Restrained-Reserved
35. Scholarly-Concerned with academic learning and research
36. Sentimental-Affectedly emotional
37. Somber-Serious, solemn
38. Urgent-Insistent
39. Welcoming- Inviting
39. Zealous-Eager, passionate, fervent

MORE TONE WORDS

Humorous Tone Words

- **Light-hearted:** cheerful, carefree
- **Comic:** causing laughter, funny
- **Playful:** light-hearted, likes to have fun
- **Mocking:** making fun of someone or something in a cruel way
- **Sarcastic:** using irony to mock or show contempt
- **Whimsical:** playfully quaint and amusing
- **Witty:** cleverly humorous, quick

Positive Tone Words

- **Optimistic:** Hopeful and confident about the future
- **Peaceful:** tranquil
- **Gentle:** mild, kind, tender
- **Admiring:** approving
- **Utopian:** advocating ideal social and political ideas
- **Appreciative:** showing gratitude or pleasure
- **Awestruck:** full of wonder
- **Celebratory:** rejoice, commemorate
- **Laudatory:** praising, commending
- **Nostalgic:** fondly recalling the past

Honest Tone Words

- **Candid:** truthful, straightforward
- **Earnest:** sincere
- **Sincere:** genuine, free from pretense
- **Solemn:** formal, dignified

Sympathetic Tone Words

- **Benevolent:** kind, generous
- **Compassionate:** caring
- **Empathetic:** feeling the emotions of others, caring
- **Concerned:** interested, connected

Angry Tone Words

- **Intense:** extreme, strong, ardent
- **Outraged:** fiercely angry or indignant
- **Forceful:** powerful, assertive

- **Antagonistic:** in active opposition, hostile
- **Regretful:** remorseful, sorry
- **Direct:** blunt
- **Aggressive:** attacking
- **Aggrieved:** feeling resentful for unfair treatment
- **Belligerent:** angry, ready to fight
- **Contemptuous:** scornful
- **Incensed:** angry
- **Indigent:** annoyed or angry at unfair treatment
- **Resentful:** bitter

Negative Tone Words

- **Pessimistic:** hopeless, fear for the future
- **Cynical:** distrustful of sincerity or integrity
- **Suspicious:** distrustful
- **Dystopian:** imagining a future full of suffering and injustice
- **Apprehensive:** fearful
- **Distrustful:** suspicious
- **Skeptical:** not easily convinced, having doubts

Sad Tone Words

- **Mournful:** sadness, regret, grief
- **Gloomy:** depressing, dark
- **Tragic:** extreme sorrow
- **Wretched:** very unhappy
- **Despairing:** loss of all hope
- **Miserable:** unhappy
- **Dejected:** sad
- **Crestfallen:** sad and disappointed
- **Anxious:** worried, fearful

Frustrated Tone Words

- **World-weary:** apathetic, tired of the world
- **Jaded:** lacking interest due to overindulgence, having too much of something
- **Disenchanted:** disappointed in someone or something previously admired
- **Disillusioned:** disappointed that something is not as good as you hoped or thought
- **Exhausted:** tired

Tone Words That Suggest Something Bad Will Happen

- **Ominous:** threatening
- **Foreboding:** sense that something bad is going to happen
- **Cautionary:** warning

Tense Tone Words

- **Desperate:** hopeless
- **Anxious:** fearful, worried
- **Apprehensive:** worried about what might happen
- **Worried:** anxious or troubled

Critical Tone Words

- **Accusatory:** blaming
- **Derisive:** contempt, ridicule
- **Disapproving:** have an unfavorable opinion
- **Disparaging:** expressing that something is of little worth, derogatory
- **Incredulous:** unable to believe something
- **Judgmental:** critical
- **Scathing:** scornful, severely critical

Cold Tone Words

- **Callous:** insensitive, cruel
- **Apathetic:** uncaring, no interest or enthusiasm
- **Cold:** uncaring
- **Bitter:** anger and disappointment about being treated unfairly
- **Detached:** uncaring, disconnected
- **Dispassionate:** not influenced by strong emotion, impartial
- **Objective:** not influenced by personal feelings or opinions

Dark Tone Words

- **Ghoulish:** unnatural interest in things like human suffering and death
- **Macabre:** disturbing, horrifying
- **Grim:** forbidding, uninviting
- **Murky:** dark, gloomy
- **Somber:** dark, dull, gloomy
- **Dreary:** dull, bleak, lifeless, depressing
- **Bleak:** depressing, cold

Diction is the writer's word choice. If you want to analyze diction, you need to first provide an adjective that describes the overall diction. Then, you need to quote the specific diction and analyze it.

Words to Describe Diction

Abstract	General, conceptual; opposite of concrete.
Ambiguous	Open to interpretation; lacking obvious meaning.
Colloquial	Informal language
Cacophonous	Producing a harsh, unpleasant mix of sounds.
Concrete	Specific, clearly definable; opposite of abstract.
Convolutd	Complex, difficult to follow.
Denotative	Contains an exact meaning; not open to interpretation.
Didactic	Instructional; intended to teach.
Elevated	Complex words, creates a superior tone.
Euphemistic	Polite substitute for a less polite word; sometimes insincere.
Euphonious	Pleasant sounding; opposite of cacophonous.

Emotional	Expresses emotions.
Figurative	Words illustrate an image or another idea.
Formal	Sophisticated Language
Moralistic	Righteous; aims to impose morals.
Ordinary	Common, everyday words.
Passionate	Carrying strong feelings or beliefs.
Pedantic	Scholastic, intended to lecture.
Plain	Clear, obvious.
Poetic	Melodious, imaginative, romantic.
Pretentious	Pompous, arrogant, inflated.
Scholarly	Words specific to a study or field.

Sharp	Harsh, pointed, targeted.
Simple	Clear, short, easy.
Vivid	Animated, full of life.
Vulgar	Tasteless, coarse, offensive.

ARGUMENTATIVE WRITING: TYING TOGETHER EVIDENCE AND COMMENTARY in ARGUMENT ESSAYS

You need to explain how the evidence you have presented supports your argument's point(s). Consider questions like these:

- #1 Why is this writer's point valid, insightful or clever?
Why is this writer's point invalid, flawed or misguided?
- #2 Why is this example particularly helpful (to the stakeholders/those discussed in your argument)? Why is this example particularly harmful (to the stakeholders/ those discussed in your argument)?
- #3 How does this example help or hurt society as a whole?
- #4 How does this example particularly demonstrate flaws in the system/policy against which you are arguing?
How does this example particularly demonstrate value in the system/policy for which you are advocating?
- #5 In what way(s) does this example contribute to the advancement of the belief you are supporting?
In what way(s) does this example contribute to the misunderstandings of the problematic situation you are revealing?
In what ways(s) does this example demonstrate a means of contributing to progress in the issue you are condemning or highlighting?

Think of the EVIDENCE as your example of how your position is valid, and your COMMENTARY as your explanation of how that example applies to your position. But you need to transition into your commentary. So let's look at some phrases to help you move from EVIDENCE to COMMENTARY.

Phrases to LINK the evidence to YOUR idea

- Consequently
- Therefore
- Thus
- Clearly
- In fact...
- Indeed...
- And what's more...
- As you can see...
- This situation is proof that...
- The point here is...
- It's safe to say...

- For example...
- Take this...

Phrases of acknowledgement:

- X's (author's name) point is valid, particularly when we consider that...
- As X (author's name) suggests, it is critical that...
- X (author's name) validates the reality that...
- This reality is one that cannot be ignored...
- This finding is significant because...
- Even experts in the field of...agree that....

Phrases that invite the reader to think:

- Think about it...
- Now let's consider...
- The truth is...
- This begs the question...

Phrases to concede:

- Granted or Admittedly...but/however...
- And while it's true that...
- Of course...but...
- And while...is a reasonable point, it's important to realize...
- Although unsettling, the fact is...

Phrases to refute/rebut:

- Though it may seem...
- This belief is misguided/problematic because...
- Despite the compelling evidence
- While **supporters/opponents** of... **argue**..., the reality is...
- Although **advocates/critics** of... **maintain**..., they neglect the truth that...
- **Proponents/Challengers** of... **contend**...;however...
- Despite the... a closer examination reveals...
- Despite...this debunks...

Phrases that lead into anecdotal commentary:

- I can definitely attest to this...
- I actually recall...
- As a student myself, I...
- As an athlete/musician/gamer (whatever!) who...I can empathize/understand the...

Framing Quotes for an Argument Essay

When you are using research in an argument essay, you want to give credit to the expert you are citing, which will help to develop your ethos appeal. How do you do that? Simple! Take the author's last name and his credentials.

Examples:

- The director of admissions at Cheesecake University credits student success with effective “time management and organizational skills” (Source A).
- According to AP Language teacher, Melissa Papianou, “strong verbs are key to a sophisticated rhetorical analysis essay” (Source B).

Resource frames help address the question of ETHOS. In other words, they help answer your reader's probable question: ***Why on earth should I care what Jennifer Dirmeyer thinks? Who the heck is SHE??*** The frame helps answers questions like:

Who said that?

Where and when did that information come from?

Why should I care about that person or her quoted information?

So when you frame quoted/cited information, make sure you include:

The writer's name and professional title (*researcher, scientist, botanist, journalist, op-ed writer, attorney, professor, columnist, professional educator, etc.*)

The publication genre and location (*online newsletter, Journal of American Physicians article, research study conducted at Purdue University*)

The date (*the 1998 research study, in her 2020 op-ed column*)

Here is a well-integrated quote and appropriate standardized test citation:

Experts suggest that students who experience structured recess "transition from that to schoolwork more quickly" than those who do not, suggesting that there is clear academic value in not deviating from the rule-based concept of school, even in recess (Source B).

But HERE is that same concept with a frame that provides important ethos for the integrated resource material:

Associate Director of Research at Mathematica Policy Research Susanne James cites a 1997 study that revealed students who experience structured recess "transition from that to schoolwork more quickly" than those who do not, suggesting that there is clear academic value in not deviating from the rule-based concept of school, even in recess (Source B).

Note that it is not necessary (nor efficient) to reference the document by its entire title.

Also note that you must move beyond the basic framing structures of your youth, such as:

According to Source A...

In the article "Recess is Not Just for Children" Susanne James says...

In Source A there is a quote that says...

Framing Samples:

- In a 1997 article published in Newsweek magazine, writer Kathleen Morgensen asserted that...
- Destiny Washington's 2021 online journal article posted on The Wire suggests otherwise.
- Regina Macciato's data published in a Pew Research study in 2020 depicts...
- By contrast, Beatrice Shinto argues in a 1999 NYS op-ed piece that...

Developing an Argument

Important Definitions

Assertion: *A statement of belief, typically claiming that something that is or is not true.*

Television violence causes violent behavior in children.

We need a law to prevent further groundwater contamination.

Reasoned Assertion: *Strong assertions require reasoning, which can be achieved by adding “because”-style statements. This turns them into multi-point “claims” or “thesis” statements.*

Television violence can cause violent behavior in children because it normalizes aggression and often does so in a manner that lacks grief and pain responses.

Huntington needs laws to prevent further groundwater contamination so that the fishing community, and all those it influences, are not bankrupted.

Absolute Assertion: *Assertions that take one limited perspective or position.*

Teenagers are not mature enough to drive a car until they turn 17 because their brains are underdeveloped and therefore their judgment can be flawed.

Qualified Assertion: *Assertions that establish conditions under which a perspective is valid.*

If teens need transportation to work or school, and can demonstrate appropriate focus and responsibility, licensing them at 15 may be helpful to families who do not have the luxury of having a stay-at-home parent. However, the reality is that most teens are too easily distracted and not mature enough to make wise road decisions, so a reliable testing tool would need to be in place.

Sentence Starters:

- Only if...then...
- Though some...not all...
- Most times...but...
- While...
- This is valuable but only if...
- This is true, except when...
- This might work if...
- The reason this happens is because... but the underlying issues are...

Evidence: *Detailed information from a source that strengthens your argument and does not allow it to rest on opinion.*

(anecdotal observation) I saw three car accidents on 25A last summer.

(expert testimony) Local congressman Harry Cleonick explains this as...

(records) According to the latest Air and Space Reports from NASA...

(comparison) The budget process is similar in design to a family's personal credit card debt...

(authority) *The New York Times* reported that...

(data) In a 2017 survey of American professors, the Pew Research Center found that 27% of...

Framing: *Language that indicates the ethos of the evidence you are using to support your assertion. An academic frame includes the author's name and credentials and the genre, publication and date of the information's presentation. You only need to frame the first time you introduce a source.*

Educational psychologist Michael Landow's 2022 study published in The Journal of Higher Education provides evidence that "over 45% of students in typical classrooms have been impacted by the Opioid Crisis" in some form (Source D).

Absolutes: *Language that creates a complete, total or exceptionless scenario (which can be easily refuted or disproved)*

AVOID...	Instead, try...
never	rarely, infrequently, under certain conditions, in rare cases
none	few, little, rare, hardly any
no	not entirely, often
everyone	many people, the majority, the general population, typically
nobody	few, very few, traditionally
all/always	often, usually, frequently, consistently, with few exceptions, routinely, many
impossible	unlikely, improbable, doubtful
the same	similar
pointless	flawed, problematic, misconceived

Commentary: *Language that demonstrates the connection between the evidence and your claim/assertion. Your commentary should be several sentences (2-4). It may help you to think of your evidence as an example and your commentary as the explanation of that example.*

Sentence Starters:

Consequently...For example...
 Therefore...Similarly...
 Thus...And in much the same way...
 Clearly,
 In fact...
 Indeed...
 And what's more...

Pap's point is valid, particularly when we consider that...
This begs the question...
The point here is...
Simply stated...
Another way to look at this reality is...
As [author] suggests, it is critical that...
This reality is one that cannot be ignored...
This finding is significant because...

Counterclaim/Concession *A recognition that there is a belief or opinion that exists in opposition to the position being presented.*

Admittedly, proponents of red light cameras assert that _____ because _____. (Then see "Rebuttal/Refutation" below)

Sentence Starters:

Admittedly,...	I concede/acknowledge/recognize that...
Certainly,... [but...]	Many parents assume that...
Even though...	Perhaps,... [however,...]
Granted...	While it is true that...
Of course...	

Rebuttal/Refutation *Pointing out the flaw or weakness in an objection.*

However, these supporters fail to recognize that _____.
However, this ideology is misguided because _____.
And yet, despite the fact that _____, the greater social issue at stake is _____.

Sentence Starters:

Nevertheless...	However...
But ultimately...	Despite the fact that...
Regardless of...	

Closing: *Finishing your argument with a strong comment/final urging reminding your reader why your assertion is correct. How is your position beneficial to society? What do you want your reader to do, feel or believe after having read your argument?*

Therefore, if we want our children to live more peaceful lives, we need to limit the amount of violence to which we expose them. The first step in this important direction is eliminating their access to violent television programming.

Ultimately, citizens have the right to expect more from the elected officials who control vital resources like water. Because, like many, I am unwilling to risk my family's health and safety simply because stronger water filtration policies are unpopular among corporate leaders.

