**AP Lang & Comp Frick**

**Syntax: the arrangement of words and phrases to create well-formed sentences in writing**

| Terms & Definitions | Example & Effects |
| --- | --- |
| Asyndeton: The absence of a conjunction between parts of sentences. (A = Action – speed up) | I came, I saw, I conquered. This rhetorical device works to make a speech more dramatic and effective by speeding up its rhythm and pace. |
| Polysyndeton: The use of several conjunctions in close succession, especially where some could otherwise be omitted. (P = Pause – slow down) | I came and I saw and I conquered. The rhetorical effect of polysyndeton, often shares with that of asyndeton a feeling of multiplicity, energetic enumeration, and building up. |
| Juxtaposition: Normally unassociated words or ideas placed near or next to each other | Although short in stature, Frick is an intellectual giant. Heightens difference OR calls attention to connections.  |
| Antithesis: The juxtaposition of opposing ideas, often in parallel structure. | This is one small sentence, one giant idea for you to pack into your toolbox. Attention grabber that also makes the writer appear witty. |
| Parallel Structure: Similarity of structure in a pair of series of related words, phrases, or clauses. | I love writing, I do. I love reading, I do. I love talking, do you? Same effect as Antithesis.  |
| Repetition The same word or group of words at the beginning of successive clauses/sentences or word or group of words at the end of sentences. | I have a dream…. I have a dream ….. Conveys intensity, urgency, force, emphasis, seriousness, etc. |
| Parenthesis: Insertion of some verbal unit in a position that interrupts the normal flow of a sentence. | Abruptly (briefly like a child finding a grasshopper on a walk) sends the thought off on a tangent. This allows the author to highlight an important detail of the argument. |
| Alliteration: Repetition of beginning consonant sounds of words | She sells seashells by the seashore. Provides emphasis to a part of the sentence, aids in memory because it is catchy, perhaps humorous. |
| Rhetorical Question: Asking questions, not for the answer but for the purpose of asserting or denying. | Can you believe it? Demonstrates authority and is a persuasive tool to influence a response. |

**AP Lang & Comp Frick**

**Diction: the style of writing as dependant on word choice**

| Terms & Definitions | Notes & Effects |
| --- | --- |
| Imagery: visually descriptive or figurative language | If you can see, smell, taste, hear or touch it, you can believe it. |
| Metaphor/ Simile: Direct (“is”) or implied comparison between two things of unlike nature. Simile, the same, using like or as. | Enhance, clarify, and enliven writing with vivid imagery |
| Analogy: Extended comparison | To show similarity, often point by point. |
| Hyperbole: The use of exaggerated terms | Add emphasis or heighten or bring more color than ordinary factual descriptions. |
| Allusion: A short, informal reference to a famous person or event | Evokes a particular mood or feeling by associating the current work with a previous occurrence. |
| Irony: Use of a word in such a way as to convey a meaning opposite to the literal meaning of the word | Creates a private understanding between the writer and the reader, often used for humor.  |
| Paradox Nonsensical statement on the surface that expresses underlying truth | Creates tension in the reader’s mind to uncover the truth. |
| Personification: Giving human qualities to nonhumans | Brings life to description and allows the reader to relate better.  |