

## **Literary Elements (think fiction) and Rhetorical Devices (think speeches or persuasive essays) to study**

### **anecdote**

A brief story, told to illustrate a point or serve as an example of something, often shows character of an individual

### **ethos**

In order to convince people to agree with you, you need to establish that you are worth listening to. If your audience thinks you are trustworthy, knowledgeable, likeable, and respectable, they will tend to believe what you are saying. The impression you make on the reader is just as important as the information you present.

### **pathos**

Words, phrases, and ideas that appeal to the emotions of the reader are examples of pathos. If you can inspire an emotional connection with your audience, get them to feel what you feel, such as anger or pity, or get them to feel sympathetic to your cause, they are more likely to agree with your position.

### **logos**

Logos means to persuade an audience by logic. This is where you present facts, evidence and reason to convince your audience. Citing authorities and showing that your argument is well-researched can lend your credibility to your argument.

### **rhetorical question**

A question asked for an effect, and not actually requiring an answer.

### **repetition**

The repeating of words, phrases, or ideas in order to emphasize a central idea or major point.

### **parallel structure (aka parallelism)**

The repetition of grammatical form within a sentence, adding clout, strength, and clarity to your thoughts.

Example: I came, I saw, I conquered (as opposed to I came, saw, and conquered).

### **conflict**

The struggle between opposing forces or characters in a story.

#### **• external conflict**

conflict that exists between people, or between a person and nature, a machine or society as a whole

#### **• internal conflict**

conflict that is within, involving opposing forces within a person's mind

### **theme**

The insight about human life that is revealed in a literary work.

# Sample English Regents Essays

**Elizabeth Silas, Princeton Review  
(Firm)**



## Sample English Regents Essays:

**Roadmap to the Regents** Elizabeth Silas, Princeton Review (Firm), 2003 If Students Need to Know It It's in This Book This book develops the U S history and government skills of high school students It builds skills that will help them succeed in school and on the New York Regents Exams Why The Princeton Review We have more than twenty years of experience helping students master the skills needed to excel on standardized tests Each year we help more than 2 million students score higher and earn better grades We Know the New York Regents Exams Our experts at The Princeton Review have analyzed the New York Regents Exams and this book provides the most up to date thoroughly researched practice possible We break down the test into individual skills to familiarize students with the test's structure while increasing their overall skill level We Get Results We know what it takes to succeed in the classroom and on tests This book includes strategies that are proven to improve student performance We provide content review based on New York standards and objectives detailed lessons complete with skill specific activities three complete practice New York Regents Exams in U S History and Government **CliffsTestPrep Regents English Workbook** American BookWorks Corporation, 2009-02-04 Designed with New York State high school students in mind CliffsTestPrep is the only hands on workbook that lets you study review and answer practice Regents exam questions on the topics you're learning as you go Then you can use it again as a refresher to prepare for the Regents exam by taking a full length practice test Concise answer explanations immediately follow each question so everything you need is right there at your fingertips You'll get comfortable with the structure of the actual exam while also pinpointing areas where you need further review About the contents Inside this workbook you'll get an introduction and a lesson on writing essays You'll also find sequential topic specific test questions with fully explained answers for each of the following sections Listening and writing for information and understanding Reading and writing for information and understanding Reading and writing for literary response Reading and writing for critical analysis and evaluation A full length practice test at the end of the book is made up of questions culled from multiple past Regents exams Use it to identify your weaknesses and then go back to those sections for more study It's that easy The only review as you go workbook for the New York State Regents exam Regents Exams and Answers: English Revised Edition Barron's Educational Series, Carol Chaitkin, 2021-01-05 Barron's Regents Exams and Answers English provides essential review for students taking the English Regents including actual exams administered for the course thorough answer explanations and comprehensive review of all topics This edition features Eight actual administered Regents exams so students can get familiar with the test Comprehensive review questions grouped by topic to help refresh skills learned in class Thorough explanations for all answers Score analysis charts to help identify strengths and weaknesses Study tips and test taking strategies Let's Review Regents: English Revised Edition Barron's Educational Series, Carol Chaitkin, 2021-01-05 Barron's Let's Review Regents English gives students the step by step review and practice they need to prepare for the Regents exam

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with historical perspectives that shaped the Common Core State Standards In addition this book provides a rich resource that explains the core components of the Common Core State Standards for English Language Arts for kindergarten through grade five clarifies the base of research and delivers handy resources to all such participants *Comprehensive English* Harold Levine,1990

**How Students Write: A Linguistic Analysis** Laura Louise Aull,2020-04-01 Broad generalizations about people today are a familiar feature of first year student writing How Students Write brings a fresh perspective to this perennial observation using corpus linguistics techniques This study analyzes sentence level patterns in student writing to develop an understanding of how students present evidence draw connections between ideas relate to their readers and ultimately learn to construct knowledge in their writing Drawing on both first year and upper level student writing the book examines the discourse of students at different points in their education It also distinguishes between argumentative and analytic essays to explore the way school genres and assignments shape students choices In focusing on sentence level features such as hedges perhaps and boosters definitely this study shows how such rhetorical choices work together to open or close opportunities for thoughtful exchanges of ideas Attention to these features can help instructors foster civil discourse design effective assignments and expose and question norms of higher education

**The Publishers' Trade List Annual** ,1898

**Language Policy and Planning in Universities** Anthony J. Liddicoat,2018-10-18 In a world where higher education is increasingly internationalised questions of language use and multilingualism are central to the ways in which universities function in teaching research and administration Contemporary universities find themselves in complex linguistic environments that may include national level language policies local linguistic diversity an internationalised student body increasing international collaboration in research and increased demand for the use and learning of international languages especially English The book presents a critical analysis of how universities are responding these complexities in different contexts around the world The contributions show that language issues in universities are complex and often contested as universities try to negotiate the national and the international in their work In some contexts universities language policies and the ways in which they are implemented may have a negative impact on their ways of working In other contexts however universities have embraced multilingualism in ways that have opened up new academic possibilities for staff and students Collectively the chapters show that universities language policy and planning are a work in progress and that much further work is needed for universities to achieve their language goals This book was originally published as a special issue of Current Issues in Language Planning

**Improving Testing For English Language Learners** Rebecca Kopriva,2011-02-23 More than any book to date this one provides a comprehensive approach to designing building implementing and interpreting test results that validly measure the academic achievement of English language learners It scaffolds the entire process of test development and implementation and discusses essential intervention points The book provides the type of evidence based guidance called for in federal mandates such as the NCLB legislation Key features of this

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**Catalogue of the School Bulletin [and New York State Educational Journal] Publications ,1908** *Discipline Problems* Tadashi Dozono,2024-05-07 Angel a Black tenth grader at a New York City public school self identifies as a nerd and likes to learn But she's troubled that her history classes leave out events like the genocide and dispossession of Indigenous people in the Americas presenting a sugar coated image of the United States that is at odds with her everyday experience The history I learned in school is simpler she says The world I live in is a lot more complex Angel like every student interviewed in *Discipline Problems* has been identified by teachers as a troublemaker a student whose behavior disrupts classroom norms and interferes with instruction But her critiques of the curriculum she's taught speak to her curiosity and insight crucial foundations for understanding history Like many students who have been marginalized by systemic racism in American schools she exposes the shortcomings of her classrooms academic environments by challenging both the content and the methods of her education All too often these challenges are framed as troublemaking and the students are disciplined for acting out instead of being rewarded for their intellectual engagement Tadashi Dozono a professor of education and former high school social studies teacher takes seriously the often overlooked critiques that students of color who get labeled as troublemakers direct toward their high school history curriculum He reinterprets troublemaking usually cast as a behavioral deficit as an intellectual asset and form of reasoning that challenges the disciplining reason of classrooms where whiteness is valued over the histories and knowledge of people of color Dozono shows how what are traditionally framed as discipline problems can be seen through a different lens as responses to educational practices that marginalize non white students *Discipline Problems* reveals how students of color seek out alternate avenues for understanding their world and imagines a pedagogy that champions the curiosity intellect and knowledge of marginalized learners

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