

Providence Extension Program | Core F Rhetoric II
Q3 W7 Weekly Assignment Guide (2/20, 2/22)

WOW: *Word(s) Of the Week*

No new words this week. Review the 12 words given this quarter (below) for a quiz in Q4W1.

quiescent

adjective | (kwy-EH-sunt)

quiet; still; inactive

On long summer weekends, the city loses its bustle and is strangely *quiescent*.

diffuse

adj | (dih-FEWS)

spread out, not concise; wordy

His speech was so *diffuse* the audience had difficulty following his argument.

bombastic

adjective | (bom-BAS-tic)

using language in a pompous, showy way;

speaking to impress others

Putting on airs, the *bombastic* orator used a bunch of big words that basically said nothing at all.

circumlocution

noun | (sir-kum-low-Q-shun)

speaking in circles; round-about speech

Circumlocution as an idiom is called *beating around the bush*.

insipid

adjective | (in SIH pud)

lacking flavor or taste; unexciting

Mary's *insipid* comments throughout the evening made her companions happy to bid her goodnight.

prosaic

adjective | (pro ZAY ik)

dull; commonplace

The lives of Jane Austen's characters in *Pride and Prejudice* seem positively *prosaic*.

apathetic

adjective | (a-puh-THEH-tik)

indifferent; showing no caring, interest, or concern

Her *apathetic* speech did little to inspire the audience.

soporific

adjective | (sah-pur-RI-fik)

sleep-inducing; sleepy

The flat tone of his speech had a *soporific* effect.

ameliorate

verb | (uh-MEEL-yuh-rate)

to make better; to lessen pain, difficulty, or tension

His speech served to *ameliorate* the tension surrounding his controversial topic.

conciliatory

adjective | (kuhn-SIH-lee-a-tor-ee)

intended to gain goodwill or favor or to reduce hostility

Hoping to end on a positive note, he offered a *conciliatory* handshake after the debate.

mellifluous

adj | (meh-LIH-fluh-wus)

sweet and smooth sounding

The *mellifluous* tones of her speaking voice calmed the anxious audience.

strident

adj | (STRY-dnt)

shrill; high-pitched

His *strident* tone did nothing to endear the audience to his point of view.

Due Tuesday 2/20:

- **Read and Annotate: RAST chapter 12 (p. 145 – 154). Bring book to class.**
- **Submit draft of Confimatio and Refutatio paragraphs. This is basically the body of your speech. The more work you put into it now, the more feedback I can provide as you continue drafting.**

Due Thursday 2/22:

- **Read and Annotate: RAST chapter 13 (p. 145 – 154). Bring book to class.**
- **Write 3 possible titles for your speech to submit and share.**
- **Narratio Draft**—Craft a narratio that defines the terms and sets the parameters of your argument, according to the following points:

- 1. Historical Context**
- 2. Stasis Points**
 - a. Fact**

b. Definition

c. Quality

d. Policy

In your Narratio submission, include your thesis statement at the top and a brief outline of your arguments after. This will help me read your narratio in the context of the rest of your speech.

- **REMINDER: Q3 Memory Presentation is Thursday, 2/29**
- **REMINDER: Your interview transcript is due Thursday, 2/29**
- **REMINDER: A full draft of your speech is due Thursday, 2/29**

I know that's a lot, but think of how great it will be to have a Spring Break without your speech to work on