

PROSE STUDY

See the list below which outlines all of the elements that we discussed and connected to the following prose selections:

FISH CHEEKS	LATHER AND NOTHING ELSE	RED RIDING HOOD	IPHONE LEFT IN HOT CAR	GOING HOME TO AUSCHWITZ
anecdote narrative essay lead epiphany transitions imagery	simile assonance hyperbole motif conflict suspense characterization foil title significance	logical transitions character trait alliteration mood juxtaposition archetype satire emphatic devices	demographic listing parallelism allusion parody hyperbole humour satire extended metaphor situational irony theme	point of view sentence fragment informal language oppositional transition connotation denotation purpose thesis coherence tone diction

Responding to 6-Point Questions:

After answering a question, re-read the question and make sure you have responded to ALL parts of the question and followed the proper format for responding to questions:

1. State the author & title of the selection
2. Answer the question (2 Points)
3. Provide a QUOTE (1 Point)
4. Explain how the QUOTE helps answer the question (1 Point)
5. Provide a 2nd QUOTE (1 Point)
6. Explain how the 2nd QUOTE helps answer the question (1 Point)

Study Tips

- Review literary and language terms in key terms booklets.
- Review the format for responding to **6 point questions**.
- Common elements used in 6 point questions for prose:
 - bias
 - characterization
 - coherence (4 methods)
 - conflict
 - contrast/juxtaposition
 - diction
 - emphatic devices
 - epiphany
 - extended metaphor
 - foreshadowing
 - imagery
 - irony
 - message
 - mood/atmosphere
 - motif
 - stereotype
 - suspense
 - symbolism
 - theme/message
 - title significance
 - tone
- Focus your attention on understanding how to discuss **EFFECTIVENESS** of elements such as *diction, emphatic devices, imagery, and title significance*. ALWAYS discuss how those elements help develop *character, conflict, message, mood, setting, tone*. In other words, connect them to other terms to discuss their effectiveness.

- Common terms also associated with prose (and make good distractors for multiple choice questions – hint hint, nudge nudge):
- allegory
 - alliteration
 - allusion
 - analogy
 - anecdote
 - archetype
 - assonance
 - bias
 - cacophony
 - cliché
 - connotation
 - consonance
 - demographic
 - denotation
 - euphony
 - figurative language
 - flashback
 - hyperbole
 - juxtaposition
 - language styles (7 types)
 - metaphor
 - motif
 - onomatopoeia
 - oxymoron
 - paradox
 - parallelism
 - personification
 - poetic form
 - point of view (4 types)
 - purpose
 - sarcasm
 - satire
 - setting
 - simile
 - transitions

HELPFUL TIPS

Make notes on your paper as you notice any of the following details, and consider using the suggested approaches

1. *EFFECTIVENESS OF ELEMENTS:*

→ If asked “Discuss the effective use of an element (Ex: *diction, imagery, figurative language, sound devices, emphatic devices, and title significance*)” in a text, you should discuss 1-2 of the following EFFECTS:

- establish theme
- set the tone, mood, atmosphere
- show two opposing views, contrast ideas
- emphasize a literary element
- provoke emotions in the viewer
- help to bring out a theme
- establish setting
- provide coherence or unity
- reveal irony
- reveal symbolism
- create suspense
- reveal author’s style
- describe conflict, images, setting, character
- reveal character

2. *CHARACTER DEVELOPMENT/TRANSFORMATION:*

- If asked “Discuss how a character is developed in the text”, you need to consider TWO things: 1) Did the character change? If yes, how? List a character trait from the beginning and a character trait from the end of the text 2) If they didn’t change, which traits are revealed about them?
- Compare how a character appears in the **beginning** of the text (their actions, speech, beliefs) to how they are revealed by the **end**.
- Identify and discuss what exactly **caused** these changes to occur.
- OR Identify and discuss **TRAITS** revealed about the character and what in the text has revealed these traits to the reader.

3. CONFLICT:

- If asked “Discuss the development of conflict in the text”, first identify TWO conflicts, and then determine whether the conflict is *external* or *internal*.
- ALWAYS include a discussion of ALL of the following:
 - The **cause** of the conflict
 - How the conflict **develops** over time (what it looks like, what’s happening, the impact, etc.)
 - The **resolution** of the conflict (How does it end? Well or not so well...?)

4. CONTRAST/JUXTAPOSITION:

- If asked “Discuss how contrast OR juxtaposition is effectively developed in the text”, first identify which TWO ideas/objects/people are being contrasted on the basis of their differences.
- ALWAYS connect contrast to 1-2 of the following:

<ul style="list-style-type: none"> ▪ Develops character (traits or change) ▪ Reveals conflict ▪ Develops irony 	<ul style="list-style-type: none"> ▪ Reinforces message/theme ▪ Reveals mood (change) 	<ul style="list-style-type: none"> ▪ Develops tone (change)
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5. DICTION:

- If asked “Discuss how diction is used effectively in the text”, first you’ll need to identify TWO words or a 2-3 word phrase that have an effect (carry meaning) in the text.
- Marks will be deducted for quotes containing partial/whole sentences. Use 1-3 words MAX.
- Remember that diction often contributes to the author's *mood* and *tone*.
- ALWAYS explain how diction helps to do 1-2 of the following:

<ul style="list-style-type: none"> ▪ Creates tone, mood ▪ Reveals author’s style ▪ Creates imagery ▪ Describes conflict, images, setting, character ▪ Elicits emotional response/personal connection 	<ul style="list-style-type: none"> ▪ Reveals character ▪ Contains +/- connotation ▪ Reveals social status and/or attitudes ▪ Reveals time and space ▪ Creates/enhances voice ▪ Identifies a target audience
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6. EMPHATIC DEVICES:

- If asked “Discuss the effective use of emphatic devices in the text”, first identify TWO devices that are used, and locate examples of each.

Emphatic devices include:

- **Punctuation** (brackets, question marks, hyphens, ellipsis, exclamation points)
- **Capitalization** (or lack of)
- **Spacing and organization** of lines/paragraphs
- **Sentence fragments AND simple sentences**
- **Font** (bold, italics or underlining)
- **Repetition** (of words and/or parts of phrases)
- **Parallel structure** (similar verb endings, consistency with parts of speech [i.e. noun, noun, noun...], and repeated parts of words/phrases)
- **Listing** (lists of items, objects, people, ideas; separated by commas, semi-colons, etc.)

- ALWAYS link the emphatic devices and references to 1-2 of the following:
- Reveals character (list traits/change)
 - Identifies conflict (capital letters, bold, italics)
 - Conveys mood & tone (emotion)
 - Develops setting
 - Reinforces message
 - Creates voice
 - Builds suspense
 - Adds humour
 - Reinforces a message or point
 - Increases reader interest
 - Highlights key points and ideas
 - Provides extra detail (dash -)
- **Emphatic devices** create emphasis BUT **never, never, never** indicate that that's the only way they are "effective" in a response.

7. IMAGERY:

- If asked "Discuss the effective use of imagery in the text", you must first select 2 vivid images.
- Then, you'll need to note the significance/impact and meaning of each image.
- **Never, never, never** just say "It makes me picture..." or "It creates a realistic image"...you will lose marks...look DEEPER.
- ALWAYS discuss how imagery has 1-2 of the following effects in a text:
- Creates a tone or mood (discuss how)
 - Sends a message (discuss the message)
 - Reveals/develops character (list traits or change of character)
 - Develops setting
 - Reflects a conflict
 - Connects reader emotionally to the text
 - Establishes setting
- Isolating 1-2 words (effective diction) and explaining the impact or meaning/feeling attached to the words is an effective method as well.

8. MOOD:

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Created through powerful **diction/imagery**

9. TONE:

- If asked "Discuss how a specific mood or tone is developed in the text", first you'll need to make a statement about which mood or tone is developed.
- Always make a statement about mood/tone rather than state one word. Example: *The author's tone is critical toward the behaviour of teenagers* NOT *The author's tone is critical.*
- **DO NOT** use words like "negative", "positive", "dark" or "neutral" to describe mood or tone. "Sad" or "mad" are not good choices either.
- Also, pick **ONE** word to describe mood and tone, not **TWO** (i.e. "sarcastic" NOT "sarcastic and/or frustrated").

Mood and tone are achieved through:

- colloquial language/slang (conversational)
- irony
- diction (word choice)
- figurative language (imagery)
- emphatic devices

10. SYMBOLISM/MOTIF:

- If asked "Discuss how symbolism OR motif is developed in the text", **first** identify the symbol or motif and discuss what it represents in the text. Look for ideas or objects/people that are referenced a few times throughout.

→ Don't forget to discuss **WHAT** is being represented or revealed by the symbol or motif in each reference. This is key.

11. THEME/MESSAGE:

→ If asked "Discuss how a major theme is developed in the text", follow these steps to create a statement of theme:

- Identify what the text is about (Ex: Change)
- Ask yourself what the text is saying about that subject (Ex: People don't like change and it upsets them)
- Write a neat statement that uses the ideas from (b) above (Ex: People are often negatively affected by change)

12. TITLE SIGNIFICANCE:

→ If asked "Discuss the significance of the title", you need to link the title to 1-2 of these elements:

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|-------------|------------|--------|
| ▪ irony | ▪ suspense | ▪ mood |
| ▪ symbolism | ▪ message | ▪ tone |

→ You have to discuss **HOW** the words in the title have specific **meaning** within the **text** (i.e. irony, symbolism, etc.) and give examples of instances where references to the title are made in the text.

