

# [English final- 2nd semester](https://assignbuster.com/english-final-2nd-semester/)

Argument (OWL)Must have specific, detailed thesis statement that reveals your perspective, an evaluative judgment, or at least is validDebatable thesis statement (OWL)Reveals perspective and must be debatableEx. (BAD) Shakespeare’s Hamlet is a play about a young man who seeks revenge. —just a summary and not debatableEx. (GOOD) Hamlet experiences internal conflict because he is in love with his mother.—-debatable bc/ can use evidence HOW Hamlet is in love with his mother , WHY he’s in love her, and WHAT implications there are for reading the play in this mannerItalicsTitle of books, plays, or works published singularlyUNDERLINE ONLY if it handwrittenQuotationsTitle of poems, short stories, or works published in an anthologyPersuasionSwaying feelings, opinions, and actions— can enhance strong arguments or disguise the flaws in week onesArguments (argument and persuasion)Expresses a point of view of an issue and supports the position with reasons and evidenceClaimWriter’s or speakers position on an issueThe support- valid reason and revel ant and sufficient evidence-strong arguments can anticipate objections that opponents might raise and counter those objects with evidenceRepetition (RS/D)Uses the same word or words more than once for emphasisParallelism (RS/D)Uses similar grammatical construction to express ideas that are related or equal in importance — creates rhythmAnalogy (RS/D)Makes a comparison between two subjects that are alike in some waysEthosCredibility “ believe me” PathosEmotion (arms of an angel- dog commercial)LogosLogic-facts- “ 8 out of 10” BandwagonTaps into people’s desire to belongPlain FolksOrdinary people on “ our side,” and candidate like an ordinary person (J. Law)TestimonialRelieves on endorsement for well-known people or satisfied customers –Usain Bolt and GatoradeTransferConnects a product, candidate, or cause with a positive image or ideaHow does a critical thinker read and analyze arguments? Annotating and discussingHow does one identity and effectively appeal to a specific audience? Changing diction, tone, mood, and picturesNon-ParticipantThird person POV b/c 3rd person pronouns (he, him, she, her, they, them) are used to tell the storyOmniscient narratorThe author can enter the minds of all the charactersPurpose: allows great freedom in that the narrator knows all there is to know about the characters, external and internallyDual Character POVPresents inner life of two-one may be more dominant than others in extent or importance-the 2 POV may be tightly interwoven or alternated in long sectionsSelective (limited) omniscient narratorLimits his omniscient to the minds of a few of the characters or to the mind of a single character-author knows everything about 1-2 particular characters-portrayed through the eye of one character and sense of distance from the other characters3rd person objective narratorAuthor does not enter a single mind, but instead records what can be seen and heard. It’s like a camera or fly on the wall-readers are not directly influenced by the author’s statements –influenced by the author’s selection of direction and detail-doesn’t present inner life @ all, @ least not directlyEx/ fairy tales, legends, and maths-like a reporterPoetryLiterary work where special intensity is a given to the expressions of feelings and ideas by the use of distinctive style and rhythmProseWritten language in its ordinary form without metrical structureFoilsHaemon and CreonAntigone and IsmeneAlliterationRepetition of a certain soundFirst consonant in the BEGINNINGInternal rhymeDoesn’t have to happen at end of lineMiddle of sentenceAssonanceRepetition of vowel soundsOnomatopoeia“ Pop” or “ bang” Sounds like an actionImageryUse of words to create a picture in the mind; based on 5 sensesMetaphorComparing two things directlySimileUsing like or as to compare two thingsConsonanceRepetition of consonant sounds anywhere in the wayPersonificationGiving an inanimate object human-like characteristicsAllusionA reference to another piece of literatureRefrainRepetition of a line or phrase of a poem at regular intervals, especially at the end of each stanzaParadoxSomething (such as a situation) that is made up of two opposite things and that seems impossible but is is actually true or possible/ make senseEx/ the more I know the more I know I don’t knowIronyUsing a word or phrase to mean the opposite of its literal meaningDramatic ironyReader/audience understands/knows what’s going to happenVerbal ironyCharacter says something but means the oppositeExample: “ this meatloaf is great!” Then John spits the food out into his napkin. Situational IronySomething happens and is opposite of what is expectedExample: You laugh at someone falling, but then end up falling yourselfAllegoryA story in which people, things, and actions represent an idea or generalization about life; often have a moral or lessonGood literary paper-debatable thesis statementAnalogyComparison of two similar objects, suggesting that if they are alike in certain respects, they will probably be alike in other waysAnecdoteShort summary of humorous event used to make a pointDictionAn author’s choice of words based on their correctness and clearnessFigurative LanguageLanguage used to create a special effect or feelingFigure of SpeechA literary device used to create a special effect or feeling by making SOme type of comparisonHyperboleAn exaggerationForeshadowingGiving hints of what’s a is to come later in the storyMotifA term for an often repeating theme in literatureThemeStatement about life that a writer is trying to get across in a piece of writingGenreA category in which a work of literature is classified as-Nonfiction-poetry-fiction-dramaNonfictionProse wiring that is based on facts, events, or peopleClassic tragedyStory of a hero or heroine who experiences a reversal of fortune set in motion by the gods or a personTragic Hero-protagonist/central character-usually fails/dies due to one flaw or twist of faith-usually high rankedWho is the tragic Hero in Antigone and why? Antigone-she is the central character (book about her/has her name)-she dies because of her flaw which is that she is stubborn/rash and acts on feeling-she is high ranked for a woman (princess)Classics comedyIs the problem in which human errors or problems appear funny. Comedies end on a happy noteItalian Sonnet/ Petrarchan Sonnet-Octave (8 lines ABBAABBA) and then Sestet (6 lines CDCCDC or CDCDCD, or CDECDE)English Sonnet/Shakespearean SonnetQuatrain (4 lines ABAB) then Quatrain 3x then ends with Couplet (2 lines GG)Shift in Italian SonnetLines 8-9 (Volta)Shift in English SonnetLines 9-12Couplet is commentary on previous quatrainsWhere does the word “ Sonnet” come from? The word “ sonneto” meaning “ little song/sound” AsideWhen there’s two people on stage and the third person shows up and the first two people talk about something that the third can’t hear-1 and 2 gossip on stage while 3 can’t hearEnd RhymeRhyming at end of a lineRepetitionUsing same words again for emphasisParallelismUses similar grammatical constructions to express ideas that are of equal importance-creates rhymeEmotional AppealAppeals to pity, vanity, or fear-uses strong words and pathosAppeals to ValueEthical appeal-taps into people’s values or moral standardsApostropheSomething the author sues to describe something that is not there-oh tiger!– there is not tiger-cats– not actually a cat but cats are a representation of humansLoaded languageUses words with strongly positive or negative connotations to stir people’s emotionsAntigone’s main motivationHONOR HER FAMILY-gender equality not existent in text but as readers we see her demonstrating those actionsSteamboatPerseveranceblack boxDeath, old traditionsBlack dotImpurity, deathInstruments in Jazz FantasiaEmotionsMotif in “ The Lottery” TraditionFamilyRulesThe cave in AntigoneHopelessnessIrony in Antigone-blind prophet (Tiresias)Sees future but can’t actually see things\*blindness motif- Creon is unaware and ignorantHaemon’s role-foil Creon-offer reason and balances even with Antigone-link between the destruction of Antigone, himself, his mother, and CreonHaemon’s claima leader must be wise and listen to other people’s opinions ad be flexible. Ismene acts on \_\_\_\_\_\_FearAntigone acts on \_\_\_\_\_\_\_\_\_EmotionCreon acts on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_EmotionIsmene’s role-foil-show how women were supposed to act back then-carried out plot to make Antigone seem more rebelliousLight vs. Dark motif in AntigoneLight: Antiogne’s hopeDark: Creon trying to kill her slowly and by doing so, he is slowly killing her hope. Creon supported (political way of ruling)DICTATORSHIPHameon supported \_\_\_\_\_\_\_\_\_\_\_\_\_DemocracyHow to cite plays/dramasAct. Scene. Line” (5. 3. 7-10). Iambic PentameterUnstress then stress and 10 syllables in a line-5 are stressed and 5 are not-MUST BEGIN WITH UNSTRESSEDSoliloquyWhen one person one the stage is talking to them self while the audience listens inA motif that overlaps IHAD, Antigone, and H. D. M is \_\_\_\_\_\_\_\_\_\_\_\_.—Despair—-IHAD: despair of the black people-Antigone: everyone is in despair since it’s a tragedy plus all of her family is dad and dies mostly by suicide-H. D. M: despair of the holdout and how neighbors did nothing to help out—HOPE—-H. D. M: reference to anecdote= hope-Antigone: her hope for better life in the after life-IHAD: hope for the black peoples to become free—MEMORY—-Antigone: memory of her family which gives her hope about death-IHAD: memory of how African American people have suffered in the past= incites them and empowers them-H. D. M: writing the memory of the past down, the memory of the good and bad, and memory to live but remembering may bring deathMotif of IHADSlaveryFreedomSuffering/despairEquality/human dignityHopeMemoryReligion: ChristianityMotifs of Hope, Despair, MemoryHopeDespairMemoryHatredEquality/human dignityReligion: JudaismMotifs of AntigoneSistersBraveryEquality/human dignityHonorDespair/sufferingGender dynamicsHope -for afterlife with family and seeing her parentsReligion: Greco-RomanMotif in 7 Ages of Man-youth-nothingness in life-maturation-growing upRepetition in Seven Ages of Man“ Sans teeth, sans eyes, sans taste, sans everything.” (28)Symbol/motif of The Road not TakenSYMBOLS-blackThe footsteps of people NOT walking along the pathway(neededWear-yellowRepresent nature and wariness of its color

MOTIFS-nature-hasty/unsureWhich road but realizes both are the same

The stages on Seven Ages of Man1. Infant that is “ mulling” and “ puking” 2. School boy “ whining” 3. The “ lover” 4. Soldier5. Judge “ justice” 6. Old man in slipper’d pantaloonThinks he’s still young7. Very old man without teeth, eyes, or taste (back to a baby)\*LIFE IS VERY CYCLICALSymbols/motifs in since feeling is firstSYMBOLS-spring\*brings new life and new perspective towards one’s emotion.

MOTIF-syntaxNot paying to the structure of life-love1. Showing someone that your smart2. Fluttering your eyes(REFER TO LINES 11-2)-emotions\*feeling and emotions come first

Symbols/motifs in Jazz FantasiaSYMBOLS-steamboat\*perseverance-instruments\*emotion

MOTIF-feelings-emotions

Symbols/ motifs in Sonnet 18MOTIF-nature-beauty-eternal vs. temporary

SYMBOL-summerRepresents beauty and youth

Overall message of Sonnet 18Love interest is so lovely and that she will last forever because he wrote the poem, which will last forever since she will die. Overall message of Sonnet 130He loves her for she is as rare as the false comparisons. Saying none of the comparisons describe her and that she is beautiful because she has all of these qualitiesGoddessRoseWhitemotifs in sonnet 130MOTIF-beauty-nature

SYMBOLS-sun

Symbols/motifs in “ The Lottery” SYMBOLS-box-black dot-black (color)

MOTIF-tradition-family-rules

Apostrophe in The Addressing of CatsThe The reference to the cats and dogs-there aren’t any actual acts or dogs but they portray humansLit. Devices/ Figs of Speech Addressing of CatsF. O. SAlliteration:-“ SOME are good SOME are bad” (10)Assonance:-“(I know A cAt, who mAkes A hAbit/” (60)Consonance-“ He’S Sure to have hiS perSonal taSte.” (59)

LITERARY DEVICESEnd Rhyme:-entire poem has AABBCCDDEEFF(Look at the end of any line and you’ll find an example)Personification:-“ he’s such an easy-going lout,/ He’ll answer any hail or shout” [dog] (34-5).-“ For some are sabe and some are mad/ and some are good and some are bad.” (9-10) [cats]Repetition– lines (9-11)

Lit. Devices/ F. O. S in Sonnet 130LITERARY DEVICES-ImageryTaking about how she is dull, has black wires, her breath reeks, and treads-Mood1st: denouncing lover2nd: Loving/heartwarming-ToneGrateful, gratifying-End RhymeEnd at quatrain ABABCDCDEFEF

F. O. S-Consonance“ CoRal is faR moRe Red than heR bReasts aRe dun:” (2)– Assonance“ But no roses sEE i in her chEEks;” (6)“ I love to hEAr her spEAk, yet well I know/ That music hat a far more plEAsing sound;” (9-10)-Simile“ My mistress’ eyes are nothing LIKE the sun;” (1)-Alliteration“ I grant I never saw a GOdess GO;” (11)

Lit. Devices/ F. O. S in Sonnet 18LITERARY DEVICES-Diction“ Thou” “ thee” “ art” “ ow’st” “ hath”-Imagery“ Rough winds do shake the darling buds of May,” (3).“ And often is his gold complexion dimmed,/ And every fair from fair sometime declines,” (7-8)-MoodOptimistic-Tone1st: light and airy2nd: frustrated that can’t be beautiful forever

F. O. S-Alliteration“ By CHance, or nature’s CHanging course untrimmed:” (8).-Consonance“ So Long Lives this, and this give Life to thee.” (14).“ And every Fair From Fair thou ow’st,” (10).-Assonance“ So long as mEn can brEathE, or EyEs can sEE,” (13). (E sound)

Lit. Devices/ F. O. S in “ Since Feeling is First” LITERARY DEVICES-DictionIn using “ syntax” and “ parenthesis,” it makes us lookAt the words and how they haveA deeper meaning-MoodHonest, sincere-ToneTruthful\*Theme-One must not get caught up in the technicality of life because one may lose sigh of what is going on

F. O. S-Alliteration“ WHolly to be a fool/ WHile Spring is in the world” (5-6).-Consonance“ Laugh, leaning back in my arms” (14).-Assonance“ Who pAys Any Attention” (2).-Metaphor“ For life’s not a paragraph” (15).

Lit. Devices/ F. O. S in “ Jazz Fantasia “ LITERARY DEVICES-Refrain“ Go to it, O jazzmen.” (3).-theme: One needs to push through obstacles in order to obtain happiness-tone1st stanza: sad2nd stanza: hurt/pain3rd stanza: lonesome4th stanza: peace, calmness, tranquility-moodSad, happy, peaceful, angry, lonesome-allegoryThere are many obstacles in life that one will have to face in order to obtain peace/happiness-onomatopoeia“ Bang-bang”“ Hoo-hoo-hoo-oo…”-allusion“…a red moon rides” (16). Alluding to a red moon harvest that happens in October (setting)

F. O. S-Alliteration“ Drum on your Drum, Batter on your Banjoes,” (1).-personification“ Happy tin pans” (4-5).“ Lonesome treetops,” (7).-Metaphor“ High soft stars” (16).-Similes“ Moan like an autumn wind high in the lonesome treetops,” (7).-enjambment“ Cry like a/ racing car.” (8-9).

Lit. Devices/ F. O. S in “ The Road Not Taken” LITERARY DEVICES-AllegoryLife is full of choices-Imagery“ Two roads diverged in a yellow wood,” (1).“ Because it was grassy and wanted wear;” (8).-MoodLighthearted-ToneHappy andLit. Devices/ F. O. S in “ Seven Ages of Man” LITERARY DEVICES-AllegoryLife is without meaning-Tone: Harsh, negative,-Moodremorseful and pessimistic-Repetition“ Sans” (28)-simile“ Sighing LIKE a furnace”

F. O. S-Consonance” HiS actS being Seven ageS. At firSt the infant,” (5).-Assonance“ And shinIng mornIng face, creepIng like snail” (8).-Onomatopoeia“ Mulling and puking in the nurse’s arms.” (6).-Metaphor“ All the world’s a stage,” (1).

Lit. Devices/ F. O. S in H. D. MLITERARY DEVICES-Parallelism“ It would be ENOUGH to find the right word … We though it would be ENOUGH to read the world a poem” (Paragraph 19)-Irony“ And then too, the people around us refused to listen; and even those who listened refused to believe; and even those who believed could not comprehend.”\*memory alone isn’t enough to change the future\*-AllegoryWe need memory of the past in order to better our future in order to live (sorry, still semi confused on this)-AllusionBiblical allusionHistorical allusion to the Holocaust

F. O. S-Simile“ Without memory, our existence would be barren and opaque, like a prison cell into which no light penetrates; like a tomb which rejected the living.” (Paragraph 3).-MoodSerious, sad, disappointed, hopeful-ToneSerious, angry, frustrated, disappointed

Paradox in Hope, Despair, MemoryBecause we forget events, we can live, but because we forget, it lead to our deathGenre of “ Motorcycle Bill” ExcerptNon fiction/ Senate BillGenre of “ And Ain’t I a Woman” ExcerptNonfiction/ SpeechGenre of “ Hope, Despair, Memory (H. D. M)Nonfiction/ Lecture or EssayGenre of “ Primary Screen” Nonfiction/ Argumentative EssayGenre of Introduction to Shakespearean dramaNonfiction/ information textGenre of AntigoneFiction/ drama/ TragedyGenre of The LotteryFiction/ Short storyGenre of “ 7 Ages of Man” Fiction/ dramatic monologueGenre of “ The Road Not Taken” Fiction/ PoemGenre of “ Since feeling is first” Fiction/ poemGenre of Jazz FantasiaFiction/ poemGenre of Sonnet 18Fiction/ poemGenre of “ The Addressing of Cats” Fiction/ poemThe hierarchy in Antigone-Creon was a king and on top of everyone (earth)-but not as high as the gods-Antigone and Ismene were up there but still below men-Creon treated his servants and sentry badly– “ double time” (directing towards servants)-was very rude/mean toward sentry