9ᵗʰ Honors Language Arts Summer Assignment 2017

Welcome to 9ᵗʰ Honors Language Arts. The class requires familiarity with the definitions and effects of various literary terms. This assignment is an opportunity for you to prepare for the in-depth analysis the course requires. We are excited for the upcoming year and look forward to stimulating your growth as Honors language arts students. Your summer assignment consists of the following:

- Read, understand, and memorize the following list of literary terms.
- Be prepared for a test on these terms during the first week of school. You will be expected to know *the definition* and *the effect* of each term, as well as be able to identify them in a textual excerpt. Thus, you may want to prepare by going beyond the examples provided for you by looking for multiple examples of each term on the internet to ensure a strong familiarity and understanding of the terms.

1. Alliteration: The repetition of initial consonant sounds in two or more neighboring words.
Effect: The repetition can reinforce meaning, unify ideas, and/or supply a musical sound.
Example: *She sells sea shells by the sea shore*.

2. Allusion: A reference to a person, place, event, or another passage of literature, without explicit identification. Allusions can originate in mythology, biblical references, historical events, legends, geography, or earlier literary works.
Effect: Creates an implied association or brings the reader into a world of experience outside the limitations of the text itself. Authors assume that the readers will recognize the original sources and relate their meaning to the new context.
Example: *It is raining so hard, I hope it doesn't rain for 40 days and 40 nights* (biblical allusion). *He was a real Romeo with the ladies* (literary allusion).

3. Assonance: The repetition of a vowel sound in non-rhyming words. To qualify as assonance, the words must be close enough for the repetition of the sound to be noticeable.
Effect: Enhances poetry and prose by providing subtle phonemic (sound) unity rather than the more obvious rhyming sounds. It can help to create mood and accelerate the musical effect within poem.
Example: *Or princes, shall outlive this powerful rhyme:*
But you shall shine more bright in these contents…
This excerpt from Shakespeare's Sonnet 55 contains two different assonance examples; the first is the short "i" sound in "princes" and "outlive" and the second is the long "i" sound in "shine" and "bright."

4. Anecdote: A short and interesting story or an amusing event often proposed to support or demonstrate some point and make readers and listeners laugh.
Effect: Can be used to stir up laughter, to disclose a truth in a general way, or to describe a feature of a character in such a way that it becomes humorous and at the same time gives us a better understanding of the character. Anecdotes may also serve as cautions. Writers tell their readers about the possibilities of future happenings in case they do not follow particular processes and techniques.
Example: *Having been bound in chains and left to die in the basement (there were basements in Meridian) by his new father, who disliked him, and secretly kept alive on raw field peas by a passing farmer who heard his cries for help (the good man poked a bushel pod by pod through the ventilator), Dill worked himself free by pulling the chains from the wall. Still is wrist manacles, he wandered two miles out of Meridian where he discovered a small animal show and was immediately engaged to wash the camel. He traveled with the show all over Mississippi until his infallible sense of direction told him he was in Abbott County, Alabama, just across the river from Maycomb. He walked the rest of the way.*
This anecdote comes from Harper Lee's novel *To Kill a Mockingbird*. The character of Dill tells Scout and Jem the above story, which turns out not to be true. However, Dill has gone to lengths to tell this story to give a legitimate reason for leaving, when it turns out that he just doesn't feel loved or wanted by his parents.

5. Connotation: A meaning that is implied by a word apart from the thing which it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations.
Effect: Allows for creativity by allowing authors to use figures of speech like metaphor, simile, symbolism, personification etc. Connotation allows writers to compare abstract ideas to concrete concepts in order to give readers a better understanding. Connotative meanings add dimensions which are broader, more vivid and fresh.
Example: *Shall I Compare Thee to a Summer's Day* (Here, Shakespeare uses the phrase "a Summer's Day" to imply the fairness of his beloved.)

6. Denotation: The literal or dictionary meanings of a word in contrast to its connotative or associated meanings.
Effect: denotations are generally restricted meanings. Writers, therefore, deviate from the denotative meanings of words
Example: *And on a day we meet to walk the line/And set the wall between us once again/We keep the wall between us as we go/To each the boulders that have fallen to each*
The word "wall" is used to suggest a physical boundary which is its denotative meaning but it also implies the idea of "emotional barrier"(connotative meaning).

7. Diction: The choice of words by a speaker or a writer.
Effect: Diction can create and convey a typical mood, tone and atmosphere to their readers. Diction can affect the reader's attitude while also conveying the writer's feelings toward the literary work.
Example: *Ah, happy, happy boughs! that cannot shed/Your leaves, no ever bid the spring adieu*
The word choice "adieu" is more formal than to say "goodbye."

8. Foreshadowing: a literary device in which a writer gives an advance hint of what is to come later in the story.
Effect: Builds anticipation in the minds of the readers in order to add dramatic tension and create an atmosphere of suspense in a story so that the readers are interested to know more. Sometimes foreshadowing is deliberately used to create suspense by giving false clues or "red herrings" to distract readers.
Example: *Life were better ended by their hate,/Then death prorogued, wanting of thy love*

9. Hyperbole: The exaggeration of ideas for the sake of emphasis. Hyperbole has a humorous effect created by an overstatement

Effect: Develops contrasts when one thing is described with an over-statement and the other thing is presented normally. This technique is employed to catch the reader's attention and to add emphasis to a real situation.

Example: *I'll love you, dear, I'll love you/Till China and Africa meet,/And the river jumps over the mountain/And the salmon sing in the street,/I'll love you till the ocean/Is folder and hung up to dry*

10. **Imagery**: Using sensory details to create mental images.
Effect: Helps the reader/audience more realistically visualize the author's writings, thus immersing them in the text.
Example: *Above the quiet dock in midnight, tangled in the tall mast's corded height, hangs the moon. What seemed so far away is but a child's balloon, forgotten after play.*

11. **Irony:** When words are used in such a way that their intended meaning is different from the actual meaning of the words. It may also be a situation that may end up in quite a different way than what is generally anticipated. The difference between the appearance and the reality.
Effect: Irony brings about some added meanings to a situation. Helps to develop readers' interest. Irony makes a work of literature more intriguing and forces the readers to use their imagination and comprehend the underlying meanings of the texts. Moreover, real life is full of ironical expressions and situations. Therefore, the use of irony brings a work of literature closer to the life.
Example: *Go ask his name: if he be married./My grave is like to be my wedding bed.*

12. **Metaphor:** A figure of speech using an implied comparison of seemingly unlike objects or the substitution of one for the other, suggesting some similarity.
Effect: Makes writing more vivid, imaginative, thought provoking, and meaningful
Example: *My love is a fragile flower.*

13. **Onomatopoeia:** Onomatopoeia is defined as a word, which imitates the natural sounds of a thing. It creates a sound effect that mimics the thing described, making the description more expressive and interesting.
Effect: Helps the readers to hear the sounds the words they reflect. Onomatopoeic words have an effect on the readers' senses whether they are understood or not.
Example: *He saw nothing and head nothing but he could feel his heart pounding and then heard the **clack** on stone and the leaping, dropping clicks of a small rock falling.*

14. **Oxymoron:** Two opposite ideas are joined to create an effect.
Effect: Produces a dramatic effect and appeals to readers. Oxymoron can provoke thought and make the reader ponder about the contrasting ideas.
Example: *Why, then, O brawling love! O loving hate!/O Anything, of nothing first create!/O heavy lightness! Serious vanity!/Misshapen chaos of well-seeming forms!/Feather of lead, bright smoke, cold fire, sick health!/Still-waking sleep, that is not what it is!/This love feel I, that feel no love in this.*

15. **Paradox:** A statement that appears to be self-contradictory or silly but may include a latent truth. It is also used to illustrate an opinion or statement contrary to accepted traditional ideas.
Effect: A paradox is often used to make a reader think over an idea in innovative way. Often, paradox in poetry is meant to communicate a tone of irony to its readers.
Example: *I must be cruel to be kind.* (Shakespeare's Hamlet)

16. **Personification**: A figure of speech in which the author presents or describes concepts, animals, or inanimate objects by endowing them with human attributes or emotions.
Effect: Makes abstractions, animals, or objects appear more vivid to the reader/audience.
Example: *The moon winked at me through the clouds above.*

17. **Satire:** A technique employed by writers to expose and criticize foolishness and corruption of an individual or a society by using humor, irony, exaggeration or ridicule. It intends to improve humanity by criticizing its follies and foibles. A writer in a satire uses fictional characters, which stand for real people, to expose and condemn their corruption.
Effect: To ridicule or criticize those vices in the society, which the writer considers a threat to civilization. The writer considers it his obligation to expose these vices for the betterment of humanity. It intends to warn the public and to change opinions about the prevailing corruption/conditions in society.
Example: *What's the use you learning to do right, when it's troublesome to do right and isn't no trouble to do wrong, and the wages is just the same?*

18. **Simile**: A comparison implied by using the words *like, as, than* or *if*. The two items, though seemingly dissimilar, share common characteristics.
Effect: Makes writing more vivid, imaginative, thought provoking, and meaningful.
Example: *My love is like a red, red rose.*

19. **Symbolism:** When an object representing another is given an entirely different meaning that is much deeper and more significant. Symbols signify ideas and qualities by giving them symbolic meanings that are different from their literal sense.
Effect: Symbolism gives universality to the characters and the themes of a piece of literature. Evokes interest in readers as they get an insight of the writer's mind on how he views the world and how he thinks of common objects and actions, having broader implications.
Example: *All the world's a stage/And all the men and women merely players;/they have their exits and their entrances;/And one man in his time plays many parts,*

20. **Tone:** An attitude of a writer toward a subject or an audience. Conveyed through the choice of words or the viewpoint of a writer on a particular subject.
Effect: Stimulates the readers to read a piece of literature as a serious, comical, spectacular or distressing. Tone lends shape and life to a piece of literature because it creates a mood. Tone bestows voice to characters and helps demonstrate personalities and dispositions of characters that readers understand better.
Example: *I shall be telling this with a sign/Somewhere ages and ages hence;/Two roads diverged in a wood, and I,/I took the one less traveled by,/And that has made all the difference.*