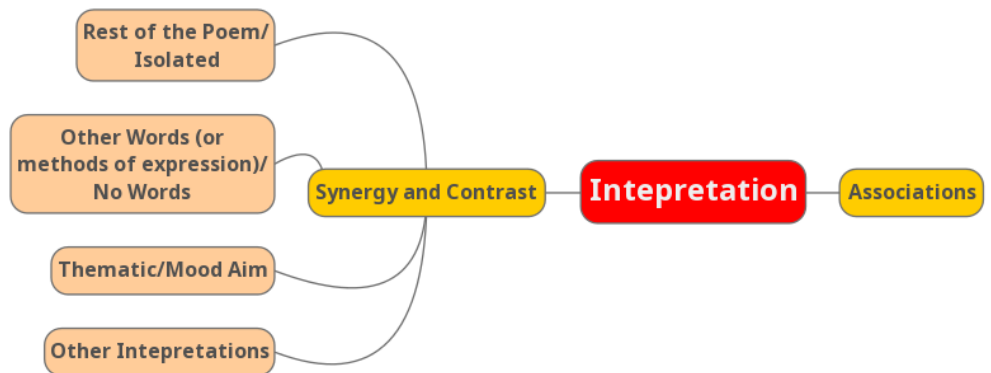


Literature Prose Analysis

Questions / <i>Parallels</i> / Main Ideas	Notes
<u>Assessment Criteria</u>	
What are the 4 Assessment Criteria for Literature?	Assessment Criteria 1. Literary Terminology 2. Sensitivity: Personal & Insightful 3. Imagination 4. Systematic Thinking
<u>Answering Technique</u>	
<p>State the Micro Elements of Poetry</p> <ul style="list-style-type: none"> What relations should you be looking out for within these elements? What are the 3 steps of Literary Analysis? <p>A Thematic Prose Introduction must Bring in the Text's C_____</p> <p>How many Examples should a Point have?</p> <p>State Authorial Judgement on Topic Sentence and Link to Mind & Self</p>	<p>Sample Questions:</p> <ul style="list-style-type: none"> What is the process of/ experience of X like? How is X featured in the text? What is the effect of X in terms of identity/ how she sees herself/ state of mind? <p><u>Before the Exam</u></p> <p>Macro: Plum in Tomato Salad Always Causes Purple Vomit</p> <ul style="list-style-type: none"> Plot, Imagery, Themes, Structure/Setting, Atmosphere & Mood, Characterisation & Conflict, Parallel & Foil, Voice and Visual Spectacle (Drama) <p><u>During the Exam</u></p> <p><u>Analysis</u></p> <p>Micro: Speech, Diction, Rhythm, Sentence Construction, Schemes of Omission, Schemes of Repetition</p> <ul style="list-style-type: none"> What do the elements reveal in Contrast and Synergy? <ul style="list-style-type: none"> Note Contradictions and Relations within Poem Good to use Multiple elements What? → How? → Why?

- Technique > Effect > Significance
 - Bring out Action of the Author
 - Drama: DRAMA IS MEANT FOR THE STAGE
 - Consider Visual/Auditory Spectacle
 - E.g. The author uses visual imagery in the simile “men die as cattle” to suggest that the men considered less than human in how they are systematically, indiscriminately and frequently sacrificed for war, so as to condemn the act of war as senseless
- Effect: Questions to Consider
 - What is this **associated** with?
 - How does this relate to the **context of the prose** and as a **general statement**?
 - Why did the author **choose** to add this when the sentence would have been fine without it/other things could have been used?
 - What does the author want to **achieve (plot/theme/emotion)**? Does this support/oppose it?
 - Are there other interpretations of this? How do the interpretations contrast/synergise?
 - How would the audience respond?
 - Emotion: Laughter, Horror, Suspense, Surprise, Excitement, Shock, Tears
 - Opinion of Characters: Pity, Admiration, Scorn
 - Plot Development: Curiosity, Anticipation, Tension, Relief, Catharsis
 - Moral Judgement: Condemn/Commend
 - Intellectual Stimulation
 - M4M: Pressures of Societal Judgement, Damage of Patriarchal Society
 - Tone and Mood



Preparation

- Draw a Mindmap of Ideas for Keywords by Defining and Setting Boundaries for them and Link them together
 - E.g: Messages of Author about Aging → Factors in one's Sense of Self
 - Aging: Growth of the Physical Body; Effect on self? Think of Moments when Aging causes problems for Mrs Curren, Separates her from Bheki and John, and causes her to doubt her significance in Society
- Decide on the Number of Paragraphs
 - For controversies: Argumentative
 - For clear issues: Discursive Essay with 3 points on one side

Introduction: HDTO

- Begin with a hook
- Define the question: Address key terms, interpret quote if given
- Link to thesis statement: rhetorical questions relating to the topic
- State your thesis statement: Use relative qualifiers (e.g. often, primarily, frequently) as they are much easier to prove
- Give an overview of your points

Unseen Prose Introduction

- Overview of Given Text: Subject Matter & Themes
- Argument of How Text highlights Theme
- Overview of Points

Thematic Prose Introduction

- Hook
- Context of Theme: How is the Theme Featured in the Text?
- Define
- Thesis
- Overview of Points

Body Paragraphs: PEEL / What → How → Why / Technique → Effect → Significance

- State your topic sentence: present point in first sentence
 - Use Connectors for Subsequent Paragraphs
- Use the P.E.E.L / What → How → Why / Technique → Effect → Significance
- Point: Ensure point is explicit and closely adhered to
 - E.g.: Aging has an Oppressive quality that sparks Questions pertaining to one's Self-worth and Value to Society
- Examples: Have ≥ 2
 - Interweave into your Writing: Do not use 'this is seen in "she toiled up the duneside, her huge backside quaking"' but 'This

	<p>is seen from how the girl “toiled up the duneside, her huge backside quaking”</p> <ul style="list-style-type: none"> ○ Give Context if necessary ● Link: State the Authorial Judgement on the Topic Sentence and Link to the Mind & Sense of Self ● Have around 3 Body Paragraphs <p><u>Counter-Argument + Rebuttal</u></p> <ul style="list-style-type: none"> ● Use a connector (On the other hand, however, in contrary) ● Make it clear that it is an opposing view (e.g On the other hand, opponents of this view claim that (opposite of thesis) as (strong opposing substantive point). Such people maintain that (PEEL of anti-thesis) ● Connector: However, in the defense of my argument..... ● Rebut through : flaws in opponent’s argument, new unconsidered fact, point which undermines opponent’s argument ● Reinstate your stand to show it is still strong <p><u>Conclusion</u></p> <ul style="list-style-type: none"> ● Summarise main arguments and reaffirm your stand ● Do not introduce new points ● Concluding thought/reflection/recommendation <ul style="list-style-type: none"> ○ Thematic Significance + Authorial Judgement on Significance ● May link to the first paragraph
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<p>The first element of a Macro-Analysis is...</p> <ul style="list-style-type: none"> ● Note when READING a Text before the Exam

<h2 style="text-align: center;"><u>Plot</u></h2>
--

<p>Definition: The <u>Causal Sequence</u> of Events</p> <ul style="list-style-type: none"> ● $A \rightarrow B \rightarrow C$ ● ≠ Story: Series of Events that are only <u>Linked Chronologically</u>

<h2 style="text-align: center;"><u>Themes</u></h2>
--

<p>Definition: Abstract Underlying Message of Text</p> <ul style="list-style-type: none"> ● Recurring Idea throughout Text

Setting

Placement of the PLOT in

- Time
- Location
- Society
- History
- Culture

Staging

Stage Directions

1. Character's Actions: Who + Action
 2. Character's Speech Mannerisms
 3. Setting: Time/Place
 4. Lighting: Mood/Focus
 5. Wardrobe: Props and Costumes
 6. Music
- Helps with Visualisation + Bring out Character's feelings

Structure

Definition: How the Plot is Built Temporally

- Chronological
- Anachronistic: Time-Shift; Discrepancy in Chronological Order
 - Analepsis: Flashback; Story starts with Chronological End
 - Prolepsis: Future Event Interrupts Present
 - In medias res: Exciting Event Interrupts present

Acts and Scenes

- Note depictions of Transitions
 - Setting
 - Characters
 - Mannerisms
 - Lack of Transition
- Note how Play is Divided: What is the relation to important stages in the action of the play/character development?

Characters

Definition: People involved in the Plot

- Roles
 - Main Protagonist: Faces Conflict
 - Main Antagonist: Hinders Protagonist's Progress until Resolution
 - Hero
 - Tragic Hero: Hero who makes an error of judgement/has a fatal flaw that leads to his doom
 - E.g Romeo
 - Anti-hero: Hero which lacks conventionally heroic qualities such as idealism, courage and morality
 - Villain
 - Foil: Used to contrast with another character to bring out both character's qualities in juxtaposition
- Types
 - Stock/Archetypes: Stereotypes
 - Flat: Has few "dimensions"; lacks nuance in personality and hardly changes
 - Round: Has multiple "dimensions; various sides to the character in traits and/or change over time



Methods of Description

- Direct: Explicit Statements
 - From Narrator/Other Characters
 - Labels
- Indirect: Traits that have to be Inferred from
 - Behavior
 - Speech
 - Thoughts
 - Appearance
 - Interaction/Juxtaposition with Others
 - Actions: Private & Public
 - Speech: Class, Content, Accent, Tone
 - Background: Cultural, Social, Financial
- Caricature: Exaggeration of Distinctive Features
- Nomenclature: Purposeful Naming e.g. Mr Fox

Effect

- Power Dynamic
- Relationship
- Tone
- Juxtaposition

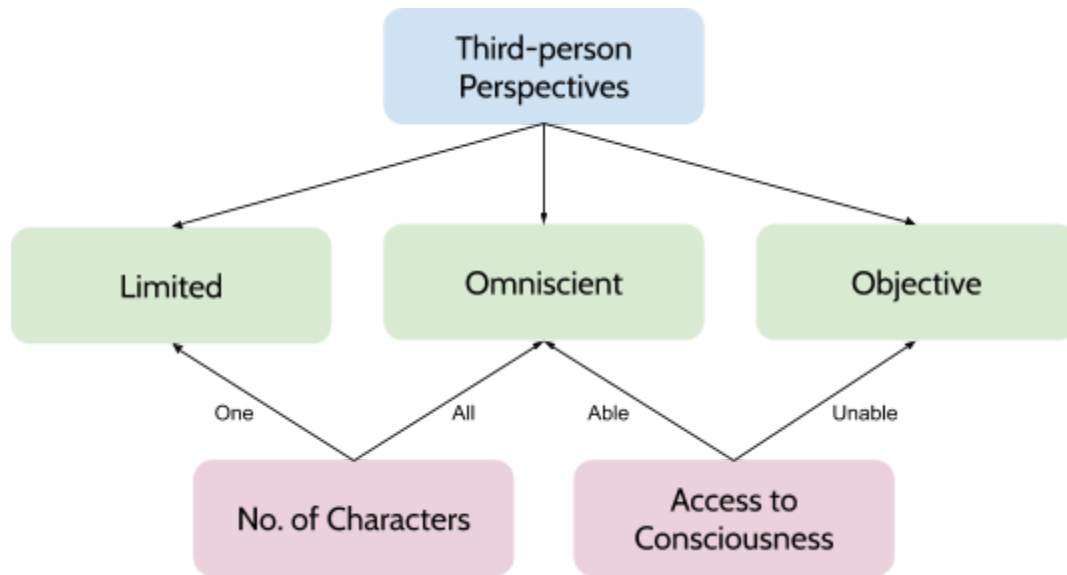
Voice

Definition: The Narrative Point of View

- Dependent on
 - Perspective
 - Amount
 - Type of Information (5W1H) given

Key Terms

- Omniscient: Author has Knowledge of Everything about all Characters (Identity, Actions, Thoughts and Feelings)
 - Intrusive: Authorial Judgment on Character
 - Unobtrusive: No Authorial Judgement/Comments on Character
- Limited: Author has Knowledge of Everything about One Character
- Objective: Author Describes Characters Superficially
 - No access to Character's Consciousness
 - No focus on One Character



Standard Types

Type	Characteristics
First Person	Narrator is <u>in the Story</u>
Third Person omniscient unobtrusive	All Character's FIAT (Feelings, Actions, Identity, Thoughts) <ul style="list-style-type: none">• No Authorial Judgement• No Authorial Comments
Third-person omniscient intrusive	All Character's FIAT + Authorial Judgement + Authorial Comment
Third Person Limited	One Character's FIAT

Third-person Objective	All Characters' Actions <ul style="list-style-type: none"> • No FIT
------------------------	--

1st Person vs 3rd Person

1st Person	3rd Person
Direct and Immediate <ul style="list-style-type: none"> • "I" • Speaking Directly to the Reader 	Less Direct
Limited Knowledge	Non-Limited forms have Knowledge of all Characters
Bias: Able to Distort/Omit Information	Objective

During an Exam/When finding Quotes, one must pay attention to the MICRO elements of Analysis such as...

Narrative Techniques

State the 3 Types of Speech

State the 3 Types of Internal Monologues

Speech

- Dialogue: Spoken Exchange between Characters
 - Discursive
 - Reveals and Contrasts the nature of Characters
 - Speech Mannerisms: e.g. Length (and variation of length)
 - Tone
 - Punctuation and Pauses
 - → Conflict and Tension?
- Monologue: Extended Speech by One Character
 - To Others or to Self
 - Long Reflection "Thinking Aloud"
 - Embellishes Character: Especially in internal conflict
- Internal Monologue: Unspoken thoughts without speech markers e.g. "" and "said"
 - Stream of Consciousness: Continuous Flow of Thought and Sensation
 - Direct Speech
 - Indirect Speech
 - Free Indirect Speech: Inner thought without "" and signposting
- Soliloquy: Character speaking aloud thoughts alone on stage

	<ul style="list-style-type: none"> ○ Public: Delivered to the Audience ○ Private: Audience not addressed <ul style="list-style-type: none"> ■ Overhearing of Innermost thoughts ○ Reveals Conflict and the Characters' situation ○ Sympathy created with the struggle in the mind ● Aside: Character momentarily turns away from character he's listening/speaking to and addresses the audience directly <ul style="list-style-type: none"> ○ Original Character may/may not overhear ○ Embellishes relationship between character and the audience/Character and the other character ○ Possible juxtaposition with change in original speech and mannerisms ○ Effects: Conspiracy, Suspense, Dramatic Irony, True feelings/thoughts, sympathy, humor ● Chorus: Individual/Group speaks directly to the audience about the play <ul style="list-style-type: none"> ○ Advertises the artificiality of the play: Breaks the 4th wall ○ Chorus Figure: Character who clarifies and Comments on action on the stage ○ Usually with Music/Common action <p>Direct speech:</p> <ul style="list-style-type: none"> • He laid down his bundle and thought of his misfortune. "And just what pleasure have I found, since I came into this world?" he asked. <p>Indirect speech:</p> <p>He laid down his bundle and thought of his misfortune. He asked himself what pleasure he had found since he came into the world.</p> <p>Free indirect speech:</p> <p>He laid down his bundle and thought of his misfortune. And just what pleasure had he found, since he came into this world?</p>
<p>State the 7 Things Diction can be related to in Deriving its Significance</p>	<p><u>Diction</u></p> <ol style="list-style-type: none"> 1. Primary Meanings 2. Figurative Meanings 3. Associations and Connotations 4. Register: Formal/Informal 5. Sounds 6. Tone

	<p>Types</p> <table border="1"> <tr> <td>concrete</td><td>abstract</td></tr> <tr> <td>specific, precise</td><td>vague, general</td></tr> <tr> <td>informal, colloquial, conversational</td><td>formal, courtly, ceremonious, grand, solemn</td></tr> <tr> <td>complex, elaborate, ambiguous</td><td>simple, direct, economical</td></tr> <tr> <td>emotional, passionate, forceful, intense, hyperbolic</td><td>restrained, mild, subdued, understated, rational</td></tr> <tr> <td>sophisticated, ornate</td><td>innocent, child-like, naive</td></tr> <tr> <td>original, fresh</td><td>hackneyed, clichéd</td></tr> <tr> <td>earthy, coarse, vulgar, slang</td><td>euphemistic, circumlocutory</td></tr> <tr> <td>connotative, humorous, ironic</td><td>denotative, referential, neutral</td></tr> </table>	concrete	abstract	specific, precise	vague, general	informal, colloquial, conversational	formal, courtly, ceremonious, grand, solemn	complex, elaborate, ambiguous	simple, direct, economical	emotional, passionate, forceful, intense, hyperbolic	restrained, mild, subdued, understated, rational	sophisticated, ornate	innocent, child-like, naive	original, fresh	hackneyed, clichéd	earthy, coarse, vulgar, slang	euphemistic, circumlocutory	connotative, humorous, ironic	denotative, referential, neutral
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<p>Understand the function of Each type of Punctuation</p> <ul style="list-style-type: none"> “-”, “--”, “,” <p>Define “Simple Sentence”</p> <p>Define “Compound Sentence”</p> <p>Define “Complex Sentence”</p> <p>Define “Truncated Sentence”</p>	<p><u>Rhythm</u></p> <p>Factors</p> <ul style="list-style-type: none"> Punctuation Sentence Structures Paragraph Structures <p><u>Punctuation</u></p> <ul style="list-style-type: none"> Breaks: “.” “,” “?”: Real Question and Rhetorical Questions “()”: Additional Information or Sarcasm “-”: Join words Together e.g. Joint-words “--”: Additional information/Elaboration “.”: List, Description, Explanation or Definition “,”: Linking Two connected Phrases <ul style="list-style-type: none"> Each Phrase should be able to Function as a Sentence by Itself <p><u>Sentence Structures</u></p> <ul style="list-style-type: none"> Simple: 1 main Idea Compound: 2 or more main ideas linked by a Conjunction (e.g. “and”) Complex: One or more main Ideas with minor clauses or phrases Compound-Complex: 2 main Ideas, one or more minor clauses/phrases Truncated Sentences: Incomplete Sentence <ul style="list-style-type: none"> Shows excitement, action, horror or shock 																		

	<p>Simple sentence – 1 main idea <i>◦Hannibal kills people.</i></p> <p>Compound sentence - 2 or more main ideas linked by a conjunction <i>◦Hannibal kills people and he eats them.</i></p> <p>Complex sentence - 1 or more main ideas together with minor clauses or phrases <i>◦When it strikes his fancy, Hannibal kills people and, with the accompaniment of a vintage bottle of Chianti, eats them.</i></p> <p>Compound-complex sentences - 2 main ideas, together with 1 or more minor clauses or phrases <i>◦I usually use a pick whenever I play the guitar, or I just use my fingers.</i></p> <p>Truncated sentences - (Sentence fragment) – incomplete sentence; shows excitement, action, activity (e.g. sports commentaries), or horror and shock. <i>◦She trembled. Coming for her! There was no escape, no peace, no hope.</i></p>
<p>Define “Periodic Sentence”</p> <ul style="list-style-type: none"> State its Effect <p>Define “Loose Sentence”</p> <p>Define “Climax Sentence”</p> <p>Define “Anticlimax Sentence”</p> <p>Define “Cumulative List”</p> <p>Define “Incremental Development”</p> <p>Define “Reductive Development”</p>	<p><u>Sentence Construction</u></p> <ul style="list-style-type: none"> Periodic: Build-up to Main Point <ul style="list-style-type: none"> The sky was blue, the sun was shining, the children were laughing: a most deceptive setting for a murder. Suspense, Animosity, Humor Loose: Main Point → Sub-Points <ul style="list-style-type: none"> It was a most deceptive setting for a murder: the sky was blue, the sun was shining, the children were laughing. Climax: Order of Increasing Importance Anti-Climax: Sudden Decline in Seriousness <ul style="list-style-type: none"> Deflating Effect Cumulative List: String of Related Components Implying a Common Meaning <ul style="list-style-type: none"> The car bumped, rattled, rolled, shook and bounced its way across the fields. Incremental Development: Panning Effect

	<ul style="list-style-type: none"> ○ A figure slumped under a tree, a couple of cripples stumbling past, a ragged platoon of blind, wounded stragglers, and everywhere the cries of injured men. ● Reductive Development: Zooming Effect <ul style="list-style-type: none"> ○ The sun shone on the peaceful country scene: the market just beginning its business in the clear morning light. Outside the cheese stalls, a few early browsers stopped to savour the mix of fragrances and under the awning, a little girl was stroking her kitten's tail.
<p>State the Definitions and Effects of</p> <ul style="list-style-type: none"> ● Ellipsis ● Asyndeton ● Polysyndeton 	<p><u>Schemes of Omission</u></p> <ul style="list-style-type: none"> ● Ellipsis: Omission of words with "..." ○ Unfinished Sentence ○ Trailing off ○ Melancholy or Longing ● Asyndeton: Omission of Conjunctions <ul style="list-style-type: none"> ○ Hurried, Vehement Effect ● Polysyndeton: Many Conjunctions in Succession <ul style="list-style-type: none"> ○ Slows down pace of Text
<p>State the Definitions and Effects of</p> <ul style="list-style-type: none"> ● Iteration ● Anaphora ● Epanalepsis ● Epistrophe ● Anadiplosis ● Chiasmus ● Polyptoton ● Tautology 	<p><u>Schemes of Repetition</u></p> <p>Repetition: using a word or phrase multiple times (to give emphasis and show strong feelings etc.</p> <ul style="list-style-type: none"> ● Iteration: Repetition of Ideas ● Anaphora: Repetition of Same Word/Phrase at Beginning of Clauses/Sentences <ul style="list-style-type: none"> ○ You will go to the mountains. You will go to the valleys. You will go to the seas. You will go where no man has gone before. ● Epanalepsis: Repetition of Same Word/Phrase at Beginning and End of Clauses/Sentences <ul style="list-style-type: none"> ○ The King is Dead, Long Live the King! ● Epistrophe: Repetition of Same Word/Phrase at End of Clauses/Sentences ● Anadiplosis: Repetition of the last word of one clause at the beginning of the following clause <ul style="list-style-type: none"> ○ Fear leads to anger. Anger leads to hate. Hate leads to suffering. ● Antimetabole/Chiasmus: Repetition of words in successive clauses in reverse grammatical order <ul style="list-style-type: none"> ○ Fair is foul, and foul is fair ● Polyptoton: Repetition of Words from the Same Root <ul style="list-style-type: none"> ○ Thou art of blood, joy not to make things bleed. ● Tautology: Needless Repetition <ul style="list-style-type: none"> ○ Black Darkness

What, then, shall we say in response to these things? If God is for us, who can be against us? (Romans 8:31)