Literary Devices Journal: AP English Literature

Over the course of the semester students will complete numerous literary device analyses. Each is responsible for keeping all entries together to be able to turn them in for a grade on Wednesday, **December 11, 2019**. *Students must complete all your entries according to the following format EXACTLY, and all entries must be typed in order to receive credit.* Hand-written copies may not be turned in and then typed later! Each example must come from fictional pieces studied during this course, even those read independently.

Find 20 examples of 20+ different literary terms:

Students will receive **2 points** for the definition (**Term**)**, 2 points** for the example (**Instance**) and **6 points** for the functional discussion (**Function**). This is not a group or partner assignment. I do not expect to find shared or copied entries. All entries must consist of all three components in order to be scored at all. Each student will receive **10 bonus points** if all 20 entries are correctly completed on time.

FORMAT:

Term: Give a clear, functional, **definition** of the *literary device* selected. You should strive to make this at least slightly stylistically your own to enhance your comprehension.

Instance: Cite a section of the work of literature, followed by its source, including author and page/line number (MLA In-Text formatting is preferred) and the title.

Function: Explain the author's purpose in employing this language resource at this point in the work. How does this literary device enhance what the writer delivers? Consider commenting on other elements employed by the author in the selection chosen to most elaborately and eloquently explain how the device that is being focused upon—the purpose for the entry—functions in this instance. In other words, *students are strongly urged to discuss passages that contain multiple devices at play*. Despite this, no one excerpt may be used to complete more than one entry. Elements within discussions may be repeated in every entry. **THIS IS THE MOST VITAL SECTION AND SHOULD CONSIST OF THE BEST WORK FOR THIS COURSE. CONSIDER ADDING TO THIS WHEN GREAT EXAMPLES OF DEVICES ARE ENCOUNTERED THROUGHOUT THE SEMESTER.** Your LDJ should serve as a study tool prior to the exam on May 6th.

Always remember to explain:
1. **What message is conveyed?**
2. How is it being relayed to the audience?
3. **What is the impact on humans?**

EXAMPLE:

Metaphor: an analogy where two objects or concepts are directly likened to one another, starkly suggesting broad similarities

Instance: *"Have some sympathy fuh me. Put me down easy, Janie, Ah'm a cracked plate"* (Hurston 20).
   Their Eyes Were Watching God

Function:
The best operative definition of "plate" in this excerpt is simply an object intended to serve. Whether for food or otherwise, a plate's purpose is solely serving. This demonstrates Nanny's deceptive one-dimensionality. Although a valuable source of experience, Nanny truly has little more motivation, purpose, or personality beyond serving. Believing that her time to succeed was past, she dedicated her own life to her daughter's, and when that failed, her granddaughter's. This makes the plate's breaking that much more tragic. Made of glass or pottery, once broken, a plate is almost impossible to repair, and loses all its utility. Similarly, after decades of serving, Nanny is exhausted beyond repair, and so has lost all her worldly purpose. This is twofold, both evoking in readers the sympathy that she asks of Janie, and demonstrating the dangers of a life given to others. It comments that in making ourselves plates, we lose resilience and purpose, risking total uselessness once broken.

Please note that the author first provides context for the discussion, then carefully discusses how the literary device specifically functions both in the passage and within the context of the novel as a whole. The student is also careful to use the term in the active voice within the discussion.