**Literary Terms Intro**

If you really want to study literature, it’s useful to have a good working knowledge of a range of literary techniques. The list on the next page contains a multitude of these. It is not necessary for you to commit all of these to memory; however, you want to become familiar with many of them. This project is to help you work on that.

We will be referring to this assignment throughout the year as we review literary techniques in preparation for the AP exam. You will create the video, or Prezi, power point, Google slides, etc. with the intended audience being your AP literature peers. The goal is for both you and your classmates to gain a deeper understanding of the working meaning of the literary term.

**Instructions**

A. Choose **TWO** terms from the list, one from each column. Sign up for your term. Only one person per literary term.

B. Create a Spark video (or whatever medium you chose) (**two-minute maximum**) for each term that includes all of the following:

1. A user-friendly definition of the term--not the word-for-word incomprehensible dictionary definition.
2. An example from published literature. You may use the internet to find this, but be sure to cite your sources--or, if you know of an example from literature without using the internet, use that!
3. A user-friendly example that you create yourself.
4. An explanation of the purpose of this device. What would this literary technique add to a story or poem? Why would an author use it?

**Tips for Success**

* Consider your audience and purpose. You are trying to help students in our class understand what these terms mean and how they are used.
* Use a combination of text, pictures, and videos to delve into the term and to hold the viewer’s interest.
* As Polonius says with unintentional irony in *Hamlet*, “Brevity is the soul of wit.” While he, himself, never followed that advice, you should. To be clear, be concise.
* Have someone review your presentation for accuracy, clarity, and interest before you turn it in.

**Grading: Each assignment is worth 30 points.**

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| **A** | **B** | **C** | **D** |
| Information is accurate and thorough. Explanations are thoughtful and show a well-developed understanding of the technique and its purpose. Video is well-planned and clearly aimed at engaging the intended audience. | Information is accurate and clear. Explanations show an understanding of the technique, but are less thoughtful or fully developed, perhaps repeating internet or textbook words rather than clearly explaining in the student’s own words. Video is clear and well-planned. | Information is accurate, but less clear. Explanations are hazy or underdeveloped. Video includes all the required elements but is rushed or less clearly planned. | Information is inaccurate, unclear, or incomplete. Video is unclear or incomplete. |

**Assignment # 1 is due by** . Submit to the class website under literary terms link.

**Assignment # 2 is due by** . Submit to the class website under literary terms link.

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| **List #1**   1. alliteration 2. allusion 3. analogy 4. anaphora 5. anthropomorphism 6. aside 7. assonance 8. asyndeton 9. cacophony 10. consonance 11. dramatic irony 12. end rhyme 13. epigram 14. euphony 15. extended metaphor 16. flashback 17. foreshadowing 18. hyperbole 19. imagery 20. in media res 21. internal rhyme 22. juxtaposition 23. malapropism 24. metaphor 25. motif 26. onomatopoeia 27. oxymoron 28. personification 29. repetition 30. rhetorical question 31. simile 32. situational irony 33. symbol 34. synesthesia 35. understatement 36. verbal irony | **List #2**   1. antithesis 2. aphorism 3. apostrophe 4. bildungsroman 5. chiasmus 6. conceit 7. deus ex machina 8. dramatic monologue 9. elegy 10. end stopped line 11. enjambment (enjambed line) 12. euphemism 13. farce 14. feminine rhyme 15. litotes 16. masculine rhyme 17. metonymy 18. paradox 19. pastoral 20. paralipsis 21. parallelism 22. periphrasis 23. slant rhyme (half rhyme) 24. synecdoche 25. zeugma |