Literary[1] Devices Project
R 1.1 H, SL W 1.4 C

Literary Devices refers to the typical structures used by writers in their works to convey his or her messages in a simple manner to the readers. When employed properly, the different literary devices help readers to appreciate, interpret, and analyze a literary work.

In this project, you will write a **one-to-two-page composition**—this can be a single paragraph or a short essay (an introduction and one or two body paragraphs)—in which you explain how a literary device does one of the following:
- emphasizes or reveals characterization,
- reveals the complex attitude[2] of the speaker (toward a subject), or
- contributes to the meaning of the literary work (i.e., theme and/or purpose).

You will be assigned a literary device (see page 4), but you will have to find a literary work—a piece of fiction or poetry not read in class.

The essay must accurately respond to the prompt above and conform to MLA standards. See page 2.

Additionally, you will create and present a **six-minute PowerPoint presentation**[3] that [1] teaches your class your assigned literary device and [2] presents an analysis of a literary work (i.e., your essay). You may not create a Prezi. The presentation should include
- A title slide with your name, class information, and the name of your literary device
- A minimum of six (6) slides
- At least four (4) relevant visuals with no more than two (2) visuals on one slide
- Two (2) examples of the literary device – this can include examples you found online.
- Some text in each slide
- 40-word maximum per slide
- No fonts less than 18pt
- For the analysis:
  - A slide with your thesis statement and/or topic sentence(s)
  - Slides for each quote you analyze
- An MLA Works Cited slide of all sources (websites, books, etc.) used in the project. See page 3.

Lastly, you are not allowed to read off your essay, PowerPoint, or notecards. Exception: You may read direct quotes from your PowerPoint.

This should go without saying; however, plagiarism will not be condoned, so do not copy and paste information from the Internet and think I will not catch it. Plagiarism may lead to your removal from the class. Unfortunately, this has happened.

Due date: Monday, October 3rd, 2016
- First Draft of the Composition and PowerPoints must be uploaded to turnitin.com.

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[1] Literary (adjective): concerning the writing, study, or content of literature, especially of the kind valued for quality of form.
[2] A complex attitude refers to a speaker's conflicting feelings toward a subject/audience.
[3] You may create the presentation on Keynote or Google Docs; however, you must e-mail me your presentation as a PowerPoint file, (i.e., a .pptx file).

MLA Formatting Guidelines

1. **Margins:** One-inch on the top, bottom, and sides of each page.

2. **Page Numbering:** Use your word processor to create a header that includes your last name and the page number in the upper right hand corner of the page, one half inch from the top of the page. Every page has this header.

3. **Title Page:** MLA style does not require a title page; instead, the first page of the paper should begin with four lines, double spaced, indicating: your name, name of the course instructor, name of the course, and the date. Then insert (and center) the title of your paper on the next line.

4. **Spacing:** Double-space every line (including long quotes and the citations on the Works Cited page).

5. **Indenting:** Indent the first line of every paragraph five spaces or one tab. Indent long quotations ten spaces or two tabs.

6. **Font and Typeface:** Use a 12-point font in Times New Roman.
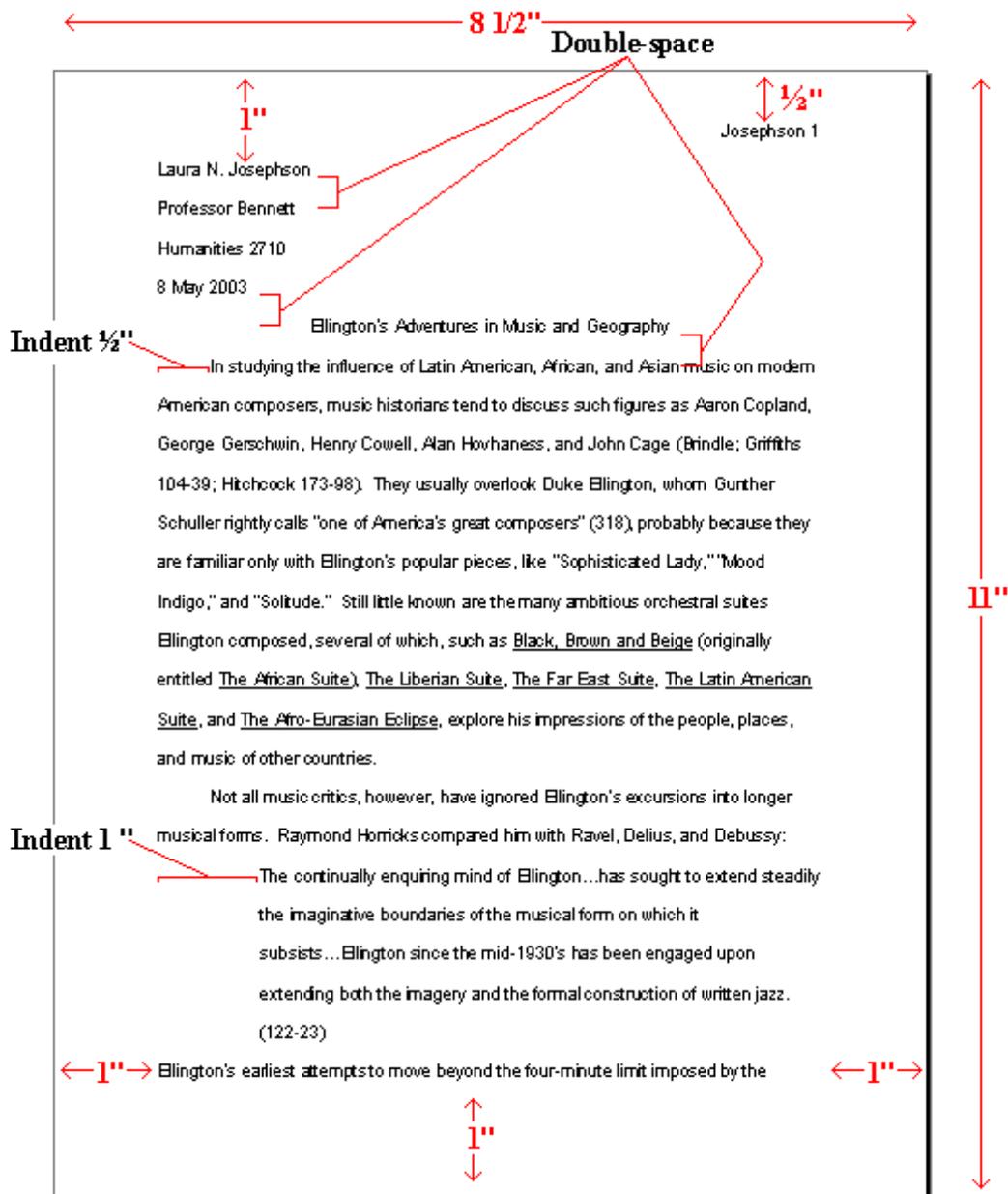
MLA WORKS CITED PAGE

A **works cited** page is similar to a bibliography; however, it refers to sources you quoted in an essay. Below is a general guide to formatting a works cited page using **Internet sources**—this is because most students will use literary works found on the Internet.

Here are some common features you should try and find before citing electronic sources in MLA style. Not every Web page will provide all of the following information. However, collect as much of the following information as possible both for your citations and for your research notes:

1. Author and/or editor names (if available)
2. Article name in quotation marks (if applicable)
3. Title of the Website in *italics*. Remember that some Print publications have Web publications with slightly different names. They may, for example, include the additional information or otherwise modified information, like domain names, e.g. .com or .net.
4. Any version or edition available, including revisions, volumes, or issue numbers.
5. Name of Publisher or organization sponsoring or associated with the website. If no publisher name is available, use n.p.
6. Publishing date. If no publishing date is given, use n.d.
7. Medium of publication, most likely "Web"
8. Date you accessed the material. It is necessary to list your date of access—when you read the website—because web postings are often updated, and information available on one date may no longer be available later.

Examples:

> Schoen, John M. "Inside the Foreclosure Factory, They're Working Overtime." *MSNBC.com*. n.p., 18 Apr. 2012. Web. 19 Apr. 2012.
>
> "Plagiarism." *Wikipedia: The Free Encyclopedia*. Wikimedia Foundation, Inc., 18 Apr. 2012. Web. 19 Apr. 2012.
>
> Aristotle. *Poetics*. Trans. S. H. Butcher. *The Internet Classics Archive*. Web Atomic and Massachusetts Institute of Technology, 13 Sept. 2007. Web. 4 Nov. 2008.

Note: MLA no longer requires the URL of a website, but if a teacher requires it, insert it like the example above.

ASSIGNMENTS

Below you will find one of two options for your allusion project. Remember: you have to present on only one of them. To find a poem, start with www.poemhunter.com. Also, use this Google search phrase: [literary device] in a short story. If you need helping looking for a literary work, just ask. However, I will not look for it alone; you must be present when I search for a literary work, for you will be helping me.

1. **Adriana**
   o Apostrophe
2. **Vanessa**
   o Asyndeton
3. **Javier**
   o Paradox
4. **Nicole**
   o Antithesis
5. **Milca**
   o Polysyndeton
6. **Giovanni**
   o Anaphora
7. **Kathelene**
   o Oxymoron
8. **Isabel**
   o Euphemism
9. **Damian**
   o Metonymy
10. **Jonathan**
    o Juxtaposition
11. **Daisy**
    o Understatement (litotes)
12. **Jesus**
    o Zeugma
13. **Ivonne**
    o Synesthesia
14. **Gregorio**
    o Synecdoche

15. **Yesenia**
    o Apostrophe
16. **Fernanda**
    o Asyndeton
17. **Sabrina Morales**
    o Paradox
18. **Jessty**
    o Antithesis
19. **Ingrid**
    o Polysyndeton
20. **Kimberly**
    o Anaphora
21. **Cristine**
    o Oxymoron
22. **Sabrina P.**
    o Euphemism
23. **Sarai**
    o Metonymy
24. **Claudia**
    o Juxtaposition
25. **Olivia**
    o Understatement (litotes)
26. **Melisa**
    o Zeugma
27. **Sofia**
    o Synesthesia
28. **Shirley**
    o Synecdoche

ESSAY RUBRIC

Reading 1.1 H
Explain the structure of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices.

4	3
These essays offer persuasive analysis of how an allusion enhances a literary work's meaning. These essays are based on a literary work not read in class. The essays offer a range of interpretations. Their textual references are apt and specific. Though they may not be error-free, these essays are perceptive in their analysis and demonstrate writing that is clear and sophisticated. The essay conforms to MLA standards.	These essays offer reasonable analysis of how an allusion enhances a literary work's meaning. These essays are based on a literary work not read in class. The essays are less thorough or less precise in their analysis than a 4-level response. These essays demonstrate the student's ability to express ideas clearly, making references to the text, although they do not exhibit the same level of effective writing as a 4-level response. The essay conforms to MLA standards.
2	**1**
These essays respond to the assigned task with a plausible reading of a literary work. These essays are based on a literary work not read in class. The essays often rely on paraphrase, which may contain some analysis, implicit or explicit. Their analysis of the allusion may be vague, formulaic, or minimally supported by references to the text. There may be minor misinterpretations of the poem. These essays demonstrate some control of language, but the writing may be marred by surface errors. These essays are not as well conceived, organized, or developed as 4-3 essays. The essay may not, in part or as a whole, conform to MLA standards.	These essays fail to offer an adequate analysis of the poem. The analysis may be partial, unconvincing, or irrelevant, or it may ignore how an allusion enhances a literary work's meaning. Evidence from the literary work may be slight or misconstrued, or the essays may rely on paraphrase only. The writing often demonstrates a lack of control over the conventions of composition: inadequate development of ideas, accumulation of errors, or a focus that is unclear, inconsistent, or repetitive. Essays may contain significant misreading and/or demonstrate inept writing. The essay may not, in part or as a whole, conform to MLA standards.

PRESENTATION RUBRIC

Speaking and Listening - W 1.4 C
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

4	3
• All information presented was clear, accurate, and thorough. • All sources used for quotes, statistics and facts are credible and correctly cited in MLA format. • Student meets and exceeds all requirements for what should be included in the presentation, e.g. use of images and enumerated headings. • Student organizes time well; no part of the presentation is too short or too long. • Volume is loud enough to be heard by all audience members throughout the presentation. • Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. • Does not rely on the PowerPoint for what to say; may read a sentence verbatim.	• Most information presented was clear, accurate, and thorough. • All sources used for quotes, statistics and facts are credible and most are correctly cited in MLA format. • Student meets all requirements for what should be included in the presentation, e.g. use of images and enumerated headings. • One parts of the presentation is too short or too long. • Volume is loud enough to be heard by all audience members at least 90% of the time. • Stands up straight and establishes eye contact with everyone in the room during the presentation. • Reads 2-3 sentences from the PowerPoint for what to say.
2	**1**
• Most information presented was clear and accurate, but was not usually thorough. • Most sources used for quotes, statistics and facts are credible and correctly cited in MLA format. • One requirement was not completely met. • Two parts of the presentation is too short or too long. • Volume is loud enough to be heard by all audience members at least 70% of the time. • Sometimes stands up straight and establishes eye contact. • Often relies on the PowerPoint for what to say.	• Information had several inaccuracies or was usually not clear. • Many sources are suspect (not credible) and/or are not cited correctly in MLA format. • Very little or no source information was collected. • More than one requirement was not completely met. • Student uses time poorly; the whole presentation, or a part of it, is too short or too long. • Volume often too soft to be heard by all audience members. • Slouches and/or does not look at people during the presentation. • Relies heavily on the PowerPoint for what to say.