**English 3201 Midterm Exam Review 2016:**

**Visual Examinable Terms and Sample Short Answer Questions:**

**element – angle**

space between two intersecting lines;

direction from which the image is looked at

**element – asymmetry**

 lack of equality in an image

**element – background**

the area of scenery behind the focal point

**element – balance**

creates harmony; visual is ‘even’

**element – colour**

composed of hue, value, intensity

**element – composition**

layout of elements in a visual

**element – contrast**

showing difference between elements of a visual (color, size, shape)

**element – focal point**

image that draws the most attention

**element – focus (in or out)**

use of blurring to create emphasis

**element – font**

size and type of text

**element – foreground**

the part of the visual closest to the observer

**element – frame**

technique that encloses a visual

**element – lighting**

capturing direction of light helps create mood, focal point, etc.

**element – line**

straight lines = order

curvy lines = softness

angular lines = tension

**element – panel**

**element – perspective**

creation of height, width, and depth in a visual

**element – proportion**

the comparative relationship between parts in a visual

**element – scale**

size of an object in relationship to a clear set of measurement

**element – shadow**

a dark area or shape caused by an object interrupting a light source

**element – symbol**

an object/image that represents something else

**element – symmetry**

balance in the layout of images; equality in the images

**form – caricature**

a picture exaggerating particular physical characteristics for the sake of humor

**form – collage**

group of overlapping images and words

**form – comic strip**

a sequence of drawing in boxes to tell a story

**form – editorial cartoon**

an illustration commenting on an issue of political, economic, social significance (can be humorous)

**form – graphics**

**form – photo essay**

essay told in photos, not words

**form – poster**

a large printed image that is usually used to advertise/publicize

**form – print**

**form – storyboard advertisement**

a group of panels that are laid out to create an advertisement

**bias**

to show prejudicial favor for or against a certain thing, person, or group that is deemed unfair

**caption**

a brief explanation appended to a visual

**icon**

a person or thing regarded as being symbolic of something else

**logo**

a symbol adopted by a business/organization to represent their products and services

**message**

the idea being conveyed by the image (theme)

**dialogue bubbles / speech balloons**

show dialogue and speech

**target audience**

the demographic of people the visual is meant to whom the message applies

**blank space**

area of a visual that has no image

**title (significance)**

**tone**

attitude of the artist displayed in an editorial cartoon

**dominant impression**

overall feeling/understanding created within the piece

**Common Visual Constructed Response Questions (Note: This is not an inclusive list)**

1. What is the focal point in this visual? How is it created? Explain your answer using reference to **two** visual elements.

2. What is the mood created in this visual? Explain your answer with two references to the visual.

3. What is the main message of this piece? Discuss using two references to the visual.

4. Discuss how the use of color is effective in the visual.

5. Who is the target audience? Defend your answer with two references to the visual.

6. Create a title for this visual. Use at least **two** visual elements to show how this title is appropriate.

7. Show how one symbol used in this visual helps to develop the message.

8. Using **two** specific references, explain how the artist has used visual and textual elements effectively to convey message.

9. Discuss how the use of **two** visual elements in this image are particularly effective.

**Unseen Essay Analysis:**

* **Expository Essay – essays that explain or expose a particular topic of interest**
	+ **Styles of Expository Essay Writing**
		- **Argumentative (fact based) and Persuasive (emotional appeal and call to action)**
	+ **Methods of Development**
		- **Comparison Contrast**
		- **Example Illustration**
		- **Cause and Effect**
		- **Classification and Division**
		- **Process Analysis**
		- **Definition**
		- **Narration**
		- **Description**
* **Narrative Essay – told like a story; there is an element of truth driving the essay**
* **Descriptive Essay – pure description (doesn’t move through time, just space)**
* **Audience - ALWAYS BE SPECIFIC!!!!**
	+ **consider gender, age, religion, nationality, gender, political affiliation**
* **Purpose - \*NEVER “TO INFORM”\***
* **Types of Evidence**
	+ **Facts**
	+ **Statistics**
	+ **Analogy**
	+ **Anecdote**
	+ **Authority**
* **Denotation (dictionary meaning)/Connotation (all of the associations we make to an idea, object, etc.)**
* **Dominant Impression**
* **Effective Introductions**
* **Effective Conclusions**
* **Unity (closing by return, topic sentences linked to thesis, repetition of key ideas)**
* **Coherence (repetition of key words/synonyms of key words, parallel structure, pronoun referencing, transitions)**

**UNITY IS *NOT* COHERENCE ! COHERENCE IS *NOT* UNITY!**

* **Emphatic devices**
	+ **Sentence Fragment**
	+ **Sentence structure (simple, compound, complex, compound-complex)**
	+ **Brevity**
	+ **Rhetorical Question**
	+ **Punctuation (from and uses: period, dash, semicolon, hyphen, quotation marks, exclamation points, capitalization)**
	+ **Font: italics, bolding, underlining**
	+ **Diction**
	+ **Figurative Language**
* **Thesis Sentence**
* **Topic Sentence**
* **Tone**
	+ **Ex. Satire (discussing a serious topic under the guise of humor)**
* **Significance/Importance/Effectiveness - You must always think about the following phrase when you are answering a question with one of these words. One literary element MUST be use to develop another element.**

 **“This \_\_\_\_\_\_\_\_\_\_ is effective because it contributes to (literary element).”**

**In order to write a good essay you need to not only analyze essays as they are presented to you, but you also need to take these analysis techniques in combination with your content to write your comparison essay on your midterm and final.**

**\*DON’T JUST MEMORIZE THESE IDEAS, PUT THEM INTO PRACTICE\***

**Essay Analysis Terminology**

* **audience**
* **bias**
* **cliché**
* **coherence – parallel structure / parallelism**
* **coherence – pronoun reference**
* **coherence – repetition (key words and phrases)**
* **coherence – transitions**
* **comparison**
* **composition**
* **context**
* **contrast**
* **emphatic device – listing (numerical order, bullets, sequencing)**
* **emphatic device – font (bold, unusual capitalization, italics, underline)**
* **emphatic device – punctuation (colon, dash, exclamation mark, ellipsis, brackets)**
* **emphatic device – repetition, parallel structure**
* **emphatic device – sentence fragments**
* **emphatic device – short sentences**
* **essay development – argumentation / persuasion**
* **essay development – cause and effect**
* **essay development – classification and division**
* **essay development – compare and contrast**
* **essay development – definition**
* **essay development – description**
* **essay development – examples and illustration**
* **essay development – exposition**
* **essay development – narration**
* **essay development – process analysis**
* **journal**
* **language style – jargon**
* **language style – colloquial**
* **language style – dialect**
* **language style – euphemisms**
* **language style – formal**
* **language style – informal**
* **language style – slang**
* **paraphrase**
* **rhetorical question**
* **transitions – logical**
* **transitions – oppositional**
* **transitions – spatial**
* **transitions – temporal/chronological**
* **unity – closing by return**
* **unity – repetition (key words and phrases)**
* **unity – thesis (statement)**
* **unity – topic sentence**
* **voice**

**SIGNIFICANCE, EFFECTIVENESS, IMPORTANCE QUESTIONS:**

**When asked for significance or effectiveness of a quotation, word, image, or technique:**

1. **Comment on the technique and/or specific word choice**
2. **Then relate the excerpt to the work as a whole by asking yourself the following questions:**
	1. **How does it contribute to THEME/MESSAGE?**
	2. **Does it contribute to CHARACTER?**
	3. **Does it contribute to CONFLICT?**
	4. **Does it contribute to MOOD?**
	5. **Does it contribute to TONE?**
	6. **Does it contribute to ATMOSPHERE?**
	7. **Does it contribute to IRONY?**
	8. **Does it contribute to creating a DOMINANT IMPRESSION?**
	9. **Does it create SYMBOLISM?**
	10. **Does it reveal PURPOSE?**
	11. **Does it reveal AUDIENCE?**

**Analytical Essay Analysis:**

Use your notes and model answers (in exercise books and on website) to prepare for the following section. You must be familiar with each of the following essays we discussed in class. You will be given an excerpt from one of them that you will have to write you essay on.

Review your analytical terms sheet so you can readily apply the terms given to you.

\*Note\* As stated on the public exam site, the prompt will contain the statement “you may consider”. Therefore, you have the option to use the analytical terms recommended, OR you may choose to use other devices you see as appropriate.

1. How to Melt the Arctic

2. My Favourite Place

3. Whose Fault is Childhood Obesity

4. Transition Season

5. Enchanted Forest

6. I Am Here Today Because I Am Gay

Sample Prompts can be found on the link:

http://www.ed.gov.nl.ca/edu/k12/evaluation/english3201/Section7-Sample\_Analytical\_Essay\_Prompts.pdf

These are not all inclusive, they are simply meant to give you a better idea of the kinds of questions you could be asked. Each prompt can be adapted with different terminology from the table below for the different essay selections.

- Review the analytical essay terminology so you understand what is asked of you

- The essay’s purpose/tone/message/theme

- Understand and apply how to effectively discuss a device found the essay and show how it is effective in developing something in the essay

- That you organize the essay into body paragraphs. Minimum of 3.