**AP Literature and Composition**

**Notes onTimed Writing**

**General Notes**

1. In second body paragraph, use a transition to connect one idea to the next: example: “**Although** the adults in Wilbur’s poem are successful at hiding the truth from the child, Collin’s adult is not quite as successful, which creates an ironic tone in his poem.”
2. After making your observations, don’t forget that important step of drawing a conclusion/explaining its effect on the text’s larger message/big idea:

Example: “In “A Barred Owl,” the parents explain that all the owl was doing was asking “an odd question that came from a forest bird.” The diction lacks any real detail and describes the owl as just a “forest bird” in order to shield the image of an owl on a nightly hunt for food from the child.

1. Remember to pull in passages from the text vs. paraphrase: “ Throughout childhood, kids seek explanations, and many times adults “try to protect [their] students’ ‘innocence’” by avoiding the whole truth (Collins).
2. Don’t forget commas after introductory clauses.
3. Don’t just say, “The author uses tone and tone shifts…”
4. Do say: “The author’s text begins with a satirical tone and shifts to a darker, more sardonic tone to reveal….”
5. Careful of vague references vs. showing real effect

Example:

Character feels one way which affects the tone but then something shifts causing the tone to change.

Here’s a better example of a device observation where the writer discusses its effect on the poem: “The (aa-bb-cc rhyming couplets) rhyme scheme in his poem creates a tone of innocence and youth, while the metaphors both terrorize and comfort the reader.”

8.Also, in conclusion, look at ways in which the examples are similar in terms of tone, use of literary devices, point of view, speaker, diction, etc. Definitely talk about thematic similarities, but don’t forget those literary devices. Careful of getting “lofty” in your conclusion—reminiscing about the big ideas—stay very close to the text itself—what’s it showing, what devices help to get the writer there. Your task in your comparison is to ask yourself, “If both examples are discussing a similar theme, how do they use different rhetorical devices to create similar or different tones, meanings?

1. Careful in your introduction not to blend the examples together in areas where they are not similar: i.e. “Both poems use a sarcastic tone and allusion….”
2. As you talk about your examples, don’t forget to **explain** before jumping to your conclusions.

**It’s almost a formula:** “These (fill in lit. device) show us x (literally) which leads us to draw the conclusion that x which ties to the theme/big idea in this way….”

12. When you are talking about a writer’s style being “relatable,” perhaps a better way to put it might be that the writer’s subjects are “universal” Or that the writer uses common, daily occurrences to reveal larger truths about life.

13.Don’t forget to discuss tone. Remember that imagery, syntax, figurative language, and diction help to create a particular tone. Does the tone shift? Where and why?

15. In topic sentences/thesis, if you are going to discuss diction/imagery/figurative language, try to use tonal words as adjectives to describe them vs. more vague words like “simplistic,” or “vivid,” or “clear.” For instance, “sarcastic diction,” “humorous allusions,” “violent images,” “disturbing images,” “sardonic metaphors” See the difference?