**English 3201 Essay Notes**

**Common Constructed Response Questions**

1. Identify and explain the purpose for writing using two specific examples for support
2. Identify and state a theme/message using two specific examples for support.
3. Explain the significance of the title using two specific examples for support.
4. Identify two examples of effective diction and explain how they contribute to the theme/message/tone.
5. Identify the mood using two specific examples for support.
6. Identify the tone using two specific examples for support.
7. Explain the effectiveness of specific examples of literary terminology. (See list below)

|  |  |  |  |
| --- | --- | --- | --- |
| allegory  alliteration  allusion  analogy  anecdote  antagonist  apostrophe  assonance  atmosphere  cacophony  character/characterization  climax  complication  conflict  connotation  consonance | denotation  diction  dominant impression  epiphany  eulogy  euphony  extended metaphor  fable  figurative language  flash fiction  flashback  foil  foreshadowing  genre  hyperbole  imagery  irony – dramatic | irony – situational  irony – verbal  juxtaposition  literal meaning  lyrics  memoir  metaphor  monologue  mood  motif  myth  narrator  onomatopoeia  oxymoron  parable  paradox  parody | personification  protagonist  proverb  pun  purpose  refrain  sarcasm  satire  setting  simile  speaker  stanza  stereotype  suspense  symbolism  thematic statement  thematic topic |

1. Explain the effectiveness of point of view or perspective using two specific examples for support.
2. Explain how voice is developed using two specific examples for support.
3. Identify and explain two different methods of coherence used by the writer. Support your response with one example for each method.
4. Identify and explain two different methods used to create unity
5. Identify and explain two different methods of development that are used to develop the message.
6. Identify and explain how the organization of this text is effective in achieving its purpose. Use two examples to support your response.
7. Identify the intended audience using two specific examples for support.
8. Identify and explain how two examples of humour are used to support the main idea of this essay.
9. Explain using two examples how satire is developed in this text.
10. Explain two methods the author uses to develop the message.
11. Explain how two emphatic devices (emphasis) are used effectively or used to develop message.
12. Explain how symbolism is used effectively using two specific examples.

**Definition of essay** - short piece of writing, from an author's personal point of view

**Type of Essays**

**Expository** – writing that explains

* + There are five main types:
    - Example and Illustration
    - Cause and Effect
    - Classification and Division
    - Process Analysis
    - Comparison and / or Contrast

**Narrative** – has a purpose for telling; a true event; a single incident

**Memoir** –a person’s story about his or her life.

**Descriptive** – writing that creates images of people, places, objects.

**Argumentative** – a rational argument which uses evidence.

**Persuasive** – writing that attempts to convince the audience to adopt a certain point of view or to act in a certain way. (Often closes with a call to action)

Essay: an extended piece of writing in which an author explores a subject in some detail.

* Introduction: a good introduction has an interesting opening:

a) Seven types of openings:

* + Anecdote – brief story
  + Shocking Statistic
  + Question
  + Quotation
  + Brief description
  + A personal example
  + Definition

b) Has a thesis statement

c) Includes main ideas in several sentences (sentence map or blueprint of the essay)

* Body: a writer uses a method of organization to use in the body of an essay.
* Conclusion: endings should provide a summary that reviews the main points of the essay. The ending should naturally grow out of what precedes it. Do not add new information. The writer’s final thoughts on the thesis can be included.

**Purpose and Audience**

The **purpose** is the reason for writing. Remember the three “E’s” (To explain, to educate, to entertain)

* + - * To inform
      * To analyze something
      * To tell a story
      * To describe
      * To persuade
      * To provoke thought
      * To argue

The **audience** refers to the listeners, the readers or viewers. The audience affects the style, diction and complexity of the essay.

* A writer’s purpose is often shaped by the kind of audience they are writing for. For example,
  + Young people
  + Parents
  + Consumers
  + Avoid “everyone” – try to be specific

**Emphatic Devices**

**Rhetorical Question** is a question intended to provoke thought, but not an expressed answer, in the reader. It is most commonly used in oratory and other persuasive genres. - to launch or further discussion. , it is not a question to be answered. Example: “What is the meaning of life?”

**Purposeful Repetition** *–* It is important you study for your test. If you do not study, you will not get the marks you deserve! So, not studying could cost you valuable marks.

**Sentence Fragments** *–* A sentence fragment is a piece of information that is punctuated as a sentence but that lacks some of the characteristics of a complete sentence, such as being a complete thought.

**Sentence Brevity** *(Short sentences)* – He jumped. There was silence.

**Use of Punctuation** – “!”(Exclamation mark) , “….” (Ellipses), “?” (Question mark), “--” (dash), “:” (colon), “( )” (Parentheses)

**Use of FONT** (bold, unusual capitalization, italics, underline)

**Use of Parallel Structure** – Be sure to eat your supper, complete your homework, and study your notes before going to sleep tonight.

**Unusual Expressions** – “Beep. I’m sorry there must be some mistake. Beep.”

**Effective Diction** – Effective word choice, such as Cornucopia, Anguish, Peril

**Listing** (numerical order, bullets, sequencing)

**Point of View**

Point of view is the perspective from which stories are told.

1st person point of view: When you narrate an incident in which you have participated or the person narrating is a person who is in the story. Uses “I”.

*Advantages*

+ direct

+ allows a deeper understanding of narrative character

+ true, insofar as the narrator understands “what is true”

*Drawbacks*

– limited to one character

– “truth” is clouded by biases, perceptions, and experiences

3rd person, limited point of view: told by a narrator who is not involved in the action of the story and addresses the characters as “he” or “she.”

*Advantages*

+ allows narrative distance, useful for very painful stories

+ generally true, and implied truthful given the distance

+ focus on one character allows rich understanding of character, but not as much as 1st person pov

+ less obvious bias than 1st person pov

*Drawbacks*

– still limited to one character

– limited understanding of the whole truth

– indirect (“he thought that”/ “she wondered if” etc. Instead of “I think”/ “I wonder”)

3rd person, omniscient (omni=all /scient = knowing) point of view

*Advantages*

+ allows the narrative distance of 3rd person pov

+ jumps from character to character, revealing many character’s thoughts and feelings, therefore:

+ fullest understanding of truth

+ rich storytelling from many perspectives possible

+ eliminates bias and other problems

+ allows for dramatic irony, great for increased tension, or comic effect

*Drawbacks*

– indirect

– can be confusing to read and to write clearly (which “he” do we mean when we read “he thought that”

– does not allow for the eye-witness account of first-person pov which is valued in our culture

– does not share a complete picture of a single character from his or her (or its) own perspective

2nd person point of view

-Uses the [imperative mood](http://grammar.about.com/od/il/g/impermood.htm) (expresses a command) and the [pronouns](http://grammar.about.com/od/pq/g/pronounterm.htm) *you, your*, and *yours* to address a reader or listener directly.

- An author may use second person when he/she wants to make the audience more active in the story or process.

- The author may use it to talk to the audience (as in self-help or process writing), or, when used in fiction, the author wants to make the audience feel as if they are a part of the story and action.

- When writing fiction in second person, the author is making the audience a character, implicating them. The author may even be employing second person as a thematic device, a way for a character to distance him or herself from their own actions.

- Works well for giving advice or explaining how to do something.

**Coherence**

Coherency means the essay makes sense. The ideas are arranged logically so we understand the development of the essay. There is a smooth transition from one sentence, paragraph or idea to another. The relationship between paragraphs and ideas is developed in a logical, sequential, spatial, or chronological order.

Ways to Achieve Coherency

To establish coherency in writing, you can use ***FIVE methods*** listed here.

1. Repetition of a Key Term or Phrase

This helps to maintain the focus of the writing and to keep your reader on track. It emphasises an idea.

* ***Example*:** The problem with ***contemporary art*** is that it is not easily understood by most people. ***Modern art*** is deliberately abstract, and that means that ***contemporary art*** leaves the viewer wondering what she is looking at.

2. Synonym Reference (synonyms)

Synonyms are words that have essentially the same meaning, and they provide some variety in your word choices while helping the reader to stay focused on the idea being discussed.

* ***Example*:** ***Myths*** narrate sacred history and explain sacred origins. ***These traditional narratives*** are, in short, a set of beliefs that are a very real force in the lives of the people who tell them.

3. Pronoun Reference (Pronouns)

*This, that, these, those, he, she, it, they*, and *we* are useful pronouns for referring back to something previously mentioned. But be sure that what you are referring to is clear.

***Example*:** When ***scientific experiments*** do not work out as expected, ***they*** are often considered failures until some other scientist tries ***them*** again. ***Those*** that work out better the second time around are the ones that promise the most rewards.

**4. Parallel Structure/Parallelism**

Using the same pattern of words to show that two or more ideas have the same level of importance. This can happen at the word, phrase, or clause level.

*Examples*:

* Mary likes hiking, swimming, and bicycling.
* Mary likes to hike, to swim, and to ride a bicycle.
* The production manager was asked to write his report quickly and accurately.
* The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.

**5. Transitional Words and Phrases**

There are many words in English that cue our readers to relationships between sentences and tie them together.

**Types of Transitions**

– Logical

– Oppositional/Contrast

– Spatial

– Temporal/chronological/sequential

*–*Comparison

*Example:* I like autumn, ***and yet*** autumn is a sad time of the year, too. The leaves turn bright shades of red and the weather is mild, ***but*** I can't help thinking ahead to the winter and the ice storms that will surely blow through here. ***In addition***, that will be the season of chapped faces, too many layers of clothes to put on, and days when I'll have to shovel heaps of snow from my car's windshield.

Transitional Words:

|  |  |  |  |
| --- | --- | --- | --- |
| **Contrast**   * but * however * yet * unfortunately * in contrast to * although * nevertheless * on the contrary * on the other hand | | **Comparison**   * similarly * likewise * in a similar fashion * equally * in the same way * also | **Cause and Effect ( Reason and Result )**   * so * hence * unless * for this reason * accordingly * as a result * because * since * thus * therefore * consequently |
| **Additions**   * in addition * moreover * furthermore * besides * also * too * next * and * at the same time | | **Explanations**   * for example * in other words * for instance * that is * incidentally * of course * in fact * indeed | **Time**   * now * again * first * meanwhile * as soon as * immediately * finally * when * afterwards * before long * in the future * next * subsequently * eventually * then * while |
| **Place**   * behind * between * in front of * within * above * opposite | * below * near at hand * nearby * beside * here | |

**Essay Development (Methods)**

1. **Example or Illustration (generalization)** –generalization supported by examples

A. Florida has several unique attractions.

B. My friend has irritating habits.

2. **Cause/Effect**–topic was caused by...or topic resulted in...

A.A series of events undermined President Clinton’s reputation.

B. Watching cartoons has a negative effect on children.

3. **Process Analysis**–instructions to accomplish something

A. Building a campfire requires three basic steps.

B. Baking a cake from scratch is a complex process.

4. **Definition**–topic is... or topic belongs to a class.

A. Joh Brown, a senator, is a conservative.

B. Good manners is the art of making people feel at ease.

5. **Compare/Contrast**–One item or topic compared (similarities) or contrasted (differences) to another.

A. Life is often likened to a voyage.

B. Ice skating differs from roller skating.

6. **Classification and Division** –Topic is broken into distinct categories.

A. The United States government has three major branches.

B. The flags used during a NASCAR race convey different messages.

7. **Exposition** –to explain

A. Tourism and agriculture are both essential elements of Florida’s economy.

B. The president’s four recommendations might be effective for lowering taxes.

8. **Persuasion or argument**–Topic is defended or recommended.

A. College tuition should be waived for those who maintain a 4.0 average.

B. There should be a national law against texting while driving.

9. **Description (spatial sequence)** –Objective or subjective description (person, place, thing)

A. The Indian River has a special beauty.

B. My room is a special place.

10. **Narration**–Writer relates a story or anecdote.

A.I will never forget my first day of college.

B. Getting my driver’s license was a frustrating experience

**Methods of Organizing Your Essay**

**Chronological order:** Paragraphs separate the process or series of events into major stages. Classification: Paragraphs divide the material into major categories and distinguish between them.

**Increasing importance:** Paragraphs are arranged so that the most important point comes last, thus building the essay's strength.

**Cause and effect:** Indicates causal relationships between things and events. Be careful, however, not to mistake coincidence with causality, nor to disregard other possible causes. See the various pages that deal with logic.

**Comparison and contrast:** Involves lining up related ideas for a detailed account of similarities and differences.

Although one pattern should serve as the overall organizing framework, your argument can benefit from a combination of these strategies. For example, while the paragraphs may be arranged in ascending order of importance, within the paragraphs it is likely that you will incorporate comparisons, causes, classification or chronology.

# Specific Types of Evidence

**Evidence** takes the form of either **facts** or **opinions**.

**Facts**: statements that can be proven ( i.e. *World War One lasted for four years* )

**Opinions**: statements that cannot be proven because they are examples of the writers beliefs, feelings, attitudes or interpretations ( i.e. *World War One was the worst conflict in history* )

1. **Statistics** – numerical facts ( i.e. *three out of every five automobile accidents are alcohol-related)*
2. **Authorities** – people who are considered experts in their field

( i.e. *Dr. Elliott Leyton, President of the Canadian Sociology and Anthropology Association and author of* Hunting Humans*, says that mass murder is a product of society . . .*)

1. **Brief Narratives** – relevant personal experiences or stories used to strengthen your arguments

( i.e. *a story about a savage dog attacking children will strengthen an argument for animal euthanasia*)

1. **Description** – can add information and depth to your argument

( i.e. *a character sketch of a politician may help you develop your positive or negative opinions about him or her*.)

1. **Examples** – make your abstract arguments more concrete

( i.e. *a reference to the September 11, 2001 terrorist attacks can help you argue for tougher restrictions on travel*)

1. **Analogies** – an extended comparison in which you compare the complex with the simple

( i.e. *when you argue for why a political system is effective, you compare the jobs that people do in this system to what sailors do on a ship*.)

1. ***Counter-argument -- An effective technique is to bring up arguments against your opinion, and show how they are wrong****.*

**Understanding Elements of Language Style**

**Language Style:** is the result of the choices the writer makes such as diction, sentence structure, and figurative language.

* Informal
  + Slang: words and phrases of a particular group, age, occupation, etc.
  + Colloquialisms –sayings common to a culture
  + Plain language of everyday use
  + Idiomatic expressions

– ace up your sleeve; above board; cut the apron strings

* + Contractions – can’t; won’t; I’ll
  + Many simple, common words.
* Formal
  + Writer uses dignified, serious, and elevated language
  + Follows the rules of syntax exactly
  + Uses complex words and lofty tone.

**Dash: often used to make ideas “stand out in a sentence”**

* **to show a break of thought in a sentence**

My professor - he's also my uncle's friend - gave us a lot of research to do.

* **to emphasize added information**

My bus driver said that three things were not allowed on the bus - food, water, and gum.

Everything — furniture, paintings, and books — survived the fire.

* **at the end of a sentence to add an additional idea**

That was the end of the matter — or so we thought.

He had only one interest — computers.

**Colon:**

* **used to introduce a list of items**

Please bring these items to class: pencil, paper and ruler.

* **suggests a restatement of material – the material after the colon expands the material that preceded it**

I have only one piece of advice for you: don’t give up on your dreams.

**Semi-colon**

* used between two independent clauses ( sentences )

There was a sudden silence; everyone was stunned by the outcome.

* used between two independent clauses joined by conjunctive adverb such as *therefore, however, nevertheless, thus, moreover, also, besides, consequently, meanwhile, otherwise, furthermore.*

On weekdays we close at eleven; however, on weekends we stay open until one.

Take six courses this term; otherwise, you may not graduate.

**Parentheses**

* used to add non-essential information or asides
* the information is not meant to be emphasized – just added information

Our entire food supply (six bars, three bags of cheezies and some candy) would not last us for the day.

**Colloquialism**

• Conversational words, expressions, and idioms

• Used with informal language style

* Let’s head out and grab lunch.
* What’s up with that?

**Jargon**

• Specialized terminology that is unique to a particular group of people based on common knowledge

• Used with both informal and formal language styles

* Are you goofy or regular? (Snowboarding and skateboarding jargon)
* It is possible that he is having a vertebrobasilar event. (Medical jargon)

**Dialect**

• The language used by a specific group or geographical area; referred to as a dialect of the language of origin

• Includes the sounds, grammar, diction, and spelling used by the particular group

• Usually oral, not written; if written, used in informal language style

* Cockney: Let’s have a butcher’s at your new car. (Let’s have a look at your new car.)
* Newfoundland and Labrador (regional) English: How’s ya gettin’ on? (How are you?)

**Slang**

• Extremely informal language invented and/or used by a particular group; is constantly evolving• usually used in informal language style

* My bad. (Oops, I made a mistake.)
* epic fail (complete and total failure)

**Euphemism**

• Words or expressions used as substitutes for words that may be considered less pleasant; intended to “soften” the impact of the words

• Used with both informal and formal language styles

* pass away(die)
* correctional facility (jail)
* Vertically challenged (short)

**Unity**– refers to the tying together of ideas to connect to the thesis. It is oneness in writing.

How unity is achieved in an essay:

* Clear thesis statement
* Each part of the essay relates to the *thesis statement*
* Generalizations are supported with evidence – use of examples
* *Topic sentences* in body paragraphs relate to the thesis
* A single focus is achieved in narrative essays
* A dominant impression is maintained in descriptive essays
* Repetition of Keywords and phrases
* Types of closing
  + - Summary
    - Thesis restatement
    - Closing by return

**Other Literary Device Terminology Relating To Analytical Essays**

**Alliteration:** repetition of initial consonant sound in a series of words; adds rhythm or emphasizes emotion ( The menacing moonlight created mystery).

**Allusion:** reference to events or characters from history, myth, religion, literature, pop culture, etc.

**Atmosphere:** the overall feeling that surrounds a piece of writing.

**Analogy**: comparing two similar situations or events.

* You are as annoying as nails on a chalkboard.
* He is like a rock. This means he is steadfast and strong.
* I feel like a fish out of water. This implies that you are not comfortable in your surroundings.
* There are plenty of fish in the sea. Unless you really are a fish, this encourages you to move on and find another potential mate.
* She was as quiet as a mouse. It is hard to hear a mouse, so that means she was very quiet.
* Life is like a box of chocolates. This has many meanings and is a great analogy for life.

**Anecdote:** A short account of an interesting or humorous incident, often personal or biographical.

**Apostrophe**: not to be confused with the punctuation mark, apostrophe is the act of addressing some abstraction or personification that is not physically present. There are also two other definitions: 1) turning away from the audience to address one person and 2) words addressed to a person or thing, whether absent or present, generally in a exclamatory tone and as a digression in a speech or literary writing.

**Bias**: a prejudice in a general or specific sense, usually in the sense for having a preference to one particular point of view or ideological perspective.

**Cliché:** a trite or overused, time-worn phrase. Examples: All that glitters is not gold. The early bird gets the worm.

**Connotation:** the implied meaning of words; usually evokes an image.

Below are groups of words which are often used to describe people. What are the connotations of the words?

* “House” versus “Home”: Both words refer to the structure in which a person lives, yet “home” connotes more warmth and comfort, whereas “house” sounds colder and more distant.
* “Cheap” versus “Affordable”: While both words mean that something does not cost a lot, “cheap” can also connote something that it not well-made or of low value, while “affordable” can refer to a quality item or service that happens to be well-priced.

“Childlike/Childish “verses “Youthful/Young”: Childish and childlike implies that someone is immature, but youthful infers that someone is lively and energetic.

**Context:** specifically, the parts of a text that come immediately before and after a particular word or passage, giving it a fuller and clearer meaning. It is easier to see what a word means when you see it in context. The context of a text as a whole refers to all the elements or circumstances influencing its creation or interpretation including purpose, time, place, intended audience, cultural or gender influences, etc.

**Contrast:** to examine two or more items by looking at only their differences

**Conflict:** the force that move the plot along and the struggles in which the characters are involved.

**Denotation:** thedictionary meaning of a word. Writers typically play off a word's denotative meaning against its connotations, or suggested and implied associational implications.

**Diction:** word choice. A work's diction forms one of its centrally important literary elements, as writers use words to convey action and conflict; reveal character; imply attitudes; develops tone; identify themes, and creates imagery.

**Detail:** a discreet part of a work

**Dialect:** a way of speaking unique to a particular people or region

**Dialogue:** the conversation of two or more characters

**Diction:** word choice ( slang, colloquial, formal )

**Epiphany:** a sudden realization

**Figurative language:** language that uses figures of speech such as simile, metaphor, personification.

**Flashback:** a device used to depict events of the past

**Foreshadowing:** a device that hints at the future or events occurring later in the story

**Hyperbole:** intended exaggeration to create irony, humour or dramatic effect.

* I am so hungry I could eat a horse.
* I have a million things to do.
* This car goes faster than the speed of light.
* He is older than the hills.
* I’d move mountains for her.
* Janet worked her fingers to the bone.
* Jack was thirsty enough to drink a river dry.

**Imagery:** writing that appeals to the senses

**Irony:** when the unexpected occurs

* Dramatic irony: when the audience knows more than a character on stage
* Situational irony: contrasts what actually happens with what was expected to happen
* Verbal irony: contrasts what is said and what is meant

**Metaphor:** a comparison between two unlike things

**Mood:** a feeling the writer creates in the reader

**Motif:** a recurring theme or idea

**Narrator:** the storyteller in narrative writing

**Onomatopoeia**: a device in which a word imitates the sound it represents (buzz, swish, whack)

**Oxymoron:** is a combination of contradictory terms (usually 2 words side by side. (Jumbo shrimp)

**Pun:** a play on words using a word with two meanings, two words of similar meanings, or words that are similarly spelled or pronounced.

* Santa’s helpers are known as subordinate Clauses.
* She had a photographic memory but never developed it.
* I was struggling to figure out how lightning works then it struck me.
* I really wanted a camouflage shirt, but I couldn't find one.
* The grammarian was very logical. He had a lot of comma sense.
* A boiled egg every morning is hard to beat.
* A bicycle can't stand on its own because it is two-tired.

**Paradox:** an apparent contradiction or absurdity that is somehow true. Example: (1) In *Macbeth*, the witches give paradoxical statements that are indeed true (2) The saying “More hurry, less speed” is also paradoxical.

**Parody:** a humorous, mocking imitation of a literary work, sometimes sarcastic, but often playful and even respectful in its playful imitation.

**Proverb:** a simple and concrete [saying](http://en.wikipedia.org/wiki/Saying) popularly known and repeated, which expresses a truth, based on common sense or the practical experience of humanity. Example: “Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime” – (this means that teaching people is better in the long run because it gives them the skills to provide for themselves as opposed to you doing things for them.)

**Parallelism:** same grammatical structure

**Personification:** inanimate objects or concepts are given human like qualities

**Simile:** a comparison that uses *like* or *as*

**Suspense:** increasing tension in a narrative caused uncertainty and excitement created mainly by the conflict

**Symbolism:** something that stands for or represents something else

**Stereotype:** a conventional and oversimplified opinion or image of a person or group of people. An author often stereotypes a character so that the person is readily identified with a distinct group of individuals. This literary device is most often used in a negative, and sometimes derogatory, fashion. A few examples are a person of Asian descent being likened to martial arts, a Harvard student being thought of as a "bookworm", or an Alaskan that is envisioned as living in an igloo.

**Sarcasm:** a cutting, often ironic remark intended to wound.

* I’m trying to imagine you with a personality.
* Whatever kind of look you were going for, you missed.
* Not the brightest crayon in the box now, are you?
* Earth is full. Go home.
* Don’t bother me. I’m living happily ever after.

Sarcasm sometimes depends on the tone of voice. These examples of sarcasm are replies to people or situations and would only be sarcastic with a sarcastic tone of voice:

* When something bad happens - That's just what I need, great! Terrific!
* When someone says something that is very obvious - Really Sherlock, No! You are clever!
* When someone does something wrong - Very good, well done, nice!
* When something happens that you don’t want or need - That's just what we need!

**Satire:**

* A form that uses irony, ridicule, or sarcasm to expose human flaws
* A manner of writing that mixes a critical attitude with wit and humor in an effort to improve mankind and human institutions.
* Ridicule, irony, exaggeration, and several other techniques are almost always present.
* The satirist may insert serious statements of value or desired behavior, but most often he relies on an implicit moral code, understood by his audience and paid lip service by them.
* The satirist's goal is to point out the hypocrisy of his target in the hope that either the target or the audience will return to a real following of the code.
* Thus, satire is inescapably moral even when no explicit values are promoted in the work, for the satirist works within the framework of a widely spread value system.

**Theme:** the central idea or insight stated directly or indirectly

**Thesis (statement):** main idea given explicitly in a sentence

**Title (significance):** importance to the theme, plot, etc.

**Tone:** the writer’s attitude towards the subject

**Topic sentence:** the main idea of a paragraph, stated explicitly

**Voice—** the personality of the speaker or the author coming through in a work created through the combination of diction, point of view and tone.