



Mnemonics of Analysis:
Tricks of the Trade
2008-2009

Mnemonic Tricks and tips to enable you to be able to comprehend the intricacies of closely reading poems and other works can be found below.

TP-CASTT:

Poetry

Title:	Ponder the title before reading the poem
Paraphrase:	Translate the poem into your own words.
Connotation:	Contemplate the poem for meaning beyond the literal.
Attitude:	Observe both the speaker's and the poet's attitude (tone).
Shifts:	Note shifts in speakers and in attitudes.
Title:	Examine the title again, this time on an interpretive level.
Theme:	Determine what the poet is saying.

(Shift – Progression)

Devices that help readers discover shift:

- Key words (but, yet, however, although)
- Punctuation (dashes, periods, colons, ellipsis)
- Stanza or paragraph divisions
- Changes in line or stanza length, or both
- Irony (sometimes irony hides shifts)
- Structure (how the work is written can affect its meaning)
- Changes in sound (may indicate changes in meaning)
- Changes in diction (e.g. slang to formal language)

DJDIS:

Elements of Tone

General

Diction:	The connotation of the word choice
Images:	Vivid appeals to understanding through the senses
Details:	Facts that are included or omitted.
Language:	The overall use of language, such as formal, clinical, jargon
Sentence Structure:	How structure affects the reader's attitude.

(DICTION)

Consider the following when discussing diction - word choice:

- Monosyllabic/polysyllabic
- Colloquial/informal/formal
- Denotative/connotative
- Concrete/abstract
- Euphonious/cacophonous

SATTT:

General

Vital when reading a narrative work; ask yourself the following:

Setting:	When and where is the event occurring? Could there be any symbolic significance to the author's choice of setting?
Action:	What is occurring in the passage? Why did the author choose those particular actions?
Time:	How much time elapses? How the passage of time (if any) is depicted? How is it significant to the text?
Tone:	What is the author's attitude toward the subject? What does that suggest about the author?
Theme:	What message is the author trying to convey? What lesson is being taught?

SMELL:

{LANGUAGE}

Vital when analyzing persuasive texts or advertisements

Sender-receiver relationship
Message
Effect
Logic
Language

SOAPSTONE: analyzing writing

{LANGUAGE}

Subject
Occasion
Audience
Purpose
Speaker
Tone

Steps to approaching types of writings.

SQUJDS: Process for analysis & COMMENTARY

General

S = Select
Q = QUOTATION: a specific line (or passage) from the text
U = Understand
I = Identify (find and defend)
D = Define/Describe/Deconstruct
S = Significance

Steps to approaching the analysis and commentary of literature.

DJPFAS: Six Elements of *Style*

General

D = Diction (connotation, denotation, styles, style descriptors)
I = Imagery (types of imagery, effects of imagery)
P = Point of View (Main points of view)
F = Figurative Language (How to recognize Figurative Lang., specific types)
A = Allusion (reference to literary or mythological elements)
S = Syntax (Sentence types and attributes, more aspects of syntax)
T = Tone (Mood)

OPTIC: Interpreting Visual Images

General

O = Overview : What is happening in the picture? Summarize the “action” of the visual without analyzing its meaning yet. This is equivalent to the “paraphrase” part of TP-CASTT poetry analysis.
P = Parts of the picture : Break the picture down into sections. Describe the placement of objects on the canvas. Name everything that you see. Describe color, lighting, and movement in the picture.
T = Title : What does the title tell you about the picture? How much does it add to what you understand or do not understand about the picture? Explain your answers.
I = Interrelationships : Analyze the relationships in the picture. How do objects or people or colors relate to each other in the picture? What clues to the message or argument are these relationships giving you? What seems to be the most important “relationship” in the picture?
C = Conclusion : Draw a conclusion to the meaning or message of the picture based on what you have viewed and discussed as a group. Essentially, what is the argument the artist is trying to convey?

S.O.L.L.J.D.D.D. - Analyzing rhetorical elements and author’s style

{LANGUAGE}

S = Syntax : sentence structure
O = Organization : the structure of sections within a passage and as a whole
L = Literary Devices : metaphor, simile, personification, irony, hyperbole, understatement, allusion, alliteration, etc.
L = Levels of discourse : cultural levels of language, with attendant traits. (Does the narrator’s voice represent a particular social, political, or cultural viewpoint or perspective?)
I = Imagery : deliberate appeal to the audience’s five senses
D = Diction : word choice and its denotative and connotative significance
D = Detail : descriptive items selected for inclusion
D = Dialogue : spoken exchange selected for inclusion

PPSSSSTT: process for analysis of Multiple Choice

General

P = Paraphrase	Shorten the passage in your own words. Did you understand it?
P = Purpose	What is it expected to do? Why was it written?
S = Structure	Is anything strange or standard about its form?
S = Shift	Is there a change of ideas, emotion, etc?
S = Speaker	Just who is speaking? Is this person reliable/believable?
S = Spelling/Grammar/Diction	Is the diction different for a reason? Why? Is this action deliberate?
T = Tone	There is an obvious tone here: what is it? Does it change?
T = Theme	What can we learn from this work? Is it a message for society?
T = Title	Is the title significant? How so?

Mr. Williams’ AP English Language and Literature Class