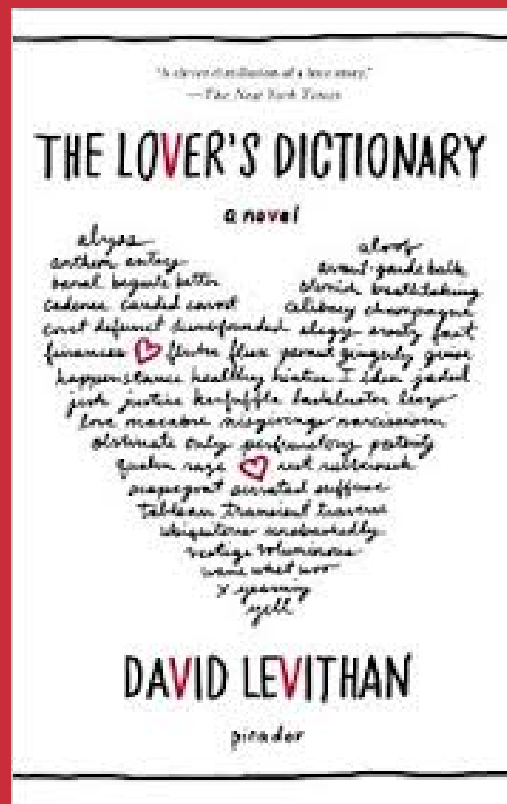


EMULATION HANDBOOK



**EMULATION BY
JADE GILLIAM**

**THE LOVER'S
DICTIONARY BY
DAVID LEVITHAN**

THE LOVER'S DICTIONARY IS A DESCRIPTION OF A PERSON'S RELATIONSHIP TOLD FROM THE PERSPECTIVE OF ONE OF THE PEOPLE IN THE RELATIONSHIP. EACH OF THE SECTIONS OBSERVE ASPECTS OF THE RELATIONSHIP, FROM DATES TO THE FIRST TIME THEY SAID I LOVE YOU TO EACH OTHER. THE NARRATOR REMAINS NAMELESS THROUGHOUT THE BOOK AND BUILDS THE RELATIONSHIP.

CHAPTER ORGANIZATION: THE DEFINITION ELEMENT

WHAT'S THIS ELEMENT?

In the section selected the author describes the protagonist's feelings toward hiatuses. The section is a brief description of how the protagonist is feeling after being cheated on. The author is using the title of the section without using the word. "A small break" is the definition of a hiatus and we get the protagonist's lack of belief in hiatuses.



hiatus, n.

"It's up to you," you said, the graciousness of the cheater toward the cheatee.

I guess I don't believe in a small break. I feel a break is a break, and if it starts small, it only gets wider.

So I said I wanted you to stay, even though nothing could stay the same.

WHY DOES IT MATTER?

The author uses this unique set up for chapters to describe the overall tone to each section. Hiatus is called hiatus then expresses the protagonist's feeling toward hiatuses. Each title of a section pulls the main idea out so the reader understands each. The author uses this in multiple sections to give us elements of the protagonist's relationship and show us how the relationship functioned. The author also uses this technique in the context of a dictionary where he defines the word with relation to the character's relationship.

WHAT'S THE IMPACT ON THE READER?

The element allows the reader to gain context and peak the reader's interest before they start the section. Each section starts off with its main idea which can help the reader want to progress forward in the book. The author also uses this unique way of organizing sections to make the reader feel like they're going through a real dictionary.

NARRATION:

THE ANONYMOUS ELEMENT

What's this element?

In this scene, the author describes the way the love interest looks without giving away any personal information such as name or race. The author uses the anonymous method throughout the book. The author describes intimate things about someone's body like scars and birthmarks, things, not just anyone would notice, without giving the reader the characters identities.

Why does it matter?

The author uses this element to make the reader do the work. The reader can picture the characters that they want to. By using non-specific language the author has created an environment where the reader could be seeing whoever they want with "acne scars" and a "penny-shaped birthmark." The element also gives the reader the opportunity to become the characters.

What's the impact on the reader?

This element gives the reader an intimate connection with the unnamed characters because they could be anyone. The characters remaining unnamed makes the author create a space that allows the reader to make the story their own. Which can push the reader forward in the book because the blank spaces the author doesn't fill in the reader does.

blemish, n.

The slight acne scars. The penny-sized, penny-shaped birth-mark right above your knee. The dot below your shoulder that must have been from when you had chicken pox in third grade. The scratch on your neck—did I do that?

This brief transcript of moments, written on the body, is so deeply satisfying to read.



SENTENCE STRUCTURE: COMMAS AND COMPOUNDS

WHAT'S THIS ELEMENT?

The author uses commas throughout the book to string together fragments into long sentences. In the scene, I chose the two characters are caught when it starts to rain outside and they decide to run around in the rain. The author builds upon each prior fragment building a scene in a few sentences.

ebullient, *adj.*

I once told Amanda, my best friend in high school, that I could never be with someone who wasn't excited by rainstorms. So when the first one came, it was a kind of test. It was one of those sudden storms, and when we left Radio City, we found hundreds of people skittishly sheltered under the overhang.

"What should we do?" I asked.

And you said, "Run!"

So that's what we did—rocketing down Sixth Avenue, dashing around the rest of the post-concert crowd, splashing our tracks until our ankles were soaked. You took the lead, and I started to lose my sprint. But then you looked back, stopped, and waited for me to catch up,

for me to take your hand, for us to continue to run in the rain, drenched and enchanted, my words to Amanda no longer feeling like a requirement, but a foretelling.



WHY DOES IT MATTER?

This element is essential to the book. When you read a dictionary the way definitions are built is with fragments. If you look at the last sentence in the example, it describes what it's like to run in the rain, the author has crafted a sentence that has crafted a sentence with forty-three words, six commas, and seven fragments and dependent clauses. The element helps sustain the feel of a dictionary and keep the story moving.

WHAT'S THE IMPACT ON THE READER?

When the reader is going through the book since there are so many broken down sentences it forces the reader to stop at each comma after a describing word. The author has made it so the reader hangs on to everything that's being written. For example, when the author writes "continue to run in the rain, drenched and enchanted, my words to Amanda no longer feel like a requirement, but a foretelling," since the commas force you to stop it captivates the reader.

MY EMULATION: A CHILD'S DICTIONARY

Allergies n.

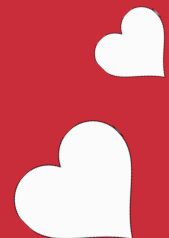
My throat closes, makes it hard to breathe, mouth swells make it hard to talk. First time I took an Epipen I ran away from my mother, I couldn't breathe, but I hated needles. Eventually, my body stopped running because my throat had become so swollen inhaling was nearly impossible. My mom caught up and stabbed me with the Epipen. I'm glad my mom caught me, it taught me not to fear the little things that can make a big difference.

Bang v.

I can still hear the ringing in my ears. My little brother fell right off the top of the playground set, his head hitting the metal of the slide. At first, I laughed thinking nothing was wrong and waited for him to shake it off. He didn't. I tried to wake him up, had no luck, but when I got up to get our mom his head sprung up as if nothing happened. I cried more than he did.

Curiosity n.

"What did you do?" My father's hushed angry tone felt like ten people yelling at me. He looked down at what used to be a vase. I looked back at him, remorseful. I just wanted to see inside, with its intricate gold design, it was about one inch too tall for me to see in without touching it. "I'm sorry," I said.



ANNOTATIONS

THE DEFINITION ELEMENT

I chose the titles for my scenes based on what I was gonna describe the scene. In the example, I used for The Definition Element the author described the word hiatus without saying it so I took that knowledge into account while writing. I also intentionally describe the allergic reaction before going on to anything else. With my other scenes, I was sure to make the title the main idea. I am hoping that the reader would read my emulation and remember being a kid and being scared of needles or being a kid and breaking something by accident. I wanted to peak the reader's interest like the author does.

THE ANONYMOUS ELEMENT

For The Anonymous Element, I used the mostly the third scene. I wanted there to be an anonymous authoritative person in the story. I want the reader to put themselves in the kid's shoes and remember a time when they were in a similar situation whether that was a parent or a teacher.

COMMAS AND COMPOUNDS

I used this one throughout all three scenes. When I wrote "My throat closes, makes it hard to breath, mouth swells, makes it hard to talk," I basically stuck to the definition of an allergic reaction. I also describe in Curiosity the reason for the mishap with the title of the section. I would want a reader to get their interests peaked but the titles so they want to read on.



DAVID ABOUT THE AUTHORS LEVITHAN

David Levithan grew up in New Jersey and hasn't strayed too far from his routes. His writing credits include *Will Grayson, Will Grayson*, *Nick and Norah's Infinite Playlist*, *The Lover's Dictionary* and much more. His favorite book growing up was *Alexander and the Very bad, No Good Day*. He has co-written books with John Green and Rachel Cohn. Levithan also helped in the founding of PUSH, a young-adult imprint of Scholastic Press focusing on new voices and new authors. Levithan's most recent release was in 2015, with a book called *Another Day* a companion to a previous novel of his.

JADE GILLIAM

Jade Gilliam was born in Philadelphia, PA. She grew up loving to read and began to write her own stories at the age of 10. Teachers she had throughout the years inspired her to keep writing. Now Jade attends Science Leadership Academy Center City campus. Her favorite books growing up were *The Chronicles of Narnia* by CS Lewis. Growing up she'd write stories about magic places and going far away even when she hadn't been out of the country yet. She wrote a story about twins creatively named Eric and Erica who go to a far-off land and have to fight monsters