



Archbishop Hannan High School Summer Reading 2021-2022

Dialectical Journal Assignment

English II CP and H ♦ English III CP, H, and AP ♦ English IV CP, H, and AP ♦ English V Honors

Dialectic (n.): the art or practice of arriving at the truth by using conversation involving question and answer

Journal (n.): a personal record of events, experiences, and reflections kept on a regular basis

The Assignment

What is a dialectical journal?

A dialectical journal is another name for a double-entry journal or a reader-response journal. It's a journal that records a dialogue, or a conversation, between the ideas in the text (the words being read) and the ideas of the reader (the person who is doing the reading). The purpose of a dialectical journal is to identify significant pieces of text and then explain that significance. It is another form of highlighting/annotating the text and should be used **to think about, digest, summarize, question, clarify, critique, and remember** what is read. You will find that it is a useful way to process what you are reading, prepare yourself for group discussions, and analyze the way the author presents his/her ideas and arguments.

Procedure

How do I keep a dialectical journal?

- As you read your assigned text, choose passages that stand out to you and record them in the left hand column of the chart (See "Dialectical Journal Template").
 - Always include the page numbers, formatted in an MLA parenthetical citation. e.g. (Shelley 26).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage). You **must** label your responses using the following codes:

Code	Definition
(Q) Question	Ask about something in the passage that is unclear.
(C) Connect	Make a connection to your own life, to the world at large, or to another text.
(P) Predict	Anticipate what will occur based on what's in the passage.
(CL) Clarify	Answer earlier questions or confirm/disaffirm a prediction.
(R) Reflect	Think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the text. What conclusions can you draw about the world, about human nature, or just about the way things work?
(E) Evaluate	Make a judgment about what the author is trying to say.
(A) Analyze	Explain how the author is using rhetoric, language, and/or various literary elements / devices / strategies** to demonstrate a purpose, a theme, or a universal meaning.

**Choices in literary and rhetorical terminology (for the purposes of the (A) code) include, but are not limited to:

Allegory
Allusion
Diction
Flashback

Foreshadowing
Hyperbole
Imagery
Irony

Juxtaposition
Metaphor
Motif
Oxymoron

Paradox
Personification
Point of View
Simile

Style

Symbolism

Syntax

Tone

Additional Fiction-Based Codes: *If your assigned summerreading text is fictional, the following codes may be likewise employed in your Dialectical Journal.*

(CH) Characterization	Analyze details or dialog the author gives you to build his/her characters.
(TH) Theme	Determine the author’s overall message about some universal aspect of life through a close reading of the passage.
(M/T) Mood/Tone	Determine the mood/tone of a scene and explain how that might be important to the purpose of the text.

- Dialectical journal requirements will vary based on your grade level and course. Please see below to confirm your assigned text, as well as the number of entries for which you will be held accountable:

Course Name	Required Text / ISBN	Dialectical Journal Requirements
English II College Prep	<i>Ender’s Game</i> by Orson Scott Card ISBN: 978-0812550702	10 journal entries
English II Honors	<i>Brave New World</i> by Aldous Huxley ISBN: 978-0060850524	15 journal entries
English III College Prep	<i>Flight of the Sparrow</i> by Amy Belding Brown ISBN: 978-0451466693	10 journal entries
English III Honors	<i>Flight of the Sparrow</i> by Amy Belding Brown ISBN: 978-045146669	15 journal entries
English III AP	<i>The Only Plane in the Sky: An Oral History of 9/11</i> by Garrett M. Graff ISBN: 978-1501182211	20 journal entries
English IV College Prep	<i>Frankenstein</i> by Mary Shelley ISBN: 978-0007350964	10 journal entries
English IV Honors	<i>Frankenstein</i> by Mary Shelley ISBN: 978-0007350964	15 journal entries
English IV AP	<i>Jane Eyre</i> by Charlotte Bronte ISBN: 978-0553211405	20 journal entries
English V Honors	<i>The Things They Carried</i> by Tim O’Brien ISBN: 978-0544309760	15 journal entries

- Your dialectical entries should cover the entire book. You should aim to annotate one excerpt for every 25-30 pages of text.
- Dialectical journals **must** be typed. A template of the form can be found on the Summer Reading page.
- You will be required to submit your Dialectical Journal to Turnitin.com during the first week of school.
 - o ****Note:** It is recommended that you type this document on your school-issued MacBook.
 - o ****Note:** If evidence of copying (or sharing your entries with a friend) is found, then each party involved will receive a zero on the assignment.

Choosing Passages from the Text
How do I decide what text to record in my journal?

Look for quotes that seem significant, powerful, thought-provoking, or puzzling. For example, you might record:

- Effective and/or creative use of stylistic or rhetorical devices
- Passages that remind you of your own life or something you have seen before
- Structural shifts or change of rhetorical mode
- A passage that makes you realize something you had not seen/realized previously (about a character, setting, or other literary element)
- Examples of patterns: recurring images, ideas, or words

- Passages with confusing language or unfamiliar vocabulary
- Information you find surprising or confusing
- Passages with which you strongly agree or disagree

Responding to the Text
What am I supposed to say about the text?

You can respond to – or interact with – the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed. You may write as much as you want for each entry. While you may begin with initial annotations, your formal and final entries must be typed.

Getting Started (Beginner Responses)

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author
- Tell what it reminds you of from your own experiences
- Write about what makes you feel or think
- Agree or disagree with the author

Sample Sentence Starters	
●	<i>I really don't understand this because...</i>
●	<i>I really dislike/like this idea because...</i>
●	<i>I think the author is trying to say that...</i>
●	<i>This passage reminds me of a time in my life when...</i>
●	<i>If I were (name of character) at this point, I would...</i>
●	<i>This part doesn't make sense because...</i>
●	<i>The author is attempting to...</i>

The Target (Higher Level Responses)

- Analyze the text for use of rhetorical devices (e.g. tone, structure, style, imagery, etc.)
- Make connections between different ideas or events in the text
- Make connections to a different text (or film, song, current event, etc.)
- Discuss the words, ideas, or actions of the author
- Consider an event or description from the perspective of a different individual/character
- Analyze a passage and its relationship to the book or world as a whole

Sample Dialectical Entries
What are my dialectical entries supposed to look like?

from *The Things They Carried* by Tim O'Brien

Passages from the Text	Responses
“-they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry” (O'Brien 2).	(R) O'Brien chooses to end the first section of the novel with this sentence. He provides distinct visual details of what each soldier in Vietnam would carry for day-to-day fighting: “ambiguities,” “mysteries,” and “unknowns” (2). Through vivid language, he makes you tangibly feel the weight of what soldiers have to carry simply to survive. When you consider the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with – along with the physical weight – you start to truly fathom what Vietnam soldiers endured. This quote truly encapsulates the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty – the literal things they have to carry – in a confusing world where typical rules were suspended.

from *To Kill a Mockingbird* by Harper Lee

Passages from the Text	Responses
“There was no hurry, for there was nowhere to go...nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people:	(A) Apparently, Maycomb is also a very slow, sleepy town that is pretty isolated from everything else. This seems to be especially true since they only have a vague notion of FDR's speech (an allusion to the Depression of the 1930's – must

<p>Maycomb Great County had recently been told that it had nothing to fear but fear itself” (Lee 21).</p>	<p>be the era in which the story takes place) and there is “nothing” outside Maycomb County. (R) I wonder why they see the world this way – maybe people don’t travel because of the depression or because that’s just not what people did. (C) It is interesting to me that it seems so much like my hometown, except that people in Maycomb have “vague optimism” (21). I feel as if people don’t feel so optimistic now. (Q) During the Depression, about what did American’s generally have to feel optimistic? Maybe they simply didn’t know any different and accepted this normality.</p>
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Rubric for Dialectical Journal
How will I be graded?

Grade	Categories	Criteria
<p>AP: 92-100 H: 94-100 CP: 96-100</p>	<p>Critical Reader <i>(Detailed, elaborate responses)</i></p>	<ul style="list-style-type: none"> ● Thoroughness of entries exceeds expectations; significant aspects of the passage(s) are examined in depth. ● You include the adequate number of entries (<i>See particular course requirements above!</i>). ● Your quotes are relevant, important, thought provoking, and demonstrative of the significant ideas of the text. ● You make inferences (“read between the lines” of the text) ● You consider the universal meaning of the text. ● You create new meaning through connections with your own experiences or other texts. ● You carry on a dialogue with the writer. You question, agree, disagree, appreciate, and object. ● Not only are sentences grammatically correct – with correct spelling and punctuation – but sentence types are diverse and effectively communicate ideas.
<p>AP: 84-91 H: 88-93 CP: 90-95</p>	<p>Connected Reader <i>(Detailed responses)</i></p>	<ul style="list-style-type: none"> ● Entries are thorough and adequately reflect the depth of the passage. ● You include the adequate number of entries. (<i>See particular course requirements above!</i>). ● Your quotes are relevant and connect to the big ideas of the text. ● Entries exhibit insight and thoughtful analysis. ● You construct a thoughtful interpretation of the text. ● You show some ability to analyze meaning in what you read. ● You create some new meaning through connections with your own experiences and the text. ● You explain the general significance. ● You raise interesting questions. ● You explain why you agree or disagree with the text. ● Sentences are grammatically correct with correct spelling and punctuation.
<p>AP: 70-83 H: 80-87 CP: 82-89</p>	<p>Thoughtful Reader <i>(Somewhat detailed responses)</i></p>	<ul style="list-style-type: none"> ● You include an insufficient number of entries. (<i>See particular course requirements above!</i>). ● Sentences are mostly correct with a few careless spelling and grammatical errors. ● You selected quotes that may be interesting to you, but that don’t necessarily connect to the big ideas of the text. ● Entries exhibit insight and thoughtful analysis at times. ● You make connections, but explain with little detail. ● You rarely make new meaning from the reading. ● You ask simple questions of the text. ● You may agree or disagree, but don’t support your views.
<p>AP: 60-70</p>	<p>Literal Reader</p>	<ul style="list-style-type: none"> ● You include few entries.

<p>H: 70-79</p> <p>CP: 70-81</p>	<p><i>(Simple, factual responses)</i></p>	<ul style="list-style-type: none"> ● Entries exhibit limited insight or none at all. ● You accept the text literally. ● You create little meaning from the text. ● You make few connections which lack detail. ● You are sometimes confused by unclear or stylistically different sections of the text.
<p>AP: Below 60</p> <p>H: Below 70</p> <p>CP: Below 70</p>	<p>Limited Reader <i>(Perfunctory responses)</i></p>	<ul style="list-style-type: none"> ● You include very few entries. ● Very little effort is given. ● You find the text confusing, but make no attempt to figure it out. ● You create little or no meaning from the text. ● You make an occasional connection to the text, and the ideas lack development. ● Sentences contain numerous grammatical and spelling errors.