The term “dialectic” means “using the process of question and answer to investigate the truth of a theory or opinion.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry format to examine details of a passage and synthesize your understanding of the text.

In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email your 9th grade teacher (thathaway@princeave.org).

**Instructions:**

1. **Purchase** a spiral bound notebook or composition book **OR create** a computerized response journal (see example)
2. Draw a vertical line down the middle of the page
3. Label the left column TEXT and the right column RESPONSE
4. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers
   a. Choose 1 passage for every 20 pages that you read
   b. How do you choose what passages to write down? Passages become important if
      i. Details in the passage seem important to you
      ii. You have an epiphany
      iii. You learn something significant about a character
      iv. You recognize a pattern (recurring images, ideas, colors, symbols, descriptions, details, etc.)
      v. You agree or disagree with something a character says or does
      vi. You find an interesting or potentially significant quotation
      vii. You notice something important or relevant about the author’s writing style
      viii. You notice effective use of literary devices
      ix. You think that the passage contributes to or reveals a theme in the novel
5. In the RESPONSE column, reflect upon and write about the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.
   a. Raise questions about the beliefs and values implied in the text
   b. Give your personal reactions to the passage, the characters, or the situation
   c. Discuss the words, ideas, or actions of the author or character
   d. Compare the text to other characters or novels
   e. Write about what it makes you think or feel
   f. Write about questions you have or details that confuse you and why
   g. Argue with or speak to the characters or author
   h. Make connections to any themes that are revealed to you
   i. Make connections among passages or sections of the work
   j. Make prediction about the characters’ futures
6. Write down your thoughts, questions, insights, and ideas **while you read** or **immediately after reading a section of the book** so the information is fresh.
7. Each RESPONSE **must be at least 60 words** (include word count at the end of each response
8. As you take notes, you should regularly re-read your previous pages of notes and comments
9. First person writing (using the pronoun “I”) is acceptable in the RESPONSE column
10. Remember the quotations in the TEXT column do not have to be dialogue!

**IMPORTANT:** It is important to always explain why you think something or like something or don’t understand something.
Sample Journal Entry

<table>
<thead>
<tr>
<th>TEXT</th>
<th>RESPONSE</th>
</tr>
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<tr>
<td>“The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tapdancin. And the frozen patch splinterin every which way underneath kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems’” (35).</td>
<td>In this first paragraph of the story, Bambara indirectly characterizes the narrator using rural Southern dialect to let us know that the story is set in the South and our narrator is not necessarily educated. We also learn that the characters are children from the activities the author describes. I also like the imagery of the puddle freezing over, which I guess also lets us know that it is winter. I also really like the imagery of the splintering puddle and the “tapdancin.” The writer seems to be establishing a humorous and lighthearted mood at the beginning of the story. I wonder if the mood will stay lighthearted. (110 words)</td>
</tr>
</tbody>
</table>

Grading:

A (100-90) = Meaningful passages, plot, and quotation selections. Thoughtful interpretation and commentary about the text; avoids clichés. Includes comments about literary devices such as theme, narrative voice, point of view, imagery, conflict, symbols, etc., and how each contributes to the meaning of the text. Makes insightful personal connections and asks thought-provoking questions. Coverage of text is complete and thorough. Journal is neat, organized, and professional looking; student has followed all directions in creation of journal.

B (89-80) = Less detailed, but significant, meaningful plot and quote selections. Some intelligent commentary; addresses some thematic connections. Includes some literary devices, but less on how they contribute to the meaning. Some personal connections; asks pertinent questions. Adequately addresses all parts of reading assignment. Journal is neat and readable; student has followed the directions in the organization of journal.

C (79-70) = Few significant details from the text. Most of the commentary is vague, unsupported, or plot summary/paraphrase. Some listing of literary elements; virtually no discussion of meaning. Limited personal connections; asks few, or obvious questions. Addresses most of the reading assignment, but is not very long or thorough. Journal is relatively neat, but may be difficult to read. Student s not followed all directions for organization; loose-leaf; no columns; no page numbers, etc.

D (69-60) = Hardly any significant details from the text. All notes are plot summary or paraphrases. Few literary elements, virtually no discussion of meaning. Limited personal connections; no good questions. Limited coverage of the text. Much too short. Did not follow directions in organizing journal; difficult to follow or read. No page numbers.

F (59-0) = Did not complete or plagiarized.

(1) Points will be deducted on the TEXT side for failure to document accurately and completely according to the model provided (MLA style).

(2) Points will be deducted on the RESPONSE side for superficial and/or incomplete responses.
World Literature (CP and Honors) Dialectical Journal Assignment

The term “dialectic” means “using the process of question and answer to investigate the truth of a theory or opinion.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry format to examine details of a passage and synthesize your understanding of the text.

In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email your 10th grade teacher (thathaway@princeave.org for CP classes or kvanwyk@princeave.org for Honors). Your journal is due Monday, August 11, 2014.

Instructions:

1. Purchase a spiral bound notebook or composition book OR create a computerized response journal (see example)
2. Draw a vertical line down the middle of the page
3. Label the left column TEXT and the right column RESPONSE
4. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers
   a. Choose 1 passage for every 20 pages that you read
   b. How do you choose what passages to write down? Passages become important if
      i. Details in the passage seem important to you
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      iv. You recognize a pattern (recurring images, ideas, colors, symbols, descriptions, details, etc.)
      v. You agree or disagree with something a character says or does
      vi. You find an interesting or potentially significant quotation
      vii. You notice something important or relevant about the author’s writing style
      viii. You notice effective use of literary devices
      ix. You think that the passage contributes to or reveals a theme in the novel
5. In the RESPONSE column, reflect upon the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.
   a. Record questions you have or details that confuse you.
   b. Describe what the passage makes you think or how it makes you feel and why. (Reaction)
   c. Analyze details or dialogue uses to show you aspects of the identities of the characters. (Characterization )
   d. Make connections to other places in the novel or to your life, or to the world, or another story that you have read. (Connection)
   e. Anticipate what will occur based on what is in the passage. (Prediction)
   f. Analyze the author’s writing using literary terms (Literary Device – see list of possibilities below).
   g. Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just about the way things are? (Reflect)
   h. Determine the passage contributes to the author’s overall message or messages about some aspect or aspects of life. (Theme)
   i. Determine the way the passage establishes the mood or tone of a scene and explain how that might be important. (Mood)
   j. Ask questions about what is happening, what a detail might mean, or things you are curious about. (Inquiry)
6. Write down your thoughts, questions, insights, and ideas while you read or immediately after reading a section of the book so the information is fresh
7. Each RESPONSE must be at least 60 words (include word count at the end of each response)
8. As you take notes, you should regularly re-read your previous pages of notes and comments
9. First person writing (using the pronoun “I”) is acceptable in the RESPONSE column
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**Literary Devices**

- Alliteration
- Allusion
- Antagonist
- Autobiography
- Biography
- Blank verse
- Characterization
  - static, dynamic, flat, round
  - direct, indirect
- Conflict
- Dialect
- Diction
- Epic
- Epic hero
- Fable
- Foreshadowing
- Genre: poetry, prose, drama
- Hyperbole
- Imagery
- Irony
- -dramatic, verbal, situational
- Metaphor
- Meter
- Mood
- Onomatopoeia
- Oxymoron
- Paradox
- Personification
- Plot: exposition, climax, resolution
- Point of view (1st, 3rd, limited, omniscient)
- Protagonist
- Repetition
- Rhythm
- Satire
- Setting
- Simile
- Subplot
- Tone
- Symbol
- Theme