

All incoming sophomores: English II on-level and Honors Summer Reading

Dialectical Journal Instructions: Due on the third day of school if enrolled before Aug. 1.

On level: Choose *one passage* from each section. **Copy them down carefully.** If a quotation is more than a few sentences in length, use an ellipsis (...) between the first and last sentences.

Honors: Chose *three passages* from each section. **Copy them down carefully.** If a quotation is more than a few sentences in length, use an ellipsis (...) between the first and last sentences.

Suggestions for Analysis (Use a variety of these.):

What is the author saying about life? - What might their purpose be in writing this passage? How does this particular passage contribute to the work as a whole? Analyze and discuss.

Identify examples of figurative language or other literary devices- Similes, metaphors, personifications, symbols, imagery etc. Try to define what "effect" they create for the reader: Mood? Feeling? Setting? Characterization? Analyze how they each contribute to meaning.

How does this passage relate to society's treatment of race, class, gender, religion, other social issues, etc? Can you identify conflict - man v. self, man v. man, man v. society, man v. nature? Analyze and discuss the issues within the context of the novel or play.

Word Choice - How does the tone of one or more particular words in a passage (their connotation) create meaning? DO you see patterns in the diction? If so, how do they contribute to meaning? Analyze and discuss.

Make connections with the text - Look for ways to relate the text (such as the characters, the action, or theme, etc.) in the world itself. Analyze and discuss. Include connection to events in the book.

Grading: See rubric.

Read the following EXAMPLE from *Fahrenheit 451*. You will follow this model for each of your quotations.

Page	Quote	Your Analysis
3	"It was a pleasure to burn ... his hands were like the hands of some amazing conductor playing all of the symphonies of blazing and burning to bring down the tatters and charcoal ruins of history." (3)	We meet Guy Montag for the first time participating in what he seems to find a joyous act of destruction. The fire imagery is rampant: "blackened and changed", "blazing and burning", "tatters and charcoal". Perhaps fire will become a motif in this novel. The metaphor of a fire hose as a "great python spitting its venomous kerosene upon the world" provides the reader with the idea that the act of burning is deadly, perhaps evil as snakes are often associated with Satan and the Garden of Eden. Additionally, the connotation of the word venomous instead of poisonous seems to imply the intention to do ill, as venomous animals use their venom to kill and poisonous plants do not seek out death. The next metaphor of Montag's hands as those of a conductor "playing all of the symphonies" conveys the odd idea that there is some kind of harmony in this act of destruction. Montag seemed to love this destructive action, but the author's use of figurative language provides the reader with the idea that this is harmful.

Name _____ Date _____ Score _____ Dialectical Journal Rubric

	Critical Reader	Connected Reader	Thoughtful Reader	Literal Reader	Limited Reader
Number of Entries	More than the minimal number of entries are included. (30-27 pts.)	An adequate number of legible entries is included. (26-24 pts)	An insufficient number of entries is included. (23-21 pts.)	Few entries are included (20-12)	Very few to no entries are included. (11-0 pts.)
Chosen Quotes	Quotes are relevant, important, thought provoking, and represent themes of the text (20-18 pts.)	Quotes are relevant and connect to themes of the text. (17-14 pts)		Quotes may be interesting to you, but don't necessarily connect to themes of the text. (13-8 pts.)	Quotes make no connection to themes of the text. (7-0 pts.)
Analysis	You can make complex inferences and connect them to meaning. You consider meaning of the text in a universal sense. You create new meaning through connections with your own experiences or other texts. (40-36)	Entries exhibit insight and thoughtful analysis. You construct a thoughtful interpretation of the text, showing some ability to make meaning of what you read. You create some new meaning through connections with your own experiences and the text. You explain the general significance.(35-28)	Entries exhibit insight and thoughtful analysis at times. You make connections, but explain with little detail. You rarely make new meaning from the reading. (27-19)	Entries exhibit limited insight or none at all. You accept the text literally. You are reluctant to create meaning from the text. You make few connections which lack detail. (18-13)	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. (12-0)
Grammar and Mechanics	Sentences are grammatically correct with correct spelling and punctuation. (10-9 pts.)	Sentences are mostly correct with a few careless spelling and grammatical errors. (8-7 pts.)	Sentences contain numerous grammatical and spelling errors. (6-0 pts.)		

Note: To be considered on time, journals must be submitted to turnitin.com and printed from the originality report. To do this, you will load your journals into the assignment labeled Summer Reading Dialectical Journals. Once the originality report is completed, download and print the journal entries. Do not be alarmed when turnitin flags the quotations. Your analysis, however, should have few to no flags pointing to plagiarism.

Penalties for late work: One day late + 30% off the earned grade; two+ days late + 50% off the earned grade. Late work will be accepted until the day of the test over the assigned reading (two weeks)

Title of Book: _____

Chapter and Page	Quotation	Your analysis (You should have at least twice the number of sentences in your analysis as you do in each quotation. This gives you a better chance of analyzing the quotation thoroughly.)

