

Swampscott High School English Department Journal Assignment:

THIS ASSIGNMENT IS TO BE COMPLETED BY ALL STUDENTS FOR THE REQUIRED BOOK ONLY

- You must complete this assignment for the required book you read this summer (check the summer reading list for specific class requirements).
- You are required to have at least ten (10) passages with corresponding responses.
- Be sure the ten passages are representative of the entire book. In other words, ten passages taken only from the first few chapters or even the last few chapters will not be acceptable.
- Each text and response combination will be worth ten (10) points for a total of 100 points for this assignment.
- Points will be deducted on the TEXT side for failure to document accurately and completely according to the model provided.
- Points will be deducted on the RESPONSE side for superficiality and incompleteness. Each response must be at least 60 words in length.

This assignment is due the **first day of class**. Teachers may give students additional assignments when school starts. Follow the structure of the following example:

Example: To Kill a Mockingbird by Harper Lee

TEXT (4 point)	RESPONSE (6 points)
1. “ ‘ I do my best to love everybody...I’m hard put, sometimes ---baby, it’s never an insult to be called what somebody thinks is a bad name. It just shows you how poor that person is, it doesn’t hurt you. So don’t let Mrs. Dubose get you down. She has enough troubles of her own” (Lee 108)	1. One of the things I love about this novel so far is the relationship that Atticus has with Scout. Instead of talking down to her, he treats her and speaks to her like the intelligent girl she is. He does not baby her or pretend the world is a perfect place, but he does teach her that people need to be understood, and often, it is those who do not see the world as you do that you need to open yourself up to. Atticus does not tell Scout that forgiving and understanding people is easy, but that it is something that is necessary to live with compassion.
2. “Atticus tried hard not to smile but couldn’t help it. ‘You’re rather hard on us, son. I think maybe there might be a better way. Change the law. Change it so only the judges have the power of fixing the penalty in capital cases” (Lee 220).	2. I find it interesting that this conversation between Jem and Atticus is still going on in this country almost 50 years after this novel was published. The frustration that Jem feels about corruption and a lack of equality in the judicial system is still happening; some today who have been on death row are found to be innocent. It is also a reality still that race plays a role in our justice system. Atticus is correct when he tells Jem that change takes time.

For the RESPONSE column, you have several ways to respond to a text:

- 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 or character
- Tell what it reminds you of from your own experiences
- Write about connections you can make to other texts
- Write about what it makes you think or feel
- Argue with or speak to the characters or author

The goal of the dialectic journal is to have students be actively engaged in the reading process and to make inferences rather than summarize. In this type of journal, students divide their paper into two columns. One column is labeled TEXT; the other RESPONSE. As you read, you identify certain passages that cause you to stop and respond to what you are reading.

You will use the model above to create your journal, and your teacher will use this model in evaluating your work. Please notice in the TEXT column, you cite specific passages from the novel **and include quotation marks and page numbers.**

This is the rubric that your teacher will use to assess your work:

Rubric for Summer Reading Journal:

A (90-100 %)

- Detailed, meaningful passages, plot, and quotation selections.
- Thoughtful interpretation and commentary about the text; avoids clichés, makes inferences.
- Includes comments about literary devices such as theme, narrative voice, imagery, conflict, etc., and how each
- Contributes to the meaning of the text.
- Makes insightful personal connections and asks thought-provoking, insightful questions.
- Coverage of text is complete and thorough.
- Journal is neat, organized and professional looking; student has followed directions in creation of journal.

B (80-89%)

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

C (70-79%)

- Few good details from the text.
- Most of the commentary is vague, unsupported, or plot summary/paraphrase.
- Some listing of literary elements; virtually no discussion on meaning.
- Limited personal connection; 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 has not followed all directions for organization; no columns, not in separate notebook, etc. No page numbers.

D or F (50-69%)

- Hardly any good details from the text.
- All notes are plot summary or paraphrase.
- Few literary elements, virtually no discussion on meaning.
- Limited personal connections, no good questions.
- Limited coverage of the text; way too short.
- Did not follow directions in organizing journal; difficult to read or follow.
- No page numbers.

