



Dialogue/Double Entry Journal Instructions

Do this assignment on loose leaf college-ruled paper.

What is a double-entry journal?

In double-entry journals, facts are written in the left-hand column and interpretations or reactions on the right. (See section on format below)

The Role of the Journal for the Summer Assignment and in Class

Your double-entry journal will include responses to your summer reading books.

During the school year, you will also take notes during lectures or class discussions and in response to readings. Ideas in your notes will help to prompt class discussions, as well as help you further process these discussions, serving as resources for essays. You are required to keep a binder for this class.

Recommended: 1 or 1 1/2 binder.

Why use a double-entry journal?

Goals:

- To help students prepare for essays and for contributing thoughtfully to class discussions (both small-group and whole-class)
- To teach students to become critical thinkers
- To enhance close reading skills
- To help students distinguish between facts (quotations, summaries, paraphrases) and applications, personal responses, and analyses
- To show that making meaning is a process. Ideas can evolve and change as students interact with information and reflect on it
- To help students become active/reflective learners who construct knowledge (rather than passively absorb it), making it their own, and to create the foundation for student-centered learning. The journal provides a way for students to engage with texts and to begin class discussion with what they feel is relevant. See “Advantages” below.

Advantages:

1. Active engagement on the part of the student
2. Students question and construct meanings; students make relevant connections
3. Improves the student’s ability to think vs. simply reproducing what the instructor wants to hear

Double-Entry Journal Format

-In double-entry journals, facts are written on the left and interpretations or reactions on the right.

-In the left-hand (fact) column, you may include quotations, summaries, or paraphrases.

-In the right-hand (interpretation and reaction) column, you may analyze or personally respond.

- (Fiction): What do I predict will happen? Give support from the text.
- How does this tie in with my experience, previous readings, class discussions, expectations?
- What do I not understand? What questions do I have?
- Do I agree/disagree with the author? Why?
- What impressed me/annoyed me about the reading?
- What do I notice about the author’s techniques—how does he or she emphasize a point or evoke a reaction? (Consider mood, tone, foreshadowing, irony, figurative language devices, sound devices, and other literary devices. Figurative language devices include simile, metaphor,

personification, hyperbole, synecdoche, metonymy. Sound devices include rhyme, alliteration, assonance, consonance, euphony, cacophony.)

- How does this new information fit with my beliefs, my philosophy, prior knowledge?
- Where have my ideas been challenged, changed, confirmed?

Reflections should be more than just "I like this idea," or "I've never met a person who could live up to this." Comments should reflect thoughtful views on the implications of what the author is saying. The WHY and HOW should be explored rather than the WHAT. **Be sure to title and date each entry.**

Sample Double Entry Journal Responses and Rubric Rating

Maya Angelou and Frederick Douglass Passage

July 22, 2018

Left-hand Column: Facts Quotes, summaries, paraphrases, concrete details	Right-hand Column: Responses and Interpretation (Commentary)
<p><i>“My race groaned. It was our people falling. It was another lynching, yet another Black man hanging on a tree” (Angelou 135).</i></p>	<p><i>The people in the store think Joe Louis is losing the fight. (Weaker - Developing Proficiency, Does not Meet - C-)</i></p> <p><i>The people in the store are filled with anxiety and expectation as they watch the fight. When Joe Louis appears to be losing, they feel that symbolically they are all losing. Their hope and dreams for freedom and respect are fighting in that ring. (Medium-Meets Proficiency - B)</i></p>
<p><i>Frederick Douglass describes his experience of learning to read and write as one that causes him great “anguish.” He describes this suffering as causing him to “writhe” under a “curse” (132).</i></p>	<p><i>Douglass suggests that his own education comes at a huge mental cost. The weight of learning to read and write is not difficult because of the concepts but because of the burden it puts on him. He knows the full extent of slavery. This language is the opposite how we expect Douglass to see his education. (Strong-High Proficiency -Exceeds the Standard - A)</i></p>