

PCA Rhetoric School Summer Reading 2020-2021

Dialectical Journal Expectations

Students should refer to the expectations provided on the summer reading handout for book information and overall summer reading expectations. The information below will guide students in fulfilling the requirements for the dialectical journal pertaining to *Why Are We*

Yelling: The Art of Productive Disagreement

(ISBN:978-0-525-54010-6). Students should purchase a composition notebook (old black/ white style) to use as their journal. These can be picked up at just about any store that carries school supplies.

As students read the text, they should:

Divide pages of the composition book into three columns. The left and right-hand columns should be wide, with the center column fairly thin. The left-hand column should be labeled, “Quotes/Passages”. The center column should be labeled, “Chapter/Page Number”. Finally, the right-hand column should be labeled, “Reader Response”.

In the left-hand column, students should take notes on the text they are reading. This could be simple information or observations. It could be anecdotes or descriptions of places, new information, logical insights, characters, or events. Additionally, make note of significant quotes from the text. If writing down direct quotes, place these notes in quotation marks as a reminder that they are directly from the text. Larger passages can be abbreviated by writing only the first few words, or the most important words of the quote.

In the center column, flush right the page number from which the notes or passage was taken. Also, flush right the chapter number directly under the page number to help them remember where the passage occurs in relation to the rest of the story.

Students should use the right-hand column to record any noticeable insights, connections, personal responses, or anything significant that the text represents. Make note of literary devices used by the author, such

as, similes or metaphors, logic, rhetorical devices, approaches to argument, descriptive language or imagery. Explain the significance of the passage, writing down whatever comes to mind. Take the time to record any reflections and opinions about the passage. Make sure that the notes in this column line up with the passage in the left-hand column and the page number in the center column. Draw a line under each entry to divide one passage and its notes from the next entry.

Any questions regarding the expectations outlined above should be directed to the appropriate grade-level literature teacher.