**Crime and Punishment**

**DIALECTICAL JOURNAL**

The purpose of a dialectical journal is to identify significant pieces of text and explain the significance. It is another form of highlighting/annotating text and should be used to think about, ***digest, summarize, question, clarify, critique, and remember*** what is read. It is a way to take notes on what is read using the actual text, so that when you are asked to write an essay about or utilize the information from the text you do not have to re-read the entire piece. Instead, you can search your notes for direct quotes to use as supporting evidence for your opinions. A dialectical journal is also an effective way to assess your comprehension. It can be used with any form of writing: textbook, short story, novel, essay, poem, newspaper article, scientific journal, or any piece of writing students choose.

In your journal, left hand column is where you will write the sentence/s or phrase/s from the text that you believe illustrates a significant idea. You should put quotation marks around the sentence/s to show that they are someone else’s words. If the passage you use is more than one or two sentences, you may abbreviate it in the following manner, using ellipses (three dots in place of the words that are missing at the end):

“*Like the keeper of the lighthouse, she regarded it as a mooring, a checkpoint, some stable visual object that assured her that the world was still there; that this was life and not a dream*…” Song of Solomon, p. 11

THE ABOVE INFORMATION WAS TAKEN DIRECTLY FROM THE FOLLOWING SOURCE:

<http://www.esubjects.com/curric/general/supplements/DialecticalJournal.pdf>

Feel free to play with the topics for your dialectical journals; you may pull out passages you have questions about, passages on specific characters, passages on specific symbols, passages which build themes, or passages that demonstrate the style of the specific author. Feel free to comment on diction, tone, style, voice, etc. The important thing is that you have **something to say** about the passage. **Your comments should be developed and demonstrate higher-level thinking which goes well beyond plot summary. Please AVOID plot summaries**. I am looking for evidence that you are thinking as you are reading.

1. You need a minimum of 8 entries for *Crime and Punishment* for this journal. Two (2) of your entries must relate to a topic discussed in *How to Read Literature Like a Professor.* Mark these with an asterisk (\*)
2. Use the format attached.
3. For the TEXT (“*note taking”*) column, your entries may include the following:

* Meaningful or striking quotations or paraphrasing of important passages
* Confusing or difficult quotations or passages
* Evidence of theme, tone, mood, character development, plot complication, setting significance
* Vocabulary work in context
* Figurative language such as metaphors, similes, personification, etc.
* Effective &/or creative use of stylistic or literary devices
* Passages that remind you of your own life or something you’ve seen before
* Structural shifts or turns in the plot
* A passage that makes you realize something you hadn’t seen before
* Examples of patterns: recurring images, ideas, colors, symbols or motifs.
* Passages with confusing language or unfamiliar vocabulary
* Events you find surprising or confusing
* Passages that illustrate a particular character or setting

1. For the RESPONSE (“***note making****”*) column, you have several ways to respond to a text:

* Raise questions about the beliefs and values implied in the text
* Discuss the diction (vocabulary) used
* Discuss what makes the quote or passage meaningful, striking, or important
* Discuss how theme is shown
* Discuss the meaning and/or effect of figurative language
* Discuss the character’s role and/or the values of the character
* Discuss the importance of setting
* Relate it to your own experiences and write about what it makes you think or feel
* Argue with or speak to the characters or author
* Comment on the relevance of a passage to its historical context or to the present
* Identify recurring symbols or images

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| **Note-taking** (exact sentences or phrases from the text, page number stated at the end of the passage) | **Note-making** (My original ideas about the significance of the text. This is my conversation with the novel or the author of the novel) |
| “*Siberia. On the banks of a broad solitary river stands a town, one of the administrative centres of Russia; in the town there is a fortress, in the fortress there is a prison. In the prison the second-class convict Rodion Raskolnikov has been confined for nine months. Almost a year and a half has passed since his crime…” p. 418* | You cannot help but look at the epilogue as an afterthought; it is somewhat removed from the rest of the story. It takes place over a year after the events of the rest of the novel. Just before the epilogue, Raskolnikov confesses to murdering Lizaveta. Yet later, Dostoyevsky writes that he does not regret his crime. He also writes that Raskolnikov considers prison freedom. Therefore, the reason he confessed was to gain his freedom, for he had already experienced the punishment.  ***How to Read Literature Like a* *Professor***: Foster states that “irony trumps everything”. p 235 Dostoyevsky saturated this work in irony. Even the title is misleading. You automatically think the crime is the action of doing something illegal and the punishment is prison. But here, prison hardly makes it into the story. The crime seems not to be murder, but the belief that this action is acceptable. The punishment is the secret Raskolnikov lives with and the deception of his family and friends. Therefore, prison frees him from the deceit. The literal crime is the murder and the literal punishment is prison, but the more terrible crime is the idea that ordinary people are allowed to do what they may to better society. The more terrible punishment is definitely dealing with the aftermath of the murder.  Since Raskolnikov proved his own ideas wrong, he felt dethroned. Even when he confessed to Sonia and she cries in shock, “you murdered her?” Raskolnikov says, “I murdered myself.” |

**Rubric**

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| ***Strong***  20 pts. | ***Above Average***  18 pts. | ***Good***  16 pts. | ***Average***    14 pts. | ***Poor***  8-10 pts. | ***No Evidence***  0 pts. | ***This Dialectic Journal***: |
|  |  |  |  |  |  | Selects ***meaningful*** passages and quote selections from the text. |
|  |  |  |  |  |  | Includes ***thoughtful*** comments about a wide variety of interpretive issues **and literary elements, as well as HOW these elements contribute to the meaning of the text**. |
|  |  |  |  |  | No evidence of Foster’s ideas | Shows evidence that the student has applied Thomas Foster’s ideas to an analytical reading of the novel (at least three entries must relate to Foster’s ideas). |
|  |  |  |  |  |  | Covers the text consistently; has entries from the beginning, middle and end of the novel. |
|  |  |  |  |  | Not typed | The document is typed, properly formatted (see above) and has the appropriate number of entries. (min. of 10) |