

## DOUBLE ENTRY JOURNALS “HOW-TO”

### Double Entry Journals Template

#### ***Directions:***

The **left side** of your table must contain quotations from the reading with page numbers noted or source type indicated (given that this is a research paper). Should you wish to refer to a particularly large selection, you may paraphrase it; however, most of your reflections should avoid summaries unless the passage is particularly challenging.

The **right side** of your table can comment on some of the points listed below. Your right side can respond to questions such as:

- What strikes you about this? What was your first thought when you read this?
- What does this passage/idea make you think of or remember?
- Do you want to challenge or qualify this author’s claim? In what ways do you agree with it? Disagree?
- What else have you read/heard/experienced that connects with this author’s ideas?
- Does something confuse you or lead to further questions?
- How do you plan on using this for your paper? Where would you put this quote in relation to your argument?
- Are there any terms that need to be defined? Are there any literary devices that are found?

#### ***Additional Guidance:***

Double Entry Journal Annotations are designed to help you analyze the text with more heightened critical skills. Similar to textual annotations with post-its, this format should prepare you so that you are able to keep track of your research and informally organize your quotes so that you can incorporate them into your paper.

#### ***Note from Teacher:***

When I grade these, I will be looking for detail and thorough effort. The best way to guarantee earning full credit for this assignment is to comment fully on your passages.

## Sample DEJ Topics

**Description:** In a double-entry journal, writers record a prominent quotation or passage in the left-hand column and analyze that selection in the column beside it. This log serves as an excellent resource to refer back to when one desires to recall the important passages of a work.

**Directions:** Choose quotations of significance—ones that seem to illustrate emerging **themes**, **symbols**, or **literary and figurative** language. Do not repeat any categories already present in this activity packet.

After writing a quotation from each chapter read, write an analysis (not a summary or simplification) of the quotation, providing insight into its relevance or significance in the work (novel, play, essay, etc.). For ideas of how to analyze, consider the following subjects:

1. Nature of God and role of divinity (transcendent or personal, how is God depicted?)
2. Human nature (what is man really like at his core?)
3. Human relationships (when do they thrive? how do people build them? what disrupts them?)
4. Status and hierarchy in society (what defines power?)
5. Opportunities (what are seen as aspirations and goals?)
6. Future expectations (what do characters or the author wish to accomplish or believe about the future?)
7. Goals / sources of pleasure or fulfillment (what is presented as something worth having?)
8. Setting (how does the setting enforce or detract from what is being said?; how does the setting contribute to message being communicated?)
9. Contradictions (what ironies or tensions exist across the work?)
10. Judgments (what unsupported assumptions or presuppositions exist?)
11. Traditional critical lenses (presentations of gender roles, race, class, structure)
12. Symbols (how is a symbol's meaning described?)
13. Rhetorical devices (what rhetorical devices are used? How does it improve the writing?)

For example:

**Appeals** to logos, ethos, pathos, tradition, common ideals, etc.

**Allusions:** The author's description of the city as the *Babylon of the age* communicates the opulence and worldliness of the community.

**Imagery** – “The imagery of the mountain adds to the sense of struggle and perseverance the character must endure to be successful.”

14. Foreshadowing (how does the author's statement seem to foreshadow events to come? How does this knowledge affect how readers experience the work?)
15. Reasons (what interesting logic is present?)
16. Autobiographical aspects (how does the novel reflect the author's life?)

Describe the points the author is making in the **third person**. Do not say “I feel” or “I think that” as part of your analysis. Rather, write, “The author's symbolic meaning of the rosebush takes on added meaning, suggesting hope and life in a prison-like world.”

Student's Name

Name of Teacher

Name of Course

Due Date of Assignment

**Double Entry Journals for (Insert Assignment Here)**

<b>Title or Citation of Source:</b>		
<b>Page #</b>	<b>Quotation</b>	<b>Commentary/Analysis</b>