



12th Grade Dual Enrollment English Summer 2023 Reading Assignment

The Odyssey by Homer

["Introduction to Athanasius' On The Incarnation" by C.S. Lewis](#)

DE English students, you are required to complete this summer reading assignment. You will take a 25 question comprehension test during the first week of school. Your grade will consist of completion of the summer reading assignment and the comprehension test; this grade will count in your Worldview Bible class. If you have any questions about the assignment, you may contact Mr. Justin Arnette (11th/12th grade English teacher) at justinarnette@calvaryknights.com.

PART I: Assignment for ["Introduction to Athanasius' On The Incarnation" by C.S. Lewis](#):

- Click on the link above to read the article by C.S. Lewis.
- Read the essay and write a one paragraph reflection in a Google Doc. In your reflection, answer the following questions:
 - What are some reasons that C.S. Lewis gives for reading old books?
 - Do you find his reasons persuasive? Why or why not?

PART II: Assignment for *The Odyssey*:

1. Read the instructions that follow on how to complete a Dialectical Journal. Set up your Dialectical Journal in a Google Doc. (See "*Directions for Dialectical Journal*" below.)
2. Watch the following videos to gain a better understanding before you begin your reading. They briefly explain the entire plot of the *Odyssey* in the links below. Because you are not reading every book, these videos will help give an overview for the entire plot.
 - a. Video 1- [Homer's The Odyssey Summary](#) Part I
 - b. Video 2- [Homer's The Odyssey Summary](#) Part II
 - c. Video 3- [Homer's The Odyssey Summary](#) Part III
3. You will read assigned portions of *The Odyssey*. Please read the following: **Books 1-5, 9-12, 18, 20-22, and 24**
4. Complete your Dialectical Journal *as you read*.
5. Refer to the rubric below to see how your teacher will grade this assignment.
6. Your journal is DUE Monday, August 14. Submission instructions will be given on the first day of school. If you have any questions or concerns, please contact Mr. Arnette, 12th grade English teacher (justinarnette@calvaryknights.com).

Directions for Dialectical Journal

What is a Dialectical Journal?

The word “dialectical” is a fancy way to describe a conversation that leads to understanding. In a dialectical journal, the reader has a conversation with the text by choosing important quotes and responding to them in a thoughtful way. Through this exercise, the reader begins to understand the text in a deeper way.

How many quotations do I choose?

Choose **twelve** quotes from *The Odyssey*.

What counts as a quotation?

A quotation can be narration OR dialogue. You are not limited to just what the characters say.

What kinds of quotations should I choose, and what should I write about?

As you read your assigned novel, be on the lookout for passages that are *important*. You are seniors now, so you have learned a good deal about theme, conflict, characterization, figurative language, diction, and other important tools that authors use to develop their writing. Look for these things and note them as you read a chapter; then, choose the one from the chapter that seems of primary importance. Remember—the writer has a message to send and makes choices accordingly. How do the author’s choices help him convey this message?

****IMPORTANT NOTE:** DO YOUR OWN WORK! Searching for quotes and commentary online—Google, Quizlet, Shmoop, etc.--and using that information as your own is plagiarism. If you plagiarize on this assignment, you will not receive credit for it. You can avoid this unpleasant situation by doing the reading and the thinking *for yourself*.

What should my journal look like?

Create a 2-column table in Google Docs. Label the first column **Quote**, and label the second column **Analysis**.

Fill in your table in this way (see example below):

- **Quote:** Copy your quote word for word from the text (book or article), put quotation marks around it, and use a proper MLA citation at the end. Example: (Lee 24).
- **Analysis:** For each quote, your analysis should include **the context of the quote in red text** (what is happening at this point in the novel) and **an explanation of the significance/ meaning of the quote in blue text**. Think about the following: Why is this important? What part does it play in the overall story? How does it help develop the theme? How does it add to your understanding of a particular character or a particular conflict in the story? What do you notice about the author’s craft—word choice, sentence structure, use of figurative language? How does this quote impact you? (Of course you do not need to answer all of those questions for each quote, but those are

the types of questions you should be asking yourself and thinking about as you write your analysis.)

Quote	Analysis
<p>“Atticus practiced economy more than anything; for several years thereafter he invested his earnings in his brother’s education” (Lee 5).</p>	<p>At this part in the beginning of the novel, we are learning about Scout’s family history. She tells us that Atticus left Finch’s Landing, even though most of his ancestors had stayed there to work the land. Then she says that after Atticus went to law school and became a lawyer, he “practiced economy.” I think this means he didn’t make very much money at the beginning. It also says, however, that the money he did make he gave to his brother for his education. This shows the theme of courage very early on in the book. To start, Atticus is courageous to pursue what he wanted to do instead of staying at Finch’s Landing. However, I think it shows even more courage to give up what is best for yourself to help another person. He probably had to deal with a lot of people telling him that he should keep his hard-earned money, but instead he showed courage to live with very little money so his brother could go to school.</p>

DIALECTICAL JOURNAL RUBRIC

Letter Grade	Number Grade	Score Description
‘A’ Quality Work	100-90	Responses in these journals are elaborate, insightful, well-organized responses that demonstrate the student’s ability to analyze elements of the text & connect with the text in a meaningful way . Responses need not be free of errors, but they should demonstrate control over the conventions of written language. Quotes/passages are thoughtfully chosen & responses to the quotes/passages are consistently insightful, detailed & original .
‘B’ Quality Work	89-80	Responses in these journals are somewhat insightful & well organized ; they demonstrate the student’s ability to analyze the elements of the text & connect with the text in a meaningful way . Responses demonstrate a greater degree of control over the conventions of written language than do the ‘C’ responses. Quotes/passages are thoughtfully chosen & responses to the quotes/passages are often insightful, detailed, & original .
‘C’ Quality Work	79-73	Responses in these journals are more detailed than the ‘D’ work. The student attempts to make connections with the text & analyze the text but does not provide enough evidence &/or explanation . These responses may sometimes rely on paraphrase or plot summary rather than textual analysis. Some thought is apparent in the selection of quotes/passages. Ideas may lack development & may include distracting errors in mechanics & grammar .
‘D’ Quality Work	72-70	Responses in these journals rarely extend beyond the literal meaning of the text. Some confusion may still be evident in these responses, & the meaning they derive from the text may be inaccurate. Often these responses rely heavily on paraphrase or plot summary rather than textual analysis. Quotes/passages appear to be selected randomly . Ideas may lack development, are sometimes brief, sometimes poorly written, & may include distracting errors in mechanics & grammar .
Failing Quality Work	69 - below	Responses in these journals rarely venture beyond mere plot summary in order to make inferences or to connect with the text. Confusion is evident , & the response rarely attempts to clear up the confusion through questioning. Quotes/passages are poorly chosen. Ideas lack

		development, are frequently brief, are often poorly written, & may include a number of distracting errors in mechanics & grammar.
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