**Schaffer Dialectical Journal (DJ)**

Instructions:

1. Number your entries, starting at 1, in the furthest left-hand column and add your name, course, the date, and the name of the text in the header.
2. Put your quoted material in the second-most left-hand column, in quotation marks and properly cited using MLA parenthetical citation *[e.g.: Novels: (85-6) and plays: (III.ii.213-21)].*
3. Color-code the quote in red (CD)
4. Use the R.A.E. formula outlined below to Respond, Analyze, and Evaluate the quote in the right-middle column in 250 words or less
5. Color-code the content of the right-middle column using purple for your response, green for your analysis (CM1), and another shade of green for your evaluation (CM2).
6. Write the word count for your entry in black below the entry
7. In the right-hand column, track themes, motifs, symbols, or other literary devices that you notice in your quotes.

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| **#** | **Source Material** (Provide a direct quotation or paraphrase and a parenthetical citation) (CD) | **Respond** (This is your initial reaction or response – what does the quote make you think/feel/remember/want to know)**Analyze** (What techniques is the author using specifically? It may be only one technique. It is often helpful to quote a few words or phrases in this space as you comment on specific parts.) (CM1), and **Evaluate** (What is the effect on the story/reader of these techniques? What are the connections to other themes? What is the meaning or importance of these items in the context of the whole text so far?) (CM2)**DJ entry Word Count** | **Theme** |
| 1.  | “The Most Dangerous Game” (Title) | *When I read the title I was drawn in by the suggested danger I felt it was going to be a captivating story. After reading the story, I was able to connect the title to the events in the story itself .The title suggests a competition, which later becomes apparent. After the introduction of the characters and the setting, readers know what the story will be about. The readers start out the short story with this knowledge, along with the knowledge that the story will not be one ‘about fairy princesses’. The readers know, as soon as the title is presented, that the most dangerous game will refer to something very savage or wild, bringing in a sense of mystery and curiousity to the readers’ minds. The introduction of Rainsford as a master hunter gives the readers the notion that the most dangerous game will refer to hunting and the process of killing a victim, or “game”.The author uses foreshadowing effectively, naming the title in a shrewd interpretation of the story. The title allows readers to predict and relate to the story as it progresses.**185 words* | Foreshadow |
| 2.  | “O that this too too solid flesh would melt/Thaw, and resolve itself into a dew!/Or that the Everlasting had not fix’d/His canon ’gainst self-slaughter! O God! O God!/How weary, stale, flat, and unprofitable/Seem to me all the uses of this world!” (I.ii.131-61) | **RESPOND:****The good**: Hamlet speaking here. Poor Hamlet. He’s so low that he contemplates suicide. This reminds me of the two young men I know from the past three years that killed themselves. Why is suicide more likely in men than in women? I feel Hamlet’s teenage angst here deeply; I remember being 18 and feeling like the world didn’t make sense and that my parents were only making things worse not better – so I empathize with him here.**The bad and the ugly:** There is a lot of emotion here, which makes a big impact on me. I really feel the intensity here.**ANALYZE:****The good:** Hamlet emphasizes his angst here through repetition and the theme of **doubt.** Hamlet wishes he could commit suicide but what stops him? The threat of permanent purgatory/punishment for the sin of suicide – “the Everlasting.” This introduces the dual idea of good/evil and life/death (suicide). Shakespeare uses vivid imagery and diction – “flesh” “melting” and “thawing” to describe his emotions. These are all words related to temperature – hot and cold. Normally they would describe objects, like ice or a cadaver.The bad and the ugly: The author uses a lot of vivid imagery and diction. It has a powerful effect.**EVALUATE:****The good:** Hamlet comes across as a little dramatic – are we meant to see him as overdramatic? Or are we meant to empathize with him? The vivid imagery and diction – melting flesh – almost repels or disgusts the reader. It’s gross to imagine flesh “melting” or rotting (connection to theme of decay/rottenness!), as if our bodies were only objects and not really living things. Is Shakespeare suggesting that suicide is revolting? Or that life is revolting? I think Hamlet comes across as sympathetic here and that, ultimately, Shakespeare aims for that, because he is using the repetition of “O God! O God” to show that Hamlet is having a crisis of conscience – life has becomes so unbearable and depressing that he would prefer not to live it, but he cannot end it because he will go to hell. Is that not a kind of hell itself? Is Shakespeare suggesting as much -- that life itself is hell? It certainly seems to be so in Hamlet’s circumstances – his father dead, murdered, his uncle married to his mother, and the family plotting behind his back. Hamlet – impotent and (acting) mad.**The bad and the ugly:** The effect of the vivid diction and imagery is to create a powerful impact. The result is it draws the reader in. | - Doubt- Life/Death (suicide)- Rotte/diseased body |