



Assignment 1: *Journals*

Journal writing is an essential way of making connections between your own experience and the characters in major works of literature. Before we begin reading, respond to THREE of the prompts below in paragraphs of 250-300 words.

Journal Topics

- How common do you believe the act of revenge is in everyday life? Write about specific incidents, including any in which you were involved or have witnessed.
- Are you a "thinker" or a "doer"? Explain the positive and negative aspects of both.
- Have you or anyone you have known ever seen or claimed to have witnessed some kind of supernatural being? Explain the circumstances surrounding the event.
- In Act 1, Scene 3 of *Hamlet*, Polonius famously tells his son "To thine own self be true." What kind of advice have you received from your own parents? How valuable has this advice proven to be? Have you used it? Have you been involved in any situation in which Shakespeare's famous words have proven true?
- To what extent do parents have the right to "spy" or check up on their children? What circumstance might allow or prevent this?
- Do you have any experience with or knowledge of step-relationships? What conflicts and barriers must be overcome? Although the negatives of such relationships may be said to be obvious, what are the advantages or positive aspects of these relationships?
- Are parents generally blind to their children's faults? Why or why not?
- Have you ever been the victim of unrequited love? How did you feel? Have you ever been the recipient of affection from someone whom you did not care about? How did you feel about this situation?
- Write about a time when you discovered that someone was purposefully plotting against you for some reason. Explain the situation—how you felt, what you did (or did not do), and how it turned out.

Write a well-structured paragraph of 250-300 words expressing your ideas about EACH of the journal prompts on the assignment sheet

To submit:

- Cover page
- Typed Final Copy (Times New Roman font, 12)
- Rough draft(s)

CATEGORY	BELOW LEVEL ONE	LEVEL ONE 50-59%	LEVEL TWO 60-69%	LEVEL THREE 70-79%	LEVEL FOUR 80-100%
KNOWLEDGE AND UNDERSTANDING ▪ information and ideas	-conveys very limited information, ideas, concepts, and / or themes; explicit facts or ideas contain errors	-conveys limited information, ideas, concepts, and / or themes	-conveys some information, ideas, concepts, and / or themes	-conveys considerable information, ideas, concepts, and / or themes	-conveys thorough and insightful information, ideas, concepts, and / or themes
THINKING AND INQUIRY • interpretation and analysis • use of evidence	-analyzes and synthesizes ideas and communicates them with very limited ability -includes insufficient detail to support main ideas/personal interpretations	-has difficulty analyzing and synthesizing and communicating them -includes little detail to support main ideas/personal interpretations	-analyzes and synthesizes ideas, and communicates them with some effectiveness -includes some detail to support main ideas/personal interpretations	-analyzes and synthesizes ideas, and communicates them with considerable effectiveness -includes sufficient detail to support main ideas /personal interpretations	-analyzes ideas in insightful ways; synthesizes ideas skillfully, and communicates them very effectively -includes rich and vivid detail to support main ideas/personal interpretations
COMMUNICATION • organization • awareness of purpose and audience	-paragraph structure is flawed (lacks introductory and/or concluding sentences; development of ideas is not logical; lack of transition words) -inappropriate diction, tone, and language level	-paragraph structure is weak (ineffective or lack of introductory and/or concluding sentences; frequent lapses in development of ideas; transitions often lacking) -frequent lapses in appropriateness of diction, tone, and language level	-paragraph structure is weak and/or inconsistent (inconsistent or weak introductory and/or concluding sentences; some lapses in development of ideas; inconsistent use of transitions) -some lapses in appropriateness of diction, tone, and language level	- paragraph structure is consistent (effective introductory and/or concluding sentences; logical development of ideas is consistent; good choice of transitions) -appropriate diction, tone, and language level is maintained throughout essay	-paragraph structure is consistent and sophisticated (effective introductory and interesting introductory and/or concluding sentences; logical development of ideas is consistent and sophisticated; effective use of transitions) -appropriate and effective diction, tone, and language level (e.g. varied and rich vocabulary) reinforce meaning
APPLICATION • language conventions	-applies grammar, usage, spelling and punctuation with insufficient accuracy and effectiveness; many errors in language conventions interfere with reader's understanding; text is unclear	-applies grammar, usage, spelling and punctuation with limited accuracy and effectiveness; frequent errors in language conventions may interfere with communication	-applies grammar, usage, spelling and punctuation with some accuracy and effectiveness; some errors in language conventions but not sufficient to interfere with communication	-applies grammar, usage, spelling and punctuation with considerable accuracy and effectiveness; language conventions are used correctly (e.g., grammar, usage, spelling, punctuation)	-applies grammar, usage, spelling and punctuation with a high degree of accuracy and effectiveness; language conventions are used correctly and for conscious effect

Comments: