**Anderson/ENGL 102-048**

**Homework for Thursday, February 3**

Please finish reading Chapter 1 of Cornelius Eady’s *Brutal Imagination*. Through poetry, Eady has used the real event of Susan Smith, who murdered her two children in 1994, to bring to life the voice of the man Smith claimed abducted her: a black man she *invented* to cover up her crime. The poems are to be read as a whole from beginning to end but we will take them by chapter. Read them through once, take a break and then read it again. On this second reading, mark places in the text you think are significant or where you have questions. When you have finished, use a double-entry journal (DEJ) to respond to the reading. You should have 6-8 entries in this journal. (We discussed the DEJ in class and there is a review on the back of this assignment.)

Bring all this work to class on Thursday.

**DOUBLE ENTRY JOURNAL (DEJ)**

A DOUBLE-ENTRY JOURNAL allows you to have a conversation with the author of a text. It can be used for many purposes, from getting more deeply into the text or passages from it for class discussion or short assignments all the way to generating ideas for analytical papers. A DOUBLE-ENTRY JOURNAL is also a useful way to take notes in class or during a lecture. It allows you to observe and learn about your own thinking—the kinds of connections you make, the questions you ask, the ways in which you make meaning as you think about the things you read and hear.

You can format your journal by drawing a line down the center of a page or folding the page in half (though it’s better to use facing pages, which will give you more room to write) or, on computer, as below, creating a table with one row and two columns.

Below are several, but by no means all, ways to use a DOUBLE-ENTRY JOURNAL for reading.

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| Left-Hand Side | Right-Hand Side |
| Quote from the text with page number. | Visual commentary (drawings, visual analogies, doodles) |
| Quote from the text with page number | Reactions (“This bugs, annoys, moves  . . . me because . . .”), reflections (”I wonder if. . .”), musings (“Hmmm…”), questions (“I wonder why…”) with possible answers (“Maybe because . . .”) |
| Quote from the text with page number | Connections   * Text to other text(s)—print, visual, aural * Text to self * Text to world |
| Quote from text with page number  EXAMPLE:  “We would mock our relatives the moment they were out of our hearing. . . . Our relatives had made us feel ‘country,’ and this was our way of regaining pride in ourselves while getting a little revenge in the bargain” (p. 61). | Significance in relation to piece as a whole; relating part to whole.  Melix cherished her home language by making fun of the outside, foreign language of more distant communities. The relatives are rigid in communicating in proper English and made Melix feel bad. This was her way to soothe her wounded pride. |