

**THE LOG:  
Crime and Punishment (1866)  
by Fyodor Dostoyevsky (1821-1881)**

While reading Fyodor Dostoyevsky's novel, you will keep a Log—that is, a record—of your journey through it. Log entries will consist of observations such as scene summaries, commentary on the action, analysis of characters, interpretation of language, themes, symbolism, motifs, and so forth. Also record your personal reactions to those elements.

You are in charge of your personal Log. You will decide what to write and in what form, but there are three (3) stipulations:

1. Write in your own voice (an informal tone is perfectly okay). Interact with Dostoyevsky's **psychological fiction**. You will share your Log with other students in class, and you in turn will read theirs and respond to their interpretations. Write with this audience in mind.

2. Over the course of the novel, respond to a constantly changing variety of the nine (9) suggested options. By the end, you must write on each option at least once. At the start of each option, identify it clearly by number (#1-9). In addition, each option must address a different aspect of the reading. In other words, don't cover the same issue/character/scene in multiple ways; rather, reflect on as much of the reading as possible.

3. Word process all Logs. Use 100% standard MLA features as shown on Purdue OWL (MLA Basic Format): e.g, a standard font, 12-point size, and 1" margins all around. Double space your work. Each complete Log, consisting of three options, should be two (2) full pages (or just slightly beyond). A full page consists of 22 lines of text; don't skip lines unnecessarily.

Alternatively (if you are on the road this summer, away from a word processor), you may handwrite your Logs using dark blue or black ink on lined paper. In that case, write on every other line and use both sides of the paper. If you handwrite, you must aim for the equivalent 650 words per Log. You may purchase a bound notebook with lined paper and do the complete summer assignment in that. Of course, your handwriting must be neat.

Whether you word process or write by hand, begin each 2-page Log with the standard MLA 4-line heading, and cite the Part, Chapter and page numbers in the upper right corner. Example:

Your name	Part I: Ch 1-7, pp. 1-71
Mr. Secino	
English 12 AP	
Date	

**Write a total of seven (7) Logs. Manage your time wisely. Spread out your reading and writing over at least 2-3 weeks of the summer. (The page numbers below assume you are using the school's brown cover Dover Thrift Edition, translated by Constance Garnett, which you signed out in June. If you use a different edition, adjust the page numbers accordingly.)**

Part I:	Ch 1-7 , pp. 1-71
Part II:	Ch 1-7, pp. 72-155
Part III:	Ch 1-6, pp. 156-221
Part IV:	Ch 1-6, pp. 222-283
Part V:	Ch 1-5, pp. 284-343
Part VI:	Ch 1-8, pp. 344-417
Epilogue:	Ch 1-2, pp. 418-430

**Logs will be graded in two stages:**

**1) When they are handed in on the second day of school, all seven (7) Logs will be graded for completion and for your close attention to all assignment directions.**

**2) After they are shared in class, at least three (3) Logs will be graded for insightfulness of content (50%) and for the strength of the writing style/proofreading for GUMS (50%).**

**LOG OPTIONS:** For each Log, choose three (3) of the following options. At the start of each option, identify it by number (#1-9). Each complete Log, consisting of three options, should be two (2) full pages (or just slightly beyond). A full page consists of 22 lines of text; don't skip lines unnecessarily.

1. Focus your attention on a significant part of the reading and **summarize the action**. Be selective and very specific.

2. This option may be brief. Comment in 1-2 sentences on **the major significance of a specific development in this section**. What would the story be without it? (Go beyond the obvious.)

3. **Ask questions** about the reading. Is anything causing you confusion? Direct your question to one of the characters—or direct your question to your reader. Follow up by trying to answer your own question.

4. **Quote lines** from the reading that you enjoy/admire **and comment on them**. Use this option to comment on **Fyodor Dostoyevsky's use of language** (in translation, that is). Identify the speaker and use correct MLA parenthetical citation to cite the page number. **Example:**

*Narrator: "She was a diminutive, withered-up old woman of sixty, with sharp malignant eyes and a sharp little nose. Her colourless, somewhat grizzled hair was thickly smeared with oil, and she wore no kerchief over it.... her thin long neck...looked like a hen's leg...and, in spite of the heat, there hung flapping on her shoulders, a mangy fur cape, yellow with age" (Dostoyevsky 4).*

5. **Describe your reactions** to a character, an action, or an idea you confronted in the reading.

6. Talk about **the relationships characters have to one another**, quoting specific words or phrases to give evidence for your opinion.

7. **Pretend you are an actor** playing one of the characters in the scene. **Become that character. Get inside that character's mind**. Speaking as the character, tell how he/she feels about him/herself, about other characters, about the situation. Use first-person ("I") narration and, if you wish, play with the voice.

8. **Analyze the author's use of a major symbol or a motif** in this part of your reading. Does it, for example, advance the characterization? Does this symbol or motif illuminate one of the novel's larger themes? Look up your own definitions of these terms in an online Glossary of Literary Terms, or use those that follow:

**symbol:** *an image with another level of meaning; something that is itself and also stands for something else. A symbol combines the literal and sensuous qualities of an image with an abstract aspect, suggesting complex, multiple meanings.*

**motif:** *a dominant idea in a work of literature, which may be expressed through characterization, verbal patterns, or imagery. Such recurrent images, words, objects, or actions help to unify the work.*

9. **Create your own option!** Many creative and/or analytical approaches beckon. Some ideas:

- Write a **poem** in response to the reading;
- Envision (cast, direct) a **film version** of a specific scene;
- **Sketch/draw** your interpretation of a specific character, conflict, idea, moment or mood;
- Describe the **musical score** you would compose to accompany the tone of a section;
- **Juxtapose** the assigned reading with another work of literature;
- Describe a specific **experience from your own life** that connects with the reading;
- Create a **song list/movie list** that might appeal to a character. Explain each choice briefly.
- Connect a specific scene in the reading to **current events**;
- Invent your own creative idea....