

# [NEW CANADIAN VOICES]

**TASK:** write a piece of original prose that includes various sentence patterns, sophisticated vocabulary, original rhetorical/literary devices, and organized descriptive/narrative paragraphs.

1. Identify a “uniquely Canadian” theme that piques your interest, for example: **perfection is fiction**.
2. Read a minimum of **three** challenging new texts (story/non-fiction) from Walrus Magazine ([www.walrusmagazine.com](http://www.walrusmagazine.com)). Write a properly formatted Annotated Bibliography for each. See example for guidance.
3. Identify new words and phrases in each text. Make a list.
4. Identify new literary/rhetorical devices (i.e. metaphors, alliterations, juxtaposition sarcasm). Consult the ENG3U skills package for a comprehensive list. Label each. Make a list.
5. Find an image that **figuratively** relates to your theme. Briefly detail and explain how the image is figuratively connected to the theme.
6. Write two-three narrative/descriptive (story-like, not opinion) paragraphs based on the theme and image. Include the following in your writing:
  - at least 3 new "challenging words" from lists
  - at least 3 new literary/rhetorical devices from lists
  - multiple **simple** sentences
  - multiple **antithesis/balanced** sentences
  - at least one **anadiplosis** and/or **anaphora** sentence
  - at least one **climactic** and/or **anticlimactic** sentence
7. Provide a legend.
8. Hand in the image (with explanation), the narrative/descriptive paragraphs, the legend, the lists, and the annotated bibliography.

# ANNOTATED BIBLIOGRAPHY [ MLA FORMAT ]

An annotated bibliography is made up of two parts - the citation (source/bibliographic information) and the annotation (a brief summary, assessment/evaluation, or critique of each source used in an academic paper).

The length and detail for an annotated bibliography vary depending on the depth of the analysis/research and dictates of the professor/teacher.

For the sake of this activity, a brief (4-5 sentence) annotation will be sufficient. The annotation should use the follow the guidelines below:

1. one (1) sentence summarizing the article/story.
2. two-three (2-3) sentences commenting on the ideas/themes in the article/story.
3. one (1) sentence that evaluates the strength or weakness of the article/story in conveying the main ideas/themes.

[sample annotated bibliography]

Poplak, Richard. "Criminous Minds." *Walrus*, The Walrus Foundation, March 2011. Feb 1, 2011

The article is about the reluctance of Canadian literature to accept crime "genre" fiction into the hallowed halls of the Can Lit canon. The author, Richard Poplak, argues that the stereotypical Canadian novel about nature and survival is not informing Canadians about contemporary Canadian culture, whereas criminal "genrature", especially contemporary crime fiction, is more attune to the current issues within Canada. According to Poplak, contemporary crime fiction subverts the founding "Presbyterian" myths of Canadian culture, "that nature can be brought to heel, that progress is eternal, that there is an overarching moral order once exemplified by the Mountie (a trope Blunt has expended five books debasing)." Poplak's article provides strong and tangible reasons to include crime fiction in the "serious writing" Can Lit canon.

for more detailed information on MLA format, consult <http://library.concordia.ca/help/howto/mla.php>

# RUBRIC : NEW CANADIAN VOICES

name

focus: communication	below level 1 0 - 2.25	level 1 2.5 - 2.75	level 2 3 - 3.25	level 3 3.5 - 3.75	level 4 4 - 5
organization (paragraphing, flow, unity)	Inadequate use of organizational strategies; need to work diligently on paragraphing, and unity and focus of your writing	Minimal use of organizational strategies; need to work on construction of paragraphs, and unity, focus, and flow of ideas	Adequate use of use of organizational strategies; need to work on construction of paragraphs, and unity, focus, and flow of ideas	Good use of organizational strategies	Excellent use of organizational strategies
sentences/ rhetorical sentence patterns (i.e. simple, compound,complex,c complex- compound,balanced/ antithesis, anaphora, anadiplosis, parallel)	Inadequate use of sentence strategies; need to work diligently on the construction of standard and rhetorical sentences	Minimal use of sentence variety; need to work on the construction of sentences (i.e. simple, compound,complex,c complex- compound,balanced/ antithesis, anaphora, anadiplosis, parallel)	Adequate use of sentence variety need to work on the construction of sentences(i.e. simple, compound,complex,c complex- compound,balanced/ antithesis, anaphora, anadiplosis, parallel)	Good use of sentence variety	Excellent and sophisticated use of sentence variety
vocabulary	Inadequate use of new vocabulary in writing	Minimal use of new vocabulary in writing	Adequate use of new vocabulary	Good use of new vocabulary	Strong and sophisticated use of new vocabulary
literary/poetic / rhetorical devices	Weak use of literary devices in writing; practice active reading and writing strategies to better integrate rhetorical writing	Minimal use of literary devices in writing; practice active reading and writing strategies to better integrate rhetorical writing	Adequate identification and use of literary devices in writing; practice active reading and writing strategies to better integrate rhetorical writing	Good identification of literary devices; solid integration of literary devices in writing	Excellent identification if original literary devices; original and creative integration of literary devices in writing
language conventions / grammar	Inadequate use of conventions of grammar (i.e. punctuation, spelling, verb tenses); need to review rules if grammar; need to read more to help integrate standards of grammatical conventions into writing	Minimal use of conventions of grammar (i.e. punctuation, spelling, verb tenses); need to review rules if grammar; need to read more to help integrate standards of grammatical conventions into writing	Adequate use of conventions of grammar (i.e. punctuation, spelling, verb tenses); need to review rules if grammar; need to read more to help integrate standards of grammatical conventions into writing	good use of conventions of grammar (i.e. punctuation, spelling, verb tenses)	Excellent use of conventions of grammar (i.e. punctuation, spelling, verb tenses)
comments					/25

# EVALUATION: ANNOTATED BIBLIOGRAPHY

name

[knowledge and understanding]

2 4 6 8 10

annotated bibliography is accurately formatted;  
annotated bibliography indicates sophisticated  
understanding of the material; annotated bibliography is  
communicated clearly and critically

1 2 3 4 5

reading lists/legend indicate through reading and  
understanding of the stylistic elements in the texts

comments

/15

[application]

1 2 3 4 5

image figuratively reflects a theme; explanation  
clearly articulates the figurative qualities of the image

comments

/5

