

EWJ

News · Opinion ·
Commentary · Columns ·
Fiction · Science & Arts

Introducing The EWC Journal

www.ewcjournal.com

Our Mission

In order to understand the purpose of *The EWC Journal* (“EWJ”), we must first revisit the definition of a “journal”:

jour·nal /'jɜrnəl/

1. a periodical dealing especially with matters of current interest
2. a record of experiences, ideas, or reflections kept regularly: DIARY

When coming up with our mission for students enrolled in the EWJ program, we take this definition quite literally:

To form positive habits of reading reputable periodicals in order to regularly engage with current events

To reflect on how the world at large impacts students' own lives through various written media

To provide individualized and personal feedback on our students' work and showcase them to a public audience in order to generate positive feedback

We are incredibly grateful for your support. Creating a daily publication is no small feat, and I hope you will find it as rewarding as it is educational.

The best way to increase reading and written fluency is to read and write *every day*. Three common questions usually follow:

1. What should my child be reading on a daily basis?
2. What should my child be writing on a daily basis?
3. How will my child be receiving feedback on their written work?

The logistics for EWJ are based on these three questions. Please read the following sections carefully.

Logistics

1. After an orientation during the **weekend of July 11th**(time TBD), the program will last for 6 weeks from **July 13th to August 21st** (with the exception of weekends).
2. Students will be assigned reading material and submit a written response (approx. 400 words) on a daily basis based on **their section assignments**.
3. EWC Editors will publish articles online **two days after submission** to allow time for feedback and publication.

Section Assignments

In order to ensure that students will be exposed to all the different sections within EWJ, they will be divided into 3 groups. The first two weeks will look like the following (and will repeat 3x):

Group	MON Wk 1	TUES Wk 1	WED Wk 1	THUR Wk 1	FRI Wk 1	MON Wk 2	TUES Wk 2	WED Wk 2	THUR Wk 2	FRI Wk 2
I	News	SciT	S&A	LEd	CrW	News	SciT	News & LEd	S&A	CrW
II	CrW	News	SciT	S&A	News & LEd	CrW	News	SciT	S&A	LEd
III	SciT	CrW	News & LEd	News	S&A	SciT	LEd	CrW	News	S&A

The section key is listed below. Please see “Appendix A” for a thorough description of each section.

Symbol	Section Title	Reading Material	Pitch Assignment Release
News	Current Events	NYTimes Subscription	Every day
SciT	Science & Technology	Provided by EWC	Prior Sunday
S&A	Sports & Arts	Provided by EWC	Prior Sunday
CrW	Creative Writing	Provided by EWC	Prior Sunday / Personal Choice (subject to approval)
LEd	Letter to the Editor	NYTimes Subscription	Personal Choice (based on prior papers)

***A note on reading materials:** Students will be asked to have a NYTimes subscription. All other reading materials will be provided by EWC from other reputable periodicals.*

***For our younger students:** All reading materials for each section will be directly provided. These students' work will be published in a dedicated section.*

Please note that all logistics are subject to change.

Charlotte's First Week (Group I)

Let's go through an example with Charlotte, who is assigned to Group I of EWJ. This is what her schedule in Week 1 will look like:

Date	Charlotte's Actions	EWC's Actions
Saturday, July 11th	Charlotte attends Orientation.	EWC hosts Orientation.
Sunday, July 12th	Charlotte signs her name up next to the articles or topics that she would like to write about by 8pm ET . A CrW "inspo" packet will also be released, i.e. creative pieces to serve as inspiration for her own CrW piece on Friday.	EWC sends a list of SciT and S&A pitches for Week 1 at 5pm ET in a shared Google Sheet along with the rest of her group.

Monday, July 13th	<p>Charlotte signs her name next to whatever topic/headline she'd like to write about by noon in her time zone. Note that multiple students are allowed to write about the same topic (up to 3), but at least one student must cover each topic.</p> <p>Charlotte then writes a 400 word short-form news article based on the particular topic she selected. It is then emailed to EWC at 8pm in her time zone.</p>	EWC sends out a list of news headlines/ topics from the NYTimes at 11am ET in a shared Google Sheet.
Tuesday, July 14th	Charlotte has already received her SciT article based on her selection from Sunday. She then writes a short-form response on the subject and submits it to EWC at 8pm in her time zone.	
Wednesday, July 15th	Charlotte has already received her S&A article based on her selection from Sunday. She then writes a short-form response on the subject and submits it to EWC at 8pm in her time zone.	EWC Editors complete copy-editing and providing feedback on Charlotte's news article from Monday. If the quality meets the threshold, it will be published online.
Thursday, July 16th	Charlotte reviews all the submissions on www.ewcjournal.com and selects an article on which she would like to write a letter to the editor. She also responds to that particular article by citing an article from the NYTimes on 7/16 and submits it by 8pm in her time zone.	EWC Editors complete copy-editing and providing feedback on Charlotte's news article from Tuesday. If the quality meets the threshold, it will be published online.
Friday, July 17th	Charlotte has already read the CrW inspo packet from Sunday and draws some inspiration from a personal narrative in <i>The New Yorker</i> . She then decides to write her own short-form	EWC Editors complete copy-editing and providing feedback on Charlotte's news article from Wednesday. If the

	personal narrative and submits it by 8pm in her time zone.	quality meets the threshold, it will be published online.
Saturday, July 18th	Day off	Day off
Sunday, July 19th	Charlotte has the day off until 5pm ET when she receives the packet for Week 2 and signs up her assignments for S&A and SciT.	EWC sends a list of SciT and S&A pitches for Week 2 at 5pm ET in a shared Google Sheet along with the rest of her group.
Monday, July 20th	<p>Charlotte signs her name next to whatever topic/headline she'd like to write about by noon in her time zone. Note that multiple students are allowed to write about the same topic (up to 3), but at least one student must cover each topic.</p> <p>Charlotte then writes a 400 word short-form news article based on the particular topic she selected. It is then emailed to EWC at 8pm in her time zone.</p>	<p>EWC sends out a list of news headlines/ topics from the NYTimes at 11am ET in a shared Google Sheet.</p> <p>EWC Editors complete copy-editing and providing feedback on Charlotte's news article from Thursday. If the quality meets the threshold, it will be published online.</p>
Sunday, July 21st	Charlotte has already received her SciT article based on her selection from Sunday. She then writes a short-form response on the subject and submits it to EWC at 8pm in her time zone.	EWC Editors complete copy-editing and providing feedback on Charlotte's news article from Friday. If the quality meets the threshold, it will be published online.

Appendix A - EWJ Sections

Current Events

Submissions should entail what is happening in the world. Pieces can be about politics, climate change, natural disasters, coronavirus, and any general events. This can be broad, but should be separated into two sections: opinion/editorial and news. All admissions must be clearly labeled either opinion or fact-based, and all should be between 300-400 words. Anything longer may be published in installments.

Professional Examples

News: [“Gone From Grocery Stores, Now There’s a Mad Dash to Find Them”](#) by Winnie Hu, *The New York Times*

Opinion: [“A Decade After Deepwater Horizon”](#) by The Editorial Board of *The New York Times*

Science & Technology

Do you have an opinion about social media? What about video games? This is a segment for anything that young writers think warrants discussion in the world of technology that is *not based on a specific, current event*. This should be an extended comment on some sort of ongoing practice in the contemporary world—for example, the overwhelming number of cat accounts on Instagram. Advances in scientific technology are wonderful in this section.

Professional Examples

[“It’s Cool to Look Terrifying on Pandemic Instagram”](#) by Kaitlyn Tiffany, *The Atlantic*

[“The Day the Live Concert Returns”](#) by Dave Grohl, *The Atlantic*

Sports & Arts

This is for students who are passionate about pop culture, from sports to art to television to theater to music to books. Submissions should either be reviews or more general opinions on the world—for example, the ten best movies to stream on Netflix right now, the best songs of 2019, or the biggest mistakes made in the latest major league baseball game. Because this is pop culture commentary, unless given special permission, all reviews should be recent—anything discussed generally should not be more than three months old. Submissions should be between 300-400 words; anything longer may be published in installments.

Examples

Reviews:

- A review of the movie [“Onward”](#) by Rumaan Alam, *The New Yorker*
- A review of the Netflix television series [“Never Have I Ever”](#) by Sarah Larson, *The New Yorker*

Sports:

- [“Major League Baseball is Planning a Comeback”](#) by Sean Gregory, *Time*

Other:

- [“What I Miss Most About Movie Theaters”](#) by Richard Brody, *The New Yorker*

Creative Writing

This is a space for imaginations to run wild. Oftentimes, young writers have a natural proclivity for storytelling, and this is a place to allow them to write what they want to write. Submissions can be memoirs, poetry, humor, flash fiction—anything that moves them. All submissions should be between 300-400 words.

Professional Examples

Flash Fiction: "[Have You Ever Met One?](#)" by Rivka Galchen, *The New Yorker*

Poetry: "[The Fire Gilder](#)" by Eavan Boland, *The New Yorker*

Creative Nonfiction: "[Hurricane Season](#)" by David Sedaris, *The New Yorker*

Letter to the Editor

This is a segment for the readers of the *EWC Journal*. Have an opinion on an article published? Write a 300-400 letter about it explaining your thoughts and feelings.

Column

For students who have big ideas, this is a place to let imagination take the reins. Columns should be 6-8 weekly installments of related content. Each submission should be approximately 300-400 words. Students who want to submit a column series should talk to Emerson Monks (community@eyrewritingcenter.com) for more information.