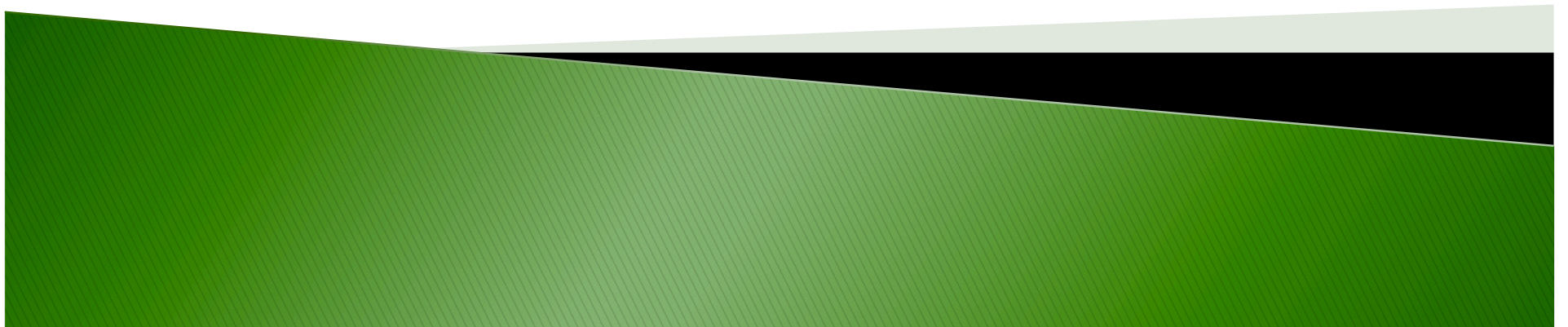



CHRTC 250: Essay

Roger Graves
Director, Writing Across the Curriculum



The Slides are Online

 **Roger Graves**
Director, Writing Across the Curriculum
Professor, EFS

September 12, 2012

wac
c4w
writing initiatives
gmail
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WRS 302
CASDW
CASLL/Inkshed
CCCC

News: Proposal writing class helps raise \$5000 for non-profit organic farming group


As Director of Writing Across the Curriculum, I work with faculty and students across the university to improve student writing. I consult with instructors and departments, and I teach writing in a wide variety of courses when students in those courses are starting a writing assignment. The link to Recent Presentations to Classes will take you to slides from these presentations.

I am the author, co-author, or editor of eight books and 20 articles, including *Writing Instruction in Canadian Universities*. My current research interests include writing assignments across disciplinary fields and rhetorical approaches to text encoding. The SSHRC-funded research project on writing assignments across the curriculum extends our work at the University of Alberta across Canada.

Currently I serve as Past President of the **Canadian Association for the Study of Discourse and Writing (CASDW)**, the Executive Committee of the *Conference on College Composition and Communication*, as a member of the editorial boards for *College English* and the *IEEE Proceedings on Technical Communication*, and as publisher of Inkshed Publications, the publications initiative of the Canadian Association for the Study of Language and Learning (CASLL/Inkshed).

I

Books
This page displays the covers and descriptions of books I've authored, co-authored, or co-edited such as the Brief Penguin Handbook (below).




Recent Articles
Writing Requirements Across Nursing Programs in Canada. Co-authored with Jo-Anne Andre. Forthcoming in Journal of Nursing Education.
Undergraduate Writing Assignments in Engineering: Some Preliminary Findings
Writing Well: Building Traction and Triumph into Co-authorship


Recent presentations to classes
This page contains links to slides displayed at presentations I've given to classes.

Research and faculty presentations


Digital rhetoric




Research Writing Groups



Style in Writing



Grammowl



Blog: Thinking About Writing
A new blog on writing-related issues at the U of A and beyond.

Writing Centres on this campus



Join the "University of Alberta Centre for Writers" fan page | Follow us on Twitter @ "UofA_C4W"



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Home > Home

Welcome to the Centre for Writers

There is a new link for our scheduling system. All users will need to create a new account. The Centre for Writers will be open Monday September 10th to Wednesday December 5th, 2012.

Our current working hours:

Monday: 4pm - 7pm
Tuesday: 10am - 6:30pm
Wednesday: 10am - 5pm
Thursday: 10am - 5pm
Friday: 10am - 5pm

Please note our hours will increase throughout the semester. Please keep checking the schedule for available appointments.

We offer free writing support to all students, instructors and staff at the University of Alberta – in any subject, discipline, program, or faculty, and at all levels of study. Tutors can assist you with any type of assignment or project, at any stage of the writing process.

To book, change, or cancel appointments, please click here.

Interested in becoming a tutor, click here.

Professors/Instructors: To request a classroom visit by a tutor, click here.

To find our location please click here.

The Centre for Writers invites YOU to weekly, ****FREE WORKSHOPS**** on the English language and free food!

UNIVERSITY STUDENT SERVICES UNIVERSITY OF ALBERTA

Student Success Centre | Home - Contact Us

Home > Writing Resources

Writing Resources

[Print this page](#)

Writing is one of the most critical tools for participation in university life, as well as life after university.

Students will be given an opportunity to consider, develop, and sharpen their writing skills through a number of courses and individual consultations.

Professional academic support for pre-university, undergraduate and graduate students!

Home > Writing Resources

- Writing Resources**
- [Pre-University Resources](#)
- [Undergraduate Resources](#)
- [Graduate Resources](#)

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The writing process

Getting started

- Explore the assignment
- Make rough notes
- Pick a tentative topic

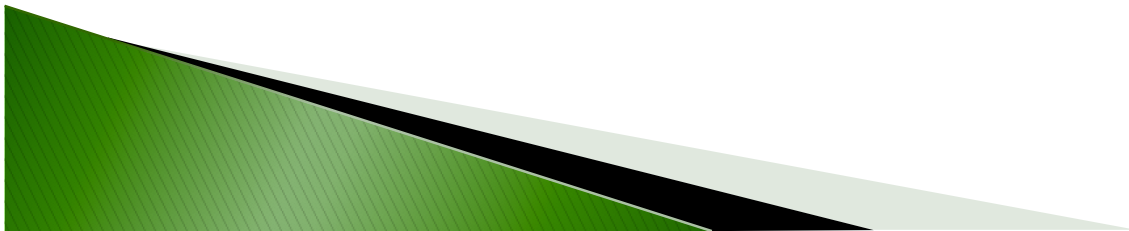


Getting feedback

- Make an appointment at a writing centre
- Get feedback on your draft/revise

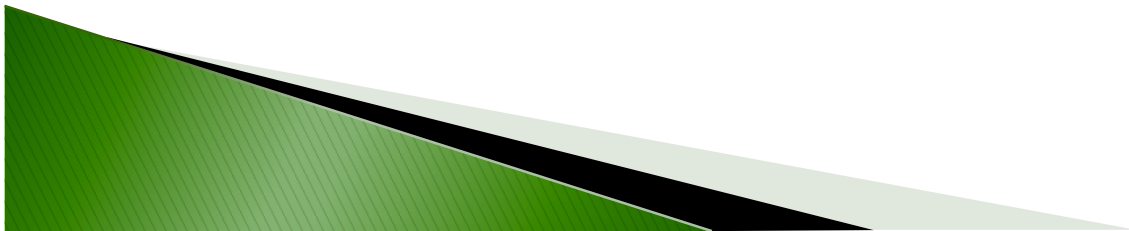
Revising

- Work on style and lower order concerns
- Proofread, consult checklist for assignment



The assignment

- ▶ A study of the person of Jesus as depicted by one of the canonical Gospels, with commentary (1) on what the evangelist is conveying about Jesus, and (2) on what might have influenced the evangelist as he developed his Gospel (i.e., cultural, social, political factors, etc.).



How it will be graded

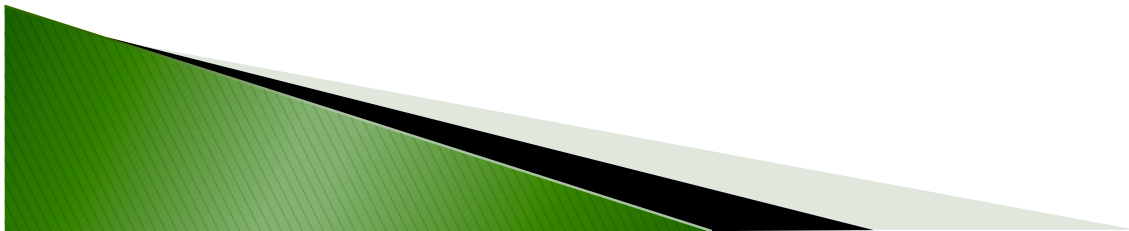
Grading of the essay will be based on a number of criteria, including how well the author:

- ▶ (a) synthesizes information,
- ▶ (b) demonstrates an understanding of the topic,
- ▶ (c) organizes the material to emphasize key points,
- ▶ (d) accesses and utilizes information and
- ▶ (e) utilizes good grammar, punctuation, spelling and appropriate references to sources.

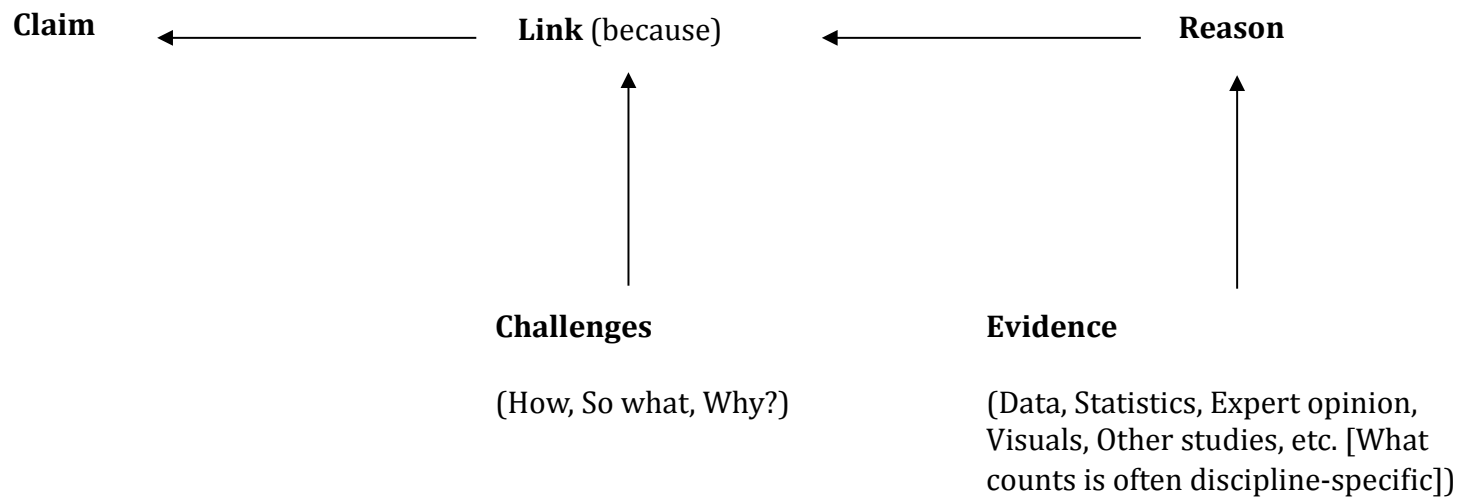


Research

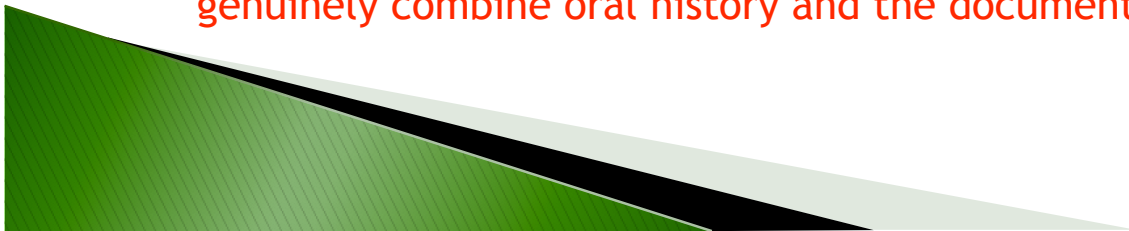
- ▶ Recourse to sources other than the required course text is expected
- ▶ Internet research, while speedy and efficient, can be very risky, since the number of academically dubious sites far outstrips the reliable ones. If in doubt, consult me before utilizing an Internet source.



Informal Argument and Academic Writing



Ex. [this study] will be a unique scholarly contribution because very few studies genuinely combine oral history and the documentary record.



Working (not final) thesis

Topic	Homelessness in Edmonton
Researchable question	“What programs and policies are effective in preventing homelessness in Edmonton?”
Working thesis	A solution to the complex problem of homelessness demands sophisticated solutions that include three dimensions : affordable housing ; enough money to cover basic living expenses ; and access to social services (Shelter House 2011).

<http://www.shelterhouse.on.ca/article/solutions-146.asp>

Working (not final) thesis

Topic

A study of the person of Jesus as depicted by one of the canonical Gospels,

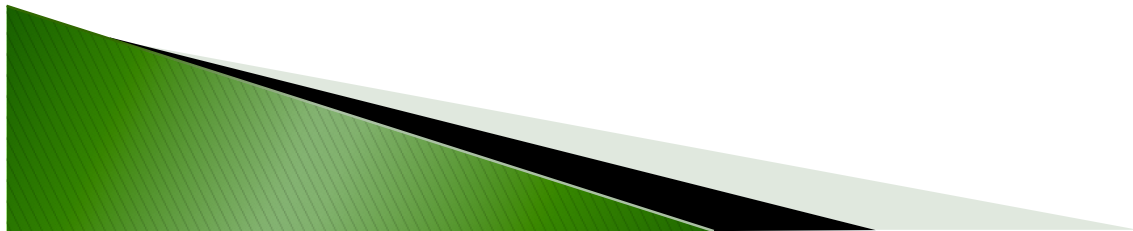
Researchable question

“How did one of the evangelists depict Jesus and what influenced that evangelist?”

Working thesis

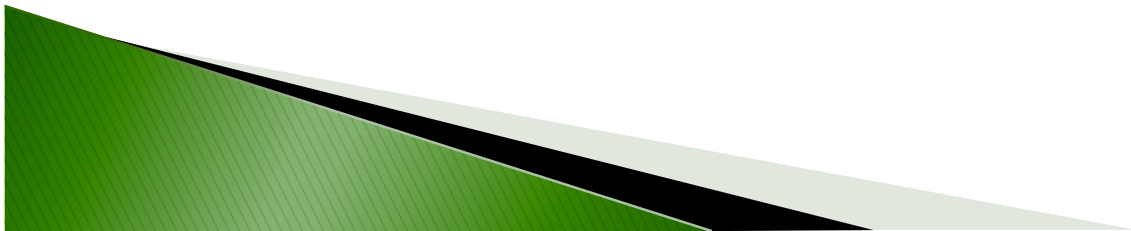
<http://www.shelterhouse.on.ca/article/solutions-146.asp>

Conveyed about Jesus

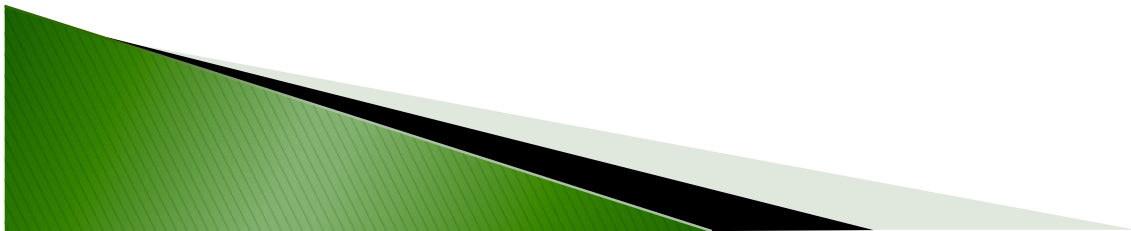


Influences on evangelist

- ▶ Political factors:
- ▶ Cultural factors:
- ▶ Social factors:

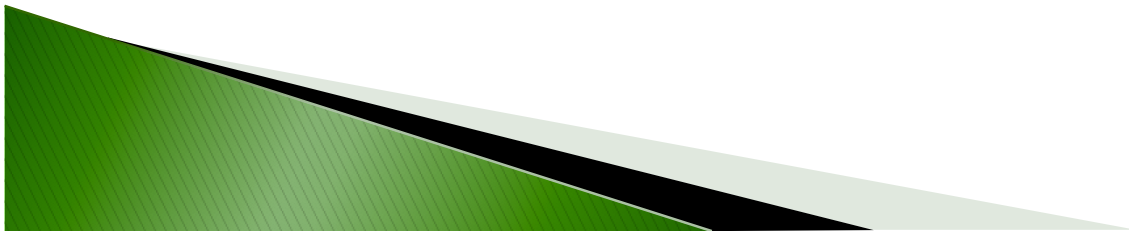


Introduction



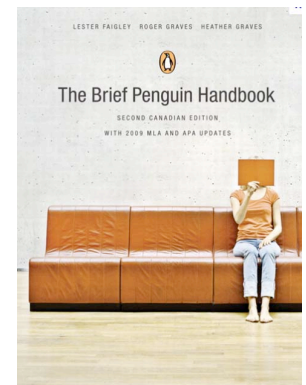
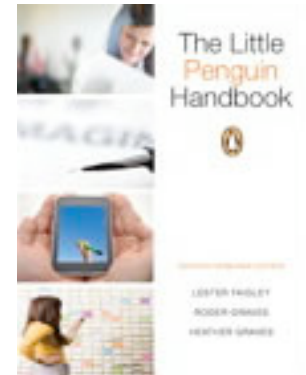
Organization

- ▶ Introduction
- ▶ Social influences on Mark's Jesus
- ▶ Cultural influences on Mark's Jesus
- ▶ Political influences on Mark's Jesus



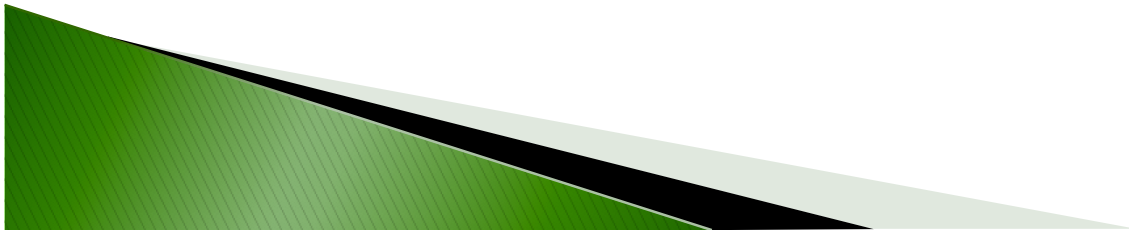
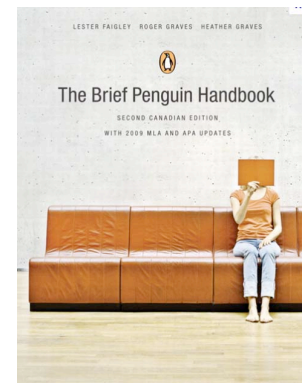
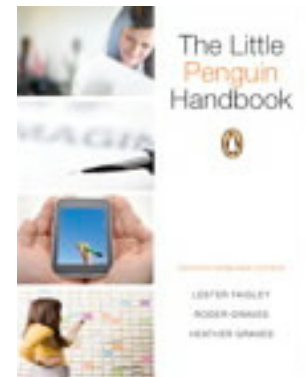
Common criteria

- ▶ Introduction (LPH 6c/BPH 2, 10-13)
- ▶ Thesis (LPH 4b/BPH 2d, 10-13)
- ▶ Organization (LPH 5a/BPH 10-13)
- ▶ Sources (LPH 10, 11, 12/BPH 17-28)
- ▶ Standard Edited English (LPH Part 5 and 6/BPH Parts 8, 9, 10)



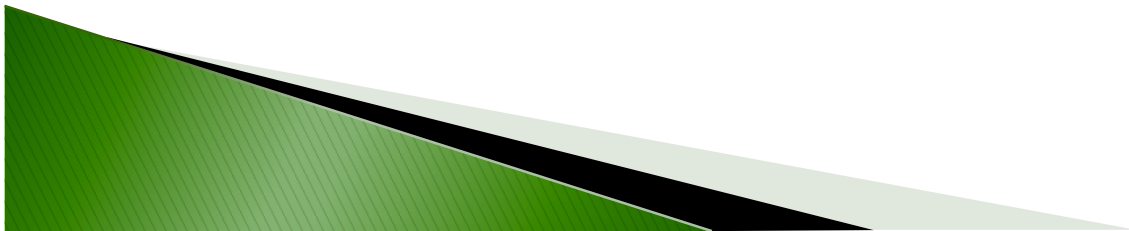
Rhetorical issues criteria

- ▶ Audience (LPH 1a,b/BPH 1b, c)
- ▶ Purpose (LPH 1d/BPH 1e)
- ▶ Argument (BPH 9c)
- ▶ Style (LPH Part 4/BPH Part 7)
- ▶ Tone (LPH 22/BPH 32)



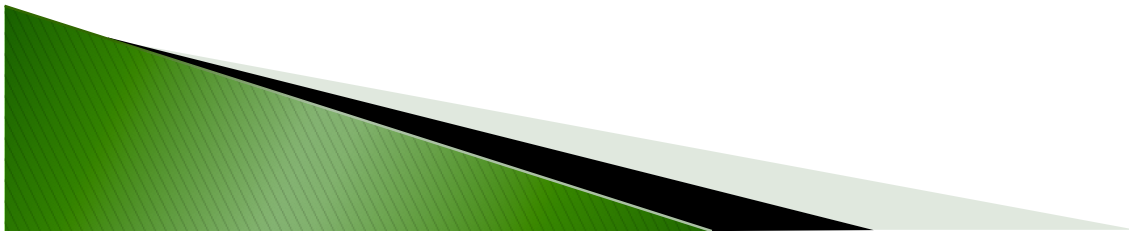
Criteria for editing

- ▶ Connections between sentences (LPH 6d, 21b/BPH 3e, 31b)
- ▶ Wordiness (LPH 20b/BPH 30)
- ▶ Active verbs vrs. “to be” verbs (LPH 19a/BPH 29b)
- ▶ Attitude: adjectives and adverbs (LPH 28/BPH 29e)
- ▶ Specific language (LPH 22d/BPH 32)
- ▶ Inclusive language (LPH 22e/BPH 33)



Drafting/Revising

- ▶ Get a “trusted reader” to get feedback
- ▶ Consider using other students in the course or the writing centre for this
- ▶ Ask readers to read for specific purposes: thesis, structure, transitions, development of a particular paragraph or idea



Don't hand in a first draft

Towards the due date, switch your focus from

higher-order concerns (arrangement, arguments, evidence) to

lower-order concerns: proofreading, grammar, citation format, grammar/spelling

