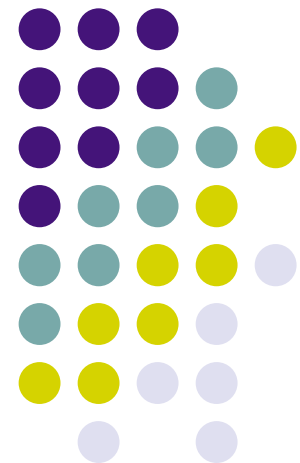


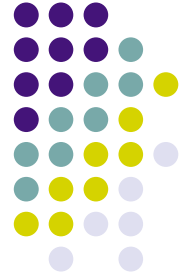
Writing Course Requirements across English-language BSc Nursing Programs in Canada: *Who's Doing What & Why It Matters*

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University of Alberta Teaching/Learning Office
Friday, September 30, 2011

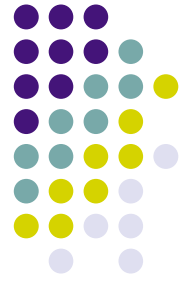


Overview



- Why academic writing matters in Nursing
- Research method
- Findings
- Discipline-specific English literature courses
- Discipline-specific Writing courses
- Comparing approaches (*Table 2 handout*)
- Questions for discussion

Why academic writing matters in Nursing



Increased focus on . . .

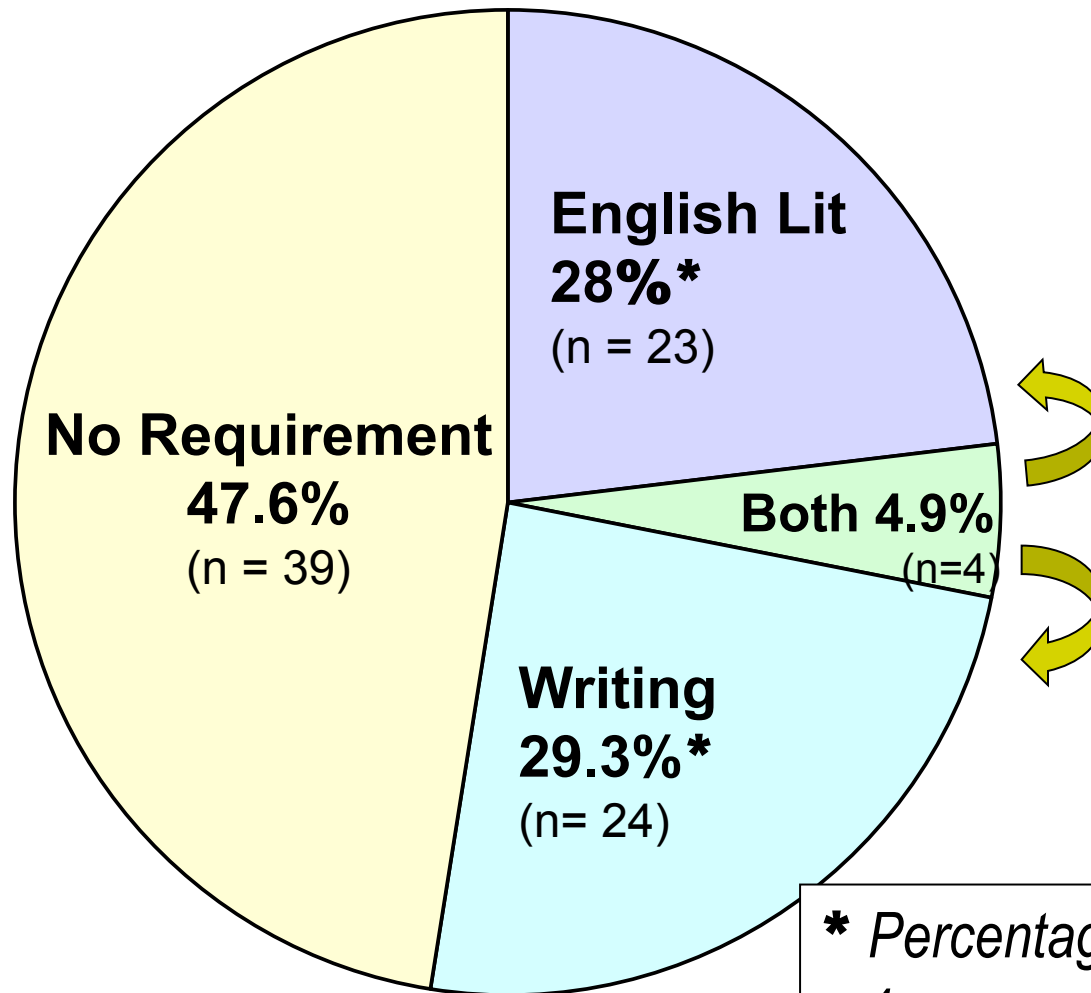
- **writing in learning & developing a reflective practice**
 - *WAC / WID legacy (e.g., Luthy et al., 2009; Zygmunt & Schaefer, 2006)*
 - *Nursing students do a lot of writing (Rooda & Nardi, 1999), particularly reflective writing (Craft, 2005; Hannigan, 2001; Webster, 2002)*
 - *WI courses not in Nursing do not help (Zygmunt & Schaefer, 2006)*
- **scholarship in nursing** *(Boyer, 1999; CASN, 2006; Pullen, Reed, & Oslar, 2001; Riley, Beal, Levi, & McCausland, 2002; Zorn, Clark, & Weimbolt, 1997)*
- **evidence-informed practice** *(CNA, 2010; CARNA, 2006)*

Research method



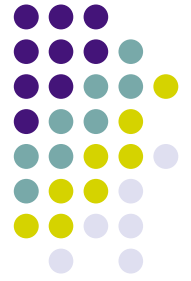
- Worked from list of programs on CNA (2011) website
- Considered only required Writing and English courses
- Counted courses as required “English lit” if students had to take either an English or a Writing course
- Counted courses as required “Writing” if the course titles or descriptions emphasized writing (even if the writing focused on writing about literature)

Nursing Degree Programs Requiring English Literature and Writing Courses (n= 82)



** Percentage includes the 4 programs (4.9%) requiring both types of courses*

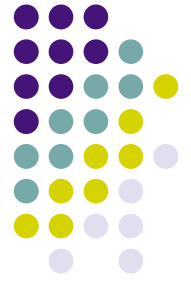
Discipline-specific English literature courses for Nursing students



University of Alberta: *ENGL 108 Introduction to Language and Literature* (*recommended, not required*)

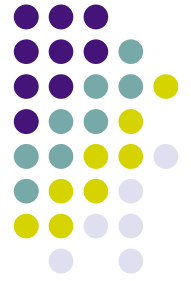
- “combines formal instruction in writing with a study of the essay and the short story”
- aims to help students develop
 - “an understanding of how illness and healing has been represented in some English-language texts”
 - “confidence in overall writing skills, especially with respect to effective professional communication” (Zenari, 2011, p. 1)
- requires students to use APA style

Discipline-specific writing courses for Nursing students



- **Humber College:** ENGL 104 – *Academic Writing and Critical Reasoning: Approaches to Literature*
- **Red River College:** NRSG 1501 – *Scholarly Writing & Documentation*
- **University of Calgary:** ACWR 303 – *Academic Writing for Specialized Audiences (Intermediate)*
- **University of Western Ontario:** WRITING 1030 f/g – *Writing for Professional Success in Nursing* (starting in 2012)
- **University of Victoria:** NURS 390 -- *Academic Writing for Nurses* (*elective, not required*)

Questions for discussion



1. Are any desired outcomes missing in **Table 2**?
Do you agree with the analysis presented?
2. Why do nearly half of Nursing programs require neither an English literature nor a Writing course?
3. If it's done well, is writing instruction within nursing courses (WAC / WID) enough on its own?
4. Are we seeing a trend toward discipline-specific writing courses in Nursing?
5. How can we best articulate connections between writing courses and upper division courses in Nursing?

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