



FACULTY OF ARTS
Department of History and Classics


History 111: Essay

Roger Graves

Director, Writing Across the Curriculum

University of Alberta

The Slides are Online

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September 12, 2012

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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 I've played at presentations I've given to classes.

Research and faculty presentations


Digital rhetoric




Research Writing Groups



Style in Writing



Grammowit



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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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

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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

Write a short (approximately 2000 word) **essay** in response to a question of your choice from the specified topics. For example,

- What was the impact of the European conquest of the Americas—on either the Americas or on Europe?

Include at least **5 sources**, primary or secondary; these can be drawn from course readings.

Peer reviews: bring two copies of a draft to class **Oct. 16.**

Grading criteria 1: Argument

Strong argument:

- “As the writings of the great fourteenth-century traveler Ibn Battuta and those of his philosophical contemporary Ibn Khaldun reveal, it was ultimately cultural ties, forged through a particular text, the Qu’ran, that bound the medieval Islamic world together.”

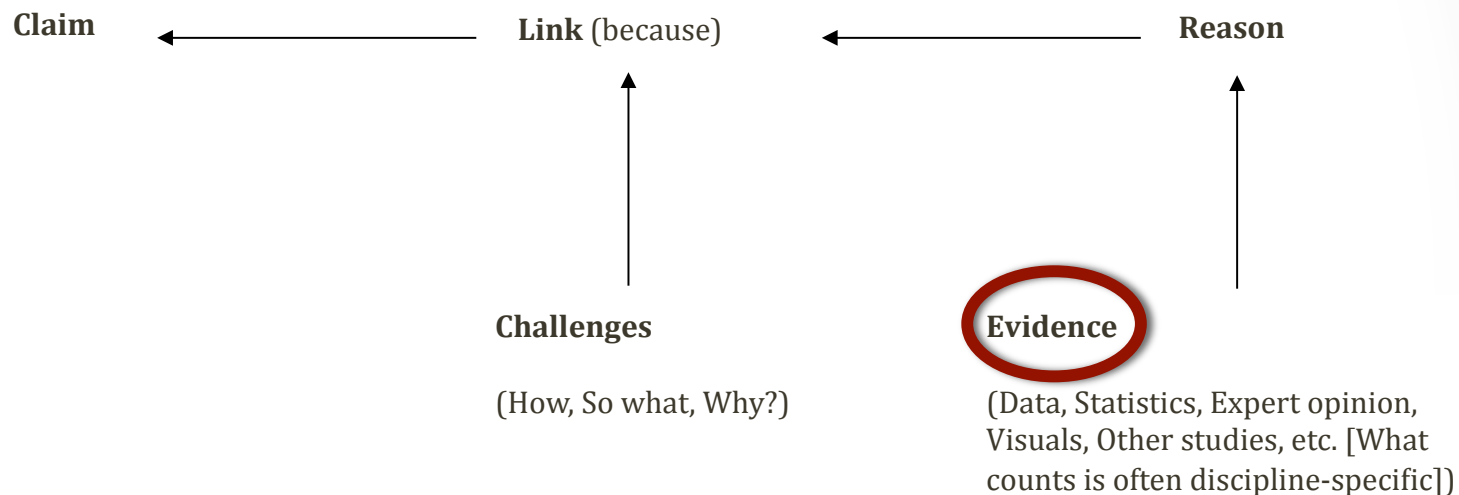
Evidence

qualifier

Cultural ties bound the medieval Islamic world together

Kernel of the
claim

Informal Argument



Example: The European conquest of the Americas devastated the existing cultures of many indigenous peoples because the Europeans brought with them diseases, religious beliefs, and economic practices that undermined the way of life of existing peoples.

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	European conquest of the Americas
Researchable question	What was the impact of the European conquest of the Americas—on either the Americas or on Europe?
Working thesis	While the European conquest of the Americas devastated the existing cultures of many indigenous peoples, others adapted and, for a time, thrived.

Grading criteria 2: Organization

Organization:
Logical progression,
transitions between
paragraphs

European conquest of
the Americas
devastated the existing
cultures

Diseases

Religious beliefs

Economic practices



Outline

What was the role and position of women in the Muslim world in the medieval era?	What factors led to the emergence of the European domination in the Indian Ocean arena?
Determined largely by the Qu'ran Housekeeper Erotic literature: sexual roles? Good at manipulation Sexuality is a good thing for women Could leave husband with just cause	Ability to conduct warfare Sea-faring tradition of E. countries Withdrawal of China from the area Increased support from home countries
Varied by region	Tapped into pre-existing trade routes
Marriages were political allegiances	Didn't get hit by black plague
Women could hold considerable positions of power	

Specific language practices

- Pronoun references: “they,” “them”: check for references.
- First names + last names of authors the first time you refer to them
- Refer to the specific text of the author (books = italics; articles = quotation marks)

Grading criteria 3: Evidence

- Use examples to elaborate the main ideas
- Use quotations as the examples of what others have said about this topic
- Use quotations correctly:
 - introduce them** (According to Faigley, Graves, and Graves, students should “Introduce quotations by attributing them in the text” (p. 79).)
 - explain the significance of them** (“Unexplained quotations leave readers wondering why they were inserted, and they may then wonder if the paper is plagiarized.”)

Grading criteria 4: Style

- Use the present tense when discussing texts: “Graves **argues** that . . .”
- Use the past tense to refer to incidents, things, and people in the past: “Aristotle **argued** in the Rhetoric that logos, pathos, and ethos all contributed to making a text persuasive.”
- Don’t use the passive: “Logos, pathos and ethos **have all been** identified as key components of persuasive texts.”

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

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)

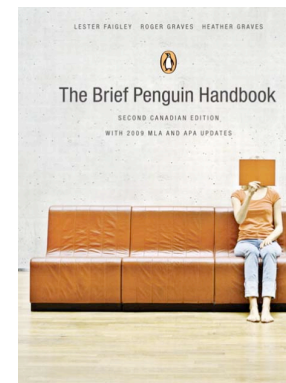
Attitude: adjectives and adverbs (LPH 28/BPH 29e)

Specific language (LPH 22d/BPH 32)

Inclusive language (LPH 22e/BPH 33)

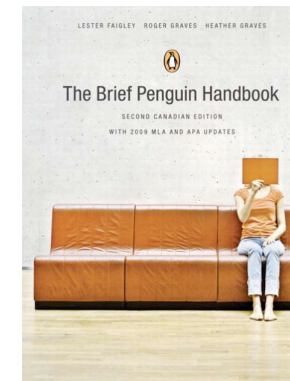
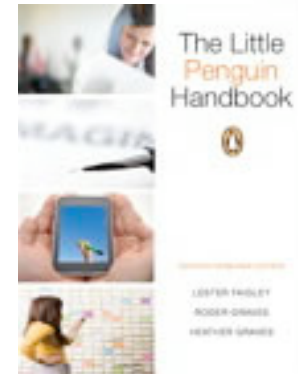
Rhetorical issues criteria

- 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)



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)



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