



The Scholarly Paper: Evidence-based research papers

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February 13, 2009


- wac
- c4w
- writing initiatives
- webmail
- efs

I'm new to the University of Alberta, having come from the University of Western Ontario where I was Director of the Program in Writing, Rhetoric, and Professional Communication in the Faculty of Arts and Humanities. In my new position here I'll be working with faculty and students across the university as part of the Writing Across the Curriculum initiative. I will also be working with students and faculty in the Department of English and Film Studies.

I am the author, co-author, or editor of five books and 29 articles, including Writing Instruction in Canadian Universities. My current research interests include the development of doctoral student writing, writing assignments across disciplinary fields, and rhetorical approaches to text encoding. Currently I serve as co-Vice-President of the Canadian Association for the Study of Discourse and Writing (CASDW) and a member of the Executive Board of the Canadian

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



Books
This page displays the covers and descriptions of books I've authored, co-authored, or co-edited



Blog: Thinking About Writing
A new blog on writing-related issues

<http://www.ualberta.ca/~graves1/index.html>

Writing Across the Curriculum

 *Writing Initiatives*
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[Home](#) [Presentations](#) [Other Programs](#) [Resources by Subject](#) [Contact Us](#)

[Home > Home](#)

Today:
9/2/2009 10:31:23 AM

[C4W](#)
[WRS Courses](#)
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Would you like to improve the writing of your students? Improve their learning of your lecture material? Are you looking for new ways to engage your students in your course materials? If this interests you, contact [Roger Graves](#): or 492.2169

What can we do for individual instructors:

- meet to talk about ways to incorporate informal (short, impromptu) writing assignments into any class, small or large
- review via email any assignment you give students that has a writing component to help make it clearer for students and to help develop grading rubrics to improve the speed and accuracy of grading
- visit your class to help students get started on your writing assignments

What can we do for departments:

- hold workshops on creating good writing assignments
- host discussions of how to improve the writing of students in your programs
- conduct reviews of writing assignments in your departments courses to identify exactly what your students are being asked to write—and to ensure that they have access to resources on how to write (online and on-campus)

Upcoming Presentations and Workshops:

<http://www.humanities.ualberta.ca/WAC/>



Centre for Writers



The screenshot shows the homepage of the Centre for Writers at the University of Alberta. The header features the University of Alberta logo, the text "Writing Initiatives University of Alberta", and the "Centre for Writers" logo. A navigation menu includes Home, Appointments, Contact Us, Location, Coaches, Resources, FAQ, and WAC. The main content area has a breadcrumb "Home > Home" and a "Welcome to the Centre for Writers" section. This section offers free one-on-one writing coaching and support to all students, instructors, and staff. It lists the types of writing projects that can be brought in, such as essays, lab reports, and creative pieces. A red link "Request a class room visit by a tutor." is provided. A welcome message for the Fall 2009 term is also present. On the right side, there are three widgets: "Express News" with a timestamp of 9/2/2009 10:34:15 AM, "Twitter Updates" with a message about the fall term opening on Monday, September 14, and "GramWOW" with a video player showing a person holding a sign.

 *Writing Initiatives*
University of Alberta  *Centre for Writers*

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[Home](#) > Home

Welcome to the Centre for Writers

We offer **free** one-on-one writing coaching and support to all students, instructors and staff at the University of Alberta - in any faculty or at any level of study.

Our writing coaches are available to assist clients with higher order concerns in their writing, such as thesis formation, organization and idea development, as well as more specific details, like grammar and documentation style. Clients can bring in any writing project at any stage of development: essays, lab reports, creative pieces, scholarly articles, thesis drafts, application letters - and more. Our coaches will also help students read instructor comments on already-graded papers. ESL and EAL students are welcome!

[Request a class room visit by a tutor.](#)

Welcome back for the Fall 2009 term! Tutoring hours will begin on Monday, September 14. The online appointment-booking schedule will be available to clients as soon as possible prior to this date. We look forward to working with you!

9/2/2009 10:34:15 AM

Express News

Twitter Updates

The Centre for Writers will open for the fall term on Monday, September 14! 5 days ago

[follow me on Twitter](#)

GramWOW



<http://www.c4w.arts.ualberta.ca/>



GRAM WOW!



The writing process

Getting started

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

Getting feedback

- Make an appointment at the writing centre for later in the week
- Get feedback on your draft/revise

Revising

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



Your assignment

- ▶ **Select** a specific health indicator from the Health Indicators Framework (CIHI, 2003) such as disease, health condition, health behaviour, living/working condition
- ▶ **Describe** which population or sub-population is most vulnerable with regard to this indicator and explain why
- ▶ **Find and reference** 7 credible sources (including the 2 primary studies) plus Hamilton & Bhatti, 1996
- ▶ **Describe** the findings of two primary research studies and using principles of the PHPM explain how these studies or their findings address the health indicator you have chosen and/or the population group that is most vulnerable to this indicator



What are the health determinants?

1. Socio-economic status
 2. Gender
 3. Education
 4. Environment—physical and social
 5. Employment
 6. Healthy child development
 7. Genetic endowment (Age +)
 8. Culture
 9. Health services
 10. Social support
 11. Coping skills
-



What are some evidence-based interventions?

- ▶ Giving the family resources
- ▶ Providing education
- ▶ Eating breakfast leads to more learning
- ▶ Reducing exposure to industrial solvents leads to decreases in cancer rates and/or increases level of consciousness
- ▶ Treating addictions leads to greater family functioning



What is the Population Health Promotion Model?

- ▶ Framework for health determinants
- ▶ Ways for making changes in policies to make healthier communities
- ▶ Values and beliefs based—evidence from research
- ▶ Strategies: community development leads to healthier people—5 strategies
- ▶ Principles of primary health care
- ▶ Integrates health promotion with population health



Thesis statements

- ▶ **Specific**
- ▶ **Manageable**
- ▶ **Interesting**



A sample thesis statement

According to new approaches in pain management, nurses must obtain **three kinds** of knowledge if they are to **respond effectively to a patient's pain: knowledge of self, knowledge of pain, and knowledge of standards of care.**

Specific
Manageable
Interesting

[original/passive voice] New approaches to pain management stress three kinds of knowledge for nurses to obtain if they are to respond effectively to a patient's pain: knowledge of self, knowledge of pain, and knowledge of standards of care.¹

Sample thesis—implied argument

This paper looks at seniors living alone following the death of a spouse and will examine five nursing interventions that meets those specific needs. [descriptive statement]

1. Support groups
2. Financial assistance counseling/advice
3. Psychological counseling
4. Senior hotline
5. Activities/cards/
6. Friend and family support

Specific
Manageable
Interesting



Sample thesis for this assignment

This paper will examine how a specific health indicator—gestational diabetes— influences the health of pregnant women and, after the birth, of their babies.



Step 3: Apply the research

- ▶ **Introduce** the health indicator
- ▶ **Describe** the health indicator fully and **explain** its implications for the vulnerable group
- ▶ **Describe** the PHPM and **identify and explain** major factors that create vulnerability
- ▶ **Describe** the research studies and their findings
- ▶ **Use** the PHPM to **explain** how the research findings from the studies are linked to/affect the health indicator
- ▶ **Summarize** the main points of your paper and **suggest** further research or nursing action that will improve the health of Canadians



Organizing your paper

- ▶ See the “Specific Requirements” part of your assignment handout

Abstract

Title

[introduction with thesis statement—no subtitle for this section]

Body

health indicators

PHPM

2 studies + findings

PHPM applied to 2 studies

Conclusion



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 (Nov. 22), switch your focus from

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

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

