

Sociology 333: Final Term Paper

Roger Graves, Director, Writing Across the Curriculum



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May 4, 2010

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As Director of Writing Across the Curriculum, I'll be working 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. I will also be working with students and faculty in the Department of English and Film Studies, my home department.

I am the author, co-author, or editor of six 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-President of the Canadian Association for the Study of Discourse and Writing (CASDW), the

Recent presentations to classes

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

Research and faculty presentations

Digital rhetoric



Writing Across the Curriculum



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**Group Writing
Tutorial Feedback**

C4W

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WRS Courses

Roger Graves

Academic Honesty

We're offering a new lunchtime discussion series, "Thinking about Writing," this term offered in partnership with the Centre for Teaching and Learning. We'll start each session with a short (10 minute) background talk about the topic and then open the floor to your comments and concerns. [Click here for more detail.](#)

Free tutoring is available for groups of students in your classes to help them as they draft their essays, papers, reports or other written assignments. [Click here for more details.](#)

Click [here](#) to subscribe to the WAC newsletter.

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)

Group tutoring schedule ([click here](#))

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



Writing Initiatives
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Centre for Writers

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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/>

Getting started

Explore the assignment

Make rough notes

Pick a tentative topic

Getting feedback

Make an appointment at the writing centre

Sign up for a group writing tutorial

Get feedback on your draft/revise

Revising

Work on style and lower order concerns

Proofread, consult checklist for assignment

Final Term Paper proposals: Worth 5% Due March 7

Final Term Paper: Worth 35% Due April 11.

- write on a topic of their choice
- **build** on themes of particular interest discovered throughout the term
- aim of this assignment is to give students an opportunity to **explore** your own interests by reading in the area
- **demonstrate** your knowledge

- develop a clear thesis
- use secondary literature to support your position with evidence from quality academic sources or research reflections or experiences
- Submit on eClass in .osx, .docx, .rtf or .doc format only

Your essay must contain two key elements:

1. a close textual analysis of a thinker's writings or a social issue of interest and a coherent outline the arguments s/he makes or the issues involved (~70%)

and,

2. a personal, critical assessment of those arguments. (~30%)

- convey arguments and insights clearly, coherently, and concisely
- well-structured with a clear thesis statement
- good flow
- syntax
- organization
- overall style

Assumption: You have a topic/proposal.

First, let's review your working thesis statements from your proposals.

Then let's focus on organizing your research.

How To Develop A Topic Into A Thesis

This tool is meant for students who are working on developing a topic for an essay or research paper. The three screens guide students from a statement of a topic, to asking questions about that topic, and then to framing the answer to those questions as a claim they might make about that topic—a thesis statement ([view example](#)).

1. What is your topic?

(1/3)



How To Develop A Topic Into A Thesis

(view example) .

Show previous question

2. What questions will you ask about the topic?



(2/3)

How To Develop A Topic Into A Thesis

(view example) .

Show previous questions

3. What is a possible answer to your questions?

Try to phrase your answer in this format in order to make clear the claim you are arguing:
I believe [something is true] because of [these reasons].

Back Done

(3/3)

What are the subsidiary questions to the big, working thesis question?

Does your working thesis imply or state a way to conduct the investigation that is your essay?

Drafting/revising

- Get a “trusted reader” to provide feedback
- Consider using other students in the class, the Centre for Writers or group tutorials for this
- Ask readers to read for a purpose: e.g., focus on thesis, structure, intro/conclusion, transitions, etc.

Towards the due date, shift your focus from:

Higher-order concerns (argument, thesis, structure, evidence)

To

Lower-order concerns (proof-reading, grammar, punctuation, citation style, format)