


Short Essays

Science, Technology and Society 200

Roger Graves



Roger Graves

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- 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

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Writing Across the Curriculum

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

C4W
WRS Courses
Roger Graves
Blog
Academic Honesty

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. At the top left is the University of Alberta logo. To its right is the text "Writing Initiatives University of Alberta" and a green leaf-like icon. Further right is the text "Centre for Writers". Below this is a green navigation bar with links: Home, Appointments, Contact Us, Location, Coaches, Resources, FAQ, WAC. Below the navigation bar is a breadcrumb trail: Home > Home. The main content area has a heading "Welcome to the Centre for Writers" followed by a paragraph: "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." Below this is another paragraph: "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!" Below that is a red link: "Request a class room visit by a tutor." At the bottom of the main content area is a video player showing a person in a library setting. On the right side of the page, there is a date stamp "9/2/2009 10:34:15 AM", a section titled "Express News", and a "Twitter Updates" section with the text: "The Centre for Writers will open for the fall term on Monday, September 14! 5 days ago" and a link "follow me on Twitter". Below the Twitter updates is a "GramWOW" section with a video player showing a person holding a sign that says "You Tube".

UNIVERSITY OF ALBERTA
Writing Initiatives
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Centre for Writers

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9/2/2009 10:34:15 AM

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!

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

You Tube

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

GRAM WOW!



The Questions

1. "The phonograph was seen as a way to remove the roadblocks preventing America's musical development" (Katz pg 51). **What** were the unique problems for the dissemination of classical music in America at the turn of the century? **What** were the qualities of recorded music that overcame these difficulties? Use one example from the text to **outline** and **define** each of these phonographic qualities.

"The benefits of the phonograph seemed limitless in the home and in the school" (Katz 54). Using examples from the book, **describe** how one of the qualities of the phonograph affected America's musical development in the home and in the school.

Note the verbs

- Outline
- Define
- Describe

What do these terms mean to you?

Invention: Generate ideas

- **What** were the unique problems for the dissemination of classical music in America at the turn of the century?
- Brainstorm, idea maps, questions
- Affordability of live music
- Live music not transportable, into the home
- Personal preference hard to satisfy (few choices)
- Few concert halls in US didn't stock black performers (choice/selection)
- Pg 53—unique problems comment

Invention

- **What** were the qualities of recorded music that overcame these difficulties?
- Reproducibility
- Mass production
- **Portability**
- Durability
- **Repeatability** (Ch. 2)
- **Low cost**
- Access
- Market = variety
- 3 qualities listed in text (Ch 2)

Invention

- Use one example from the text to **outline** and **define** each of these phonographic qualities.
- Examples (ch 2):
 1. How musicians shaped compositions to reflect technical limits of the time—**Stravinsky**
 2. Grown men ghost conducting
 3. Annie Greenwood educational subsidy
 4. Defy racism by providing greater access
 5. “Audiophile” as an idea develops

Thesis statement

Working thesis:

- The phonograph allowed music to cross racial barriers
- because it was affordable, reproducible, and portable. By playing records that Black people could afford on their low incomes, the phonograph enabled non-traditional populations to hear and perform this music. These phonographs were also relatively light—not iPod light, but portable nonetheless—and this allowed the records to move into the home.
- More than that, it hid racial identity –particularly in classical recordings, and that enabled Black people in the US to have access to this music.

Your argument

- Main claim
- Subsidiary claims

Organization

Introduction—

- leads up to thesis but in a short essay you might elect to just get started with it
- Identify the example you will use
- Identify the qualities you will outline and describe

Organization

- Intro
- 3 concepts—described in one paragraph—what they mean, how they operate
- Several following paragraphs that show those concepts at work in one example--Stravinsky

Outline

Subsidiary claim

Draft it

- Create a full draft
- Get a “trusted reader” to review it—from this class, someone who had taken the course before, a tutor at the Centre for Writers
- Rework your thesis or claims, add transitions, re-think the introduction and conclusion
- Make sure you’ve cited the text to provide evidence for your claims