



FACULTY OF  
**NURSING**  
UNIVERSITY OF ALBERTA


# Introduction to Scholarly Writing: Compare and Contrast

**Dr. Roger Graves**

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# Roger Graves

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## Roger Graves

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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

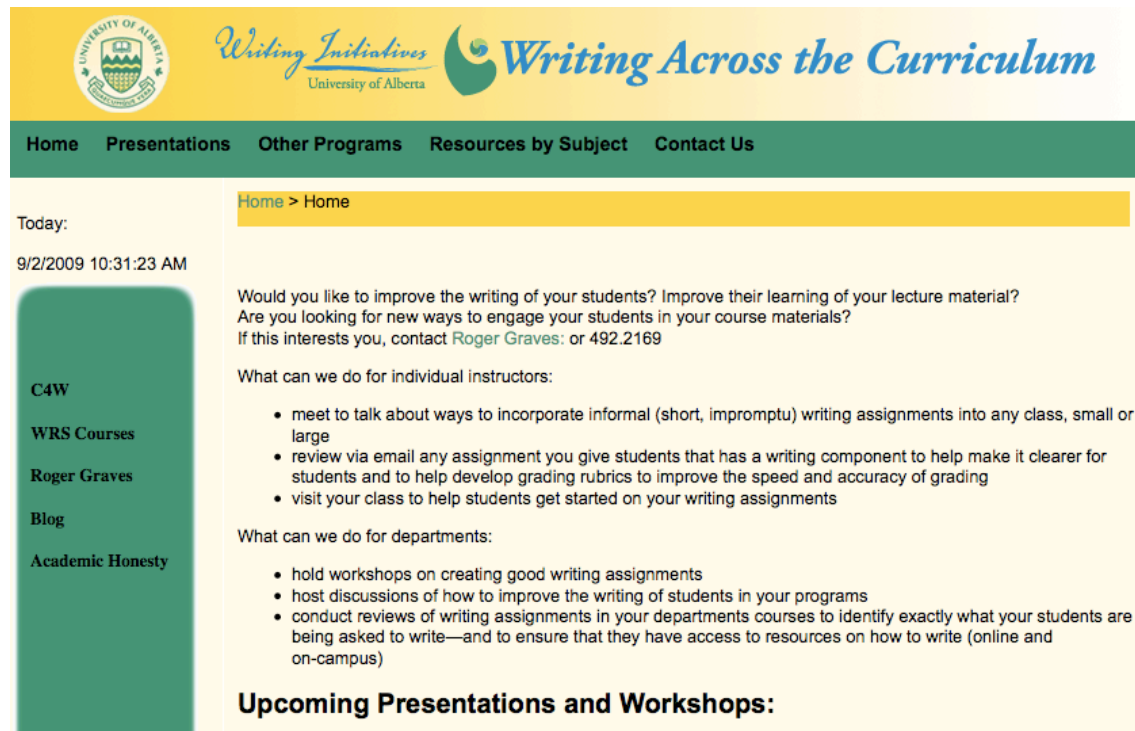
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<http://www.ualberta.ca/~graves1/index.html>



# Writing Across the Curriculum

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The screenshot shows the homepage of the Writing Across the Curriculum (WAC) program at the University of Alberta. The header features the University of Alberta logo, the text "Writing Initiatives University of Alberta", and the program name "Writing Across the Curriculum". A navigation menu includes "Home", "Presentations", "Other Programs", "Resources by Subject", and "Contact Us". The main content area is titled "Home > Home" and contains a welcome message from Roger Graves, dated 9/2/2009 10:31:23 AM. The message asks if visitors would like to improve student writing and provides contact information for Roger Graves. It also lists services for individual instructors and departments, such as incorporating informal writing assignments, reviewing assignments, and holding workshops. A sidebar on the left lists links for "C4W", "WRS Courses", "Roger Graves", "Blog", and "Academic Honesty". The page concludes with a section for "Upcoming Presentations and Workshops".

UNIVERSITY OF ALBERTA

Writing Initiatives  
University of Alberta

Writing Across the Curriculum

Home Presentations Other Programs Resources by Subject Contact Us

Home > Home

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/>

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# Centre for Writers

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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 services such as thesis formation, organization, idea development, grammar, and documentation style. A red link "Request a class room visit by a tutor." is present. A welcome message for the Fall 2009 term is also included. On the right sidebar, there is a "Twitter Updates" section with a tweet from 9/2/2009 and a "follow me on Twitter" link. Below that is a "GramWOW" section with a video player showing a person holding a sign.

**UNIVERSITY OF ALBERTA**  
Writing Initiatives  
University of Alberta

**Centre for Writers**

Home Appointments Contact Us Location Coaches Resources FAQ WAC

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/>

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# GRAM WOW!

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# The writing process

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## Getting started

- Explore the assignment—right now
- Make rough notes—right now
- Pick a tentative topic—right now

## Getting feedback

- Make an appointment at the writing centre for later in the week--**ASAP**
- Get feedback on your draft/revise: **Next week, Sept. 27-Oct. 1**

## Revising

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



# Your assignment

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1. **Find** “scholarly” aka “trustworthy” research
  - ▶ Textbook
  - ▶ Peer-reviewed journals
  - ▶ Websites like Statistics Canada, Health Canada, World Health Organization
2. **Write** an essay in which you compare and contrast perspectives on one of two topics
3. **Use** APA style and format



## Choose One

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- ▶ Compare and contrast context based learning (CBL) with traditional lecture-based education
- ▶ Compare and contrast 3 view of health





# CBL/Lecture

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## CBL

- ▶ Student driven
- ▶ Collaborative
- ▶ Come with experience/wisdom
- ▶ Expensive
- ▶ Resource intensive
- ▶ Done in small groups
- ▶ Tutor not teacher; guide rather than instructor
- ▶ Do your own research

## Lecture

Big

Teacher determines the learning

More straightforward

Sense of security

Everyone is responsible for doing the same assignments

Doesn't build groups

Time efficient



# 3 views of health

Defn of health? Ch. I; WHO statement 2000 and more recent sources + key older articles		Negative perspective: health—illness; continuum
Healthy and unhealthy; coexist—can be both	Various definitions: Self-actualization Optimal function for you	Health as absence of disease
What does “healthy” mean?	What context leads to these definitions of health?	



# Working thesis statements

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- ▶ **Specific**
- ▶ **Manageable**
- ▶ **Interesting**
- ▶ P. 202, *Brief Penguin Handbook* for sample compare and contrast thesis statement



# A sample thesis statement

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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.<sup>1</sup>

# Sample thesis—implied argument

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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

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This paper will examine how two health determinates—social support and coping skills—influence the health of the Worthington family. Four specific interventions would help this family: providing emotional support through telephone hotline



# Working (not final) thesis

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Topic	CBL vrs. lecturing
Researchable question	<p>What skills can be developed using CBL that are not developed through lecture-based teaching methods?</p> <p>What brought on the (r)evolution from lecture-based teaching to CBL?</p> <p>Which method do students prefer?</p>
Working thesis	<p>CBL emerged from educational reforms that had their roots in Dewey's educational reforms of the 1920s but were only applied more widely in the 1980s in higher education contexts.</p> <p>Examine cbl and lecture based learning on the basis of skills developed, revolution of teaching methods, student preferences.</p>



# Organizing a Compare & Contrast Paper

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- ▶ p. 26 *Brief Penguin Handbook*
- ▶ Describe one thing and then another
- ▶ Identify one characteristic and then say what each of the three views of health have to say about that characteristic





# Outline

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- ▶ Introduction: info about databases and search terms used to find your articles; thesis—what you think
- ▶ Body: paragraphs that elaborate the terms on which you will compare the health views
- ▶ Conclusion: is there one of these views of health that you think is more important or more applicable to your role as a nurse?



A sample paragraph

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# Drafting/Revising

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- ▶ 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

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Towards the due date, switch your focus from

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

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

