




FACULTY OF
NURSING
UNIVERSITY OF ALBERTA

Introduction to Scholarly Writing: Compare and Contrast

Dr. Roger Graves

Director, Writing Across the Curriculum, University of Alberta

Roger Graves



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Director, Writing Across the Curriculum
Professor, EFS

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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



The screenshot shows the homepage of the Writing Across the Curriculum website. At the top, there is a yellow header with the University of Alberta logo on the left, the text "Writing Initiatives University of Alberta" in the middle, and the "Writing Across the Curriculum" logo on the right. Below the header is a green navigation bar with links for "Home", "Presentations", "Other Programs", "Resources by Subject", and "Contact Us". The main content area has a yellow background. On the left, there is a green sidebar with a white background containing links for "C4W", "WRS Courses", "Roger Graves", "Blog", and "Academic Honesty". The main content area starts with a breadcrumb "Home > Home" and a timestamp "Today: 9/2/2009 10:31:23 AM". The main text asks if the user would like to improve student writing and provides contact information for Roger Graves. It then lists services for individual instructors and departments, each with a bulleted list of activities. The page ends 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/>



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



September 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Explore assignment

Research, planning

Research, drafting, feedback

Drafting, revising, editing

October 2011						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	29	30	1
2	3	4	5	6	7	8

Your assignment

1. **Read** the professional literature posted on eClass.
2. **Locate** at least 1 other source of professional nursing literature that discusses the image and role of the nurse.
3. **Read** Ch 3 of Potter and Perry: “The development of nursing in Canada.”
4. **Reflect**: what do these sources tell you about nursing?
5. **Synthesize** your thoughts and organize them into a reflective scholarly essay.



Stacy Motorsports

- ▶ The owners of Stacy Motorsports, Bill & Melanie Stacy, are both Registered Nurses. From intensive care, to psychiatric nursing, to teaching, to owning and operating a home health care agency, they are able to offer individuals a realistic view of nursing.
- ▶ Currently less than 6% of nurses are male. As a male nurse , a race car owner, builder, driver, and Viet Nam Veteran, VFW Life Member, Bill will utilize this image to educate males on the benefits of the nursing profession.

Nurses

- ▶ Nurses was filmed by four nurses and their friends at The Alfred hospital in Melbourne to capture the real life drama of nursing from a very different perspective....their own.
- ▶ It "is a rare experience in television - reality TV that is real," says Ivo Burum, the series and executive producer of Nurses.
- ▶ Shot by the nurses and their friends over three months, Nurses is the result of years of planning.
- ▶ Working in Trauma, Oncology, the operating Theatre and the Homeless Psych Unit, Nurses is driven by real events and the stories that unfold provide a rare glimpse into a world we usually only see as patients.

▶ <http://www.abc.net.au/documentaries/nurses/default.htm>

A nurse's view: “Ridiculous”

- ▶ Sarah Levy, a staff nurse at the Royal Free hospital, London, laughs in horror after watching the opening scene of No Angels, "Jesus, this is not a professional look at nursing - it's almost outrageous," she comments, as the TV nurses try to warm up a dead patient's body in a bath. "It's far removed from anything that might ever go on."
- ▶ Levy gives No Angels one out of 10 for realism. "They got the terminology correct," she says, "but where are the older nurses, the male nurses, the women doctors? Why aren't the nurses knackered after work, and why don't they care about the patients? You can't do the job if you don't care."

▶ <http://www.guardian.co.uk/society/2004/jan/14/guardiansocietysupplement>

No Angels



► <http://jonchoo.blogspot.com/2005/03/no-angels-returns.html>

Professional images

- ▶ Canadian Nurses Association (CNA) president Judith Shamian and Nursing Association of New Brunswick (NANB) president Martha Vickers announced today that their organizations will join forces to press for changes to Canada's health system.



Photo Credit: University of Ottawa Heart Institute

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- ▶ <http://norfolkchurch.blogspot.com/2011/03/nurses-call-for-shift-in-health-care.html>

Working 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



Working (not final) thesis

Topic	How nursing is portrayed and how that picture of nursing affects nursing practice
Researchable question	Why are realistic depictions of the nursing profession so rare in media?
Working thesis	Realistic depictions of nursing cannot compete with While sit-com TV often fails to depict any aspect of real life accurately, sit-coms do a particular disservice to the nursing profession because they reinforce negative stereotypes of nursing already present in the public, stereotypes that limit the ability of nursing to grow as a profession.



Key questions

- ▶ In what ways does the popular media portrayal of the nurse differ from what is found in professional nursing literature or in scholarly writing about nursing?
- ▶ What are the possible reasons for these similarities and differences?
- ▶ What are some of the values, beliefs, and/or assumptions that inform different images of nursing in Canada?
- ▶ How do you think the portrayal of a nurse in popular media might impact the public opinion toward the nursing profession?
- ▶ What might be some implications for nursing as a profession?



Organizing a Scholarly Paper

- ▶ **Cover page:** Introduction, Background, Statement of aim/ purpose and how the paper will develop
- ▶ **Body:** could contrast the image and role of the nurse in popular media with the image and role in professional publications: CAN article vrs. No Angels
- ▶ **Conclusion:** Summary of key points in body



A sample paragraph



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, switch your focus from

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

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

