

Examining the Term Paper for PERLS 204

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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

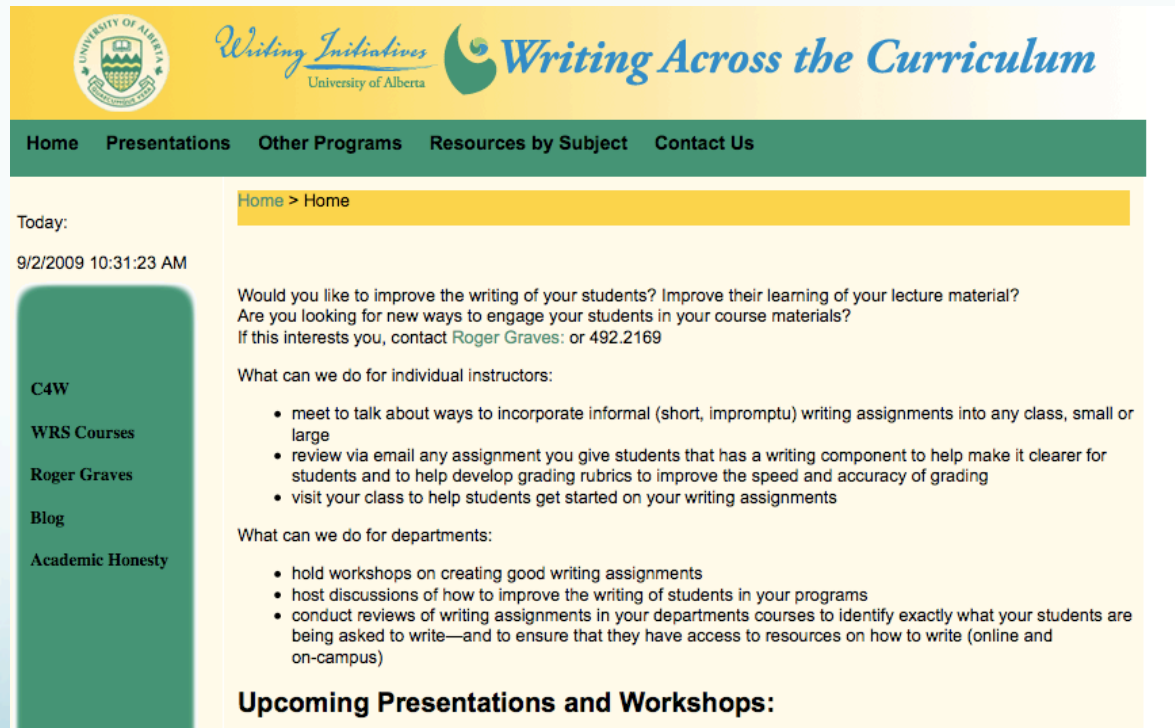
Recent presentations
This page contains links to pdfs of slides displayed at presentations I've given.

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



The screenshot shows the top portion of a website. At the top left is the University of Alberta logo. To its right is the text "Writing Initiatives University of Alberta" and a stylized logo. Further right is the main title "Writing Across the Curriculum" in a large, blue, serif font. Below this is a dark green navigation bar with white text links: "Home", "Presentations", "Other Programs", "Resources by Subject", and "Contact Us".

Below the navigation bar, on the left side, is a vertical green sidebar with white text links: "C4W", "WRS Courses", "Roger Graves", "Blog", and "Academic Honesty".

The main content area has a yellow header bar with the text "Home > Home". Below this, the text reads: "Today: 9/2/2009 10:31:23 AM". The main text begins with a question: "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".

Below this is a section titled "What can we do for individual instructors:" followed by a bulleted list:

- 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

Below the list is another section titled "What can we do for departments:" followed by another bulleted list:

- 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)

At the bottom of the main content area is the heading "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 links for 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 lists services such as thesis formation, organization, idea development, grammar, documentation, essays, lab reports, and creative pieces. A red link "Request a class room visit by a tutor." is present. A notice for the Fall 2009 term states that tutoring hours begin on Monday, September 14, and the appointment-booking schedule will be available soon. On the right sidebar, there is a "Twitter Updates" section with a tweet from 9/2/2009 10:34:15 AM about the fall term opening on Monday, September 14, and a "follow me on Twitter" link. Below that is a "GramWOW" section featuring a YouTube video player showing a group of people.

 *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/>

GRAM WOW!



Note the verbs: Critical analysis

- Examine
- Analyze
- Critically analyze
- Historically analyze
- Assess
- Interpret
- Debate
- Consider
- illustrate
- Evaluate

What do these terms mean to you?

Proposal

1. What topic will you study?
2. What is/are the scope/limitations on your topic?
3. What is the context for your study?
4. Citations

What topic will you study?

- Identify a topic of inquiry
- Translate that topic into a thesis by stating what your attitude is to that topic
- In this essay I will analyze how leisure and vice combined to form what have been called “sinful pleasures” in the boom-town gold rush economy of the Klondike. The absence of traditional social hierarchies in this time and place, combined with the fuel of easy money and masculinity, accounted for this new conception of leisure.

Other thesis statements?

What are the limitations?

- You have 5 pages to work with
- What main claims do you want to make in the 3-4 pages of the body of your essay?
- Time? 1890-1900
- Place? Klondike only
- Gender? Masculine entertainments?
- Culture? Approach

What is the context for your study?

- Summarize what you have read so far
- Connect those readings to your thesis
- Identify specific questions that you think you will try to learn more about
- Conclusion—restate the working thesis?

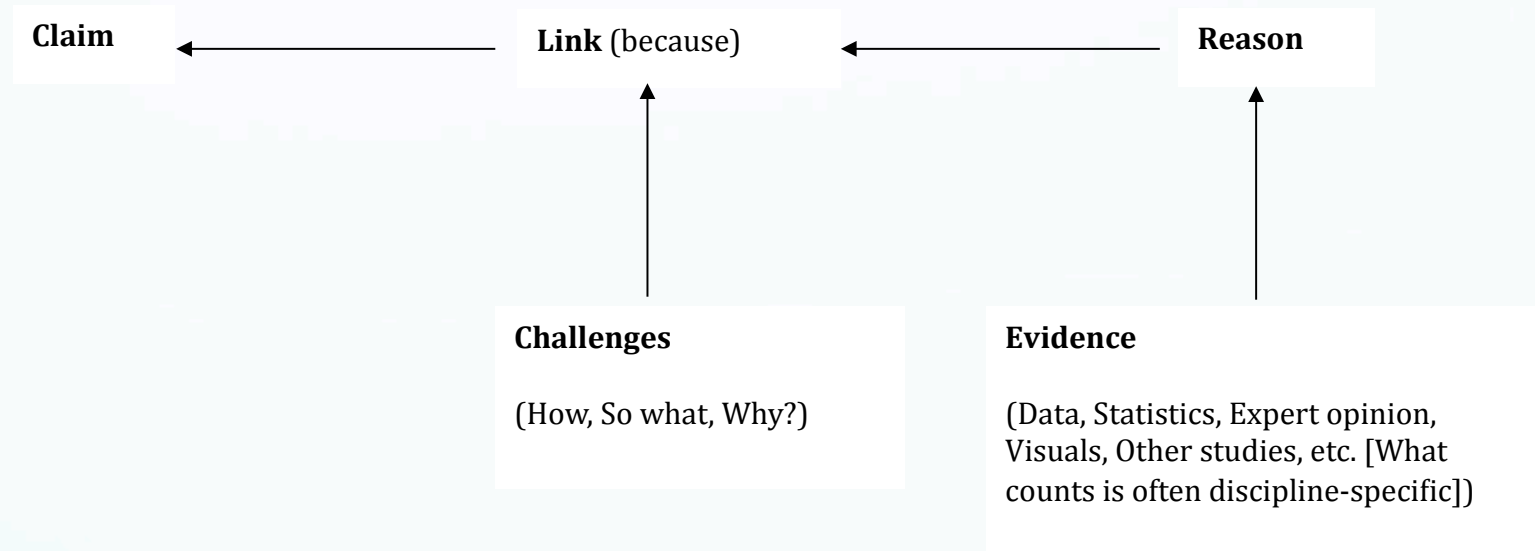
The essay

Structured for you:

1. Title page
2. Introduction
3. **Body**—this is the area to focus on
4. Conclusion
5. References [?]

Can students use headings in the Term paper itself?

Informal Argument and Academic Writing



Ex. [this study] will be a unique scholarly contribution as very few studies genuinely combine oral history and the documentary record.

Claims and Assumptions

- Claim + stated reason rest upon an unstated reason
- Both the stated and unstated reasons rely on shared assumptions of value between the writer and the reader
- Evidence demonstrates the validity of the stated or unstated reasons
- When values are shared, less evidence is needed to convince the reader

A claim in 3 parts

- By engaging in historical/archival research, by reviewing the vast amount of public information now available on [this topic], and by conducting interviews with policy makers, researchers, activists and industry representatives, **my research will develop a systematic assessment** of [topic] and the conditions in which it has become finalized.

Getting organized

- Thesis= main claim, argument
The absence of traditional social hierarchies in this time and place, combined with the fuel of easy money and masculinity, accounted for this new conception of leisure
- Body: subsidiary claims
 1. Free enterprise capitalism in the Klondike contributed to a dominant ideological stance that valued the free choice of the individual to pursue whatever leisure activities they wanted—including gambling, drinking to excess, and womanizing—with few, if any, restraints.
 2. Leisure in the Klondike boomtown created and enforced a particular kind of masculinity in contrast to the “rational recreation” of more established cities and towns in the Northwest.

Body—Part 1

- Free enterprise capitalism in the Klondike contributed to a dominant ideological stance that valued the free choice of the individual to pursue whatever leisure activities they wanted—including gambling, drinking to excess, and womanizing—with few, if any, restraints.

Implied in this claim is the structure (order) of the next part of the essay:

1. A section or paragraph on gambling
2. A section or paragraph on drinking to excess
3. A section or paragraph on womanizing/sexual debauchery

1. Introductions

- Often good to write them last so that they match the essay
- Identify the purpose and outline the topic area
- Define/narrow the topic
- Connect the topic to PERLS 204

Klondike introduction