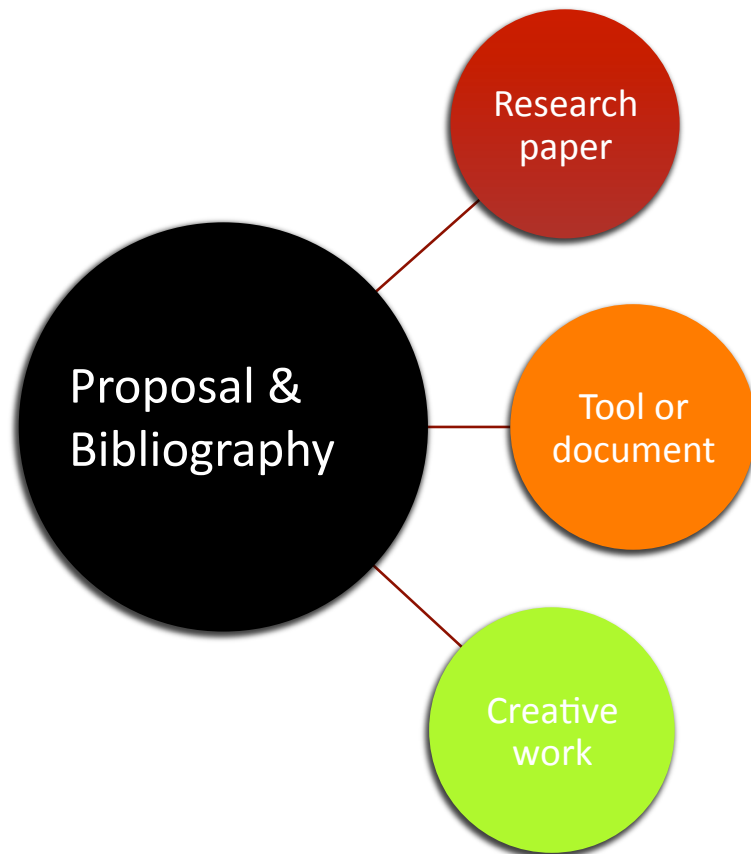




# CSL 100: Proposal & Final Project

Research paper/Community tool or document/Creative work



Roger Graves  
Director, Writing Across the Curriculum  
University of Alberta

# Roger Graves



## Roger Graves

Director, Writing Across the Curriculum  
Professor, EFS

February 8, 2010

- wac
- c4w
- writing initiatives
- webmail
- efs
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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



<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 University of Alberta. The header features the University of Alberta logo and the text "Writing Initiatives University of Alberta" and "Writing Across the Curriculum". A navigation menu includes links for Home, Presentations, Other Programs, Resources by Subject, Contact Us, WAC Videos, WAC Statistics, WAC Data, and Newsletter. The main content area is titled "Presentations to Classes" and lists several presentations from Fall 2010:

- Graduate Students Writing Workshop**
  - Writing Genres
  - Elements of Scholarly Academic Papers
  - University of Alberta, November 18 2010
- Nursing 390: The Scholarly Paper**
  - Faculty of Nursing, November 5 2010
- Political Science 101: The Scholarly Research Essay**
  - Faculty of Arts, November 5 2010
- RLS 502: The Thought Paper and Thesis Proposal**
  - Faculty of Physical Education, Recreation, and Leisure Studies, October 25 2010
- Mechanical Engineering 200: Writing the 500 word paper**
  - Faculty of Engineering, October 25 2010
- Religious Studies 274: How to write the long essay**
  - Faculty of Arts, October 18 2010

A sidebar on the left contains a small image of a person writing on a whiteboard and a list of links: Centre for Writers, Writing@UofA, WRS Courses, Roger Graves, Blog, and Academic Honesty.

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

# Centre for Writers



*Writing Initiatives*  
University of Alberta



*Centre for Writers*

- Home
- Book An Appointment
- Contact Us
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  - Hours and Location
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  - Centre for Writers Guiding Principles
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- Resources
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- WAC
- WRS
- Writing Initiatives

Home > Home

## Welcome to the Centre for Writers

We offer free writing support to all students, instructors and staff at the University of Alberta – in any subject, discipline, program, or project at any stage of the writing process

**To BOOK, CHANGE, or CANCEL APPOINTMENTS, please click [HERE](#)**

This website also offers style manuals, dictionaries, ESL/EAL resources, writing handbooks, and discipline-specific writing resources

C4W will be open during the Fall Term (September 20 - December 10):

Monday to Thursday : 10:00AM – 7:00 PM  
Friday : 10:00 AM – 5:00 PM

**Professors/Instructors: request a classroom visit by a tutor.**

Are you a U of A student? Do you want to work as a tutor at the Centre for Writers next year? Click [here](#) for more information!



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

# The writing process: 3 keys to success

## Getting started

- Explore the assignment
- Make rough notes
- Pick a tentative topic

## Getting feedback

- Make an appointment at the centre for writers
- Get feedback on your draft/revise

## Revising

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

# Two assignments, but related

## Proposal + bibliography

- Due?
- 10%
- 3 citations in APA or MLA format



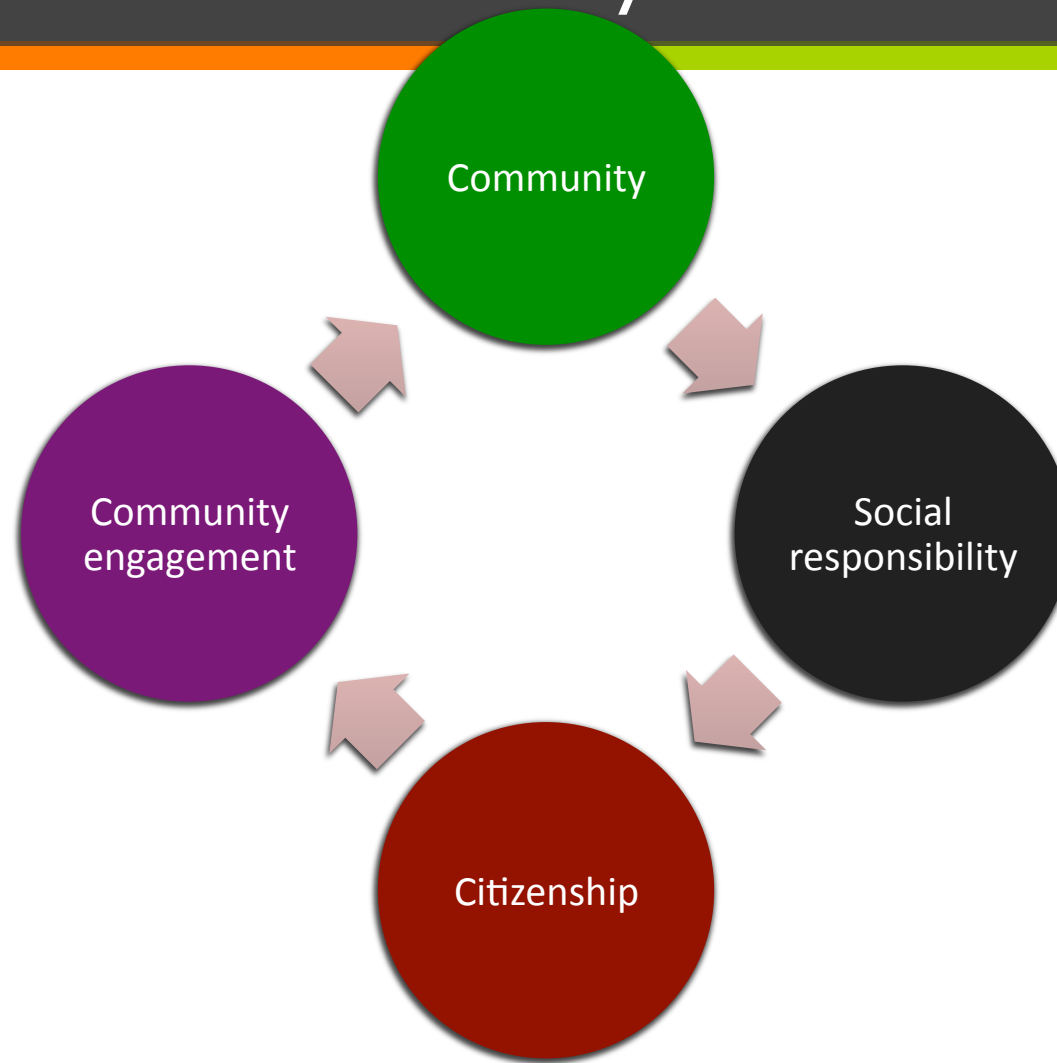
## Research paper;

tool or document + analysis;

creative work + analysis

- 20%
- 5 pages, 12pt Times New Roman, double-spaced, 1 inch margins, one-sided
- Title page, intro, body, conclusion

# Key course concepts



# Proposal & Bibliography

- Title
- Statement of topic
- Purpose & objective
- Research questions
- Organization
- Bibliography



# Option 1: Research Paper

7-8 pages; min. 5 academic sources; thesis driven argument

**Verbs:** demonstrate engagement with key course concepts

- How do you demonstrate engagement?
- What makes for a logical argument?
- What counts for evidence in this paper?

# Audience

- Who is the audience for the research paper?
- What does it mean to be scholarly?

Possible topics?

# Thesis statements

*BPH*, p.  
14-16

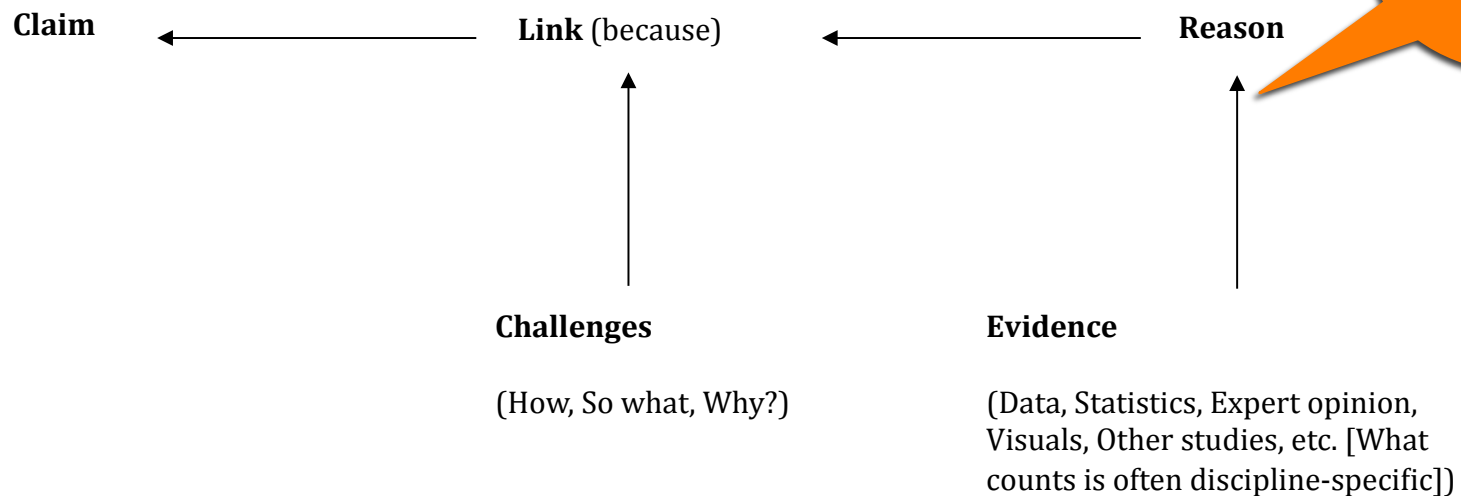
- Specific
- Manageable
- Interesting

*LPH*, p.  
18-19

# Thesis statements

- Specific: clear stance
- Manageable
- Interesting
- Animal training is a crucial responsibility of pet ownership for pets that interact with visitors to the home or that venture into public spaces because these kinds of pets, when untrained, may pose threats to public safety.

# 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.

## From topic to thesis

- Translate that topic into a thesis by stating what your attitude is to that topic
- Shepherding lessons provide benefits beyond the immediate purpose of gathering and moving stock **because** the same commands used in the field help control and discipline dogs at home and in public places.

# Possible thesis statements?

- Because community service learning benefits the population served, the students doing the service, and the society it should be funded and supported more than regular courses.
- CSL should be funded and supported more than regular courses **because** community service learning benefits the population served, the students doing the service, and society generally.



# Option 2: Community Tool/Document

- Document plus critical analysis
- Analysis: 4-6 pages describing your process of developing the tool/document and the outcomes of developing it
- 3 academic sources
- Cannot duplicate work in the placement

# Audience

- What makes the analysis critical?
- Who is the audience for the tool/document?
- Why the three academic sources?
- How do you know a source is “academic”?

*BPH*, p.  
211-237

# Organization of analysis

- Explain/describe process of creating the tool/document
- Describe how the tool/document is used
- Justify the significance of the tool/document
- Refer to key course concepts

# Option 3: Creative work

- Explore and analyze an issue
- Relate to course; engage with course content
- Apply course materials and your experiences to this topic
- Creativity?
- Analysis—same as previous slide