

FACULTY OF ARTS
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East Asian Studies
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EASIA 101: Response Paper 1

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Director, Writing Across the Curriculum
Professor, EFS

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 homepage of the Writing Across the Curriculum website at the University of Alberta. The header features the University of Alberta logo, the text "Writing Initiatives University of Alberta", and the main title "Writing Across the Curriculum". A navigation menu includes "Home", "Presentations", "Other Programs", "Resources by Subject", and "Contact Us". The main content area has a breadcrumb trail "Home > Home" and a date/time stamp "Today: 9/2/2009 10:31:23 AM". A sidebar on the left lists "C4W", "WRS Courses", "Roger Graves", "Blog", and "Academic Honesty". The main text asks if the user wants to improve student writing and provides contact information for Roger Graves. It lists services for individual instructors and departments, such as incorporating informal writing assignments, reviewing assignments, and holding workshops.

UNIVERSITY OF ALBERTA

Writing Initiatives
University of Alberta

Writing Across the Curriculum

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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/>

Methods that work to improve writing quality

1. Direct instruction (.80 effect size)
2. Peer assistance (.75)
3. Setting product goals (.70)
4. Process approach (.32; .80 done well)





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



NOTE THE VERBS: WHAT MAKES IT SCHOLARLY?

#1

- Consider
- Argue
- Define

#3

- Take a position
- Identify
- Compare/contrast

#2

- Argue
- Discuss
- Demonstrate
- Explain

What do these terms mean to you?



Verbs

- **Consider** one or two themes
- **Define** the concept of East Asia
- **Consider** competing concepts or names to describe the area



Invention: Generate ideas

Competing names?

- Eastern Asia
- East Asian Community
- Far East
- Southeast Asia
- Northeast Asia

East Asia components?



Working (not final) thesis

Topic	East Asia category
Researchable question	“Is East Asia a coherent unit?”
Working thesis	While there are no end to discrepancies and irregularities associated with the term East Asia, it nevertheless functions as a useful macro-view term to describe the economies and cultures of people living in western Pacific Rim nations.



Working (not final) thesis

Topic	Impact of China in other regions
Researchable question	“How far did China's impact reach into other regions?”
Working thesis	China has had a profound impact on all regions within East Asia both directly, through trade and cultural exchange, and indirectly, through a policy of military non-aggression.

Kang, D. C. (2007). *China rising: peace, power, and order in East Asia*.

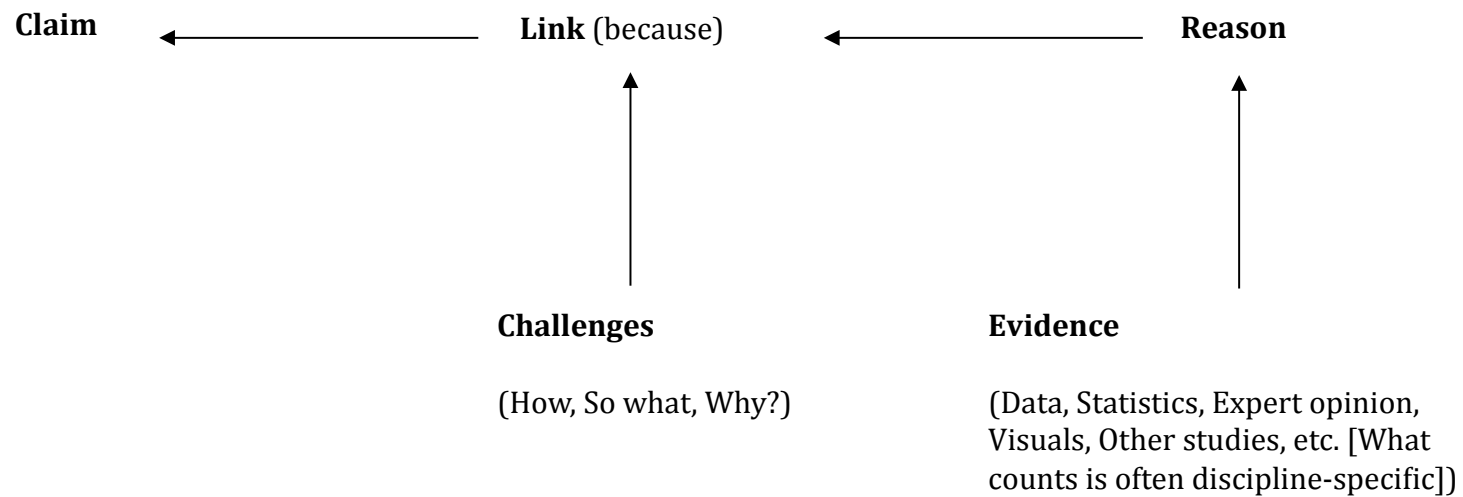


Working (not final) thesis

Topic	Legalism and Confucianism
Researchable question	“Are legalism and Confucianism two distinct ideologies?”
Working thesis	<p>Yes.</p> <p>While legalism and Confucianism represent two distinct ways of approaching the problem of how to govern China, in practice the two systems are often combined to some degree.</p>

Zhou, Haiwen , Confucianism and the Legalism: A Model of the National Strategy of Governance in Ancient China (2011). Available at SSRN: <http://ssrn.com/abstract=1916469>

Informal Argument and Academic Writing



■ Ex. While a lack of voting suggests problems within a democratic society, it should not be confused with a lack of political participation because political participation is a broad category that includes, among other things, voting.

Your argument

- Main claim

Anarchists gathered in Toronto in 2010 at the G-20 meetings **because** the convergence of representatives from those countries provided an focused opportunity to protest government control of society generally, and class-based privileges afforded to the governing classes specifically.





A claim in 3 parts

- Using examples drawn from Canada, Spain, and India, I argue that national identity is a flawed concept that nevertheless works because it allows groups of people to organize themselves and negotiate their differences relatively peacefully.
- Example/evidence: Canada
- Example/evidence: Spain
- Example/evidence: India
- Conclusion



Develop the claim

- While there are no end to discrepancies and irregularities associated with the term East Asia, it nevertheless functions as a useful macro-view term to describe the economies and cultures of people living in western Pacific Rim nations.
1. Definition of East Asia (components)
 2. Why it works as a term (accurate desc. of culture and of economics)
 3. Differences it obscures (Japan vrs SE Asia economies)



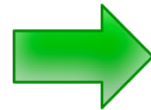
Sub-claims

1. Definition of East Asia (components)
 2. Why it works as a term (accurate desc. of culture and of economics)
 3. Differences it obscures (Japan vrs SE Asia economies)
1. EA, while primarily a geopolitical term, also captures the economic sense of the region because . . .
 2. EA, to a large extent, describes this region accurately and extensively because . . .
 3. No term is completely accurate because the cultural and economic activity of the region is so varied.



Topic sentence + evidence

- No term is completely accurate because the cultural and economic activity of the region is so varied.



- Japan: isolated culturally; stagnated economically
- Vietnam: opening up culturally; economically undergoing rapid growth
- North Korea: closed culturally and politically; an economic disaster
- China: driver of world economic growth; evolving politically

CAUTION
I HAVE NO
IDEA IF THIS IS
TRUE



THE AUDIENCE?

- You are writing for an academic audience. So, your writing should show your level of understanding of the core concepts

What do we know about academic audiences?

- Values research and evidence from credible sources: what does your instructor think is credible? What is not credible?
- What evidence counts in this essay?





Evidence in this essay

- References to the textbook, sources provided in course readings
- Textual evidence—what does that include?
- Non-anonymous sources: do papers by organizations count?



<http://www.flickr.com/photos/stevegarfield/2255698240/>



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



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



Centre for Writers



Writing Initiatives
University of Alberta



Centre for Writers

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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! 6 days ago
[follow me on Twitter](#)

GramWOW





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