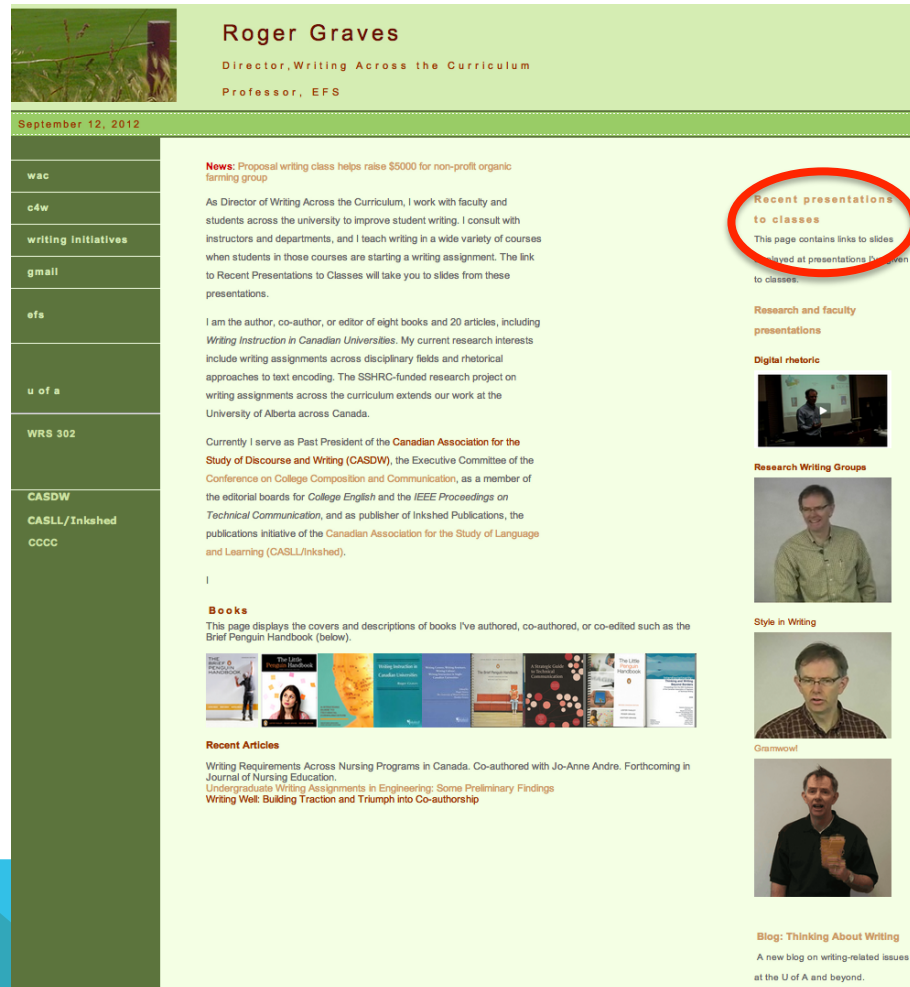


# ENGL 385: RESEARCH PAPER

ROGER GRAVES

DIRECTOR, WRITING ACROSS THE CURRICULUM

# THE SLIDES ARE ONLINE



**Roger Graves**  
Director, Writing Across the Curriculum  
Professor, EFS

September 12, 2012

wac  
c4w  
writing initiatives  
gmail  
efs  
u of a  
WRS 302  
CASDW  
CASLL/Inkshed  
CCCC

**News:** Proposal writing class helps raise \$5000 for non-profit organic farming group


As Director of Writing Across the Curriculum, I work 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. The link to Recent Presentations to Classes will take you to slides from these presentations.

I am the author, co-author, or editor of eight books and 20 articles, including *Writing Instruction in Canadian Universities*. My current research interests include writing assignments across disciplinary fields and rhetorical approaches to text encoding. The SSHRC-funded research project on writing assignments across the curriculum extends our work at the University of Alberta across Canada.

Currently I serve as Past President of the **Canadian Association for the Study of Discourse and Writing (CASDW)**, the Executive Committee of the *Conference on College Composition and Communication*, as a member of the editorial boards for *College English* and the *IEEE Proceedings on Technical Communication*, and as publisher of Inkshed Publications, the publications initiative of the Canadian Association for the Study of Language and Learning (CASLL/inkshed).

I

**Books**  
This page displays the covers and descriptions of books I've authored, co-authored, or co-edited such as the Brief Penguin Handbook (below).




**Recent Articles**  
Writing Requirements Across Nursing Programs in Canada. Co-authored with Jo-Anne Andra. Forthcoming in *Journal of Nursing Education*.  
Undergraduate Writing Assignments in Engineering: Some Preliminary Findings  
**Writing Well: Building Traction and Triumph into Co-authorship**


**Recent presentations to classes**  
This page contains links to slides played at presentations I've given to classes.

Research and faculty presentations


Digital rhetoric




Research Writing Groups



Style in Writing



Grammar



**Blog: Thinking About Writing**  
A new blog on writing-related issues at the U of A and beyond.

# WRITING CENTRES ON THIS CAMPUS



Join the "University of Alberta Centre for Writers" fan page | Follow us on Twitter @ "UofA\_C4W"



Home > Home

## Welcome to the Centre for Writers

There is a new link for our scheduling system. All users will need to create a new account. The Centre for Writers will be open Monday September 10th to Wednesday December 5th, 2012.

Our current working hours:

Monday: 4pm - 7pm  
Tuesday: 10am - 6:30pm  
Wednesday: 10am - 5pm  
Thursday: 10am - 5pm  
Friday: 10am - 5pm

Please note our hours **will increase** throughout the semester. Please keep checking the schedule for **available appointments**.

We offer free writing support to all students, instructors and staff at the University of Alberta - in any subject, discipline, program, or faculty, and at all levels of study. Tutors can assist you with any type of assignment or project, at any stage of the writing process.

**To book, change, or cancel appointments, please click here.**

**Interested in becoming a tutor, click here.**

**Professors/Instructors: To request a classroom visit by a tutor, click here.**

**To find our location please click here.**

The Centre for Writers invites YOU to weekly, **\*\*FREE WORKSHOPS\*\*** on the English language and **free food!**

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UNIVERSITY STUDENT SERVICES UNIVERSITY OF ALBERTA

Student Success Centre | Home · Contact Us

Home > Writing Resources

## Writing Resources

[Print this page](#)

Writing is one of the most critical tools for participation in university life, as well as life after university.

Students will be given an opportunity to consider, develop, and sharpen their writing skills through a number of courses and individual consultations.

**Professional** academic support for pre-university, undergraduate and graduate students!

- [Writing Resources](#)
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# 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

# GROUP PROJECT

- the class will be divided up into groups of five or so, to combine interests and talents into a project based on course concepts.
- Each group will present a 20-30 minute report on their topic, followed by 10-minute question period.
- The individual and combined research that goes into the group topic will then form the basis for individual Research Papers



# GROUP PROJECT EVALUATION

**The presentation will be graded for**

**content**

**organization**

**inclusive participation**

**quality of response to questions**



## PROJECTS: EXAMPLES

Consider the rest of the *Twilight* or *Hunger Games* novels

Compare the novels to the movies (especially in terms of mythic focus or audience responses)

Follow a popular website, such as PostSecret, etc., or one named by *The Peep Diaries*

Follow a tv series that pits participants against each other to declare a “winner” (Food Channel shows are particularly ripe for this kind of analysis)

# RESEARCH PAPERS

**Carry out a research essay assignment of 7-8 pages, based on the concepts discussed in class, and applied to the topic of your Group Project.**

**Explore what is personal in the popular: how is your everyday stirred (or shaken) by connections with what is in the popular?**





# GOAL OF ASSIGNMENT

The research paper must **combine** close readings of primary texts or sources (films, videos, tv series, etc.) with appropriate secondary sources.

Papers that **summarize** primary material or that **rehash** secondary sources alone will receive a mark of D at the highest.

## RESEARCH/EVIDENCE

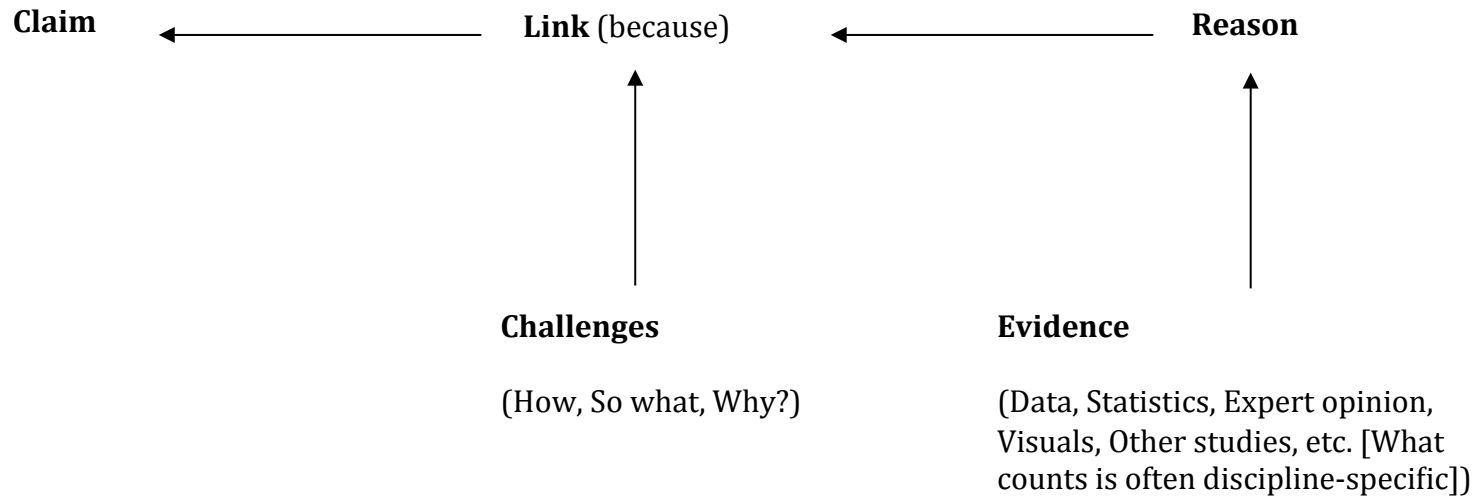
Refer to a minimum of four appropriate and useful secondary sources

Secondary sources must include at least three peer-edited articles or references to published articles in books, or books themselves.

They may also include interviews with authors, authors blogs, book club comments from the internet sources, etc.

You may also pick up on comments from the class blogs and expand on them.

# INFORMAL ARGUMENT



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

# WORKING (NOT FINAL) THESIS

Topic	Homelessness in Edmonton
Researchable question	“What programs and policies are effective in preventing homelessness in Edmonton?”
Working thesis	A solution to the complex problem of homelessness demands sophisticated solutions that include <b>three dimensions</b> : affordable housing; enough money to cover basic living expenses; and access to social services (Shelter House 2011).

# WORKING (NOT FINAL) THESIS

**Topic**

**Twilight novels**

Researchable  
question

How are the Twilight movies different from the novels?

Working  
thesis

# 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**



## CRITERIA FOR EDITING

**Connections between sentences (LPH 6d, 21b/BPH 3e, 31b)**

**Wordiness (LPH 20b/BPH 30)**

**Active verbs vrs. “to be” verbs (LPH 19a/BPH 29b)**

**Attitude: adjectives and adverbs (LPH 28/BPH 29e)**

**Specific language (LPH 22d/BPH 32)**

**Inclusive language (LPH 22e/BPH 33)**



# RHETORICAL ISSUES CRITERIA

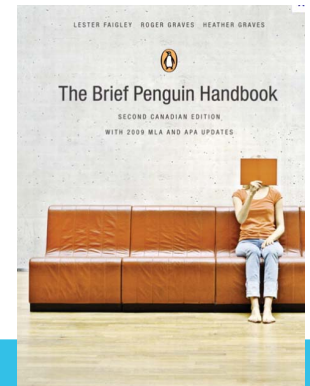
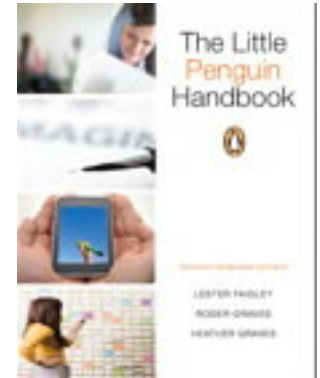
**Audience (LPH 1a,b/BPH 1b, c)**

**Purpose (LPH 1d/BPH 1e)**

**Argument (BPH 9c)**

**Style (LPH Part 4/BPH Part 7)**

**Tone (LPH 22/BPH 32)**



# COMMON CRITERIA

- **Introduction (LPH 6c/BPH 2, 10-13)**
- **Thesis (LPH 4b/BPH 2d, 10-13)**
- **Organization (LPH 5a/BPH 10-13)**
- **Sources (LPH 10, 11, 12/BPH 17-28)**
- **Standard Edited English (LPH Part 5 and 6/BPH Parts 8, 9, 10)**

