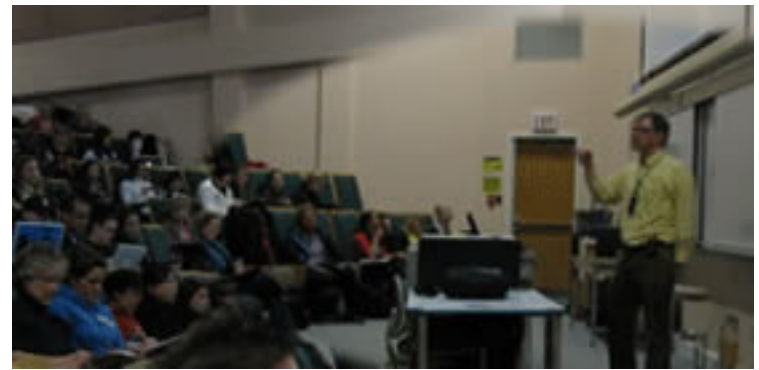


While English courses unquestionably help students to develop the close reading, interpretive, and analytical skills central to academic writing in the humanities, the lack of focus on secondary research (including requirements to locate, evaluate, and synthesize information from secondary sources), the heavy reliance on quotation (rather than paraphrase) in using sources as evidence, and the use of MLA rather than APA style make English courses a less than optimal preparation for the writing nursing students will do in their nursing courses. In short, English essays and nursing research papers are quite different genres; while English essays are "explicitly interpretive" (Hyland, 2008, p. 550), nursing research assignments, like writing in the social sciences, tend to focus on analyzing and synthesizing information from multiple sources (Hyland, 2008), a task that is rare in junior-level English courses. If one goal of an English literature course requirement is to prepare nursing students for the writing tasks they will encounter in their nursing courses, then perhaps required courses in English literature should be complemented (or replaced) by required writing courses with a focus on the genres of writing



# Turning Text into Talk: Writing a Research Paper for Conference Presentation

A workshop for the Kule Institute for Advanced  
Study

Roger Graves

Director, Writing Across the Curriculum

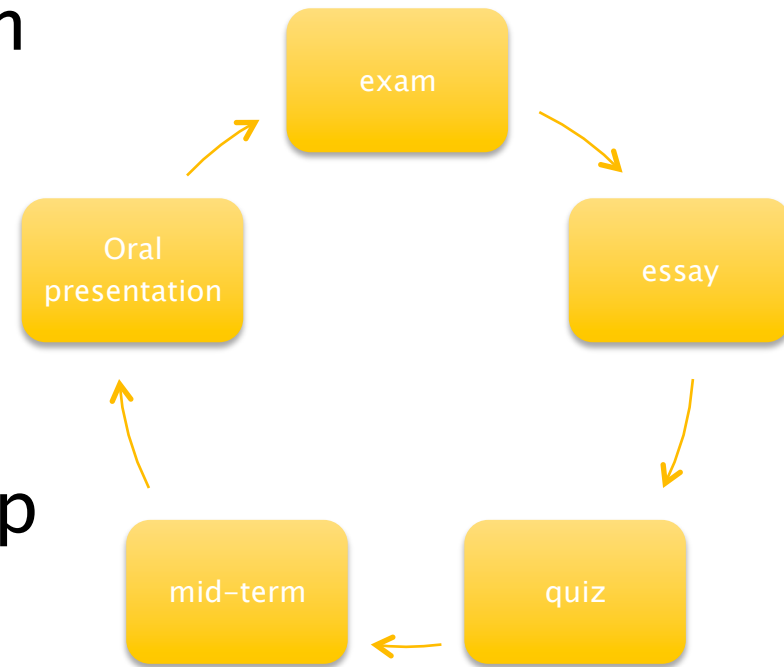
# Outline

1. Understand genres of writing
2. Write the research paper genre
3. Turn that into the presentation genre
  1. Create slides
  2. Create handouts
4. Practice the presentation



# Genre as social action

- S. Miller (1984) described genre as a rhetorical action that recurs within a social setting
- The sharing of meaning is **intersubjective** and **negotiated** through discourse among the group
- These shared discourses form into typical types of documents (genres)



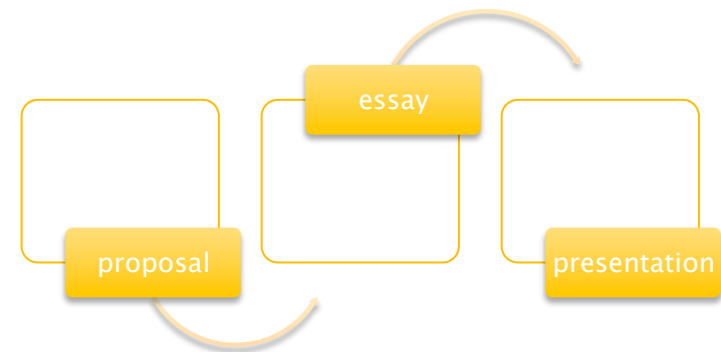
# Discourse communities

- Swales (1991) developed the concept of discourse communities to explain the purposes within documents
- His concept of rhetorical “moves” within documents—such as “establish a research territory”—leads to one method for establishing the typical purposes or communicative aims for a document



# Genre sets

- Genres typically do not occur alone but instead as part of a set of social actions within a group
- The research article is one of a set of genres: a conference presentation, a research grant, research grant reports, peer review documents
- Other related documents?



# Text type: research paper

**What are the features of the research article you are writing?**

**Example:**

- Does it include an abstract? If so, how long is it? Is it in "plain" language?
- What are you trying to communicate?
- What are the rules for communicating in print in your field?

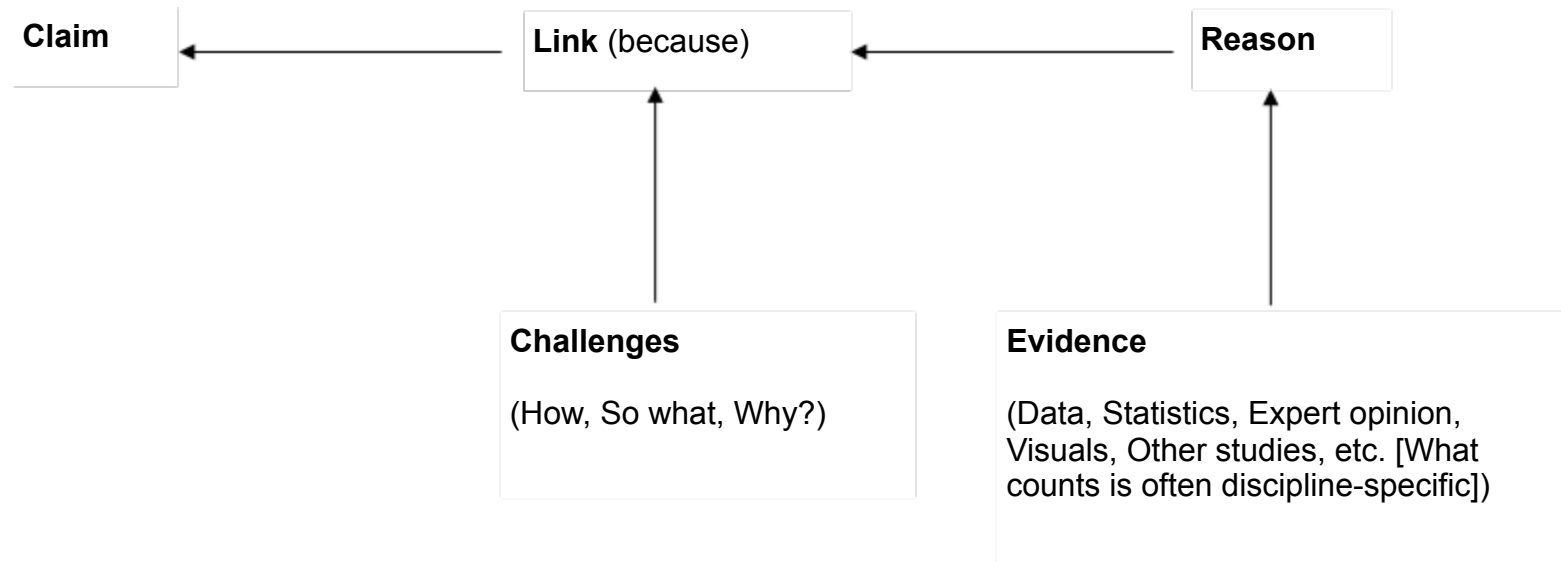
5

Writing Under the Influence  
(of the Writing Process)

CÉLINE BEAUDET, ROGER GRAVES,  
and BERTRAND LABASSE

*T*his chapter illustrates the trends toward global writing research across languages, integration of social with cognitive writing research, and increasing emphasis on adult writing research related to the workplace and professional development. In the first part of the chapter Roger Graves gives an overview of the cognitive approaches to writing studies in English Canada since the 1980s. Although writing studies in English Canada began with a focus on cognitive studies of writing processes, more recent work has focused on the social more than the cognitive part of social cognition. Most of the research done centers on professional writing by researchers in technical and professional writing. This work has

# Making a claim: informal arguments



What claim will you make in your research paper?

# What is your problem? Your solution?

- What is the objective of your paper?
- State it in one sentence.



# Introduction

## Introduction:

What is a continuous fibre composite?

A fibre composite is a material made by combining a fibre substrate with a matrix resin.

Continuous fibre composites are an engineering material that show growing usage in modern engineering. The combination of strong material properties and light weight has been a major cause of this. As we learn more about the properties of composites we can expand the range of their uses.

The material properties which were studied were Young's modulus and Ultimate Tensile Strength. Young's Modulus is defined as:  $E = \sigma / \epsilon$  where  $\sigma$  is stress and  $\epsilon$  is strain. Furthermore, stress is defined as:  $\sigma = F / A$ , where  $F$  is force and  $A$  is cross sectional area. Strain is defined as  $\epsilon = \Delta l / l$ , where  $l$  is length. Ultimate Tensile strength is defined as the stress a specimen can maintain at the time of failure.

A major aspect of research has been testing the material properties of flax fibre composites and comparing the results.

## 1. Introduction

The use of concrete and self-compacting concrete (SCC) as a tool for effective recycling has been actively researched for the last few years. Examples of these efforts include materials derived from buildings following demolition (Diotallevi et al., 2004; Limbachiya and Roberts, 2004), scrap and ground used tires (Bignozzi and Sandrolini, 2006; Hernandez-Olivares et al., 2002; Khatib and Bayomy, 1999), waste glass (mainly binary soda-lime glass) (Bignozzi and Sandrolini, 2004; Shao et al., 2000) and residues from ceramic raw materials (Bignozzi et al., 2004). These materials were successfully used as a partial or complete replacement for natural aggregates and/or fillers. These studies have environmentally friendly consequences, such as safeguarding of non-renewable raw materials, reducing the exploitation of quarries and reducing landfill disposal, all of which result in the creation of new conglomerates with peculiar characteristics. For example, the introduction of tire rubber into a concrete mix generally leads to lighter and somewhat tougher material (Bignozzi and Sandrolini, 2006; Khatib and Bayomy, 1999). More recently, self-compacting technology has enabled the significant improvement of the mechanical strength of rubberised concrete (Bignozzi and Sandrolini, 2006). In addition, when glass waste (average grain size  $\leq 38 \mu\text{m}$ ) is added to a concrete mixture, the material may exhibit pozzolanic properties (Bignozzi and Sandrolini, 2004; Shao et al., 2000).

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# Introduction



The manufacture of Metered-Dose Inhalers (MDIs) is often difficult because of problems associated with creating and maintaining a homogeneous suspension, differential partitioning of actives and loss of active onto surfaces of the filling equipment.



The manufacture of combination products can be further complicated by differing physical characteristics of the drug crystals, such as density, solubility, surface energy, particle size and because actives can be present at very different strengths.



In addition, the development of a manufacturing process also requires scale-up from laboratory to commercial filling equipment which includes changes in the drug addition vessel, pressure vessel, stirrers and recirculation rates.

Pearl Therapeutics' cosuspension formulation allows for the rapid development of MDIs using spray-dried microparticles which are blended with micronized drug substance(s) in HFA-134a. The characteristics of this formulation technology that allow for rapid development of high performance MDIs are also evident in the manufacture of MDIs. This poster presents the advantages of the cosuspension formulation for development and scale-up of MDI manufacturing processes for a variety of products, including single-component and combination MDIs.

Solution

# INTRODUCTION

Experiments on single suspended droplets have indicated that high temperatures in the liquid phase can occur during droplet drying in a hot gas stream<sup>1</sup>. It has been suggested that droplets heat up to similarly high temperatures during spray drying processes with a potentially detrimental effect on heat sensitive active pharmaceutical ingredients.

Studies on the evaporation behavior of solution droplets have so far been restricted to conditions that are atypical of the spray drying of powders intended for pulmonary delivery. The resulting dry particles were orders of magnitude larger than respirable particles.

The methods presented here allow measurement of the evaporation process under realistic conditions. The apparatus produces model particles with a similar morphology and size to those found in the actual dry powder product.



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## Writing Requirements across Nursing Programs in Canada

While research over the past decade or two has given us glimpses of the set of writing assignments in particular nursing programs (e.g., Giminez, 2008, 2010; Lashley & Wittstadt, 1993; Rooda & Nardi, 1999; Zygmunt & Schaefer, 2006), no studies to date have provided a complete picture of the extent to which nursing programs rely on English courses, general composition /academic writing courses, or discipline-specific courses on writing in nursing to help their students become proficient writers in their discipline. Whether academic writing genres should be taught within discipline-based courses or within composition courses (or perhaps not at all) remains a theoretical and practical issue (Bazerman et al., 2005; Brooks, 2002), one of particular concern for those who determine curricula for professional programs. At the heart of the debate, as Bazerman et al. (2005) point out, lie conflicting notions about “the degree to which academic writing is the same or different across disciplinary settings” (p. 85) and, consequently, about the degree to which a general composition course—primarily a U.S. phenomenon—may serve as a useful springboard into academic writing within a discipline or profession. In Canada, writing courses remain the exception rather than the rule.

This paper reviews the English, writing, and communication course requirements in English-language nursing programs across Canada and discusses the relative merits of various approaches, including the benefits of discipline-specific courses in writing targeted at nursing students. We begin, however, by briefly reviewing research on writing instruction in nursing and by considering three key developments that have combined to raise the profile of academic writing and research in the professional discipline of nursing.

# Moves

**What argumentative moves can you perform in your manuscript?**

**Sample:** "Taken together, findings from these and other studies suggest that **miscommunication and lack of communication about care preferences and decision making may be fairly universal within caregiving families** and not uncommon in the interactions between providers and families" ("Decision Making in Families Facing. . .")

**Move:** X ("**miscommunication and lack of communication**")  
is a wide-spread problem; therefore worthy of further study

# Moves

**Sample:** "But **few studies have examined** the views and care preferences of people with dementia. This means their views aren't well considered as care strategies are selected (Cohen, 1991) " ("Do Caregivers Know . . .")

**Move:** Few studies have examined X ("**the views and care preferences of people with dementia**")

X should be considered in the decision making process when designing care



# My moves

- Take a look at the two-page handout
- What “moves” can you see in this text?

# Textual identity of the author

**How does the author identify him or her self in the text?**

**No direct reference to author except parenthetical citations**

**Example:** "Recent work with family care dyads indicates that older adults . . . slightly less emphasis on social interactions (Whitlatch et al, in press)."

**Direct statement of research findings using present tense**

**Example:** "Two interventions in particular show promise because they address a number of issues, including everyday decision making. . ." (Whitlatch, p. 92).

# WHERE DOES THE AUTHOR USE "I"?

**Do(es) the author(s) use first person singular (I) or plural (we)?  
If yes, where?**

**Example:** "In this brief overview I will seek to elaborate this point. I will sketch out some of the ways that genre approaches have . . ." (Hyland, "Introduction," p. 18).

**Metadiscursive "I":** First person singular provides structural overview of the argument

**Where?** In the introduction/literature review and critique of existing research

# USING "I" AS A PERSUASIVE DEVICE

**Example:** "Instead we need to explore ways of scaffolding students' learning and using knowledge . . ." (Hyland, "A brief overview," p. 21).

**Identification:** We (author and reader) work together to solve problem

**Where?** Review the two-page handout for instances of "I" and "we"—where do they occur, if at all?

# WHAT IS THE PURPOSE OF USING "I/WE"?

**Where do(es) the author(s) use I/We?  
What is the purpose of using I/We?**

**Example:** "Recently, **we** have optimised and compared different DNA extraction protocols, which enabled [**us**] to obtain amplifiable soybean DNA from fully refined vegetable oils (Cost, Mafra, Amaral, & Oliveira, submitted for publication)" (Costa, Mafra, AMaral, & Oliveria, "Introduction," p. 302).

**Purpose:** What is the purpose for using “we” in the handout?

# Organization of articles

## *Genetically-modified soybeans*

1. Introduction
2. Materials and methods
  - 2.1 Samples
  - 2.2 DNA extraction  
[continue from this point]
3. Results and discussion
4. Concluding remarks
5. Acknowledgements
6. References

# Organization

- Writing Requirements across Nursing Programs in Anglo-Canadian Higher Education
- Abstract
- Literature review: What we know about writing in nursing education
- Factors contributing to an increased profile of academic writing in nursing
- Methods
- Results
  - English literature course requirements
  - Writing course requirements
- Discussion
- Conclusion
- References

# VISUALS IN ACADEMIC PUBLICATIONS

- Does the article use visuals?
- What kind of visuals are included?
- What work do the visuals do in the article?
- How are the visuals linked to the text in the publication?

Table 1: *Required English and writing courses in English-language Baccalaureate nursing programs*

*in Canada, 2011. (n = 82)*

No requirement	English (lit) course <sup>a</sup>	Writing course <sup>a,b</sup>	Discipline-specific writing course	English (lit) and writing course
39	23	24	4	4
47.6%	28.0%	29.3%	4.9%	4.9%

NOTE: percentages add up to more than 100%, as explained in the notes below.  
<sup>a</sup> includes four programs requiring both an English course and a writing course (see column 5).  
<sup>b</sup> includes four writing courses specialized for nursing (see column 4)



# Genre of the conference talk

- What is the communicative function of the conference talk?
- Why is it given in person? What is gained by this?

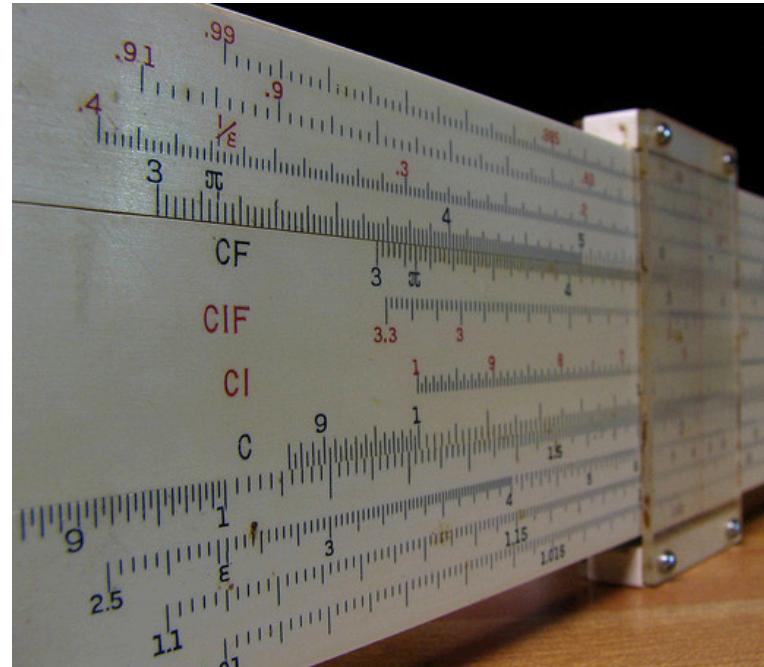


# Turning text into talk

- 30 min = 20 min talk + 10 min question
- 20 mins of talk = 8 double-spaced pages
- 2.5 mins to read one page
- 250 words X 8 pages = 2000 words

# Slide rules

- Keep it short
- Keep it visual
- Avoid dark backgrounds
- Keep the design simple



<http://www.flickr.com/photos/rogersmith/539124>

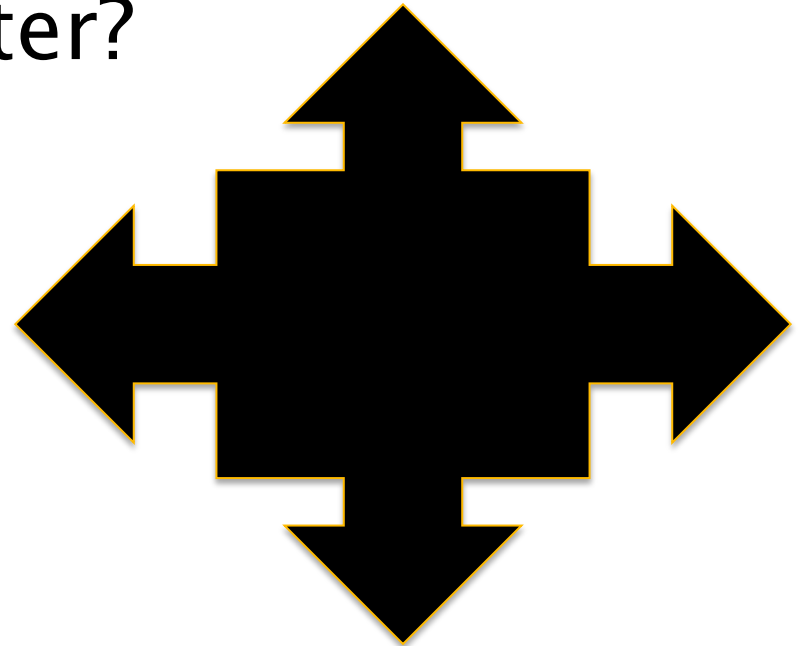
# To read or not to read

- What is the standard expectation of your discipline?
- EFS: read it off the page
- Business: make copies available, but don't read it
- Your field?



# What goes where?

- What goes on a presentation slide?
- What goes on a handout?
- What gets communicated verbally?
- What goes on a poster?



# Sample slides

- Slides that follow are from a presentation based on a research article I co-wrote

Writing Course Requirements  
across English–language  
BSc Nursing Programs in Canada:  
*Who's Doing What & Why It Matters*

Jo-Anne Andre, University of Calgary  
& Dr. Roger Graves, University of Alberta

Campus Alberta Writing Studies (CAWS) Colloquium  
Campus Saint–Jean, University of Alberta  
Friday, September 30, 2011

# Overview

- Why academic writing matters in Nursing
- Research method
- Findings
- Discipline-specific English literature courses
- Discipline-specific Writing courses
- Comparing approaches (*Table 2 handout*)
- Questions for discussion



# Why academic writing matters in Nursing

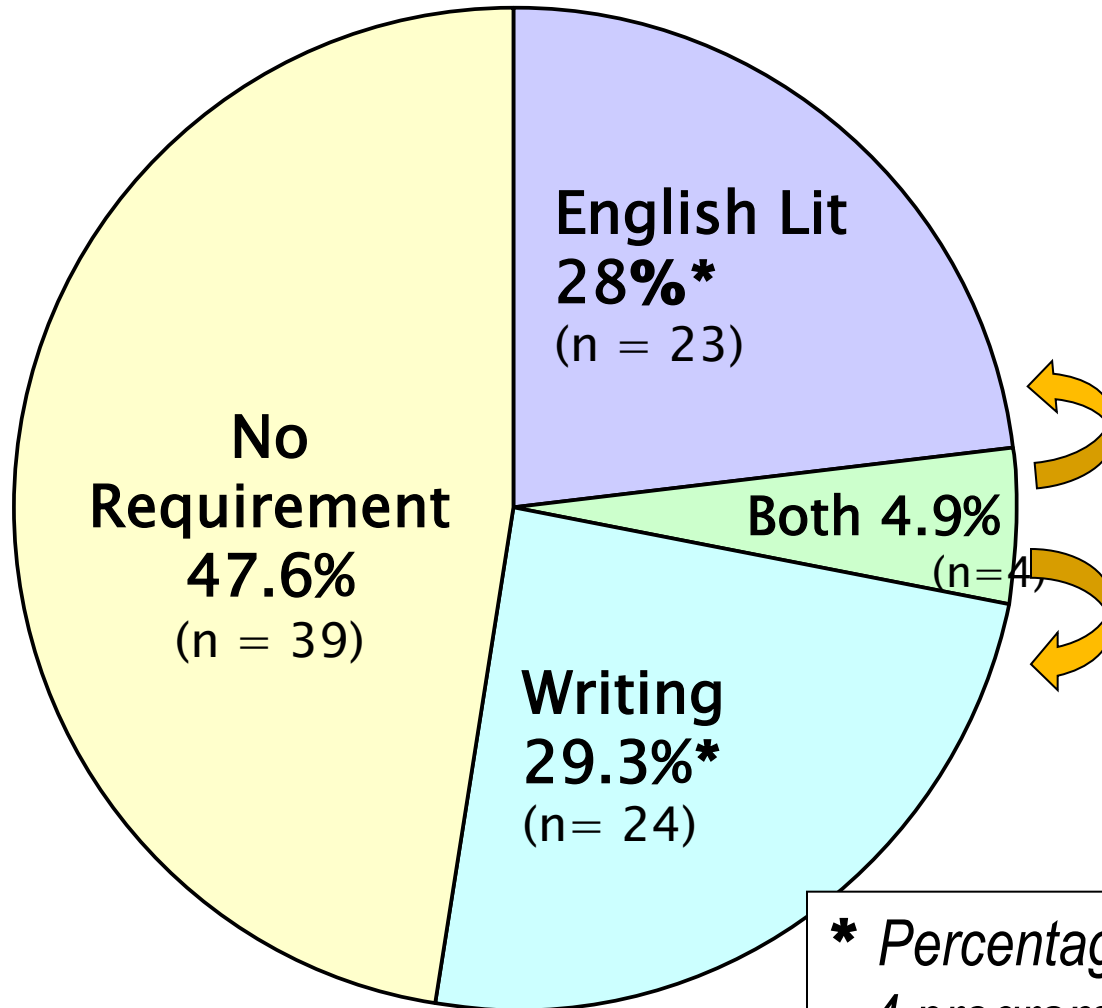
## *Increased focus on . . .*

- **writing in learning & developing a reflective practice**
  - *WAC / WID legacy (e.g., Luthy et al., 2009; Zygmunt & Schaefer, 2006)*
  - *Nursing students do a lot of writing (Rooda & Nardi, 1999), particularly reflective writing (Craft, 2005; Hannigan, 2001; Webster, 2002)*
- **scholarship in nursing** *(Boyer, 1999; CASN, 2006; Pullen, Reed, & Oslar, 2001; Riley, Beal, Levi, & McCausland, 2002; Zorn, Clark, & Weimbolt, 1997)*
- **evidence-informed practice** *(CAN, 2010; CARNA, 2006)*

# Research method

- Worked from list of programs on CAN (2011) website
- Considered only required Writing and English courses
- Counted courses as required “English lit” if students had to take either an English or a Writing course
- Counted courses as required “Writing” if the course titles or descriptions emphasized writing (even if the writing focused on writing about literature)

# Nursing Degree Programs requiring English Literature and Writing courses (n= 82)



*\* Percentage includes the 4 programs (4.9%) requiring both types of courses*

# Discipline-specific English literature courses for Nursing students

**University of Alberta:** *ENGL 108 Introduction to Language and Literature* (recommended, not required)

- “combines formal instruction in writing with a study of the essay and the short story”
- aims to help students develop
  - *“an understanding of how illness and healing has been represented in some English-language texts”*
  - *“confidence in overall writing skills, especially with respect to effective professional communication”* (Zenari, 2011, p. 1)
- requires students to use APA style

# Discipline-specific writing courses for Nursing students

- **Humber College:** ENGL 104 – *Academic Writing and Critical Reasoning: Approaches to Literature*
- **Red River College:** NRSG 1501 – *Scholarly Writing & Documentation*
- **University of Calgary:** ACWR 303 – *Academic Writing for Specialized Audiences (Intermediate)*
- **University of Western Ontario:** WRITING 1030 f/g – *Writing for Professional Success in Nursing* (start: 2012)
- **University of Victoria:** NURS 390 -- *Academic Writing for Nurses* (elective, not required)

# Questions for discussion

1. Do you agree with our comparison in Table 2 (*handout*)?
2. Why do nearly half of Nursing programs require neither an English literature nor a Writing course?
3. If it's done well, is WAC / WID enough on its own?
4. Are we seeing a trend toward discipline-specific writing courses in Nursing?
5. How do we articulate connections between writing courses and upper division courses in Nursing?

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