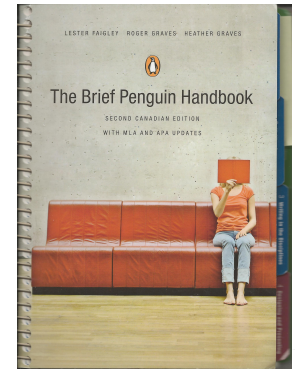
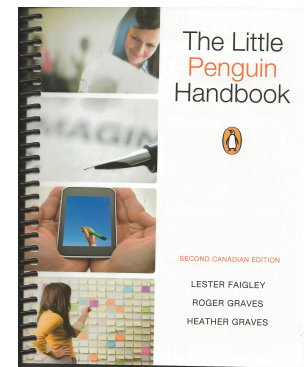


Top 10 things to know about Writing in Nursing

Roger Graves,
Director
Writing Across the Curriculum
University of Alberta



1

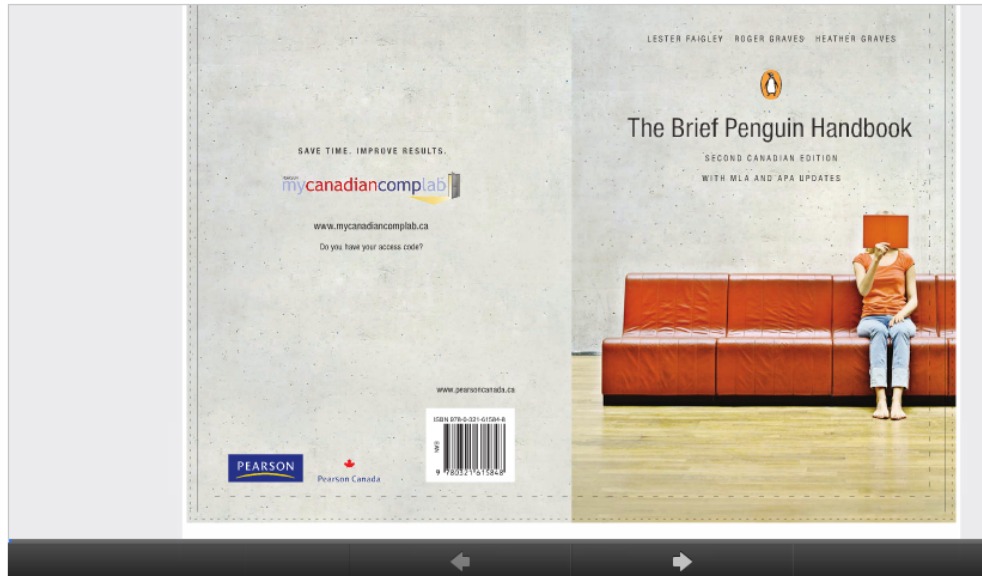


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APA style emphasizes the date of publication. When you cite an author's name in the body of your paper, always include the date of publication. Notice too that APA style includes the abbreviation for page (p.) in front of the page number. A comma separates each element of the citation.

Zukin (2004) observes that teens today begin to shop for themselves at age 13 or 14, "the same age when lower-class children, in the past, became apprentices or went to work in factories" (p. 50).

If the author's name is not mentioned in the sentence, the reference looks like this:

One sociologist notes that teens today begin to shop for themselves at age 13 or 14, "the same age when lower-class children, in the past, became apprentices or went to work in factories" (Zukin, 2004, p. 50).

The corresponding entry in the references list would be

Zukin, S. (2004). *Point of purchase: How shopping changed American culture*. New York, NY: Routledge.

See Section 17g, page 144, for a sample reference list.

3

4b WRITE A WORKING THESIS

A clear and specific focus sets up the rest of your essay.

Use questions to focus a broad topic

“What are anarchists” is a big topic. Narrow it by posing que

- Why were anarchists at the Toronto G-20 meeting?
- Why does globalization spark protests from anarchist
- What values and beliefs unite people under the idea of

4

Supporting claims with reasons

To move beyond simple assertion—or a shouting match—a claim have one or more supporting reasons, and the reasons must be linked to the claim in order to be accepted by readers. An argument in secondary writing, therefore, consists of a claim and a series of appropriately linked supporting reasons:

Buy Canadian because it's our future.
 CLAIM ← LINK (*because*) ← REASON

The problem lies in convincing a reader to accept that the reasons provided are linked to the claim. A reader might challenge the bumper sticker claim by asking *How? So what? Why?*

Buy Canadian because it's our future.
 CLAIM ← LINK (*because*) ← REASON

↑
 CHALLENGES (*How? So what? Why?*)

The argument should not end simply because it is challenged. Instead, you must often generate a **series of claims**, each of which is supported by evidence that your readers will accept:

Buy Canadian because it's our future.
 CLAIM ← LINK (*because*) ← REASON

5

Type of source	Type of information	How to find them
Scholarly books (see Chapter 20)	Extensive and in-depth coverage of nearly any subject	Library catalogue
Scholarly journals (see Chapters 18 and 20)	Reports of new knowledge and research findings by experts	Online library databases
Trade journals (see Chapters 18 and 20)	Reports of information pertaining to specific industries, professions, and products	Online library databases
Popular magazines (see Chapters 18 and 20)	Reports or summaries of current news, sports, fashion, entertainment subjects	Online library databases
Newspapers (see Chapters 18 and 20)	Recent and current information; foreign newspapers are useful for international perspectives	Online library databases
Government publications (see Chapter 19)	Government-collected statistics, studies, and reports; especially good for science and medicine	Library catalogue and city, provincial or territorial, and federal government websites
Videos, audios, documentaries, maps (see Chapter 19)	Information varies widely	Library catalogue, web, and online library databases

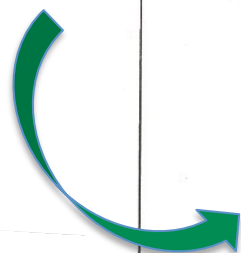
BODY OBJECTIFICATION

Given that fashion magazines are seen as a source of information about beauty ideals, it seems that women scoring high on objectified body consciousness would be more likely to utilize fashion magazines for these purposes. The objective of this study was to examine the relationship between objectified body consciousness and attitude and behaviours regarding fashion magazines. Specifically, we hypothesized that women scoring high on the objectified body consciousness scale were more likely to read fashion magazines, to rate both magazine articles and advertisements as important in influencing their fashion and beauty ideals. Further, we hypothesized that highly objectified body conscious individuals would compare themselves to fashion models and be less satisfied with their own bodies in comparison to women who were low on body objectification consciousness.

Methods

Participants

Participants were 180 Caucasian females enrolled in undergraduate psychology classes. However, data from 10 participants were excluded due to missing data on the body objectification scale.





BODY OBJECTIFICATION 1

Body Objectification: Relationship with Fashion Magazines and Weight Satisfaction
Michael Moshenrose and Keli A. Braitman
Southern Illinois University-Carbondale

APA style uses a title page.

Include page header and page number, beginning with the title page. Type the running head (the shortened title) for publication in all caps, flush left.

Centre the title, name of author(s), and name of school.

BODY OBJECTIFICATION 2

Abstract

This study examined the relationship between objectified body consciousness and the utilization of fashion magazines for information about fashion and beauty, comparison to models, and weight satisfaction. Participants were 180 female undergraduate students. We hypothesized that highly body-conscious individuals would read more fashion magazines than low body-conscious women and also rate magazine advertisements and articles as important for influencing fashion and beauty ideals. We also hypothesized that highly body-conscious women would compare themselves to models and be less satisfied with their weight as compared to low body-conscious women. A multivariate analysis of variance indicated that significant differences

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Specify 1-inch margins.

Indent each paragraph five to seven spaces ($\frac{1}{2}$ inch on the ruler in the word processing program).

Include the date in parentheses when you mention authors in the text.

The cultural preoccupation with physical beauty has generated much research regarding how a woman's perception of her body contributes to negative body esteem. Feminist theorists argue that the female body is often treated as an object to be looked at. This objectification causes women to perceive their bodies as detached observers, which means they are attempting to see themselves as others see them. An internalization of the cultural body standards results in women believing that they created these standards and can achieve them. Therefore, objectified body consciousness (OBC) refers to perceiving the body as an object and the beliefs that sustain this perception (McKinley, 1995). McKinley and Hyde (1996) developed the 24-item

First reading

Read at your normal rate the first time through without stopping. When you finish you should have a clear sense of what the writer was trying to accomplish.

- *Main idea:* Write a sentence that summarizes what you think is the writer's main idea in the draft.
- *Purpose:* Write a sentence that summarizes what you think the writer was trying to accomplish in the draft.

Second reading

In your second reading, you should be most concerned with the content, organization, and completeness of the draft. Make notes as you read.

- *Introduction:* Does the writer's first paragraph effectively introduce the topic and engage your interest?
- *Thesis:* Where exactly is the writer's thesis? Note in the margin where you think the thesis is located.
- *Focus:* Does the writer maintain a focus on the thesis? Note any places where the writer seems to wander to another topic.
- *Organization:* Are the sections and paragraphs ordered effectively? Do any paragraphs seem to be out of place? Do you note any abrupt shifts? Can you suggest a better order for the paragraphs?
- *Completeness:* Do any sections and paragraphs lack key information or adequate development? Where do you want to know more?
- *Sources:* If the draft uses outside sources, are they cited accurately? If there are quotations, are they used correctly and worked into the fabric of the draft?

Edit for Particular Goals

4d ~~draft~~ ^{revise}

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Third reading

In your third reading, turn your attention to matters of audience, style, and tone.

- *Audience:* Who is the writer's intended audience? What does the writer assume the audience knows and believes?
- *Style:* Is the writer's style engaging? How would you describe the writer's voice?
- *Tone:* Is the tone appropriate for the writer's purpose and audience? Is the tone consistent throughout the draft? Are there places where another word or phrase might work better?

When you have finished the third reading, write a short paragraph on each bulleted item, referring to specific paragraphs in the draft by number. Then end by answering these two questions:

1. What does the writer do especially well in the draft?
2. What one or two revisions would most improve the draft?

When to use I

You may have been taught to avoid the first person (*I, we*) in academic and professional writing. Some instructors feel that first-person references reflect a self-indulgence that is inappropriate outside of autobiography. Sentences beginning with *I* refer to the author and make him or her the subject. In a sentence such as *I think Montreal's party scene is better in every way than Vancouver's*, the reader's attention is divided between the party scenes and the person evaluating the party scenes.

Another reason some instructors prohibit use of the first person is the tendency of writers to overuse it. Some writers feel that nothing can be invalidated as long as each potentially arguable assertion starts with *I think* or *I feel*. *I* becomes a shield, which the writer uses to escape the work of building an argument.

Occasionally, the use of *I* is redundant. In the following sentence, the nature of the assertion clearly indicates that it's the writer's opinion:

Redundant I I think the Canadian Pacific Railways was the greatest engineering achievement of nineteenth-century Canada.

Here you can safely drop *I think* without changing the sentence's meaning. Sometimes, however, you will want to indicate plainly that an assertion is tentative. *I* is critical to the meaning of this sentence:

Tentative I I thought that the dim, distant light was a planet.

If you're unsure whether or not first-person references are permissible, ask your instructor.


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Welcome to the Centre for Writers

There is a new link for our scheduling system. The Centre for Writers will be open Monday January 14th to Friday April 12th, 2013.

Our current working hours:

Monday: 10am - 7pm*

Tuesday: 10am - 7pm*

Wednesday: 1pm - 5pm

Thursday: 10am - 4:30pm*

Friday: 10am - 4pm

(*We will be closed from 12 pm - 1 pm, except Friday)

Please note our hours **might 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.

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