



Roger Graves
Director, Writing Across the Curriculum
Professor, English and Film Studies

THE SCHOLARLY PAPER: NURSING 306

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Director, Writing Across the Curriculum
Professor, EFS

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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



Writing Initiatives
University of Alberta



Writing Across the Curriculum

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Today:

9/2/2009 10:31:23 AM

C4W

WRS Courses

Roger Graves

Blog

Academic Honesty

[Home](#) > [Home](#)

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/>

Centre for Writers



The screenshot shows the homepage of the Centre for Writers at the University of Alberta. At the top left is the University of Alberta logo. To its right are the logos for 'Writing Initiatives' and 'Centre for Writers'. Below these is a green navigation bar with links: Home, Appointments, Contact Us, Location, Coaches, Resources, FAQ, and WAC. The main content area has a green header with 'Home > Home'. The main text includes a welcome message, a description of services, and a link to request a class room visit. On the right side, there is a 'Twitter Updates' section with a tweet about the fall term opening and a 'follow me on Twitter' link. Below that is a 'GramWOW' section with a video player showing a person holding a sign.

 *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! 5 days ago

[follow me on Twitter](#)

GramWOW



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

GRAM WOW!



The assignment



The deliverable:

- Structure is clear
- Challenges: 5-7 sentence intro and conclusion
- Body: highly structured—should you use those headings listed on page 2?

The writing process



Getting started

- Explore the assignment (*LPH* 17, 39)
- Make rough notes (*LPH* 13, 50)
- Pick a tentative topic (*LPH* 39, 41)
- Research the topic (*LPH* 42-63)
- Make an appointment at the writing centre for later in the week
- Get feedback on your draft/revise
- Work on style and lower order concerns (*LPH* Part 4)
- Proofread, consult checklist for assignment (*LPH* 32)



The Writing Process: Aristotle



- Invention [prewriting]
- Arrangement [organizing the draft]
- Style [working on sentences and words]
- Memory [n/a]
- Delivery [see checklist]

The 306 process: Not specified



How should you get started?

Prewriting strategies (*LPH 13*):

- Brainstorming
- Note-taking
- Sample thesis statements
- Idea maps
- Talking, reading

Brainstorm: Topics for 306



- Ethics/responsibility
- Law,
- Sharing information
- Privacy, confidentiality
- Advocacy in politics
- Decision making
- Dilemmas: expectations/code of conduct
- Justice
- Choice based on your personal standards
- Values—conflicting
- Relationships
- Religion
- communication
- 7 values=
 1. dignity,
 2. Safe, compassionate, competent, ethical care
 3. Promote health and well being
 4. Maintain privacy
 5. Promote justice
 6. Be accountable
 7. Informed decision-making
- Particular situation
- Examples from nursing literature

dignity



- Cancer treatment, hair loss,
- Long-term care, losing autonomy, incontinent
- Seniors
- Disabilities, caregivers treat them differently

Working thesis:

- In this paper I will explore the value of dignity in the context of process of seniors losing their dignity as they go through the system/process of losing their independence (apartment) and ending up in palliative care
- Losing independence: Drivers license, loss of mobility, loss of home/place, friends, decision-making power



- In this paper I will explore the value of dignity in the context of process of seniors losing their dignity as they go through the system/process of losing their independence (apartment) and ending up in palliative care. The process of losing independence: may include losing their drivers license, loss of mobility, loss of home/place, friends, decision-making power
- Community-treatment organizations have been developed recently in part to force patients to take medication that they do not want to take. There is lots of resistance by various groups to this practice
- Dignity is one of the values that underlies the code of ethics. Street nursing creates issues around how these nurses access their clients. The street culture is its own community that exists separate from the “normal” community. People in the street community often have chosen to be in it, and their choice presents an ethical dilemma for nurses: how far should we go in respecting their choice to place themselves in a dangerous and harmful environment.

Topics to thesis statements (aim/purpose of paper)



Three questions to ask about a working thesis (*LPH 18-9*):

1. Is it specific?
2. Is it manageable for this assignment?
3. Is it interesting for your readers?

A possible thesis?



New approaches to pain management stress three kinds of knowledge for nurses to obtain if they are to respond effectively to a patient's pain: knowledge of self, knowledge of pain, and knowledge of standards of care.¹ The most important of these three areas is knowledge of pain because acquiring this knowledge and making effective judgments about pain is notoriously subjective.

Possible 306 thesis statements



Create an outline



Discipline-specific (*LPH 20-22*)

1. Nursing values and ethical responsibilities
2. Application of 1. to nursing practice
3. Challenges and future directions

Note the directing verbs: select, define, identify, describe, discuss (*LPH 17*)

Parts of the argument: Body



Code of ethics = 7 values:

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

Using sources



- Quote without plagiarizing (*LPH 66-72*)
- Summarize and paraphrase
- Using quotations

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