




# Next Steps: Writing the University

Professor 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
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- 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 Andre. 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 presented at classes 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"



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## 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!

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!**

Home > Writing Resources

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- [Undergraduate Resources](#)
- [Graduate Resources](#)

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# Library: Refworks

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## REFWORKS

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### Login to Refworks

- [Login](#) (Registered, and New Users)
- [Group Code](#) (Required for off-campus access)

**ALERT to Mac Users! BEFORE DOWNLOADING WNC 4.0 for OS X ...**

First appearances may indicate that WNC 4.0 for OS X is NOT backward compatible with older versions of WNC 2.0 or 2.5!

To the first time user, WNC 4.0 appears to not recognize MSWord for Mac documents containing curly bracket citations e.g. {{123 Smith, 2000;}} embedded by an

### What is Refworks?

RefWorks is a web-based citation management program that enables you to:

- **download**, gather, and store references from databases and library catalogues automatically
- **format** citations and bibliographies in seconds
- **connect** to your RefWorks account anywhere there's web access
- **share** your citations with other RefWorks users

Beginners can explore the fundamentals of RefWorks through [RW 2.0 Online Tutorials](#)

The most recent version of the [RefWorks Quick Start Guide](#) may be found at [RefWorks Support Resource Center](#), along with a repository of other information about RefWorks products.

Click on the link for direct access to the [RefWorks 2.0 Help Pages](#).

RefShare is a module of RefWorks that enables you to:

- **share** references with others at the University of Alberta, and globally with researchers who have internet access

### Contact Us



University of Alberta RefWorks Team


- Need help? Send us an email.
- Need to learn RefWorks? Click [here](#) for upcoming on campus instruction sessions.

### Updates & news

**February 7, 2011:** Wiley – The direct export from Wiley journals to RefWorks is not working. This is an ongoing

<http://guides.library.ualberta.ca/refworks>

# Library: PERLS Writing Advice

  This Guide  Find a Person | ONEcard | Bear Tracks | Maps | Email & Apps | eClass

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## RESEARCH, WRITING AND CITING - ACADEMIC PAPERS

Last Updated: Sep 11, 2012  Email Alerts

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[How To Use Databases](#)

### About this Guide

Use this guide to learn more about:

- Creating a thesis statement
- Finding and evaluating source material
- Academic writing
- Citation management
- Citation styles

Here's a Glossary of Research Terms to get you started.

### About Academic Papers

Academic papers promote critical thinking. You must do one or more of the following:

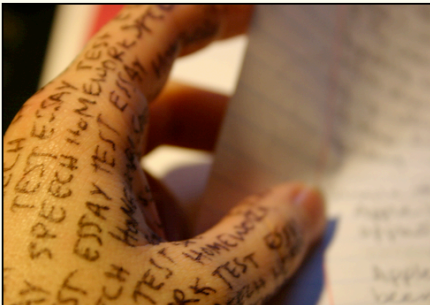
- **Interpret** - What does the information mean?
- **Evaluate** - Does this source contain relevant information? Is it reliable?
- **Analyse** - What do the data show?
- **Define** - What is the issue? What do I have to say about it? How should I say it?
- **Compare** - What are the other perspectives and interpretations?
- **Propose a problem** - What doesn't work? What are the solutions?
- **Discuss** - Why am I making this argument? Where might this discussion go?

Click the Writing tab above for resources to help you write your academic research papers,

### 5 Elements of a Good Research Paper

- 1) Topic / Thesis
- 2) Research Strategy (Find and Evaluate Sources)
- 3) Point of View
  - Balance, accuracy and fairness
  - Your point of view is clear and objective
  - Differing points of view are acknowledged
- 4) Documentation / Citations
- 5) Writing Skills

Adapted from Basic College Research, by Patricia Berge and Carol Lee Saffioti.



### Contact page author

Marc Lemieux

Friendly link to this page: <http://guides.library.ualberta.ca/academicpapers>

### Instruction

Watch this feed for upcoming classes on:

- Using the library
- Finding and organising the articles you need (and saving a lot of time!)
- Much, much more

- Advanced RefWorks and Write and Cite
- Clinical Point-of-Care Resources - RCPSC CME Credit Available
- University of Alberta Campus Data Summit
- Searching for Public Health Research (RCPSC CME Credit Available)
- Introduction to Rare Books in the History of Medicine (RSPSC CME Credit Available)

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### Help

Type here to chat. Press ENTER to send.

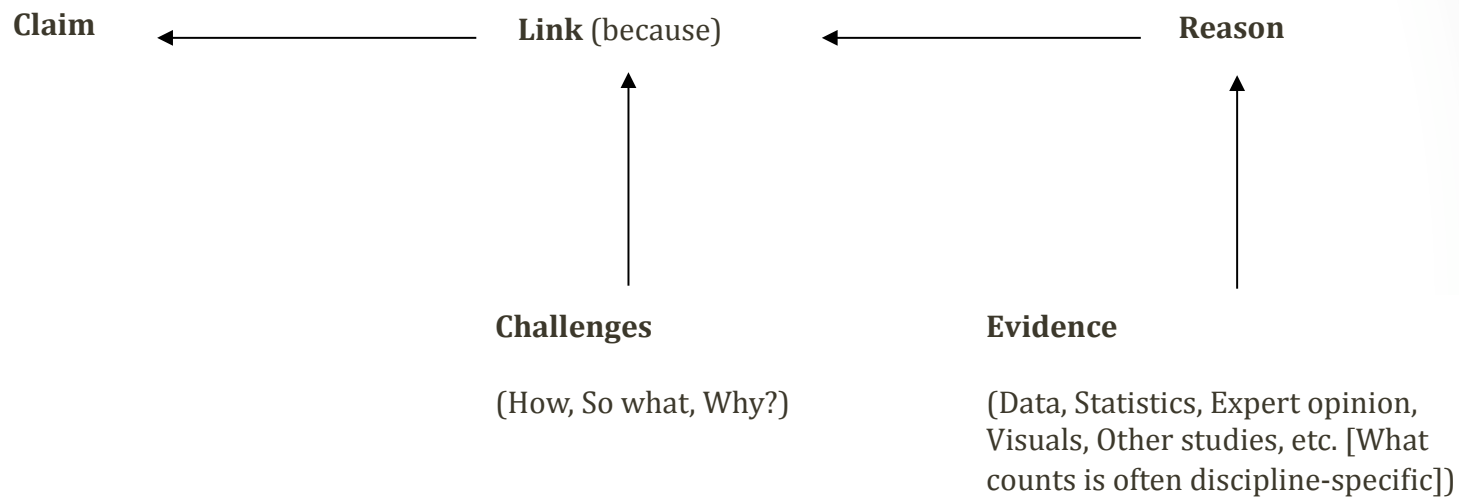
[Email](#) | [Phone](#) | [Appointment](#)

<http://guides.library.ualberta.ca/content.php?pid=57725&sid=422777>

# Academic writing

- Often **thesis-driven**
- Often **research-driven**: requires both summary of the research + critical commentary (strengths, weaknesses, limitations)
- Sometimes **reflective**, less-formal
- Always **genre-driven** (SWOT analysis is very different from an English academic essay, for example)

# Informal Argument and Academic Writing



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

# Reflective assignment

## I. **Self Discovery, In-Class Assignment (5%)**

- Topic: Reflected Best-Self
- designed to reveal your unique competencies and skills that you bring to your academic work, careers, and to others
- seek input from other people who know you well and will be honest in order to gain a deeper understanding of your personal, interpersonal, and managerial strengths



# Focus on the verbs

- To **identify** your personal strengths and capability to add value to work organizations
- To **create** personal and career development plans, based upon your best-self feedback
- To **understand** what kinds of work situations bring out the best in you and in others
- To **work** on the information presented to the students on University level writing and to receive feedback on their writing

# Research/pre-writing

- **Describe** you at your best
- **Search** for common themes across stories to discover how you add value

Ideas/examples

# 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> : <b>affordable housing</b> ; <b>enough money to cover basic living expenses</b> ; and <b>access to social services</b> (Shelter House 2011).

<http://www.shelterhouse.on.ca/article/solutions-146.asp>

Topic	My best self
Researchable question	“How you plan to implement the insight you gained from the RBS exercise?”
Working thesis	<p>Others characterize my best when I’m working toward a clear goal; when I’m planning and strategizing for the future; and when I’m helping others solve problems they are facing.</p> <p>My best self pursues goals, plans and strategizes, and helps others solve their problems. I know this <b>because</b> . . .</p>

# Marking Rubric

- 5/5 students took the information presented in the lecture on writing to heart and have written a University quality self reflection.
- 2.5/5 students understood some of the basics of writing, but there were areas where they needed work.
- 0/5 students needed significant work on University quality writing.

# Drafting

- Take 5 mins and try to get started writing the page you need to turn in later today
- Use one of the working thesis statements we wrote as your first sentence, and then elaborate on it
- Go!

# Exchange with someone else

1. Read the draft of a person sitting near you
2. Underline the thesis
3. Identify the common themes
4. Put a check mark beside examples, stories, or other evidence (awards?) that they mention from their research (what other people said) or their reflection (what they observe about themselves)

# Revision opportunities

- Make a list of three things you could improve in your draft

Ideas:



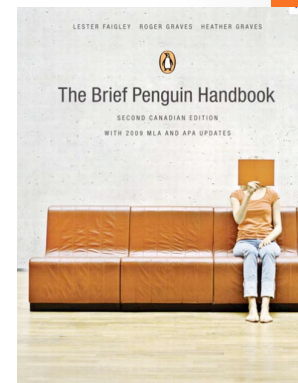


# How will writing be graded?

- Criteria vary across the university
- Criteria become more demanding in upper-level courses
- Criteria vary with the genre or type of writing you are asked to produce

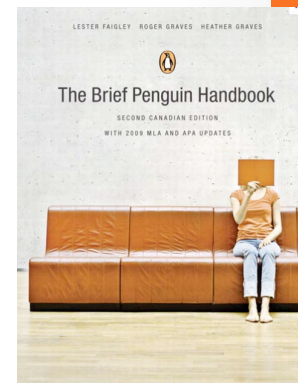
# Common criteria

- 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)



# 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)



# 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)

# 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

# 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