
Political Science 101: Core concepts identification and elaboration

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The task

- Identify the most important core concepts from the text/ class lectures and discussions that show up in the film/ documentary of your choice (out of the three seen in class) and explain why you think these are important core concepts of political science.
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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



The screenshot shows the homepage of the Writing Across the Curriculum website. At the top left is the University of Alberta logo. To its right is the text "Writing Initiatives University of Alberta" and a large green logo with the text "Writing Across the Curriculum". Below this is a dark green navigation bar with white text for "Home", "Presentations", "Other Programs", "Resources by Subject", "Contact Us", "WAC Videos", "WAC Statistics", "WAC Data", and "Newsletter".

Below the navigation bar is a yellow breadcrumb trail: "Home > Home".

The main content area has a yellow background. It starts with the text: "WAC Faculty workshops in Winter 2010 start January 19. Click [here](#) to subscribe to the WAC newsletter."

Next is a section with a small image of a person writing on a whiteboard. Below the image is the text: "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"

Below this is a section titled "What can we do for individual instructors:" followed by a bulleted list:

- 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

Below this is a section titled "What can we do for departments:" followed by a bulleted list:

- 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)

At the bottom of the main content area is a section titled "Upcoming Presentations and Workshops:" followed by "WAC Events Calendar". Below this is a calendar interface showing "Today", navigation arrows, "October 2010", and buttons for "Print", "Week", "Month", and "Agenda".

On the left side of the page is a dark green sidebar with white text listing: "C4W", "Writing@UofA", "WRS Courses", "Roger Graves", "Blog", and "Academic Honesty".

<http://www.humanities.ualberta.ca/WAC/>

Centre for Writers



The screenshot shows the homepage of the Centre for Writers at the University of Alberta. The header features the University of Alberta logo, the text "Writing Initiatives University of Alberta", and the "Centre for Writers" logo. A navigation menu includes links for Home, Appointments, Contact Us, Location, Coaches, Resources, FAQ, and WAC. The main content area has a breadcrumb "Home > Home" and a "Welcome to the Centre for Writers" section. This section states that free one-on-one writing coaching and support are available to all students, instructors, and staff. It lists services such as thesis formation, organization, idea development, grammar, and documentation style. A red link "Request a class room visit by a tutor." is present. A welcome message for the Fall 2009 term is also included. On the right side, there is a "Twitter Updates" section with a tweet about the fall term opening on Monday, September 14, and a "follow me on Twitter" link. Below that is a "GramWOW" section with a video player showing a person holding a sign that says "You Tube".

UNIVERSITY OF ALBERTA
Writing Initiatives
University of Alberta
Centre for Writers

Home Appointments Contact Us Location Coaches Resources FAQ WAC

Home > Home

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! 6 days ago

[follow me on Twitter](#)

GramWOW

You Tube

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

NOTE THE VERBS: WHAT MAKES IT SCHOLARLY?

- Examine
- Analyze
- Critically analyze
- Historically analyze
- Interpret
- Consider
- Illustrate
- Evaluate
- Identify
- Engage
- Explore

What do these terms mean to you?

Verbs

- ▣ Identify core concepts
 - ▣ Define
 - ▣ Explain how they relate to case(s) in the film/
documentary
-

Invention: Generate ideas

- Brainstorm, idea maps, questions

Core concepts (?):

Globalization

Global warming

Political unrest

THE AUDIENCE?

- You are writing for an academic audience. So, your writing should show your level of understanding of the core concepts and *how* subject and/or ideas in the film/documentary relate to those concepts

What do we know about academic audiences?

- Values research and evidence from credible sources: what does she think is credible? What is not credible for her?
 - What evidence counts in this essay?
 - How do you demonstrate “appropriate level of elaboration”?
-

Methods that work to improve writing quality

1. Direct instruction (.80 effect size)
2. Peer assistance (.75)
3. Setting product goals (.70)
4. Process approach (.32; .80 done well)

What concepts will you pick?

- Pick one documentary
- Identify core concepts
- Connect the concepts to the documentary

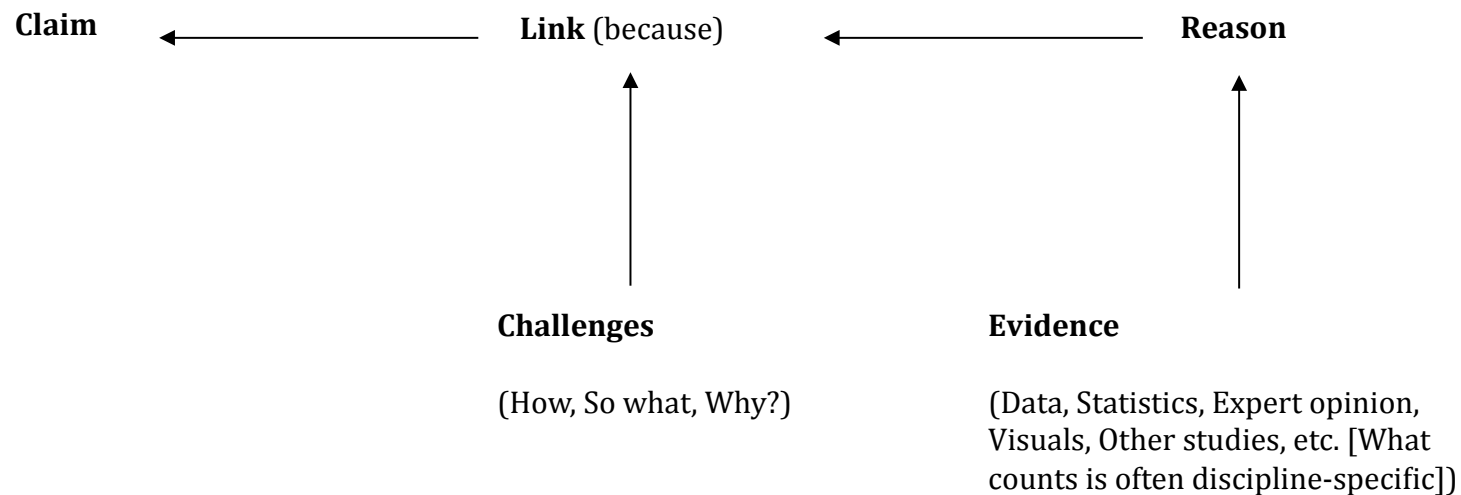
Sample thesis:

Your argument

- Main claim

Anarchists gathered in Toronto in 2010 at the G-20 meetings **because** the convergence of representatives from those countries provided an focused opportunity to protest government control of society generally, and class-based privileges afforded to the governing classes specifically.

Informal Argument and Academic Writing



■ Ex..While a lack of voting suggests problems within a democratic society, it should not be confused with a lack of political participation because political participation is a broad category that includes, among other things, voting.

Claims and Assumptions

- Claim + stated reason rest upon an unstated reason
 - Both the stated and unstated reasons rely on shared assumptions of value between the writer and the reader
 - Evidence demonstrates the validity of the stated or unstated reasons
 - When values are shared, less evidence is needed to convince the reader
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Evidence in this essay

- ▣ References to the textbook
 - ▣ References/examples from the documentary
 - ▣ Connections between concepts—logical connections you make
-

A claim in 3 parts

- Using examples drawn from Canada, Spain, and India, I argue that national identity is a flawed concept that nevertheless works because it allows groups of people to organize themselves and negotiate their differences relatively peacefully.
 - Example/evidence: Canada
 - Example/evidence: Spain
 - Example/evidence: India
 - Conclusion
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Getting organized

- **Thesis= main claim, argument**
national identity is a flawed concept that nevertheless works because it allows groups of people to organize themselves and negotiate their differences relatively peacefully
 - **Body: subsidiary claims**
 - The work done to build a sense of nationalism in Canada succeeded in creating a strong, internationally respected community even though it also resulted in a resurgence in nationalism within the French-Canadian community.
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Organization of this essay
