

THE RESEARCH ESSAY: Human Ecology 201

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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>

Centre for Writers



Writing Initiatives
University of Alberta



Centre for Writers

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Home > Home

Welcome to 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!

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Publications:



A Strategic Guide To
Technical Communication
By Heather Graves
And Roger Graves
Broadview Press
2007

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

CENTRE FOR WRITERS

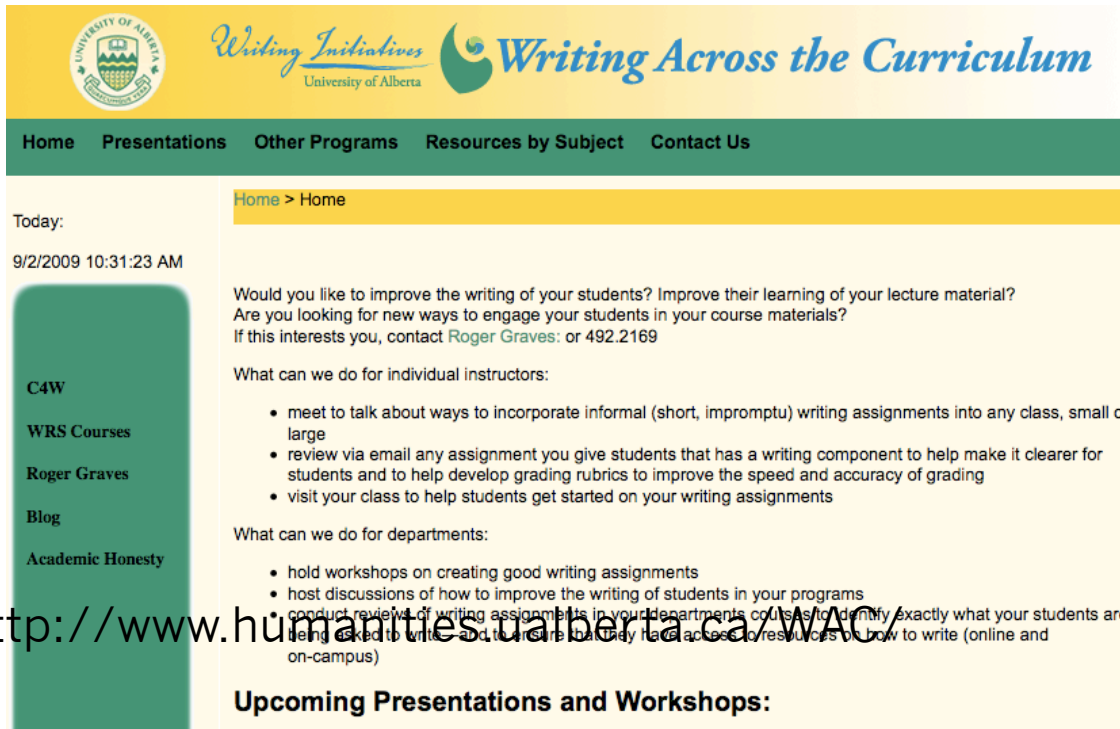


Over 1300 students last year

Work with graduate students as well as undergraduates

Free to students

Writing Across the Curriculum



The screenshot shows the homepage of the Writing Across the Curriculum website at the University of Alberta. The header features the University of Alberta logo, the text "Writing Initiatives University of Alberta", and the main title "Writing Across the Curriculum". A navigation menu includes "Home", "Presentations", "Other Programs", "Resources by Subject", and "Contact Us". The main content area has a breadcrumb trail "Home > Home" and a welcome message: "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". It lists services for individual instructors and departments, including workshops, discussions, and rubric development. A sidebar on the left contains links for "C4W", "WRS Courses", "Roger Graves", "Blog", and "Academic Honesty". A URL is overlaid on the bottom of the screenshot: <http://www.humanities.ualberta.ca/WAC/>

UNIVERSITY OF ALBERTA

Writing Initiatives
University of Alberta

Writing Across the Curriculum

Home Presentations Other Programs Resources by Subject Contact Us

Today:
9/2/2009 10:31:23 AM

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 they have adequate resources to write (online and on-campus)

Upcoming Presentations and Workshops:

C4W
WRS Courses
Roger Graves
Blog
Academic Honesty

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

The assignment

The deliverable:

- 2500-3000 word essay

Method: derived in part from reading

- Glassie--creation, communication, consumption--
- and Hebdige--design/production, advertising, and consumption





The writing process



Getting started

- ▣ Explore the assignment
 - ▣ Make rough notes; do preliminary research using databases
 - ▣ Make an appointment at the writing centre
 - ▣ Get feedback on your draft/revise
 - ▣ Work on style and lower order concerns
 - ▣ Proofread, consult checklist for assignment
-



The process: Not specified



How should you get started?

Prewriting strategies:

- Brainstorming
 - Note-taking
 - Sample thesis statements
 - Talking
 - Start by reading Glassie and Hebidge
-

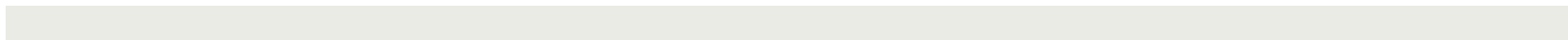
Topic brainstorming

- 1850-1980
- Engineering: pc--1984
- Buildings: brutalism
- Art: Andy Warhol/Marilyn Monroe
- Furniture: Arts and Crafts/Mission-style
- Clothing—shoes—adidas /puma(1948):Air Jordans;
stiletto shoe + metal plate=engineering/fashion
- Vehicles; Fordism






- Eiffel tower
- Building/design; 1889/100th ann. Revolution; scale; marvel of engineering; pride of French Engineering; Statue of Liberty, Notre Dame; Concorde; Airbus;Chunnel; style—historical references; tower was break from the past, new future, looking forward and backward, referencing ideas of the grandeur of France; Paris world fair; elegant;
- Consuming the tower: tourism, france/paris; functions—radio tower, monstrosity in eyes of some; brutal exposure of structural elements
- Advertsing:





Attitude to topic

- 
- “Consider **two** of: production, mediation, consumption.”
 - “Particularly consider how the object’s production, mediation, and/or consumption is associated with, or distant from, aspects of Modern society and culture.”
-



Topics to thesis statements




Three questions to ask about a working thesis:

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

Sample thesis for this assignment:



A sample thesis



As new research appears in the study of eukaryotes, some argue that we need to re-think our understanding of why sexual reproduction evolved. New research offers multiple explanations for the relentless rise of sexual reproduction. For example, Zimmer (2009) argues that there are three main explanations for the evolution of sexual reproduction—the “good (speed),” the “bad (harmful mutations),” and the “ugly (parasites).” Based on Zimmer (2009) and Campbell et al (2008), the “good” or speed of reproduction seems to be the most important factor.



Sample thesis statements






Organization ideas






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
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Next steps: Drafts, books, C4W

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- ▣ Towards the due date, switch your focus from higher-order concerns (arrangement, arguments, evidence) to lower-order concerns: proofreading, grammar, citation format, grammar/spelling
 - ▣ Make appointments at C4W
 - ▣ Consider getting a handbook to help you with your writing
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