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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

February 13, 2009

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c4w

writing initiatives

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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
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[Home](#) > Home

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Publications:

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!



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

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

C4W



Over 1300 students last year

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Writing Across the Curriculum



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Roger Graves

Blog

Academic Honesty

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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/>

GRAM WOW!



The assignment



The deliverable:

- Structure is clear
- Challenges: 5-7 sentence intro and conclusion
- Body: structure within it seems open; do you have to answer all these questions or are they meant to be suggestive? Rubric suggests you have to answer them all.

The writing process



Getting started

- Explore the assignment
- Make rough notes
- Pick a tentative topic
- 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
- Proofread, consult checklist for assignment

The Writing Process: Aristotle



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

The process: Not specified



How should you get started?

Prewriting strategies:

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

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 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.

Other possible thesis statements



Sketch the argument



- Background on pain management
- Summaries of articles on pain management
- Description of pain management guidelines for your clinical unit
- What causes these guidelines to change? [or not change to reflect new ideas]
- How are these policies communicated on your clinical unit: orally? Documents? Video?
- What role do nurses play in pain management?
- What new ideas did you find in the research literature that might be used in your clinical unit?
- What do you want to know more about re. pain management?

Outline



- Title: Taking pains to alleviate suffering
- Pain management: current research
- Pain in my clinical unit: practices already in place
- It pains me to say: recommendations for my clinical unit
- Feeling no pain: questions for further research

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