

# Writing the Literature Review Paper



Roger Graves → Director, Writing Across the Curriculum → University of Alberta



University of Alberta

**Animal Science 120**

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Companion Animals  
& Society

# Roger Graves



## Roger Graves

Director, Writing Across the Curriculum  
Professor, EFS

February 8, 2010

- wac
- c4w
- writing initiatives
- webmail
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As Director of Writing Across the Curriculum, I'll be working 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. I will also be working with students and faculty in the Department of English and Film Studies, my home department.

I am the author, co-author, or editor of six 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-President of the Canadian Association for the Study of Discourse and Writing (CASDW), the

### Recent presentations to classes

This page contains links to slides displayed at presentations I've given to classes.

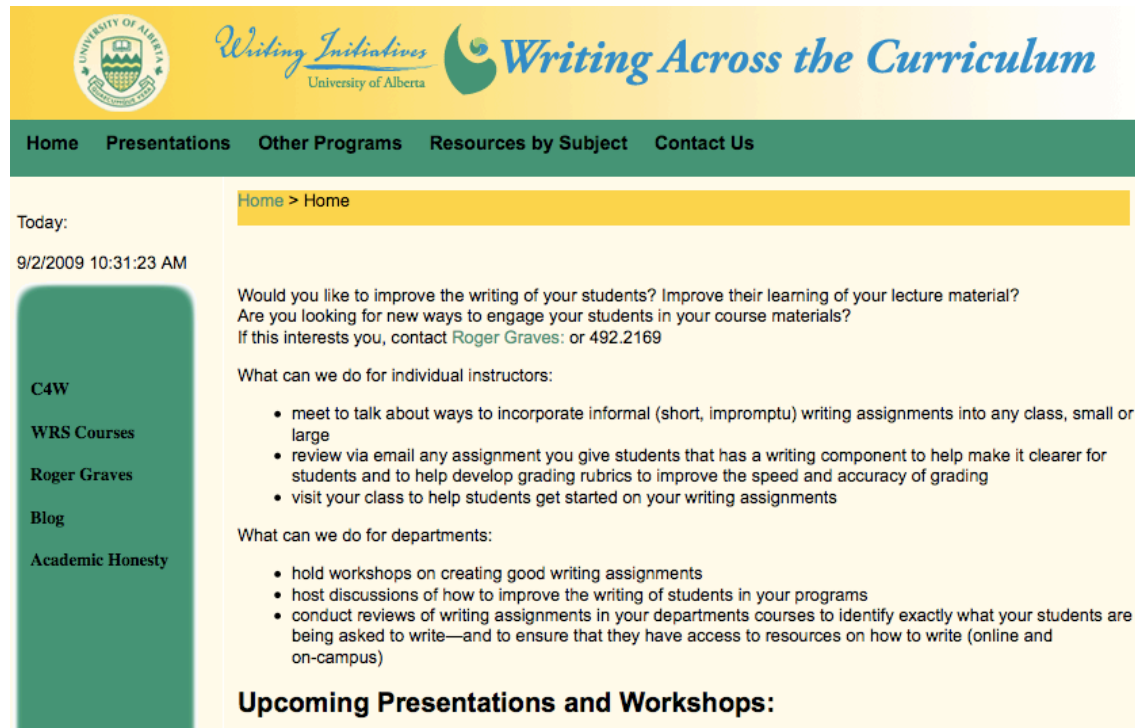
### Research and faculty presentations

### Digital rhetoric



<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 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 timestamp "Today: 9/2/2009 10:31:23 AM". A sidebar on the left lists "C4W", "WRS Courses", "Roger Graves", "Blog", and "Academic Honesty". The main text asks if the user wants to improve student writing and provides contact information for Roger Graves. It also lists services for individual instructors and departments, such as meetings, email reviews, and workshops. The page concludes with a section for "Upcoming Presentations and Workshops".

UNIVERSITY OF ALBERTA  
Writing Initiatives  
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Writing Across the Curriculum

Home Presentations Other Programs Resources by Subject Contact Us

Home > Home

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

C4W  
WRS Courses  
Roger Graves  
Blog  
Academic Honesty

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/>

# The writing process

## Getting started

- Explore the assignment
- Make rough notes
- Pick a tentative topic

## Getting feedback

- Make an appointment at the centre for writers
- Get feedback on your draft/revise

## Revising

- Work on style and lower order concerns
- Proofread, consult checklist for assignment

# Getting organized

Organize paper sections similar to your proposal

- **Abstract (325 words max.)**
- **Introduction and Context:** Identify the problem, issue; strong statement of aim [thesis]; briefly outline what you are going to cover in the body
- **Body of paper:** literature review: summaries of articles, argument joining them together
- **Conclusions:** Summarize your findings; does a coherent perspective on this topic emerge from your reading?
- **References:** List all references you have cited in your text (minimum 5).

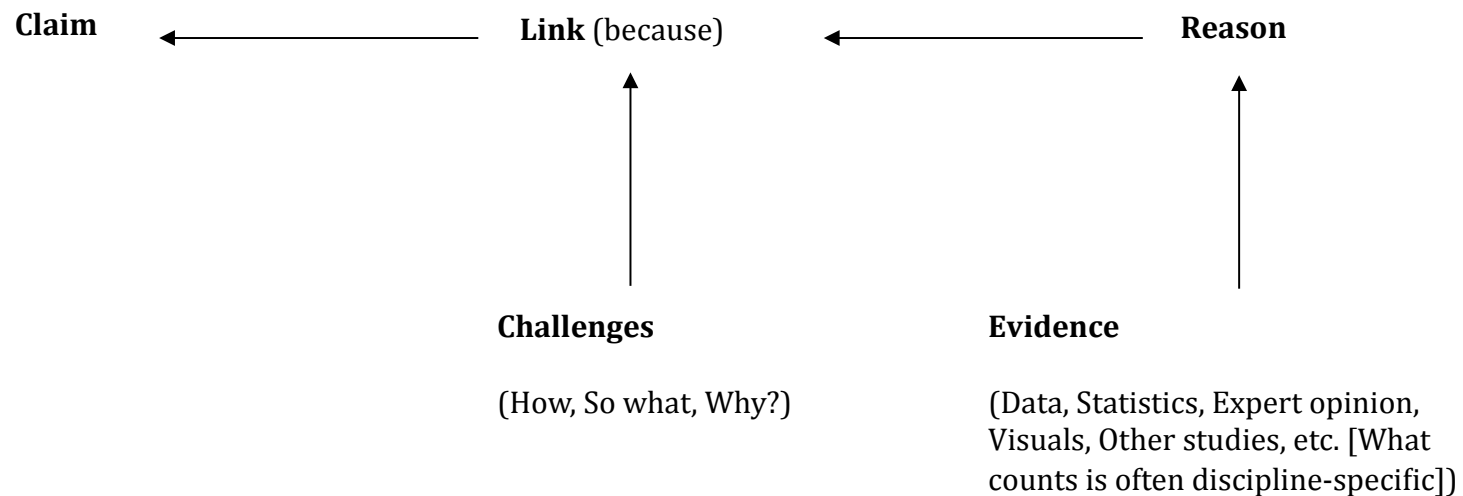
# Possible topics



# What topic will you study?

- Identify a topic of inquiry
- Translate that topic into a thesis by stating what your attitude is to that topic
- leisure and vice combined to form what have been called “sinful pleasures” in the boom-town gold rush economy of the Klondike. The absence of traditional social hierarchies in this time and place, combined with the fuel of easy money and masculinity, accounted for this new conception of leisure.

# Informal Argument and Academic Writing



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



# A claim in 3 parts

- My research will develop a set of terms that **describe** animal hoarding and distinguish it from animal collecting; I will also summarize the solutions to the problem of animal hoarding that appear in the research literature.

# Thesis statements

- Specific
- Manageable
- Interesting

# A sample thesis statement

According to new approaches in pain management, nurses must obtain **three kinds** of knowledge if they are to **respond effectively to a patient's pain**: **knowledge of self, knowledge of pain, and knowledge of standards of care.**

[original/passive voice] 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.<sup>1</sup>

# Thesis statement

**Working thesis:**

# Getting organized

## ➤ Thesis= main claim, argument

The absence of traditional social hierarchies in this time and place, combined with the fuel of easy money and masculinity, accounted for this new conception of leisure

## ➤ Body: subsidiary claims

1. Free enterprise capitalism in the Klondike contributed to a dominant ideological stance that valued the free choice of the individual to pursue whatever leisure activities they wanted—including gambling, drinking to excess, and womanizing—with few, if any, restraints.
2. Leisure in the Klondike boomtown created and enforced a particular kind of masculinity in contrast to the “rational recreation” of more established cities and towns in the Northwest.

## 3. Analytical/critical annotations

An objective evaluation of a work's contents, quality, and limitations. Length is typically between 100-200 words.

- Gives full bibliographic information for the work.
- Gives the authority and the point of view of the author.
- Evaluates the contents, scope, and quality.
- Points out the merits and deficiencies.

# Summaries

- Summarizes the article
- Evaluates (“discuss the value”)

# Sample summary

- In “Use of Physical Restraints and Psychotropic Medications in Alzheimer Special Care Units in Nursing Homes,” Phillips, Sprye, Sloane, and Hawes question whether or not Alzheimer’s patients are less likely to be restrained or medicated as a result of residing in Special Care Units (SCU) in nursing homes. They found, however, that these patients were no less likely to be restrained and, in fact, they were more likely to receive psychotropic medication. (72 words)



# Hints for summarizing

- Previous summary took 5 pages of article and turned it into 2 sentences
- Look in the article's Introduction for the question they are asking (in this case, paragraph 2)
- Look in the Results for the findings (in this case, the last paragraph of the Results)

# Sample Evaluation

- This study looked at a large amount of data (1100 residents in 48 SCUs) from a small geographical area—only four U.S. states. The extent to which the findings of this study apply to Alberta are unclear, particularly since these standards vary considerably from state to state. Nevertheless, the authors speculate that SCUs led something of a revolution in Alzheimer’s patient care—these units demonstrated that the use of physical restraints could be avoided, and that may account for the similarity in use in both SCUs and regular units. (89 words)

# Putting it all together

- Write the Abstract last, after you have finished
- Create an outline that shows how the summaries are connected
- Write transitions sentences between paragraphs in the body to tell your reader how these articles are connected
- Get feedback from a trusted reader: classmate, friend, Centre for Writers tutor

# 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 is available to all students, instructors, and staff. It lists services such as thesis formation, organization, idea development, grammar, and documentation. A red link "Request a class room visit by a tutor." is provided. A welcome message for the Fall 2009 term is also present. On the right sidebar, there is a "Twitter Updates" section with a tweet from 9/2/2009 and a "GramWOW" video player showing a person holding a sign.

 *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! 5 days ago  
[follow me on Twitter](#)

**GramWOW**



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