




The Scholarly Paper: A worked example for Nursing 390

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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

 *Writing Initiatives*
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Today:
9/2/2009 10:31:23 AM

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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/>



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 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 the types of writing projects supported, such as essays, lab reports, and creative pieces. 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 are three widgets: "Express News" with a timestamp of 9/2/2009 10:34:15 AM, "Twitter Updates" with a tweet about the fall term opening on Monday, September 14, and "GramWOW" with a video player showing a person holding a sign.

UNIVERSITY OF ALBERTA
Writing Initiatives
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Centre for Writers

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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

YouTube

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

GRAM WOW!



The writing process

Getting started

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

Getting feedback

- Make an appointment at the writing centre for later in the week
- Get feedback on your draft/revise

Revising

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



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.¹

Topics

- ▶ Alzheimer
- ▶ Death of spouse—social isolation
- ▶ Family coping—older person move in
- ▶ Lower income senior/complex medical situations
- ▶ Transportation for seniors
- ▶ Abuse from families: physical, emotional, financial
- ▶ Cultural clashes—ideas about aging
- ▶ Other disabilities—blind, deaf,
- ▶ Depression and other mental health problems
- ▶ Nutrition,



Death of spouse—social isolation

- ▶ The nursing profession should advocate for programming to assist older adults who are trying to cope with the death of a spouse because
 - ▶ Community health nurses should advocate for programming
 - ▶ This paper looks at seniors living alone following the death of a spouse and will examine five nursing interventions that meets those specific needs.
-
- ▶ This is a vulnerable group
 - ▶ This is an underserved group

This paper looks at seniors living alone following the death of a spouse and will examine five nursing interventions that meets those specific needs.

1. Support groups
2. Financial assistance counselling/advice
3. Psychological counselling
4. Senior hotline
5. Activities/cards/
6. Friend and family support



Activities / cards /

- ▶ One of the most important interventions involves keeping individuals active following the death of a spouse. Activities can take many forms: bocci ball, cards, aquasize, dancing, Wii, and gardening (Rutherford, 2005a) These activities have been shown to have a variety of positive effects for certain older populations. Springer (2004) reported that bocci ball players lived an average of 25 years longer than gardeners. These findings have implications for community health nurses. These professionals should educate seniors about the importance of these activities—the health outcomes—as well as ensure that information about these activities reaches this vulnerable population.

In favour

- ▶ Nursing organizations *should advocate for the development of day care facilities to lessen the load on older people who care for their spouses with Alzheimer's*
- ▶ Because



Argument structure

Claim:

Stated reason:

Grounds/evidence



Argument structure

Unstated assumptions



Evidence supporting unstated assumption:



Lowering objections: Qualifiers

Rebuttal

Qualifiers

- ▶ evidence you found that qualifies perhaps or suggests the interventions are of limited value or useful in only certain circumstances



Organizing your paper



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

