

Writing the Research Paper



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



University of Alberta

Animal Science 120

Companion Animals
& Society

Roger Graves



Roger Graves

Director, Writing Across the Curriculum
Professor, EFS

February 8, 2010

- wac
- c4w
- writing initiatives
- webmail
- efs
- u of a

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 and the text "Writing Initiatives University of Alberta" and "Writing Across the Curriculum". A navigation menu includes links for Home, Presentations, Other Programs, Resources by Subject, Contact Us, WAC Videos, WAC Statistics, WAC Data, and Newsletter. The main content area is titled "Presentations to Classes" and lists several presentations from Fall 2010:

- Graduate Students Writing Workshop**
 - Writing Genres
 - Elements of Scholarly Academic Papers
 - University of Alberta, November 18 2010
- Nursing 390: The Scholarly Paper**
 - Faculty of Nursing, November 5 2010
- Political Science 101: The Scholarly Research Essay**
 - Faculty of Arts, November 5 2010
- RLS 502: The Thought Paper and Thesis Proposal**
 - Faculty of Physical Education, Recreation, and Leisure Studies, October 25 2010
- Mechanical Engineering 200: Writing the 500 word paper**
 - Faculty of Engineering, October 25 2010
- Religious Studies 274: How to write the long essay**
 - Faculty of Arts, October 18 2010

A sidebar on the left contains a small image of a person writing on a whiteboard and the following text:

- Presentations to Classes
- Centre for Writers
- Writing@UofA
- WRS Courses
- Roger Graves
- Blog
- 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 on the left and the 'Writing Initiatives' and 'Centre for Writers' logos on the right. A green navigation bar is positioned below the header. On the left side, there is a vertical menu with yellow buttons for: Home, Book An Appointment, Contact Us, About Us, Hours and Location, Tutor Bios, Policies, Centre for Writers Guiding Principles, FAQ, Resources, Other Writing Centres, WAC, WRS, and Writing Initiatives. The main content area on the right includes a breadcrumb trail 'Home > Home', a welcome message, a list of services offered, a notice about booking appointments with a link to 'HERE', a list of hours for the Fall Term (September 20 - December 10), and a request for professors/instructors to request a classroom visit by a tutor. At the bottom, there is a photograph of a desk with a water bottle and a window with a plant.

 *Writing Initiatives*
University of Alberta  *Centre for Writers*

[Home](#) > [Home](#)

Welcome to the Centre for Writers

We offer free writing support to all students, instructors and staff at the University of Alberta – in any subject, discipline, program, or project at any stage of the writing process

To BOOK, CHANGE, or CANCEL APPOINTMENTS, please click [HERE](#)

This website also offers style manuals, dictionaries, ESL/EAL resources, writing handbooks, and discipline-specific writing resources

C4W will be open during the Fall Term (September 20 - December 10):

Monday to Thursday : 10:00AM – 7:00 PM
Friday : 10:00 AM – 5:00 PM

Professors/Instructors: request a classroom visit by a tutor.

Are you a U of A student? Do you want to work as a tutor at the Centre for Writers next year? Click [here](#) for more information!



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

The writing process: 3 keys to success

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

Two assignments, but related

- Annotated bibliography & formal outline
- Feb. 8
- 4%
- 5 100-200 word annotations
- Citations in APA format
- Attach copy of article



- Final paper
- 10%
- 5 pages, 12pt Times New Roman, double-spaced, 1 inch margins, one-sided
- Title page, intro, body, conclusion

Annotations

- Summarizes the article objectively (2-3 sentences; 45-60 words)
- Evaluates content, scope, quality, suitability for audience article was written for. May compare to other articles.

“Summarize:

- What the researcher(s) were looking at,
- What they did
- What they found out”

APA (6th, 2010) Citation

- Phillips, C. D., Spry, K. M., Sloane, P. D., & Hawes, C. (2000). Use of physical restraints and psychotropic medications in Alzheimer special care units in nursing homes. *American Journal of Public Health* 90: 92-6. Retrieved from <http://www.ajph.org/>.

Sample summary

- In this article the authors 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. (56 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)

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.

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)

The Outline: Getting organized

- **Title**
- **Introduction and Context/background:** Identify the problem, issue; strong statement of aim/purpose [thesis]; briefly outline what you are going to cover in the body
- **Body of paper:** use subtitles; organize by argumentative point you are making
- **Conclusions:** What does it all mean? does a coherent perspective on this topic emerge from your reading? No new information
- **References:** List all references you have cited in your text (minimum 5).

Possible thesis statements

➤ Feral animals

➤ Zoonotic diseases

Possible thesis statements

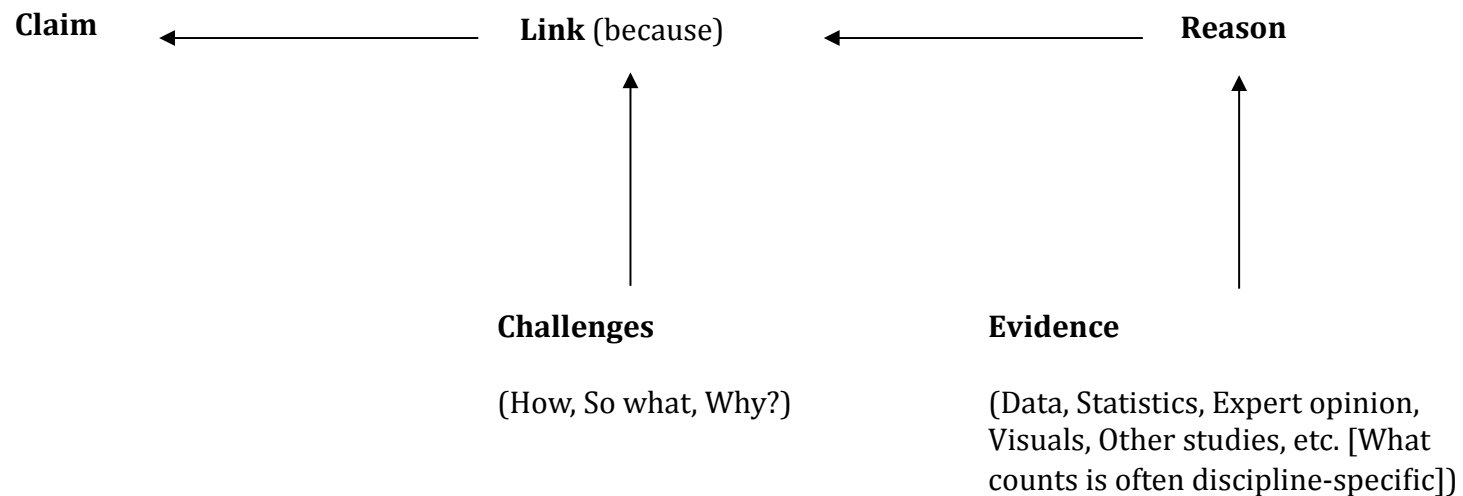
➤ Animal abuse and domestic violence

➤ Animal training

From topic to thesis

- Translate that topic into a thesis by stating what your attitude is to that topic
- Sheepherding lessons provide benefits beyond the immediate purpose of gathering and moving stock because the same commands used in the field help control and discipline dogs at home and in public places.

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.¹

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.