

The 1999 Society of Geologists Employers' Survey rated
“Oral presentation, report writing, and making diagrams
To show data” as the most important non-geological skills
For potential graduate employees”

EAS 466:TERM PAPER

Dr. Roger Graves

Director, Writing Across the
Curriculum

Professor, English and Film Studies

ROGER GRAVES



Roger Graves

Director, Writing Across the Curriculum

Professor, EFS

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wac

c4w

writing initiatives

webmail

efs

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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



WRITING ACROSS THE CURRICULUM



Writing Initiatives
University of Alberta

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**Group Writing
Tutorial Feedback**

C4W

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WRS Courses

Roger Graves

Academic Honesty

We're offering a new lunchtime discussion series, "Thinking about Writing," this term offered in partnership with the Centre for Teaching and Learning. We'll start each session with a short (10 minute) background talk about the topic and then open the floor to your comments and concerns. [Click here for more detail.](#)

Free tutoring is available for groups of students in your classes to help them as they draft their essays, papers, reports or other written assignments. [Click here for more details.](#)

Click [here](#) to subscribe to the WAC newsletter.

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)

Group tutoring schedule ([click here](#))

<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 green navigation bar contains links for Home, Appointments, Contact Us, Location, Coaches, Resources, FAQ, and WAC. Below the navigation bar, a breadcrumb trail reads "Home > Home". The main content area is titled "Welcome to the Centre for Writers" and includes a paragraph about free one-on-one writing coaching, a list of services provided by writing coaches, and a link to "Request a class room visit by a tutor". A second paragraph welcomes users back for the Fall 2009 term, mentioning tutoring hours starting on Monday, September 14. On the right side, there is a date stamp "9/2/2009 10:34:15 AM", a section for "Express News", a "Twitter Updates" section with a tweet about the fall term opening and a "follow me on Twitter" link, and a "GramWOW" section featuring a YouTube video player showing two people in a hallway.

UNIVERSITY OF ALBERTA

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/>

THE WRITING PROCESS

Getting started

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

Getting feedback

- ▶ Make an appointment at the writing centre
- ▶ Sign up for a group writing tutorial
- ▶ Get feedback on your draft/revise

Revising

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

THE PLAN TODAY

- ▶ Examine the assignment guidelines
- ▶ Familiarize ourselves with the genre
- ▶ Plan the paper according to the prompts/paper topics
- ▶ Identify next steps for writing
- ▶ Set-up group writing tutorials

PURPOSE

- ▶ To explore the development of current understanding of a complex geological problem
- ▶ Through critical review of the literature
- ▶ Review, integrate, and synthesize the work of others

Key terms:

- ▶ Explore
- ▶ Critical
- ▶ Review
- ▶ Integrate
- ▶ Synthesize

Unknowns:

- ▶ Development of current understanding

GRADING CRITERIA

- ▶ Depth (number of papers cited)
- ▶ Perspicacity (degree of critical assessment of ideas; synthesis/ comparison of ideas within the literature)
- ▶ Quality of writing (standard edited English; academic prose; concise prose; not “waffly”)
- ▶ Pointed/relevant use of maps and diagrams—see details on p. 7
- ▶ Paraphrase and summary valued more highly than quotations

AUDIENCE: READERS?

Several references to the readers of your texts beg these questions:

- ▶ What do you know about these readers?
- ▶ What do they value in a text?
- ▶ How do you adjust your prose to suit these readers?

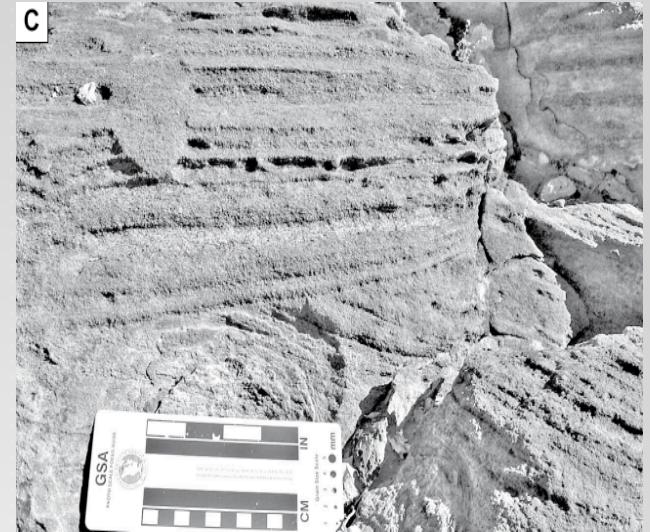
GENRE: REPORT

- ▶ In a review of 10 dissertations in EAS, H. Graves found that the method of argument in geology was cumulative rather than argumentative

EXAMPLE OF CRITIQUE

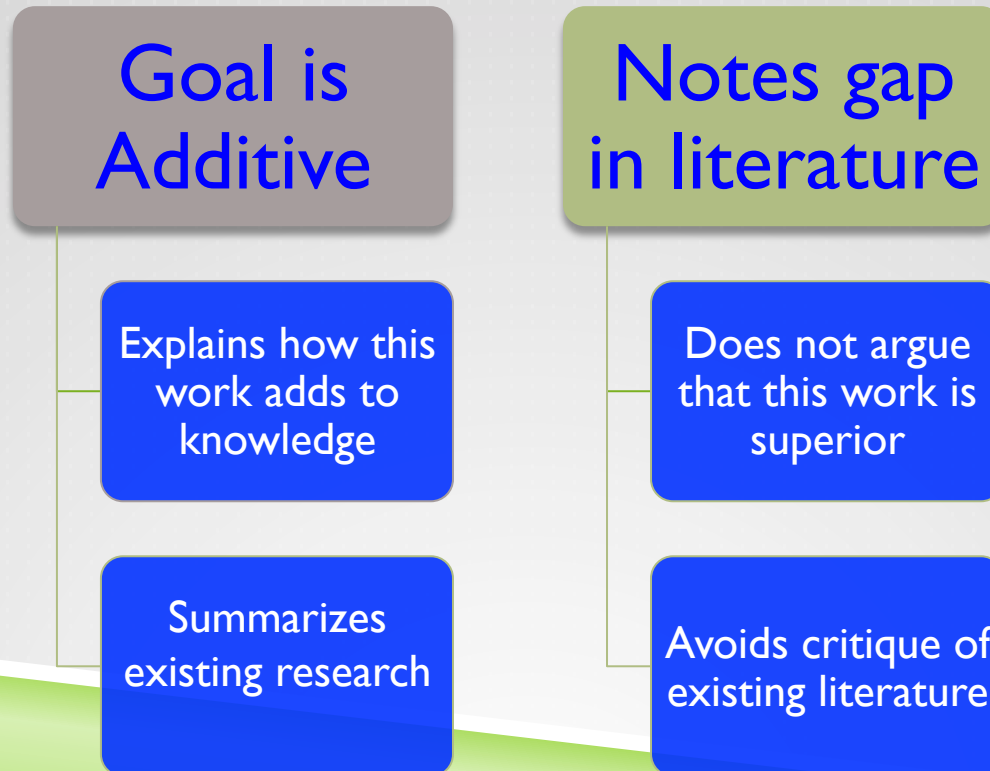
- ▶ “Various geometrical arguments **cast doubt** on the inference of an originally continuous, basal detachment surface. This **poses a challenge** to the rolling hinge interpretation. Although evidence for the migration of extension has been suggested to imply a rolling hinge (e.g., Hamilton, 1988; Holm, et al., 1992; Snow and Lux, 1999; Snow and Wernicke, 2000; Niemi, 2001), **such diachrony is not unique to that model**. Migration of extension across the region at large can be accommodated by separately rooting fault systems” (6).

- ▶ B. Renik, “Distribution of Neogene Extension and Strike Slip in the Death Valley Region, California-Nevada,” Ph.D., Columbia University, 2010.



FEATURES OF CUMULATIVE ARGUMENT

8 of 10 theses (& dissertations) used a cumulative argument



CUMULATIVE ARGUMENT IN GEOLOGY

- ▶ “In the Mississippi Alluvial Valley where much **previous research has emphasized** whole-valley evolution, detailed analysis of a study area can be evaluated within a regional geologic framework. This **approach provides control and depth** to the interpretations made on a local scale. In turn **more detailed local data helps refine** broader understanding of valley evolution” (60).
- ▶ Rains, Daniel S. “Origin of Quaternary deposits west of Marianna Gap, Mississippi Alluvial Valley, Eastern Arkansas.” M.Sc. University of Arkansas, 2010.

SUMMARY: NO CRITIQUE, JUST ADD ON

“The Gayna River Zn-Pb deposit . . . is located 80 km west of the proposed Mackenzie Valley pipeline route. If this pipeline project is completed it could supply access and power to any future mine development at Gayna River

“The Gayna River deposit is potentially one of the **world’s largest undeveloped carbonate hosted Zn-Pb deposits**. . . .

“Despite the importance of the deposit, **there have been few studies carried out** on the Zn-Pb mineralization at Gayna River. . . .

“This study was **undertaken to delineate** the nature of mineralization and the origin of the mineralizing fluids at Gayna River with an ultimate goal **of determining the main controls on mineralization**.” (p. 12)

S. Wallace, *The Genesis of the Gayna River Carbonate-Hosted Zn-Pb Deposit*, MSc, U of A, Fall 2000.

Rationale

Gap in knowledge

Purpose of paper

EXAMPLE: DISCUSS

“Several major ore deposit types are associated with arc magmatism. Discuss the **unique features of magmatic arcs** that give rise to this association.”

- ▶ “most arc magmas are basaltic whereas the continental crust is andesitic”¹
- ▶ “dense, mafic to ultramafic cumulates at the base of the crust are gravitationally unstable, and eventually sink into less dense, underlying mantle. Such **‘delamination’ of cumulates** could, potentially, convert basaltic arc crust into andesitic continental crust.”¹
- ▶ “**partial melting of subducted sediments** and/or basalts is common in arcs.”¹

1. <http://www.ldeo.columbia.edu/gpg/projects/arc-magmatism-and-continental-genesis>

DISCUSS

- ▶ “In magmatic-hydrothermal ore systems, such as porphyry Cu and Cu-Au deposits, **exsolved volatiles** have been shown vital in controlling ore formation. As the volatile phases are exsolved from the melt (dominantly aqueous phases such as vapor and brine) they remove incompatible metals (Cu & Au) concentrating them in the small volume of volatiles present. As the volatile phases ascend through the overlying country rock and volcanics, **changes in pressure, temperature or other conditions result in precipitation of various mineral phases** which can form ore deposits.”²

THESIS FOR DISCUSS

- ▶ Several unique features of magmatic arcs are thought to contribute to the formation of ore deposits. These features vary somewhat depending on the specific formations they occur in. Recent research in magmatic-hydrothermal ore systems suggests that exsolved volatiles can account for ore deposits.² Other researchers have identified the 'delamination' of cumulates as a process that turns basaltic crusts into andesitic continental crust.¹

REVIEW AND CRITIQUE

“Review and critique the competing arguments for the source and geochemical character of primary arc magmas (e.g., slab melting vrs. Asthenospheric wedge metasomatism and melting.”

- ▶ Competing argument 1: describe + identify gaps/limitations
- ▶ Competing argument 2:
- ▶ Competing argument 3: