

Final Paper: MLCS 231

Language and Power

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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



Writing Across the Curriculum



The screenshot shows the website for Writing Across the Curriculum 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 green navigation bar contains links: 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 for 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", and "Academic Honesty".

<http://www.humanities.ualberta.ca/>

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 text "Writing Initiatives University of Alberta" and "Centre for Writers" with a green leaf icon on the right. A green navigation bar is 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 has a breadcrumb "Home > Home" and a heading "Welcome to the Centre for Writers". Below this, it states: "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." A red heading reads: "To BOOK, CHANGE, or CANCEL APPOINTMENTS, please click [HERE](#)". The text continues: "This website also offers style manuals, dictionaries, ESL/EAL resources, writing handbooks, and discipline-specific writing resources." It then lists the operating hours: "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". A red heading says: "Professors/Instructors: request a classroom visit by a tutor." The final text asks: "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!" At the bottom of the main content area, there is a photograph of a desk with a water bottle, a plant, and a window.

<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

The audience



BPH, p.
6-7

- 🍷 Instructor's background?
- 🍷 Scholarly audience—what does this mean?
- 🍷 What evidence counts in this course?

Note the verbs: Critical analysis

- Analyze
- Critically analyze
- Historically analyze
- Assess
- Debate
- Evaluate
- Identify

LPH,
p. 17

What do these terms
mean to you?

Your verbs

- 🍷 Deepening
 - 🍷 Learning
 - 🍷 Communicating
 - 🍷 Exploring
- 

Strategies for generating topic ideas

- 🍷 Ask questions
- 🍷 Freewrite
- 🍷 Brainstorm
- 🍷 Idea maps
- 🍷 Respond to readings
- 🍷 Talk & listen
- 🍷 blog

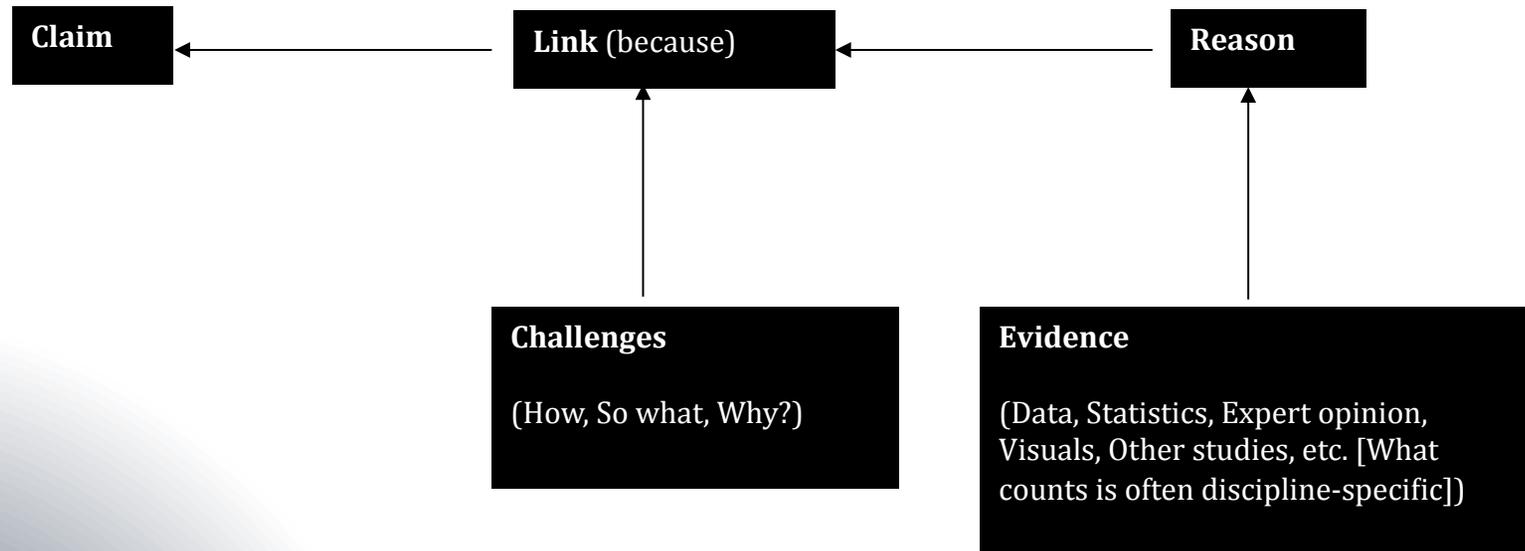


BPH, p.
7-16

From topic to thesis

- ❖ Translate that topic into a thesis by stating what your attitude is to that topic
- ❖ Shepherding 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.
- ❖ University instructors should not focus exclusively on grammatical error in student writing **because** grammatical correctness does not help those students master the middle class dialect of English valued in business and at university.

Informal Argument and Academic Writing



Thesis statements

BPH, p.
14-16

🐞 Specific

🐞 Manageable

🐞 Interesting

LPH, p.
18-19



A sample thesis statement

- ❖ The University of Alberta should revise its student code of behaviour documents to remove language of the criminal justice system--including **because** by using that language the University creates a needless opposition between the student body and the administration.
- ❖ Academic integrity documents should not justify their existence by claiming to prevent students from obtaining “unearned academic advantage over others and to ensure that all students are evaluated fairly” **because** students from upper and upper-middle class backgrounds possess exactly that kind of advantage through their familiarity with the dominant dialect of English spoken and written at university.

Claims and Assumptions

- Claim + stated reason rest upon an unstated reason
- Both the stated and unstated reasons rely on shared assumptions of value between the writer and the reader
- Evidence demonstrates the validity of the stated or unstated reasons
- When values are shared, less evidence is needed to convince the reader

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.

Body—Part 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.

Implied in this claim is the structure (order) of the next part of the essay:

1. A section or paragraph on gambling
2. A section or paragraph on drinking to excess
3. A section or paragraph on womanizing/sexual debauchery

Keys to success

- 🍷 Get started
- 🍷 Read some articles
- 🍷 Summarize the articles
- 🍷 Get a working thesis
- 🍷 Put an outline together
- 🍷 Get someone to read your draft
- 🍷 Revise