



FACULTY OF
NURSING
UNIVERSITY OF ALBERTA

NURS 390
Fall 2011

The Scholarly Paper: Evidence-based research papers

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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.

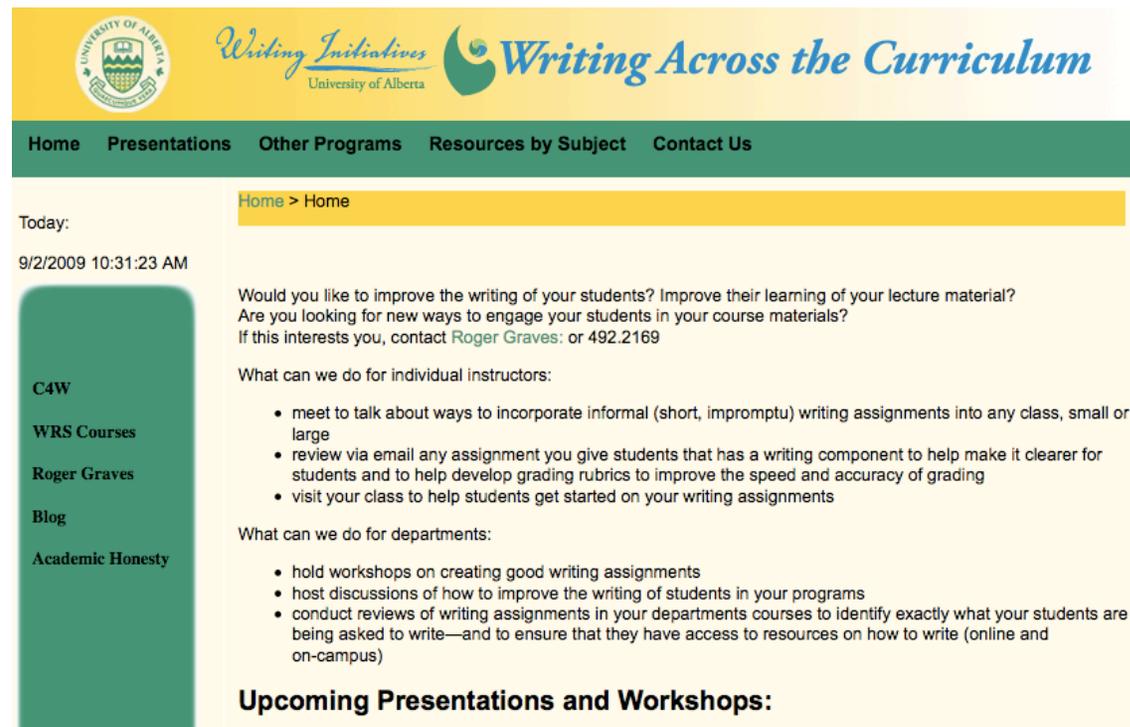
Books
This page displays the covers and descriptions of books I've authored, co-authored, or co-edited



Blog: Thinking About Writing
A new blog on writing-related issues

<http://www.ualberta.ca/~graves1/index.html>

Writing Across the Curriculum



The screenshot shows the homepage of the Writing Across the Curriculum website. At the top, there is a yellow header with the University of Alberta logo on the left, the text "Writing Initiatives University of Alberta" in the middle, and the "Writing Across the Curriculum" logo on the right. Below the header is a green navigation bar with links for "Home", "Presentations", "Other Programs", "Resources by Subject", and "Contact Us". The main content area has a yellow background. On the left, there is a green sidebar with a list of links: "C4W", "WRS Courses", "Roger Graves", "Blog", and "Academic Honesty". The main content area starts with a breadcrumb "Home > Home" and a timestamp "Today: 9/2/2009 10:31:23 AM". The main text asks if the user would like to improve student writing and provides contact information for Roger Graves. It then lists services for individual instructors and departments, each with a bulleted list of activities. The page ends with a section for "Upcoming Presentations and Workshops".

UNIVERSITY OF ALBERTA

Writing Initiatives
University of Alberta

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/>

Centre for Writers

Opens Monday
Booking schedule
Is now live!



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 trail "Home > Home" and a "Welcome to the Centre for Writers" section. This section states that free one-on-one writing coaching and support are available to all students, instructors, and staff. It lists the types of writing projects that can be brought in, such as essays, lab reports, and creative pieces. A red link "Request a class room visit by a tutor." is provided. Below this, a message welcomes back for the Fall 2009 term, stating that tutoring hours will begin on Monday, September 14, and that an online appointment-booking schedule will be available soon. At the bottom of the main content area, there is a row of four small images. On the right side of the page, there is a sidebar with a timestamp "9/2/2009 10:34:15 AM", an "Express News" section, a "Twitter Updates" section with a tweet about the fall term opening on Monday, September 14, and a "GramWOW" section featuring a YouTube video player.

<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 a writing centre
- Get feedback on your draft/revise

Revising

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



September 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

← Explore assignment

Research, planning

Research, drafting, feedback

Drafting, revising, editing

October 2011						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
25	26	27	28	29	30	1
2	3	4	5	6	7	8

Your assignment

- ▶ Using the Janice Kay scenario as a basis **describe** the impact of chronic disease in Canada, **describe** the role of nurses in chronic disease self-management education considering principles of teaching and learning
- ▶ **“Using the Janice Kay scenario as a basis”**: what does this cue you to do? What in the scenario should you use as a basis for impacts of chronic disease? What in the scenario speaks to issues of chronic disease self-management education?



Exploring the prompt

- ▶ “describe the impact of chronic disease in Canada”
- ▶ Statistically?
- ▶ What other ways can you describe impacts of chronic disease? (economic costs? Health care expenditures? Emotional health impacts?)
- ▶ What is included in the term “chronic disease”? (scope)



Exploring the prompt 2

- ▶ **describe** the role of nurses in chronic disease self-management education *considering principles of teaching and learning*
- ▶ Focus: the role of nurses
- ▶ What is self-management education? (teaching my mother how to monitor her blood sugar levels?)
- ▶ What are the range of roles nurses can enact? Initiate education? Encourage? Reinforce? Or does this mean role as in central role, supplemental role, that kind of thing?
- ▶ ***considering principles of teaching and learning***: this is a limiter, limits the scope, helps you focus on teaching and learning as it applies to nursing



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.**

Specific
Manageable
Interesting

[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

Sample thesis—implied argument

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

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

Specific
Manageable
Interesting



Thesis statements

Nurses should **play a central role** in **helping people with chronic diseases**—the leading cause of death and disability—**manage their conditions**.

▶ More specific:

Specific
Manageable
Interesting

▶ More manageable (tighter scope):

▶ More interesting:



Organizing your paper

Abstract

Title

[introduction with thesis statement—no subtitle for this section]

Body

Conclusion



Getting organized: Introduction

- ▶ Thesis: Nurses should play a central role in helping people with chronic diseases—the leading cause of death and disability—manage their conditions.
- ▶ What else can we say in the intro?



Getting organized: Body

- ▶ Background on extent and impact of chronic disease in Canada (“describe impact of chronic disease”)
- ▶ Role of nurses 1: Nurses can act as ...
- ▶ Role of nurses 2
- ▶ Role of nurses 3
- ▶ Conclusion

- ▶ Or
- ▶ ?



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 (Oct. 3), switch your focus from

higher-order concerns (arrangement, arguments, evidence, research) to

lower-order concerns: proofreading, grammar, citation format, grammar/spelling

