

Religious Studies 277: Essay

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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



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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](#))



Group Writing
Tutorial Feedback

C4W

Writing@UofA

WRS Courses

Roger Graves

Academic Honesty

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



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Centre for Writers

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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/>

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

Select ONE woman within one of the religious traditions studied in class.

This is a research project. You must find and work with a minimum of two (2) articles from refereed journals.

Clearly respond to, one of the topics below:

1. **Outline** the perspective of the person you have selected on an issue within the religion. **Comment** on the implications of her perspective for the religion.
2. **Outline** the work of the person you have selected is doing from an official position within the religion (eg. Bishop, Cantor, Lama, Imam, Scribe, Guru). **Comment** on the implications of her work for globalized world.

What does “outline” mean?

What does “comment” mean?

26/35:

Insight into Topic

- interesting, thought-provoking
- perspicacity of commentary

Poor – 1 2 3 4 5 – Excellent

Critical Analysis of Issues

- use of citations
- explanation of citations
- demonstrate good grasp of articles
- exposition of articles leads to outline of perspective or work
- connections to thesis statement throughout paper
- mention of arguments that oppose thesis
- why important/larger significance/relevance

Poor – 1 2 3 4 5 – Excellent

9/35:

- Ability to communicate ideas effectively** Poor – 1 2 3 4 5 – Excellent
- a) **organization and structure**
- introductions paragraph outlining what will do in essay
 - concluding paragraph summarizing what done
- b) **presentation**
- grammar, sentence structure, vocabulary, punctuation
 - no extra spaces between paragraphs; 5 pages, size 12 font, 1" margins, numbered in upper right corner starting on second page, stapled in upper left; title page and the Works Cited page are not included in the total number of pages
-
- Proper citation** Poor – 1 2 3 4 5 – Excellent
- consistent style
 - integration of own ideas with those of others
 - pertinent utilization of direct quotes
 - appropriate notation of paraphrased perspectives
 - minimum of two articles from referred journals

Outline the perspective of the person you have selected on an issue within the religion:

- **The first complete translation of the "apothegmata" into English is that of Benedicta Ward (1975).** http://en.wikipedia.org/wiki/The_Sayings_of_the_Desert_Fathers
- **one of the world's most knowledgeable writers on the legacy of the Desert Fathers and Mothers** (<http://www.worldwisdom.com/public/authors/Benedicta-Ward.aspx>)

Does either of these work?

Perspective that does work?

Her new view: relics in the early modern period were seen as direct connections between heaven and earth; after 1500 they were seen through an analytic lens, scientifically. Today we should see them as connections between the living and the dead who are alive in Christ.

This article sketches the origins of the veneration of relics in the early Church through the Middle Ages to a new approach to them in western Europe after the sixteenth century. They had been seen as a living link between heaven and earth, but new questions transferred them from a symbolic universe to an analytic sphere. The new question was 'how' did this work, about mechanics, not about meaning, the 'why' question, 'What is in it for me now?' How can we value relics today in our scientifically orientated world? Changes in thought are suggested together with ways to return to a serious appreciation of relics. I want to suggest that we can appreciate relics as part of a mutual dependence here and now between ourselves, the living, and the dead who are alive in Christ. This would underline for us a sense of the goodness of the flesh, as well as the accessibility of the living saints in relation to us in Christ.

THE JOURNAL OF RELIGION AND PSYCHICAL RESEARCH

Literature Review

The Shroud of Turin: Bridge Between Heaven and Earth?

by Joseph G. Marino and M. Sue Benford

Abstract: The authors discuss some background and recent events concerning the controversial Shroud of Turin, believed by many to be the authentic burial cloth of Jesus and by others to be a clever medieval forgery. One of the authors (MSB) claims to have received revelations from Jesus regarding the Shroud and other matters. The authors attempt to show how the image on the Shroud, apparently formed during the Resurrection of Jesus, can be explained with the help of known phenomena such as nuclear reactions, gamma radiation, and Spontaneous Human Combustion. This might show an amazing bio-spiritual link between Jesus and humans.

1. Explain (4 pages)
 - a. cite from source
 - b. discuss citation
 - c. briefly (one paragraph) summarize the research on the person you have selected
 - d. state either:
 - i. the perspective of the person you have selectedOR
 - ii. the work the person you have selected is doing in an official position

2. Understand (2 pages)
 - a. in your own words, comment on **the implications** of either:
 - i. the perspective of the person you have selected *for the religion*OR
 - ii. the work of the person you have selected *for a globalized world*

What are the implications of Ward's work for Catholicism?

Or

What are the implications of Ward's work for a globalized world?



Drafting/revising

- Get a “trusted reader” to provide feedback
 - Consider using other students in the class, the Centre for Writers or group tutorials for this
 - Ask readers to read for a purpose: e.g., focus on thesis, structure, intro/conclusion, transitions, etc.
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Towards the due date, shift your focus from:

Higher-order concerns (argument, thesis, structure, evidence)

To

Lower-order concerns (proof-reading, grammar, punctuation, citation style, format)