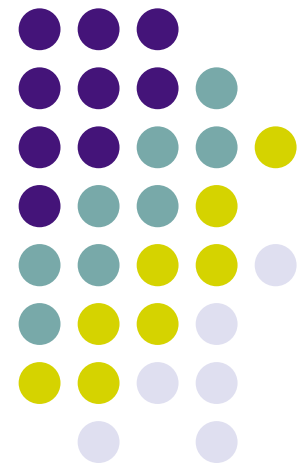


# Writing Course Requirements across English-language BSc Nursing Programs in Canada: *Who's Doing What & Why It Matters*

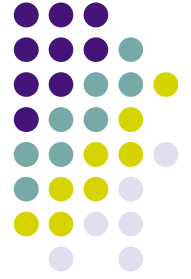
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Jo-Anne Andre, University of Calgary  
& Dr. Roger Graves, University of Alberta

University of Alberta Teaching/Learning Office  
Friday, September 30, 2011

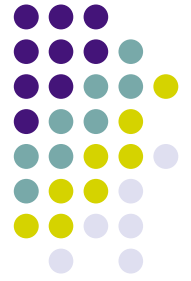


# Overview



- Why academic writing matters in Nursing
- Research method
- Findings
- Discipline-specific English literature courses
- Discipline-specific Writing courses
- Comparing approaches (*Table 2 handout*)
- Questions for discussion

# Why academic writing matters in Nursing



## *Increased focus on . . .*

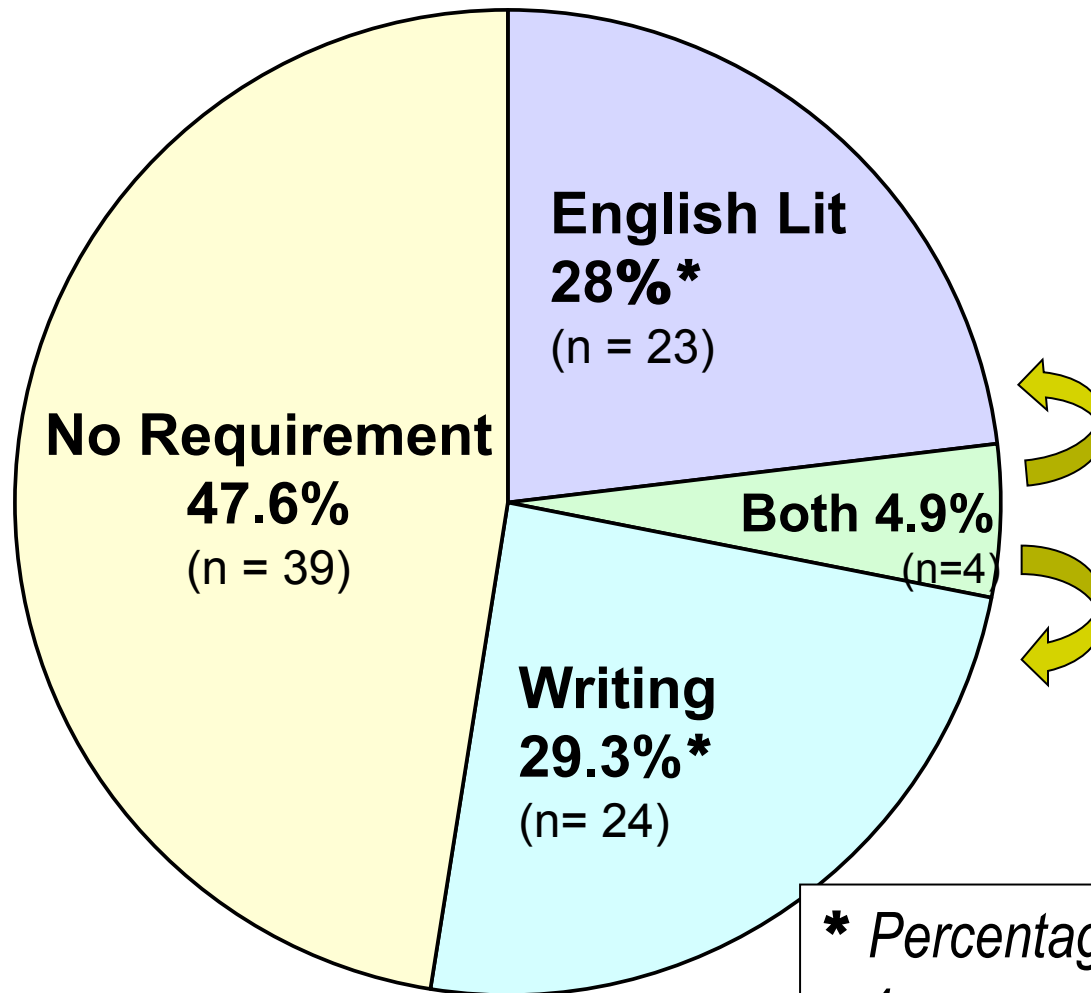
- **writing in learning & developing a reflective practice**
  - *WAC / WID legacy (e.g., Luthy et al., 2009; Zygmunt & Schaefer, 2006)*
  - *Nursing students do a lot of writing (Rooda & Nardi, 1999), particularly reflective writing (Craft, 2005; Hannigan, 2001; Webster, 2002)*
  - *WI courses not in Nursing do not help (Zygmunt & Schaefer, 2006)*
- **scholarship in nursing** *(Boyer, 1999; CASN, 2006; Pullen, Reed, & Oslar, 2001; Riley, Beal, Levi, & McCausland, 2002; Zorn, Clark, & Weimbolt, 1997)*
- **evidence-informed practice** *(CNA, 2010; CARNA, 2006)*

# Research method



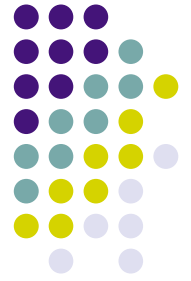
- Worked from list of programs on CNA (2011) website
- Considered only required Writing and English courses
- Counted courses as required “English lit” if students had to take either an English or a Writing course
- Counted courses as required “Writing” if the course titles or descriptions emphasized writing (even if the writing focused on writing about literature)

# Nursing Degree Programs Requiring English Literature and Writing Courses (n= 82)



*\* Percentage includes the 4 programs (4.9%) requiring both types of courses*

# Discipline-specific English literature courses for Nursing students



**University of Alberta:** *ENGL 108 Introduction to Language and Literature* (*recommended, not required*)

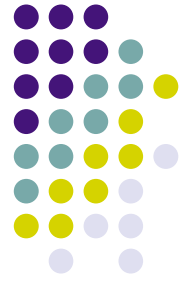
- “combines formal instruction in writing with a study of the essay and the short story”
- aims to help students develop
  - “an understanding of how illness and healing has been represented in some English-language texts”
  - “confidence in overall writing skills, especially with respect to effective professional communication” (Zenari, 2011, p. 1)
- requires students to use APA style

# Discipline-specific writing courses for Nursing students



- **Humber College:** ENGL 104 – *Academic Writing and Critical Reasoning: Approaches to Literature*
- **Red River College:** NRSG 1501 – *Scholarly Writing & Documentation*
- **University of Calgary:** ACWR 303 – *Academic Writing for Specialized Audiences (Intermediate)*
- **University of Western Ontario:** WRITING 1030 f/g – *Writing for Professional Success in Nursing* (starting in 2012)
- **University of Victoria:** NURS 390 -- *Academic Writing for Nurses* (*elective, not required*)

# Questions for discussion



1. Are any desired outcomes missing in **Table 2**?  
Do you agree with the analysis presented?
2. Why do nearly half of Nursing programs require neither an English literature nor a Writing course?
3. If it's done well, is writing instruction within nursing courses (WAC / WID) enough on its own?
4. Are we seeing a trend toward discipline-specific writing courses in Nursing?
5. How can we best articulate connections between writing courses and upper division courses in Nursing?



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