



THE UNIVERSITY OF TEXAS AT EL PASO

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## Scholarly Writing

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Why do you think scholarly writing will be important to you as you pursue your MSN?

# What is scholarly writing?



# What is scholarly writing?

- ▶ Academic writing
- ▶ Impersonal
- ▶ Targeted audience
- ▶ Based on investigated knowledge
- ▶ Reinforce or challenge concepts or arguments



Supplement:  
Management of  
Pediatric Asthma

Wardle, E., & Downs, D. (2014). *Writing about writing: A college reader*. Macmillan Higher Education.

# Characteristics of Good Writing

- ▶ Grammar
- ▶ Punctuation
- ▶ Logic and Organization
- ▶ Critical Thinking
- ▶ Dictation and Vocabulary
- ▶ Research Writing

# Difference in Writing ?

## Undergraduate

- ▶ Correct
- ▶ Concise
- ▶ Clear
- ▶ New ideas maybe
- ▶ Has required citations
- ▶ Uses transition words
- ▶ Conforms
- ▶ General audience

## Graduate

- ▶ Skillful
- ▶ Concise but nuanced
- ▶ Engaging, interesting
- ▶ Explores original way
- ▶ Demonstrates research
- ▶ Strong org frame
- ▶ Structure from content
- ▶ Professional audience

# Why Use APA Style ?

- ▶ American Psychological Association
- ▶ Acknowledging writers reliance on ideas others
- ▶ Used to cite sources with uniformity
- ▶ Promote common and unbiased language
- ▶ Protect intellectual property

# Scholarly Paper Development

- ▶ S = Summarize what will happen in paper
- ▶ E = Explain
- ▶ E = Provide examples
- ▶ R = Use the conclusion to review



# Rules on use of commas

1. Use a comma after an introductory phrase or clause.
2. Use commas before and after a parenthetical phrase or clause.
3. Use a comma to separate two independent clauses linked by a coordinating conjunction (and, but, for, nor, or, so, yet).
4. Use a comma to separate items in a series.
5. Use a comma before a quotation when an introductory phrase with a word like say or reply precedes the quotation

# Eliminating Wordiness

- ▶ Remove the “ fluff”
- ▶ Makes paper more meaningful
- ▶ Provides Clarity
  
- ▶ Common ways to reduce wordiness
  - Replace a phrase with one word
  - Avoid statements that announce your opinion or writing strategy
  - Eliminate redundancy

# Writing numbers

- ▶ Spell small / whole numbers out
- ▶ Don't start a sentence with a numeral
- ▶ Centuries and decades should be spelled out
- ▶ Percentages spell the percentage if simple
- ▶ Large or complex numbers write number

# Independent and Dependent Clauses

## ▶ An independent clause

- A group of words that contains a subject and verb and expresses a complete thought.
- An independent clause is a sentence.

## ▶ A dependent clause

- A group of words that contains a subject and verb but does not express a complete thought.
- A dependent clause cannot be a sentence.
- Often a dependent clause is marked by a dependent marker word.
- Common dependent markers are: after, although, as, as if, because, before, even if, even though, if, in order to, since, though, unless, until, whatever, when, whenever, whether, and while.

# Resources

# University Writing Center Services

- Brainstorming and Prewriting Assistance
- Essay Organization
- Genre and Audience Analysis
- Writing and Revision Strategies
- Writing and Revision Strategies
- MLA, APA and Chicago Documentation Instruction
- The Creative Collaboratorium Group Work Space
- Workshops

# Purdue Online Writing Lab (Owl)

- ▶ APA, MLA Style
- ▶ General writing information
- ▶ Research guidelines
- ▶ References and citations

<https://owl.english.purdue.edu/owl/resource/1012/03/>

# Free On-line grammar services

- ▶ Grammarly (trial period)

<https://www.grammarly.com/1>

- ▶ After the Deadline

<http://www.polishmywriting.com/>

- ▶ Slick Write

<https://www.slickwrite.com/#!/home>



# APA Resource

<http://www.apastyle.org/>

I just wanted to add to your argument about testing for anemia as in many cases especially in the clinic I have been precepting at they usually test even earlier than the 12 month indicator usually starting as early as 9 months and I've noticed that they test for lead as well and has asked my preceptor the correlation. She informed me that sometimes elevated levels of lead correlate to iron deficiency anemia. I also found it in our burns book, Lead poisoning (plumbism) is often a comorbid condition to IDA. A child at risk for lead exposure should be screened at 9 to 12 months of age and again at 24 months. An estimated 99% of lead-poisoned children are identified through screening procedures rather than clinical recognition (Garzon et al., 2019).

What grammatical errors do you find here?

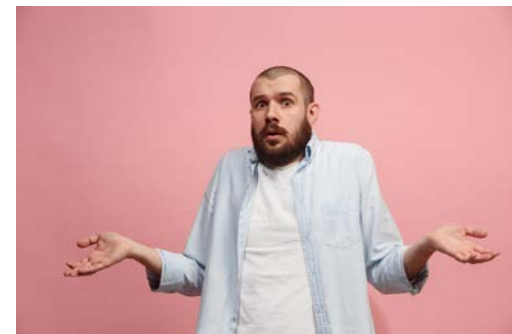


I just wanted to add to your argument about testing for **anemia**. ~~as in many cases especially~~ In the clinic **where I am currently** precepting, **children are tested** ~~at they usually test even earlier~~ than the 12-month indicator (usually starting as early as 9 months **of age**). ~~and I have~~ noticed that they test for lead as well and **have** asked my preceptor the correlation. She informed me that sometimes elevated levels of lead correlate to iron deficiency anemia. **According to Burns (2019)**, lead poisoning (plumbism) is often a comorbid condition **with** IDA. A child at risk for lead exposure should be screened at 9 to 12 months of age and again at 24 months. An estimated 99% of lead-poisoned children are identified through screening procedures rather than clinical recognition (Garzon et al., 2019).

What grammatical errors do you find here?

Fortunately, the AAP guidelines provide a template as to when to treat the patient with antibiotic therapy, they include treatment if the patient has been symptomatic ten days without improvement, URI with purulent drainage and fever lasting longer than three days and or severe onset with worsening symptoms. If the child has a persistent illness suggestive of rhinosinusitis, antibiotics can be given, or a watchful waiting for 3 days can be offered. Symptomatic pain relief with acetaminophen or ibuprofen has been shown to be helpful. The sinusitis guidelines suggest treatment with amoxicillin with or without clavulanate as a first- line treatment with Treatment length varying from 10 to 28 days(Garzon et al., 2019). With chronic illness the child should be referred to an ENT and allergy specialist to better manage the illness with the last resort being surgery as adenoidectomies have been shown to improve this condition.

What grammatical errors do you find here?



Fortunately, the AAP guidelines provide a template **to treat the patient** with antibiotic therapy. They include treatment if the patient has been symptomatic ten days without improvement, URI with purulent drainage, fever lasting longer than three days, ~~and~~ or severe onset with worsening symptoms. If the child has a persistent illness suggestive of rhinosinusitis, antibiotics **may be prescribed**, or a watchful waiting **period of** 3 days can be offered. Symptomatic pain relief with acetaminophen or ibuprofen has been shown to be helpful. The sinusitis guidelines suggest treatment with amoxicillin with or without clavulanate **as first line**, with treatment length varying from 10 to 28 days (Garzon et al., 2019). **The child with chronic illness** should be referred to an ENT and allergy specialist, to better manage **their** illness. **They may recommend an adenoidectomy, which has been shown to improve this condition.**

FNPs are integral to the support system for breastfeeding mothers. By providing accurate, evidence-based information during prenatal visits and supporting mothers postnatally, FNPs can alleviate fears and correct misconceptions about breastfeeding. They are also pivotal in developing breastfeeding-friendly policies within healthcare facilities and advocating for community and public health policies that support breastfeeding. This advocacy extends to the normalization of breastfeeding in public spaces and the workplace, fostering broader societal acceptance and support (Burns et al., 2021, p. 206).



# Scholarly Writing EDITION

# JEOPARDY!

[Click to begin.](#)

# GRAMMAR

COMMAS	SUBJECT- VERB AGREEMENT	ADJECTIVE OR ADVERB	FRAGMENTS
<u>100</u>	<u>100</u>	<u>100</u>	<u>100</u>
<u>200</u>	<u>200</u>	<u>200</u>	<u>200</u>
<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>
<u>400</u>	<u>400</u>	<u>400</u>	<u>400</u>





Lady Jane Grey was the queen of England from July  
10 1553 to July 19 1553.

Lady Jane Grey was the queen of England from July  
10, 1553, to July 19, 1553.





Tomorrow I believe is the last day to register to vote  
in the November general election.

Tomorrow, I believe, is the last day to register to vote  
in the November general election.



Because of their opposition to institutions that force creatures to live in captivity some people refuse to go to the zoo.

Because of their opposition to institutions that force creatures to live in captivity, some people refuse to go to the zoo.



Vests which were once popular have been out of vogue for several years.

Vests, which were once popular, have been out of vogue for several years.



Annie and her brothers (is, are) at school.

Annie and her brothers **are** at school.



Either my mother or my father (is, are) coming to the meeting.

Either my mother or my father **is** coming to the meeting.



George and Tamara (doesn't, don't) want to see that movie.

George and Tamara **don't** want to see that movie.



The players, as well as the captain, (want, wants) to win.

The players, as well as the captain, **want** to win.





You must send payments (regular, regularly). We deal on a (strictly, strict) cash basis.

You must send payments **regularly**. We deal on a **strictly** cash basis.



She worked (careful, carefully) with the sick child.  
She was a very (careful, carefully) worker.

She worked **carefully** with the sick child. She was a  
very **careful** worker.



The mechanic's tools were (well, good). The foreman said that his work was (good, well) done.

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The mechanic's tools were **good**. The foreman said that his work was **well** done.



Her voice sounds (beautifully, beautiful). She sang the song (exact, exactly) as it was written. We heard it (perfectly, perfect).

Her voice sounds **beautiful**. She sang the song **exactly** as it was written. We heard it **perfectly**.



The scene was filled with beauty. Such as the sun sending its brilliant rays to the earth and the leaves of various shades of red, yellow, and brown moving slowly in the wind.

**What is a fragment?** The scene was filled with beauty. Such as the sun sending its brilliant rays to the earth and the leaves of various shades of red, yellow, and brown moving slowly in the wind. **dependent clause**



He talked for fifty minutes without taking his eyes off his notes. Like other teachers in that department, he did not encourage students' questions.

**What is a complete sentence?** He talked for fifty minutes without taking his eyes off his notes. Like other teachers in that department, he did not encourage students' questions.



Within each group, a wide range of features to choose from. It was difficult to distinguish between them.

**What is a fragment?** Within each group, a wide range of features to choose from. It was difficult to distinguish between them. **no main verb**

■



Although it only attained a speed of about twelve miles an hour. My old rowboat with its three-horsepower motor seemed like a high-speed job to me.

**What is a fragment?** Although it only attained a speed of about twelve miles an hour. My old rowboat with its three-horsepower motor seemed like a high-speed job to me. **dependent clause**





# Final Jeopardy Question- 500 Points

It is expected that the new schedule will be announced by the bus company within the next few days.

*The bus company will probably announce its schedule during the next few days.*



He dropped out of school on account  
of the fact that it was necessary for  
him to help support his family.

*He dropped out of school to support  
his family.*

