LNGE40049 *Essay Writing for University*

Term 1 - 2018

Profile information current as at 03/05/2024 11:00 am

General Information

Overview

On completion of this unit students should be able to apply the reading, thinking and writing skills necessary for academic purposes utilising appropriate grammar and writing patterns. Students are familiarised with the stages of the writing process and assisted to apply a range of associated learning strategies. In addition, students develop strategies to plan and write paragraphs, using academic language and conventions. They are introduced to research, note-taking and referencing skills for this purpose. They are also encouraged to examine their own worldviews, and those of others, and to develop critical thinking skills. Students have the opportunity to participate in online discussion forums to support their learning. The unit culminates with students planning and writing an academic essay, using independent research skills acquired throughout the unit. Reflective practice is integral to the unit and this enables students to consider the connection between their personal learning journey and the unit outcomes.

Details

Career Level: *Non-award*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 1 - 2018

- Brisbane
- Bundaberg
- Cairns
- Distance
- Gladstone
- Mackay
- Noosa
- Perth
- Rockhampton
- Sydney
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Non-award unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 20%
2. **Written Assessment**
Weighting: 30%
3. **Written Assessment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit Evaluations

Feedback

Give distance students the opportunity for face-to-face contact with lecturer.

Recommendation

Conduct three live Zoom sessions focussing on the three written assessments. Record sessions for students unable to participate live.

Feedback from Unit Evaluations Feedback from teaching team

Feedback

Students find academic research challenging, and struggle to find relevant resources through the library site.

Recommendation

Record videos on using Library Search and the library databases to complete Assessments 2 and 3.

Feedback from Unit Evaluations Feedback from teaching team Class observations

Feedback

Students are often daunted by referencing, and find using the Harvard Guide confusing.

Recommendation

Conduct Zoom workshops on referencing. Record sessions for students unable to participate live.

Feedback from Unit Evaluations

Feedback

Need to expose students to other referencing systems

Recommendation

Broaden students' exposure to the main referencing systems by complementing the teaching of Harvard referencing with examples and activities in APA referencing style.

Feedback from CQUniversity Policy Lecturer self-reflection

Feedback

Need to be more inclusive of Indigenous Australian culture in the unit content and delivery.

Recommendation

Include more Indigenous themes in the unit content and delivery. Include an Acknowledgment of Country at the start of each recorded lecture, in the Moodle welcome message and at the beginning of the Study Guide.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Use appropriate grammar and writing patterns
2. Produce writing pieces according to audience and purpose using writing frameworks
3. Apply reading and note-taking frameworks and strategies to develop referenced academic paragraphs
4. Evaluate relevant, scholarly research to support academic writing
5. Record citation details according to referencing conventions
6. Use planning frameworks to produce a conventionally structured and referenced academic essay
7. Develop competence in the use of the online learning management system
8. Reflect on new ideas and their relationship to personal worldviews and academic learning.

On completion of this unit students should be able to apply the reading, thinking and writing skills necessary for academic purposes utilising appropriate grammar and writing patterns. Students are familiarised with the stages of the writing process and assisted to apply a range of associated learning strategies. In addition, students develop strategies to plan and write paragraphs, using academic language and conventions. They are introduced to research, note-taking and referencing skills for this purpose. They are also encouraged to examine their own worldviews, and those of others, and to develop critical thinking skills. Students have the opportunity to participate in online discussion forums to support their learning. The unit culminates with students planning and writing an academic essay, using independent research skills acquired throughout the unit. Reflective practice is integral to the unit and this enables students to consider the connection between their personal learning journey and the unit outcomes.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level　○ Introductory Level　○ Intermediate Level　● Graduate Level　○ Professional Level　○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 20%	●	●	●		●		●	●
2 - Written Assessment - 30%	●			●	●		●	●
3 - Written Assessment - 50%	●	●	●	●	●	●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - Self Management						—	—	—
2 - Communication	—	—	—		—	—		—
3 - Information Literacy				—	—	—		
4 - Information Technology Competence						—	—	
5 - Problem Solving			—	—	—	—		

Graduate Attributes	Learning Outcomes							
	1	2	3	4	5	6	7	8
6 - Critical Thinking	—		—		—			—
7 - Cross-Cultural Competence	—					—		—
8 - Ethical Practice				—	—	—		—
9 - Aboriginal and Torres Strait Islander Cultures								

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes								
	1	2	3	4	5	6	7	8	9
1 - Written Assessment - 20%	—	—		—	—	—	—	—	
2 - Written Assessment - 30%	—	—	—	—	—	—	—	—	
3 - Written Assessment - 50%	—	—	—	—	—	—	—	—	

Textbooks and Resources

Textbooks
LNGE40049

Prescribed

LNGE40049 Essay Writing for University Textbook
Edition: 5th edn (2018)
Authors: STEPS
PAT Publishing
Rockhampton , QLD , Australia
Binding: Spiral

Additional Textbook Information
All study material for this unit is freely available on Moodle in electronic form; however, purchase of hardcopy study material is highly recommended. Hard copies can be purchased online at minimal cost, via the CQUniversity Bookshop.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Louise Mullaney Unit Coordinator
l.mullaney@cqu.edu.au

Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: Pen to Paper (Prewriting Strategies)		

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Audience and Purpose		

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Purposeful Paragraphs (Part 1)		

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Purposeful Paragraphs (Part 2)		

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Research and Referencing (Part 1)		

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: Research and Referencing (Part 2)		Research Paragraph Due Friday (20 April 18) 11:55 PM AEST **Research Paragraph** Due: Week 6 Friday (20 Apr 2018) 11:55 pm AEST

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: Effective Essays (Planning)		

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 8: Effective Essays (Research)		

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 9: Effective Essays (Structure)		Annotated Bibliography Due Friday (11 May 18) 11:55 PM AEST **Annotated Bibliography** Due: Week 9 Friday (11 May 2018) 11:55 pm AEST

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 10: Effective Essays (Drafting and Editing)		

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 11: Effective Essays (Final Edit and Polish)		

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 12: Reflecting on Essay Writing for University		Research Essay Due Friday (01 June 18) 11:55 PM AEST **Research Essay** Due: Week 12 Friday (1 June 2018) 11:55 pm AEST

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Research Paragraph

Assessment Type
Written Assessment

Task Description
There are two main items that form the submission of this assessment task: Activity 5-6 in Week 5 of the Study Guide and a Reflective Response. A detailed description of the assessment (including important details such as word length) and a criteria sheet will be available on the Essay Writing for University Moodle site.

Assessment Due Date
Week 6 Friday (20 Apr 2018) 11:55 pm AEST

Return Date to Students
Week 8 Friday (4 May 2018)

Weighting
20%

Assessment Criteria
This assessment item relates to learning objectives 1–3, 5, 7 and 8, and to the following general assessment criteria: • Use appropriate grammar and writing patterns • Produce written texts according to audience and purpose using writing frameworks • Apply reading and note-taking frameworks and strategies to develop referenced academic paragraphs • Record citation details according to referencing conventions • Reflect on new ideas and their relationship to personal worldviews and academic learning

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Use appropriate grammar and writing patterns
- Produce writing pieces according to audience and purpose using writing frameworks
- Apply reading and note-taking frameworks and strategies to develop referenced academic paragraphs
- Record citation details according to referencing conventions
- Develop competence in the use of the online learning management system
- Reflect on new ideas and their relationship to personal worldviews and academic learning.

Graduate Attributes

- Self Management
- Communication
- Information Technology Competence
- Problem Solving
- Critical Thinking
- Cross-Cultural Competence
- Ethical Practice

2 Annotated Bibliography

Assessment Type
Written Assessment

Task Description
There are two items that form the submission of this assessment task: Annotated Bibliography and Reflective response
For Assessment 2 you will prepare an Annotated Bibliography of four different types of resources that could be useful for your Research Essay. The four resources you locate and evaluate for the Annotated Bibliography will form the foundation of the 6-10 resources required to write your Research Essay. For Assessment 2 and Assessment 3, you may choose ONE of the following topics: A) The modern Australian lifestyle has created some problems for the natural environment. Discuss two of these problems and the ways they are being addressed. OR B) Since the 1960s, gender roles in Australian society have undergone many significant changes. Choose two of these changes, and discuss their positive and negative impacts. OR C) This century, the increasing use of mobile technologies and social media platforms has impacted on Australian society in a number of ways. Choose two of these technologies/platforms, and discuss their positive and negative impacts. A detailed description of the assessment (including important details such as word length) and a criteria sheet will be available on the Essay Writing for University Moodle site.

Assessment Due Date
Week 9 Friday (11 May 2018) 11:55 pm AEST

Return Date to Students
Week 11 Friday (25 May 2018)

Weighting
30%

Assessment Criteria
This assessment item relates to unit learning outcomes 4, 5, 7 and 8, and to the following general assessment criteria: • Locate and evaluate relevant, scholarly research to support academic writing • Record citation details according to referencing conventions • Develop competence in the use of the online learning management system • Reflect on new ideas and their relationship to personal worldviews and academic learning

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Learning Outcomes Assessed

- Use appropriate grammar and writing patterns
- Evaluate relevant, scholarly research to support academic writing
- Record citation details according to referencing conventions
- Develop competence in the use of the online learning management system
- Reflect on new ideas and their relationship to personal worldviews and academic learning.

Graduate Attributes

- Self Management
- Communication
- Information Literacy
- Information Technology Competence
- Problem Solving
- Critical Thinking
- Cross-Cultural Competence
- Ethical Practice

3 Research Essay

Assessment Type
Written Assessment

Task Description
By completing the Let's Go Activities in Weeks 7-10 of the Study Guide, you will produce an academic essay in response to ONE of the following topics: A) The modern Australian lifestyle has created some problems for the natural environment. Discuss two of these problems and the ways they are being addressed. OR B) Since the 1960s, gender roles in Australian society have undergone many significant changes. Choose two of these changes, and discuss their positive and negative impacts. OR C) This century, the increasing use of mobile technologies and social media platforms has impacted on Australian society in a number of ways. Choose two of these technologies/platforms, and discuss their positive and negative impacts.
There are three items that form the submission of this assessment task: • Let's Go Activities 7-1, 9-2, 10-1 and 10-2 • Research Essay (Let's Go Activity 10-4) • Reflective response. A detailed description of the assessment (including important details such as word length) and a criteria sheet will be available on the Essay Writing for University Moodle site.

Assessment Due Date
Week 12 Friday (1 June 2018) 11:55 pm AEST

Return Date to Students

The Research Essay will be returned prior to the Certification of Grades for Term 1.

Weighting
50%

Minimum mark or grade
25

Assessment Criteria
This assessment item relates to learning objectives 1-8 and the following general assessment criteria: Planning and drafting: • Analyse a topic • Use graphic organisers to plan main ideas of body paragraphs • Use graphic organisers to plan the introduction and conclusion • Include different viewpoints in the draft of an essay. Academic essay structure: • Write an introduction according to conventions outlined in the Study Guide • Write body paragraphs according to the conventions of 'say it, prove it and clinch it' • Write a conclusion according to conventions outlined in the Study Guide • Achieve cohesion within and between paragraphs using appropriate cohesive ties. Referencing: • Use Harvard conventions both in text and in the reference list • Use author-prominent and information-prominent referencing • Apply academic integrity to writing (no plagiarism) Language use: • Use formal, objective language • Write in a clear and concise manner • Use a variety of sentence structures to achieve rhythm and flow • Use correct grammar, punctuation and spelling

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Learning Outcomes Assessed

- Use appropriate grammar and writing patterns
- Produce writing pieces according to audience and purpose using writing frameworks
- Apply reading and note-taking frameworks and strategies to develop referenced academic paragraphs
- Evaluate relevant, scholarly research to support academic writing
- Record citation details according to referencing conventions
- Use planning frameworks to produce a conventionally structured and referenced academic essay
- Develop competence in the use of the online learning management system
- Reflect on new ideas and their relationship to personal worldviews and academic learning.

Graduate Attributes

- Self Management
- Communication
- Information Literacy
- Information Technology Competence
- Problem Solving
- Critical Thinking
- Cross-Cultural Competence
- Ethical Practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem