



# **LNGE40049 *Essay Writing for University***

## **Term 2 - 2018**

Profile information current as at 03/05/2024 10:14 am

All details in this unit profile for LNGE40049 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## 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 2 - 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](#).

## Previous Student Feedback

### 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 Student feedback Staff feedback

##### **Feedback**

Exposure to other referencing styles other than Harvard

##### **Recommendation**

Include introduction to APA referencing style with supplementary activities.

#### Feedback from Student feedback Staff feedback

##### **Feedback**

Transparent assessment grading process

##### **Recommendation**

Simplify criteria for assessment and specify weightings of each criterion.

#### Feedback from Student feedback Staff feedback

##### **Feedback**

Development of video resources to enhance online learning

##### **Recommendation**

Add additional targeted video resources for LNGE40049 Moodle site.

## 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



### Alignment of Assessment Tasks to Learning Outcomes



## Textbooks and Resources

### Textbooks

LNGE40049

#### Prescribed

##### **An Abridged Guide to the Harvard Referencing Style**

Edition: Term 1 2018 (2018)

Authors: Academic Learning Centre

PAT Publishing

Rockhampton , QLD , Australia

Binding: Paperback

LNGE40049

#### Prescribed

##### **LNGE40049 Essay Writing for University Study Guide**

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](mailto:l.mullaney@cqu.edu.au)

## Schedule

### Week 1 - 09 Jul 2018

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

### Week 2 - 16 Jul 2018

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

**Week 3 - 23 Jul 2018**

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

**Week 4 - 30 Jul 2018**

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

**Week 5 - 06 Aug 2018**

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

**Vacation Week - 13 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 20 Aug 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: Research and Referencing (Part 2)		<b>Research Paragraph</b> Due: Week 6 Friday (24 Aug 2018) 11:55 pm AEST

**Week 7 - 27 Aug 2018**

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

**Week 8 - 03 Sep 2018**

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

**Week 9 - 10 Sep 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Module 9: Effective Essays (Structuring)		<b>Annotated Bibliography</b> Due: Week 9 Friday (14 Sept 2018) 11:55 pm AEST

**Week 10 - 17 Sep 2018**

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

**Week 11 - 24 Sep 2018**

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

**Week 12 - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Module 12: Reflecting on Essay Writing for University		<b>Research Essay</b> Due: Week 12 Friday (5 Oct 2018) 11:55 pm AEST

**Review/Exam Week - 08 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 15 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

The Unit Coordinator for this term is Louise Mullaney who is located at the Mackay Ooralea Campus in Building 6 G.14. Louise can be contacted by phone on (07) 49407 888. A complete list of lecturers for the unit can be found under the Information block on the EWU Moodle site.

## 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 (24 Aug 2018) 11:55 pm AEST

#### Return Date to Students

Week 8 Friday (7 Sept 2018)

All on-time assessments will be returned by this date but late assessments and those with extensions will be returned soon after.

#### Weighting

20%

#### Assessment Criteria

This assessment item relates to Learning Outcomes 1-3, 5, 7 and 8 and it will be graded on the following criteria: planning, paragraph structure, language use, paraphrasing, referencing and reflecting.

#### 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

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 (14 Sept 2018) 11:55 pm AEST

**Return Date to Students**

Week 11 Friday (28 Sept 2018)

All on-time assessments will be returned by this date but late assessments and those with extensions will be returned soon after.

**Weighting**

30%

**Assessment Criteria**

This assessment item relates to unit Learning Outcomes 1, 4, 5, 7 and 8 and it will be graded on the following criteria: search strategies, source evaluation, language use, referencing and reflecting.

**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 (5 Oct 2018) 11:55 pm AEST

**Return Date to Students**

The Research Essay will be returned prior to the Certification of Grades for Term 2.

**Weighting**

50%

**Minimum mark or grade**

25

**Assessment Criteria**

This assessment item relates to Learning Outcomes 1-8 and it will be graded on the following criteria: planning, content, structure, language use, cohesive ties, referencing and reflecting.

**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