



LNGE40049 Essay Writing for University

Term 1 - 2019

Profile information current as at 03/05/2024 08:05 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 1 - 2019

- Brisbane
- Bundaberg
- Cairns
- Gladstone
- Mackay
- Noosa
- Online
- 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 2019 (2019)

Authors: School of Access Education

CQUniversity Publishing Unit

Rockhampton , QLD , Australia

Binding: Paperback

LNGE40049

Prescribed

LNGE40049 Essay Writing for University

Edition: 6th (2019)

Authors: School of Access Education

CQUniversity Publishing Unit

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. Please see your Moodle site closer to the start of Term.

[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 - 11 Mar 2019

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

Week 2 - 18 Mar 2019

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

Week 3 - 25 Mar 2019

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

Week 4 - 01 Apr 2019

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

Week 5 - 08 Apr 2019

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

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: Research and Referencing (Part 2)		Research Paragraph Due: Week 6 Friday (26 Apr 2019) 11:55 pm AEST

Week 7 - 29 Apr 2019

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

Week 8 - 06 May 2019

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

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 9: Effective Essays (Structuring)		Annotated Bibliography Due: Week 9 Friday (17 May 2019) 11:55 pm AEST

Week 10 - 20 May 2019

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

Week 11 - 27 May 2019

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

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 12: Reflecting on Essay Writing for University		Research Essay Due: Week 12 Friday (7 June 2019) 11:55 pm AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Jun 2019

Module/Topic

Chapter

Events and Submissions/Topic

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.

The study guide for Essay Writing for University (EWU) is available on the Moodle unit site; however, we strongly advise you to print out your own copy. You will need a hard copy to complete activities and take notes. A printed study guide cannot be purchased from the CQUniversity Bookshop this term, but your Access Coordinator will provide you with advice on how to access a printed copy and the approximate cost.

Assessment Tasks

1 Research Paragraph

Assessment Type

Written Assessment

Task Description

Your task is to plan and write a 300 word research paragraph, and then reflect on your experience of completing this task. There are four parts to this assessment:

1. Planning activities (Notes TM and graphic organiser)
2. A 300 word research paragraph using information from the two sources provided on Moodle
3. A reference list
4. A 100-200 word reflective response to the prompt questions on Moodle.

A detailed description of this assessment, including the topic, sources, templates, requirements and grading criteria, is available on the Essay Writing for University Moodle site.

Assessment Due Date

Week 6 Friday (26 Apr 2019) 11:55 pm AEST

Return Date to Students

Week 8 Friday (10 May 2019)

Within two weeks of the assessment due date or, if the assessment is received after the due date, within two weeks of the submission date.

Weighting

20%

Assessment Criteria

This assessment will be graded on the following criteria: planning, structure, language, referencing and reflective response.

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

Your task is to use your information literacy skills to find and evaluate four sources that you could use in your research essay (Assessment 3), and then write an 800 word annotated bibliography on the four sources (approximately 200 words for each source). You are then required to reflect on your experience of completing this task. There are three parts to this assessment:

1. An 800 word annotated bibliography
2. A reference list
3. A 100-200 word reflective response to the prompt questions on Moodle.

This assessment is designed to help you prepare for Assessment 3: Research Essay. The four sources you find and evaluate for the annotated bibliography may also be used as sources for your research essay. A detailed description of this assessment, including the topic, templates, requirements and grading criteria, is available on the Essay Writing for University Moodle site.

Assessment Due Date

Week 9 Friday (17 May 2019) 11:55 pm AEST

Return Date to Students

Week 11 Friday (31 May 2019)

Within two weeks of the assessment due date or, if the assessment is received after the due date, within two weeks of the submission date.

Weighting

30%

Assessment Criteria

This assessment will be graded on the following criteria: resource evaluation, search strategies, language, referencing and reflective response.

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

Your task is to plan and write a 1600 word academic essay on one of the topics available on the Essay Writing for University Moodle site, and then reflect on your experience of completing this task. There are four parts to this assessment:

1. Planning activities (Let's Go Activities 7-1, 9-2, 10-1 and 10-2 from the Essay Writing for University Study Guide)
2. A 1600 word research essay using information from approximately 10 sources (minimum of 6)
3. A reference list
4. A 100-200 word reflective response to the prompt questions on Moodle.

A detailed description of this assessment, including the topic, templates, requirements and grading criteria, is available on the Essay Writing for University Moodle site.

Assessment Due Date

Week 12 Friday (7 June 2019) 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 will be graded on the following criteria: planning, content, structure, language, referencing and reflective response.

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