

UTS:HELPS

HIGHER EDUCATION LANGUAGE AND PRESENTATION SUPPORT

ACADEMIC WRITING

READING & REFERENCE MATERIALS
INTENSIVE ACADEMIC PROGRAM

Higher Education Language & Presentation Support (HELPs)

University of Technology Sydney

Building 1, Level 5, Room 25

15 Broadway

Ultimo NSW 2007 Australia

+61 2 9514 9733

helps@uts.edu.au

www.helps.uts.edu.au

Table of contents

Sample text 1: Guide to writing assignments	1
Sample text 2: Book – <i>Academic writing is...</i>	2
Sample text 3: Academic journal article	6
Sample text 4: Web page (non-academic)	7
Sample text 5: Web page (academic)	8
Summary text	9
Detecting plagiarism (extract)	13
Sample assignment questions/tasks	14
Sample criteria	15
Harvard UTS referencing guide – condensed version	27
Peer review	28

Sample text 1: Guide to writing assignments

Available to download for free from UTS Business School website
www.uts.edu.au/node/50946/

GUIDE TO WRITING ASSIGNMENTS

Edition 3.1

UTS BUSINESS SCHOOL

ACKNOWLEDGEMENTS

This 3.1 edition of the Guide to Writing Assignments owes a great deal to its predecessor edition which was the result of collaborations between the UTS Business School and other groups at UTS including staff of the UTS Libraries, the Faculty of Law and the former ELSSA Centre. Many staff from within the School of Business have contributed to ongoing development of this guide.

PLANNING AND DRAFTING: How much time should I spend on my plan?

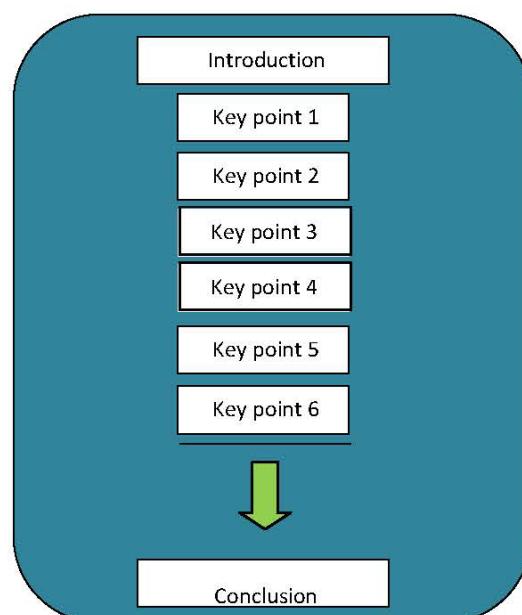
For many writers, the process of planning an assignment starts early and continues throughout their researching and reading stages. The plan changes as they develop their understanding of the topic and their own approach to it. For some writers, a plan that they develop on the computer can provide a structural framework into which they can start writing – that is, they use the same document and progressively ‘flesh it out’ – this is called ‘an outline’ of your assignment and is a very effective way of planning your assignment.

However, there are no rules about the best way of planning and when is the best time to start writing and people seem to develop their own approaches over time.

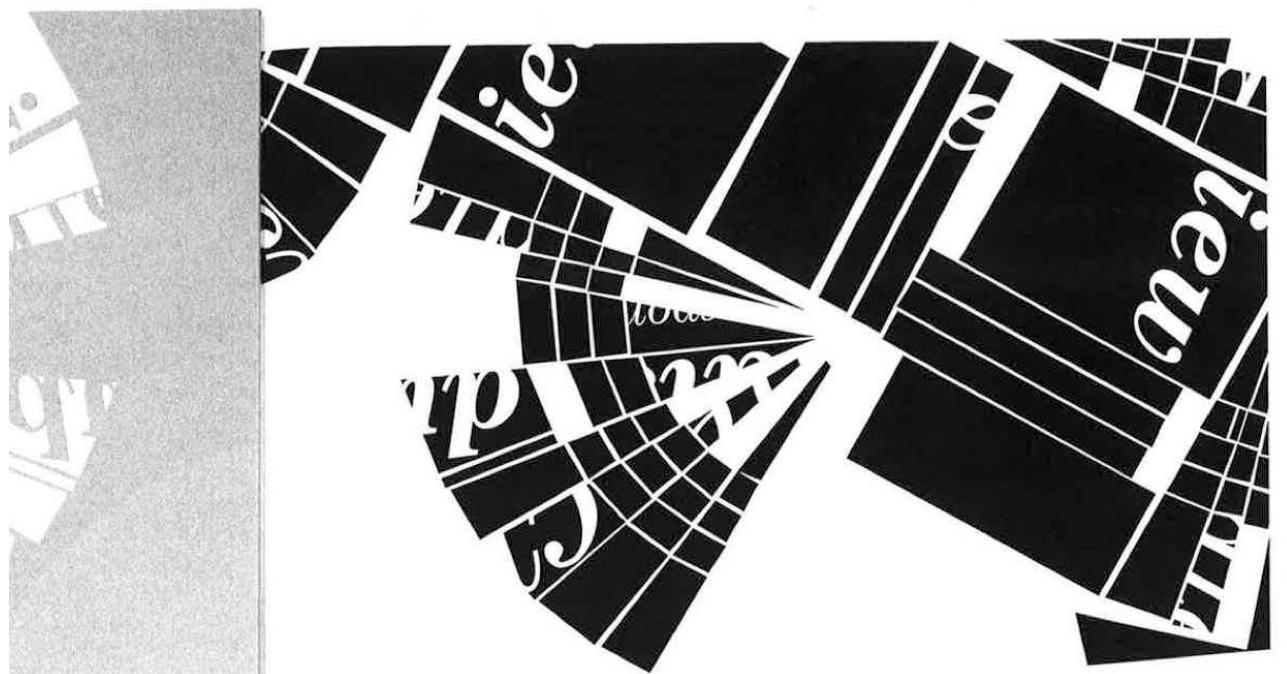
The plan for the assignment is a useful way of keeping the work within its scope and its word limit. One technique that many writers use is to estimate how many paragraphs their whole assignment is likely to be.

- If an essay assignment task specifies a word limit of 1500 words,
- How many key ideas do you want to discuss within your work?
- If the introduction is 1 paragraph, and the conclusion is 1 paragraph, then you may want to concentrate the other paragraphs on 4-6 key points of your overall argument
- That means there must be 4-6 substantial points or steps in the essay, with each main point being logically clustered into paragraphs.

This can help to guide the reading and thinking process and shape the development and consolidation of the argument. It can also help to keep the research within a reasonable scope for the scale of the task.



Sample text 2: Book – *Academic writing is...*



academic writing is...

A GUIDE TO WRITING IN A UNIVERSITY CONTEXT

TERRI MORLEY-WARNER

1476

ELSSA Centre, UTS
Level 18, Tower Building
PO Box 123
BROADWAY 2007
T: +61 2 9514 2327
www.elssa.uts.edu.au

AALL

Association for Academic Language and Learning

Association for Academic Language and Learning
c/o ELSSA Centre, University of Technology, Sydney
Broadway NSW 2007 Australia
www.aall.org.au

Copyright © Terri Morley-Warner 2009
Reprinted with corrections 2010

First published in three editions by CREA Publications
This edition fully revised and updated.

This work is copyright. Apart from any fair dealing for the purposes of private study, research, criticism or review as permitted under the Copyright Act 1968 and subsequent amendments, no part may be reproduced, stored in a retrieval system or transmitted by any means or process whatsoever without the prior written permission of the publishers.

Copying for educational purposes
Copying for educational purposes is permitted by law under Part VB of the Copyright Act, subject to adherence to prescribed procedures. Further information is available from the Copyright Agency Limited.

National Library of Australia Cataloguing-in-Publication entry:

Morley-Warner, Terri, 1947-
Academic writing is : a guide to writing in a university context / Terri Morley-Warner.
ISBN 978-0-9804297-2-5 (pbk.)
Includes index.
Bibliography.
1. Academic writing – Handbooks, manuals, etc.
2. Dissertations, Academic – Handbooks, manuals, etc.
3. Report writing – Handbooks, manuals, etc.
Association for Academic Language Learning.

808.066

Cover and book design by Jo Morley,
Humming Studio, www.hummingstudio.com

Set in ITC New Baskerville Std

Printed in Australia by UTS Printing Services

10 marks and that *the discussion* of that issue with reference to at least three writers would be worth 30 marks. Clearly, you should give most of your attention to the discussion section of the assignment!

stage 2: researching & reading

remember purpose
and audience

When you have analysed the wording of the task and feel clear about what is wanted, it is useful to brainstorm your first ideas as a guide to reading: what am I looking for? If you have no real idea yet about the topic, use the reading list as a starting point and later you can brainstorm from your notes.

For example, in planning the writing of this book, ideas were brainstormed. The list jumped from words like the *writing process* to *critical thinking*, *topic sentences* to *introduction* to *report-writing* to *referencing* and *apostrophes*, and so on. Clearly there was no easy connection between the ideas as they came; some represented a specific part of the process, others represented whole areas of academic writing. What is important is allowing your mind to toss the ideas up; you can impose a logical order on the list later.

At this early stage you may be gathering information in a variety of ways: searching online, reading a range of texts, interviewing, asking questions, working in the lab, viewing videos, and so on. You will need to plan how much time you can spend doing this. Conscientious students often need a reminder to halt the research stage in order to get started on the drafting. It is frequently easier to keep on reading and note-making than it is to start the writing, but there needs to be a point (marked in your diary) where you stop the research and start the writing. This does not mean that you will never need to go back to the research stage to fill a gap in your information or re-read an important text. However the writing process needs time if it is to work and do justice to the research you have done. Here are several tips that can help to make the research stage more efficient.

strategies

see: referencing,
Part 7

» **Print or photocopy** whatever you need to read – hard copy is easier to work with as you can ‘see’ what you have, spread it out, shuffle it around. The problem with a computer screen is that it fragments the information to one or two screens at a time. Write notes on the texts as you work with them and if you own the book, write on it (it is only a tool, after all).

» **Always copy down the full bibliographic details** of the text before you start. This ensures that you do not have to spend time later trying to find all the information. *RefWorks* and *EndNote* are useful bibliographic software (see Part 7) that will store the information for you. Always double-check as these programs are not infallible.

» **Always read pen-in-hand**, underlining or highlighting key words and main ideas on your printouts or photocopies.

» **Write margin notes:** key words or questions – this will help you find the information quickly when you need it.

» **Note** any ideas after reading – the sooner the better while your memory and impressions are fresh. For example, what were the main points/arguments? What evidence? Where does this text differ/agree with others? What ideas has it given you? Where to next?

full bibliographic
details?

margin notes in
this book highlight
information

Sample text 3: Academic journal article

Studies in Higher Education
Vol. 32, No. 4, August 2007, pp. 419–438



Improving the quality of students' academic writing: an intervention study

Pietro Boscolo^{*a}, Barbara Arfè^b and Mara Quarisa^a

^aUniversity of Padova, Italy; ^bUniversity of Verona, Italy

An intervention aimed at improving academic writing—in particular, synthesis writing—was conducted with 52 undergraduate students of psychology of the University of Padua (Italy). Before and after the intervention, which lasted 12 weeks, participants were administered a questionnaire on beliefs about writing and a synthesis writing task. During the intervention, participants practised academic writing by composing texts which were revised by the teacher, and analysing and discussing examples of good and poor academic texts. The results showed an improvement in students' ability to write a synthesis, whereas their beliefs about writing were only partially affected by the intervention.

In Italian Psychology faculties, not only graduate but also undergraduate students write a final dissertation, in which they have to review the literature on a psychological problem, i.e. synthesize and organize information from multiple sources. This writing task requires critical elaboration of knowledge from journal papers, reviews, and books. Students who have to produce a literature review are faced with a major change in perspective: from consumers to producers of knowledge (Ylijoki, 2001). High-quality literature reviews organize, integrate and evaluate the source texts. However, research shows that undergraduate students often simplify the writing of literature reviews by repeating the content of the source material sequentially in their papers (e.g. Campell *et al.*, 1998; Froese *et al.*, 1998). This writing approach often results in poor-quality papers, where 'each paragraph outlines a particular article or study, with a description of what the source authors investigated and their results' (Granello, 2001, p. 298).

For Italian psychology undergraduates, academic writing, and specifically synthesis writing, is particularly demanding for two reasons. Firstly, as they come from very heterogeneous high schools, psychology students have different levels of writing

*Corresponding author: Pietro Boscolo, Department of Developmental Psychology, Via Venezia, 8, 35131 Padova, Italy. Email: pietro.boscolo@unipd.it

Sample text 4: Web page (non-academic)

Essay

From Wikipedia, the free encyclopedia

An [essay](#) is a piece of writing which is often written from an author's personal [point of view](#). Essays can consist of a number of elements, including: [literary criticism](#), political [manifestos](#), learned [arguments](#), observations of daily life, recollections, and reflections of the author. The definition of an essay is vague, overlapping with those of an [article](#) and a [short story](#). Almost all modern essays are written in [prose](#), but works in [verse](#) have been dubbed essays (e.g. [Alexander Pope's "An Essay on Criticism"](#) and [An Essay on Man](#)). While brevity usually defines an essay, voluminous works like [John Locke's "An Essay Concerning Human Understanding"](#) and [Thomas Malthus's "An Essay on the Principle of Population"](#) are counterexamples. In some countries (e.g., the United States and Canada), essays have become a major part of formal [education](#). Secondary students are taught structured essay formats to improve their writing skills, and [admission essays](#) are often used by [universities](#) in selecting applicants and, in the humanities and social sciences, as a way of assessing the performance of students during final exams. The concept of an "essay" has been extended to other mediums beyond writing. A [film essay](#) is a movie that often incorporates documentary film making styles and which focuses more on the evolution of a theme or an idea. A [photographic essay](#) is an attempt to cover a topic with a linked series of photographs; it may or may not have an accompanying text or captions.



Essays of Michel de Montaigne

Contents [hide]

- 1 Definitions
- 2 History
 - 2.1 Europe
 - 2.2 Japan
- 3 As an educational tool
- 4 Forms and styles
 - 4.1 Cause and effect
 - 4.2 Classification and division
 - 4.3 Compare and contrast
 - 4.4 Descriptive
 - 4.5 Dialectic
 - 4.6 Exemplification
 - 4.7 Familiar
 - 4.8 History (thesis)
 - 4.9 Narrative
 - 4.10 Critical
 - 4.11 Economics
 - 4.12 Other logical structures
- 5 Magazine or newspaper
- 6 Employment
- 7 Non-literary types
 - 7.1 Visual Arts
 - 7.2 Music
 - 7.3 Film
 - 7.4 Photography
- 8 See also
- 9 References
- 10 Further reading
- 11 External links

Sample text 5: Web page (academic)

[Accessible version](#) | [Skip to content](#) | [Change your text size](#)



Language and Learning Online

speaking writing reading

SEARCH

Monash University > Learning Support > Language and Learning Online > Reading > Reading home

HOME READING WRITING SPEAKING LISTENING STUDY SKILLS GRAMMAR QUICK STUDY GUIDES

Table of contents - +

- Reading home
- Effective reading
 - Questions to think about
- Selecting texts
 - Approaching a text
 - Extending understanding
- Predicting
 - Predicting content from a title
 - Predicting and questioning the text
- Skimming
 - Skimming, predicting, and questioning a difficult text
- Scanning
 - Scanning a table of contents
 - Scanning an index
 - Scanning, predicting, and questioning a difficult text
- Detailed reading
 - Predicting and questioning the text
 - Getting the main ideas
 - Writing a summary
 - Analysing the last paragraph
 - Taking notes for an essay
 - Taking notes
 - Notetaking suggestions
 - Sample notes
 - Sample notes example
 - What to note
 - When and how to note
 - Mark-up the text
 - Review marked-up text
 - Continue marking-up the text
 - Notes summary

Reading

Should you enjoy reading your university texts? There is no guarantee you will, but there are ways of dealing with reading efficiently and thus drawing satisfaction from it. If you enjoy it, then that's a bonus. Reading for study purposes is different from reading for leisure.

In these tutorials, you will learn effective reading and notetaking skills for your tertiary course. It is recommended that you work your way sequentially through each section by starting with the [Effective Reading](#) tutorial.

Please use the link at the foot of this page to give us your feedback when you have finished.



DOC Download a [printable version](#) of this page (.doc)
Problems? Questions? Comments? Please provide us [feedback](#).

◀ Previous | Next ▶

▼ Reading problems
Overcoming reading problems
▼ Reading strategies in Education
Reading books
Reading journals
Other reading resources

Ask a question Phone +61 3 9905 5054 or use our enquiry services [ask.monash](#) for Monash students and staff | [ask.monash](#) for visitors and alumni.

Your opinion [Feedback form for Monash staff and students](#) | [Feedback form for visitors and alumni](#)

Copyright 2014 [Monash University](#) ABN 12 377 614 012 - [Caution](#) - [Privacy](#) - CRICOS Provider Number: [00008C](#)

Last updated: 21 February 2007 - Maintained by lsweb@lib.monash.edu.au - [Accessibility information](#)

Page Author: CALT Learning Support



Avoiding plagiarism in academic writing

Anderson I (2009) Avoiding plagiarism in academic writing. *Nursing Standard*. 23, 18, 35-37.
Date of acceptance: November 10 2008.

Summary

Plagiarism means taking the work of another and presenting it as one's own, resulting in potential upset for the original author and disrepute for the professions involved. This article aims to explore the issue of plagiarism and some mechanisms for detection and avoidance.

Author

Irene Anderson is senior lecturer in tissue viability, School of Nursing and Midwifery, University of Hertfordshire, Hatfield.
Email: i.l.anderson@herts.ac.uk

Keywords

Academia; Plagiarism; Professional integrity and standards

These keywords are based on the subject headings from the British Nursing Index. This article has been subject to double-blind review. For author and research article guidelines visit the *Nursing Standard* home page at nursingstandard.rcnpublishing.co.uk. For related articles visit our online archive and search using the keywords.

PLAGIARISM HIT THE HEADLINES in June 2008 when Raj Persaud, well-known television and radio broadcaster and psychiatrist, was suspended from practice for three months by the General Medical Council, for presenting others' work as his own (*The Lancet* 2008). Such conduct is regarded as 'intellectual theft, and totally unacceptable' (*The Lancet* 2008). Plagiarism is not a new issue, however increased publicity and improvements in detection strategies mean that the possibility of plagiarism is more likely to enter the consciousness of the reader. In addition, one only needs to browse the internet to find a plethora of essays for sale or adverts for essays 'to order' (Burnard 2002). Such internet sites do state that essays should be used for information only and not submitted for assessment, but some individuals do not adhere to these guidelines. The person buying the essay may have little idea of the quality of the piece, and may be buying it because his or her writing skills are poor.

Harper (2006) reviewed literature on the extent of cheating among nursing students, views on cheating and the risks of being caught among university students. Harper (2006) identified types of dishonesty, such as the use of mobile telephones to photograph and record information, the practice of plagiarism and buying essays from the internet. Her review indicated that those who cheated in academic studies were more likely to cheat in the workplace. The review also suggested that robust reporting and penalties for cheating had the effect of reducing prevalence of such behaviour. She concluded that, ideally, students should perceive there is a significant risk of being caught and that penalties are severe.

In a UK study, Szabo and Underwood (2004) surveyed 291 students across a range of disciplines and years, identifying that 20% would definitely, and 34% would probably, plagiarise to avoid failing a module. The study found that men were more likely (68%) to cheat than women (39%). Around 60% of the sample was unsure of the skills and ability of their tutors to detect plagiarism, and 28% of the sample perceived that the benefits outweighed the risks of being caught.

Plagiarism is particularly reprehensible in healthcare professions. The Nursing and Midwifery Council's code of professional conduct (2008) calls for nurses to be 'honest... [and to] uphold the reputation of your profession'. Deliberate cheating is morally and ethically wrong and does not encourage the trust of patients and colleagues.

In some cases plagiarism and failure to admit or accept that it has taken place may lead to the individual's fitness to practise being called into question, possibly resulting in more serious professional consequences such as professional censure and suspension.

The internet opens up many possibilities for furthering knowledge, but also creates opportunities to misuse material. An editorial in *The Lancet* (2008) discussed the extent of

cheating in scientific research, but cautioned that plagiarism can be difficult to define and that 'accidental errors' can occur when cutting and pasting text.

Detecting plagiarism

Reputable professional journals preserve their integrity and standards by using external reviewers. Reviewers are generally experienced in their fields and their remit is to check that articles are accurate and up to date to ensure the best possible chance of encouraging evidence-based practice. There is a responsibility on reviewers to ensure that professional standards are upheld. It is commendable that many articles submitted to journals arise from course assignments, but it is of concern when plagiarism has gone undetected at the time of marking such assignments and is detected later by journal reviewers.

There are many ways of detecting plagiarism (Box 1). Software such as Turnitin® is commonly used in the UK (JISC Plagiarism Advisory Service 2007). Essays can be put through this system, which indicates the percentage match found on the internet and the sources of such information. However, one needs to use judgement, as the software detects commonly used words and phrases so there still needs to be some exploration of possible sources. The process can be time consuming but it is important that incidents are properly and fairly investigated.

There is scope to use plagiarism software in a more proactive way to help students develop academic writing skills. If formative pieces of work are fed through the system near the start of a course, students can see any incidences of plagiarism in their writing and take steps to correct their paraphrasing and referencing skills at an early stage.

Some individuals may copy from book sources hoping to escape detection, but many books are available electronically, and can be traced. Specialist readers or reviewers will also be familiar with book text. Sometimes simply typing a phrase into a search engine such as Google is enough to trace the source of a piece of writing.

Experienced essay markers, journal reviewers and editors become adept at detecting changes of style. In extreme examples, barely literate prose may suddenly flow with complex scientific explanations. More subtle examples include American spellings of words and the use of obscure and difficult-to-source references. A sign of plagiarism also involves copying incorrect spellings. When the incorrect spelling is used in

another piece of work for example, that writer may be copying from the book or giving a secondary reference – claiming to have read the original source when they have not. The former is plagiarism and inexcusable, and the latter is incorrect presentation of a secondary source, which is poor academic practice.

Avoiding plagiarism

The risk of plagiarism in academic settings can be reduced by not setting the same essay every year. Burnard (2002) reflected on the possibility of plagiarism extending beyond coursework essays to dissertations. He felt that written examinations may reduce the problem (Burnard 2002). Publicising good practice, enabling students to experience plagiarism detection of their own work at an early stage in their studies, and helping them to develop good writing and referencing styles, may also help to prevent plagiarism. Some students do not understand what plagiarism is, so focusing on formative work can help to develop academic writing skills. In this way individuals can practise their writing and referencing skills in advance of submitting work for formal assessment. Feedback received at the formative stage is particularly valuable and it is important that it is given appropriate attention.

It is important to acknowledge that plagiarism exists. If you are an editor, reviewer or tutor you need to be alert to the possibility, rigorously check sources and consider the use of plagiarism detection software. Programme tutors and module leaders should ensure that course documentation explains clearly what plagiarism is and how it can be avoided. This information should also be reinforced to students at the beginning of their studies and for each module thereafter. If plagiarism is suspected, students may find themselves in front of a school academic misconduct panel. If the offence is proven it may lead to a summons before a fitness to practise panel or health and conduct committee.

As writers we should be careful to cite sources and be prepared to learn from our mistakes and omissions. As a profession we need to recognise that the problem of plagiarism exists and ensure that each journal and educational institution has mechanisms in place to deal with it. Many students worry about the possibility of plagiarism; it may be that those who worry are least likely to do it, but assessment pressures may drive individuals to take risks. The more that can be done early to help people develop writing skills and confidence, the less likely they are to resort to cheating.

Kenny (2007) discusses the risk of bringing the nursing profession into disrepute and that it is

BOX 1**Detecting plagiarism****Original text (Anderson 2007):**

There is debate about how often Doppler assessment should be carried out. Guidelines currently recommend every three months post-ulcer healing (Royal College of Nursing (RCN) 2006); however, this is burdensome and probably not necessary for many patients (Pankhurst 2004). Therefore, practitioners should refer to local guidelines.

Example 1 – is this plagiarism?

There is debate about how often Doppler assessment should be carried out. Guidelines currently recommend every three months post-ulcer healing (RCN 2006); however, this is burdensome and probably not necessary for many patients (Pankhurst 2004). Therefore, practitioners should refer to local guidelines.

Answer: this is plagiarism. It gives the impression that these are the words of the writer. In addition, the writer is also claiming to have read the papers cited in the text. To correct this, the text should be put in quotation marks and the reference given with the page number of the original. However, directly quoting does not demonstrate understanding.

Example 2 – is this plagiarism?

There is discussion about how often Doppler assessment should be done. Guidelines currently recommend every three months post-ulcer healing (RCN 2006); however, this is probably not necessary for many patients (Pankhurst 2004). Therefore, practitioners should refer to local guidelines.

Answer: this is plagiarism. It is not enough to just change some of the words; the original source of the writing should be cited. This is an example of poor writing technique. The writer is repeating what was written originally and is not demonstrating any understanding of the text or how the ideas should be applied to practice.

Example 3 – is this plagiarism?

Practitioners may find Doppler assessment every three months difficult to achieve and the decision whether or not to do this may depend on the needs of the patient and local guidance (Anderson 2007).

Answer: this is not plagiarism. The writer has taken an idea and put it into his or her own words, demonstrating understanding of the risk in assessment and a good referencing technique.

inequitable to other students not to challenge plagiarism where it is detected or suspected. As well as university system penalties, a writer who plagiarises will incur the censure of journal editors and may be barred from submitting his or her work in the future. Offenders may also find themselves having to explain their behaviour to colleagues, family and friends.

Conclusion

There is a need to share experiences of plagiarism and means of detecting it to improve

overall awareness and reduce occurrence. Qualified nurses and educators need to maintain the highest possible standards in publications to act as role models for novice or beginner writers. It would be helpful to have guidance from the professional bodies, specifically with regard to plagiarism, so that anyone who deliberately sets out to cheat is aware that there will be serious consequences. Finally, we need to continue to support inexperienced writers to build skills and confidence, and celebrate academic success achieved through hard work and application **NS**

References

Anderson I (2007) Use of Doppler ultrasound in assessing leg ulcers. <i>Nursing Standard</i> . 21, 47, 50-56.	cheating. <i>Nurse Education Today</i> . 26, 8, 672-679.	Kenny D (2007) Student plagiarism and professional practice. <i>Nurse Education Today</i> . 27, 1, 14-18.	Szabo A, Underwood J (2004) Cybercheats: is information and communication technology fuelling academic dishonesty? <i>Active Learning in Higher Education</i> . 5, 2, 180-199.
Burnard P (2002) All your own work? Essays and the internet. <i>Nurse Education Today</i> . 22, 3, 187-188.	JISC Plagiarism Advisory Service (2007) <i>Turnitin Tip in all Categories</i> . www.plagiarismadvice.org/documents/resources/TurnitinPDSReview.pdf (Last accessed: November 25 2008.)	Nursing and Midwifery Council (2008) <i>The Code, Standards of Conduct, Performance and Ethics for Nurses and Midwives</i> . NMC, London.	The Lancet (2008) Fighting plagiarism. Editorial. <i>The Lancet</i> . 371, 9631, 2146.
Harper MG (2006) High tech			

Detecting plagiarism (extract)

Reputable professional journals preserve their integrity and standards by using external reviewers. Reviewers are generally experienced in their fields and their remit is to check that articles are accurate and up to date to ensure the best possible chance of encouraging evidence-based practice. There is a responsibility on reviewers to ensure that professional standards are upheld. It is commendable that many articles submitted to journals arise from course assignments, but it is of concern when plagiarism has gone undetected at the time of marking such assignments and is detected later by journal reviewers.

There are many ways of detecting plagiarism (Box 1). Software such as Turnitin® is commonly used in the UK (JISC Plagiarism Advisory Service 2007). Essays can be put through this system, which indicates the percentage match found on the internet and the sources of such information. However, one needs to use judgement, as the software detects commonly used words and phrases so there still needs to be some exploration of possible sources. The process can be time consuming but it is important that incidents are properly and fairly investigated.

There is scope to use plagiarism software in a more proactive way to help students develop academic writing skills. If formative pieces of work are fed through the system near the start of a course, students can see any incidences of plagiarism in their writing and take steps to correct their paraphrasing and referencing skills at an early stage.

Some individuals may copy from book sources hoping to escape detection, but many books are available electronically, and can be traced. Specialist readers or reviewers will also be familiar with book text. Sometimes simply typing a phrase into a search engine such as Google is enough to trace the source of a piece of writing.

Experienced essay markers, journal reviewers and editors become adept at detecting changes of style. In extreme examples, barely literate prose may suddenly flow with complex scientific explanations. More subtle examples include American spellings of words and the use of obscure and difficult-to-source references. A sign of plagiarism also involves copying incorrect spellings. When the incorrect spelling is used in another piece of work for example, that writer may be copying from the book or giving a secondary reference – claiming to have read the original source when they have not. The former is plagiarism and inexcusable, and the latter is incorrect presentation of a secondary source, which is poor academic practice.

Sample assignment questions/tasks

Assessment task A

Assessment item 2: Media analysis

Objective(s): 4 and 5

Weighting: 40%

Due: 4th June 2012

Length: 1500 words

Task: Select one issue that has been identified in the media as a problem, pressure or need to be addressed. Collect media reports about this issue. Research this issue from the peer reviewed literature, using the electronic library databases. Your paper must argue in some depth why this is an important issue in Australian health services and must demonstrate that you have researched the issue in depth wider than the set and recommended readings. In your assignment you will be expected to:

1. Describe the issue in detail.
2. Identify the origins of the factor as a problem, pressure or need in the system.
3. Discuss how it is affecting either the health status of the Australian population or the Australian health system.
4. Argue why this is such an important issue and use data to quantify your reasons – you may need to read widely to find the source of data for your issue. Where possible, present your data in table form. Introduce, label and describe your data appropriately.
5. Based on your analysis, synthesise the main factors arising and form conclusions about the extent to which the issue is a problem that needs to be addressed as an element of health reform.

Criteria:

- Identification and justification of issue chosen
- Evidence of wide reading in relation to the issue identified
- Strength of argument in defence of issue/pressure chosen
- Strength of conclusion, particularly ability to draw together the strands of your argument
- Quality of editing, grammar, spelling and referencing

Sample criteria

Issues in Australian Health Services

Assignment 2: 40%

Criteria
Identification and justification of issue chosen Student justifies choice of issue. Extent to which origin of factor is discussed as a problem or pressure. Explanation of why an issue justified. Impact, response and strategies relating to managing the issue identified and justified.
Evidence of wide reading in relation to the issues identified. The work demonstrates a strong understanding of the background to and issues concerning the factor chosen. All discussion is supported by relevant literature.
Strength of argument in defence of pressures chosen. Extent to which the pros and cons of the argument are presented and defended. Extent to which detail of the issues raised is analysed and synthesised.
Strength of conclusion Extent to which the main issues identified and discussed are brought together in a conclusion that address the pressure chosen for discussion.
Editing, grammar, spelling and referencing Report format is required for this assignment. The document is edited for mistakes, grammatical and spelling errors. Referencing conforms to Faculty guidelines

Students should take these points into account in editing their assignments.

STYLE FEEDBACK SHEET

AREAS NEEDING IMPROVEMENT	FEEDBACK
REFERENCE LIST:	
• Alphabetical order of surname of (first) author	
• Correct format for authorship of article or chapter in an edited book	
• Correct format for authorship of journal article	
• Correct citation for anonymous work or no credited author	
• Correct citation for lecture material	
• Correct format for citation of electronic material	
• Correct citation for unpublished work, TV, radio etc	
• Correct citation for personal communication	
• Correct format – indentation, italics, punctuation, spacing	
• Correct use of upper and lower case letters	
• Differentiates between Ed. (Editor) and ed. (edition)	
• Unnecessary use of numbering, dot points	
• Differentiation between reference list and bibliography	
• Accurate correlation between in-text citation and reference list	
IN-TEXT REFERENCES:	
• Lack of in-text citations	
• Correct format for and citation of direct quotations	
• Correct citation of in-text discussion	
• Alphabetical order of author in brackets	
• Author's name followed by year	
• Citation of secondary source	
• Citation of works with more than two authors	
• Correct use of "et al."	
PROOF READING:	
• Spelling errors	
• Typographical errors	
• Grammatical errors	
• Punctuation	
• Spacing and lay-out	
• Font size	
• Word limit	

Recommend ELSSA support for future work

COMMENTS:

Assessment task B

Assignment 2

The Socio-cultural Contexts of Education: Essay on a major educational issue and its impact on educational outcomes for students – 1800-2000 words

Due: 8th June, 2012

AIM: This task requires you to reflect on your views about the educational issues discussed in the *Socio-cultural Contexts of Secondary Education*.

It requires you to demonstrate your understanding of sociological issues in education and to trace how they have emerged and are changing and developing overtime given the socio-cultural, political and economic influences that shape our experiences. How does this help us to understand the society in the context of the times in which we live and the roles we have as teachers?

Additional reading lists for some issues can be found in the subject documents on UTSonline for this subject.

Choose ONE educational issue you are most interested in that you have NOT covered in Assignment 1.

Suggestions include:

- **Gender Education**
- **Public funding for private schools**
- **Ability Grouping (streaming)**
- **Assessment and Reporting student achievement eg League tables; NAPLAN**
- **National Curriculum**

You are required to:

- i. Think about what forces and factors have shaped your views on this particular issue as you begin your career as a teacher. In other words, think about how the experiences, observations and events you have had at home, school, with friends and in the world have impacted on your educational opportunities and outlook related to the issue you have chosen.
- ii. You should then reflect on how the subject readings, lectures and tutorials have advanced those views in your role as a secondary teacher.
- iii. The **key** aspect of the assignment involves an analysis of the development of your understanding of the key issue by locating your attitudes and views within particular social, economic and political contexts which have been informed by references to academic readings, media reports, lectures and tutorials as well as policy documents. Consider also your role as a teacher and the importance of this issue **in** improving educational outcomes for students.
- iv. In your discussion you should also consider the various attitudes, views and arguments that exist within these social, political and educational contexts on this issue and why these views may vary or are contested by particular stakeholders.
- v. Consider whether your views have been informed, changed, affirmed or contradicted.

Marking Criteria Assignment 2

To what extent did the essay:

- clearly and concisely outline the issue under discussion and the student's developing views on the issue?
- make effective and relevant use of scholarly readings, lecture notes and online communication?
- provide well-considered arguments, evaluations and conclusions on the issue and how views have been changed or affirmed?
- demonstrate a sound understanding of relevant sociological concepts?
- explore the interplay between individuals, schools and society?
- demonstrate technical competence in relation to spelling, grammar, punctuation, essay structure and APA referencing style?

Assignment Submission:

All assignments in this subject are to be submitted via the tutor's assignment box.

Turnitin: Originality Check

For face to face submissions students are required to process their assignments via Turnitin on UTS online and append a their originality check report to their hard copy before submission.

General Assessment Criteria for the subject

Students will be assessed on the extent to which they demonstrate achievement of the subject outcomes and related content they select from the subject content list above.

Assignments will be awarded grades according to criteria below:

- HD High Distinction: work of superior quality on all facets of the assignment. This grade will also be given to recognise particular originality or creativity in your assignment.
- D Distinction: work of very good quality on all facets of the assignment, demonstrating a sound grasp of content together with efficient organisation and selectivity.
- C Credit: work of good quality showing clear understanding and indications of additional effort in all facets of the assignment.
- P Pass: work showing basic requirements on most facets of the assignment.
- R Resubmit: this grade will only be awarded under extenuating circumstances. A resubmission will not be recommended for inadequate or unscholarly work.
- Z Fail

UTS Coursework Assessment Policy and Procedures Manual that may be downloaded at:

<http://www.gsu.uts.edu.au/policies/assessment-coursework.html>

Assessment task C

UTS NMH: Family and Children's Nursing 92319 (Autumn 2012)
Assessment: Case study analysis.

Guidelines for students: Case study analysis

Value: 60%
Due date: Wednesday 6th June 2012 before 4:00pm.
Word limit: 2000 words

In the first year of the Bachelor of Nursing program, two key areas of student learning were assessment and therapeutic intervention in health care and development across of the life span. In second year, the focus moves to episodic care. In this assignment students will draw on their knowledge of assessment and therapeutic intervention relevant to children and child development to discuss episodic nursing care of sick children and their families. The purpose of this assignment is to provide students with the opportunity to plan and organize care of a sick child and their family using clinical practice guidelines and other supporting literature, before participating in a simulation for recognition of the sick child. Students are required to locate and utilize relevant clinical practice guidelines and other supporting literature in the assignment. The case study will be discussed in the lecture in week one to assist student preparation for the assignment.

Case study: Autumn 2012

Antonio is a male infant, aged 4 months. His parents have brought him to the emergency department of their local hospital. On admission, the medical record notes the following assessment:

*4 month old infant with history of several days of nasal congestion and difficulty breastfeeding over the last 2 days. Accompanied by parents.
PHx: born 41/40, NVD. Normally well infant*

OE: *Pale, peripherally warm
Irritable, with weak cry
RR 42/minute.
Bilateral crackles on auscultation. No wheeze. Infrequent cough.
HR 162/minute at rest.
Temp 39.6° C
Profuse nasal secretions
SaO₂ 96% in RA, decreasing to 87% in RA during breastfeeding
Dry tongue, mucous membranes
Weight: 5.4 kilograms*
*Parents report 2 damp nappies in the last 12 – 14 hours.
Diagnosis: probable pneumonia
Plan: O₂ therapy to maintain SaO₂ >95%.
Consider IV cannula, fluids.
Book chest X-ray
Admit to children's ward. Reassess in 4 hours.*

For this assignment, students are required to:

1. Locate and utilize relevant literature for the assignment. This will include:
 - o Two clinical practice guidelines that relate to the management of children with the condition:
 - One relevant clinical practice guideline from Australia (provided by teaching staff – see below), and;
 - One similar clinical practice guideline from another country.
 - o Relevant journal articles and children's nursing textbooks (no older than 5 - 10 years)
2. Write an introduction that explains:
 - o Background to the topic;
 - o Purpose of the assignment;
 - o Search method used to locate the clinical practice guideline from another country
3. Identify the two immediate and important priorities for nursing care of Kane
4. Outline and discuss a plan nursing care for the Kane and his family, using the clinical practice guidelines and other relevant literature to support discussion. This discussion should include:
 - o Relevant nursing interventions to address the two identified priorities of nursing care.
 - o Nursing care that supports the development of the child
 - o Compares and contrasts the clinical practice guidelines
 - o Appropriate strategies for communication with children and families and health care professionals
5. Write a clear and logical conclusion that explains the key findings of the assignment
6. Prepare and submit their assignment in accordance with NMH requirements for presentation and referencing.

Please note: The CPG provided to students for this assignment in Autumn 2012 is:

NSW Health 2011, *Recognition of a sick baby or child in the emergency department*.
NSW Health, Sydney.

A link to this document is available in the Assignments/Case Study folder on UTSONline.

Marking criteria:

Assignments will be assessed according to the following marking criteria:

- Introduction and organization of the assignment (10 marks)
 - Topic background and purpose of the assignment is explained
 - Assignment is clearly structured
 - Referencing and presentation meets NMH requirements.
- Use of technology to locate and utilize clinical practice guidelines (CPG) (5 marks)
 - CPG are identified
 - Reason for inclusion is provided.
 - Search history is provided
- Clinical judgment (30 marks)
 - Priorities are relevant and rational.
 - Interventions for identified priorities are relevant and based on current practice.
 - Plan of care supports the development of the child
 - Appropriate literature is used to support the discussion.
- Communication (10 marks)
 - Relevant strategies for communication with children, families and health care professionals are explored
 - Appropriate literature is used to support the discussion.
- Conclusion (5 marks). Key findings of the assignment are summarized.

FCN Case Study grading/feedback sheet					
Student name:		Marked by:			
	Fail	Pass	Credit	Distinction	High Distinction
Intro & organization of assignment (10 marks)	Topic or purpose of assignment is not explained. Structure & presentation is unsatisfactory. Referencing is not in accordance with requirements.	Topic and purpose are stated. Structure & presentation is satisfactory. Referencing is in accordance with requirements.	Topic and purpose are clearly stated. Structure & presentation is more than satisfactory. Referencing is in accordance with requirements	Topic and purpose are clearly articulated. Structure & presentation superior. Referencing is in accordance with requirements.	Topic and purpose are clearly articulated. Structure & presentation outstanding. Referencing is in accordance with requirements.
Use of technology: CPG (5 marks)	CPG are not identified. No search history is provided.	CPG are identified. A search history is provided.	CPG are identified and some rationale for inclusion is provided. Search history is provided	CPG are identified & a sound rationale for inclusion is provided. Search history is clear & coherent.	CPG are identified & a superior rationale for inclusion is provided. Search history is clear & coherent.
Clinical judgment (30 marks)	Priorities are not identified or are not appropriate. Interventions are not based on current practice. Plan of care does not support the development of the child. Minimal or inappropriate literature is used.	Priorities are identified & appropriate. Some interventions are based on current practice. Plan of care shows some understanding of development. Literature is used to support discussion.	Priorities are clearly identified & appropriate. Interventions are based on current practice. Plan of care shows satisfactory understanding of development. Literature is used to support discussion.	Priorities are clearly identified & appropriate. Interventions are based on current practice. Range of appropriate literature is used to support discussion. Plan shows more than satisfactory understanding of development.	Priorities are clearly identified & appropriate. Interventions are based on current practice & a range of appropriate literature is used to support this discussion. Plan shows a superior understanding of development.
Communication (10 marks)	Strategies for communication are superficial or absent. Minimal or inappropriate literature is used.	Basic strategies for communication are apparent. Literature is used to support discussion.	Satisfactory strategies for communication are clearly identified & supported by relevant literature.	More than satisfactory strategies are clearly identified & supported by relevant literature	Superior strategies are identified & supported by a range of relevant literature.
Conclusion (5 marks)	Superficial or absent. New material is introduced.	Conclusion is satisfactory.	Conclusion is more than satisfactory.	Conclusion is superior.	Conclusion is outstanding.
Comments for student:					

Assessment task D

Assessment item 1: Events Case Study (Individual)

Objective(s): This addresses Subject Learning Objectives 1-4

This addresses Program Learning Objective/s: PLO 5.1

Weighting: 60%

Due: Assignment outline - 5th April 2012

Final report - 31st May 2012

Task: Propose a fictitious event of a type that you wish to develop insights into (e.g. festival, conference, sporting event, exhibition) and prepare an event-planning document that adequately addresses each stage of the event planning process. At minimum your plan should provide the following information:

- mission/vision/purpose and goals and/or objectives;
- an overview of the nature/form of the event, including a basic program;
- proposed organisational structure;
- a work breakdown structure (down to an level appropriate) for the event;
- Gantt chart (for key tasks only);
- production schedule (key tasks only) for the period leading up to the event's delivery and for the event's breakdown;
- statement of resource requirements (e.g. number of staff/volunteers, equipment, venue/site needs, catering requirements);
- venue/site layout diagram;
- outline of work safety and risk management plan;
- outline of environmental management plan;
- outline of transport management plan (if appropriate);
- statement of control/monitoring systems to be employed;
- statement outlining approaches to be used to evaluate both event outcomes for key stakeholders
- and event management practices employed;
- a brief discussion of how knowledge associated with the event is to be managed (if the event is to be ongoing);
- draft budget (broad areas only of income and expenditure need to be noted); and
- brief discussion of key management issues the event is likely to present.

Marking guide (sample only)

	Exceeds Expectations	Meets Expectations	Below expectations
Overview of event			
Vision/mission/purpose statement, goals and objectives			
Organizational structure			
Statement of resource requirements			
Work breakdown structure and associated Gantt Chart			
Human resources plan			
Environmental management Plan			
Risk management plan			
Transport management plan (if required)			
Statement of control/monitoring systems			
Approach to event evaluation			
Approach to knowledge management (if event is ongoing)			
Draft budget.			
Templates			
Extent to which event project management plan reflects an understanding of theory and 'best practice'			
Structure of report			
Expression/spelling/referencing			

General Comments:

Grade for Assignment:

Assessment task E

Additional information

Assessment item 1: Critical Reflective Essay (Individual)

Objective(s): This addresses Subject Learning Objective/s: 1, 2, 3, 4

Weighting: 45%

Due: The essay is due at the start of the tutorial in week 10.

Task: You are required to write a creative/critical reflective essay relating to your understanding and learning in this subject throughout the semester with the title:

"If I were to become a management consultant...Lessons learned from the Management Consulting subject".

Formal requirements: Font size should be Times New Roman 12 and 1.5 line spacing. References must be supplied, using the Harvard business referencing system, where appropriate.

The length of the essay should not exceed 3 pages.

In the folder titled "Reflective essay articles and guidelines" on UTS Online you will find additional materials that are recommended for students to read before starting work on their reflective essays.

Further information:

Individual essay assessment is subjected to plagiarism detection software.

Marking Criteria – Reflection Essay

1. Demonstrates a sound understanding of the important issues and knowledge areas. Assesses claims and makes judgements about the readings, lectures, class room discussions and connects those to relevant additional knowledge/theories/concepts from other sources to strengthen arguments put forward in the essay. Max. Marks: 15.
2. Demonstrates an ability to question taken-for-granted or poorly supported practices, knowledge or positions; driven by students' own questions and creative ideas. Max. Marks: 15.
3. Well written in terms of spelling, language, punctuation and expression. A clear and explicit argument was communicated to the reader; clear structure (introduction summarizing the essay argument, a few clear sections and an appropriate conclusion); Essay properly referenced. Max. Marks: 15.

Front page of your reflective essays

The following declaration MUST be included on the front page of your reflective essays.

DECLARATION

I hereby certify that this reflective essay is **my own work**, based on my personal study and/or research and that I have acknowledged all material and sources used in its preparation. I also certify that the essay has not previously been submitted for assessment and that I have not copied in part or whole or otherwise plagiarised the work of other students or authors.

Signature: Name: _____ Student Number: _____

Harvard UTS referencing guide – condensed version

EXAMPLE	EXPLANATION
(Author/s Year)	When you cite a reference in the text of your work:
[Turner & Roth 2003]	> include the author's surname and the year of publication.
[Alysen et al. 2003]	> if the reference has two or three authors, use ' & ' between the last two authors
'the taxation advantage ... was ... neutralised in 1985' [McGrath & Viney 1997, p. 137]	> if there are more than three authors, list only the first author and abbreviate the others by ' et al.'

In Text Referencing ^

RULES FOR TITLES
> Book titles, journal names and website titles should be in italics
> Journal article titles and chapter titles from books should be in plain text inside 'single quotation marks'
RULES FOR QUOTATIONS
If you are using a short quote
> The in-text reference must include the page number
> Use 'p.' for a single page or 'pp.' for several pages

RULES FOR WEB PAGES
The key elements when referencing a web page are:
> The person or organisation who wrote or created the web page [author]
> The year the web page was created or last updated
> The title of the web page [in italics]
> The organisation responsible for sponsoring, or publishing the website [can be left out if this is the same as the author]
> The place where the publisher is located [can be left out if this is unclear]
> The day, month and year you last accessed the website

Rules ^

UTS
UNIVERSITY OF TECHNOLOGY, SYDNEY

Condensed
UTS Harvard
Referencing Guide

FOR FURTHER INFORMATION & ASSISTANCE:
Visit lib.uts.edu.au > Help > Referencing or Study Skills or Answers
Or email your question online at lib.uts.edu.au > Help > Ask a Librarian

FIND THE EXPANDED
INTERACTIVE GUIDE AT
LIB.UTS.EDU.AU

UTS:
Library

Websites ^

EXAMPLE

Author/s Year, *Title (Italics)*,
Publisher, Place of Publication.

Books ^

EXAMPLE

Author/s Year, *Title of Article*, *Journal Name (Italics)*, Volume & Issue Numbers, Page Numbers.

EXPLANATION

Without an author [i.e. using the title in place of the author], the reference would look like this:

Maximum Linux security: a hacker's guide to protecting your Linux server and workstation 1999, Prentice Hall, Hemel Hempstead, UK.

For an edited book [note the “[eds]” for editors. Use “[ed.]” if only one editor], the reference would look like this:

Turner, S. & Roth, P.A. [eds] 2003, *Blackwell guide to the philosophy of the social sciences*, Blackwell, Oxford, UK.

For a book chapter where each chapter in an edited book has its own author and title, the reference would look like this:

Coleman S. 2003, 'Democracy in an e-connected world', in R. Davidson (ed.), *The e-connected world: risks and opportunities*, McGill Queen's University Press, Montreal, pp. 125-32.

Note: the word "in" in front of the editor's name, and how the editor initials come in front of the editor surname.

EXAMPLE

Author's Year, *Title of Website*
(*Italics*), Publisher, Place
of Publication, Date Viewed,
SUBLI. 2.

For further reference, refer to Rules for Pages

Australian Electoral Commission 2012,
2010 federal election, AEC, Canberra,
viewed 28 June 2012, <http://www.aec.gov.au/elections/federal_elections/2010/index.html>

EXPLANATION

This format should be used where the online is the only version, or for official reports where the online version is the most commonly accessed one.

For a blog, use the format below:

Green, A. 2009, 'Fremantle by-election: should the Liberals run?', *Antony Green's election blog*, weblog, ABC, Sydney, viewed 10 April 2009, <<http://blogs.abc.net.au/antonygreen/2009/04/fremantle-by-el.html>>.

Note: the word 'weblog'
For a podcast, use the format below:
Crawford, M. 2009. *Shop class as soulcraft*, audio podcasts, Future Tense Radio National ABC Radio, Sydney, 5 November, viewed 18 November 2009, <<http://www.abc.net.au/rn/future-tense/podcasts/2009/11/05/770755.htm>

Note: the words 'audio podcast'. Change to 'video podcast' for a video.

Peer review

Essay Marking Criteria: Student Version

	Needs Improvement	Satisfactory	Good
1. Content			
a) Relevance	Mostly irrelevant/question not answered	Sometimes irrelevant/fails to address some important issues	Question answered/overall highly relevant
b) Analytical/evaluative /persuasive	No analysis	Some attempt at analysis	Evidence of analysis throughout
2. Structure			
A. Introduction			
a) Orientation to topic	Insufficient development	Sufficient development attempted	Well-developed introduction to topic
b) Statement of thesis/purpose	No thesis	Thesis present	Well-written, clear thesis
c) Outline	No scope	Scope present	Scope clear and unambiguous
B. Body			
a) Topic sentences	Basic	Main idea is presented	Well-written, clear sentence
b) Logical paragraph development	Fractured sentences, ideas remain undeveloped	Some sentence control, some ideas developed	Effective sentence control/relevant, well-developed ideas throughout
c) Evidence to support ideas	Very limited support, too short	Some support provided	Relevant and convincing support
C. Conclusion			
a) Summary of main ideas	Not present or too short	Incomplete or inaccurate summary	Effective summary of main ideas/appropriately paraphrased
b) Concluding remarks	Not present	Too vague	Focused and informative
3. Features of Academic Writing			
a) Grammar & vocabulary	Numerous mistakes throughout which interfere with meaning	Mistakes do not interfere with meaning	Minor errors/accurate use of academic vocabulary
b) Cohesion	No transition signals	Some transition signals	Transition signals used effectively
c) Academic style	Too personal	Some use of nominalisation/passive voice	Nominalisation/passive voice used accurately and appropriately

Adapted from UNSW Institute of Languages