

 This pack contains useful information to support you in the assessment writing process. There are assessment checklists and links to SLS resources specific to particular academic writing skills.

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For further academic skill support contact your local

 **Student Learning Support Advisor**

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**WHO CAN HELP ME?**

Key Contacts

|  |  |  |
| --- | --- | --- |
| **QUESTION** | **CONTACT** | **LOCATION** |
| Questions about my assignment and class content​ |  Your Educator​ | * Q/A discussion forum​​
* Direct message in the class space​​
* Email your Educator
 |
| Questions and advice on how to develop study skills and improve my academic writing​ | Your local SLS Advisor​ | Sydney: SLSSydney@acap.edu.auMelbourne: SLSMelbourne@acap.edu.auBrisbane: SLSBrisbane@acap.edu.auAdelaide: SLSMelbourne@acap.edu.auPerth: SLSPerth@acap.edu.au |
| * Timetables
* Enrolment
* Attendance
* Course planning
* Extensions
* Special Consideration
* Accessibility
* Counsellor
 | Student Experience team​ | StudentCentral@acap.edu.au​ |
| Class Space, login, email, Office 365​ | IT support​ | helpdesk@my.navitas-professional.edu.au  ​ |
| Fees​ | Fees and Loans​ | feesandloans@acap.edu.au​​ |

 Enter your assessment due dates into the calendar below.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **WEEK** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** | **SATURDAY** | **SUNDAY** |
| **1** | 8 February | 9 February | 10 February | 11 February | 12 February | 13 February | 14 February |
| **2** | 15 February | 16 February | 17 February | 18 February | 19 February | 20 February | 21 February |
| **3** | 22 February | 23 February | 24 February | 25 February | 26 February**Census Date** | 27 February | 28 February |
| **4****Academic Integrity Week** | 1 March | 2 March | 3 March | 4 March | 5 March | 6 March | 7 March |
| **5** | 8 MarchVic & SA Public Holiday \* | 9 March | 10 March | 11 March | 12 March | 13 March | 14 March |
| **6** | 15 March | 16 March | 17 March | 18 March | 19 March | 20 March | 21 March |
| **7Break Week** | 22 March | 23 March | 24 March | 25 March | 26 March | 27 March | 28 March |
| **8** | 29 March | 30 March | 31 March | 1 April | 2 April**Good Friday** **Public Holiday** | 3 April**Easter Saturday****Public Holiday** | 4 April**Easter Sunday****Public Holiday** |
| **9** | 5 April**Easter Monday Public Holiday** | 6 April | 7 April | 8 April | 9 April | 10 April | 11 April |
| **10** | 12 April | 13 April | 14 April | 15 April | 16 April | 17 April | 18 April |
| **11** | 19 April | 20 April | 21 April | 22 April | 23 April | 24 April | 25 April**Anzac Day Public Holiday** |
| **12** | 26 April | 27 April | 28 April | 29 April | 30April | 1 May | 2 May |
| **13** | 3 May QLD Public Holiday | 4 May | 5 May | 6 May | 7 MayEnd of Trimester | 8 May | 9 May |

Follow these steps to complete your assessment. Click the blue hyperlinks to view resources and instructional videos supporting each step of the assessment process.

|  |  |  |
| --- | --- | --- |
|  | PLAN AND PREPARE YOUR ASSESSMENT | COMPLETE BY |
| STEP 1 | * [Identify](http://sls.navitas-professional.edu.au/unpacking-question) and [analyse the assessment task](https://classes.navitas-professional.edu.au/mod/book/view.php?id=16024) carefully and read the [marking criteria.](https://sls.navitas-professional.edu.au/meeting-assessment-criteria-0)
* Consider what you already know and summarise your view.
* Brainstorm your initial ideas in a mind map and use this to inform your research and create a more detailed [plan.](https://sls.navitas-professional.edu.au/preparing-plan-writing-or-presenting-0)
* Seek help from your teacher or the school coordinator early. Start a study group with your peers. Discuss your assessment with a [Learning Support Adviser.](https://sls.navitas-professional.edu.au/one-one-sessions)
* Watch this video for more tips on [how to plan and prepare](https://vimeo.com/203378187)for your assessment.
 | ***10% of Study Time*** |
|  | RESEARCH AND TAKE NOTES | COMPLETE BY |
| STEP 2 | This is often the most time-consuming stage of completing your essay. * Search for relevant sources via the [Library](http://libguides.navitas.com/home). See the [Library guides](http://libguides.navitas.com/information_skills/online).
* Keep a record of your quotes, paraphrased content and your own ideas. Avoid plagiarism by noting full bibliographic information and page numbers for [quotes and paraphrases.](https://sls.navitas-professional.edu.au/how-reference-text-apa)
* Get to know how to [use APA 7 Referencing](https://vimeo.com/203758914)for your assessment.
* Read and [take effective notes](http://sls.navitas-professional.edu.au/note-taking-3) and refine your plan as your research.
 | ***40% of Study Time*** |
|  | WRITE THE FIRST DRAFT | COMPLETE BY |
| STEP 3 | * Use your essay plan to organise your ideas into a [coherent order.](https://sls.navitas-professional.edu.au/making-your-ideas-flow-using-transitions)
* Use [Academic Writing](https://vimeo.com/203397452)and include [paragraphs](https://vimeo.com/203379906)that include [topic sentences](https://sls.navitas-professional.edu.au/paragraphing-0) and [supporting evidence.](https://sls.navitas-professional.edu.au/using-credible-sources-0)
* Look at our guides on [writing different assessments.](https://sls.navitas-professional.edu.au/assignment-types)
* Discuss your assessment with your teacher or a [Learning Support Adviser](http://sls.navitas-professional.edu.au/one-one-sessions).
 | ***20% of Study Time*** |
|  | REVISE AND RE-DRAFT | COMPLETE BY |
| STEP 4 | * Look at our guides on creating [Paragraphsthat Pop](http://sls.navitas-professional.edu.au/paragraphing) and [Sensational Sentences](https://vimeo.com/203386252)
* Check the [referencing guide](https://libguides.navitas.com/apa7)to make sure you have referenced everything correctly.
* [Format](https://sls.navitas-professional.edu.au/apa-7-presentation-requirements) the assessment correctly.
* Make sure you have the [ACAP cover sheet](https://www.acap.edu.au/current-students/managing-my-course/a-z-forms/) as the first page of your document. It is listed on the ACAP website under *assessment forms.*
 | ***20% of Study Time*** |
|  | PROOFREAD AND SUBMIT | COMPLETE BY |
| STEP 5 | * Double-check the assessment submission requirements.
* Look at our guide on [proofreading a](http://sls.navitas-professional.edu.au/editing-and-proofreading)nd [presentation guidelines.](https://sls.navitas-professional.edu.au/apa-7-presentation-requirements)
* Submit your essay to [Smarthinking](http://sls.navitas-professional.edu.au/smarthinking-0)or [Grammarly](http://sls.navitas-professional.edu.au/grammarly-0) at least 48 hours prior to the submission deadline for feedback on your structure, spelling and grammar.
* Submit your essay to [Turnitin.](https://howto.navitas-professional.edu.au/index.php?lang=en&action=artikel&artlang=en&id=9)
* Submit your assessment via the class space.
 | ***10% of Study Time*** |

 This is a list of definitions of common assessment task words which will help you understand what you need to do to complete your assessment successfully. For further information on understanding your assessment question visit: <http://sls.navitas-professional.edu.au/unpacking-question>

|  |  |
| --- | --- |
| **Task descriptor** | **The approach to take in your essay** |
| **analyse** | Examine closely in terms of parts to see how and why they are related to each other. Do not *just* describe or summarise. |
| **explain** | Clarify and interpret the material you present. Where appropriate, give reasons for differences of opinions or results, and try to analyse causes. |
| **discuss** | Consider and offer an interpretation or evaluation in relation to different points of view, consider all angles. Present a point of view. |
| **compare** | Show how two or more things are similar. Indicate the relevance or consequences of these similarities. |
| **identify** | Name, or say what it is. |
| **critically evaluate** **critique** | Weigh arguments for and against something, assessing the strengths of the evidence of both sides and then come to a conclusion. Clarify and interpret the material you present. Where appropriate, give reasons for differences of opinions or results, and try to analyse causes. |
| **reflect** | Reflection is a form of personal response. It involves thinking deeply, questioning your own and other’s beliefs and values in order to gain a thorough understanding of a situation or event. |
| **outline** | Give only the main points, showing the main structure. |
| **(provide) overview** | Give a general understanding or description of something as a whole. |
| **evaluate** | Assess the worth, importance or usefulness of something, using evidence. There will probably be cases to be made both for and against. |
| **summarise** | Briefly present all the main points. |
| **define** | Explain, give full meaning(s), make clear what is meant by; use definition(s) to explore the concept. |
| **illustrate** | Explain and give examples. |
| **describe** | Give the main characteristics or features, outline the main events. |
| **assess** | Decide the value of, judge, measure the importance of. |
| **examine** | Put the subject “under the microscope” looking at it in detail.  Look at reasons, causes and effects, investigate the implications. |
| **contrast** | Set two or more arguments in opposition so as to draw out differences.  Indicate whether the differences are significant. If appropriate give reasons why one item or argument may be preferable. |

 Making an action plan from your previous feedback is a useful way to help you think about how you can improve when completing future assessments. Use this template as a checklist of things you need to do or pay particular attention to when completing your next assessment tasks. For further information on feedback visit: <https://sls.navitas-professional.edu.au/making-use-feedback-0>

|  |  |
| --- | --- |
| Unit/Module |  |
| Assessment title |  |
| Mark awarded |  |
| What are the **main points** in this feedback? |  |
| What things attracted **positive** feedback? |  |
| What things attracted **negative** feedback? |  |
| How can I use this feedback in a **future**assessment? |  |
| What things do I need to do or follow up, and by when? |  |

|  |  |  |
| --- | --- | --- |
| **Section Checklist** | **Use this scaffold to help structure your assessment in a logical order.****Enter notes for each section of your paper (dot points)** | **Word allocation** |
| **Introduction** * Introductory Sentence
* Background to topic
* Thesis statement
* Main points to be explored in the paper (signposting)
 |  |  |
| **Body paragraph 1** * Topic sentence
* Support/elaborate
* Evidence/example
* Link to theory
* Concluding sentence
 |  |  |
| **Body paragraph 2** * Topic sentence
* Support/elaborate
* Evidence/example
* Link to theory
* Concluding sentence
 |  |  |
| **Body paragraph 3** * Topic sentence
* Support/elaborate
* Evidence/example
* Link to theory
* Concluding sentence
 |  |  |
| **Body paragraph 4** * T Topic sentence
* Support/elaborate
* Evidence/example
* Link to theory
* Concluding sentence
 |  |  |
| **Body paragraph 5** * Topic sentence
* Support/elaborate
* Evidence/example
* Link to theory
* Concluding sentence
 |  |  |
| **Body paragraph 6** * Topic sentence
* Support/elaborate
* Evidence/example
* Link to theory
* Concluding sentence
 |  |  |
| **Body paragraph 7** * Topic sentence
* Support/elaborate
* Evidence/example
* Link to theory
* Concluding sentence
 |  |  |
| **Body paragraph 8** * Topic sentence
* Support/elaborate
* Evidence/example
* Link to theory
* Concluding sentence
 |  |  |
| **Conclusion** * Summary of main points
* Restate thesis statement
* Final comment
 |  |  |

   A reporting verb is a word used to talk about or report on other people's work. Having a vocabulary list of reporting verbs will help you in your written assessments. This list will help you to avoid repetition in your writing and help to communicate your analysis of the literature.  For example: Jones (2013) **argues** that ..../ The evidence presented **suggests** that ..../ Jones (2003) has also **questioned**…

|  |  |
| --- | --- |
| **Purpose** | **Reporting verbs** |
| **Agreement** | accepts, acknowledges, admits, affirms, agrees, applauds, concedes, concurs, confirms, praises, recognises, supports |
| **Argument & persuasion** | alerts, argues, assures, concludes, contends, convinces, emphasises, encourages, favours, insists, interprets, justifies, proves, promises, persuades, reasons, warns |
| **Believing** | asserts, assumes, believes, claims, declares, expresses, feels, guarantees, guesses, holds, hopes, imagines, insists, knows, maintains, professes, speculates, subscribes, thinks, upholds |
| **Disagreeing & Questioning** | asks, accuses, attacks, challenges, complains, contradicts, criticises, debates, denies, disagrees, discards, disclaims, discounts, dismisses, disputes, disregards, doubts, negates, objects to, opposes, questions, refutes, rejects, requests, wonders |
| **Discussion** | comments , details, discusses, explores, reasons |
| **Emphasis** | accentuates, emphasises, highlights, insists, stresses, underscores |
| **Evaluation & Examination** | analyses, appraises, assesses, blames, categorises, compares, complains, considers, contrasts, critiques, evaluates, examines, ignores, investigates, measures, scrutinises, understands, warns |
| **Explanation** | articulates, clarifies, defines, describes, explains, identifies,  labels, outlines, simplifies |
| **Presentation** | announces, ascertained, comments, defines, describes, discovered, estimates, forgets, found, identifies, illustrates, implies, informs, instructs, lists, mentions, notes, observes, outlines, presents, remarks, reminds, reports, restates, reveals, says, shows, states, studies, uses |
| **Suggestion** | advises, advocates, alleges, hypothesises, postulates, proposes, recommends, speculates, suggests, theorises, urges |

  Connectors are a great way to ensure your expression flows in your assessment. Connectors are referred to as cohesive language in your marking criteria. Check your paragraphs contain connectors to ensure your paragraphs are written cohesively. Click [here](https://sls.navitas-professional.edu.au/cohesion-linking-ideas-1) for further information on cohesive language.

|  |  |  |  |
| --- | --- | --- | --- |
| **Time/sequence** | **Addition** | **Cause & Effect** | **Generalisation** |
| initially | again | hence | in general |
| first of all | and/and then | therefore | in most cases |
| firstly, secondly | also | consequently | usually |
| next/then | besides | as a consequence | frequently |
| meanwhile | furthermore | accordingly | mainly |
| while | additionally | as a result | on the whole |
| up to now | in addition | because | as a rule |
| before/before that | moreover | because of this | for the most part |
| formerly | not only...but also | for this reason | typically |
| previously | as well as | in that case |  |
| prior to | once again | since |  |
| after/afterwards | apart from this | thus |  |
| thereafter | another |  |  |
| subsequently |  |  |  |
| lastly/finally |  |  |  |
| soon |  |  |  |
| Simultaneously/ concurrently |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Conclusion** | **Contrast** | **Comparison** | **Example/analogy** |
| in brief | however | similarly/similar to | in other words |
| in conclusion | nevertheless | by comparison | for example |
| to conclude | yet/and yet | likewise | for instance |
| in summary | on the other hand | correspondingly | such as |
| summing up | though/although | equally important | as follows |
| on the whole | even though | in the same way | that is to say |
| finally | otherwise | whereas | in this case |
| therefore | conversely | as well as | to demonstrate |
| thus | while |  | to illustrate |
| in short | instead |  |  |
|  | in contrast |  |  |
|  | Alternatively/ either...or |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Highlighting** | **Conditional** | **Referring** | **Concession** |
| in particular | if/even if | who | nevertheless |
| particularly | unless | which | despite |
| especially | whether | when | although |
| mainly | as long as | where | however |
|  | supposing | whose |  |
|  | provided | that |  |

 The following checklist gives you an indication as to whether a piece of writing is academic or not. The more ticks you put in the 'yes' column, the more likely the writing is to be acceptable for academic purposes.

|  |  |  |
| --- | --- | --- |
|  | **Yes** | **No** |
| **Publisher** |  |  |
| Recognised academic publisher |  |  |
| Peer reviewed/refereed |  |  |
| **Content** |  |  |
| Contains good arguments |  |  |
| Includes evidence for claims |  |  |
| Shows limitations |  |  |
| Appears to be unbiased |  |  |
| Includes references to others’ work |  |  |
| **Context in discipline** |  |  |
| Makes a useful contribution to field |  |  |
| Agrees with current thought |  |  |
| Introduces new thought |  |  |
| **Methodology** |  |  |
| Shows strong reasoning |  |  |
| Makes replication possible |  |  |
| Has an adequate sample size |  |  |
| **Author** |  |  |
| Well known in the field / Affiliated with a university |  |  |
| Easy to understand in terms of writing style |  |  |
| **Relevance** |  |  |
| Recent publication |  |  |
| Results/conclusions are relevant to your study |  |  |
| Country where research was conducted relates to your own research |  |  |
| Purpose is similar to your own research |  |  |

Adapted from: Flinders University Student Learning Centre. (2006). Writing a literature review. Retrieved from http://ethio.wikispaces.com/file/view/writing+literature+review.pdf

 Use this template to compare two ideas or bodies of text. Use your notes to help build critical analysis in your body paragraphs.

|  | Text 1 | Text 2 |
| --- | --- | --- |
| Background - Who wrote this? - Is it based on or linked to a particular theory or approach? - What was the author’s purpose in writing it? |  |  |
| Evidence - Is there evidence to support the author’s ideas? - Is the evidence believable / of good quality? |  |  |
| Strengths - Are there strong arguments or evidence? - Are the arguments or evidence stronger than in other sources? |  |  |
| Limitations - Are there problems with the ideas or evidence? - Does the author recognise these limitations? |  |  |
| Balance - Are alternative ideas / research discussed, or just those of the author? |  |  |
| Overall conclusion - Is the main conclusion believable based on the ideas, arguments and evidence? - What are the implications of this conclusion in the real world? |  |  |
| Other comments or ideas about this reading |  |  |

 Use this template to compare studies. Use your notes to help build critical analysis in your body paragraphs. This is particularly useful for useful for psych students.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Study 1** | **Study 2** | **Study 3** |
| Reference/link |  |  |  |
| Aim |  |  |  |
| Hypothesis |  |  |  |
| Participants |  |  |  |
| What was done |  |  |  |
| What was found |  |  |  |
| What was concluded |  |  |  |
| Strengths of the study |  |  |  |
| Limitations of the study |  |  |  |
| Gaps |  |  |  |
| Questions the study raises |  |  |  |
| How does this study support the current study? |  |  |  |

 Use this checklist to check your assessment is structured and formatted correctly.

You should also refer to the marking criteria for your assessment for the final check.

First proofread – Flow and cohesion

🞏  Does each paragraph have one main idea?

🞏  Does each paragraph have a clear topic sentence that relates to the structure?

🞏  Are my topic sentences supported by evidence and examples?

🞏   Have I summarized and referenced theory?

🞏   Do my paragraphs link together? If I read just the introduction, the topic sentence and the conclusion do I get a clear picture of the answer to the question?

🞏   Am I using academic writing – does my writing have a formal tone?

Second proofread – grammar, spelling, sentence structure, punctuation

🞏   Have I run my paper through Grammarly?

🞏   Have I printed it out and read it aloud, pausing at commas, stopping at full stops?

🞏   Has a friend or family member read it?

🞏   Have I checked my transitions – am I missing or using the correct term (because, and, which)?

🞏   Have I looked at sentence length, would some sentences be clearer if they were broken into two? Could some sentences be combined to be more direct?

🞏   Are any of my sentences missing information? Are they able to stand alone and make sense?

Third proofread – Referencing

🞏  Have I uploaded my assignment to Turnitin? Have I read the report and identified if I need to add more paraphrasing or references?

🞏  Are all my in-text references in the reference list?

🞏  Are all my reference list entries in-text?

🞏  Have I formatted my reference list in APA 7?

🞏  Have I included DOIs and live hyperlinks when needed?

🞏  Have I used italics correctly?

 For further information on proofreading: <https://sls.navitas-professional.edu.au/editing-and-proofreading-0>

 Plagiarism means presenting the work of another person as one’s own without appropriate acknowledgement. Use this checklist to help prevent plagiarism in your work. Plagiarism can be avoided by making sure you can tick all eight boxes on this checklist.

Make sure you have…​

* Paraphrased correctly and included a reference to clearly indicate the parts of your work that are drawn from another person’s work. ​
* Used direct quotations sparingly. ​
* Provided a reference for every image, diagram or figure (unless you created it).​
* Included a reference list of all work cited. ​
* Kept a copy of the original sources that you have referenced. ​
* NOT used copy and paste to take text from another source (unless it is a direct quote, and you reference it). ​
* NOT used another student’s work or submitted someone’s work as your own. ​
* NOT copied from a previous assignment submitted to this or any other unit. ​

Click [here](https://vimeo.com/205313410) for further information on Academic Integrity.

Click [here](https://vimeo.com/203391109) for further information on how to use your Turnitin report.

Adapted from: Curtin University. (2015). Checklist to help you prevent plagiarism in your work https://academicintegrity.curtin.edu.au/global/checklist.cfm

 The following formatting guidelines are adapted from the Publication Manual of the American Psychological Association, 7th Edition (APA 7).

The key ACAP requirements are as follows:

* Size A4 paper
* Include an ACAP cover sheetas the first page. Download the cover sheet from [the ACAP website here](https://www.acap.edu.au/current-students/managing-my-course/a-z-forms/). It is listed on the ACAP website under *assessment forms.*
* Word count (actual) provided on assignment cover sheet
* Times New Roman font in size 12 point throughout
* Margins of 2.54 cm on all sides ('Normal')
* Insert page numbers in the top, right-hand corner of the header
* Double spacing used throughout with no extra spacing between paragraphs
* Text is left aligned and not justified
* Indentation for first line of every paragraph at 1.27cm
* Hanging indent of 1.27cm required for reference list entries
* All written assignments must be submitted in **Microsoft Word format**. PDF format is not accepted. PowerPoint is accepted for Posters and Ed Factsheets.

 For further information on Assessment formatting and presentation requirements: https://sls.navitas-professional.edu.au/apa-7-presentation-requirements