



School of Cultures, Languages & Linguistics  
Te Pokapū Ahurea, Reo, Wete Reo, Rerekē

**ENGWRIT101/94F: English Writing for Academic Purposes**  
**Course Outline Semester One, 2018**

**Teaching Staff**

|              |                             |  |
|--------------|-----------------------------|--|
| John Tomlins | j.tomlins@auckland.ac.nz    | Rm 209, Arts 2, Office hour: Thurs 11-12noon |
| Martin White | ms.white@auckland.ac.nz     | Rm 211, Arts 2, Office hour: Tues 1-2pm      |
| James Wenley | james.wenley@auckland.ac.nz | Rm 313B, Arts 2, Office hour: Mon 3-4pm      |
| Ian Fookes   | i.foo001@aucklanduni.ac.nz  | Rm 313B, Arts 2, Office hour: Wed 1-2pm      |

**Class times & location**

|            |          |        |   |
|------------|----------|--------|---|
| Lectures:  | Monday   | 2-3pm  | Engineering Bldg 401 Rm 401 (401-401)     |
|            | Tuesday  | 2-3pm  | Library Basement Rm B15 (109-B15)         |
| Tutorials: | Thursday | 1-2pm  | Humanities (Arts 1) Bldg Rm 216 (206-216) |
|            | Thursday | 2-3pm  | Commerce Bldg A Rm G17 (CAG-17)           |
|            | Friday   | 11-12  | Commerce Bldg A Rm G13 (CAG-13)           |
|            | Friday   | 12-1pm | Commerce Bldg A Rm G13 (CAG-13)           |

**Learning Format**

LECTURES

Content for this paper is provided in lectures, so attendance is vital. The free English Writing course book will help you take good notes in the lectures. Recordings of lectures will be made available to individual students on a case by case basis, depending on the reason for missing the lecture. As only half the visual content of a lecture can be recorded (for example, explanations of sample texts do not get recorded) recordings can generally be used only for illness or emergencies.

Lectures draw on sample texts from a textbank of 500 A grade essays from a range of subjects taught at University of Auckland. These sample texts are referred to extensively and lectures will be easier to follow if you read the lecture outlines and sample texts in the course book beforehand.

TUTORIALS

Tutorials contain the practical component of the course. Writing is like any other skill – it takes practice to improve. This course requires you to practise writing at home, online and in tutorials. **15% of the final grade is based on tutorial work: 10% from tasks completed in tutorial, and 5% from preparation tasks completed before tutorials. Tutorials start in Week 1 of the course.**

**Course Aims**

English Writing101 helps you produce a well-written and well-structured essay, which addresses the question being asked in an appropriate way. The course focuses on the process of essay writing, and looks at the types of writing students are asked to produce in undergraduate assignments across different subjects and genres (e.g. definition, comparison, critical analysis, argument, literature review, case study, report).

This is a content course with a strong skills-based component built into the tutorials. You must attend one tutorial per week as much of the writing practice is done in tutorials. **15% of the final grade is based on tutorial tasks.**

ENGWRIT101 can also be taken to meet the Academic English Language Requirement (AELR).

To be successful in this course, you need to be fluent in spoken and written English. This is **NOT** a course in English as a Second Language and the course does not focus on vocabulary and grammatical structures that students with English as an additional language require. If this is your background, consider taking one of the credit-bearing Academic English Studies courses instead:

University of Auckland > Faculty of Arts > Subjects & Courses > Academic English Studies

### Course Content

Part one covers writing skills essential to all types of academic writing - paragraph writing, the revision process and peer review, academic expression and style, generating and organizing ideas, introductions & conclusions, using summaries, quotes and paraphrases, avoiding plagiarism, and bibliographies.

Part two focuses on types of essays required at university. You will learn how to vary your writing so that you can produce various types of text in a range of genres. We focus on arguments, several types of description (summary, critique, comparison and contrast, classification, definition and exemplification), narratives (common in case studies, laboratory reports, and increasingly in other areas) and writing for research (literature reviews, case studies, reports and writing for tables). We also consider exam writing.

### Learning Outcomes for Tasks

|  | Asst 1 | Asst 2 | Asst 3 | Tutorial Tasks |
|--|--------|--------|--------|----------------|
| 1. Write more easily and in a more organised way     | ✓      | ✓      | ✓      | ✓              |
| 2. Improve peer review, revising and editing skills  | ✓      | ✓      | ✓      | ✓              |
| 3. Compose good introductions and conclusions        |        | ✓      | ✓      | ✓              |
| 4. Employ sources in an appropriate way              |        | ✓      | ✓      | ✓              |
| 5. Write a variety of text types                     |        | ✓      | ✓      | ✓              |
| 6. Use the library more effectively                  |        |        | ✓      | ✓              |
| 7. Recognise differences in writing between subjects |        |        |        | ✓              |

## Schedule

| Lecture Date   | Lecture Topic  | Tutorial & Assessment Tasks   |
|--|--|---|
| Week 1<br>Feb 26 & 27  | Introduction<br>How to write a good paragraph                        | Tutorial: Topic sentence tasks  |
| Week 2<br>March 5 & 6  | Revise, edit and proofread<br>Peer review                            | Tutorial: Rewriting tasks   |
| Week 3<br>March 12 & 13  | Expression and style<br>Generating ideas                             | Tutorial: Prepare & bring Asst 1 draft; peer review in class  |
| Week 4<br>March 19 & 20  | Outlines, Organising techniques<br>Essay Introductions & Conclusions | <b>Assignment 1</b> due Monday March 19, 11:55pm<br>Tutorial: Prepare & bring essay outline; write Introduction & conclusion in class   |
| Week 5<br>March 26 & 27  | Summaries<br>Quote, paraphrase & citation                            | Tutorial: Write a summary<br>Friday tutorials: attend a Thursday tutorial if possible   |
| <b>Mid-Semester Break</b><br><b>Good Friday March 30 – Sunday April 15</b> |  |   |
| Week 6<br>April 16 & 17  | Plagiarism<br>Bibliographies   | <b>Assignment 2</b><br>Submit draft to Aropa, Mon 16th, 11:55pm<br>Complete peer reviews on Aropa, Wed 18th, 11:55pm<br>Final draft due on Canvas Fri 20th, 11:55pm<br>Tutorial: Write mini-essay         |
| Week 7<br>April 23 & 24  | Argument<br>Definition & classification                              | Tutorial: Asst 3 library research skills<br>Location: TBA   |
| Week 8<br>April 30<br>& May 1  | Comparison & contrast<br>Critiques                                   | Tutorial: Prepare & bring notes; write counter-argument & refutation in class   |
| Week 9<br>May 7 & 8  | Literature Reviews<br>Narratives                                     | Tutorial: Prepare & bring notes; write critique in class  |
| Week 10<br>May 14 & 15   | Case Studies<br>Report Writing                                       | <b>Assignment 3</b><br>Submit draft to Aropa, Mon 14th, 11:55pm<br>Complete peer reviews on Aropa, Wed 16th, 11:55pm<br>Final draft due on Canvas Fri 18th, 11:55pm<br>Tutorial: Write narrative in class |
| Week 11<br>May 21 & 22   | Tables & Graphs<br>Writing for exams                                 | Tutorial: Prepare & bring notes; write comparison in class  |
| Week 12<br>May 28 & 29   | Monday: Review lecture<br>Tuesday: No lecture                        | Tutorial: Writing to accompany a table  |
| June 4 - 25  | <b>Exams</b>   |   |

## Required Text

English Writing 101 Course book

Available free from Arts Assignment Centre, Level 4, Social Sciences (HSB) Building. Bring your ID card

## Recommended Reading

A writing textbook. Choose a recent edition of **one** of the following books:

Faigley & Carey. 2017. *The Little Pearson Handbook*. 4<sup>th</sup> edition. Pearson. **OR**

Kirszner & Mandell. 2016. *Pocket Cengage Handbook*. 8<sup>th</sup> edition. Cengage. **OR**

Glenn & Gray. 2017. *Hodges Harbrace Handbook*. 19<sup>th</sup> edition. Heinle College

## Assessment

Coursework 70%

Final Exam 30%

The final examination is 3 hours long and is compulsory. Information about exam structure and content is provided during the course. If you are unable to complete the final examination or other assessment because of unforeseeable circumstances (e.g., sudden, serious illness), you may be eligible to apply for an aegrotat or compassionate consideration. For more information,

see <http://www.auckland.ac.nz/uoaf/currentstudents/academiclife/aegrotatinfo.cfm>,

| Coursework             | %   | word count | Due Date  |
|------------------------|-----|------------|---|
|                        |     |            | <b>All online submissions due 11:55pm</b>   |
| Assignment 1 Paragraph | 5%  | 125-150    | Draft due in tutorial March 15 & 16<br>Peer reviews in tutorial March 15 & 16<br>Final draft Mon March 19 |
| Assignment 2 Summary   | 20% | 500        | Draft Mon April 16<br>Peer Reviews Wed April 18<br>Final draft Fri April 20                               |
| Assignment 3 Argument  | 30% | 900        | Draft Mon May 14<br>Peer Reviews Wed May 16<br>Final Draft: Fri May 18                                    |
| Tutorial Tasks         | 15% | 200-300    | Completed before & in tutorials<br>Due in tutorial<br>See p. 3 Schedule & Canvas for details              |

## Peer Review for Assignments (see also Assignment Details p. 6)

Assignments must be peer reviewed by other students in this course.

Peer reviews for Asst 2 & 3 are completed online using Aropa. (See also Using Aropa p. 8)

**You get bonus marks for completing the peer review process and a reduced grade if you don't.**

As you may experience internet access issues, plan ahead and do not leave submission of assignment drafts, peer reviews and final draft to the last moment. **No extensions can be given for drafts & peer reviews** as Aropa automatically allocates peer reviews and all students are working to the same timetable.

## Workload

As with other university courses, the workload in ENGWRIT101/94F is designed to be an average of 10 hours work per week (including lectures and tutorial) in a regular semester, **and twice this in summer semester.**

## Assignment Submissions, Penalties and Extensions

### ASSIGNMENT SUBMISSION

Submit your final draft of assignments to Canvas. Spellcheck before submission, use a clear, 12 point font, and 1.5 spacing between lines to make it easier for the marker to read and leave online comments. comments. Tutorial tasks can be hand-written, but must be legible.

Deadlines for coursework are generally not negotiable. **Work submitted after 11:55pm on the due date** and without an extension is overdue and penalties apply.

### PENALTIES

**Marks are reduced by 5 % of total possible assignment marks per day**, up to 5 days (e.g. for an assignment marked out of 20, deduct 1 mark per day up to a total of 5 marks). Assignments submitted **more** than five days late will **not be marked**; nor will assignments be marked if submitted after the assignment has been marked and returned.

Unmarked assignments will be retained until the end of the semester, and in cases where the final grade for the student is borderline (D+), the marker may choose to award a minimal completion mark.

**For this reason, it is better to submit an assignment late than not at all.**

### EXTENSIONS

In serious circumstances beyond your control, you may request an extension from the course coordinator. "Serious circumstances" includes sudden illness and family bereavements but does not mean time management difficulties, relatives visiting from overseas, computer breakdowns, etc. Requests for extensions should...

- be made by email at least 2-3 days BEFORE the due date for the assignment
- provide an explanation of the circumstances
- be supported by a satisfactory medical certificate or other documentation

Only ONE extension can be granted to a student per assignment.

Only in extreme circumstances will late requests for extensions be considered.

### PLAGIARISM

Please be aware of University regulations regarding plagiarism:

'The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.'

The penalties for plagiarism are severe and can range from gaining no marks for the assignment to disciplinary action under the terms of the Examination Regulations.

For further information and advice on University regulations and how to reference appropriately: <https://www.auckland.ac.nz/en/about/teaching-learning/academic-integrity/tl-about-academic-integrity.html>

This webpage provides links and information about various aspects of academic integrity: sources of information and advice (e.g. Referen@ite) as well as University regulations (the Student Academic Conduct Statute), and Turnitin. All students entering the University are required to complete the **Academic Integrity Module**: [www.academicintegrity.auckland.ac.nz](http://www.academicintegrity.auckland.ac.nz)

## Assignment Details

### ASSIGNMENT 1 (5%)

**Topic: Write a paragraph describing the benefits of peer review. (125-150 words)**

Base your paragraph on your understanding gained from the relevant lecture and your own knowledge. Don't use other sources for this assignment, don't use wording from the textbook or lecture power point and don't exceed the word limit.

**Draft due at start of tutorial:** Week 3 March 15 & 16  
**Complete peer review in tutorial:** Week 3 March 15 & 16  
**Final Draft due on Canvas:** Monday March 19, 11:55pm

Writing and receiving peer reviews on your writing is an important part of this course. Failure to complete peer review results in **loss of marks**.

### ASSESSMENT GUIDELINES

For this assignment, you will be given an overall grade based on the tutor's assessment of the success of the paragraph. Consider **the points raised in the peer review**, and these questions to write a successful paragraph:

- Is your paragraph on topic, well organised and well explained?
- Does your paragraph explain the topic in an interesting and original way?
- Does the paragraph use an effective, well-positioned topic sentence?
- Have you cut any repetitive or unnecessary ideas?
- Have you organised ideas in a logical way?
- Are there smooth transitions between ideas?
- Is expression and style appropriate and clear?
- Does your paragraph end or round off well?
- Are your sentences grammatically correct, well punctuated, with NO errors?
- Have you formatted the text correctly (font size, spacing, word count)?

### ASSIGNMENT 2 20%

**Write a 500 word (+/-10%) summary of the article: "A Pacific perspective on physical punishment"**. This article is written by Tino Pereira and appeared in *Childrenz Issues*, Volume 8, No 2, 2004. *Childrenz Issues* is published by the Children's Issues Centre, University of Otago.

In-text referencing and a reference list indicating the summarised article are necessary for this assignment. You may use any referencing style, but indicate which style you are using at the top of the reference list.

This article will be available on Canvas and in hard copy in week 4.

**Submit draft to Aropa:** Monday April 16, 11:55pm  
**Complete 2 peer reviews on Aropa:** Wednesday April 18, 11:55pm  
**Final Draft due on Canvas:** Friday April 20, 11:55pm

## ASSESSMENT GUIDELINES

1. Summary is within word limits, covers all main points, is objective and presents the original text's views.
2. There is no plagiarism, and the original source is correctly acknowledged using in-text referencing and a one-item reference list, with referencing style indicated.
3. The main idea is provided early in the summary, and **paragraphs** with topic sentences are used.
4. The summary is well written, maintaining the interest of the original. Expression and style is appropriate.
5. Sentences, spelling, punctuation and formatting are correct. A word count has been included.
6. The peer review process has been followed appropriately. Bonus points are provided for successful completion; points are reduced if the process is not completed.
7. The assignment is formatted correctly (see p. 5) and a word count provided.

## ASSIGNMENT 3 30%

**Topic: Select one of the following topics and write a 900 word (+/- 10%) argument essay supporting your position on the topic and refuting opposing arguments:**

- **Should New Zealand police pursue fleeing cars?**
- **Should the government introduce a tax on sugared drinks and manufactured goods containing sugar as part of a strategy to reduce obesity in New Zealand?**

### **Special requirements:**

1. Define any terms you are using.
2. Include at least 1 quotation, 2 paraphrases, and 1 summary. Write Q, P, and S next to them for clear identification. Each should come from a different source and be properly referenced. Don't let sources dominate your essay.
3. Label supporting arguments, counter-arguments and refutations. Label these as Arg 1, Arg 2, C-Arg 1, Ref 1 etc. for clear identification.
4. Expression and style should be academic, even if your sources are not, and your arguments should be well grounded, even if you think your sources are not.
5. Your assignment must include a correctly presented bibliography of at least 5 sources, using a variety of types of sources (ex. academic journal, government report, non-governmental organisation website, hard copy book). Do not, for example, use only internet-based newspapers.

**At the top of your reference list, indicate which referencing style you are using.**

6. Follow the peer review process on Aropa. Bonus points are provided for successful completion; points are reduced if the process is not completed.

**Submit draft Assignment 3 to Aropa:**

Monday May 14, 11:55pm

**Complete 2 peer reviews on Aropa:**

Wednesday May 16, 11:55pm

**Final Draft due on Canvas:**

Friday, May 18, 11:55pm. Provide a word count.

## ASSESSMENT GUIDELINES

### 1. CONTENT

Good understanding of subject, main issues effectively explained  
Clear position on topic established in Introduction, purpose of essay clear to reader  
Definitions included where necessary  
Strong, well-structured arguments; main ideas well supported with evidence, examples etc.  
Writer shows awareness of other positions (counter-arguments)  
Counter-arguments effectively refuted

## 2. ORGANISATION

Effective introduction: contextual information, thesis statement, preview of essay Body  
Paragraphs well ordered & topic sentences used effectively  
Transitions and links well managed. Signals indicating counters and refutations clear  
Clearly stated, relevant, concise conclusion  
No unnecessary repetition or irrelevant information

## 3. STYLE

Clear, concise expression; tone appropriate for academic writing  
Writer appears interested in and committed to topic - strong writer "voice"  
Sources do not dominate essay

## 4. MECHANICS

Spelling, punctuation, word use correct. A spell checker has been used before submission.  
At least 4 sources effectively incorporated into essay as summary, paraphrase, quote, and labelled  
In-text citations and bibliography entries correct  
Arguments, counter-arguments & refutations labelled with Arg 1, C-Arg 1, Ref 1 etc.

## 5. PROCESS & PRESENTATION

Peer review process followed: draft submitted, peer reviews completed appropriately & on time  
Final draft formatted correctly (p. 5) , with word count indicated.

## Using Aropä

We use Aropä for Assignment 2 & 3 peer review.

### What to do

Submit your draft assignment to Aropa according to the Schedule p. 3 & 4. Peer review **TWO** other students' drafts, and use the reviews you receive to improve your own assignment. Follow the steps below to ensure you do not lose any marks:

1. Select the appropriate assignment from your Aropa homepage ex Assignment 2.
2. **Upload your draft** by pasting your draft into the box. **Check** this using "Click here to view the document you submitted for this assignment". **Note:** If you don't submit a draft correctly, you can't take part in the peer review process, you won't receive feedback on your draft, and you'll lose points on your assignment.
3. After the draft submission deadline (Monday night), review the 2 drafts under **Your Reviewing Allocations**. It may be easier to write in Word and paste your comments into the boxes.  
**Note:** Marks will be reduced for comments which are too brief or unclear.
4. **Save** or **Submit** your reviews.
5. Once the deadline for peer review has passed (Wednesday night), you can receive the peer reviews for your own draft under **Feedback on your submission**.

### Problems using Aropä?

Log in problems are usually caused by mistakes in passwords or your computer blocking the site.  
If you are experiencing problems accessing Aropa, try these things:

**Use a university computer**

**Try an older password or the alternative class password: engwrit**

## Make sure CAPS are off and you are spelling 'engwrit' correctly!

If none of these work, contact Neil Matheson: [nj.matheson@auckland.ac.nz](mailto:nj.matheson@auckland.ac.nz)

### More Information and Help

1. Extra course information (sample answers, useful links etc) will be placed on Canvas. Check your university email as well for course announcements.
2. Use AWA: Academic Writing at Auckland <https://awa.auckland.ac.nz> for examples of proficient student writing.
3. Check the University library <http://www.library.auckland.ac.nz/> for helpful information on researching skills, including searches and information on referencing.
4. Student Learning Services offers courses and one on one assistance with essay writing and research skills. <http://www.library.auckland.ac.nz/student-learning/>
5. English Language Enrichment, across from the bookshop in Kate Edgar Building, also provides free programs for improving skills in writing in English: <http://www.library.auckland.ac.nz/ele/>
6. The Tuakana programme offers assistance for Maori and Pacific students.
7. First Year Experience supports students in ENGWRIT101/94F through a peer mentoring process.
8. If you have an impairment, please feel free to discuss with Neil any requirements regarding delivery of course content or assessments.
9. If you set up a class Facebook page or a similar page on other social media, please note the following information in The University of Auckland Information and Communications Technology (ICT) Statute 2007:  
"ICT used at or for University activities cannot be used to store, display or communicate files containing any text or image that is deceptive or misleading; is abusive or defamatory; or contravenes a person's privacy... or that reproduces all or part of any work in breach of the Copyright Act 1994". Failure to comply with the terms of this warning may result in disciplinary action by the University."  
The Statute refers students to the relevant University Disciplinary Statute and the penalties that may apply. It can be found at: <https://policies.auckland.ac.nz/student-undergraduate.aspx>

### Complaints

For complaint procedures: University Homepage » Current students » Academic information » [Regulations, policies and guidelines](#) >> Academic disputes and complaints

*Good luck in English Writing 101/94F. Any questions unanswered by the information in this Course Outline, please email  
John Tomlins: [j.tomlins@auckland.ac.nz](mailto:j.tomlins@auckland.ac.nz)  
Martín White: [ms.white@auckland.ac.nz](mailto:ms.white@auckland.ac.nz)*