



University of
South Australia

Writing assignments

In this session

Stages of the assignment writing process:

- Identifying the purpose
- Analysing the task
- Planning
- Locating resources
- Reading and note-taking
- Drafting paragraphs
- Referencing
- Editing and proof reading

Where to find more resources/support



Not usually a linear process - involves backtracking (or looping).

Which stages are most challenging?

- analysing the task
- making an initial plan
- locating resources
- reading and noting
- developing the plan
- writing the first draft
- revising, editing and proofreading



First identify the assignment type

For example, is it:

- an essay
- a report
- a reflective writing task



What is the purpose of an essay?

An essay is a structured piece of writing that analyses a topic and persuades a reader of the writer's point of view.



What does an essay look like?

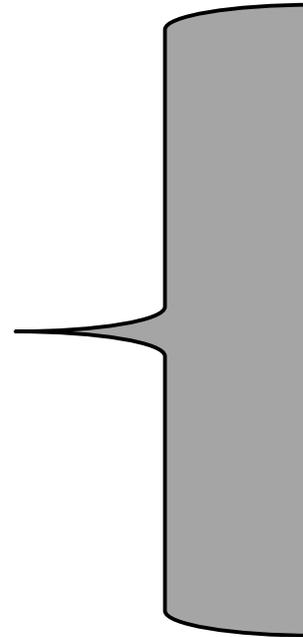
- It is organised into paragraphs
- It has an introduction, body paragraphs, a conclusion and a reference list
- Each paragraphs has a specific function
- Formal and objective language is used

Essay structure

Introduction (10% of word limit)



Body (80% of word limit)



Conclusion (10% of word limit)



What is in the introduction?

- start with background statements on topic
- define key terms if necessary
- include your argument/thesis statement
- define scope (what your paper will include & in what order)

What is in the body?

- a series of points that support the main argument
- develop each point as a paragraph
- include evidence and examples
- include in-text references where the ideas are not your own

What is in the conclusion?

- summarise the main points
- restate your thesis statement
- show how you have 'answered the question'

Essay structure

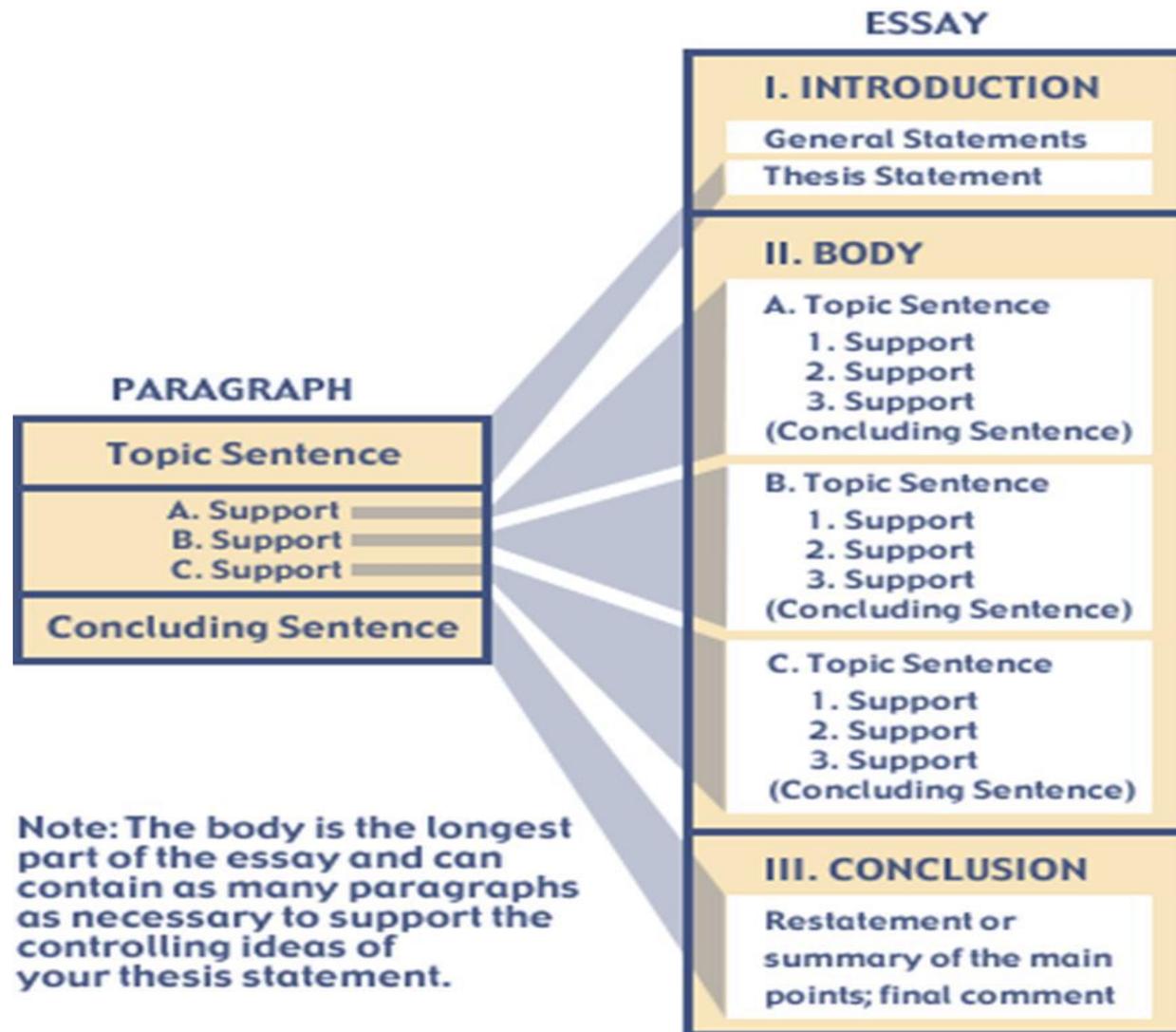


Image taken from:

Oshima, A & Hogue, A 2006, *Writing Academic English*, 4th edn, Pearson Education, New York, p. 57.

Q & A



Then, analyse the task

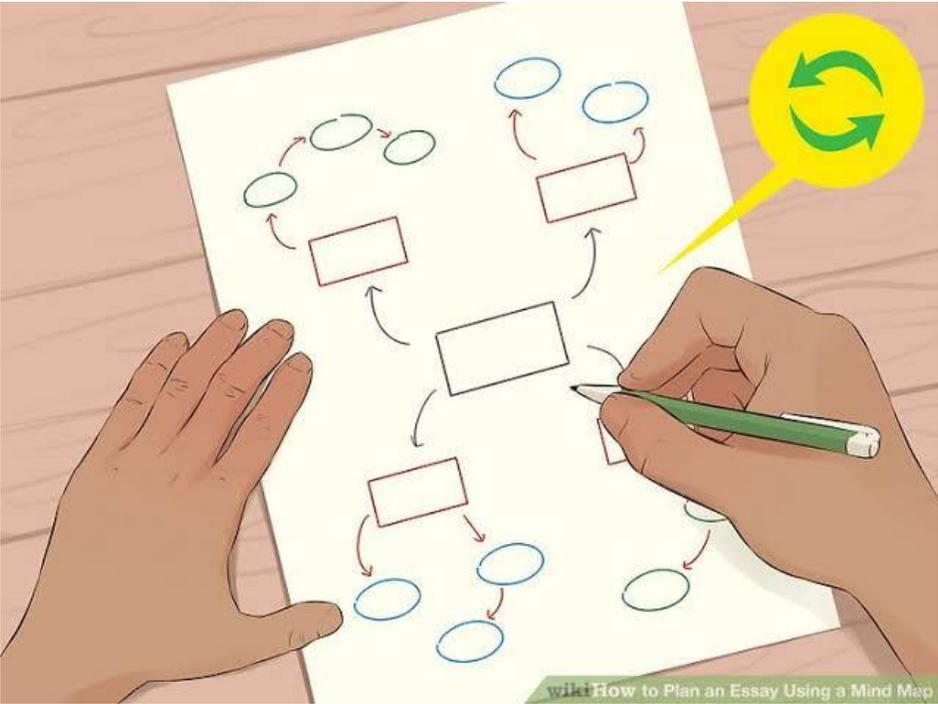
- Check any **unfamiliar words**
- Check the **instruction/directive/task words**
(e.g. compare, discuss, explain)
- Check key **content/information words**
Make a question using the task word + what?
(e.g. 'compare what?')
- Check **limiting words** which give the topic a focus
(practical and information limits)

Plan your initial response

- Brainstorm what you know about the topic
- What might your argument be?
- Plan the possible structure (e.g. mindmap, list, diagram)
- Make connections between related ideas
- Check that you have addressed the task



Planning – what style helps you?



(wikiHow 2019)

Introduction

-

Idea 1

-
-
-

Idea 2

-
-
-

Idea 3

-
-
-

Activity: analyse the task and plan

Male nurses are disadvantaged in the workplace. Discuss.



What do I know?

What might be a possible argument?

How might I support the argument?

How might I structure it?

Find resources

Search the Library Catalogue

Everything



ADVANCED SEARCH

[Guides and Assignment Help](#)

[eBooks Explained](#)

[Referencing Roadmap](#)

[Google Scholar](#)

Research using the **Library catalogue** and **databases**

Before reading, evaluate the sources:

- Relevance to topic
- Currency
- Reliability
- Quality (e.g. peer reviewed?)

See the Study Help resource 'Finding appropriate references'

<https://lo.unisa.edu.au/mod/book/view.php?id=1144639&chapterid=238546>



Read and take notes



- Read selectively and critically
- Take notes that are directly relevant
- Organise your notes using your initial plan
- Adjust your initial plan in the light of your research
- Record bibliographic information for your references

Develop the plan



- Check if your plan matches the task analysis and criteria
- Select the main ideas and use dot points to organise your notes into sections
- Check for any gaps – you may need to search for more information

Organise your ideas into paragraphs, each with:

- only **one** main idea
- a **topic sentence** clearly stating the main idea of the paragraph (also links to essay question)
- other sentences **expand on topic sentence** through:
 - evidence, explanations, analysis, or examples
- a **concluding sentence** that summarises the paragraph content

Q & A



Activity: sequencing sentences in a paragraph

Male nurses are disadvantaged in the workplace. Discuss.



(nurse.org 2016)

Which is the topic sentence?



Male nurses are disadvantaged in the workplace. Discuss.

- a) In fact, the research appears to highlight the fact that far from being disadvantaged, sexism from within nursing tends to favour male nurses.
- b) Indeed, a number of studies have provided evidence to suggest that males are not the powerless, socially isolated group typically associated with fewer numbers.
- c) A central theme to emerge from recent literature is that despite males being a numerical minority in both the educational and employment sector, this is not necessarily viewed as being a career liability.
- d) In this study, the results suggested that male nursing students have high status and are able to resist the female majority's means of control.
- e) For example, Snavelly and Fairhurst (1984, p. 293) conducted a survey investigating the issue of power amongst male and female nursing students.
- f) This suggests that rather than gender being a liability, for male nurses, it is a factor in accessing opportunities in the health sector.

(Adapted from Stott 2004, p. 94)

Which is the topic sentence?



- a) In fact, the research appears to highlight the fact that far from being disadvantaged from within nursing tends to favour male nurses.
- b) Indeed, a number of studies have provided evidence to suggest that males are not the powerless, socially isolated group typically associated with fewer numbers.
- c) A central theme to emerge from recent literature is that despite males being a numerical minority in both the educational and employment sector, this is not necessarily viewed as being a career liability.
- d) In this study, the results suggested that male nursing students have high status and are able to resist the female majority's means of control.
- e) For example, Snaveley and Fairhurst (1984, p. 293) conducted a survey investigating the issue of power amongst male and female nursing students.
- f) This suggests that rather than gender being a liability, for male nurses, it is a factor in accessing opportunities in the health sector.

(Adapted from Stott 2004, p. 94)

Sequencing sentences in a paragraph



Starting with **c)** order the sentences on the next slide to make a coherent paragraph

Consider:

- What is the logical order of information?
- Which linking words connect one sentence to the next?
- Which sentence best sums up the paragraph content? (put this last)

Sequencing sentences in a paragraph

c) A central theme to emerge from recent literature is that despite males being a numerical minority in both the educational and employment sector, this is not necessarily viewed as being a career liability.

a) In fact, the research appears to highlight the fact that far from being disadvantaged, sexism from within nursing tends to favour male nurses.

b) Indeed, a number of studies have provided evidence to suggest that males are not the powerless, socially isolated group typically associated with fewer numbers.

d) In this study, the results suggested that male nursing students have high status and are able to resist the female majority's means of control.

f) This suggests that rather than gender being a liability, for male nurses, it is a factor in accessing opportunities in the health sector.

e) For example, Snaveley and Fairhurst (1984, p. 293) conducted a survey investigating the issue of power amongst male and female nursing students.

(Adapted from Stott 2004, p. 94)

Answer

- c) A central theme to emerge from recent literature is that despite males being a numerical minority in both the educational and employment sector, this is not necessarily viewed as being a career liability.
- b) Indeed, a number of studies have provided evidence to suggest that males are not the powerless, socially isolated group typically associated with fewer numbers.
- e) For example, Snaveley and Fairhurst (1984, p. 293) conducted a survey investigating the issue of power amongst male and female nursing students.
- d) In this study, the results suggested that male nursing students have high status and are able to resist the female majority's means of control.
- a) In fact, the research appears to highlight the fact that far from being disadvantaged, sexism from within nursing tends to favour male nurses.
- f) This suggests that rather than gender being a liability, for male nurses, it is a factor in accessing opportunities in the health sector.

(Adapted from Stott 2004, p. 94)

More recently, a central theme to emerge from the literature is that despite males being a numerical minority in both the educational and employment sector, this is not necessarily viewed as being a career liability. **Indeed**, a number of studies have provided evidence to suggest that males are not the powerless, socially isolated group typically associated with fewer numbers. **For example**, Snively and Fairhurst (1984, p. 293) conducted a survey investigating the issue of power amongst male and female nursing students. **In this study**, the results suggested that male nursing students have high status and are able to resist the female majority's means of control. **In fact**, the research appears to highlight the fact that far from being disadvantaged, sexism from within nursing tends to favour male nurses. **This** suggests that rather than gender being a liability, for male nurses, it is a factor in accessing opportunities in the health sector.

(Adapted from Stott 2004, p. 94)

Edit and proofread to:

- say what you mean
- become a better writer
- ensure you answer the task
- reduce careless mistakes
- submit the best possible representation of your work and ideas
- maximise grades



What is the difference between editing and proofreading?

Next week's online workshop

The basics of Harvard referencing

- Why do we reference at uni?
- How do we reference?

Prepare by visiting the Referencing website:

www.unisa.edu.au/referencing



Learning support

Learning Advisers can provide you with resources and advice on areas such as:

- ✓ Understanding different assignment tasks
- ✓ Academic writing
- ✓ Referencing and academic integrity
- ✓ Adapting to university study

You can:

- ✓ Participate in our workshops
- ✓ Explore our online resources
- ✓ Drop in and chat to Study Help PALs
- ✓ Make an appointment with a Learning Adviser



Learning advice



University of
South Australia

Stuck during study?

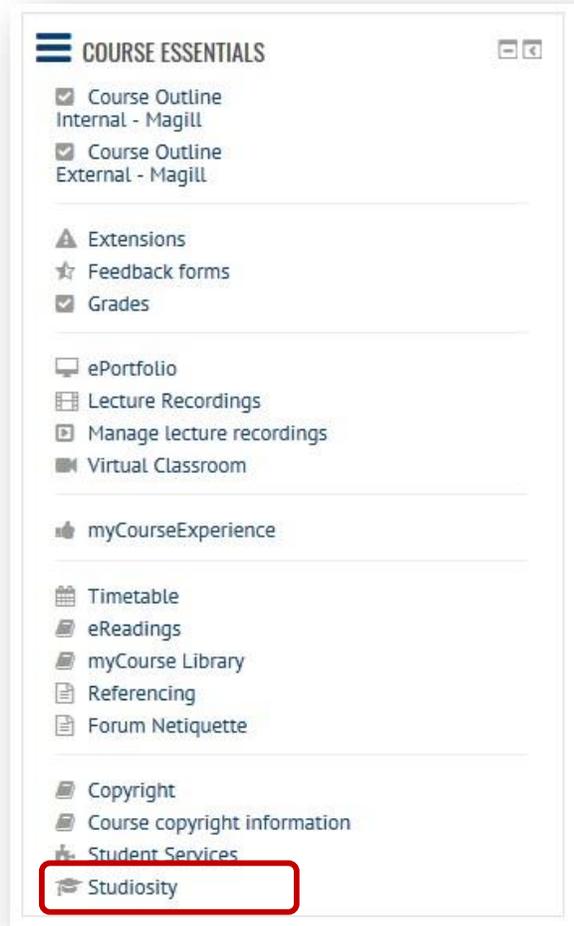
Studiosity

Connect live

- Connect live to an expert tutor online, after hours

Writing feedback service

- Upload a writing draft & receive feedback within 24 hours
- Note: not a proofreading services



Click [here](#) for more information

Study Help PALS online drop-ins: Mon – Fri 12-2pm

University of South Australia

Study Help

HOME COURSES STUDY HELP - NCOO050

Study Help

If you are new to the **online learning** environment or would like tips to improve your off campus study strategies, here are some useful resources:

- Studying externally (link)
- Interacting online at uni (pdf)
- Your study space off campus (UniSA login required)

Need further advice about study strategies for the online space? Visit the Learning online chapter on this site (in Study Skills), or book an appointment with a Learning Adviser.

NEED SOME STUDY HELP?

Study Help PALS

Ask us your study questions via chat, video or audio on Zoom!

Enter Zoom here, Mon-Fri 12pm- 2pm

Studying at Whyalla? Get help on campus

Click [here](#) for Whyalla schedule

Need help using Zoom? Click [here](#)

THE STUDY ROOM PODCAST

Series 1: Are you UniSA Ready?

Listen to episodes here.



Assignments

Referencing

Study Skills

Quizzes & Exams

English & Maths

Workshops & More Help

References

Marshall, L 1999, *A Learning Companion* (3rd edn), Murdoch University, Perth.

nurse.org 2016, 'Why men should be nurses', blog post, *nurse.org*, 30 August, viewed 2 October 2019, <<https://nurse.org/articles/Male-Nurses-And-The-Profession/>>.

Oshima, A & Hogue, A 2006, *Writing Academic English*, 4th edn, Pearson Education, New York.

Stott, A 2004, 'Issues in the socialisation process of the male student nurse: implications for retention in undergraduate nursing courses', *Nurse Education Today*, vol. 24, pp. 91–7).

wikiHow to do anything 2019, *Plan an essay using a mind map*, wikiHow, viewed 2 October 2019, <<https://www.wikihow.com/Plan-an-Essay-Using-a-Mind-Map#>>.