* Before students begin writing, take them through all the assessment criteria that you will be applying and explain what they mean.
* In tutorials, get students to mark and grade a model of the assessment task applying the assessment criteria and discuss.
* Give detailed formative feedback even on summative writing, explaining how students can improve future performance in academic assignments.
* Use tutorial sessions to return student work and explain the grade awarded, how the work and future work can be improved.
* Encourage students to form reading groups in order to undertake research broad enough to answer one of your assignment tasks.
* Get students to plan and prepare answers to assignment questions and deliver presentations on their answers either individually or in groups.
* Photocopy useful chapters and articles and give students class time to read and make notes.
* Get students to write a well-structured paragraph in class, utilising information from the notes they have made from the chapters and articles you have disseminated.
* Think of particular concepts you want students to understand or key thinkers with whom you would like them to engage. Ask students to prepare and deliver presentations on them.
* Disseminate a journal article from which you have removed the abstract and ask students to devise an appropriate replacement.

(University of Wisconsin, 2016)