



Assignment Writing Guide

Contents

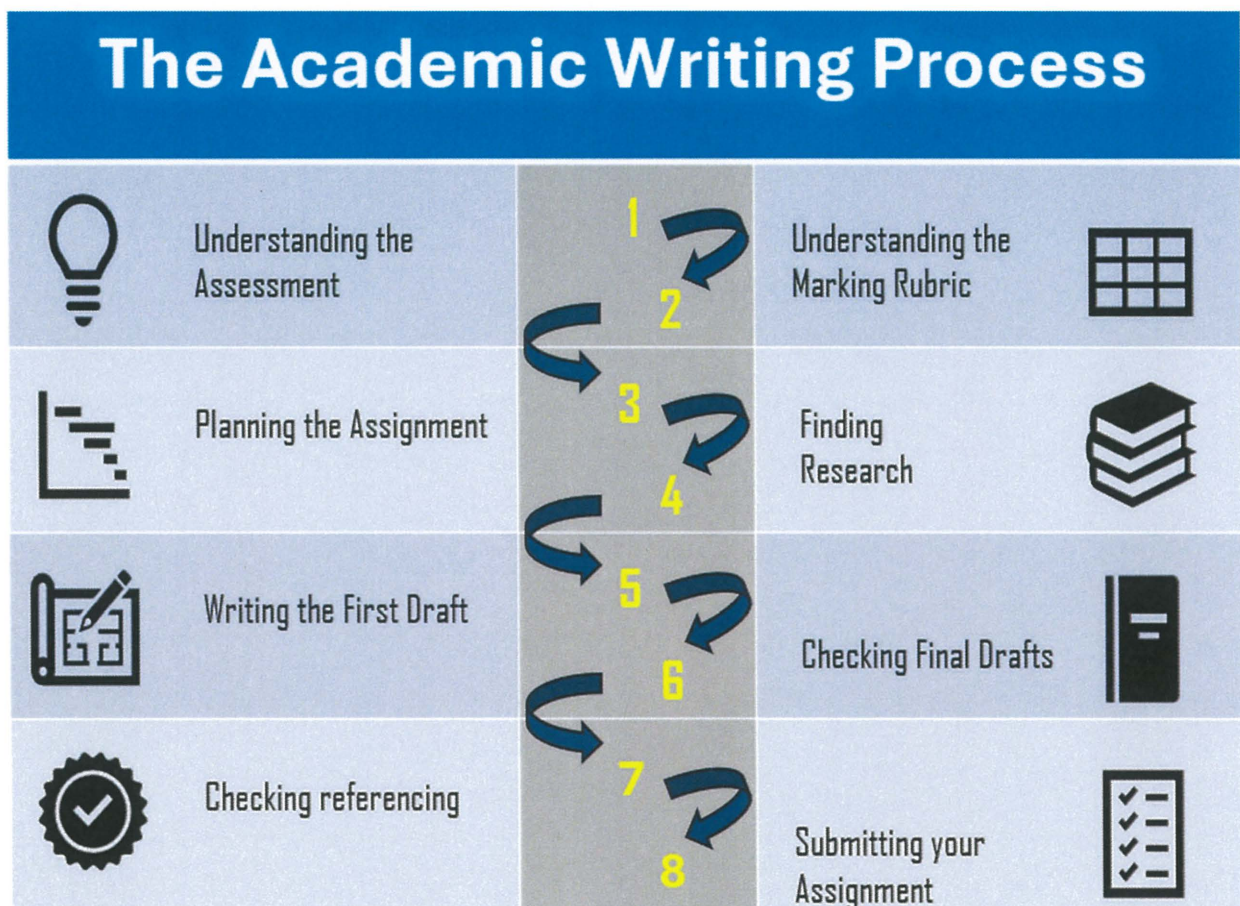
The Academic Writing Process.....	4.1
Understanding the Assessment.....	4.2
Understanding the Marking Rubric.....	4.3
Assessment Planning Methods.....	4.4
Finding Literature Sources.....	4.5
Evaluating Information.....	4.6
Making Notes.....	4.7
The First Draft.....	4.8
Revising and Final Drafts.....	4.9
Checking Referencing.....	4.10
Submitting your Assessment.....	4.11

4.1 The Academic Writing Process

To write effectively at tertiary level you need to follow a series of interconnected steps.

Figure 1

Understanding the Academic Writing Process



[Check out our Study Guides on each of these processes.](#)

Managing your time well is key, so consider planning backwards from the due date. One way to do this is to use [Massey University's assignment calculator](#).

4.2 Understanding the Assessment

Three Steps to Understanding the Assessment

1. Identify the **subject**:
What is the topic?

What is the subject of your assessment?

Examples: **Feral cats (local and national); regional markets; addiction.**

2. Identify the **instruction**: What do I have to do with the topic?

Examples:

Do I need to **describe, explain, discuss?** Is this a **report, essay, personal reflection?** What is the **word count?**

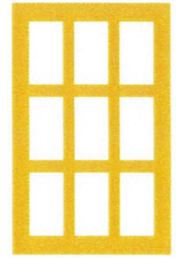
3. Check for other **limiting** words: Is there anything else I should be aware of?

What limits, defines, and focuses your task? Examples: **Provide theoretical justification for your conclusion; include SWOT and PEST analysis; fields of psychology.**

Assessment Brief—Example

Discuss why improving **time management** is often recommended for **students** commencing tertiary study, and **evaluate** the effectiveness of **regular study intervals** to improve **academic results**. (1,500 words)

4.3 Understanding the Marking Rubric



The assessment marker uses the marking rubric to evaluate the quality of your assessment.

Before Commencing your Assessment

- read the entire rubric carefully to ensure you understand the **criteria** you are being assessed on.
- if there is a word or phrase in the rubric you do not understand, ask your tutor, an Academic Learning Advisor, or use an online dictionary to help clarify the meaning.

During Assessment Writing

- refer to the rubric regularly and use the “Excellence” column in your rubric as a **checklist** to make sure you have answered the question fully.

After Writing but before Submission of your Assessment

- compare your work with the marking rubric before submission.

When you get your results

- review the rubric and note areas where you did well and areas you could improve for future assessments.

4.4 Assessment Planning Methods

After you have decided on the purpose of the assessment, you need to create a plan.

The method you use will depend on what suits you.

The simplest plan is a **list**.

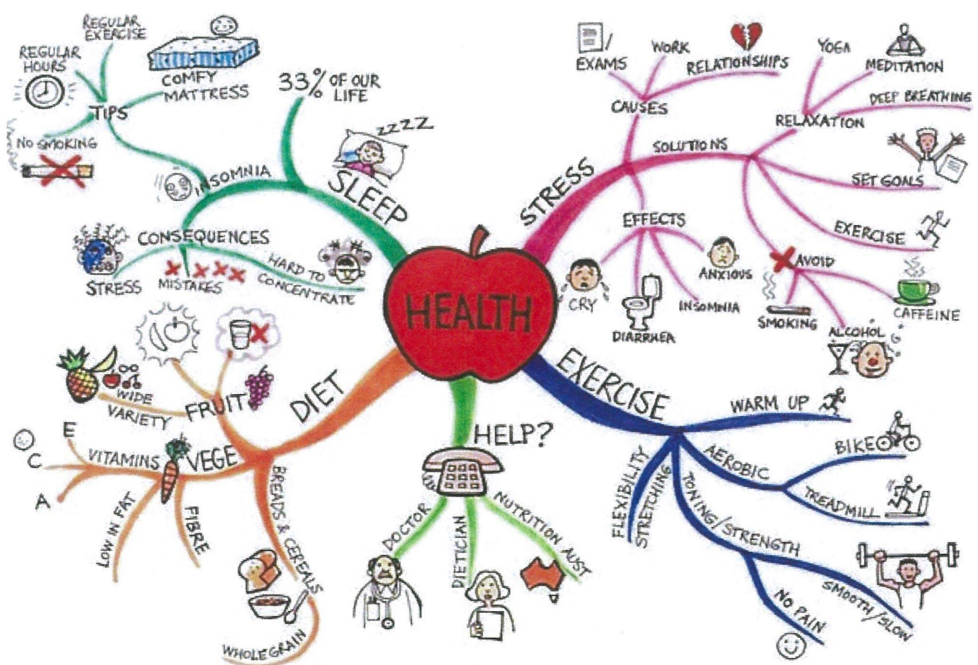
Generally, list planners start by writing down ideas and then numbering them in the order they wish to discuss the points. Decimal notation (1.1, 1.2.....) can be used to link similar ideas.

A **table** allows you to advance on a list by adding more supporting research to the ideas.

A **mind map** makes it easy to add new ideas and link them to one another using combinations of colours, shapes and arrows, as in the example below.

Figure 2

Factors Effecting Health



Note. From "Mind Map Art," by J. Genovese, 2013 (<https://www.mindmapart.com/health-mind-map-jane-genovese/>).

Breaking your plan into **time bundles** enables you to complete your assessment by the due date. Tools which can help you break you plan into achievable chunks include EIT Analysing and Planning a Task(Levels3-5) and [Massey University Planning Calculator](#) (Levels 6-9).

4.5 Finding Literature Sources



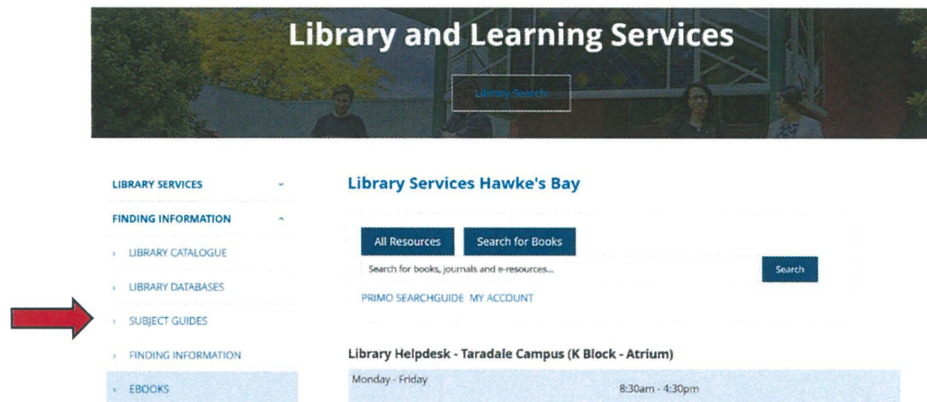
Finding literature sources is likely to take much more time than you expect. In addition, you are quite likely to need to change your assessment plan based on this process.

The Twist Library (EIT Library) provides services and resources to help with your literature search.

These can be accessed via the [EIT Library and Learning Services website](#) and on-campus Help desk.

Figure 3

Searching for Relevant Information



A good place to start your literature search is in your library subject guide, and if you need assistance contact the library staff, in person or via the online [Send message](#) function on the library website.

Using the library subject databases and Google Scholar (through the library website) will ensure you get [free](#) access to scholarly peer reviewed resources and uses your time efficiently.

You should [evaluate](#) each resource for its currency, relevance, authority accuracy and purpose prior to its use as a source of information.



[Evaluating information](#)

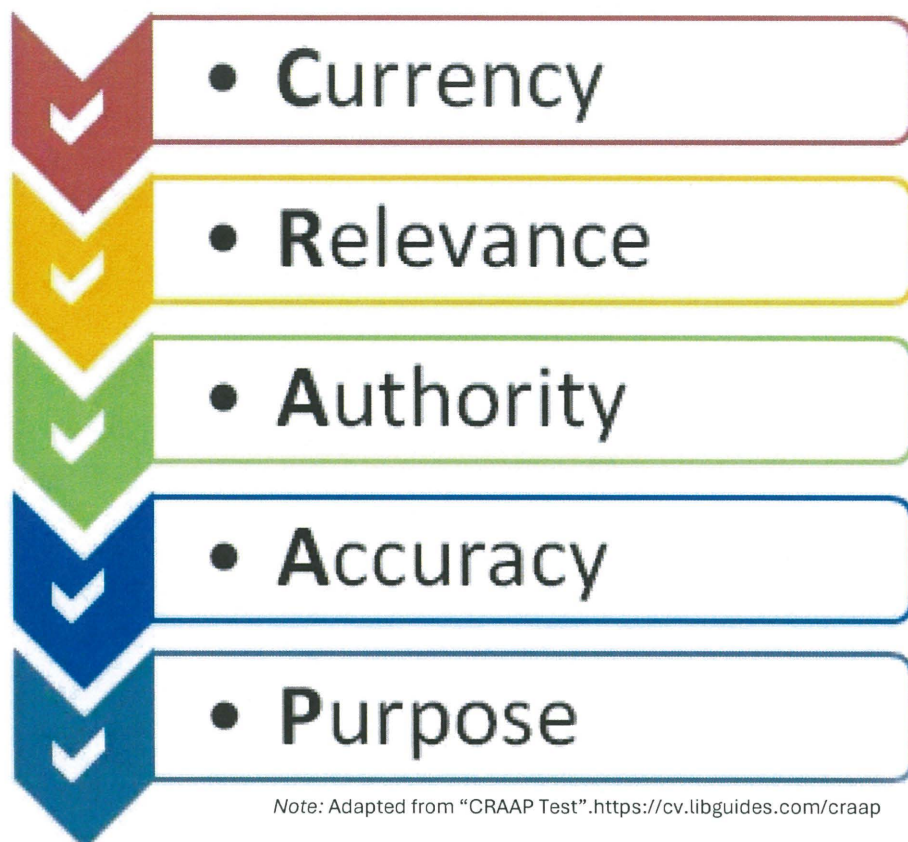


[Primary or Secondary Sources](#)

4.6 Evaluating Information

Figure 4

Key Points for Evaluating Resources



Note: Adapted from "CRAAP Test". <https://cv.libguides.com/craap>

Use the questions below to decide whether your assessment resources are valid and relevant.

Currency - Is the information out of date?

Relevance - Does the information relate specifically to your topic? Does it answer your question fully or will you need further information to fill gaps? Does the context of the research influence the information?

Authority - Who is the author and what are their qualifications? What are their organisational connections. Is there a reference list?

Accuracy - Is the information peer-reviewed? How reliable, truthful, and correct is the content?

Purpose - Why does this information exist? Is it biased or unbalanced?

4.7 Making Notes



Writing notes for every piece of research you undertake **saves time** and can help with your **critical thinking** and **paraphrasing**.

Note-Making Tips

- Record all the referencing details of the text you are reading (author(s), date of publication, title, and URL).
- Skim the text and highlight the key arguments and ideas. Scan for supporting details.
- Annotate the text with your responses. You can use your own code or [use an already developed system](#).
- Write down key words, not full sentences, and abbreviate common words. This will save time and assist with paraphrasing when you draft your report.

Learning to use a research assistant, such as [Endnote](#) will greatly help you record and sort references.

Including a short summary/key words of the work with the reference will reduce the assessment draft time. This is particularly useful when doing [an annotated bibliography](#).

4.8 The First Draft...



...should not be your last draft.

As you write your assignment you will be constantly adding and removing information and shifting paragraphs as you improve your work.

Revisit your plan. Now that you know what the literature says on your topic you may need to adjust or re-order your main points. Each main point or idea should have a paragraph of its own. Explain and provide supporting evidence for each of these main points. Include in-text citations of your [paraphrased](#) or quoted information as you go so you don't forget where the information came from.

Aim to stick to the word limit for each section and check back with your revised plan regularly to make sure you are on track and haven't missed any important points.

Give yourself time to leave your draft overnight. When you come back to it you will notice mistakes or important information you have forgotten easily after a break.

Getting Feedback on your First Draft

- Use the Paraphrasing and Turnitin self-check tool in *Step Up to Learning Success* on Moodle to ensure you have adequately paraphrased your resources.
- If you are unsure about any aspects of your work, book an Academic Learning Advisor appointment by emailing learningadvisors@eit.ac.nz or book at the library desk. Include a short list of preferred appointment times and dates.
- Save your first draft to your assignment folder if you intend to use a grammar checker. This allows you to show your tutor your original work if requested.



4.9 Revising and Final Drafts

Editing Checklist

(Used together with the Marking Rubric)

Introduction	
<ul style="list-style-type: none">• Is your introduction engaging?	✓
<ul style="list-style-type: none">• Does the introduction give a clear sense of the context, background and main points that you will be discussing in your essay/report?	
Body	
<ul style="list-style-type: none">• Is your discussion clear and structure logical?	
<ul style="list-style-type: none">• Are the main ideas convincing and easy to understand?	
<ul style="list-style-type: none">• Do all paragraphs have a clear topic sentence that relates to the assessment topic?	
<ul style="list-style-type: none">• Are examples appropriate and do they relate to the topic sentence?	
Conclusion	
<ul style="list-style-type: none">• Does your conclusion sum up the information in your assessment?	
Academic sources	
<ul style="list-style-type: none">• Have you thoroughly addressed the topic using academic resources?	
Writing	
<ul style="list-style-type: none">• Have you used 3rd person, formal language throughout?	
<ul style="list-style-type: none">• Have <u>transition words/phrases</u> been used linking ideas within and between paragraphs?	
Referencing	
<ul style="list-style-type: none">• Do your references and in-text citations match?	

Grammar	
<ul style="list-style-type: none"> Do the sentences each make complete sense on their own? 	
<ul style="list-style-type: none"> Does the subject and verb of each sentence match? 	
<ul style="list-style-type: none"> Is the time tense in each sentence correct? 	
<ul style="list-style-type: none"> Have you correctly used commas, colons, dashes, quotation marks etc? For more detail, including use of commas, colons, brackets and more, refer to the Grammar Guide . 	

Proofreading Checklist

(Used together with the Marking Rubric)

Formatting	✓
<ul style="list-style-type: none"> Is your document, including the reference list, formatted in APA7 style? 	
<ul style="list-style-type: none"> Are your Headings (if using) formatted in APA7 Heading style? (Set up Heading Styles) 	
Writing Skills and Punctuation	
<ul style="list-style-type: none"> Are there any contracted words that need removing, for example: didn't? 	
<ul style="list-style-type: none"> Do any personal pronouns need removing? (Accepted in reflective writing) 	
<ul style="list-style-type: none"> Are all proper nouns (specific names) capitalized? 	
<ul style="list-style-type: none"> Is New Zealand spelling used throughout? This includes te reo macrons (Set keyboard to NZ spelling) 	
<ul style="list-style-type: none"> Are your abbreviations/acronyms correctly identified and used? For example: Auckland City Council (ACC) 	
<ul style="list-style-type: none"> For more detail refer to the Writing Skills Guide 	
<ul style="list-style-type: none"> Save a copy of your final draft and then fix errors highlighted by MS Word. 	

4.10 Checking Referencing



EIT uses the APA7 edition as its system of referencing.

EIT Guides to this system are as follows:



Referencing Examples
Guide to APA 7th Referencing

Want more information?
Email learningadvisors@eit.ac.nz
or go to [APA Referencing page](#)

[APA7 Referencing Examples](#)

[Figure and Tables Guide](#)



Figures and Tables
Referencing Guide

Want more information?
Email learningadvisors@eit.ac.nz



He Aratohu Tohutoronga APA
APA Referencing Examples
Kaupapa Māori

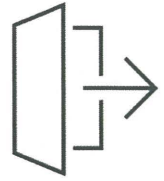
Want more information?
Email learningadvisors@eit.ac.nz
or go to [APA Referencing page](#)

[He Aratohu Tohutoronga APA Kaupapa Māori](#)

Always **check** that your in-text citations are placed with the cited information.

Check these citations match to a reference in the reference list and that the information is accurate.

4.11 Submitting your Assessment



To submit your assessment, follow the written instructions provided in your course **assessment** notes.

You are likely to be instructed to submit your work by uploading to Turnitin and instructions will be provided by your tutor on how to do so. Ask your tutor or an Academic Learning Advisor if you are unsure.

Key Points

- Make sure you submit your assessment by the **date and time specified**. Failure to do so is likely to lead to a reduction in marks.
- Should you have circumstances which are likely to prevent submission on time you must apply to your tutor for a time extension at least 24 hours **before** the due date.



TE AHO A MĀUI

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