



University of New England

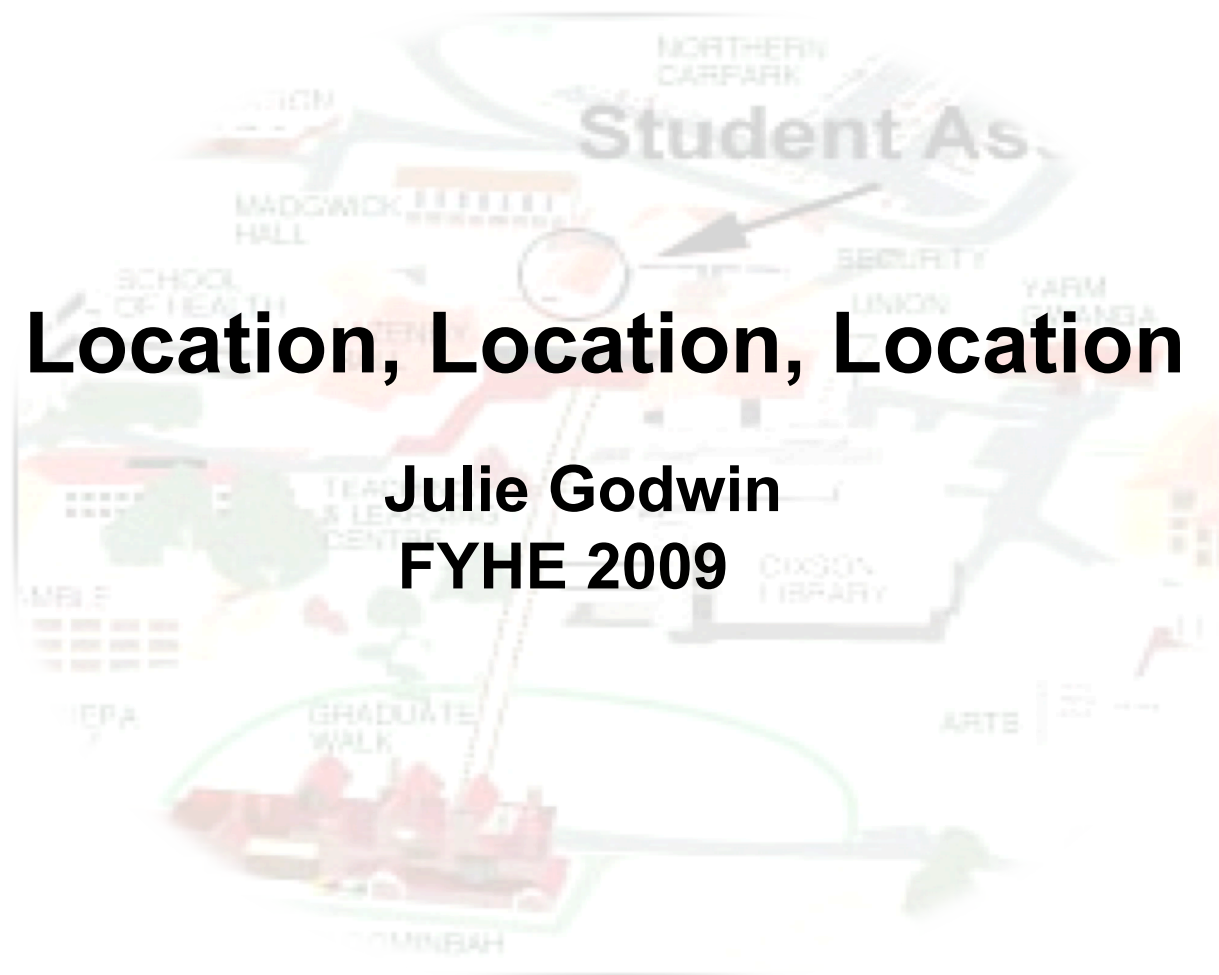
Armidale, New South Wales, Australia



Location, Location, Location

Julie Godwin

FYHE 2009



‘student centered, discipline-specific and delivered via group work and one-to-one contact...and designed primarily to meet the challenges related to tertiary literacy deficit’ (Muldoon & Godwin 2003:1).

‘first year on-campus students, subject lecturers and general staff to create a faculty culture in which the student’s active construction of the processes of development and learning is promoted’ (Belmont & Godwin, 2008:1).

FIRST YEAR ADVISORS @ UNE

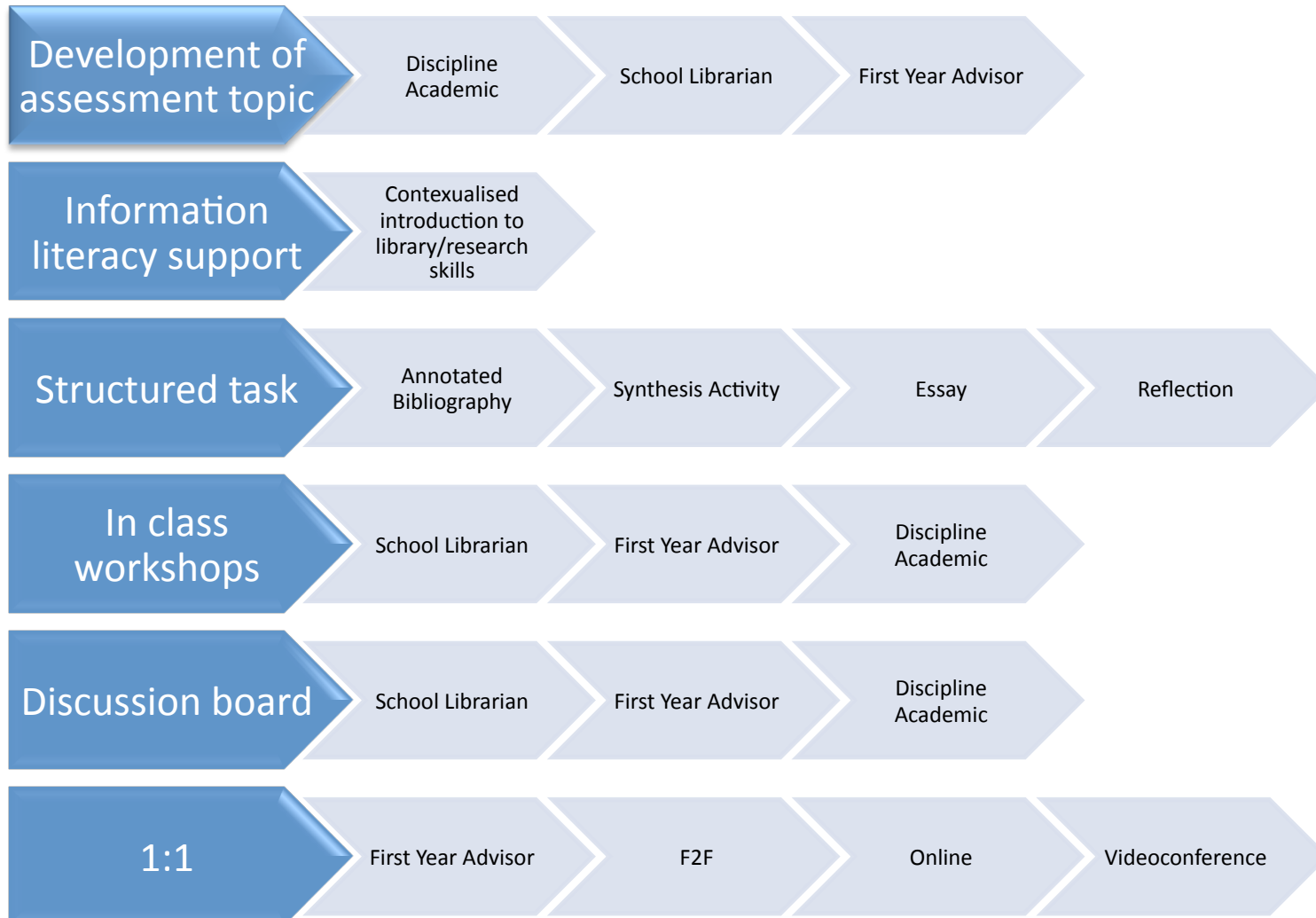


ASSESSMENT TASKS



RSNR 110

core unit BRuSc, BAg, BNatRes, BEnvSc



BIOLOGY110

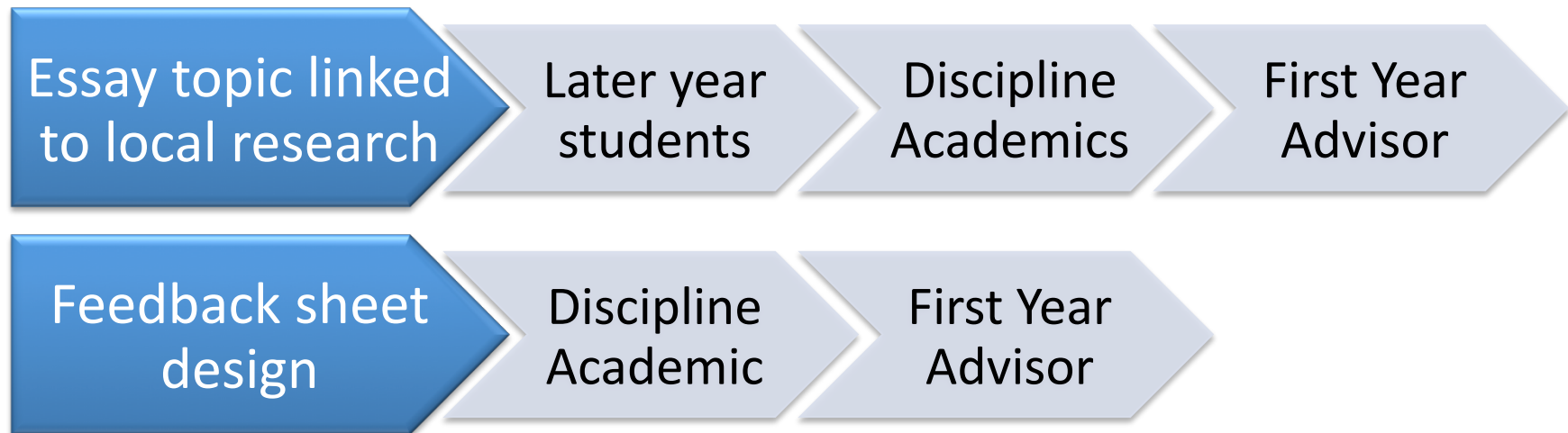
Essay topic linked
to local research

Later year
students

Discipline
Academics

First Year
Advisor

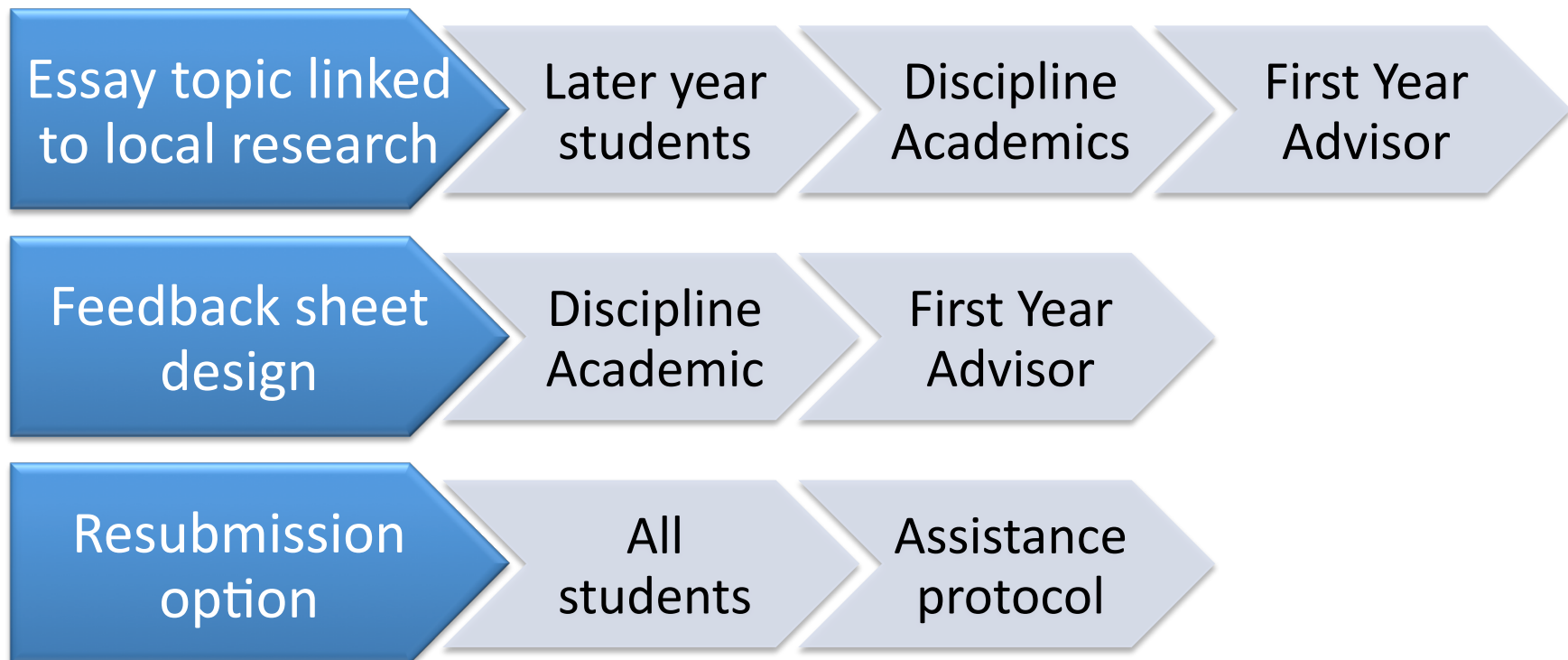
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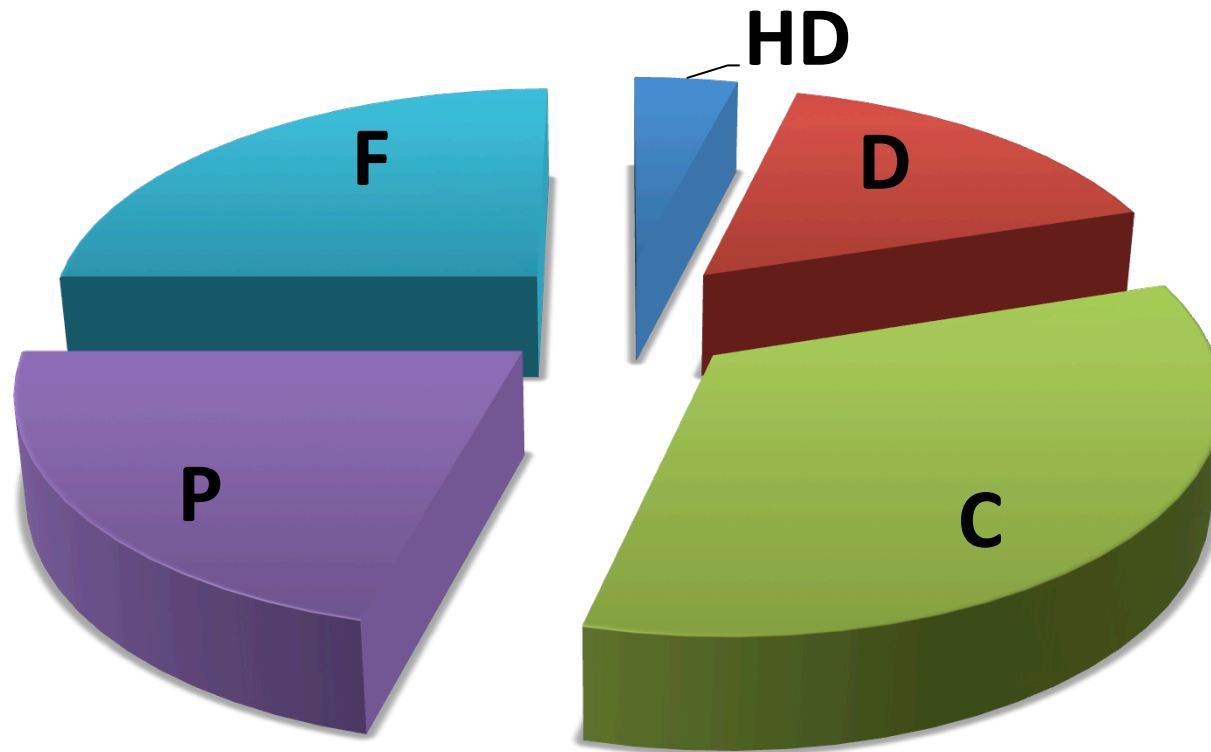
Biology 110 Essay Feedback Sheet 2009

| Check list and help | Comments | Allocated marks |
|--|--------------------------|-----------------|
| Task fulfillment and content | | |
| Assignment answers the question | <input type="checkbox"/> | (60) |
| Adequate coverage of topic | <input type="checkbox"/> | |
| Information relevant and correct | <input type="checkbox"/> | |
| Appropriate sources used | <input type="checkbox"/> | |
| http://www.une.edu.au/library/resources/findinginfo.php | | |
| Organization of text | | |
| Essay clearly structured; appropriate headings used | <input type="checkbox"/> | (20) |
| Introduction outlines essay | <input type="checkbox"/> | |
| Logical flow of ideas/information from paragraph to paragraph | <input type="checkbox"/> | |
| Synthesis of information | <input type="checkbox"/> | |
| Conclusion summarises main findings succinctly, no new information | <input type="checkbox"/> | |
| http://www.une.edu.au/tlc/aso/students/factsheets/#writing http://www.lc.unsw.edu.au/thesis/transition.html | | |
| Clarity of writing | | |
| Each paragraph controlled by one main idea | <input type="checkbox"/> | (10) |
| Effective use of topic sentences | <input type="checkbox"/> | |
| Sentences grammatically correct | <input type="checkbox"/> | |
| Sentences clear and concise | <input type="checkbox"/> | |
| Spelling and punctuation correct | <input type="checkbox"/> | |
| http://www.une.edu.au/tlc/aso/students/factsheets/#writings http://www.une.edu.au/tlc/aso/students/factsheets/style-science-technical.pdf | | |
| Presentation | | |
| Instructions in the Unit Handbook on format and style have been followed | <input type="checkbox"/> | (5) |
| Figures and tables correctly captioned and cross referenced from the text of the assignment | <input type="checkbox"/> | |
| Evidence of proof reading | <input type="checkbox"/> | |
| http://www.une.edu.au/tlc/aso/writing/ Click on Sciences, then FAQ's and go to FAQ 6 | | |
| Referencing | | |
| All information tied to citations and all citations listed in reference list | <input type="checkbox"/> | (5) |
| Correct format of in text citations and reference list | <input type="checkbox"/> | |
| http://www.une.edu.au/tlc/aso/students/publications/referencing.php | | |
| Penalty for over/under word limit : http://www.une.edu.au/tlc/aso/writing/ Click on Sciences, then FAQ's and go to FAQ 11 | | |
| Penalty for lateness : | TOTAL | (100) |

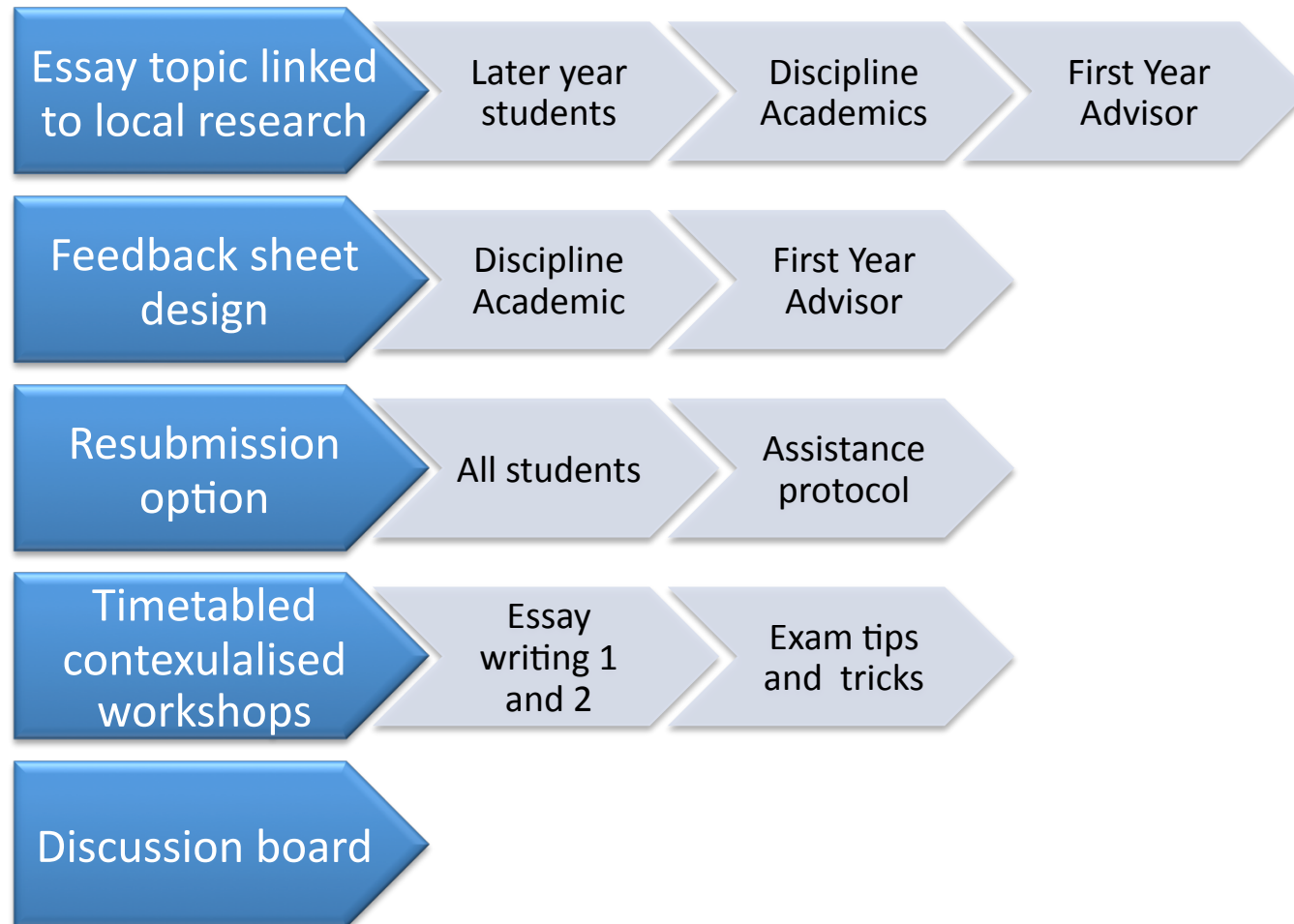
BIOLOGY110



Grade distribution resubmit-elect group



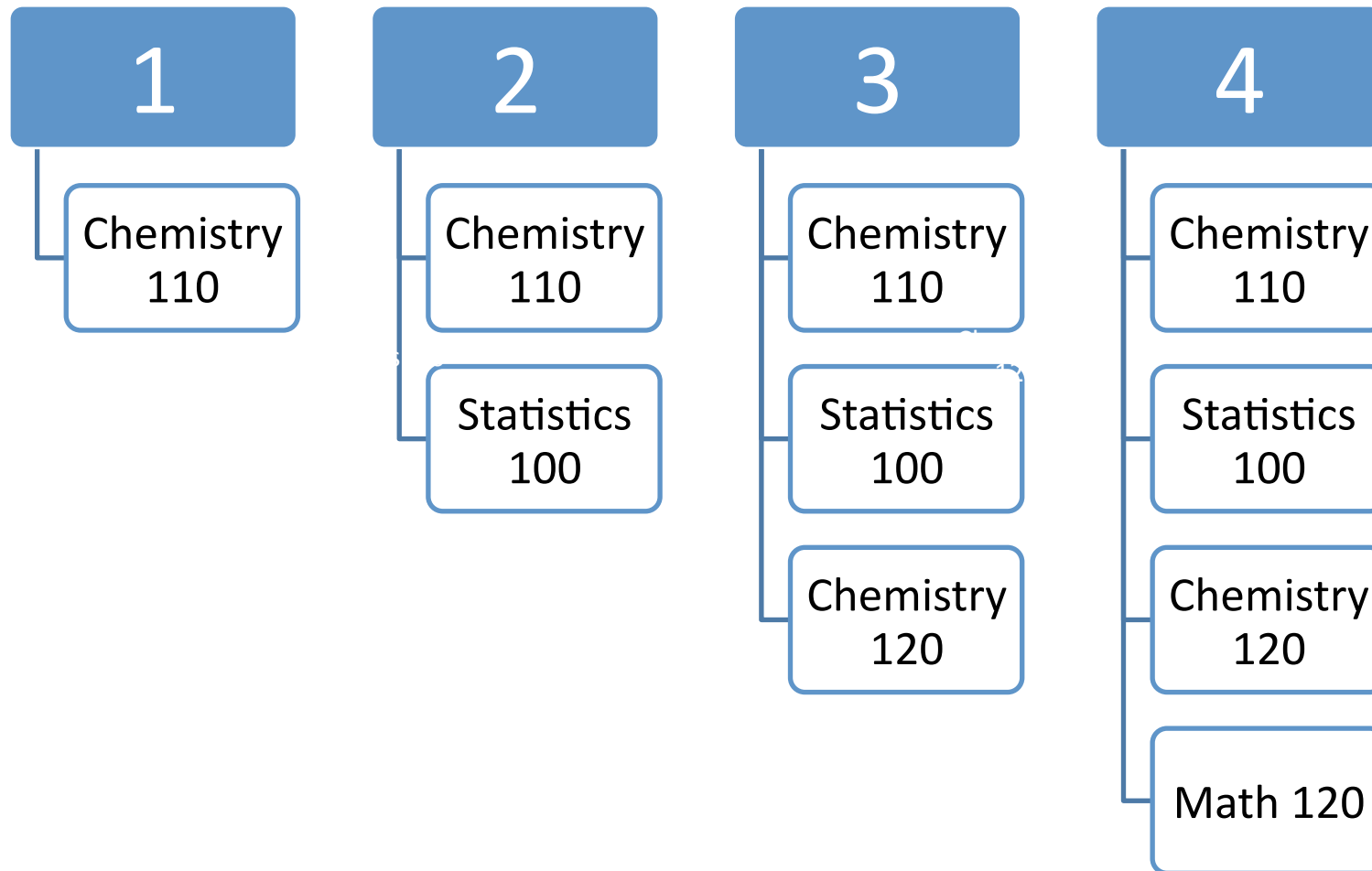
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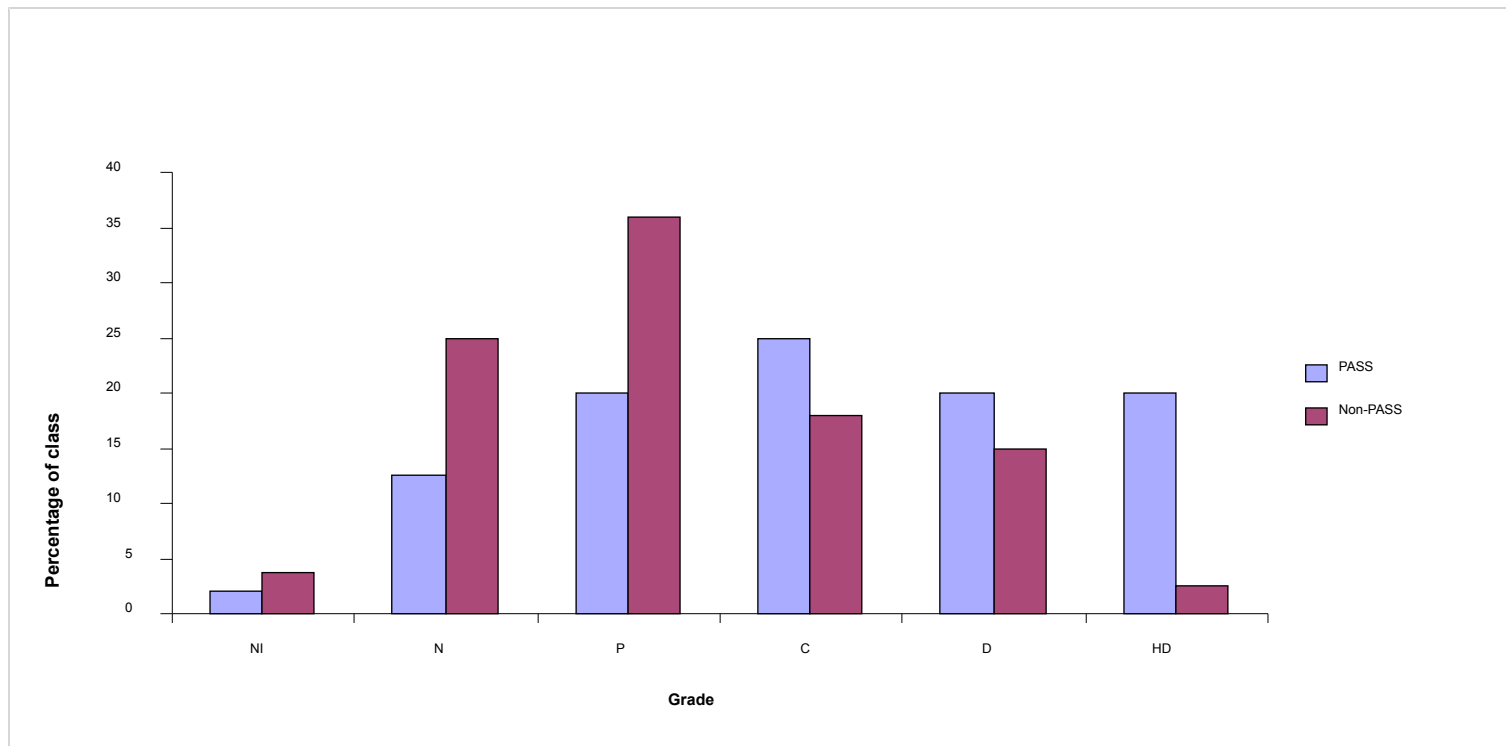
PEER LEARNING (PASS)



P

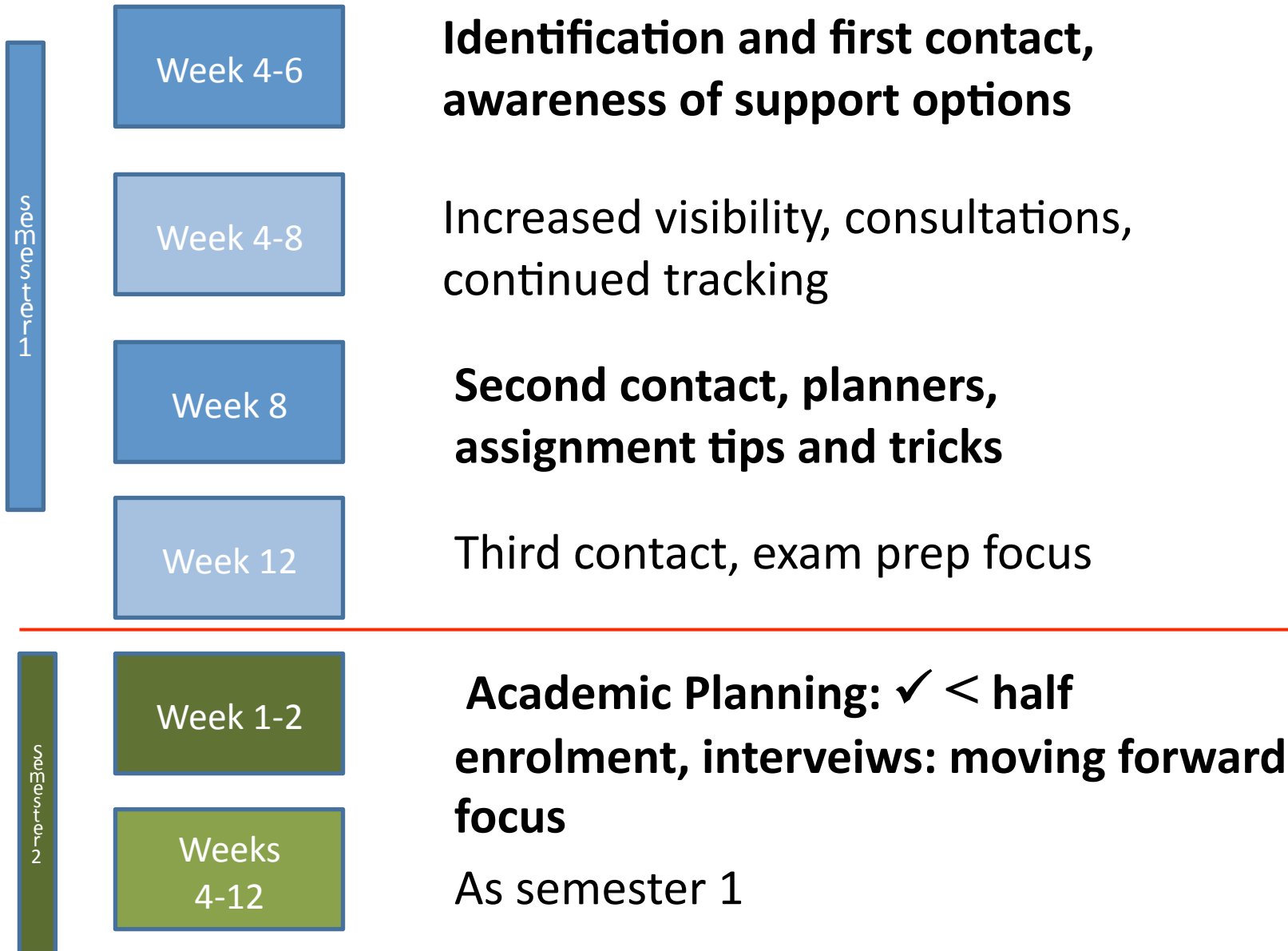


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ACADEMIC PLANNING







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Armidale, New South Wales, Australia



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