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).
ASSESSMENT TASKS
RSNR 110
core unit BRuSc, BAg, BNatRes, BEnvSc

Development of assessment topic
- Discipline Academic
- School Librarian
- First Year Advisor

Information literacy support
- Contextualised introduction to library/research skills

Structured task
- Annotated Bibliography
- Synthesis Activity
- Essay
- Reflection

In class workshops
- School Librarian
- First Year Advisor
- Discipline Academic

Discussion board
- School Librarian
- First Year Advisor
- Discipline Academic

1:1
- First Year Advisor
- F2F
- Online
- Videoconference
BIOLOGY110

Essay topic linked to local research → Later year students → Discipline Academics → First Year Advisor
BIOLOGY110

Essay topic linked to local research → Later year students → Discipline Academics → First Year Advisor

Feedback sheet design → Discipline Academic → First Year Advisor
### Biology 110 Essay Feedback Sheet 2009

<table>
<thead>
<tr>
<th>Check list and help</th>
<th>Comments</th>
<th>Allocated marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task fulfillment and content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment answers the question</td>
<td></td>
<td>(60)</td>
</tr>
<tr>
<td>Adequate coverage of topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information relevant and correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate sources used</td>
<td>(60)</td>
<td></td>
</tr>
<tr>
<td><strong>Organization of text</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay clearly structured, appropriate headings used</td>
<td></td>
<td>(20)</td>
</tr>
<tr>
<td>Introduction outlines essay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical flow of ideas/information from paragraph to paragraph</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesis of information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion summarises main findings succinctly, no new information</td>
<td>(20)</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.une.edu.au/lc/aso/students/factsheets/writingg">http://www.une.edu.au/lc/aso/students/factsheets/writingg</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clarity of writing</strong></td>
<td></td>
<td>(10)</td>
</tr>
<tr>
<td>Each paragraph controlled by one main idea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective use of topic sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences grammatically correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences clear and concise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling and punctuation correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.une.edu.au/lc/aso/students/factsheets/writingg">http://www.une.edu.au/lc/aso/students/factsheets/writingg</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>(5)</td>
<td></td>
</tr>
<tr>
<td>Instructions in the Unit Handbook on format and style have been followed</td>
<td>(5)</td>
<td></td>
</tr>
<tr>
<td>Figures and tables correctly captioned and cross referenced from the text of the assignment</td>
<td>(5)</td>
<td></td>
</tr>
<tr>
<td>Evidence of proof reading</td>
<td>(5)</td>
<td></td>
</tr>
<tr>
<td><a href="http://www.une.edu.au/lc/aso/writing/">http://www.une.edu.au/lc/aso/writing/</a> Click on Sciences, then FAQ’s and go to FAQ 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Referencing</strong></td>
<td>(5)</td>
<td></td>
</tr>
<tr>
<td>All information tied to citations and all citations listed in reference list</td>
<td>(5)</td>
<td></td>
</tr>
<tr>
<td>Correct format of in text citations and reference list</td>
<td>(5)</td>
<td></td>
</tr>
<tr>
<td>Penalty for over/under word limit</td>
<td><a href="http://www.une.edu.au/lc/aso/writing/">http://www.une.edu.au/lc/aso/writing/</a> Click on Scieneces, then FAQ’s and go to FAQ 11</td>
<td></td>
</tr>
<tr>
<td>Penalty for lateness</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>(100)</td>
<td></td>
</tr>
</tbody>
</table>
BIOLOGY110

Essay topic linked to local research ➔ Later year students ➔ Discipline Academics ➔ First Year Advisor

Feedback sheet design ➔ Discipline Academic ➔ First Year Advisor

Resubmission option ➔ All students ➔ Assistance protocol
Grade distribution resubmit-elect group
BIOLOGY110

- Essay topic linked to local research
  - Later year students
  - Discipline Academics
  - First Year Advisor

- Feedback sheet design
  - Discipline Academic
  - First Year Advisor

- Resubmission option
  - All students
  - Assistance protocol

- Timetabled contextualised workshops
  - Essay writing 1 and 2
  - Exam tips and tricks

- Discussion board
PEER LEARNING (PASS)
FIRST YEAR
ADVISORS @ UNE

1. Chemistry 110
2. Chemistry 110
   - Statistics 100
3. Chemistry 110
   - Statistics 100
   - Chemistry 120
4. Chemistry 110
   - Statistics 100
   - Chemistry 120
   - Math 120
FIRST YEAR
ADVISORS @ UNE

Percentage of class

Grade

PASS
Non-PASS
ACADEMIC PLANNING
Identification and first contact, awareness of support options

Increased visibility, consultations, continued tracking

Second contact, planners, assignment tips and tricks

Third contact, exam prep focus

**Academic Planning:** ✔ < half enrolment, interviews: moving forward focus

As semester 1
Location, Location, Location

Julie Godwin
FYHE 2009