

# THE EEG - PART 5A

## ACADEMIC WRITING HANDBOOK



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## INTRODUCTION

The purpose of this handbook is to provide information on academic writing given the expectations at Wittenborg University of Applied Sciences for any written assignment submitted, with the aim of facilitating students to improve and excel in their writing skills. The rules and principles of academic writing are a solid foundation of one's professional development and a necessary starting point towards excellence.

At Wittenborg we adhere to and require students to use the Harvard style referencing for any given assignment in undergraduate and post-graduate programmes. Academic honesty is a fundamental value of academic integrity, a central value at our institution, and we expect students to adopt these values when writing academically. In our Plagiarism Policy Part 5b we lay the basis for these expectations, as we strongly believe that it is our responsibility to promote and preserve academic honesty. We strive to ensure that each student's graduation is genuinely earned and that their degree preserves credibility and value.

We have developed this booklet to provide Wittenborg students with more and specific information on our expectations regarding academic writing and referencing when writing research reports. This also covers the structure and format of the work students should hand in to teachers.

We wish all students the best of luck with their studies, and if there are any questions, students are welcome to seek the assistance of their teachers or academic supervisors on this matter.

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## ACADEMIC WRITING GUIDELINES

### GENERAL REQUIREMENTS

Before students plunge into research or writing, they should invest time in thinking through the specific module assignments they are dealing with. Students are not being asked just to collect facts, but to develop and display their powers of reasoning.

The requirements might be to find and synthesise information, to argue a point with others, or to explore students' responses. It might be asked that students go into depth about some material already covered in the course, or they need to evaluate a theory or model by applying it to an example from outside the course materials. Whatever the design, a written assignment expects them to use course concepts and ways of thinking; it encourages students to apply course instructions and methodology.

Students have to look especially for words that define the kind of reasoning they should be using: why, how, analyse, compare, evaluate, argue, etc. They should be completely sure they understand the specific meanings of these terms.

- **Analyse** means looking behind the surface structure of the source material, seeing the relationship of the parts to the whole, being able to recognise relationships, such as cause and effect, even if unstated in the reading, and looking for underlying assumptions and questioning their validity. 'How' and 'why' imply an answer reached by analysis. This step in constructing an informed argument asks students first to consider the parts of their topic, and then to examine how these parts relate to each other or to the whole.
- **Synthesise** is the procedure whereby a text is broken down into its constituent parts and the connection between the ideas is looked for, then combined in new, innovative ways so that new solutions may be found.
- **Compare** means finding differences as well as similarities. Students will need to formulate the aspects which they are looking at in each item, and consider organising their assignments by using these aspects as headings.
- **Evaluate** emphasises that students are to apply their judgment to the results of the analysis. It asks for an opinion based on well-defined criteria and clearly stated evidence. When students evaluate for an academic purpose, it is important to articulate clearly and to support their own personal responses.

The first thing to understand is that writing at university level is, for the most part, a particular kind of 'academic writing'. An academic assignment is an official writing task or piece of work allocated to a student as part of the study course. Wittenborg University of Applied Sciences recognises the following types of assignment:

- Essay/Project/Home assignment
- Seminar paper

- PDP seminar paper
- PDP portfolio
- Business plan
- Marketing plan
- Work Placement report
- GA/FP, etc.

While academic writing might be defined in many ways, there are three concepts to understand before writing academic assignments:

1. At Wittenborg University of Applied Sciences, students will be engaged in activities that require them to: read about, think about, argue about, and write about specific ideas. The information provided in this document will help them to understand the expectations, conventions, and requirements of academic writing.
2. Academic writing is writing done by scholars for other readers/scholars, therefore, it must be more than a personal response/opinion. Students must write something that their readers will find useful. In other words, students will need to write something that helps the reader to understand the topic better, or to see it in a new way.
3. Academic writing should introduce the reader to an informed argument. To construct an informed argument, students must first try to sort out what they know from what they think about a subject. In other words, students will need to consider what is known about a subject and then to determine what they think about it. If the assignment fails to inform, or if it fails to argue, then it will fail to meet the expectations of the academic reader.

#### ACADEMIC ASSIGNMENT: USEFUL TIPS

1. Students need to familiarise themselves with the required language of the discipline. Every discipline has its own jargon. Although students should avoid unnecessary use of jargon in their own writing, they will need to be sure that they have a clear understanding of important concepts and terms.
2. A student's own interpretation of a text might be just as valid as other information they have found in the library or on the internet. Students must be critical of what they have read.
3. Students should not confuse evidence, assumption and opinion. Evidence is something that can be proven, and for this purpose proper references must be provided. Assumption is something that can be safely inferred from the evidence at hand. Own opinion is a student's particular interpretation of the evidence.

4. Students should pay attention to the requirements of an assignment. When asked for evidence, opinions should not be offered. When asked for an opinion, mere facts must not be presented. Too often students write a summary when they are asked to write an analysis.
5. Students are expected to write in a clear and understandable manner and to present a paper free of grammatical errors.
6. Students are expected to look for controversies in the material, to find issues that need further elaboration. Students may initially want to look at some general discussions in reference works, such as encyclopaedias or handbooks, to see how others have framed questions and issues. Students should start by reading papers and articles from trustworthy sources, and to look for gaps in the literature, interesting questions and issues that can be discussed in the assignment/paper.
7. Sometimes, good examples give substantial support for specific argumentative points, rather than using too many general statements; thus, these examples can illustrate more profoundly the theoretical basis.

## THE GENERAL STRUCTURE OF AN ACADEMIC PAPER

The structural elements of a typical research-based academic assignment/paper are the following:

- The Title Page
- Table of Contents and/or Abbreviations
- I. Introduction
- II. Theoretical Background/Literature Analysis
- III. Methodology & Data Collection
- IV. Results
- V. Limitations and Discussions
- VI. Conclusion
- VII. Glossary (if applicable)
- VIII. References/Bibliography
- IX. Appendices (if applicable)

**Note:** This is a generic list for an academic paper structure and the student should check the module guide(s) and/or the relevant module online area(s) for any specifications by the module teacher on the required assignment for the module studied.

### ***The Title Page***

This is the cover of the academic work, like the cover of a book. A neat design and correct structure of the title page is important, because first impressions count and add to the quality of a paper.

Elements that should be present on the cover page:

- The title of the assignment, student's name and student number, specialisation and phase number, date of finalisation, word-count number (excluding the title page, table of contents and reference sources), module name and teacher's name.
- A clean design for the cover page must be used. The cover page should not contain large, colourful images that overwhelm the purpose of the assignment. Students can freely use their own pictures/images, otherwise they must provide reference sources.

### ***Table of Contents***

This is the page that tells the reader where they can expect to see what is contained in the assignment. Students should list all headings or/and sub-headings presented throughout their assignments and the respective page numbers.

The table of contents should be created automatically in MS Word. The table of contents must be updated if any changes are made after creating the table. Students can choose which styles and formatting to use for headings.

#### ***1. The Introduction***

The introduction conveys the main topic of the paper to the reader. It should be clear on what to expect in the paper, and how it will extend the knowledge on a specific subject. A good introduction should be intriguing and generate interest. As with the cover page, the introduction will give an early impression of the quality of the writing on the whole.

Writing a good introduction can be a challenging process. The elements that should be present in an introduction are:

1. The aim of the assignment in brief, where it should be clear, what the goal is, and what the writer hopes to accomplish. This is the 'scope' of one's work.
2. The theoretical background and literature analysis are introduced by outlining the key papers/researches done in that specific field.
3. The methodology employed in the writer's research and data collection methods.
4. The findings of the writer's research in relation to the literature can already be included.

5. The structure and organisation of the assignment.

Although the introduction is the first text the reader will be confronted with, this is generally the last part to compose before submitting the assignment. Naturally, as the research develops, the findings may alter the content of the introduction. It is a good idea, therefore, to write a draft introduction initially with the expectation that it will be revised as the work continues.

**II. The Main Body**

The main body of an assignment will comprise the following sections: the theoretical background/literature analysis, methodology & data collection, results/findings, limitations and discussions. Most papers will enlist the specific parts of the main body in their table of contents.

**III. Theoretical Background/Literature Analysis**

**IV. Methodology & Data Collection**

**V. Results/Findings**

**VI. Limitations and Discussions**

Points to keep in mind:

- A system of logic should be used in writing. There are different ways to do this, but, in general, most work is presented in an inductive or a deductive manner.
- Paragraphs are not isolated sentences, but are comprised of a topic sentence and supporting sentence(s). In addition, a good paragraph leads the reader to the next paragraph.
- The writing should be kept relevant to the goal of the research. Students should stay focused on their research/central question(s).
- A record of sources should be kept as per the Harvard style referencing from the beginning, thus, listing the references will be much easier in the end.
- All figures, graphs and charts should be labelled with sources for reference purposes and an explanation or analysis as to why and how they are relevant/related to the topic.
- When quoting from an information source, the reason for including the quotation should also be provided, along with an evaluation or judgement (agree/disagree).

**VII. Conclusion**

The conclusion has a very important role in conveying the central message of a paper. The conclusion is the part of the assignment in which to summarise findings and/or make a recommendation.

What to consider in a conclusion?

- The conclusion is a brief summary of a paper.

- Critical thinking skills should be used to answer a research question and/or make recommendations. These should be supported by the research completed in the main body of the assignment. General recommendations irrelevant to the analysis provided in the assignment should be avoided.
- Repetition of sentences in the introduction paragraph and/or the main body should be avoided. Preferably, the wording of findings will be rephrased and summarised instead.

### **VIII. Glossary (if applicable)**

A glossary assists the reader in the understanding of specialised terminologies, i.e. if any specialised vocabulary is being used. However, a glossary is not required for all types of papers. Students need to check specific instructions for the assignment they are working on.

An example of an extracted element from the glossary:

*Sub-Prime Mortgage – A sub-prime mortgage is granted to borrowers whose credit history is not sufficient to get a conventional mortgage. Often these borrowers have impaired or even no credit history. These can also include interest-only loans.*

## **ESSAY AND ITS ACADEMIC STRUCTURE**

An essay is an academic piece of writing expressing ideas or thoughts from the writer's point of view.

An essay needs to be structured so that it helps the reader to follow comprehensively what is being presented.

The structure of an essay comes from the writer's plan and helps him/her elaborate their arguments. An essay has three main parts: an introduction, the body, a conclusion.

### **Introduction**

An introduction should:

1. State the writer's objectives in the essay, i.e. say what he/she is going to do.
2. Outline which aspects of the subject the writer is going to deal with and how.
3. Indicate what the writer is going to argue.

### **Main Body**

In an essay main body, the writer develops his/her arguments by using ideas, opinions, facts, evidence, theories, models, quotations from primary texts and quotations from authorities and experts.

In the main body, the writer works through the key points, supporting them with evidence. He/she brings together different ideas about the same subject, and effectively lets them have a conversation with each other, which the writer mediates.

### **Conclusion**

The conclusion should give a sense of completion to the essay and point to the central idea or to the argument the writer has been making. The writer should try and summarise the main points he/she has made – not simply going over everything again. The writer should also revisit the question to show how he/she thinks the essay has answered it.

A conclusion sums up the writer's ideas. It can highlight areas of doubt, where more research needs to be done, and it can point towards new ideas or emerging theories the writer has referred to in the essay. He/she must not put new material in a conclusion.

## **REPORT AND ITS ACADEMIC STRUCTURE**

A report is a specific form of writing that is organised around concisely identifying and examining issues, events or findings that have happened in a physical sense, such as events that have occurred within an organisation, or findings from research investigations. The key to report writing is informing the reader simply and objectively about all relevant issues.

A key feature of reports is that they are formally structured in sections. The writer needs to understand the function of each section of the report so that he/she can structure the information appropriately.

The structure of a report includes:

**Abstract** - also called Executive Summary, it provides a general overview of the entire research and findings.

**Introduction** - provides the background to one's research. In the introduction the writer should explain the rationale for undertaking the work reported on, including what he/she has been asked (or chosen) to do, the reasons for doing it and the background to the study. It should be written in an explanatory style.

**Literature survey** - This is a survey of publications (books, journals, authoritative websites, sometimes conference papers) reporting work that has already been done on the topic of the report. It should only include studies that have direct relevance to the research.

**Methods** - also called Methodology. The writer needs to write his/her methods section in such a way that a reader could replicate the research that has been done. There should be no ambiguity here, so the writer needs to write in a very factual informative style.

**Results** - presents factual data. This section has only one job, which is to present the findings of the research as simply and clearly as possible, using the format that will achieve this most effectively, e.g. text, graphs, tables or diagrams.

**Discussion** - places evidence in the context of the background. This is probably the longest section. It brings everything together, showing how the writer's findings respond to the brief explained in the introduction and the previous research surveyed in the literature survey. It should be written in a

discursive style, meaning the writer needs to discuss not only what the findings show, but why they show this, using evidence from previous research to back up explanations.

**Conclusions** - making recommendations for action. The writer's conclusions should be a short section with no new arguments or evidence, summing up the main points of the research - how do they answer the original brief for the work reported on?

This section may also include recommendations for action and suggestions for further research.

## THE HARVARD REFERENCING STYLE

References refer the reader to the source of specific information, ideas, quotes, figures, tables, etc., used in the written assignment/paper. All sources listed in the references list must be cited at least once somewhere in the main text of the paper; in other words, the bibliography is not padded out with sources not clearly used. These must be included whenever using material drawn from other sources. It is looked upon very seriously if sources are not properly referenced. Quoting a reference helps to support the point made. It indicates the basis for opinions and clearly shows how these opinions have been reached. Useful phrases include: "according to Smith (2007), many managers believe service quality...", "research has revealed the importance of... (Jones 1985, Peters 1997)", or "many academics (Jones 1997, Smith 2007, Zikmund 2009) debate the influence of globalisation..."

Clearly, accurate referencing is mandatory for all written assignments using sources. Throughout their studies, students will be required to demonstrate an ability to work properly with sources in preparation for the final graduation assignment, the dissertation.

### ***The Harvard System***

The authors' surnames are given in the text, together with the year of the work referred to, and, where appropriate, the page numbers (always included for direct quotes).

E.g.

*Many academics (Cooper et al. 1993, Ryan 2004, Smith 1996) explain the benefits and costs that can be expected from tourism development. Ryan (2004) identified that tourism is an obvious source of foreign exchange and particularly useful for developing countries to earn hard currencies such as dollars, euros and sterling. Jones (2002: 323) identified that in Sri Lanka "tourism is a significant contributor to the overall economy, worth 17.6% of the GDP in 2001". Smith (2007: 42) emphasised the potential of tourism to earn foreign exchange:*

*Commodity trade, which is the principal foreign earner for most developing countries, has not provided a revenue growth to match the increase in the imports bill. Import substitution and local processing can provide a means of saving or earning, but many countries run the risk of limited domestic markets or restricted access to foreign markets...*

*Negative impacts of tourism can include:*

*The emphasis on the economics of tourism, especially its benefits, reflect the widespread belief among agency personnel that tourism can yield rapid and considerable returns on investments and be a positive force in remedying economic problems (Jones 2002: 13).*

*Jones (1979), as cited in Smith (1995: 88), mentioned tourism has many other benefits as well. The National Trust (2010) and IEG (2009) are two organisations that have compiled statistics on the economic impacts of tourism related to specific events. However, Johnson (2008: 34) stated the "National Trust is a primary example of an organisation that systematically undervalues the economic spending of its visitors by 5-10%." Despite this, the National Trust is well aware of the importance of visitor spending (interview with Jane Smith of the National Trust, 2010).*

For direct quotes used, always cite the page number, e.g. Smith (1995: 42).

References to personal communications/interviews carried out appear parenthetically as detailed above, e.g. (interview with the Minister of Tourism in 2010). No further details are included in the bibliography, as the writer is referring to their own primary research results (underpinned by the discussion of research methods).

Direct quotes of more than 40 words should be indented on a separate line from the main text (as in the examples above – notice the lack of "quotation marks"). Quotes of less than 40 words should be incorporated into the text differentiated by double "quotation" marks (as above with Johnson).

Web pages cited should only be the author/copyright of the article or website (long web addresses within the text should be avoided). In the bibliography, full web address as part of the reference citation must be added.

Bibliography examples should be alphabetically ordered by surname or name of author, including organisations if not a person. The bibliography should not be separated under 'books', then 'journals', then 'newspapers'. All citations go under one list, alphabetically ordered. Alphabetically ordered does NOT mean changing the order of the names of the authors as written in the source (e.g. *Saunders, M., Lewis, P. and Thornhill, A. (2009) Research Methods for Business Students. 5th edition. Harlow: Prentice Hall* – does NOT become *Lewis, P. Saunders, M...* or *Lewis et al 2009*; it is always *Saunders et al*, because this is the way the book is cited). The title of the book may be in italics, but the style must be consistent.

### ***The Harvard in-text citation system***

It is a must that in the students' academic assignments they include Harvard in-text citations. The authors' surnames are given in the text, together with the year of the publication of the work, separated by a comma.

- One or more authors should be mentioned within the same citation depending on the quote.

*E.g. Many academics (Cooper et al. 1993, Ryan 2004, Smith 1996) explain the benefits and costs that were expected from tourism development.*

- If the author of the citation is an organisation or a government department, the name of that organisation/government department and the year of publication should be included.

E.g. *It is crucial that the child vaccination is first tested in our laboratories (Department of Health, 1982).*

- If the same citation is provided by different authors, then all of them should be included and separated by a semicolon.

E.g. *Information in this research is inconsistent (Jones, 2011; Salmon, 2012).*

- In the case of quotations, it is also possible to include in the Harvard in-text citation the page number(s).

E.g. *This information was proved to be not genuine (Jones, 2011, p.35).*

### ***The Harvard referencing system***

Reference lists are located at the end of the paper and display full citations for sources used in an assignment.

The referencing system is a must in the academic assignment because of the following reasons:

- They acknowledge the sources of the information, ideas and arguments, which is an act of academic integrity.
- The reader must be able to follow up all the sources of information independently.
- References will demonstrate how widely the literature has been used.
- They will ensure that ideas, opinions and arguments will be supported and strengthened by published papers.
- Careful and meticulous referencing will avoid accusations of plagiarism or any form of academic misconduct, which may consequently lead to penalties set by the institution. See next section 1.5 about "Plagiarism and other forms of academic misconduct".

An example of a reference list item: *Fitzgerald, F. (2018). The Great Gatsby. New York: Scribner.*

No material sourcing directly from Wikipedia is allowed to be cited in any type of academic assignment/paper at Wittenborg.

## PLAGIARISM AND OTHER FORMS OF ACADEMIC MISCONDUCT

### ***What constitutes academic misconduct?***

Academic misconduct includes the following and any other forms of academic dishonesty:

- i. Cheating – Using or attempting to use crib sheets, electronic sources, stolen exams, unauthorised study aids in an academic assignment, or copying or colluding with a fellow student in an effort to improve grades.
- ii. Fabrication – Falsifying, inventing, or misstating any data, information, or citation in an academic assignment, field experience, academic credentials, job application or placement file.
- iii. Plagiarism – Using the works (i.e. words, images, other materials) of another person as one's own without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded from a website or an internet paper clearing house.
- iv. Facilitating Academic Dishonesty – Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone to copy a paper or test answers.

### ***Plagiarism as a form of academic misconduct***

Plagiarism is a form of academic misconduct when students willingly or unwillingly use original material (written or verbal), data, or idea of an author without any acknowledgement, or fail to apply correct referencing. According to the *Harvard Guide to Using Sources*, there are different types of plagiarism such as:

- Verbatim plagiarism
- Mosaic plagiarism
- Inadequate paraphrasing
- Uncited quotation
- Uncited paraphrasing

### ***Procedures for investigating & dealing with academic misconduct***

The examiner/module teacher decides whether academic misconduct has taken place and may make a series of recommendations, including a clear fail. Any academic dishonesty must be referred to the Graduation & Examination Board. For all details on procedures, please see the Education and Examination Guide (EEG), Part 11, "The Student Code of Behaviour".

### ***Penalties***

Penalties at Wittenborg for committing plagiarism include but are not limited to:

- Official warning
- Reduction of the grade or clear fail and a required re-doing of an assignment (on a completely different topic)

- Decision that during a period of one year at most the student is denied the right to take one or more specific tests, or partial tests, or examinations
- Dismissal

Furthermore, severe and/or repeated plagiarism can lead to the failure of the educational degree. For further details, please see the information on “Penalties and Professional Practice” extracted from the “Graduation and Examination Board Regulations” of Wittenborg (in the EEG).

For more information on plagiarism and academic misconduct, read our “Plagiarism Check Policy: How do I avoid plagiarising?” mentioned below.

## PRACTICAL INFORMATION FOR ACADEMIC ASSIGNMENTS/PAPERS AT WITTENBORG

### TYPES OF EXAMINATIONS AND ACADEMIC ASSIGNMENTS/PAPERS

The program-specific EEGs (Education & Examination Guides) specify the different types of examinations at Wittenborg:

1. Written Examination
2. Assignment/Report/Essay
3. Project Work
4. Language Test (Reading, Writing, Listening & Speaking)
5. PDP Portfolio
6. Active Participation
7. Oral Presentation/Interview
8. Digital & Multimedia Assessment

Obviously, not all examination types include the submission of an academic written assignment/paper. Possible types of academic papers that students will deliver during their studies at Wittenborg include:

TYPES OF ACADEMIC PAPERS (always to be written academically!)

- Type 2 Examinations: assignments/reports/essays (both individual and group assignments)
- Seminar Papers for any module (also for PDP including PDP portfolios and TIPS modules)
- Project Work Reports
- Work Placement Reports
- GA/FP Graduation Assignment/Final Project (Dissertations)

Note: This handbook provides detailed writing instructions for the former two types of academic papers, for the latter three types students need to refer to the respective module handbooks/descriptions.

**BACHELORS LEVEL - ASSESSMENT AND GRADING OF ACADEMIC ASSIGNMENTS/ PAPERS**

			Undergraduate/Bachelors Marking Rubric Phase 1 - Exam type 2 Assessment Criteria					
			Marks					
No.	Weight	Criterion/ Indicator	0-3.0	4.0-5.0	6.0	7.0	8.0	9.0-10
			Unacceptable/Poor	Insufficient/Inadequate	Adequate/Fair	Good	Excellent	Outstanding
1	40%	Demonstration of knowledge and understanding of relevant models and concepts	Very weak to no evidence of knowledge/understanding of management concepts and models. Rather naive or simplistic approach to concepts and models.	An inadequate use of management concepts and models. Some understanding of key issues. The review is simplistic and not well grounded.	Adequate use of management concepts and models, although the range limited. Adequate demonstration of understanding and fair insight into key issues.	Good use of appropriate management concepts and models with a very good extent of reviewing. Good understanding of key issues.	Excellent use of a wide and appropriate range of management concepts and models supported by high quality reviewing and demonstrating thorough understanding.	Outstanding use of a wide and appropriate range of management concepts and models supported by the highest quality reviewing and demonstrating a good command of the subject.
2	25%	Comprehension of management theory and practice	Very weak to no evidence of understanding management information and theory.	An inadequate attempt to combine management theory with practice related to the addressed subject. Inadequate use of data and evidence.	A fair attempt to combine management theory with practice related to the addressed subject. Useful example(s) were given, good data and evidence.	A good attempt to combine management theory with practice related to the addressed subject. Good understanding of how theory is applied. Good use of examples, good data and evidence.	An excellent combination of management theory with practice related to the addressed subject. Excellent analysis, use of data and evidence.	Outstanding understanding of management theory with the realities found in the company studied. Deep and insightful presentation of the subject.
3	25%	Depth of meaning construction, extensiveness of research and breadth of reading	Unsuitable/inappropriate range of sources. Points not evidentially grounded. No evidence of readings or research.	Insufficient depth of meaning construction. Inadequate extent of research. Reading is limited to the core text.	Adequate depth of meaning construction. Extent of research is acceptable. Limited reading and does not extend far beyond the core text.	Good depth of meaning construction. Good extent of research. Reading is wide, relevant and beyond the core text	Excellent meaning construction in breadth and depth. Selectively wide reading evident which is well beyond the core text and includes independent sources.	An outstanding meaning construction in both breadth and depth. Reading is extensive and includes independent sources and press coverage.
4	10%	Coherence and quality of documents and referencing	Very weak/poor report with little coherence, missed elements of the task. Very weak in referencing and standard of written English.	Inadequate report in terms of logical structure, coherence and presentation. Weak in referencing and narrative very descriptive.	Adequate report with logical structure and coherence. The writing is to an acceptable standard and all elements of the task were attempted to an acceptable standard. Fair referencing of sources.	Good report with a clear, logical structure and coherence. The report is well written to a good academic standard and all elements of the task attempted.	Excellent report with clear and logical structure and coherence. Excellent academic writing style including very good referencing. All elements of the task are addressed without fault.	An outstanding report in terms of presentation, writing and clarity of expression. An outstanding academic writing style including very good and extensive referencing. All elements of the task addressed comprehensively and without fault.

 <b>WITTENBORG</b> University of Applied Sciences			<b>Undergraduate/Bachelors Marking Rubric Phase 2 - Exam type 2 Assessment Criteria</b>					
			<b>Marks</b>					
No.	Weight	Criterion/ Indicator	<b>0-3.0</b>	<b>4.0-5.0</b>	<b>6.0</b>	<b>7.0</b>	<b>8.0</b>	<b>9.0-10</b>
			<b>Unacceptable/Poor</b>	<b>Insufficient/Inadequate</b>	<b>Adequate/Fair</b>	<b>Good</b>	<b>Excellent</b>	<b>Outstanding</b>
1	40%	Demonstration of understanding and application of relevant models and concepts	Very weak evidence of understanding and applying of management concepts and models. Rather naive or simplistic approach to concepts and models.	An inadequate application of management concepts and models. Some understanding of key issues. The review is simplistic and not well grounded.	Adequate application of management concepts and models, although the range limited. Adequate demonstration of understanding and fair insight into key issues.	Good application of appropriate management concepts and models with a very good extent of reviewing. Good understanding of key issues.	Excellent application of a wide and appropriate range of management concepts and models supported by high quality reviewing and demonstrating thorough understanding.	Outstanding application of a wide and appropriate range of management concepts and models supported by the highest quality reviewing and demonstrating a good command of the subject.
2	25%	Comprehension and application of management theory and practice	Very weak to no evidence of understanding and applying management information and theory.	An inadequate attempt to combine management theory with practice related to the addressed subject. Inadequate use of data and evidence.	A fair attempt to combine management theory with practice related to the addressed subject. Useful example(s) were given, good data and evidence.	A good attempt to combine management theory with practice related to the addressed subject. Good understanding of how theory is applied. Good use of examples, good data and evidence.	An excellent combination of management theory with practice related to the addressed subject. Excellent analysis, use of data and evidence.	Outstanding understanding of management theory with practice related to the addressed subject. Deep and insightful presentation of the subject.
3	25%	Depth of analysis, extensiveness of research and breadth of reading	Limited/inadequate range of sources. Points not essentially grounded. No evidence of readings or research.	Insufficient depth of meaning construction. Inadequate extent of research. Reading is limited to the core text.	Adequate depth of analysis. Extent of research is acceptable. Limited reading and does not extend far beyond the core text.	Good depth of analysis. Good extent of research. Reading is within a wide range, relevant and beyond the core text.	Excellent analysis in breadth and depth. Selectively wide reading evident which is well beyond the core text and includes independent sources.	An outstanding analysis in both breadth and depth. Reading is extensive and includes independent sources and press coverage.
4	10%	Coherence and quality of documents and referencing	Very weak report with little coherence, missed elements of the task. Very weak in referencing and standard of written English.	Inadequate report in terms of logical structure and coherence. Weak in referencing and the narrative very descriptive.	Adequate report with logical structure and coherence. The writing is to an acceptable standard and all elements of the task were attempted to an acceptable standard. Fair referencing of sources.	Good report with a clear, logical structure and coherence. The report is well written to a good academic standard and all elements of the task attempted.	Excellent report with clear and logical structure and coherence. Excellent academic writing style including very good referencing. All elements of the task are addressed without fault.	An outstanding report in terms of presentation, writing and clarity of expression. An outstanding academic writing style including very good and extensive referencing. All elements of the task addressed comprehensively and without fault.

			Undergraduate/Bachelors Marking Rubric Phase 3 - Exam type 2 Assessment Criteria					
			Marks					
No.	Weight	Criterion/ Indicator	0-3.0	4.0-5.0	6	7	8	9.0-10
			Unacceptable/Poor	Insufficient/Inadequate	Adequate/Fair	Good	Excellent	Outstanding
1	40%	Critical application and integration of relevant models and concepts	Very weak evidence of knowledge/understanding of management concepts and models. Rather naive or simplistic approach to concepts and models.	An inadequate application of management concepts and models. Some understanding of key issues. The analysis is simplistic and not well grounded.	Adequate and critical application of management concepts and models, although the range limited. Adequate demonstration of understanding and fair insight into key issues.	Good and critical application of appropriate management concepts and models with a very good extent of analysis. Good understanding of key issues.	Excellent critical application of a wide and appropriate range of management concepts and models supported by high quality analysis and demonstrating thorough understanding.	Outstanding critical application of a wide and appropriate range of management concepts and models supported by the highest quality analysis and demonstrating a good command of the subject.
2	25%	Critical analysis and evaluation of management theory and practice	Very weak or failed critical analysis and/or evaluation of management theory and practice related to the addressed subject.	An inadequate attempt to critically analyse or evaluate the management theory and practice related to the addressed subject. Inadequate use of data and evidence.	A fair attempt to critically analyse and evaluate the management theory and practice related to the addressed subject. Useful example(s) were given, good data and evidence.	A good attempt to critically analyse and evaluate the management theory and practice related to the addressed subject. Good understanding of how theory is applied. Good use of examples, good data and evidence.	An excellent critical analysis and evaluation of the management theory and practice related to the addressed subject. Excellent analysis, use of data and evidence.	Outstanding critical analysis and evaluation of the management theory and practice related to the addressed subject. Deep and insightful presentation of the subject.
3	25%	Depth of critical analysis, extensiveness of research and breadth of reading	Limited/inadequate range of sources. Points not evidentially grounded. No evidence of readings or research.	Insufficient depth of critical analysis. Inadequate extent of research. Reading is limited to the core text.	Adequate depth of critical analysis. Extent of research is acceptable. Limited reading and does not extend far beyond the core text.	Good depth of critical analysis. Good extent of research. Reading is within a wide range, relevant and beyond the core text	Excellent critical analysis in breadth and depth. Selectively wide reading evident which is well beyond the core text and includes independent sources.	An outstanding critical analysis in both breadth and depth. Reading is extensive and includes independent sources and press coverage.
4	10%	Coherence and quality of documents and referencing	Very weak report with little coherence, missed elements of the task. Very weak in referencing and standard of written English.	Inadequate report in terms of logical structure and coherence. Weak in referencing and the narrative very descriptive.	Adequate report with logical structure and coherence. The writing is to an acceptable standard and all elements of the task were attempted to an acceptable standard. Fair referencing of sources.	Good report with a clear, logical structure and coherence. The report is well written to a good academic standard and all elements of the task attempted.	Excellent report with clear and logical structure and coherence. Excellent academic writing style including very good referencing. All elements of the task are addressed without fault.	An outstanding report in terms of presentation, writing and clarity of expression. An outstanding academic writing style including very good and extensive referencing. All elements of the task addressed comprehensively and without fault.

**MASTER LEVEL - ASSESSMENT AND GRADING OF ACADEMIC ASSIGNMENTS/PAPERS**

The presentation and disposition of the topic must be comprehensible and reader friendly. Overall, students should demonstrate the ability to formulate, problematise, discuss and analyse research problems.

A pass grade will be given if students illustrate insights into the topic, analytic potential, and the ability to apply sound reasoning. The assessment shall, however, be based both on the content and structure as well as the style of writing.

In the case of failure, students are asked to resubmit the assignment/paper according to the deadlines established for the specific block and will thereafter be graded again.

Assignments will be graded by the appointed examiner and feedback with comments on how to improve academic writing will be provided on the **Turnitin** assignment in the respective module online area. All submissions will be assessed within the standard deadline of two weeks after submitting the assignment/paper.

Note: In exceptional circumstances teachers can grade exam type 2 assignments and provide feedback with hard copies instead of Turnitin.

***Grades and Grading Schemes***

<b>Grade % Range</b>	<b>Description</b>
90-100	Exceptional
80-89	Excellent
70-79	Good - Very Good
60-69	Fairly Competent - Competent
55-59	Pass
00-54	Fail

***Definitions of Grading Descriptions***

**90-100 Exceptional**

- Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts/techniques in satisfying the requirements of an assignment or course are shown.

- Exceptional performance with strong evidence of original thinking, good organisation, capacity to analyse and synthesise, a superior grasp of the subject matter with sound critical evaluations, evidence of an extensive knowledge base.
- Assignment at this level displays a mastery of the information and the theoretical context in which it is presented. It contains original thoughts expressed fluently and written with a style distinguished by its freshness and clarity.
- All specifications for the assessment task, including word limit, have been strictly adhered to. The organisation of the work and the standard of presentation is exemplary and exceptional throughout.

### **80-89 Excellent**

- Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.
- Sound, substantive and organised argument, which introduces other points of view and uses proper sources effectively. It makes an important contribution to the understanding of the topic and to where the subject is going.
- The well-organised idea is supported by sound evidence presented in a neat and orderly way.
- All specifications for the assessment task, including word limit, have been adhered to. The organisation of the work and the standard of presentation\* is excellent throughout.

### **70-79 Good - Very Good**

- Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course. Good performance with evidence of a grasp of the subject matter, some evidence of critical capacity and analytical ability, and reasonable understanding of the relevant issues under examination, evidence of familiarity with the literature.
- Appropriate demonstration of a substantial knowledge of the information and theoretical concepts associated with the subject.
- A well-written assignment with no serious flaws, a good use of courses and a clear thesis. The argument is above average in organisation and analysis and brings in points to support the thesis. There is an awareness of different points of view.
- All specifications for the assessment task, including word limit, have been adhered to. The organisation of the work and the standard of presentation\* is very good throughout.

### **60-69 Fairly Competent - Competent**

- Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course; adequate solutions to the subject matter are clearly expressed.
- The assignment would be best described as narrative, as it lacks substantive analysis and demonstrates only a modest ability to work with the material critically.
- A logical organisation of the ideas/concepts, the style follows proper form, although there may be some lapses in each aspect.
- The specifications for the assessment task, including word limit, have been adhered to. The work is well organised and the standard of presentation\* is competent.

### **55-59 Passing**

- Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.
- Minimally acceptable performance; there is some evidence of familiarity with the subject matter and the presence of some critical and analytical skills.
- Personal opinion is often the engine that drives an argument, but opinion by itself is never sufficient – it must be defended. There may be some question about whether or not the student fully understands the issues because ideas tend to be superficial and undeveloped.
- There are no significant aberrations from the specifications for the assessment task, including the word limit. The work is suitably organised and the standard of presentation\* is at least satisfactory.

### **0-54 Failing**

- Inadequate performance is displayed in which there is little evidence of even a superficial understanding of the subject matter. Weakness in critical and analytical skills, with limited or irrelevant use of the literature. There is no writing skill evident.
- Grammar and spelling errors dominate and disguise the lack of organisation. The ideas are unrelated to the subject and reveal a complete misunderstanding of the task. There may be some familiarity with the subject but not an understanding of it.
- The writing or communication skill lacks clarity and does not cogently relate what has been comprehended. The assignment is disorganised and ideas are undeveloped. There is no evidence of substantial thought.

- The paragraphs do not hold together; ideas do not develop from sentence to sentence. This assignment usually repeats the same thoughts again and again, perhaps in slightly different language, but often in the same words.
- Very poor standard of presentation (Formatting, structure and referencing).

## SEMINAR PAPER ASSESSMENT

### 1.3.1. Seminar Assessment criteria

- Depth of knowledge and understanding of relevant key concepts and theories.
- Demonstration of an ability to critically analyse and synthesise relevant information and theory.
- Innovative and creative approach to analysis of material.
- Demonstration of an ability to engage in full professional and academic communication in written work.

### 1.3.2. Seminar Assessment Submission Requirements

A seminar paper assignment should meet the following requirements:

- Seminar paper assignment must be word-processed.
- Narrative must be written with conventional grammar, e.g. appropriate use of paragraphs, punctuation, sentence structure, etc.
- The work should use standard English spelling.
- The work should show coherence, i.e. clear presentation and development of ideas to communicate meaning.
- The work should be appropriately and accurately referenced using the Harvard system as set out in relevant program EEG under Academic Writing Handbook.
- A word count should be given at the end of Word documents. This should not include appendices or the list of references, but should include all quotations.
- Specified word counts should be respected. Excessively short submissions are unlikely to cover the required material adequately. Excessively long submissions which disregard the given instructions on word count risk failure. A working tolerance of +/- 10% is the guide for students and markers, and work outside this tolerance band is at greater risk of being penalised.
- All pages must be consecutively numbered and include the student's number in the header for each page.

## INSTRUCTIONS FOR WRITTEN ASSIGNMENTS/PAPERS

### ASSIGNMENTS/REPORTS/ESSAYS

#### Format instructions

- Language: **English (United Kingdom)**, written in accordance to level 6.5 of IELTS or above.
- Font type: **Arial, Times New Roman or Calibri**.
- Font size: **11** for the main body with exceptions for the title page and headings if any.
- Line and Paragraph spacing (space between lines and/or paragraphs of the text): **1,0**.
- All pages must be consecutively numbered (insert page numbers).

- **Word Limit:** the word limit for the assignment is included in the instructions. This can be between **3,000-6,000 words**. The teacher shall decide the exact word limit within this specified range.
- The report should use accurate **Harvard style referencing**. The acceptable maximum similarity score is 20%. See also the "Plagiarism Check Policy" for details (EEG Part 5).

Exam Type 2 assignments are mainly **individual assignments**, and in a few special cases **individual and group assignments**, as specified in their respective module guides. For those modules with a group assignment, group assignments are graded as a pass or a fail. The final grade is based on the individual assignment, and in the event of a group assignment as part of the assessment, the latter has to be a pass to receive the final mark in order to successfully pass the module. In the case of failure in one of the assignments, the failed part could be retaken during the Retake Weeks and/or subsequent delivery as per the examination regulations.

In the event of a group assignment the following rules apply:

- Group size will be:
  - 2 students for classes of less than 14 students
  - 3 and 4 students for classes between 15-30 students
  - Up to 5 students for classes above 30 students

(Under exceptional cases the teacher may decide for a group of 2 in the latter two cases.)

- The group must provide a 'Statement of Contribution', an agreement from all group members that signifies the degree of equality of contribution to the group project. Marks awarded to individual group members will reflect the agreement. Equal contribution means that each member receives the same mark awarded for the report and any forthcoming issue is a shared responsibility.
- The Statement of Contribution must be signed by all members, scanned and submitted together with the report/essay/assignment via Turnitin.
- The submission for the group assignment can be done by any member of the group, who has to confirm during the upload process that the submission is on behalf of the whole group.

**Presentation and/or Oral Question & Answer (Q&A) is obligatory for all type 2 examinations** except for retake exams. The main focus of Presentation or Oral Q&A is:

- To ensure that the Assignment/Report/Essay is genuine and the student's own work.
- Students demonstrate the capability of preparing and delivering a proper PowerPoint presentation and can sufficiently answer any questions related to the given Assignment/Report/Essay or to the module itself.

## SUBMISSION TERMS & TURNITIN

Submitted assignments/papers should be concise and limited to the word count requirement for respective modules/written assignments. It is acceptable to have +/-10% of the word count, however, if the assignment/paper contains 20% less than the minimum required words or 20% more than the maximum required words, it will be considered a fail. Where the assignments/papers exceed the +10% of the word count requirement, then a reduced grade will be applied. Students need to check the relevant module guides and module online area for precise assignment/paper information and submission deadlines.

Different word count regulations are implemented for different assignments/papers, and information can be found in the online area of the respective module for the assignment.

An academic assignment/paper should always be structured as outlined in section 1.3. The general structure of an academic assignment/paper requires: a title page, table of contents, introduction, main body (literature analysis, methodology, presentation of results), conclusion, references and appendices (if applicable). It is, thus, not for speculation as to whether such formalities are needed for the actual task or not, but it is a formal requirement. Also, the headings/sub-headings of the assignment must be used structurally and logically in relation to the subject of the assignment.

*It is each student's responsibility to upload assignments and make sure that the submission is successful and completed on time!*

**Submission terms for type 2 examination: Assignments/Reports/Essays:** on Monday of the Exam Week at 16:00 CET (Central European Time).

The module teacher may decide on an extension to this deadline, but it must be within the respective block exam week (latest exam week Friday). In the case of retakes, Monday 16:00 CET of Retake Week 1, respective Retake Weeks-Winter and/or Retake Weeks-Summer .

**Submission deadline for all seminar papers/PDP papers:** on Friday of Lesson Week 4, at 16:00 CET (Central European Time). In the case of retakes, Monday 16:00 CET of Retake Week 1, respective retake weeks Winter and/or Summer.

Students can submit the assignment only if they have attended the seminar. The assignment/paper entails a desk research based on reading material and relevant literature.

For the seminar assignment/paper submission all information will be provided and uploaded on the relevant module online area during the Project Week of the respective block.

### **Submission Instructions**

It is the student's responsibility to ensure that the electronic submission of his/her work is successful and completed on time.

How to ensure a successful submission:

Education & Examination Guide  
Wittenborg University of Applied Sciences  
General Assessment Policy

- All assignments must be uploaded in the **Turnitin** submission upload areas and upon submission you will receive an automatic receipt of a successful upload confirmation to your Wittenborg email address, but you can also click on the 'My submissions' provided after submitting, and, if there is a file visible, then the submission has been successful.
- Allow sufficient time for the file to upload completely before the set deadline. **Do not leave submission to just before the stated deadline**, this can only cause stress and it could result in the failure of submission.
- No assignments will be accepted after the official deadline or via email. Following examination regulations, students will have to wait for the retake possibility and/or subsequent delivery of a module in the case of a missed deadline.
- Students must submit the assignments in **MS Word (doc/dox)**. **Any other format, including e.g. PDF, JPG, etc., will not be accepted. Make sure you are submitting the correct file type!**
- In the case of technical issues, students must send an email to [helpdesk@wittenborg.eu](mailto:helpdesk@wittenborg.eu) at least 30 minutes before the deadline with the assignment and screenshot(s) of the exact technical issue as an email attachment. **Delayed submission will not be accepted.** (*Such work will only be accepted if the ITC department confirms that there was indeed a technical issue with the Turnitin submission upload area that hindered some students in uploading their work.*) Emails sent after the deadline will not be accepted.
- Ignorance of what is expected of students is not an excuse for late submissions. Students must understand what to do well before the deadline and read the Assignment Submission Help provided below.

### Submitting the assignment on the Turnitin assignment upload area

It is standard procedure at our institution to submit assignments via Turnitin for exam assessments. For a complete guide on how to submit your assignment check Wittenborg online "Guide to Turnitin", also accessible via the following link: <http://www.wittenborg.eu/guide-turnitin.htm>.

On the official website of Turnitin, the latest updated manuals and helping tips can be accessed, including video instructions: <http://turnitin.com/>.

If still confronting any issues, students can consult their teachers, academic supervisors and/or process tutors if they need help in uploading an assignment through a Turnitin submission upload area.

### Submission procedure:

- To submit assignments in the Turnitin area, a school account and an established study program are required beforehand.
- Note: In the case of difficulty in uploading the assignments/papers in the Turnitin area, assistance from the module teacher or the process tutor may be provided.
- Go to Wittenborg-online.com and log in with the school account.

- Select 'My course'.
- Select the required module and scroll down to the upload assignment/paper section.
- Press 'My submission' and drag the arrow appearing in the down-positioned box. By pressing the arrow, the system will show the browse from which the assignment/paper is to be selected.
- Remember to insert the submission title.
- Press 'Submit'.
- Note: Assignments/papers can be uploaded and overwritten until the due date. Once they are uploaded, the similarity component can be viewed.
- Note: In the case of RP/GA submission, students should send a follow up email to the teacher with the exact location of the uploaded work in the Turnitin area due to high volumes of assignments.
- After the assignments/papers have been assessed by the examiner, evaluation feedback is available on the right-bar box.

## SUMMARY

In summary, a few points to keep in mind are:

- Students must read well the criteria and specific requirements for the academic paper they are about to write.
- Reports must have an academic structure; guidelines are given in this booklet.
- Works must be cited using the correct Harvard referencing style.
- Plagiarism or other forms of academic misconduct will not be tolerated. Wittenborg' "Plagiarism Check" should be read thoroughly, and/or ask the module teacher if unsure.
- Students should always keep a record of their sources as they go along. This will make creating the reference list easier, cleaner and more accurate.

### **Software tools for creating reference lists:**

1. MS Word Reference Generator
2. Endnote
3. Google Scholar

### **Tips on how to use Google Scholar for citation:**

Using Google Scholar, citations for articles in the search result list can be obtained. A formatted citation (APA, Chicago, Harvard, MLA, or Vancouver) can be copied or pasted, or one of the links to import into the bibliography management tool can be used.

Step-by-step instructions:

- Put the article used for the assignment in Google Scholar search tab.
- Find the article in the search result list. Below the article is the dashboard with different options.
- On the dashboard click on the *Cite* ("") link next to the required item.
- Select citation style (Wittenborg accepts Harvard style).
- Paste the citation into working document.
- Double check and adjust formatting as needed to match selected citation style.

### **Additional useful sources:**

1. Bailey, Stephen. 2018. A Handbook for International Students. 5th edition. ISBN: 978-1-138-04873-7; 978-1-138-04874-4; 978-1-315-16999-6. New York: Routledge Press
2. Hamp-Lyons, Liz & Heasley, Ben. 2006. Study Writing. A course in writing skills for academic purposes. 2nd edition. SBN: 978-0-521-53496-3. Cambridge: Cambridge University Press.
3. Creme, P. and Lea, Mary R. (1997) Writing at University: A Guide for Students. Buckingham: Open University Press