

# Guidelines for editing and reviewing assignments

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## STUDENT ACADEMIC SUPPORT:

We encourage students to seek support as they study. It is important, however, that all students maintain academic integrity in how they prepare and complete assignments. Throughout their study students should seek to develop independence in their research and writing skills. We understand that this independence may take longer for students with recognised learning difficulties or with a Non-English Speaking Background.

### It is the student's responsibility to:

- attend lectures
- read the main textbooks and recommended readings
- develop a 'big picture' understanding of an assessment's topic
- collate their own quotations, paraphrases and summaries
- write their own discussion and analysis
- keep copies of assignments pre and post editing/review so that their work could be traced
- allow sufficient time before a due date for support and correction (as a guide students should allow 6 days for every 10 pages of text)
- complete a final edit of their assignment (spell check, formatting etc.)
- carefully follow and adhere to the *General Requirements for Assessments* booklet
- be aware of the ACT's and Morling's guidelines about Academic Misconduct

### Students should not:

- have their assignment closely edited/reviewed by someone else in regards to the content
- use any written material in their assignments that has been produced by another person (e.g. fellow student, friend or pastor), including direct quotes or paraphrases from related texts that someone else has compiled
- submit the same assignment, or part of an assignment, in a different subject

## Guidelines for Support

To ensure academic integrity and to help both students and those they ask to help them, the following guidelines should be followed. These guidelines reflect the range of people who students may approach for support and what is appropriate support to seek or offer.

### Support from a Study Mentor or Morling Academic Support Staff (for example Library Services Assistant or Online Tutor)

It is appropriate for a student to ask a Study Mentor or Morling Academic Support Staff to:

- discuss and provide guidance on the writing process (planning, research skills, assignment structure etc.)
- discuss the 'big picture' of the topic, allowing the student to share and process the main points they have discovered through their research
- complete a basic edit/review of an assignment; highlighting common spelling or grammatical errors, structural problems, problems with referencing or formatting
- provide basic guidance on vocabulary and translation, especially for NESB students
- *Morling Academic Support Staff can also provide direction for a student who is asked to resubmit an assignment.*

### Support from a fellow student, friend, family member etc.

It is appropriate for a student to ask a fellow student, friend or family member to:

- discuss the 'big picture' of the topic, allowing the student to share an assignment plan and process the main points they have discovered through their research
- complete a basic edit/review of an assignment; highlighting common spelling or grammatical errors, structural problems, problems with referencing or formatting
- provide some guidance on vocabulary and translation, especially for NESB students

### Support from a College Lecturer or Pastor

It is appropriate for a student to ask a College Lecturer or Pastor to:

- discuss the 'big picture' of the topic, allowing the student to share an assignment plan and process the main points they have discovered through their research
- provide some guidance on vocabulary and translation, especially for NESB students
- provide guidance about the text type conventions of an assignment (e.g. exegesis papers)
- recommend further reading where necessary

## Guidelines for assignment editing/reviewing

- If editing/reviewing through Word or another similar program – use **New Comments** instead of **Track Changes**. This means that student must manually correct or revise text instead of merely accepting changes.
- Stop the editing/reviewing process if it is clear that the student has not adequately prepared or worked on the assignment and as such the editing process is *producing* the assignment rather than *reviewing* the assignment.
- Aim for balance when pointing out strengths and weaknesses and comment on specific examples.
- Aim to help the student see how to improve future work as well as the current assignment you have been asked to review .
- Create a standard response/feedback form and keep a copy of this for your own records.
- Use consistent editing notation or comments
- Focus on how the argument is developed and supported (or not), rather than whether you agree or disagree with it.

## Suggested aspects of an assignment to address

### Presentation & Layout

- Title Page complete
- Abstract (on separate page)
- Page numbers included
- Appropriate font and spacing

### Format of Essay: sentences & paragraphs

- Writing is in full sentences
- Correct use of paragraphs
- Correct spelling
- Non-discriminatory language used
- Consistent use of tense
- Punctuation consistent and correct

### Referencing

- Quotations, paraphrases and summaries correctly cited
- Block quotes (over 30 words) correctly formatted
- Footnotes/in text references correctly formatted
- Bibliography/Reference List correctly formatted (on separate page)

### Structure and focus

- Clear thesis statement
- Essay remains focused on question
- Clear introduction
- Clear conclusion