Assignment 2 Workshop:
Contemporary Issue Essay
– Planning
– Structure and writing in paragraphs
– Academic writing style
– Editing process
– Academic skills support

Edith Cowan University
Academic Skills Centre

NUM2308 Aboriginal and Torres Strait Islander Peoples’ Health and Wellness

Assignment 2 Workshop:
Contemporary Issue Essay
– Planning
– Structure and writing in paragraphs
– Academic writing style
– Editing process
– Academic skills support

Senior Learning Adviser
Dr Justine Maldon
## Contemporary Issue Essay

<table>
<thead>
<tr>
<th>Value</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team or Individual</td>
<td>Individual</td>
</tr>
<tr>
<td>Format</td>
<td>Length: 2000 words (plus or minus 10%). Use headings provided below. Minimum 10 references, 7 years old or less, from a mixture of journal articles, books and credible websites (e.g. Australian Indigenous health info net) Format as per the SMN Assessment Guidelines and ECU Referencing Guide.</td>
</tr>
<tr>
<td>Due Date and time</td>
<td>Monday 1st June 12pm (lunchtime, noon)</td>
</tr>
<tr>
<td>How to Submit</td>
<td>Electronically via Blackboard &gt; Assessment folder Please keep your Turnitin receipt and an electronic copy of the work as proof of completion and submission. If your assignment is submitted after the due date (with or without an approved extension) and you have already submitted a draft, you will need to email the unit coordinator immediately so that the draft can be removed before it is graded.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>3, 4, 5,</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td>The rubrics for assignment 1 and 2 are based on the standard school rubric with a few minor changes. Please make sure you review the rubric whilst preparing your assignments. Rubric adjustments: Content 40 (10 for similarities, 15 for other 2 sections) Critical thinking (20 marks) Structure/pres (15) Ref (10) ELP (10)</td>
</tr>
</tbody>
</table>
Describe the similarities and differences between General Practice and Aboriginal Controlled Community Health Services and discuss reasons why Jane may or may not choose either service.

Discuss strategies that both types of services could initiate to manage health issues in a culturally safe way.

- Jane is a primary school teacher.
- Her Grandmother identifies as Aboriginal.
- Jane’s daughter has just turned 4 and Jane is keen to take her for her 4-year old well child check and immunisations.
- In Jane’s local area there is a General Practice and an Aboriginal medical service.
Frame your essay around key concepts in this unit, e.g.:

- Race/culture/ethnicity/identity
- Privilege/Equality/Access to health services
- Unequal power/Enculturation
- Colonisation/Australian Historical events
- Stereotyping/racism
- Victim blaming
- Communication
- Cultural safety/Cultural competence
- Social Determinants of Health
- Codes and Standards of Nursing and Midwifery practice
Getting started

1. Review the overview of key concepts in this unit in the study schedule (under Module 9 on BB);
2. If you have any questions relating to this assessment task, go to the discussion board and post your questions there;
3. Complete the post-unit attitude change questionnaire.
Getting started

Post your questions here. Select the title-link 'Questions' to open this forum.

Timesaver tip! You may like to consider subscribing to discussion forums. When you subscribe, an email will be sent to your ECU email account, letting you know when a new post is added.

Choose a response to each of the following statements on the scale from strongly disagree to strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Neither agree nor disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think my beliefs and attitudes are influenced by my culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health professionals’ own cultural beliefs influence their health care decisions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time in the health professional curriculum devoted to the promotion of student self-awareness and well-being is time well spent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A health professional’s ability to communicate with patients is as important as his/her ability to solve clinical problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The answers of your assignment and the assignment instructions will determine whether your paper has further readings or feedback and acknowledgments.
Headings (sub-headings may be used of your choice):

• Title page
• Contents page
• Introduction (200 words)
  – Brief overview of the topic and structure of the essay.
• Similarities and differences between health services (400 words)
  – Describe and support with references.
• Concepts that may influence Jane’s choice of health service (600 words)
• Strategies to manage health issues in a culturally safe way (600 words)
• Conclusion (200 words)
  – summary of key points
• References
You’re ready to write your assignment!
Remember:

• You need to demonstrate that you understand the concepts, so start your paragraphs with a **topic sentence** that introduces the concept, then **relate the concept to the case study** in a way that shows **you understand how the concept can be applied in 'real life'**.

• Discussion of **at least three** concepts as a minimum.

• This case study relates to the content in the 'early life' module. There should be some reference to the purpose and importance of 'well person' checks and immunisations.
Remember:

• You can cite:
  – The unit text
  – Websites – credible e.g., gov

• Do not cite:
  – Lectures
  – Videos
What style of language should I use?

- Write in the third person.
- Be direct – use the active rather than the passive voice.
- Be concise
- Use standard English avoiding American spellings.
- Avoid emotive language.
- Avoid slang terms, clichés and colloquial expressions.
- Avoid gender bias and sexist language.
- Flow, cohesion: linking ideas
The essay writing process

- Analyse the question
- Brainstorm and do pre-reading
- Research
- Make a plan
- Write: draft and revise
- Edit and proofread
Brainstorming and pre-reading

• **What do you already know about the topic(s)?** Do you have knowledge to built on (familiarity with related areas)?

• **Do you have any opinions at all about the topic(s)?**

• **Do you have any initial responses to the question?** What could a possible answer (or answers) be?

• **Further your thinking by ‘questioning the question’**. Formulate sub-questions about the question and topic.

• **Question the terms.** Is there an agreed-upon response?

• **Organise your existing information**: unit reading material, lecture and tutorial notes

• **How do different approaches/theories/arguments differ?** Which ones could/should you use?

• **What are the key concepts?** How do they relate to each other?  

(UNSW, 2014)
A mind map

A Concept Map

You Know

You Don’t Know

reflect

ideas

a network

connected to form

major

of

boxes

helps you

consists of

keywords

related by

defining

using

linking phrases

arrows

relationships

concepts

connected

ideas

(Zimmermann, 2008)
Make a plan

- **Make a plan** from your mind-map and notes
- **Organise your content** – use headings if appropriate
- **Order your ideas logically**
- **Include supporting evidence** – quotes, link to theory, statistics, experimental data etc.
- Note the **in-text reference** for all evidence
- **Write** your **draft**
Essay structure

Although there are many types of essay, all essays have a similar basic structure:

**Introduction**

**Body paragraphs**

**Conclusion**
An introduction prepares the reader for the essay. It

- states the topic
- provides an overview of the relevant context
- highlights key points of argument and discussion
- outlines the theoretical frameworks you will apply to your discussions, analyses, reflection, evaluation etc.
- ends with a thesis statement: the central point of the argument that you will ‘unpack’ in the body of your essay.
Introduction: structure

**Topic/Orientation** – opens the topic and establishes the broader context (sometimes includes definitions)

**Focus/Thesis statement** – states your argument/position

**Structure** – outlines your approach
Introduction

• Topic – key words
• Context – background
• Scope – limitations/definitions
• Argument – thesis statement
• Approach – outline of overall content: order of the main ideas to be presented
An essay map and topic sentences

**Main idea (Introduction)**

**Sub-ideas (paragraphs)**

- Topic sentence
- Topic sentence
- Topic sentence
- Topic sentence
- Topic sentence
- Topic sentence
- Topic sentence
- Topic sentence

**Thesis statement**

**Conclusion**
Body paragraphs: write, draft & revise

• Length: approximately 150 – 250 words depending on area of study.

• Begin with a clear topic sentence which relates to the thesis and uses the key terms of the question. Topic sentences guide your argument and provide a ‘skeleton’ for the essay.

• Support your points of discussion with relevant examples from your research or case study texts

• Reference your research sources correctly
Body paragraph: structure (TEEL)

- **T** — *topic sentence*: a specific point of argument which is clearly stated
- **E** — *evidence*: from your research or case study text
- **E** — *elaborate*: make your point in your own words, and develop your academic voice using key concepts
- **L** — *link*: connect to the topic sentence and the next paragraph
Conclusion: structure

**Restatement of the thesis statement**
- rephrases the thesis statement (different words)

**Summary**
- summarises the main points contained in the body of the text

**Broad statement**
- makes an evaluation, forecasts the future, or makes recommendations
Draft and revise

Strategies for redrafting your essay:

• **Read through your draft for sense.** Write a brief synopsis of the argument.

• **Read through for structure.**
  1. Label each paragraph’s function in the margin. (What is it about? What job is it doing in the essay?)
  2. Write these labels in sequence on a separate sheet. Is any rearrangement needed?
  3. Combine or split paragraphs, weed out unnecessary details.

(Chanock, 2007)
Draft and revise

• **Underline the topic sentence of each paragraph** (the sentence which tells what the paragraph is about). If none, write **TS?**

• **Look for signposting.** Underline (with a wavy line) words, phrases, or sentences that show the relationship between thoughts or between sections (e.g., ‘therefore’, ‘on the other hand’, ‘for example’). If inadequate in places, write **SP?** where needed.
For the *thesis statement*:  
- Is there a clear thesis established in the introduction. Does it relate explicitly to the set topic?  
- Is the topic of the essay clearly identified?  

For *content*:  
- Have you engaged with relevant key terms and concepts?  
- Is there evidence of close reading of the available literature on your topic?  
- Is there evidence that you have reflected critically on the topic?  
- Have you considered what is at stake (if appropriate, politically, socially, culturally) in relation to the topic?
Edit

For *argument*:

- Is the structure of an argument apparent? (read the topic sentence of every paragraph)
- Is more detail and/or discussion needed to build a cogent argument?
- Is there sufficient supporting evidence?
- Are the points in a coherent and logical order?
- Have I effectively responded to and/or answered the assessment question/task?

Proofreading is the final stage of the editing process, focusing on surface errors such as misspellings and mistakes in grammar and punctuation.
Academic writing style:

- Grammar
- Spelling
- Punctuation
- Sentence structure
- Paragraph structure:
  - Topic sentence
  - developing sentences
  - supporting sentences
  - concluding/linking sentence
https://ecu.au.libguides.com/nursing/workshops
For more information:

https://ecu.au.libguides.com/academic-skills-essentials
Learning Support is now fully online!

Dear Students,

Learning support is now fully online!

To support your transition to learning off campus during COVID-19, the Learning Support team has made some changes:

- All Academic Skills Workshops are now online on Blackboard Collaborate. If you can’t attend a workshop, don’t worry. You can download our workshops PowerPoints and recordings.
- All Individual Learning Advice is also off campus. You can book a 15 minute Learning Adviser Appointment either via Microsoft teams or talk to us by phone - it’s up to you.
- 24/7 study support is available via Studiosity.

Academic Skills Centre
Online consultations and workshops

Online consultations

Book a 15min appointment with a Learning Adviser for academic writing support using Teams by video/phone via this ECU ‘Ask Us’ link.

Academic Skills Workshops

- Starting assignments
- Researching
- Reading and notetaking
- Writing paragraphs/essays
- Paraphrasing
- Referencing
- Academic style

My Communities on your Blackboard home page.
Questions?