

# AE 5a Writing assignment

## Academic essay: case study

**Aims:** to test academic writing skills with a drafting process  
to improve achievement by responding to feedback

**Objective:** to write a hybrid essay on a case study from the *Harvard Business Review*

### Description

Write an essay based on your selected case study. Define key terms, summarise the case, contrast the views of the experts and reflect on the case.

### Requirements

Task guidelines	Write in an academic style with formal language. Write five (5) paragraphs: <ol style="list-style-type: none"> <li>1 an introduction which sets the context and includes definitions of key terms</li> <li>2 a summary of the case</li> <li>3 an overview of the views of the two experts</li> <li>4 a contrast of these two views in detail</li> <li>5 a personal reflection.</li> </ol>	
Language	definition; description; contrast & concession; reporting verbs; agreement/disagreement; recommending	
Format	A4 paper: word-processed in Arial 11 or 12 point with 2.0 line spacing	
Length	700 words	
Submission documents	Outline First draft (signed and dated by your teacher) Final version Cover sheet with self-assessment	
Value	40%	
Due date: outline		
Due date: first draft Submit to Turnitin		
Drafting workshop		
Due date: final version Resubmit to Turnitin		

	<b>Self-assessment (✓)</b> <b>This self-assessment needs to be completed at the draft stage and the final stage. It is part of your <i>Process</i> grade.</b>	<b>DRAFT</b>	<b>FINAL</b>
1	I have followed the requirements of the task and developed my ideas well.		
2	I have written a five-paragraph essay based on a given case study.		
3	I have summarised a given case study and contrasted two experts' views.		
4	I have provided a personal reflection in the final paragraph.		
5	I have used a variety of sentence types including complex sentences.		
6	I have organised my sentences and structured my paragraphs logically.		
7	I have used a full range of vocabulary at this level and used the appropriate level of formality.		
8	I have checked my punctuation and spelling carefully for accuracy.		
9	I have used a full range of grammar at this level and checked it for accuracy.		
10	I have drafted, edited and proofread my work carefully.		
11	I have responded fully to drafting workshop feedback.		

## Success criteria for AE5a writing assignment (2017)

	<b>Content</b> Task achievement	<b>Structure</b> Coherence/cohesion	<b>Vocabulary</b> Lexical resource	<b>Grammar</b> Sentence structure	<b>Process</b> Independent learning
<b>HD</b>	<p>Fully answered task with complete development of relevant information and few, if any, noticeable limitations</p> <p>Excellent understanding of text/s shown</p> <p>An excellent amount of paraphrasing for this level</p> <p>Correct use of citations</p>	<p>Excellent organisation at whole text and paragraph levels with few, if any, noticeable problems for this level in e.g. topic sentences.</p> <p>Information is sequenced logically.</p> <p>Smoothly linked sentences within each paragraph – very good use of referents and linking words with ideas carried throughout.</p>	<p>Full range of appropriate vocabulary for this level with few, if any, noticeable problems</p> <p>Skilful use of less common words and collocations</p> <p>Consistent level of formality</p> <p>Spelling errors are rare.</p> <p>Word form errors are rare.</p>	<p>Full range of structures for this level</p> <p>Nearly all sentences are accurate (excluding article errors).</p> <p>Meaning is clearly supported.</p> <p>No noticeable punctuation errors.</p>	<p>Works with and responds to feedback fully with few, if any, noticeable limitations</p> <p>Outlines, drafts, edits and proofreads work skilfully</p> <p>Self-assesses thoughtfully.</p>
<b>D</b>	<p>Very well answered task with suitable development of information and only minor limitations in e.g. relevance</p> <p>Clear understanding of text/s mostly shown</p> <p>A very good amount of paraphrasing for this level</p> <p>Mostly correct use of citations</p>	<p>Very well organised at whole text and paragraph levels – there may be minor problems in e.g. topic sentences.</p> <p>Information is mostly sequenced logically.</p> <p>Most sentences are very well linked within each paragraph – good use of referents and linking words with ideas mostly easy to follow.</p>	<p>Wide range of appropriate vocabulary for this level with only minor problems</p> <p>Very good use of less common words and collocations</p> <p>Mostly consistent level of formality</p> <p>May have minor spelling errors</p> <p>There may be minor word form errors.</p>	<p>Wide range of structures for this level</p> <p>Most sentences are accurate (excluding article errors), i.e. inaccurate sentences are few in number.</p> <p>Meaning is generally clear.</p> <p>There may be minor punctuation errors.</p>	<p>Works with and responds to feedback very well with only minor limitations</p> <p>Outlines, drafts, edits and proofreads work very well</p> <p>Self-assesses thoughtfully</p>
<b>C</b>	<p>Generally well answered with good development of information, but there are also limitations in e.g. relevance.</p> <p>Understanding of text/s generally shown</p> <p>A good amount of paraphrasing for this level</p> <p>There may be some strings of copied text (i.e. uncited direct quotations).</p> <p>Some incorrect use of citations</p>	<p>Generally well organised at whole text and paragraph levels, but there may be some problems in e.g. topic sentences.</p> <p>There may be some problems in logic (i.e. relationships between ideas).</p> <p>Good sequencing of information</p> <p>Sentences are generally well linked, but there may be some problems using referents / linking words – some ideas may be less easy to follow.</p>	<p>Good range of vocabulary for this level, but with some problems</p> <p>May take risks with less common words and collocations, but with some errors</p> <p>Level of formality may have some problems.</p> <p>May have some spelling errors</p> <p>There may be some word form errors.</p>	<p>Good range of structures for this level</p> <p>There are more accurate than inaccurate sentences (excluding article errors).</p> <p>Meaning tends to be clear.</p> <p>There may be some punctuation errors.</p>	<p>Works with and responds to feedback well, but with some limitations</p> <p>Outlines, drafts, edits and proofreads work well</p> <p>Self-assesses</p>
<b>P</b>	<p>Satisfactorily answered task with development of information, but there are also parts that are irrelevant, incomplete or go off topic.</p> <p>Understanding of text/s sometimes shown</p> <p>A satisfactory amount of paraphrasing for this level</p> <p>There are some strings of copied text (i.e. uncited direct quotations).</p> <p>Limited and/or incorrect use of citations</p>	<p>Satisfactorily organised at whole text and paragraph levels, but there may be some problems in e.g. topic sentences.</p> <p>There are some problems in logic (i.e. relationships between ideas).</p> <p>Some good sequencing of information.</p> <p>Some sentences are well linked, but there are also problems using referents / linking words – there may be some ideas that are difficult to follow.</p>	<p>Satisfactory but narrow range of vocabulary for this level with problems</p> <p>Less common words and collocations are few in number, and may have errors.</p> <p>Level of formality may have problems.</p> <p>May have spelling errors</p> <p>Word form errors may be noticeable</p>	<p>Satisfactory but narrow range of structures for this level</p> <p>There is a similar number of accurate and inaccurate sentences (excluding article errors).</p> <p>There may be some lack of clarity in meaning.</p> <p>There may be punctuation errors.</p>	<p>Works with and responds to feedback satisfactorily, but with limitations</p> <p>Outlines, drafts, edits and proofreads work satisfactorily</p> <p>Self-assesses</p>

<b>F3</b>	<p>Unsatisfactorily answered task with development of information often irrelevant, incomplete or off topic</p> <p>Understanding of text/s not clearly shown</p> <p>An unsatisfactory amount of paraphrasing for this level</p> <p>There are several strings of copied text (uncited) or many strings of copied text (cited).</p> <p>Little and/or incorrect use of citations</p>	<p>Unsatisfactory organisation at whole text and paragraph levels, and there are problems in e.g. topic sentences.</p> <p>There may be many problems in logic (i.e. relationships between ideas).</p> <p>There may be poor sequencing of information.</p> <p>Many sentences are not well linked – there may be many ideas that are difficult to follow.</p>	<p>Unsatisfactory range of vocabulary for this level with many problems</p> <p>Occasionally uses less common words, but often incorrectly</p> <p>There may be many problems with collocations.</p> <p>Level of formality may be inconsistent.</p> <p>May have many spelling errors</p> <p>Word form errors may be common.</p>	<p>Unsatisfactory range of structures for this level</p> <p>There are fewer accurate than inaccurate sentences (excluding article errors).</p> <p>There is loss of meaning in parts.</p> <p>There may be many punctuation errors.</p>	<p>Works with and responds to feedback unsatisfactorily</p> <p>There are many problems.</p> <p>Outlines, drafts, edits and/or proofreads work unsatisfactorily</p> <p>May not self-assess</p>
<b>F2</b>	<p>Incorrectly or poorly answered task with development of information mostly irrelevant, incomplete or mostly off topic</p> <p>Understanding of text/s poorly shown</p> <p>A poor amount of paraphrasing for this level and few or no citations</p> <p><b>40%-50% is copied (uncited or cited).</b></p>	<p>Poor organisation at whole text and paragraph levels, and there are many problems in e.g. topic sentences.</p> <p>There are many problems in logic (i.e. relationships between ideas).</p> <p>There is poor sequencing of information.</p> <p>Most sentences are not well linked – most ideas are difficult to follow.</p>	<p>Insufficient range of vocabulary for this level</p> <p>Rarely uses less common words</p> <p>There are many problems with collocations.</p> <p>Level of formality is inconsistent.</p> <p>Many spelling errors</p> <p>Word form errors are common.</p>	<p>Insufficient range of structures for this level</p> <p>Most sentences have errors (excluding article errors), i.e. accurate sentences are few in number.</p> <p>There is much loss of meaning.</p> <p>There may be many punctuation errors.</p>	<p>Works with and responds to feedback poorly</p> <p>Most processes have problems.</p> <p>Outlines, drafts, edits and/or proofreads work poorly</p> <p>May not self-assess</p>
<b>F1</b>	<p>Does not answer task, or very poor development of information, which is irrelevant, incomplete or completely off topic</p> <p>Understanding of text/s not shown.</p> <p>Little evidence of paraphrasing and no citations</p> <p><b>More than 50% is copied (uncited or cited).</b></p>	<p>Very poor organisation at whole text and paragraph levels – any paragraphing is unhelpful.</p> <p>Illogical relationships between ideas</p> <p>Very poor sequencing of information</p> <p>Nearly all sentences are poorly linked with almost no ideas carried.</p>	<p>Unable to use vocabulary at this level</p> <p>Cannot use less common words or collocations correctly.</p> <p>There is an inconsistent level of formality that may also be inappropriate.</p> <p>Spelling and word form errors are very common.</p>	<p>Very poor range of structures for this level</p> <p>Almost all sentences have errors (excluding article errors).</p> <p>There is a loss of meaning throughout.</p> <p>There may be many punctuation errors.</p>	<p>Does not work with or respond to feedback</p> <p>Does not outline, draft, edit and/or proofread work</p> <p>May not self-assess</p>

Student production must reflect either the majority of a grade's descriptors to award that grade or a balance of divergent descriptors.

A bolded descriptor overrides all higher un-bolded descriptors.

A string of copied text contains five or more consecutive words.

Penalty on content for under/over length: 10-24% minus one grade, 25-49% minus two grades, 50+% minus three grades. (Include copied strings in the word count, but exclude copied strings when assessing Vocabulary and Grammar.)

Penalty for over 70% copying: **F1 in all categories.**

To improve, you should:	<input type="checkbox"/> Read to understand the task more carefully.	<input type="checkbox"/> Revise structure for the task.	<input type="checkbox"/> Revise vocabulary for this level.	<input type="checkbox"/> Revise grammar for this level.	<input type="checkbox"/> Take more care doing your outline.
	<input type="checkbox"/> Develop your ideas more fully.	<input type="checkbox"/> Make more logical connections (coherence).	<input type="checkbox"/> Check your spelling more carefully.	<input type="checkbox"/> Check your sentences for accuracy more carefully.	<input type="checkbox"/> Proofread and edit your work more carefully.
	<input type="checkbox"/> Write the correct number of words.	<input type="checkbox"/> Link your ideas more smoothly (cohesion).	<input type="checkbox"/> Expand your vocabulary: read more	<input type="checkbox"/> Use a greater variety of sentence patterns.	<input type="checkbox"/> Use the feedback you receive to improve your work.
	<input type="checkbox"/> Practise paraphrasing.	<input type="checkbox"/> Support topic sentences more clearly.	<input type="checkbox"/> Think about level of formality.	<input type="checkbox"/> Improve your punctuation.	<input type="checkbox"/> Remember to self-assess.
	<input type="checkbox"/> Revise references.	<input type="checkbox"/> Write with clear paragraphs.	<input type="checkbox"/> Improve your knowledge of word forms.		
	<input type="checkbox"/> Do not plagiarise.				

Other comments: \_\_\_\_\_