COMMENTS BANK – also available in NORFOLK -> My Feedback -> Example Feedback

Academic Writing – Audience
You seem to have misunderstood the intended audience for this piece of writing so the tone conveyed is unhelpful. Consider a format/structure/features/words/sentence structures that are more appropriate.

Academic Writing – Bground info
You seem to have misunderstood the intended audience for this piece of writing so you have assumed knowledge that the reader does not possess. You must include all information the reader requires to understand your paper.

Academic Writing – Conclusion
The conclusion should sum up your argument without adding any new information. Suggestions on how to construct an effective conclusion can be found at https://student.csu.edu.au/learning-skills/assignments/essays/essay-structure

Academic Writing – Introduction
The introduction should orient the reader to the context and the argument that will be explored in the paper. Suggestions on how to construct an effective introduction can be found at https://student.csu.edu.au/learning-skills/assignments/essays/essay-structure

Academic Writing – Linking device
This text does not read cohesively or flow well as paragraphs and sentences are not well-linked, so they seem like a list of unrelated ideas. For suggestions on how to link your ideas more effectively, use the guide entitled 'Linking words and phrases' at https://student.csu.edu.au/learning-skills/all-resources

Academic Writing – Paraphrasing
Evidence from the literature should be integrated into your argument. This is best done by paraphrasing other sources. The pages entitled 'Paraphrasing, summarising and quoting' and 'Synthesising information' will assist you to develop this skill: https://student.csu.edu.au/learning-skills/academic-writing

Academic Writing – Planorganise
This paper is poorly organised and contains frequent repetition of ideas/logic gaps that make it difficult to follow your argument. Plan and structure your paper after you have researched the topic and before you begin writing.

Academic Writing – Quote overuse
This paper should demonstrate your knowledge of the subject matter so should contain much more paraphrased information rather than direct quotes. The page entitled 'Paraphrasing, summarising and quoting' will assist you to develop the skill of paraphrasing: https://student.csu.edu.au/learning-skills/academic-writing

Academic Writing – Sequencing
Ideas have been repeated in several places/The order of your paragraphs seems haphazard so the text feels disorganized. Structure your paper so that related ideas are covered in a single paragraph and these paragraphs are ordered in a logical manner to develop your argument. The page 'Essay structure' provides relevant information: https://student.csu.edu.au/learning-skills/assignments/essays/essay-structure

Academic Writing – Synthesising
Although you have provided support for your argument from a number of sources, you haven't synthesized the information in a logical, comprehensible manner so that evidence is integrated effectively into your argument. The page entitled 'Synthesising information' can assist you to develop this skill: https://student.csu.edu.au/learning-skills/academic-writing

Academic Writing – Task words

The assessment instructions asked you to compare/contrast/discuss/analyse/critically review …. Instead, you have …. The guide entitled 'Common instruction words' can assist you to understand typical assessment terminology to focus your response more appropriately: https://student.csu.edu.au/learning-skills/all-resources

General – Purpose
What you have submitted is a useful starting point/first draft; however, overall it does not adequately address the assessment task. The discussion lacks focus on …

General – Strong referral
In order to pass the next assessment, I strongly advise that you seek feedback on your draft assessment prior to submission. Go to https:www.csu.edu.au/academicskills.

Language – feedback referral
For future assessments, use the assignment feedback service to get some suggestions in terms of how you can improve your writing: https:www.csu.edu.au/academicskills

Language – Grammar punctuation
For some great tips on grammar, punctuation, and spelling, go to https://student.csu.edu.au/learning-skills/grammar-spelling

Language – Language errors
There are a lot of spelling, punctuation, and grammatical errors in this paper. These do not reflect well on the authority and credibility of the writer. I strongly recommend that you book an appointment with an Academic Skills Adviser who will provide you with suggestions on how to improve your work: https:www.csu.edu.au/academicskills

Language – Paragraphs
Avoid paragraphs which are very long or short. There should be a single idea explored in each paragraph. A good model for paragraph construction is PEA: Point, Evidence, Analysis. The page entitled 'Paragraph structure' will help you develop this skill. Go to https://student.csu.edu.au/learning-skills/academic-writing

Language – Poorly struct sentences
Sentences are structured awkwardly so the meaning is not clear.

Language – Proofreading
It is important that you edit and carefully proofread your work prior to submission. It can help to read your work out aloud – and 'listen' for areas which lack clarity. See the guide entitled 'Editing Proofing Presenting' at: https://student.csu.edu.au/learning-skills/academic-writing

Language – Punctuation
The punctuation used in this sentence/paragraph/essay/report does not assist the reader to understand your meaning. You will find some guides to help you use punctuation correctly at https://student.csu.edu.au/learning-skills/grammar-spelling

Language – Run-on sentences
This is called a 'run-on' sentence as it contains more than one sentence but lacks appropriate punctuation to show the reader where to pause. You can find out how to correct this type of error on the page entitled 'Sentence construction' at https://student.csu.edu.au/learning-skills/academic-writing

Language – Sentence fragments
This sentence is incomplete as the reader is kept waiting for additional necessary information. Sentences must have a subject and verb. You can find out how to avoid this type of error on the page entitled 'Sentence construction' from https://student.csu.edu.au/learning-skills/academic-writing

Language – Spelling
You make frequent spelling errors in this paper. To assist you to develop this skill, use the page entitled 'Grammar and spelling': https://student.csu.edu.au/learning-skills/grammar-spelling

Language – Third person
Remember academic writing should be written in the **third** person (i.e. do not use 'I' or 'we'; make it more objective).

Language – Topic sentences
Each paragraph must start with a topic sentence which is a statement, in your own words, of the point that you are trying to make. The rest of the paragraph explores and illustrates this point with evidence from the literature and your own commentary. A good model for paragraph construction is PEA: Point, Evidence, Analysis.

Language – Verbose sentences
Sentences are overly verbose. Be more direct and concise.

Language – Word choices
You have made some poor or incorrect word choices which interfere with clarity and precision of meaning.

Language – Literacy numeracy grid oral

Feedback on language, literacy, and numeracy in presentations and spoken assessments

Meaning is conveyed clearly, accurately, and unambiguously; literacy and numeracy standards for this task are met. ☐

The language and literacy areas you need to work on to ensure academic and professional success are:

Purpose/focus	☐	Referencing	☐	Fluency and pace	☐
Presentation structure	☐	Vocabulary	☐	Volume	☐
Presentation of information	☐	Grammar	☐	Intonation	☐
Visual elements	☐	Eye contact	☐	Intelligibility	☐
Integrating research	☐	Body language	☐	Practice, proofreading, and editing	☐
Numeracy *(please specify)*	☐				

If one or more of these boxes are checked, please book an appointment with an Academic Skills Adviser to develop relevant skills or access other Academic Skills services at https:www.csu.edu.au/academicskills

Language – Literacy numeracy grid written

Feedback on language, literacy, and numeracy in written assessments

Meaning is conveyed clearly, accurately, and unambiguously; literacy and numeracy standards for this task are met. ☐

The language and literacy areas you need to work on to ensure academic and professional success are:

Purpose/focus	☐	Integrating research	☐	Vocabulary	☐
Text structure	☐	Referencing	☐	Grammar	☐
Paragraph structure	☐	Punctuation	☐	Proofreading and editing	☐
Sentence structure	☐	Spelling	☐		☐
Numeracy *(please specify)*	☐				

If one or more of these boxes are checked, please book an appointment with an Academic Skills Adviser to develop relevant skills or access other Academic Skills services at https:www.csu.edu.au/academicskills

Referencing – Credible sources

Some of the references you have used are not considered 'academic' (i.e. their credibility is difficult to ascertain). As a result, the credibility of your discussion is also reduced. For future assessment, it is appropriate to use peer-reviewed and scholarly articles. Not sure what that means or where to find them? Check out the Charles Sturt library: http://www.csu.edu.au/division/library

Referencing – Direct quotes
Avoid using large chunks of direct quotes as they do not really demonstrate that you have understood the material. If you *do* use direct quotes, make sure you cite (Author, date, p. #) immediately after the quote.

Referencing – Intext citations
Need to cite in-text reference to support these claims using and acknowledge other peoples' ideas (Author, date, p. #). Citing references in–text also indicates to the reader/marker that you have read widely and are presenting a well-informed opinion/discussion.

Referencing – Missing references
Every source cited in your paper must have an entry in the Reference list and vice versa.

Referencing – Referencing
Please check the Charles Sturt Referencing summary to ensure correct formatting of the reference list – there are quite a few errors here. Heading should be References (bold & centred) and a hanging indent needs to be used for each entry. Even if you use the 'Cite' tool in a database (or elsewhere) and/or Endnote, you still need to double-check the formatting! For more information on referencing see here: https://student.csu.edu.au/learning-skills/referencing

Referencing – Unsupported statements
Avoid unsupported generalisations and assumptions – these do not strengthen your argument nor your position. Find support from the literature and integrate it into your argument.