

He whakamārama | All about the course

The Stream site's initial pages provide an overview of all major aspects of 230.111. Please read these carefully and take the time to note the assignment due dates in your own calendar, so you can plan your workload in connection with any other courses you're taking this semester and your other commitments.

Course webpage

The Massey Calendar webpage for this course can be accessed via [this link](#). This includes the official prescription, learning outcomes, and important university-wide dates.

Learning and teaching in this course

Our course design takes you through three major writing assignments step-by-step, exploring and practising skills along the way so you develop and advance good writing processes. The major assignments involve different approaches but are complementary and linked. For example, the kinds of reading and thinking you do in the first assignment will help you with the more elaborate analysis, research synthesis, and argument in the second, and the research and discussion you provide in the second assignment directly connect with the public adaptation task in the third. In this way, each task deepens and strengthens your engagement with the course learning outcomes.

Often students start this course thinking about academic writing in terms of *form*: the shape of an essay, required sections, the number of sentences or paragraphs, and so on. Another concern might involve “rules,” such as sentence-level correctness, formal language use, referencing of sources, or prescribed forms. We will discuss these and other ways of thinking about writing in working through our assignments, and we'll help you understand the logic and purpose of some of the forms and conventions that the university values, so various “rules” make more sense.

However, there is more at stake in writing in this course, for us and for you. Each of our assignments:

- Asks you to engage with complex reading material. This reflects that writing in the university emerges from encountering others' ideas, representing them in prose, and responding to them thoughtfully.
- Has at least one aspect that is challenging, so that you need to write from a position of some uncertainty (rather than following a simple template or checklist to produce an essay). This pushes you to use writing as a way to think through complex ideas and challenging readings as you develop ways to put forward your own ideas and reasoning.
- Requires you to make careful decisions about how to generate ideas from your reading, which ideas to include in your writing, and how to explain those ideas' relationships to other ideas. This involves thinking about your audience and what they value, and also about how to use writing to navigate the vast range of information you will encounter at university.
- Asks you to use writing to understand aspects of culture and society, to connect with others, and to craft a sense of self, both personal and academic. This involves thinking about how language choices and variations have powerful effects in the world.

Taken at once, that may sound complex and challenging – but we promise it is doable. We know that all writers sometimes feel anxious, and it can feel challenging to show up on the page or screen for others to read. We do our best to make this course a good space for sharing any worries you have about writing, and for developing new ways to write and new writing goals.

Late start?

It can be hard to catch up on 230.111 if you are starting late, so we do not generally allow enrolments after the first week of semester. If you are starting late, you will need to talk to a tutor, so contact the Course Administrator (see contact details on the Welcome page) right away to arrange this.

If English is not your first language...

... then it may be best for you to take Massey's course [192.102 Academic Writing in English for Speakers of Other Languages](#). 192.102 is offered in Albany and Palmerston North and via Distance most semesters. 192.102 is designed specifically for second-language writers to develop academic vocabulary and writing skills. It is suitable for all levels of writers and is recommended as a starting point for academic studies. If you are unsure whether 230.111 is the best course for you, please contact your 230.111 tutor, the 230.111 Course Coordinator, or the 192.102 staff noted below, as soon as possible:

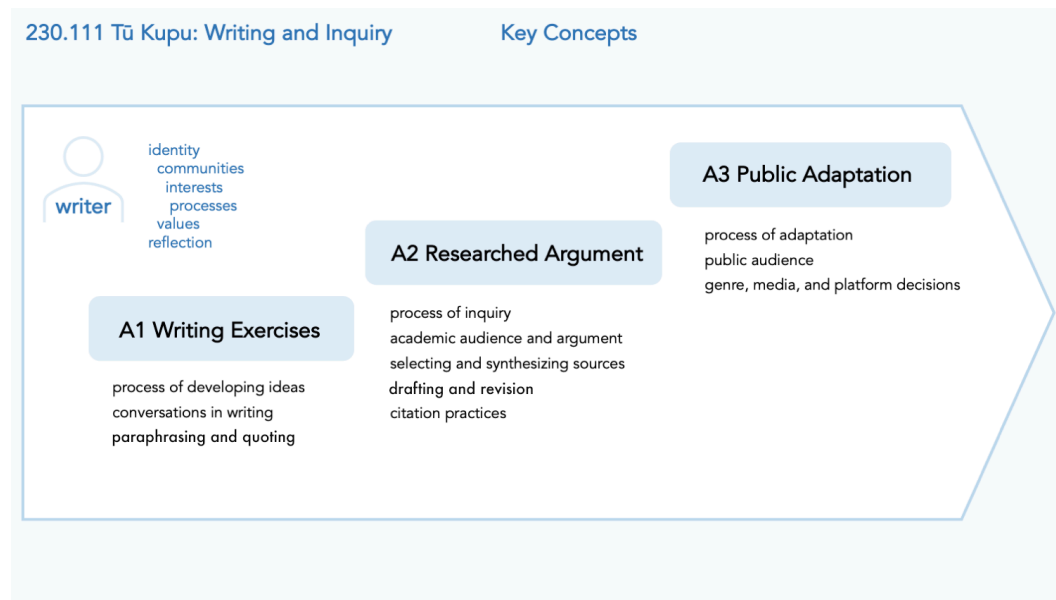
Albany and Distance	Marianne Gorter	M.Gorter@massey.ac.nz
Palmerston North	Dr Oliver Ballance	O.J.Ballance@massey.ac.nz

Note: Massey may charge additional fees if you delay transferring into the appropriate course.

Course key dates

Week	Dates	Assignments due
wiki week 1 A1 introduction	26 Feb–3 March	5% task – Conversation in Writing due by 11:59 pm Sunday, 3 March
wiki week 2 A1 development	4–10 March	
Sunday, 17 March is the deadline for students to withdraw from the course with a fee refund.		
wiki week 3 A1 revision	11–17 March	20% A1 Writing Exercises due by 11:59 pm Friday, 15 March
wiki week 4 A2 introduction	18–24 March	
wiki week 5 A2 development	25–28 March	
Mid-semester break 29 March – 14 April		
wiki week 6 A2 research conversations	15–21 April	20% task – Research Argument Draft due by 11:59 pm Friday, 19 April
wiki week 7 A2 drafting	22–28 April	
wiki week 8 A2 integrating visuals	29 Apr – 5 May	
wiki week 9 A2 final revisions	6–12 May	35% A2 Researched Argument (revised & final version) due by 11:59 pm Friday, 10 May (Note: students must complete A2 successfully [C- or better] to pass the course)
wiki week 10 A3 introduction	13–19 May	
Saturday, 25 May is the deadline for students to withdraw from the course without academic penalty.		
wiki week 11 A3 development	20–26 May	
wiki week 12 A3 revisions	27–31 May	20% A3 Public Adaption due by 11:59 pm Friday, 31 May

This graphic summarises the key concepts covered in each assignment unit.



How to approach your studies in 230.111

As a 15-credit course, 230.111 requires around 10 to 12 hours of study per week *on average* (this includes your three weekly workshop hours), though you may find yourself spending more time on the course in weeks when assignments are due, and less in other weeks. Take note of our assessment due dates in connection with your other courses and plan your time accordingly. Time management is essential for success at university.

Attendance policy & engagement expectations for internal (on-campus) students

Each week, workshop activities and discussions will help you draft and revise the work submitted for our shorter tasks and major assignments. For internal students, the easiest way to complete the course successfully is to prepare for and show up to all the workshops: the activities in the workshops help you work towards the assignments step by step. The passing rate for internal students who miss no more than one or two workshops is typically 90% or higher each semester – show up, take part, and you'll be amazed at what becomes possible!

As a workshop-based course, in-class activities are essential to course aims, even when not everything is directly assessed. Therefore, for internal students workshop attendance is compulsory to pass the course. If you cannot attend workshops regularly, you should change your enrolment to the Distance version of 230.111 (log in to the Massey [Student Portal](#), drop your internal enrolment in 230.111, then add the Distance offering of 230.111; if you need assistance accomplishing this, [contact Massey](#) support staff).

We recognise that students may become ill or need to attend to an emergency, and we allow up to four absences (i.e., 20% of workshop sessions). We don't ask why you have been absent, but you should reserve this allowance for unanticipated illness or emergencies. In most cases, missing more than four workshops leads to a final course grade of DC ("did not complete"). Tutors may not make exceptions to this policy; for questions, contact the Course Coordinator.

If you have an approved late enrolment, the initial missed workshops will not be counted as absences against you, but you must contact the Course Administrator or offering Lead Tutor as soon as possible so that you can be assigned an available workshop group. You are responsible for missed work and negotiating deadline extensions with your tutor. Late-enrolling students and students who show up late will not be added to workshop groups that are already full. If you are enrolled at the beginning of the semester but fail to attend workshops until later, you will be counted absent. If you are routinely and significantly late to workshops (or leave early), your tutor, in consultation with the Course Coordinator, may count your late or early departures as partial absences.

Remember, avoid skipping workshops so that, should you unexpectedly become ill or need to respond to a personal or family emergency, you can still pass the course. If circumstances make attendance too difficult, please enrol in the distance course.

Covid-19 or other large-scale disruptions

The Covid-19 pandemic requires continued flexibility, for students and teachers, but the 230.111 staff will work to minimise disruptions where possible. Any adjustments to attendance policies or assignment deadlines because of pandemic or other health-related disruptions will be communicated promptly via our Stream site. Do keep in touch with your tutor, especially if you need extra support, as ongoing communications and working together is crucial for your progress and academic success, especially in this difficult time.

Where does the name Tū Kupu come from?

This term originated from a wānanga (to meet, discuss, deliberate, consider)^[1] held between members of Te Pūtahi-a-Toi | School of Māori Knowledge in 2015 to provide the BA Core programme with appropriate terms in te reo Māori. With Te Kunenga ki Pūrehuroa (Massey University) deciding to be the first tertiary institution in Aotearoa to be a Tiriti o Waitangī-led university, it is important that courses not only reflect an English perspective but reflect also a perspective inclusive of tangata whenua.

The term Tū Kupu consists of two concepts:

- **Tū** a particle derived from the word *tūmomo* meaning *manner, sort, type of, kind, variety, genre*. Used in its shortened form with verbs and nouns to indicate "a specific type of action or thing," e.g., *tū whare* – type of building, *tū kōrero* – communication genre.
- **Kupu** in its simplest form this word means *word* but can refer to many types of communication such as *advice, message, citation, remark, talk, term*.

Placed together, the term Tū Kupu offered by the Te Pūtahi-a-Toi staff has a specific range of meaning: *types of messages, types of texts, text as communication*. In the context of the BA Core programme, the term refers to all written text students will work with and understand.

– *Hone Waingarangi Morris*
(*Ngāi Te Rangitotohu, Ngāti Mārau, Ngāti Maru*), *Te Pūtahi-a-Toi*

[1] <https://maoridictionary.co.nz/search?idiom=&phrase=&proverb=&loan=&histLoanWords=&keywords=w%C4%81nanga>