

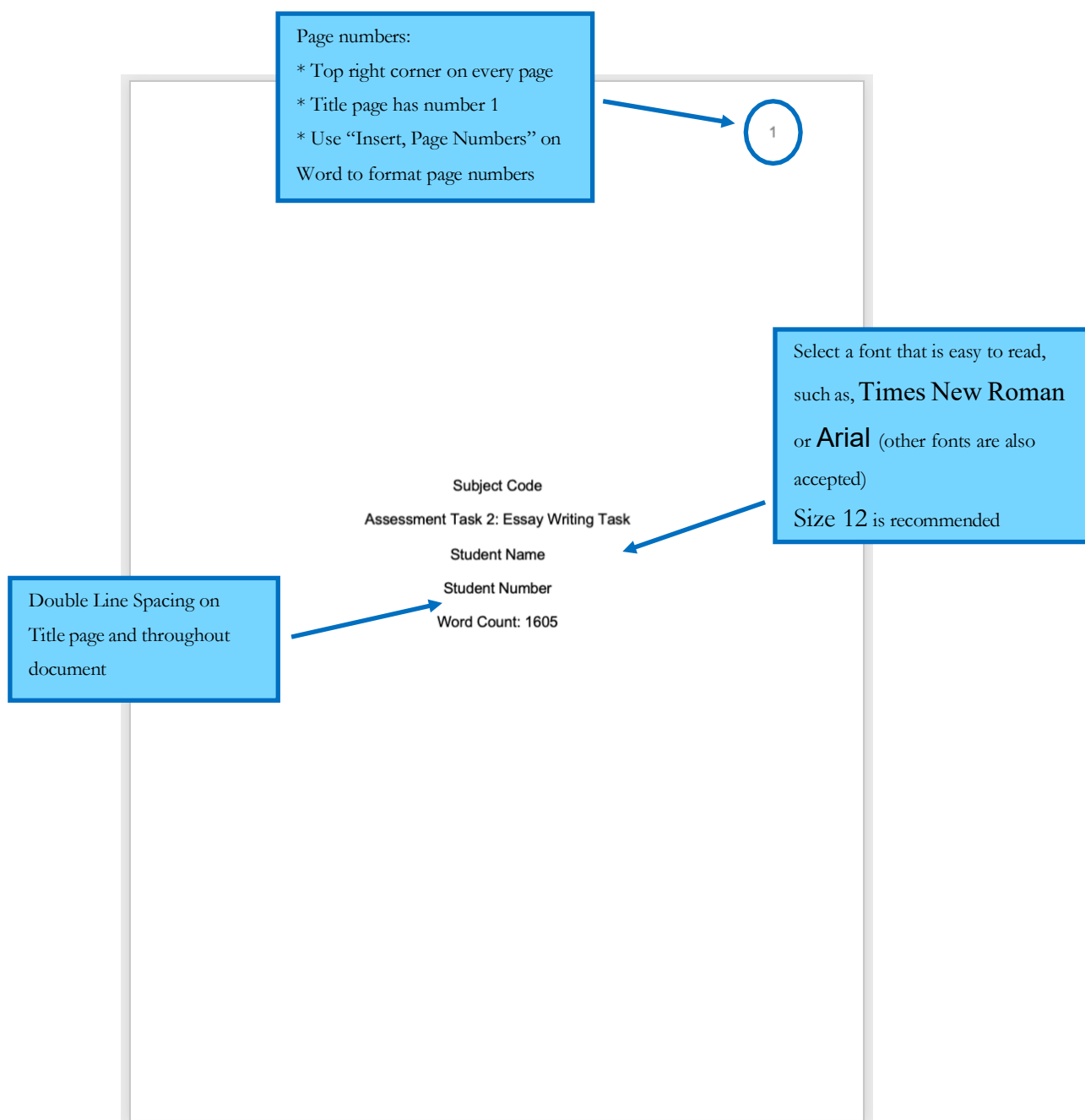
This sample student paper is a critical essay writing task which demonstrates the requirements for APA 7th edition referencing style.

The guidelines and comments have been colour-coded:

Formatting requirements - blue

Academic writing and addressing the task - red

Referencing guidelines - yellow



“Outline” and “Describe” are the task words for this assignment. For further information, see the Writing Guide on the JCU Library page:
<https://libguides.jcu.edu.au/writing/writing1>

Any questions stated, means that you need to answer this question.

Paragraphs:
Left-aligned and indented

Topic Sentence: This body paragraph topic sentence clearly states the **topic** and **central idea** of the paragraph (language development).

The first theorist is introduced with explicit connection to the overall purpose of the essay.

The writer introduces scholarly and peer reviewed literature to support and provide evidence of environmental factors impacting on language development.

Literature is paraphrased with citation

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sides of
page

Outline the development of language skills, across the birth to late adolescent lifespan, with reference to at least two theoretical perspectives. Describe factors impacting on the development of language in home and school environments. How does language development facilitate or inhibit language and literacy learning throughout the school years?

1 Language frames every aspect of our life, how we think, what we see, how we communicate and what we do. 2 The journey of human language acquisition begins at birth and continues through to our adult years. Many theorists have argued about what influences this journey of language development in humans. This essay will discuss the stages of language development and the related theories of Burrhus Skinner and Noam Chomsky. 3 It will also discuss the factors within our home and school environments that influence our language development, and how these, in turn, affect our language and literacy learning throughout our schooling years. 4

5 When children are first born, their desire to communicate flourishes and so begins their journey of language development (Nagel & Scholes, 2016). Burrhus Skinner states that language development occurs from the influences of environmental factors, such as learning through reinforcement (Nagel & Scholes, 2016). Through either classical or operant conditioning, Skinner believes that children learn when their actions result in a positive or negative outcome, such as praise or punishment (Nagel & Scholes, 2016). Skinner believes that children learn the same way when they develop language. From birth to three months, children will cry in a certain way to express when they are experiencing a certain form of discomfort (Emmitt, Zbaracki, Komesaroff, & Pollock, 2015; National Institute on Deafness and Other Communication Disorders [NIDCD], 2017). Therefore, parents are able to identify what the child is trying to communicate and will respond appropriately (Emmitt et al., 2015; NIDCD, 2017). According to Skinner, this form of

For the 2nd and subsequent mentions of these references, they can be streamlined by referencing using the first author's surname and et.al or the NIDCD acronym, as in these examples.

Introductory Paragraph:

1 A clearly structured introduction outlines general statements about the topic (language) and provides background information to orient the reader (link to communication).

2 This sentence clearly articulates the scope of the essay and begins to introduce the lens (theory) the topic of language acquisition will be explored.

Both of these, 1 & 2, need to relate directly to literacy learning.

3 This sentence clearly articulates the scope of the essay and begins to introduce the lens (theory) that will be used.

4 This sentence further outlines the specific theories being examined throughout the essay.

5 This sentence introduces a position (thesis) in regard to language (factors influence language acquisition throughout school years) and the direction the essay will cover in each body paragraph 1) home environment influences 2) school environment influences.

Use a ; to combine 2 in-text citations and present them in alphabetical order.

How to introduce an acronym for an author within an in-text citation

This is an example of a referencing error:

The reference is out of order in the reference list, and also uses an acronym that has not been introduced.

Numbers up to nine are written out in full, and numerals are used from 10 onwards.

Scholarly evidence is used to explore limitations of Skinner's behaviourist theory pertaining to language acquisition.

conditioning allows the child to understand the important value of communication and so their language continues to develop the same way (Nagel & Scholes, 2016).

- 1 From four to twelve months, children will make cooing sounds, begin smiling, and can recognise faces, voices, words, and some objects and toys (NIDCD, 2017).
- 2 Around this age children will also begin using a protolanguage known as babbling (Emmitt et al., 2015).
- 3 From one to two years, children move into the holophrase stage.
- 4 During this stage children begin speaking one to two word utterances such as, "Where doggy?" or, "More food", they have a vocabulary of over ten words, engage in simple play acting and they learn to ask basic questions. According to Skinner, when these holophrases are responded to, children begin to learn the meaning behind the words and phrases they are using, thus increasing their vocabulary (Arizona SLHS, 2013; Nagel & Scholes, 2016).
- 5 By three to four years, children enter a stage of telegraphic speech and start to use simple grammar (Nagel & Scholes, 2016). They can construct sentences with 4 or more words, they can speak more fluently, they can answer basic questions and engage in play-acting of everyday routines (Arizona SLHS, 2013; NIDCD, 2017). By the time a child reaches five and through to age six, their vocabulary would have grown to approximately 2,000 words and they can understand at least 10,000 words, they can tell structured stories, can speak first and last names, and possibly even remember phone numbers and addresses (Arizona SLHS, 2013; NIDCD, 2017).

Looking at this timeline of language development in children, while considering the complexity of all the aspects of language, it is safe to say that children develop their language skills at a fast rate. Noam Chomsky argues that Skinner's behaviourism theory does not account for this, and that reinforcement methods are not the most crucial aspect to a child's language acquisition (Bjorklund & Causey 2017; Nagel &

Body Paragraphs:

1 Each paragraph in the body of the essay should start with a Topic Sentence. Its purpose is to clearly states the topic and central idea of the paragraph.

2, 3 & 4. These sentences explore what was stated in the topic sentence, and provide evidence and examples. Relevant references must always be cited.

5 The last sentence provides a concluding statement and links the paragraph to the next

The word *they* refers to the subject of the preceeding sentence, being children. Using cohesive devices like this is a way of helping the reader follow the train of logic. It is not necessary to constantly repeat the word *children*.

However, the word *they* continues to be used repetitively throughout this paragraph. The word *they* is a personal pronoun that could be re-worded more academically in this context.

4

Scholes, 2016). Chomsky instead believes that humans are wired with a language acquisition device in our brain that allows us to successfully develop language at a fast rate right from when we are born (Emmitt et al., 2015; Nagel & Scholes, 2016). He believes this is influenced by our cognitive knowledge of 'universal grammar', where humans are automatically inclined to aspects of language. Therefore, young children are able to understand language and construct phrases in a logical order, without learning about the rules of grammar and speech (Emmitt et al., 2015; Nagel & Scholes, 2016).

This connective is used to link ideas, and aid with the progression of the logical argument.

Numbers up to nine are written out in full, and numerals are used from 10 onwards.

Between seven and eleven years, children's language development will begin to stretch out into a more long and gradual process (I CAN, 2013). In this stage, children will begin to understand other's opinions and decide whether they agree or disagree, they can use long and complex sentences, and can begin and maintain conversations with other children and adults (I CAN, 2013). From twelve to seventeen years, language development is very gradual and hence, less noticeable (I CAN, 2013). Young adolescents can use long sentences more regularly; they can follow complex instructions and identify when they do not understand something; use and understand humour and sarcasm; change conversational topics; and will start to develop various discourses and be able to easily interchange between discourses (I CAN, 2013).

Avoid using non peer reviewed references, unless explicitly stated by the assessment criteria.

Semi-colons (;) are used in this sentence because they are listing separate items. The ; indicates that the ideas are both independent and related.

Literacy within the family home may be intentionally highlighted throughout a child's language development and it may also occur involuntarily as families go through their daily lives (Morrow, 2009). Direct family members are a child's first, and longest lasting teacher (Morrow, 2009). Accordingly, a child's literacy achievements in school will more often reflect on their literacy upbringing at home (Morrow, 2009).

This connective is used to link ideas, and aid with the progression of the logical argument.

This sentence demonstrates **clear articulation** of the connection between home and school environments influencing language acquisition.

5

There are many factors that influence both positively and negatively, the language development in home. Children who grow up in higher socio-economic families with well educated professionals for parents who consistently speak with a high level of literacy are said to have a larger vocabulary than those children of a low socio-economic, middle-class or single-parent family (Johnston, 2010; Morrow, 2009). Children who grow up in poverty, low socio-economic or immigrant families do not have access to many books or electronic devices that foster the child's language development (Morrow, 2009). In these families, the parents may not always understand the importance of literacy, and may lack the literacy skills for fostering the language development within the home (Morrow, 2009). This can be due to their own intergenerational upbringings (Morrow, 2009).

Language and literacy development throughout schooling is heavily influenced by teachers, peers, curriculum and the culture of the school. Teachers play an important role in the language development of children. Their positive relationship to the child will help establish a feeling of trust and will allow for greater confidence in communication for the student (Croome & Fairhall, 1976). It is imperative for teachers to be aware of their student's language development so they can plan their lessons around broadening and expanding their student's prior knowledge (Croome & Fairhall, 1976). Relationships with peers also hold huge influences on language development of children through to their adolescent years in schooling (Arizona State University, 2006). Arizona State University (2006) states that research shows that playing with peers allows children access into discussing similar feelings, and experimenting with their social and language skills. However, language difficulties can also negatively affect a child's ability to interact with peers (Arizona State University, 2006).

Topic sentence:

Introducing a new idea

This sentence clearly outlines a balanced argument – both positive and negative factors

This sentence is an excellent example of using scholarly evidence to reinforce the topic sentence, in this case how home environment factors shape language development.

This body paragraph and topic sentence transitions to another factor.

These two paragraphs could benefit from a linking sentence.

This operates as the second supporting sentence in the paragraph, which takes the idea introduced in the topic sentence in a slightly different direction.

A concluding sentence would improve this paragraph.

Supporting sentence adds to the idea introduced by the topic sentence.

The idea is then further developed by the use of an in-text paraphrase and citation from the literature.

Discretion needs to be used when citing references more than 5 to 10 years as most assessments stipulate currency.

This connective is used to highlight an alternative perspective from what has been stated in the paragraph so far.

6

Topic sentence introduces the new idea of literacy in schools.

The second sentence provides a statement to support the Topic sentence

This is an example of an acronym that is properly introduced the first time it is used.

Paraphrased idea which extends the original thought and provides evidence in the form of a citation.

This is a long sentence and could be rephrased as two separate sentences for improved readability.

This connective is used as a link between the ideas of one paragraph to the next.

A higher importance is placed on literacy in schools as it is a general capability required across the curriculum (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2016). The Australian English Curriculum focuses on language, literature and literacy, which will inevitably support the language growth in children and adolescents throughout their schooling years (Australian Curriculum, n.d.). School culture is also an important aspect in shaping the language development of children as they spend the majority of their day at school, so it is inevitable that the language culture of the school, whether it be from the classroom or playground, becomes a part of the child's own language development (Croome & Fairhall, 1976).

Language development can ultimately facilitate or inhibit literacy throughout a child's schooling years. When family members relate experiences, expand on information and answer questions that children have about the books they are reading, they are enhancing the child's literacy development (Morrow, 2009). Morrow (2009) states that when parents talk through exciting and meaningful everyday experiences with their children, such as going to the shops, they are enhancing the child's literacy development. Therefore, as long as children are consistently being exposed to language which describe everyday situations and experiences, or books and films, their literacy will continue to expand (Morrow, 2009). Having these literacy skills will ultimately facilitate children through their schooling years as they possess a general capability that they can apply to all their subject areas (ACARA, 2016).

However, children who are not exposed to this kind of literacy may struggle throughout their schooling years. Children who come from diverse cultural backgrounds or low socio-economic families may not have acquired the same level of language development and have hence not exposed to literacy (Morrow, 2009).

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This may inhibit children's learning across all areas of the curriculum throughout their schooling years (ACARA, 2016). If a child has not been successful throughout their early stages of language development, they will struggle to understand the literacy that exists within their school, home, culture and society.

- 1 In conclusion, it is crucial for parents to be actively involved and aware of their child's language development so they can nurture and guide their child into the foundations of literacy required for a successful journey through school and life.
- 2 Teachers need to remember that every child is unique, and will hence bring to the classroom a unique way of communicating (Croome & Fairhall, 1976). When 3 teachers foster a student's uniqueness, students will feel comfortable to express themselves in their own language, leading to valuable and effective language and literacy development throughout their schooling years (Croome & Fairhall, 1976).

Conclusions sum up ideas that have been raised in the body of an essay so they generally do not include new information or in-text citations.

Always consult your tutor/lecturer if you are considering using referenced information in your conclusion. Some disciplines and individual assessment tasks will permit and others will not.

Conclusion:

A clear conclusion restates the overall **position**, reiterates the important **evidence** supporting this position, and outlines the **significance**. They do not provide any new ideas or information.

1 This sentence echoes the thesis sentence in the introductory paragraph by discussing the links between home and language.

2 This sentence does the same, but in regards to school and language.

3 The last sentence discusses the significance and purpose of the thesis position.

The correct reference here would be:

Australian Bureau of Statistice. (2016). *Household use of information technology, Australia* (No. 8146.0). <http://www.abs.gov.au/ausstats/abs@.nsf/mf/8146.0>

Heading should be centered and in **bold**

Not required

References

Australian Bureau of Statistics. (2016). 8146.0 - Household use of information technology, Australia, 2014-15. Retrieved from <http://www.abs.gov.au/ausstats/abs@.nsf/mf/8146.0>

Australian Curriculum. (n.d.). English.

<http://www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1>

Australian Curriculum, Assessment and Reporting Authority. (2016). General capabilities. <https://www.acara.edu.au/curriculum/general-capabilities>

Arizona State University. (2006). Children's peer relationships have enormous influence.

https://www.eurekalert.org/pub_releases/200601/asucpr012406.php

Bjorklund, D. F., & Causey, K. B. (2017). *Children's thinking: Cognitive development and individual differences* (6th ed.). Thousand Oaks, CA: SAGE Publications.

Croome, S., & Fairhall, M. (1976). Child language development and the school. *Australian Journal of Teacher Education*, 1(2), 20-27.

doi:10.14221/ajte.1976v1n2.3

Emmitt, M., Zbaracki, M., Komesaroff, L., & Pollock, J. (2015). *Language and learning: An introduction for teaching* (6th ed.). South Melbourne, Australia: Oxford University Press.

I CAN. (2013). Talking point: The first stop for information on children's

communication. <http://www.talkingpoint.org.uk/ages-and-stages/7-11-years>

Johnston, J. (2010). *Factors that influence language development*. <http://www.child-encyclopedia.com/sites/default/files/textes-experts/en/622/factors-that-influence-language-development.pdf>

Reference List:

- * Start list on a new page
- * Alphabetical order
- * Double spacing
- * Use a hanging indent - this can be done by highlighting the list and pressing Control T (PC) or Command T (Mac).

Find out how to correctly reference in APA style with <http://libguides.jcu.edu.au/apa>

An excellent feature of this reference list is that the author uses a variety of scholarly sources such as books and journal articles, as well as credible websites such as Australian Bureau of Statistics and Australian Curriculum.

Name of the webpage should be in italics. In these five examples the italicised words would be:

Household use of information technology, Australia

English

General capabilities

Children's peer relationships have enormous influence

Talking point: The first stop for information on children's communication

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Morrow, L. M. (2009). *Literacy development in the early years: Helping children read and write* (6th ed.). Boston, MA: Allyn & Bacon.

Perfect location information for a book published within USA

Nagel, M., & Scholes, L. (2016). *Understanding development and learning: Implications for teaching*. South Melbourne, Australia: Oxford University Press.

Perfect location information for a book published outside of USA

National Institute on Deafness and Other Communication Disorders. (2017). *Speech and language developmental milestones*.

<https://www.nidcd.nih.gov/health/speech-and-language>

Arizona SLHS. (2013, February 1). *Typical speech and language development* [Video file]. <https://www.youtube.com/watch?v=BSK2OhEFx0M>

Name of the webpage should be in italics.

Watt, H. (2010). How does the use of modern communication technology influence language and literacy development? A review. *Contemporary Issues in Communication Science and Disorders*, 37, 141-148. doi:1092-5171/10/3702-0141

This reference is placed incorrectly and should be in alphabetical order.

The essay selects accurate, relevant content from two theoretical perspectives.

Evidence from text:

This essay will discuss the stages of language development and the related theories of Burrhus Skinner and Noam Chomsky. It will also discuss the factors within our home and school environments that influence our language development, and how these, in turn, affect our language and literacy learning throughout our schooling years.

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ED1421: Assessment Task 2 – Essay Writing Task					
Please note Academic Literacies is a discriminatory criterion in this assessment piece. If you are awarded a fail on this criterion you will fail the assessment task overall.					
Criterion	HD	D	C	P	N
CONTENT					
Knowledge of the lifespan development of language with reference to at least two theoretical perspectives (10 marks)	*Discerning selection of accurate, relevant and insightful content. *Discussed in a very articulate and highly detailed manner.	*Very good selection of accurate, relevant content. *Discussed in an articulate and well-detailed manner.	*Good selection of accurate, mainly relevant content. *Discussed in an effective and detailed manner.	*Satisfactory selection of content with some relevance, some inaccuracy. *Discussed in a satisfactory manner.	*Little/no relevant – or frequently inaccurate – selection of content. *Limited/ no/ unsatisfactory discussion. Only 1 theoretical perspective considered
Knowledge of factors impacting on home and school language development (10 marks)	*Articulate, highly detailed and synthesized discussion of complex and relevant factors.	* Articulate, well-detailed and synthesized discussion of complex and relevant factors.	*Effective and detailed selection of discussion of relevant factors.	*Satisfactory discussion of mostly relevant factors.	* Limited and/or unsatisfactory discussion of irrelevant and inappropriate factors
ACADEMIC LITERACY					

Each assessment task has specific generic essay features and requirements. Guidelines for writing a critical essay can be found on the JCU website

However, it is vital to carefully check the subject specific requirements outlined in the task description and the marking criteria included in the subject outline.

Structuring logical sentences and cohesive paragraphs is important. To understand academic language demands visit:
<https://libguides.jcu.edu.au/writing>

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High quality assignments are thoroughly edited. You can edit your work at a whole text, paragraph and sentence level with our editing cards.

Essay and Writing Skills (10 marks)	*Sustained and always accurate use of generic essay features. *Excellent written communication skills; *Ideas are logically and cohesively sequenced). *Use of conventional spelling, punctuation and grammatical conventions with no errors.	*Sustained and accurate use of generic essay features with few minor slippages. *Very good written communication skills. *Ideas are logically and cohesively sequenced with infrequent minor slippages. *Use of conventional spelling, punctuation and grammatical conventions with few minor errors.	*Consistent and largely accurate use of generic essay features with some slippages. *Good written communication skills; *Ideas are, for the most part, logically and cohesively sequenced but with some slippages. *Use of conventional spelling, punctuation and grammatical conventions with minor errors but overall meaning not hindered.	*Satisfactory and mostly accurate use of generic essay features with frequent slippages. *Satisfactory written communication skills; *Ideas are generally logically and cohesively sequenced soundly but with frequent slippages. *Use of mostly conventional spelling, punctuation and grammatical conventions in the most part but with frequent errors that in part hinder overall meaning.	*Unsatisfactory and/or inaccurate use of generic essay features. *Poor written communication skills that hinder communication of ideas. *Ideas are not logically and/or cohesively sequenced. *Use of some conventional spelling, punctuation and grammatical conventions but with very frequent errors that hinder overall meaning.
Use of academic readings (5 marks)	Extensive, relevant academic literature, including independently sourced readings, cited and synthesized to support the discussion.	A range of relevant academic literature cited which is well described and organised to support the discussion.	Relevant literature cited, well described and linked to the discussion.	Limited academic literature or over-reliance on web-based sources with limited linkage to the discussion.	Inadequate amount or quality of academic literature cited and/or unrelated to the discussion.
Referencing – (APA) (5 marks)	*Sustained, and accurate use of APA referencing: - in-text - reference list.	*Sustained and accurate use of APA referencing with only infrequent minor errors: - in-text - reference list.	*Consistent and largely accurate use of APA referencing with some minor errors: - in-text - reference list.	*Satisfactory use of APA referencing but with frequent errors: - in-text - reference list.	*Limited or no use of APA referencing, and/or with major errors: - in-text - reference list.

Always pay attention to the kinds of information sources that an essay task allows. This essay uses excellent journals articles, books and credible websites.

Definition: To synthesize is to combine (a number of things) into a coherent whole; draw together ideas (similar and sometimes contradictory ideas of others)

Example in the text:

Noam Chomsky argues that Skinner's behaviourism theory does not account for this, and that reinforcement methods are not the most crucial aspect to a child's language acquisition (Bjorklund & Causey 2017; Nagel & Scholes, 2016). Chomsky instead believes that humans are wired with a language acquisition device in our brain that allows us to successfully develop language at a fast rate right from when we are born (Emmitt et al., 2015; Nagel & Scholes, 2016)