Rosemary Clerehan
Rory Hadden
Language and Learning
Online
Redesigning for reusability
About Language and Learning

• L&L provides language and academic skills support to all Monash students
  – local and international, postgrad and undergrad, English and non-English speaking backgrounds
  – all campuses, all faculties

• Support provided in the form of
  – courses, workshops, individual sessions
Language and Learning
Online Version 1

• Online Student Resource Centre began development in 1997
• Attempt to replicate our face-to-face services in online environment
• Used metaphor of a physical Language and Learning Resource Centre
Introduction

In this tutorial you will learn about approaches to essay writing at university level. The tutorial applies especially to writing in the arts and social sciences, but is relevant to other study areas as well.

The materials in the tutorial are based on the topic of 'divorce in society'. Materials include:

- a sample essay topic
- a sample essay plan (provisional)
- a sample essay plan (elaborated)
- reading passages related to the topic
- a sample student essay

You are recommended to work sequentially through each of the tutorial sections by entering the Essay Writing module now. Total time needed is approximately 1 hour.
Screen Display

**Before you begin please READ:**
This site is designed for Netscape Navigator 4.0 or later. If you are seeing text display problems in this module make sure that your browser Variable Width Font is set to Arial 11. You should also have the screen display set to 800 x 600 pixels resolution as a minimum.

For help on how to do this click here.

Find out about writing effectively in your subjects. Select a subject from the list. If your subject or discipline is not listed you may wish to view General Writing or Other Resources.

Use the Help icon if you need technical assistance throughout this site.
L&L Online v1 Student Evaluations

• Large study conducted on student reactions to Subject Areas site
• Some differences between local and international student responses
• Some major themes emerged:
  – Desire for more samples of student writing
  – Desire for more pages of lecturer advice
L&L Online v2 Objectives

• For 2004-2005, L&L received a Strategic Initiatives Grant to enhance and expand student-centred online materials

• Site redesign was undertaken to:
  – improve access to student samples and lecturer advice
  – continue with discipline-specific content
  – make learning resources reusable
L&L Online v2 Reusability

• We wanted to be able to ‘package’ L&L Online materials for use in any delivery technology (web, MUSO, CD-ROM, mobile phone)

• Reusability offers students the greatest choice for access, but poses challenges for storage and version control
L&L Online v2 Development

- We chose XML to separate content from context
- All learning resources converted from HTML to XML so they could be deployed in various ways
- Two templates were created to display XML: Web and MUSO
L&L Online v2 on Web

- Learning resources in XML are parsed by PHP to generate HTML that a web browser can render
- Navigation of website is handled by another XML file
- Importantly, this is all seamless for the student, who can use resources the same as any other web-based tutorials
Reading Home

Many students think they should enjoy reading their texts. There is no guarantee of that, but there are ways of dealing with reading efficiently and thus drawing satisfaction from it. If you enjoy it, then that's a bonus. Reading for study purposes is different from reading for leisure.

In these tutorials, you will learn effective reading and note-taking skills for your tertiary course. It is recommended that you work your way sequentially through each section by starting with the Effective Reading tutorial.

Please give us your feedback when you have finished.

Download a printable version of this page (.docx - 104 KB)
Claire’s Essay and What her Lecturer Thought

Essay topic:

Mr Rochester describes in Vol 3, Chapter 1, the circumstances in which he was married to Bertha Mason, and how he came to incarcerate her in the attic at Thornfield. What do we learn about him from this, and how far does the novel endorse his claim that he has acted for the best?

Jane Eyre endorses the view that Mr. Rochester believes that he has acted for the best. Mr. Rochester is presented to the reader as a sympathetic character, so the reader has some understanding of his viewpoint, the situation he is in and the choices he has made. However, the reader is also made privy to a darker, more shameful side of Mr. Rochester that suggests that the decisions he made were a result of weak character rather than a desire to do what is right. By looking at similarities between Jane Eyre and a fairytale and examining the sympathetic viewpoint of the narrator, the reader is presented with a sympathetic view of Mr. Rochester. This sympathetic viewpoint is also detected by looking at what voices or opinions are excluded in Mr. Rochester’s story and the negative view that the reader is given of Bertha Rochester. Examples of Mr. Rochester’s weak and manipulative character lie in his propensity to play the victim, his use of language and his warped view of reality. In this essay the word “endorse” is defined as “to support or approve of”.

A fairytale reading of Jane Eyre shows a sympathetic attitude toward Mr. Rochester’s actions. That is, the reader sees Jane Eyre as the story of a girl who begins as an “ugly duckling”, falls in love with a prince, loses the prince then, after much ill fortune (and some happiness) gets the prince back. In this context, the story of Mr. Rochester and Jane follows a similar path to many fairytales. In this reading, Rochester’s actions are simply a natural progression of the story.

Apart from the general storyline, another aspect of Jane Eyre that is related to most
Claire’s Essay and What her Lecturer Thought

Essay topic:

Mr Rochester describes in Vol 3, Chapter 1, the circumstances in which he was married to Bertha Mason, and how he came to incarcerate her in the attic at Thornfield. What do we learn about him from this, and how far does the novel endorse his claim that he has acted for the best?

Jane Eyre endorses the view that Mr. Rochester believes that he has acted for the best. Mr. Rochester is presented to the reader as a sympathetic character, so the reader has some understanding of his viewpoint, the situation he is in and the choices he has made. However, the reader is also made privy to a darker, more shameful side of Mr. Rochester that suggests that the decisions he made were a result of weak character rather than a desire to do what is right. By looking at similarities between Jane Eyre and a fairytale and examining the sympathetic viewpoint of the narrator, the reader is presented with a sympathetic view of Mr. Rochester. This sympathetic viewpoint is also detected by looking at what voices or opinions are excluded in Mr. Rochester’s story and the negative view that the reader is given of Bertha Rochester. Examples of Mr. Rochester’s weak and manipulative character lie in his propensity to play the victim, his use of language and his warped view of reality. In this essay, the word “endorse” is defined as “to support or approve of.”

A fairytale reading of Jane Eyre shows a sympathetic attitude toward Mr. Rochester’s actions. That is, the reader sees Jane Eyre as the story of a girl who begins as an “ugly duckling”, falls in love with a prince, loses the prince then, after much ill fortune (and some happiness) gets the prince back. In this context, the story of Mr. Rochester and Jane follows a similar path to many fairytales. In this reading, Rochester’s actions are simply a natural progression of the story.

Apart from the general storyline, another aspect of Jane Eyre that is related to most
L&L Online v2 on MUSO

- Learning resource are stripped of web-version’s navigation menu and functionality (table of contents, tabs, next, previous, internal links, etc.)
- Test site developed in MUSO: Language and Learning for BusEco Students
- Lecturers can customise own learning modules and link to individual resources
Language and Learning Online for students in Business and Economics
Centre for Learning and Teaching Support
Reading Home

Many students think they should enjoy reading their texts. There is no guarantee of that, but there are ways of dealing with reading efficiently and thus drawing satisfaction from it. If you enjoy it, then that’s a bonus. Reading for study purposes is different from reading for leisure.

In these tutorials, you will learn effective reading and notetaking skills for your tertiary course. It is recommended that you work your way sequentially through each section by starting with the Effective Reading tutorial.

Please give us your feedback when you have finished.

Download a printable version of this page (doc - 10K)
Reading Home

Many students think they should enjoy reading their texts. There is no guarantee of that, but there are ways of dealing with reading efficiently and thus drawing satisfaction from it. If you enjoy it, then that's a bonus. Reading for study purposes is different from reading for leisure.

In these tutorials, you will learn effective reading and note-taking skills for your tertiary course. It is recommended that you work your way sequentially through each section by starting with the Effective Reading tutorial.

Please give us your feedback when you have finished.
How Lecturers Can Use L&L Online

• Go to http://www.monash.edu.au/lls/llonline/index.xml
• Look around for any resources that would be helpful for your students
• Copy the URL and paste it into a web link in your MUSO section
• Don’t tick ‘Open in a new window’
### Reading

**Available:** Yes

**Move** | **Title** | **Linked to Component** | **Options**
--- | --- | --- | ---
☑️ | 1. Introduction |  | ![Edit Settings] ![Edit Action Menu] ![Preview]
☑️ | 2. Effective reading | ![Introduction] | ![Edit Settings] ![Edit Action Menu] ![Preview]
☑️ | 3. Selecting Texts |  | ![Edit Settings] ![Edit Action Menu] ![Preview]
☑️ | 3.1. Approaching a Text |  | ![Edit Settings] ![Edit Action Menu] ![Preview]
☑️ | 3.2. Extending your understanding of a text |  | ![Edit Settings] ![Edit Action Menu] ![Preview]
☑️ | 4. Reading Strategies |  | ![Edit Settings] ![Edit Action Menu] ![Preview]
☑️ | Outdent All | Outdent | Indent | Delete

*Show Goals*
Edit URL

*Title: Introduction

*URL: au/llonline/reading/index.xml

Open in a new browser window

Save Cancel

*Required field
How You Can Be Part of L&L Online

• We’re always looking to expand the subjects that we work with
• We can work with you to develop resources for supporting writing, grammar, etc. in your subject
• Email if interested: rosemary.clerehan@celts.monash.edu.au