**Essay plan**

*Date: can be submitted anytime* ***between Monday 14 September 9am*** *(yes this IS in the break!)* ***and Tuesday 22 September 4pm*** *– those submitting early will get feedback earlier (as soon as possible after 22 September) than those submitting later*

*Word limit: 500 words including references (1-1.5 pages long, +/- 10%) 10% of final grade*

To demonstrate manaakitanga / respect or care for you, we want to support your learning journey by ensuring you are on the right track for the essay assignment before it is too late! This why we provide an opportunity to test out your ideas for minimal grade through the essay plan.

To complete the essay plan, you must begin your research for the essay which requires you to choose one of five documents to interpret using Carol Bacchi’s (2006) ‘What’s the Problem?’ approach to policy analysis. You will have learned about this approach in lectures and practiced using it in tutorials.

To develop rangatiratanga / independence as a learner, you should prioritise submitting a plan so you get feedback that will help improve your skills and knowledge for the essay assignment which is worth 30% of your grade. Try to do this early so you can get your feedback earlier and thus have more time to use the feedback we have given you to improve your essay assignment.

Since many of you are new to university and might be unclear about how to complete assignments, **we** **provide clear steps to follow to begin the analysis for your essay, which is needed to complete your plan:**

**STEP 1: Choose ONE of the following documents (your ‘text’)**

For copyright reasons, these documents cannot be reprinted and you must access them yourself online. ***Please make sure you reference them (both in-text and in the reference list) using APA 6 referencing style.***

Asafo, D. (2020, April 26). Are we finally paying attention? *E-tangata*. Retrieved from

<https://e-tangata.co.nz/comment-and-analysis/are-we-finally-paying-attention/>

Fitzmaurice, L. (2020, June 9). A former Oranga Tamariki employee on why change must start at the top. *The Spinoff*. Retrieved from: <https://thespinoff.co.nz/atea/09-06-2020/a-former-oranga-tamariki-employee-on-why-change-must-start-at-the-top/>

Genter, J.A. (2020, March 8). In New Zealand, we are starting to value women's work fairly. It’s time for the world to follow. *The Guardian*. Retrieved from: <https://www.theguardian.com/world/commentisfree/2020/mar/08/in-new-zealand-we-are-starting-to-value-womens-work-fairly-its-time-for-the-world-to-follow>

Newman, M. (2019, October 27). Soft on welfare. *New Zealand Centre for Political Research*. Retrieved from <https://www.nzcpr.com/soft-on-welfare/#more-30760>

Poole, A. (2020, March 3). Education system failing poorer kids badly. *New Zealand Herald*. Retrieved from <https://www-knowledge-basket-co-nz.ezproxy.auckland.ac.nz/databases/newztext-uni/search-newztext/view/?sid=2075585&d1=nzh02%2Ftext%2F2020%2F03%2F03%2FNZH-O-apdialogue-03.html>

Seymour, D. (2020, May 14). Guest post: ACT’s alternative budget. *Kiwiblog*. Retrieved from:

<https://www.kiwiblog.co.nz/2020/05/guest_post_acts_alternative_budget.html>

Your criteria for choosing a document might include: what most interests you; the available resources; and your attendance at the relevant lectures and tutorials. Once chosen, this document is your ‘text’.

**STEP 2: Analyse the text you have chosen**

By ‘analyse’, we mean read through it, note down any key themes or ideas that you notice while reading it and then consider the following key questions. **In your essay you must analyse ALL questions but in your plan you should focus only on Q1, 2 and 4.**

Q1. What key ‘problem’ does the author identify in the text?

Q2. What assumptions or values underlie this understanding of the ‘problem’?

Q3. What policy initiatives would result from this understanding of the ‘problem’?

Q4. What does this understanding of the ‘problem’ ignore or leave silent?

Q5. How would policy initiatives differ if the ‘problem’ were understood differently?

**STEP 3: Start researching your essay**

To answer Q’s 2 and 4 and to provide the four references requested in the plan, you will need to read beyond the text to get a better understanding of the theories and the policy issue the text author is discussing. **In Canvas** (see ‘modules’ – ‘essay resources’) **you will find useful resources**:

* Places to start researching your essay – including theoretical and essay-specific resources
* Useful tips for essay writing

You will need to take notes from your resources, making your own interpretations, jotting down references (ie the author, date, publication title, publication place, publisher and page numbers).

If you are having difficulty locating resources for the essay, please look at the above resources first. For short, specific enquiries you can ask a librarian for help here <https://www.forms.auckland.ac.nz/en/public/library/ask-us.html>

The library also offers a range of different resources and workshops that could help you develop the skills needed to write the essay – see <https://www.library.auckland.ac.nz/services/student-learning/undergraduate>

**STEP 4: Write your essay plan**

* Indicate in *two sentences or less* the key ‘problem’ identified by the author of the essay ‘text’ you have chosen (Bacchi Q 1)
* Indicate in *one short paragraph* which theoretical perspective/s best reflects the views expressed by the author *and why* (Bacchi Q 2) – this will necessarily involve you discussing some of the key values of the theory/s you identify here
* Indicate in *two short paragraphs* which **two** theoretical perspectives you will use to examine the silences/what is ignored in the author’s text (Bacchi Q 4) – again, you will need to briefly discuss the key values of these theories (you do not have to discuss Bacchi Q 5 but keep in mind these same theories must be used to offer policy alternatives in the essay!)
* *Name* ***four*** *proposed references* (exclusive of the ‘text’), indicating in *one sentence* for **each** *how they will usefully contribute* to your essay. This list **must** include:
	+ At least one of the ‘Theory resources for all essays’ found at the start of ‘Places to start researching your essay’
	+ At least one academic journal article (it is fine to use sources from the course reader or the appropriate ‘Resources for specific essay ‘texts’’ also found in the ‘Places to start researching your essay’ list)

**Please write this plan in full sentences (not bullet points), taking care with spelling, grammar and proofreading to demonstrate wahapū / eloquence.** You will be graded on the basis of having met the requirements above (see **marking guide at the end of this document**) but the main purpose of the essay plan is to provide early feedback that will be useful for improving your essay.

**STEP 5: Submit the essay plan**

This assignment will be **submitted online through** **Canvas (see ‘assignments’ - ‘essay plan’)**. No hardcopy is needed. We will mark and provide comments on your plan electronically.

**Please use your tutor’s name (eg. Simone) and the text author’s name as the title when submitting your essay**. This will help us sort the essays for marking.

**MARKING CRITERIA FOR SOCIOL 103 ESSAY PLAN**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MŌHIO/ KNOWLEDGE** | **Excellent** | **Good** | **Fair** | **Poor** | **No attempt** |
| Indicates in *two sentences or less* the key ‘problem’ identified by the author of the essay ‘text’ you have chosen (Bacchi Q 1) |  |  |  |  |  |
| Indicates in *one short paragraph* which theoretical perspective/s best reflects the views expressed by the author ***and why*** (Bacchi Q 2) |  |  |  |  |  |
| Indicates in *two* *short paragraphs* which **two** theoretical perspectives will be used to examine the silences/things ignored in the author’s text (Bacchi Q 4)  |  |  |  |  |  |
| Names ***four*** proposed references, indicating in *one sentence* for **each** *how they will usefully contribute* to your essay  |  |  |  |  |  |
| **MANAAKI / RESPECT** |  |  |  |  |  |
| Reference list includes at least one of the ‘Theory resources for all essays’ (see Canvas – ‘modules’ – ‘essay resources’) |  |  |  |  |  |
| Reference list includes at least one academic journal article |  |  |  |  |  |
| Reference list proposes 4 *appropriate* sources (in addition to the ‘text’)  |  |  |  |  |  |
| Reference list format follows APA 6 referencing style |  |  |  |  |  |
| **WAHAPŪ /ELOQUENCE** |  |  |  |  |  |
| Writing is easy to read because spelling, grammar and sentence construction is appropriate |  |  |  |  |  |
| Uses double-spacing with a 3cm margins for ease of marking |  |  |  |  |  |
| Word count (including references) is provided at end and is within 10% of word limit |  |  |  |  |  |

**Plagiarism**

Using the work of other writers when preparing an assignment and pretending it is your own by not acknowledging where it came from is called ‘plagiarism’. It diminishes the mana / social standing of both the author who is being cited without acknowledgement and the person committing the plagiarism. Even when you are not intending to cheat, submitting someone else’s work or ideas does not provide evidence of your *own* grasp of the material. It thus cannot earn you marks and diminishes your rangatiratanga / independence as a learner.

This is the University of Auckland’s policy on plagiarism:

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

We will be using **Turnitin** to check for plagiarism. For further information and advice on how to avoid plagiarism, see <http://www.library.auckland.ac.nz/study-skills/referencing>. If, after reading this, you still do not understand, talk to your tutor **before** you submit your essay. Serious plagiarism will result in a ‘0’ grade and your name being entered on a plagiarism register in the first instance and may potentially result in disqualification from your university programme.

**Grades/Marks Schedule**

**Marking guides** are available at the end of this document. Please read them carefully so you know what criteria will be used to grade assignments.

**A: Excellent.**  Assignments based on wide reading (properly acknowledged through in-text referencing and your reference list). These assignments present well-constructed arguments and show a clear grasp of the major issues. Outstanding assignments also exhibit independent and creative thinking and individual flair in expressing complex ideas. They observe the conventions of prose style appropriate to academic work.

**B: Good/competent.** Assignments that are clearly structured and where the argument leads to a conclusion. They are based on adequate reading (properly acknowledged through in-text referencing and your reference list) and their meaning is clearly expressed in conventional prose.

**C: Satisfactory.**  Assignments written in clear, conventional prose which show a reasonable attempt to answer the question but display one of the following faults: inadequate reading, misunderstanding of the sources, confused argument, and inadequate attention to in-text referencing and the correct formatting of your reference list. Serious failings in two or more of these aspects will probably result in a fail grade.

Schedule

 A+ high first 90-100

 A clear first 85-89

 A- bare first 80-84

 B+ high second 75-79

 B clear second 70-74

 B- bare second 65-69

 C+ sound pass 60-64

 C pass 55-59

 C- marginal pass 50-54

 D+ marginal fail 45-49

 D clear fail 40-44

 D- poor fail 0-39