**Essay**

*Due: Monday 12 October 4pm 30% of final grade*

*Word limit: 2000 words including references (+/- 10%)*

The essay aims to demonstrate that you have developed specific ngā pūkenga rangahau / research skills specific to the study of policy. To build your rangatiratanga / independence as a learner, we again provide guided steps below. The following instructions assume you have written an essay plan - if you have not, please see the essay plan instructions first!

**STEP 1: Flesh out your plan ideas**

**BEFORE you receive feedback on your plan, you will need to start fleshing out in more detail your ideas for Qs 1, 2 and 4 and research responses to Qs 3 and 5.** In particular,you must identify the **theoretical perspective/s** you believe the author’s ideas are associated with when discussing their values (Q 2) and draw upon **two** differing theoretical perspectives discussed in class when thinking about silences (Q4) and alternative policy responses (Q5). **Please use the questions as headings in your essay**, so you don’t forget to answer a question!

To write the essay, you will need to consult a **minimum of SIX** resources **in addition** to the text you have chosen – these can include the four resources you cited in your plan but they could also be different if you find more appropriate ones. The resources should be **mostly academic articles, book chapters or books** that help you analyse the social policy problem you have chosen. However, it may also be appropriate to refer to a small number of other newspaper articles/policy documents/political speeches. While *some* of these resources may be found on the internet, your tutors will assist you in deciding which web resources are appropriate for an academic essay and which are not.

**STEP 2: Draft the essay**

This will involve:

* **Leaving the headings in your essay as a way of structuring your argument, answering all 5 questions** and remembering to include sentences that connect each section together in a cohesive, flowing essay style.
* Writing a **summary statement** (introduction) at the beginning of your essay which presents your argument – we want to know what you are arguing and why.
* Writing a **concluding statement** (conclusion) that brings together all the main points you have made and makes clear to the reader what your argument is.

**STEP 3: Read your plan feedback and revise the essay**

* **When you receive your essay plan feedback, please address any questions or problems noted, attending the Academic Preparation Session and/or contacting your tutor if you have any questions.** You are allowed to change the ideas/theories etc you discussed in your plan when writing the essay but avoid changing text and remember that any radical changes mean you will have received no feedback on these new ideas!
* **Revising** the essay – you may need to do this several times, so make sure you leave enough time (especially if you want to check your arguments with a tutor). **Look at the** **marking guide** **at the end of this document** to check you have covered all of the things we will be looking for in your essay!
* Writing a **final draft** of the essay, making sure that it is checked for correct spelling, grammar, punctuation and that the in-text references and reference list follows the APA 6 referencing style (see library website for more information). This will ensure you meet the course goal of wahapū / eloquence or articulateness in speaking/writing about a topic! If this is not one of your strong points, ask someone else to help as presentation will be one factor contributing to your grade.
* Please make sure the essay is **double-spaced** and that you provide a **word count** (including the reference list) on the last page.

**STEP 4: Submit the essay**

The essay must be submitted electronically through Canvas. No hardcopy is needed. We will mark and provide comments on your essay 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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Excellent** | **Good** | **Fair** | **Poor** | **Not attempted** |
| **MŌHIO/ KNOWLEDGE** |  |  |  |  |  |
| Answers all 5 Bacchi questions  |  |  |  |  |  |
| Demonstrates understanding of the key 'problem' identified by author |  |  |  |  |  |
| Theoretical perspectives incorporated appropriately, especially in Qs 2, 4 & 5 |  |  |  |  |  |
| Arguments supported by evidence (examples from the text or referenced information from outside sources) |  |  |  |  |  |
| **MANAAKI / RESPECT** |  |  |  |  |  |
| All main ideas and quotes are referenced |  |  |  |  |  |
| Cites at least 6 sources (plus the 'text')  |  |  |  |  |  |
| Cites at least one source from the ‘Theory resources for all essays’ list |  |  |  |  |  |
| Cites at least one journal article and mostly academic sources (can include those from course reader and ‘Resources for specific essay ‘texts’ list) |  |  |  |  |  |
| **WAHAPŪ /ELOQUENCE** |  |  |  |  |  |
| Introduction indicates which ‘text’ is being discussed and explains what the essay will do |  |  |  |  |  |
| Ideas/arguments flow logically; 5 essay questions used as headings and answered in order |  |  |  |  |  |
| Conclusion summarises key points raised |  |  |  |  |  |
| Uses correct spelling, grammar and sentence construction |  |  |  |  |  |
| Paragraphs usually contain one key idea and there are no single-sentence paragraphs |  |  |  |  |  |
| In-text references are formatted according to APA 6 referencing style |  |  |  |  |  |
| Reference list formatted according to APA 6 referencing style |  |  |  |  |  |
| Uses double-spacing with a 3cm margin for ease of marking |  |  |  |  |  |
| Word count (including references) is provided at end of essay and is within 10% of the 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