Welcome! Before we start…
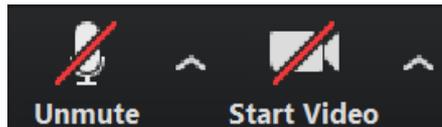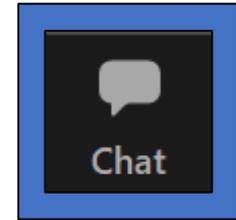
1. **Sign in** with your **first and family name** so we can check you off the register
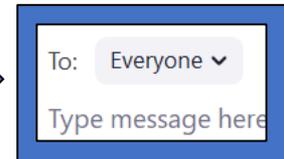
2. **Mute** your **microphone** & **video**

3. Open the **Chat,** and **say hello**

4. Keep **Chat** option on for **'Everyone'**

Mute   Stop Video

Unmute   Start Video

Chat

To: Everyone ▾
Type message here

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In this workshop we will cover:

- the stages and processes of assignment writing

- an essay example

- planning, developing and organising paragraphs

- where to find useful resources & support

Stages in the assignment writing process

- *understanding requirements*

- making an initial plan

- locating resources

- reading and noting

- modifying the plan

- writing the first draft

- revising, editing and proofreading

Not usually a linear process - involves backtracking (or looping) (Marshall 1999).

Looking through the list:

- **Are there any you don't do?**

- **Which are most challenging?**

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What is an essay?*

Specific structure

Written in paragraphs

Each section of the structure has a certain function

… a structured piece of writing that analyses a topic and persuades a reader of the writer's point of view.

Usually uses formal and objective language

Developed, explained and supported using evidence and/or expert opinions

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Essay structure

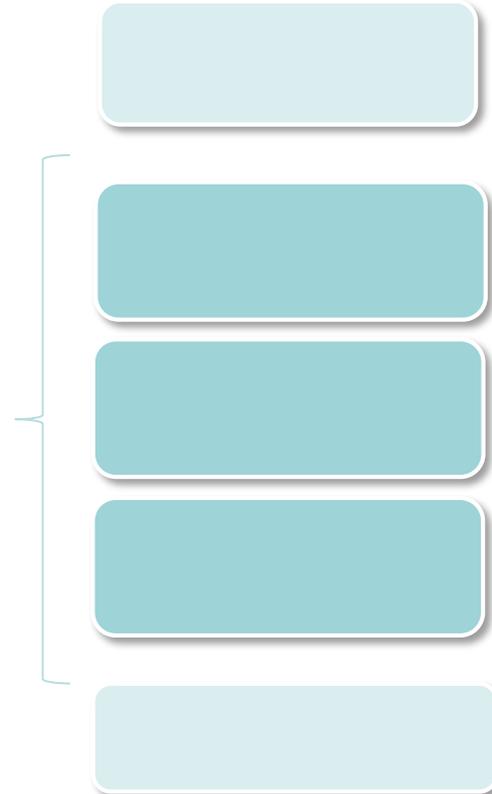**Introduction** (10% of word limit)

- start with background statement on topic
- define key terms if necessary
- include your argument/thesis statement
- define scope (what your paper will include & in what order)

Body (80% of word limit)

- a series of points that support the main argument
- develop each point as a paragraph
- use evidence to support, explain, elaborate or exemplify
- include in-text references where the ideas are not your own

Conclusion (10% of word limit)

- summarise the main points
- restate your thesis statement
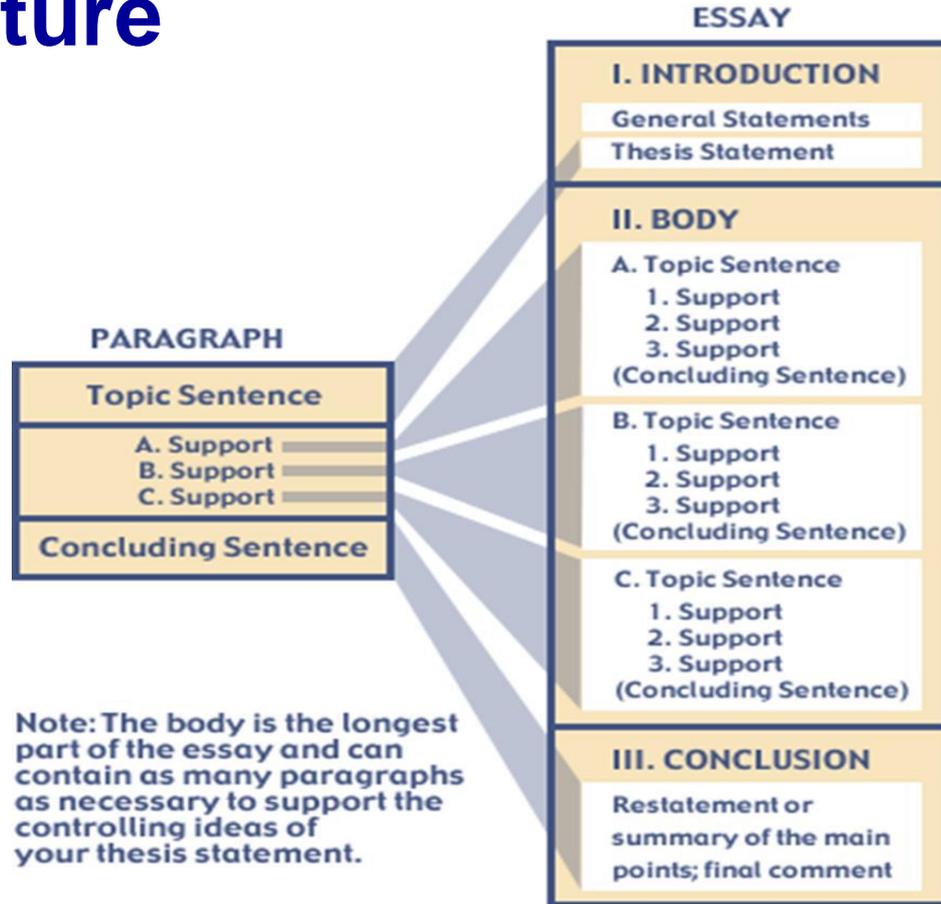- show how you have 'answered the question'

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Essay structure

ESSAY

I. INTRODUCTION
General Statements
Thesis Statement

II. BODY

A. Topic Sentence
1. Support
2. Support
3. Support
(Concluding Sentence)

B. Topic Sentence
1. Support
2. Support
3. Support
(Concluding Sentence)

C. Topic Sentence
1. Support
2. Support
3. Support
(Concluding Sentence)

III. CONCLUSION
Restatement or summary of the main points; final comment

PARAGRAPH

Topic Sentence
A. Support
B. Support
C. Support
Concluding Sentence

Note: The body is the longest part of the essay and can contain as many paragraphs as necessary to support the controlling ideas of your thesis statement.

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Q & A

Analyse the task

- Check any **unfamiliar words**

- Check the **instruction/directive/task words**
  (e.g. compare, discuss, explain)

- Check key **content/information words**
  Make a question using the task word + what?
  (e.g. '**compare what**?')

- Check **limiting words** which give the topic a focus
  (practical and information limits)

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Plan your initial response

(wikiHow 2019)

- Brainstorm what you know about the topic

- What might your argument be?

- Plan the possible structure (e.g. mindmap, list, diagram)

- Make connections between related ideas

- Check that you have addressed the task

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Find resources

Research using the **Library catalogue** and **databases**

Before reading, evaluate the sources:
- Relevance to topic
- Currency
- Reliability
- Quality (e.g. peer reviewed?)

See the Study Help resources: Study skills > Finding appropriate references

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Read and take notes

- Use your initial plan to focus on the key content information

- Read selectively and critically

- Take notes - include page numbers, identify quotes and paraphrases.

- Record all of the bibliographic information for your references

- Review your plan in light of the additional reading and thinking

Why modify your plan?

To:
- include ideas from your research

- better address the task analysis and criteria

- organise the main ideas and supporting evidence more effectively

- present the flow of ideas or the argument in a clear and logical order

- address gaps in supporting evidence

ESSAY

I. INTRODUCTION
General Statements
Thesis Statement

II. BODY
A. Topic Sentence
1. Support
2. Support
3. Support
(Concluding Sentence)

B. Topic Sentence
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3. Support
(Concluding Sentence)

C. Topic Sentence
1. Support
2. Support
3. Support
(Concluding Sentence)

III. CONCLUSION
Restatement or summary of the main points; final comment

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Use your plan to develop paragraphs, each with:

- only **one** main idea

- a **topic sentence** clearly stating the main idea of the paragraph (also links to essay question)

- other sentences **expand on topic sentence** through:
  - evidence, elaboration, analysis, explanations, or examples

- a **concluding sentence** that summarises the paragraph content (optional)

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Q & A

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Activity: sequencing sentences in a paragraph

Social media use can have an impact on behaviour. Discuss.

Topic sentence + jumbled sentences (Part 1)

Social media use can have an impact on behaviour. Discuss.

Frequent Social Media (SM) use is considered normative, however, findings indicate that overuse of SM may lead to a behavioral addiction (Marino et al. 2018; Ryan et al. 2014).

a. Two features of this platform, that is, the ability to share personal content online, and the possibility to interact with other users and receive feedback about their own activity, appear to fulfill these needs.

b. Individuals may be inclined to overuse SM because it helps them cope with personal problems, depressive feelings, anxiety, and stress (Andreassen et al. 2016; Koc & Gulyagci 2013), and allows them to experience feelings of acceptance, and social support (Scissors et al. 2016; Tang et al. 2016).

c. As regards Facebook, Nadkarni and Hofmann (2012) identified two basic social needs as major factors explaining SM use: the need for self-presentation, and the need to belong.

(Adapted Marengo , Poletti & Settanni 2020, p. 106150)

Answer (Part 1)

Social media use can have an impact on behaviour. Discuss.

Frequent Social Media (SM) use is considered normative, however, findings indicate that overuse of SM may lead to a behavioral addiction (Marino et al. 2018; Ryan et al. 2014).

b. Individuals may be inclined to overuse SM because it helps them cope with personal problems, depressive feelings, anxiety, and stress (Andreassen et al. 2016; Koc & Gulyagci 2013), and allows them to experience feelings of acceptance, and social support (Scissors et al. 2016; Tang et al. 2016).

c. As regards Facebook, Nadkarni and Hofmann (2012) identified two basic social needs as major factors explaining SM use: the need for self-presentation, and the need to belong.

a. Two features of this platform, that is, the ability to share personal content online, and the possibility to interact with other users and receive feedback about their own activity, appear to fulfill these needs.

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(Adapted Marengo , Poletti & Settanni 2020, p. 106150)

Examples of cohesion (Part 1)

Social media use can have an impact on behaviour. Discuss.

Frequent Social Media (SM) use is considered normative, however, findings indicate that overuse of SM may lead to a behavioral addiction (Marino et al. 2018; Ryan et al. 2014). Individuals may be inclined to overuse SM because it helps them cope with personal problems, depressive feelings, anxiety, and stress (Andreassen et al. 2016; Koc & Gulyagci 2013), and allows them to experience feelings of acceptance, and social support (Scissors et al. 2016; Tang et al. 2016). As regards Facebook, Nadkarni and Hofmann (2012) identified two basic social needs as major factors explaining SM use: the need for self-presentation, and the need to belong. Two features of this platform, that is, the ability to share personal content online, and the possibility to interact with other users and receive feedback about their own activity, appear to fulfill these needs. **….**

(Adapted Marengo , Poletti & Settanni 2020, p. 106150)

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Jumbled sentences (Part 2)

Social media use can have an impact on behaviour. Discuss.

Frequent Social Media (SM) use is considered normative, however, findings indicate that overuse of SM may lead to a behavioral addiction (Marino et al. 2018; Ryan et al. 2014). Individuals may be inclined to overuse SM because it helps them cope with personal problems, depressive feelings, anxiety, and stress (Andreassen et al. 2016; Koc & Gulyagci 2013), and allows them to experience feelings of acceptance, and social support (Scissors et al. 2016; Tang et al. 2016). As regards Facebook, Nadkarni and Hofmann (2012) identified two basic social needs as major factors explaining SM use: the need for self-presentation, and the need to belong. Two features of this platform, that is, the ability to share personal content online, and the possibility to interact with other users and receive feedback about their own activity, appear to fulfill these needs. **In turn, the gratification of these needs activates a reward system, reinforcing continued Facebook use, and potentially triggering SM addiction (SMA) (Meshi et al. 2013; Montag et al. 2017).**

d. These studies support the claim that frequent SM use can negatively impact on individuals and their behaviour.

e. This addiction can lead to various negative consequences, including decline in work and academic productivity (Karaiskos et al. 2010; Paul et al. 2012), relational problems (Elphinston & Noller 2011), and a variety of symptoms of distress (Frost & Rickwood 2017; Marino et al. 2018).

f. SMA can be defined as an excessive attachment to SM (Przepiorka & Blachnio 2016).

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(Adapted Marengo , Poletti & Settanni 2020, p. 106150)

Answer (Part 2)

Social media use can have an impact on behaviour. Discuss.

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(Adapted Marengo , Poletti & Settanni 2020, p. 106150)

Answer in full paragraph form

Social media use can have an impact on behaviour. Discuss.

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Activity: Find examples of cohesion (Part 2)

Social media use can have an impact on behaviour. Discuss.

…..In turn, the gratification of these needs activates a reward system, reinforcing continued Facebook use, and potentially triggering SM addiction (SMA) (Meshi et al. 2013; Montag et al. 2017). SMA can be defined as an excessive attachment to SM (Przepiorka & Blachnio 2016). This addiction can lead to various negative consequences, including decline in work and academic productivity (Karaiskos et al. 2010; Paul et al. 2012), relational problems (Elphinston & Noller 2011), and a variety of symptoms of distress (Frost & Rickwood 2017; Marino et al. 2018). These studies support the claim that frequent SM use can negatively impact on individuals and their behaviour.

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(Adapted Marengo , Poletti & Settanni 2020, p. 106150)

Proofread and edit

What is the difference between editing and proofreading?

- Proofreading = correcting surface errors (e.g. grammar, spelling, punctuation)

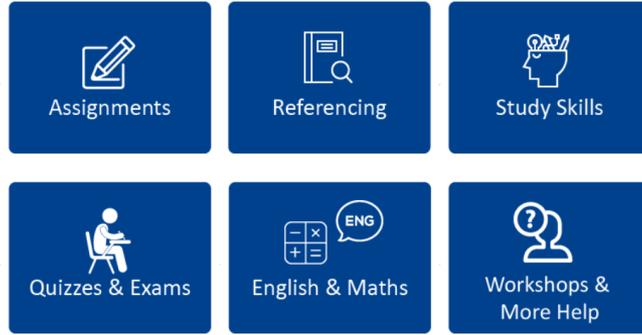- Editing = improving the overall quality of your writing (e.g. flow, readability, structure)

Both help you to:

- say what you mean

- become a better writer

- ensure you answer the task

- reduce careless mistakes

- submit the best possible representation of your work and ideas

- maximise grades

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Useful resources

UniSA [Study Help](#)

- [Massey University's assignment planning calculator](#)

- [Finding appropriate references](#)

- [Understanding assignments and instruction words](#)

- [Reading and listening skills](#)

- [Note-taking skills](#)

- [Editing your final draft for an assignment](#)

Useful resources

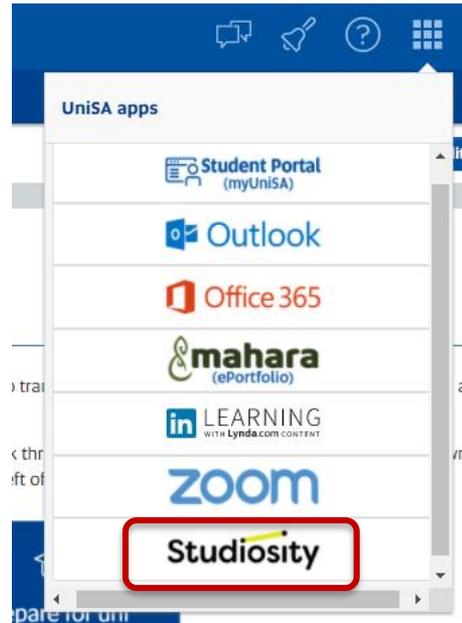Go to [Study Help](#) > Workshops & more help >
[Writing assignments](#)

Writing assignments

❑ Access this PowerPoint presentation

❑ Learn more about writing assignments and developing paragraphs

❑ Brainstorm and plan for your assignments using interactive resources

❑ Access and essay writing checklist

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Online study support 24/7

Studiosity

Access via your course sites

Connect live

- Connect to an expert tutor online

Writing feedback service

- Upload a writing draft & receive feedback within 24 hours
- Note: not a proofreading service

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Learning support at UniSA

Learning Advisers provide resources and advice on areas such as:

- ✓ Understanding different assignment tasks
- ✓ Academic writing
- ✓ Referencing and academic integrity
- ✓ Adapting to university study

Assignments	Referencing	Study Skills
Quizzes & Exams	English & Maths	Workshops & more help
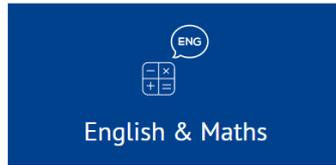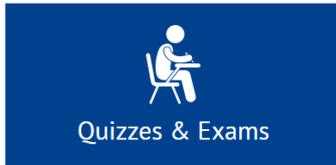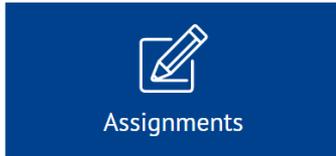
- ❑ Explore Study Help online resources
- ❑ Drop in and chat to Study Help PALS
- ❑ Talk to a Learning Adviser (in person, Zoom or phone) - Book an appointment online or contact Campus Central

References

Marengo, D, Poletti, I & Settanni, M 2020, 'The interplay between neuroticism, extraversion, and social media addiction in young adult Facebook users: testing the mediating role of online activity using objective data', *Addictive Behaviors*, vol. 102, p. 106150).

Marshall, L 1999, *A Learning Companion* (3rd edn), Murdoch University, Perth.

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wikiHow to do anything 2019, *Plan an essay using a mind map*, wikiHow, viewed 2 October 2019, <https://www.wikihow.com/Plan-an-Essay-Using-a-Mind-Map# >.

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