**Script for essay plan and annotated bibliography**

**Slide 1: Introduction**

This is a presentation on writing the essay plan and the annotated bibliography for Assessment 1. The presentation attempts to provide some strategies that may be useful for task completion and illustrate some good and bad examples of both the essay plan and the annotated bibliography. The examples shared in this presentation are samples only and have been used to demonstrate what your tutors would generally perceive as meeting the task requirements and those that don’t meet their expectations. You do not have to produce exact replicas of the good examples but one that demonstrates similar characteristics would ensure that you obtain good grades.

**Slide 2: Copyright notice**

**Slide 3: Essay plan**

You are required to have an introduction, the outline of the structure of your essay and the in-text citation as well as the reference list in your essay plan. \*You can only do this once you have done your reading and obtained an understanding about the debates and discussions about the topic that you have chosen. \*You need to tell a logical story about the topic with evidence from your reading. Do not just quote what others are saying about the topic. You need to read widely and critically and make interpretations for yourself. \*Write an introduction to introduce the key arguments of the essay to your reader. Do not just repeat the question. Specify what you will be addressing. \*Continue by writing the topic sentence or the key idea of each paragraph that will be expanded in the essay. Make sure that the ideas progress logically and don’t forget to cite the sources where your ideas have come from. \*Use the UniSA Harvard referencing convention for the in-text citation of your essay plan and the reference list.

**Slide 4: Essay plan: processes**

\*One strategy you could use to draw up your essay plan is to write the question in the middle of a large sheet of paper. \*Then circle the key words or phrases in the question and draw a line from each of these. \*Next note the key points and ideas from your reading against the key words or phrases in the question. \*Finally number the different sections of your rough plan in the order in which you think you will mention them in the essay. Transfer this to your essay plan. Don’t forget to record the bibliographic details of the sources from which you obtained your key points.

**Slide 5: Essay plan1: Intro example (Good & Weak)**

On this slide you will see two examples, a good and weak introduction for Topic 1. Take a few moments to read the two examples. Can you see why the first introduction is better than the second one? \*In the example of a good introduction, the writer introduces the topic and provides a brief background. This allows the reader to engage with the discussion. The writer also briefly highlights the issues related to the topic. You don’t have to state all the issues; one or two would be sufficient. Finally, the writer introduces the aim of the essay. Even a reader who does not know anything about the topic will be able to follow the logic of the discussion as the writer has clearly and succinctly introduced the context of the argument.

\*In the weak example, all the writer has done is repeat the question. The reader is not able to engage with the topic as the writer has not provided them with a context.

**Slide 6: Essay plan 2: Intro example**

As with topic one, here are two examples of the introduction component for Topic 2. One is good and the other is weak. Take a few moments to read both the examples. Can you identify why one is better than the other? \*In example one, the writer introduces the topic and provides a brief background. The writer also highlights particular issues related to the topic and specifies the aim of the essay. \*In example two, all the writer does is repeats the essay question. The reader is not able to engage in the discussion as they don’t know what the context is.

**Slide 7: Essay plan: body example**

On this slide you can see the body section of the essay plan. Observe how the writer has provided the topic sentence introducing the main point of each of the paragraphs in their essay. \*They have logically outlined the structure of the essay and cited their sources. If you read the topic sentences, you will realise that there is a clear progression of ideas beginning from when and where the entity was established and moving on to how the underpinning ideas reflect the development of human services in Australia. You will also notice that the writer has not quoted or copied what they had found in their readings. Rather they had critically read and made interpretations for themselves and the reader. The writer will also provide a full reference list for all the sources they have cited in the body of their essay plan using the UniSA Harvard referencing conventions.

**Slide 8: Essay plan 2: Body example**

If you have chosen topic 2 for this assessment, here is an example as to how the body section of the essay plan should be written. \*Remember to provide the reader with a clear and logical outline of the structure. Write clear topic sentences (mini introduction) of the main ideas that will be expanded in each of the paragraphs in the body section of your essay. Don’t forget to cite the sources and provide a full reference list using the UniSA Harvard referencing convention.

**Slide 9: Annotated bibliography**

The second task you have to complete for this assessment is an annotated bibliography. ‘Annotated’ means notes and ‘bibliography’ means a list of sources. \*This assessment is produced by compiling a list of summaries of key ideas from texts that you have read and identifying how these will contribute to your essay discussion. This task requires in-text citation and a complete reference list. You are required to refer to five academic sources for this task and only three can be taken from the e-readings for the course.

**Slide 10: Annotated bibliography: Example (Good)**

On this slide you will see an example of a good annotated bibliography. \*The writer in this example has provided the full bibliographic details of the sources. They have done this by correctly using the UniSA Harvard referencing convention. They have summarised the key ideas from the text they have read and identified how they will use them in their essay. It is really important that you do this in your assessment. You have to specify how the key ideas in the text will be used in the essay.The writer has also written the reference list in alphabetical order which is what you are required to do. The writer has also used credible sources to come up with their annotated bibliography.

**Slide 11: Annotated bibliography: Example (Weak)**

On this slide you will see a weak example of the annotated bibliography. You will not get good marks if your annotated bibliography is similar to this example. \*The writer has failed to provide the full bibliographic details for the sources. The writer has not provided the reference list for the sources. The writer has failed to summarise the key ideas of the each of the sources and have just indicated how they will be used in the essay. Looking at the example, it appears that the NTNERA is important to the discussion but the writer has not indicated why this is so. The reader is not able to engage with this discussion as they are not provided any context about the topic. Furthermore, the reference list has also not been written in alphabetical order. If you compare this example with the previous one, you will realise how different they both are and why the first writer would obtain better marks.