

**University of
Roehampton
London**

Essay Planning

**Academic Achievement Team
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About Us

Academic Achievement Team

It takes time and effort to succeed at university and higher education requires specific skills. As **Academic Achievement Advisers and Librarians**, we're here to help you develop those skills and get the most out of your studies.

Our services are open to all students.

We also run academic development **workshops, drop in clinics** and other academic and library skills **events over the year.**

See **Moodle> Learning Skills Hub**

Or email us at: AATeam@roehampton.ac.uk



Our Learning Skills Hub

- workshops – lecture captures, slides and hand-outs
- interactive guides, tutorials, templates, checklists, quizzes, worksheets and hand-outs
- useful links for more resources

Benefits for you

- You can get expert help anywhere and anytime.
- You can find the best information and advice in just one place.



Aims

- Understand **core skills** necessary in essay planning
- **Learn what you must plan for**
- Understand how to create **an essay plan** that works for you
- Understand how successful **paragraphing** gives your work power (**clarity**) and should follow and mirror overall structure
- Learn where to get more **help and support** for your essay planning

Assessment criteria

Criteria Grade	Knowledge of relevant module material	Evidence of understanding of literature and key concepts	Evaluation of practice or experience in relation to theory	Communication, structure and presentation
> 80 Distinction	As below, with comprehensive integration of relevant literature and / or originality in approaching educational debates	As below with highly sophisticated level of theorisation and / or innovative conceptualisation of issues discussed in the assignment	Evidenced as below, with attempts to generate own models for theory which have cogency in the light of arguments presented and / or in the light of broader educational debates	Scholarly style, work which could provide the basis for future publication
70-79 Distinction	An outstanding engagement with module aims and attainment of learning outcomes, demonstrating insight into complex issues	An authoritative grasp of a wide range of literature and sophisticated conceptual understanding, gained through an in-depth understanding of appropriate sources	Evidence of critical evaluation in work that uses practice to critique existing theory and through theory reflects upon practice in a general and specific sense	As below, plus clarity and precision in presenting arguments
60-69 Merit	A clear, systematic engagement with module aims and substantial attainment of learning outcomes	A good understanding of relevant literature and key concepts and a consistently critical analysis of a range of sources	Evidence of critical evaluation of practice by the application of theory	As below, with coherent structure and clear expression
50-59 Pass	An acceptable engagement with module aims and attainment of learning outcomes	A sound understanding of relevant literature and key concepts, with some analysis and criticality	Attempts are made to apply theory to practice	Clear writing style and organisation, work correctly presented in standard English
40-49 Fail	A limited engagement with module aims and attainment of learning outcomes	A basic understanding of relevant literature and key concepts; limited use of literature sources	Limited attempts made to link theory to practice	Lack of coherence and clarity in structure and / or presentation
<40 Fail	Work does not engage with module aims and learning outcomes	Work is lacking in conceptual dimension and / or lacking in the use of sources	Work is purely descriptive, lacking relevance or understanding of how theory can inform practice	Work is unfocused and / or poorly presented in non-standard English





Assessment Criteria

ASSESSMENT DETAILS

1. Essay 01 (1,500 words) (40%)

Deadline: 2pm Friday 17th February, 2017

Details given in-class and on Moodle from week 2

2. Essay 02 (2,500 words) (60%)

Deadline: 2pm Friday 28th April, 2017

Details given in-class and on Moodle from week 6



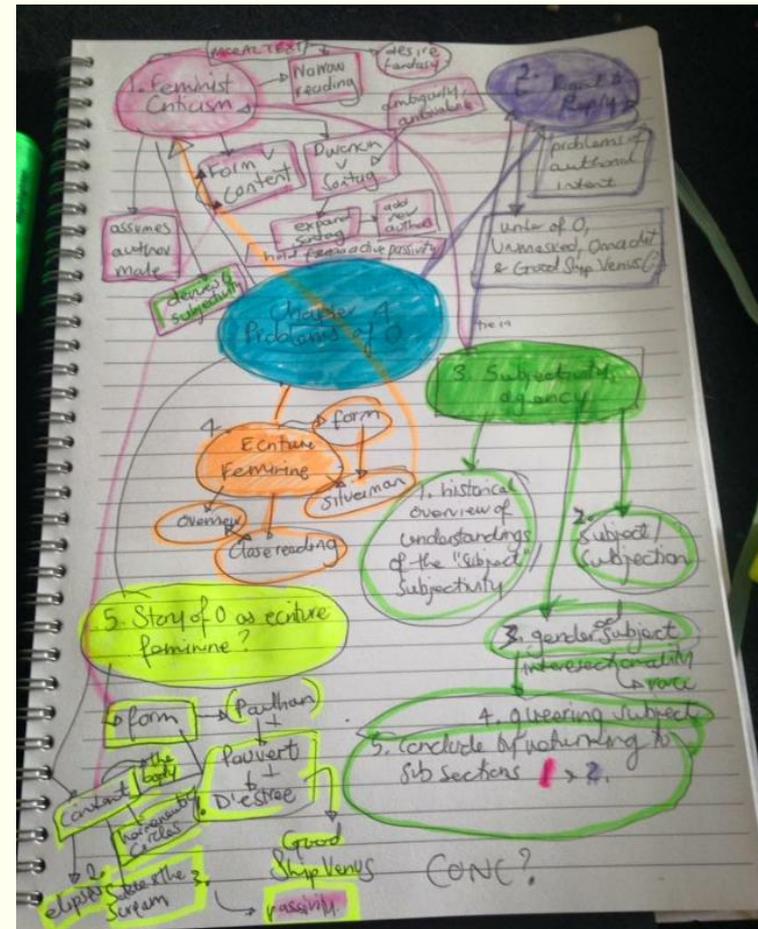
Planning

- Consider assessment **weighting**, establish **timescale**
- Ensure you **understand the question** – seek guidance
- Establish **key themes**
- Identify **primary readings**
- Allow time for **additional readings**
- Take useful **critical notes**
- Establish your **argument**
- **Plan structure**
- **Draft**
- **Redraft**
- **Proofing** (including checking your references!)



Essay structure

- It can be helpful to **map key topics** and **sub-topics**, as well as **readings** (theory)
- **Highlight** themed content
- **Link points** and **topics**
- Create a **structural running order**
- Establish a **“red thread”** or argument that runs throughout





Essay Structure

Introduction 10% of total word count: _____ words

Body 80% of total word count: _____ words

Theme 1. a)

b)

c)

Theme 2. a)

b)

c)

Theme 3. a)

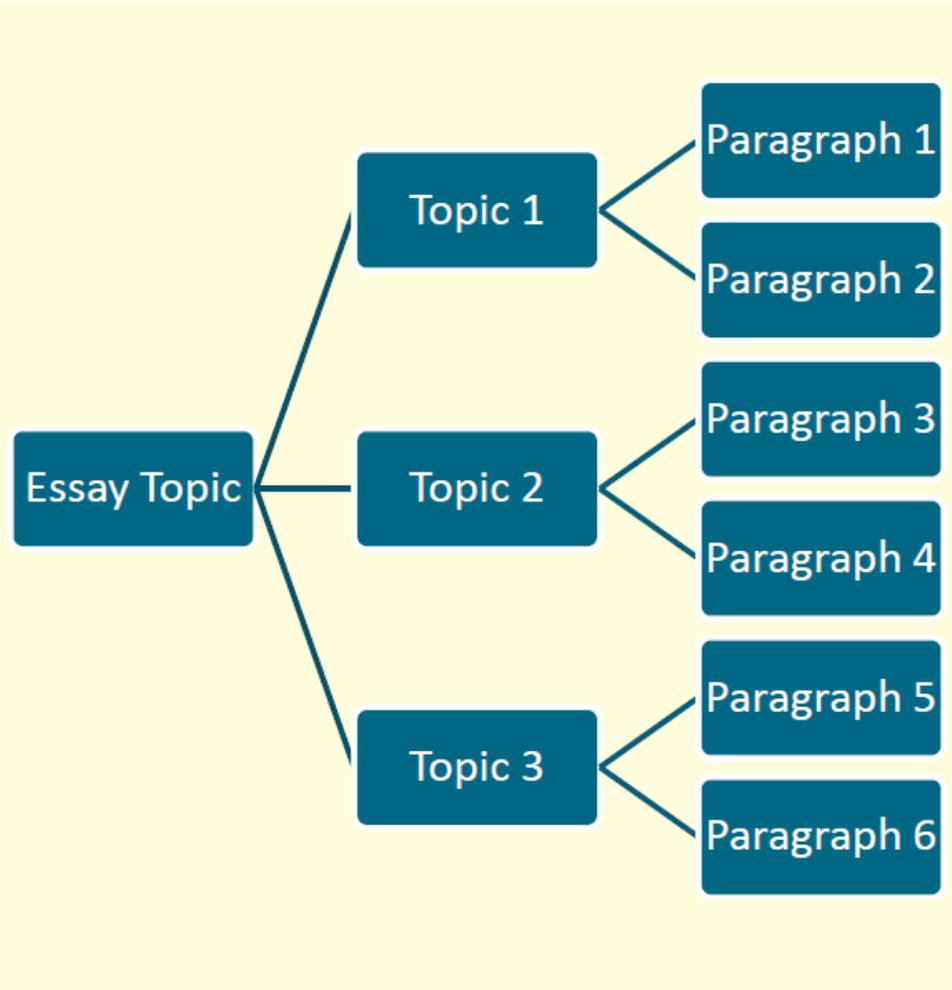
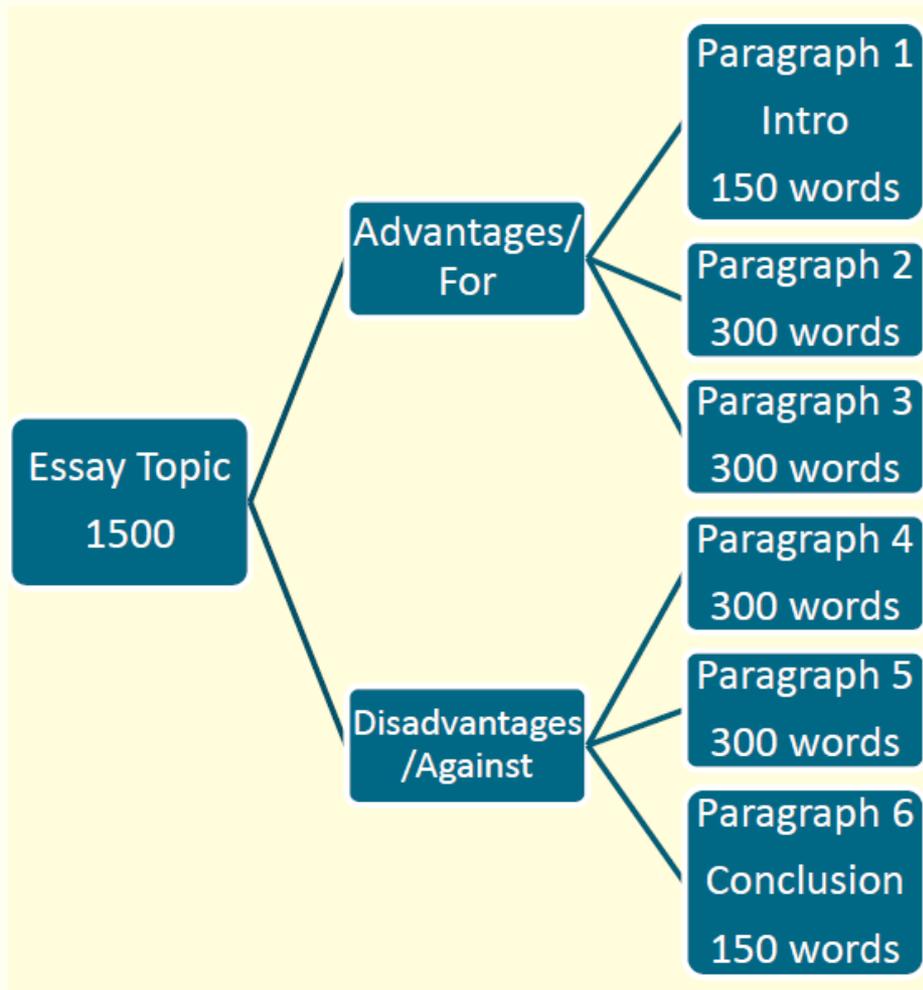
b)

c)

Conclusion 10% of total word count: _____ words



Essay Structure



A photograph of a desk with a book, glasses, and a smartphone. The book is open, and the glasses are resting on it. The smartphone is in the foreground, partially visible. The background is a light blue gradient.

Essay Structure

Introduction

- **Topic**
- **Thesis Statement**
- **Mapping Scheme** (Your main points)

First Point

- **Claim** (Your argument for this paragraph)
- **Evidence** (Your sources, quotations, paraphrases etc.)
- **Significance** (Relate your evidence to your claim. How does this argument help to prove your thesis?)



Essay Structure (continued)

Second Point (/Third Point if applicable etc.,)

- **Claim**
- **Evidence**
- **Significance**

Conclusion

- **Rewording of thesis**
- **Summary of main points**
- **Significance** (Why is your argument important? What are the implications of it?)

Sources

- **References/bibliography**



Paragraphing



Brunel University, ASK (2013) *The Power of the Paragraph* [Vimeo].
Available at: <https://vimeo.com/44666462> (Accessed: 06/02/17).



Paragraph Structure

First Sentence/Second Sentence

- Introduce the point of the paragraph – topic sentence.
- Explain/define key/problematic terms.

Middle Sentences

- Develop your point with -
 - Supporting Evidence (essential)
 - Examples (if needed)
 - Alternative viewpoints (maybe)

Final Sentences

- Comment on the evidence given
 - Show how /why your point is important
 - Link to the next paragraph
 - Link to the overall question.



Summary

- Project planning from start to finish involves good **time management**, and setting time aside to: **understand the question and assessment criteria, undertake critical reading and reflection, establish argument and plan structure, draft, redraft and proof**
- Essays must have **logical structure**, balanced to **word count**. It may be useful to create a visual '**mindmap**' or to follow the **structure examples** (herein and in handouts) **Topics** must be clearly **structured (claim, evidence, significance)** and must **connect** in logical order.
- **Paragraphing** gives your work power (**clarity**) and should follow overall structure
(**introduce, explain, evidence, sub-conclude: relevance and bridging**)

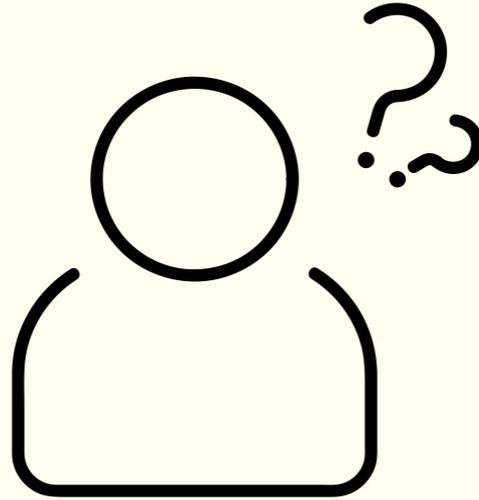
References

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Brunel University, ASK (2013) *The Power of the Paragraph* [Vimeo].
Available at: <https://vimeo.com/44666462> (Accessed: 06/02/17).



Any questions?



Created by shashank singh
from Noun Project



Activity

In groups, discuss the following essay title:

The university experience is more than a degree

Plan how you would approach the essay using the handout structure

Support



Academic Achievement Team

You can find us on Moodle:

The Learning Skills Hub

Or email: AATeam@Roehampton.ac.uk

