

'Approximately half of the Australian population will experience some form of mental illness at some stage of their lives. Despite this, consumers with mental illness continue to experience stigma and discrimination.

What effect does stigma have on individuals with mental illness and what strategies are available in Australia to combat this? Find at least 5 peer reviewed journal articles to inform your discussion.

ESSAY TOPIC

ESSAY WRITING GUIDE

All essays must follow the following format guide. You are required to use the ***American Psychological Association ('APA')*** formatting and referencing style.

You are expected to be able to write in this style in any tertiary level education assignment. The following is a guide to that style:

Page Structure

The first page of your essay must be a title page. You can cut and paste the example below and populate with your own details. Please use 'insert page break' after the title page to then commence your essay.

**STUDENT NAME:
STUDENT NUMBER:**

**UNIT NAME:
UNIT NUMBER:**

ESSAY NAME:

**WORD COUNT:
DUE DATE:**

SUBMITTED DATE:

**ANY EXTENSIONS APPROVED: yes/no
IF, 'YES', BY WHOM:**

All pages should be numbered in the bottom left hand corner of the page. Font must be Arial or Times New Roman and be size 12. Lines are to be double spaced.

How to Write an 'Introduction' and 'Conclusion'

Your introduction should include the following points:

- Bold opening statement to attract the readers' attention
- Key definitions
- What the purpose of the essay is
- Why the issue is important
- How it will achieve that purpose

Going back to our fruit essay example, the introduction may look like this:

Sample:

| | | |
|------------------------|---|----------------------------|
| Bold opening statement | According to Gumby and Gumby (2010), only one in five Australians are eating fruit every-day. A 'fruit' includes any "sweet and fleshy product of a tree or other plant that contains seed and can be eaten" (Alexander, 2009). The purpose of this essay is to explore how fruits can be included in a diet to improve health outcomes. With one in every ten Australians being obese, it is important that all diet options are explored in order to promote healthy living. In order to explore and analyze the use of fruit literature from a variety of sources and authors, such as the Australian Institute of Fruit (2011) have been relied upon. | Key definition: |
| | | Gives essay direction |
| | | Why the topic is important |
| | | |

A conclusion should only ever be a summary of the key/main points of the essay. **No new information should or points should be brought up in the conclusion.** No references are necessary as it is a summary only.

How to Reference

Essay referencing includes two parts: in-text referencing and the end reference list. Again, in both instances, everything counts here – the italics, the full stops.

In-text referencing may be done in a number of ways depending on whether you are paraphrasing, quoting, have more than one reference etc..

Please refer to the citation guide (under 'Additional Resources' on VU Collaborate) for all of the exact rules. Below are some examples only.

Sample In-text:

Apples are an example of fruits (Appleby, 2010).

According to Appleby (2010), apples are examples of fruits.

Collins and Collins (2011), however, disagree with Appleby (2010) by arguing that apples are actually vegetables.

Others disagree with Appleby's (2010) position, by arguing that apples are actually vegetables (Collins & Collins, 2011).

Sample Reference list:

Appleby, C., (2010). Apples: Australia's favorite fruits. *Fruits of the Forest Today*, 15(4), 223-294. (Should include DOI)

Collins, T., & Collins, Q. Why Apples should not be considered a fruit. *Applemania*, 89(23), 1003-1005.

Note that the second line of each reference is 'hanging'. Use the first line function available in 'paragraph'. Note that these examples are for journal articles. For more examples including textbooks and other sources please see the additional resources citation guide.

Here is a great website to check APA referencing:

<https://www.usq.edu.au/library/referencing/apa-referencing-guide>

Rules for Use of Literature

Literature can be divided into primary, secondary or tertiary sources. A good essay will entirely utilise primary sources of information.

Primary sources are original sources of information that have not yet been filtered through analysis, examination or interpretation. This may include a journal article describing a piece of research where the author is one of the researchers who conducted that research.

Secondary sources are not original sources and should be used sparingly. A secondary source of literature has no direct connection with the person who conducted the study. Your textbooks are examples of secondary resources.

Tertiary sources are: even further away from the original author or researcher and includes things such as dictionaries, directories or fact books/sheets/ even some websites

The further away a source is from the original author, the more chance it has been misinterpreted or misconstrued. Those who are highly skilled at conducting research of the literature will use, exclusively, primary resources (and are likely to achieve higher marks in this category). Use of tertiary resources shows a poor understanding of literature and poor research skills. Students who use tertiary sources (such as internet sources) are likely to achieve poor essay marks.

Plagiarism:

Please consult university guidelines (see unit outline for link), and be aware of what constitutes plagiarism. A good rule of thumb is simply:

Work that is presented as your own, but is from another source. = plagiarism

Be careful with cutting and pasting quotes, and attempting to present this as 'paraphrasing.' (i.e. inappropriately referenced or not referenced).

Should you have any concerns, contact your unit coordinator.

Additional writing resources are available under the 'essay' assessment tab on VU Collaborate.

3. Marking Rubric – Assignment

| | Exceptional | Above Average | Average | Needs improvement | Inadequate |
|--|---|--|--|--|--|
| Style & Presentation | (10 points) Excellent expression, sophisticated style, grammar & spelling always accurate. Title page and formatting as prescribed | (9-7 points) Mature & fluent writing style. Grammar & spelling accurate. | (6-5 points) Effective expression & fluent writing style. Some grammatical and/or spelling errors. | (4-3 points) Basic expression & writing style. Grammatical and/or spelling errors but meaning still clear. | (2-0 points) Poor expression; immature language & writing style. Grammatical & spelling errors distort the meaning. |
| Introduction and conclusion | (10 points) Both creative, specific, strong and interesting; correctly structured. | (9-7 points) Both strong and specific; correctly structured. | (6-5 points) Introduces topic, provides background and statement of purpose. Conclusion adequate. | (4-3 points) Non-specific introduction; no statement of purpose or direction for the essay. Conclusion incorrectly structured. | (2-0 points) No clear introduction or conclusion, or both; introduction inappropriate to the topic. |
| Critical thinking, logic & analysis | (20 points) Ideas are linked exceptionally well with the topic and with each other. All aspects of current arguments presented. | (19-15 points) Main ideas are organised in a logical manner; connection between ideas made. Most aspects of current arguments analysed. | (14-10 points) Main ideas are presented but not always well linked. Gaps in connection of ideas. More descriptive than analytical approach. | (9-5 points) Only some evidence of critical thought & analysis. Most arguments are not convincing. Descriptive piece. | (4-0 points) Lacks critical thought & analysis. Arguments are unclear and/or flawed or lacking logic in reference to theory. |
| Content, knowledge & organisation | (40 points) Extensive knowledge & evidence of thorough understanding. All aspects of the topic question addressed; discussion organised in a logical and ordered fashion | (39-30 points) Good knowledge of the topic and good understanding. All aspects of the topic addressed. Organisation of answer is correct. | (29- 25 points) Reasonable knowledge of the topic evident but some gaps can be identified. Missed some important aspects of the topic. Some organisation of answer. | (24-15 points) Key concepts related to the topic are only superficially addressed. Gaps in knowledge of the main concepts detected. Answer disorganised. | (14-0 points) Lacks sufficient knowledge of the topic. Disorganised and incoherent answer. Does not follow any logical sequence. |
| Use of the literature | (10 points) A broad range of academic, current and relevant sources used; all points of discussion supported with evidence. | (9-7 points) Academic, current and relevant sources used. All discussion points supported. | (6-5 points) Minor gaps in the literature identified; literature relevant; some discussion points in need of evidence. Reliance on direct quotes or secondary citations detected. | (4-3 points) Literature used in an uncoordinated manner; multiple secondary citations; over-reliance on direct quotes; outdated or irrelevant sources identified. | (2-0 points) Either no evidence or minimal, inappropriate or outdated literature being used to support discussion points. |
| Referencing (APA 6th) | (10 points) Referencing (both in text and the reference page) always accurate. | (9-7 points) Referencing has minimal errors but in-text references match the reference list. | (6-5points) Referencing generally complies with APA 6 th ; in-text references do not always match the reference list. | (4-3 points) Inconsistently complies with APA 6 th ; a number of in-text references do not match the reference list. | (2-0 points) Referencing does not comply with APA6 th ; a large number of in-text references do not match those in the reference list. |