



12-POINT PLANNING CHECKLIST (Page 1 of 2)

Point	Planning Phase 1: COMMENCEMENT—I have:	<input checked="" type="checkbox"/>
1.	Read the essay question thoroughly several times and understand its requirements. (See pages 57-8 and 108-9.)	
2.	Identified essay type and style: eg ' argumentative ' type, ' creative ' type, ' analytical style ', etc. (See pages 108-9.)	
	Planning Phase 2: BRAINSTORMING—I have:	
3.	Reviewed 'brainstorming' guidelines (page 159); also ensured that, where appropriate, the following have been completed: Issue-based essays: brainstormed the perspectives, for example: Political, Environmental, Social, etc, to be addressed; also Micro and Macro Views. (See pages 83-93 and 159-60.) Creative type essays: brainstormed action/direct speech/ thoughts and plotted story line. (See pages 111-114.)	
	Planning Phase 3: RESEARCH—I have:	
4.	Where appropriate: if essay is assignment-based, not an exam, researched data from a broad cross-section of resources (page 166). Text analysis essays: having thoroughly read the text (novel or play, etc), identified and highlighted the human Motivators and Belief Systems in text. (See pages 139-44 and 168-71.)	
	Planning Phase 4: MAKING MY PLAN—I have:	
5.	From my notes (see 'note-taking' chapters, pages 54-65), or otherwise: made a G-Plan, A-Plan, T-Plan or L-Plan according to suggestions, pages 175-182, 'essay planning' chapter.	
6.	In the 'first draft' chapter (see page 193): reviewed the relevant section of the essay type I am planning, to confirm that my Plan has followed its guidelines. For all essays, I have thought: 'press buttons'. Continued.	



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Point	Planning Phase 4: MAKING MY PLAN—I have:	<input checked="" type="checkbox"/>
7.	Ensured that the Plan consists of key words or phrases, <i>not</i> lengthy sentences. (See note-taking examples, Page 60.)	
8.	Where Main Ideas feature: ensured they can be linked to the essay topic.	
9.	<p>Where Main Ideas feature: clearly noted Main Idea for each paragraph. Ensured Main Ideas have Supporting Details.</p> <p>For issue-based and text analysis essays: ensured any points to be used to elaborate Main Ideas can be supported/substantiated with precise, relevant details.</p> <p>Paragraph by paragraph: planned that each Main Idea will build upon the previous Main Idea to give my essay sequential flow (page 191). Considered conscious and subconscious writing levels (page 192).</p>	
10.	For creative type essays: planned to bring the threads of the story together to a <i>button-pressing</i> finish (page 105), ensuring resolution of any plot or sub-plots (if used). (See pages 111-112.)	
11.	<p>For any essays where Main Ideas feature: planned that the conclusion (one or two paragraphs) will have a summary, with the key Main Ideas <i>clearly restated</i>. (Check chapter that deals with relevant essay and 'Skill 8, First draft', page 193.)</p> <p>For issue-based and text analysis: planned that the summary will support and strengthen my/the main contention (see relevant essay chapter and also the 'first draft' chapter, page 196).</p> <p>For language analysis: planned summary of the issue's current situation (see Emily's 'climate change' essay, page 148). (Also see next point, below.)</p>	
12.	<p>For issue-based essays: planned conclusion offering possible future directions or alternative solutions to issue (see page 195).</p> <p>For language analysis essays: compared strategies used in articles and how audience type influenced their selection (see 'first draft' chapter, page 198, also L-Plan guidelines, pages 180 and 182, and Emily's essay, page 148). ☼</p>	