Tutorial Letter 101/3/2020

Practising Workplace English

ENN1504

Semesters 1 and 2

English Studies

This tutorial letter contains important information about your module.

BARCODE

Open Rubric

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Dear Student

As part of this tutorial letter, we wish to inform you that Unisa has implemented a transformation charter based on five pillars and eight dimensions. In response to this charter, we have also placed curriculum transformation high on the agenda. For your information, curriculum transformation includes the following pillars: student-centred scholarship, the pedagogical renewal of teaching and assessment practices, the scholarship of teaching and learning, and the infusion of African epistemologies and philosophies. These pillars and their principles will be integrated at both the programme and module levels, as a phased-in approach. You will notice the implementation thereof in your modules, and we encourage you to fully embrace these changes during your studies at Unisa.

1. INTRODUCTION TO THE MODULE

Welcome to ENN1504: Practising Workplace English. We expect that you are, or at some stage will be, employed in an organisation where you will be required to communicate effectively in a professional environment, using English. The ability to write well in the world of work is a valuable life skill, so we hope you will find this course useful in your professional life.

Study material supplied for this module will include the following:

- Tutorial Letter 101,
- the Study Guide,
- a Workbook, and
- online and additional digital material on *my*Unisa.

Some of this study material may not have been available when you registered. Study material that was not available when you registered will be posted to you as soon as possible, but can be accessed on the *my*Unisa site for ENN1504, under Official Study Material.

Kindly note that you should register on *my*Unisa to be able to submit assignments online, gain access to the library functions and various learning resources, download study material, communicate with your tutor and other students about your studies and the challenges you encounter, and participate in online discussion forums. Remember, *my*Unisa also provides administrative information on assignments, marks and examinations.

2. PURPOSE AND OUTCOMES

2.1 Purpose

This module will be useful to students who would like to develop proficiency in English and a range of related communication skills and strategies for the public and/or private sector environment. The central focus is on the ability to write in English as a set of work-related life skills. As you work through the course, you will be asked to respond critically to texts relating to the world of work, with reference to qualities of good business writing. You will also be required to produce texts of your own that reflect what you have learnt from this module. You should therefore be able to transfer your skills to new contexts, and to develop them independently.

Texts such as letters, memoranda, email, reports, proposals, presentations, and documentation relating to meetings will be critiqued, improved and produced as original text. Writing processes involved include planning, information gathering, drafting, revising, editing and proofreading. As pre-writing activities, strategies for critical reading or listening to short work-related texts are treated as integral to the writing tasks.

The main aim of the course is to enhance your knowledge and understanding of business English in organisational contexts, and to improve your ability to write. By *business* we mean not only the world of the private sector and profit-making companies, but also service providers in the public sector, including government departments. It is the kind of English we use in our writing in the workplace.

The conventions of business writing are not absolutely rigid. Different industries and organisations have internal guidelines, or a “house style” for producing documents which differ in small ways. There is, for instance, no one “universally correct” way to set out a business letter or a report. While it is important to keep this flexibility in mind, it is also essential to know what the conventions in most organisations entail. Our examples follow these general conventions.

If we think about the purposes of business writing, the reasons for the conventions become clearer. Business writing is done for two main reasons:

- to keep a record; and
- to share ideas or transmit information.

Documents such as letters and reports usually combine these two purposes. Others, like internal memorandums, are mainly about conveying information or making requests, while minutes of a meeting are mainly about keeping records.

"Time is money" is the first consideration that underlies business writing. Most business documents are written and read under pressure by busy people, so we need a "language of efficiency".

A second consideration is that most business correspondence is not written exclusively for a known person. Even when you know the person you are sending it to, your memorandum, report or minutes of a meeting may also be read by all other people without you being aware of it. This requires a neutral tone (i.e. unemotional and courteous), and a style that is natural but not too informal.

2.2 Outcomes

Specific outcome 1: Critique given texts

Critical exploration and analysis of discourse features, the principles underlying established conventions of format, style and language use in both the draft and finished texts are very important in this course. Texts are critiqued in a way that shows the student's ability to:

- identify values, attitudes and intentions implicit in the text;
- understand explicit and implicit meaning;
- explore and describe the relationship between meaning and form. This will include attention to the presentation of content in subsections, paragraphing, sequencing, and coherence of texts; and
- identify flaws and suggest improvements in approach, language use (appropriateness) and usage (accuracy).

Appropriateness includes attention to tone and register as elements of style, and to characteristics of good business English.

The writing style is suited to the subject matter, target audience and purpose, which implies that the text is free of insensitivity towards race, gender, ability, culture and other differences. Accuracy includes attention to syntax and vocabulary, and the mechanics of spelling and punctuation.

Specific outcome 2: Revise, edit and proofread texts.

Revision implies evaluating and reworking the results of initial planning (pre-writing activities) as reflected in content and structure. Editing entails improving diction, grammar and writing style. Proofreading involves correcting mistakes in spelling, punctuation and typing. This implies that although meaning can be extracted from the draft text with effort, the reworked text is free of errors that might obstruct reading and distract attention from the content.

Flaws in a draft text are identified and rectified in a way that shows the student's ability to:

- **revise** to evaluate and rework the results of initial planning as reflected in content and structure;
- **edit** to improve diction (word choice), grammar and writing style; and
- **proofread** to correct mistakes in spelling, punctuation and typing.

Specific outcome 3: Produce written texts for specific purposes relevant to a work environment that reflects qualities expected in good business writing.

Written texts for specific purposes relevant to the work environment are produced in a way that shows the student's ability to:

- adopt a systematic but not necessarily linear writing process. The process of writing, which underlies all specific outcomes in this module, involves the following:

- Planning: ways of thinking about the writing task, including brainstorming to generate ideas, and critical reflection to evaluate, select and cluster ideas. This is demonstrated in the use of techniques such as keyword clustering, mind maps, manipulation of a table of contents and flow charts. It also includes pre-writing activities such as explicit definition of probable readership, subject matter and purpose.

- **Researching:** relevant information is located in a variety of sources and integrated into a coherent text.
- **Drafting:** ideas and information are presented in an appropriate text type/format,with attention focused primarily on content and structure.
- **Revising:** evaluate and rework content and structure, with attention focused primarily on format.
- **Editing:** improve sentence construction and writing style.
- **Proofreading:** correct mistakes in spelling, punctuation and keyboard use.

- generate original texts in which the characteristics of good business writing are evident, at a level appropriate to the employment context. Clarity is the combined effect of the following qualities of good business writing:

- **Structure:** the text is organised to reflect meaning and content. The message can be grasped without undue effort to create a framework for understanding.
- **Conciseness:** not writing more than is necessary to achieve the purpose.
- **Completeness:** including everything that is useful and necessary. The reader should not have to ask: When? Where? Why? Who? What? How?
- **Appropriateness:** using language that suits the purpose (to inform, describe, explain, persuade, argue, complain, request, etc.) and which is appropriate to the subject matter and target readership.
- **Accuracy:** using grammar, spelling and punctuation that make the text easy to read and comprehend, and enable the reader to attend to the contents of the message without distraction. Complete accuracy (correctness) is not always attainable and essential, but is generally preferred, and therefore remains a target.

3. LECTURERS AND CONTACT DETAILS

3.1 Lecturers

Please contact us telephonically or by e-mail:

Dr V Hlatshwayo 012 429 6665 hlatsv@unisa.ac.za

Dr T Shandu-Phetla	012 4296140	shandtp@unisa.ac.za
Mr MM Ralushai	012 4296280	ralusm@unisa.ac.za
Mr MR Baloyi	012 429 6167	baloymr@unisa.za
Ms KNS Thubakgale	012 429 3806	thubaks@unisa.ac.za

For all administrative matters:

Ms C Tabane	012 429 6248	tabannc@unisa.ac.za

You are advised to refer to the module site regularly as there may be amendments to the above list.

If you would like to see one of us, please make an appointment beforehand to ensure that we will be available.

Please do not email the same query to each lecturer individually. You may either choose to correspond with a single lecturer or you may copy (CC) the entire team in your message.

3.2 Department

Please visit our website at www.unisa.ac.za/English

Find us

Room 7-30

Theo van Wijk building

UNISA main campus, Preller Street

Muckleneuk

Pretoria

Mail us

Department of English Studies

PO Box 392

UNISA

0003

3.3 University

Contact addresses of the various administrative departments are included in the *myStudies@Unisa* brochure, which you received with your study package.

Physical address:	**Postal address:**
University of South Africa	University of South
Africa Preller Street	PO Box 392
Muckleneuk	UNISA
Pretoria	0003

Unisa website: http://www.unisa.ac.za.

Always have your student number available when you contact the university.
If you have access to the Internet, you can quickly access resources and information online. The *my*Unisa learning management system is Unisa's online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa.

4. RESOURCES

4.1 Prescribed book(s)

There are no prescribed books for this module.

4.2 Recommended book(s)

We suggest that you work through the Study Guide before deciding whether you need additional help in the form of further reading material. If you decide that you do, we recommend the following:

First Author	Year	Title	Edition	Publisher	ISBN
Erasmus-Kritzinger, Lisel	2000	*Advanced Communication Skills for Organisational Success*	1st ed.	Afritech: Lynnwood	9781874940418
Taylor, Shirley	2012	*Model Business Letters, Emails, and other business documents*	7th ed.	Pearson Education Limited: Edinburgh Gate	978027375193

Recommended books can be requested online, via the Library catalogue.

Please note that you are not compelled to buy recommended books. They are simply suggested for students who feel that they need information beyond the Study Guide.

Use any good dictionary of Standard English while working on your assignments, in order to expand your vocabulary during the semester.

4.3 Electronic reserves (e-reserves)

There are no e-reserves for this module.

E-reserves can be downloaded from the Library catalogue. More information is available at: http://libguides.unisa.ac.za/request/request

4.4 Library services and resources

The Unisa Library offers a range of information services and resources:

- for detailed Library information go to http://www.unisa.ac.za/sites/corporate/default/Library

- for research support and services (e.g. personal librarians and literature search services) go to

http://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Research-support

The Library has created numerous Library guides:

http://libguides.unisa.ac.za

Recommended guides:

- Request and download recommended material: http://libguides.unisa.ac.za/request/request
- Postgraduate information services: http://libguides.unisa.ac.za/request/postgrad
- Finding and using library resources and tools: http://libguides.unisa.ac.za/Research_skills
- Frequently asked questions about the Library: http://libguides.unisa.ac.za/ask
- Services to students living with disabilities: http://libguides.unisa.ac.za/disability

5. STUDENT SUPPORT SERVICES

The *Study @ Unisa* brochure is available on myUnisa: www.unisa.ac.za/brochures/studies

This brochure has all the tips and information you need to succeed in distance learning and, specifically, at Unisa.

6. STUDY PLAN

We suggest that you take your assignment questions as your point of departure, and work through the relevant sections of your Study Guide, Workbook and digital resources as needed. If at all possible, you should participate actively in the online activities on your designated E-tutor forum on the module site. Before you start working on your assignments, you must have read all sections of this tutorial letter.

Read through the assignment instructions very carefully before you start writing anything. Make sure that your response meets the requirements of the question. Credit cannot be given for merely repeating what has been provided in the question and adding very little content of your own. Finally, revise, edit and proofread your answers carefully.

Many students speak English as an additional language. We therefore accept that some minor grammatical and other errors are likely to occur. However, errors that obscure meaning or make a text difficult to read, and mistakes that create a poor impression in working with clients, are taken into account in the assessment of assignments and examination scripts. Although some mistakes are acceptable, correct language is generally preferred. English is well established as an additional language in most countries around the world, including South Africa. There is no need to think of it as “someone else's mother tongue”.

One requirement of a module such as this one is that assignments should be relevant to the

workplace. However, students taking this subject represent a wide range of careers, and are enrolled for a wide range of qualifications. For this reason, assignment and examination questions tend to be general in nature. This means that in your answers, you will need to provide the detail that is relevant to your own work situation. This could be a small business, a government department, a large corporation or just one section of a large organisation.

Students who are not currently employed, or who do not work in the sort of organisation described in the instructions, might find that providing appropriate detail is difficult. If this is the case, you may invent the relevant “facts”, although these should be as realistic as possible. You may base your answers on any organisation with which you are familiar, or simply make one up. However, you should ensure that the content of your answers is relevant to the instructions given.

Consult your *myStudies@Unisa* brochure for general time management and planning skills.

Your written work will be assessed in accordance with a set of criteria that reflects both writing skills and outcomes:

- Structured content (Skills: draft & revise); and
- Language (Skills: edit & proofread).

In other words, the CONTENT category includes information and the way it is structured, often making use of a conventional format for a specific type of document, while the LANGUAGE category includes writing style, grammar, vocabulary and punctuation.

Feedback on your written work will be provided by means of corrections and comments, or by indicating where your difficulties are, so that you can make the necessary improvements. Please note that we do not necessarily indicate every mistake you have made.

7. PRACTICAL WORK

There are no practical sessions for ENN1504.

8. ASSESSMENT

8.1 Assessment criteria

The semester mark and the examination mark combined gives you your final mark. The final mark must be at least 50% for you to pass the module. The semester mark, which is derived from both of your assignment marks, counts 40% of your final mark. The mark you obtain in your examination counts 60% of your final mark.

An additional requirement is that you must obtain at least 40% in your examination. If you obtain less than this, you cannot pass the module, as your semester mark will not be included in the final result. In other words, your examination mark becomes your final mark, without including the semester mark. This is called an examination subminimum requirement.

We have included copies of guidelines on assessment criteria and marking code to help you understand the symbols and comments on your marked assignment. These copies are available on pages 32 - 40 as addendums.

8.2 Assessment plan

Each assignment contributes towards your final mark. Therefore, you must submit both assignments in order to obtain the best possible semester mark. Your assignment marks will be used to calculate your semester mark in the following way:

- Assignment 01 – 50%
- Assignment 02 – 50%

Submission of Assignment 01 by the due date is compulsory for admission to the examination. Your performance in both assignments contributes to your final mark.

8.3 Assignment numbers

8.3.1 General assignment numbers

Assignments are numbered consecutively, starting from 01. For this module, you will submit the **TWO** assignments of the semester for which you are registered. Please do not submit the assignments for the other semester included in this tutorial letter.

8.3.2 Unique assignment numbers

	DUE DATES	
	Semester 1	**Semester 2**
Assignment 01	**872873**	**692508**
Assignment 02	**803072**	**845519**

8.4 Assignment due dates

	DUE DATES	
	Semester 1	**Semester 2**
Assignment 01	**20 March 2020**	**21 August 2020**
Assignment 02	**20 April 2020**	**18 September 2020**

8.5 Submission of assignments

You may submit the assignments for this module either by post or electronically via *my*Unisa, preferably as PDF files. You may also post your assignments in a Unisa assignment box located at your regional centre. **Assignments may not be submitted by fax or e-mail.**

If you submit on *my*Unisa, please ensure that you upload the correct file. We can only award marks for ENN1504 assignments.

Note that you can only upload one file as your complete assignment, that is, you cannot submit answers to each question in separate files/documents.

Assignments for both Semesters 1 and 2 are included in this tutorial letter. Please be careful to submit only the two assignments of the semester for which you have registered.

For detailed information on assignments, please refer to the *myStudies@Unisa* brochure which you received with your study package.

PLAGIARISM DECLARATION (INCLUDING ONLINE ASSIGNMENTS)

The Department of English Studies places great emphasis upon integrity and ethical conduct in the preparation of assignments. We believe that an understanding of the vital importance of responsibility and professionalism in this regard is part of what a university education should provide.

Assignments in which plagiarism can be demonstrated will undoubtedly fail and will in all likelihood be given 0%. If you copy another student's assignment and pass it off as your own, that constitutes plagiarism. Please use the discussion forums responsibly and do not share your assignment with students who may present it as their own work.

Students are advised to visit the Unisa website to find the Students' Disciplinary Code, the Policy on Copyright Infringement and the Unisa Rules for Students.

The plagiarism declaration form which appears on the last page of this tutorial letter must be appended to every assignment which you submit while you are a student in the Department of English Studies. **It is your responsibility to submit the signed declaration form with your assignment.**

8.6 The assignments

SEMESTER 1

ASSIGNMENT 01

DUE DATE : 20 MARCH 2020

UNIQUE NO:872873

Submit this assignment only if you are registered for Semester 1 in 2020.

If you submit via myUnisa, preferably submit a pdf file.

Check that you have uploaded the file containing your specific assignment.

Please ensure that you also include your plagiarism form, which is on the last page.

QUESTION1: Writing SKILLS IN WORKPLACE CORRESPONDENCE

The purpose of this question is to assess your ability to write an e-mail. This requires you to do the necessary preparatory reading so that you can answer the question convincingly and adequately. You should ask yourself whether the intended reader has understood this email, and would be able to respond adequately to the request.

Work through Unit 1 in the Study Guide and Learning Unit 1 in the Workbook before attempting to answer this question.

BACKGROUND

The local community development committee is organizing a function to commemorate national Heritage Day. This function will require funds to cover costs for the venue, catering and gifts for the local traditional leaders. The committee has decided to request funds from local business owners. The treasurer of the committee has drafted the following email, which is meant to be distributed to the managers and owners of local businesses. As a person who studied Workplace English, you feel the contents need to be revised for improvement, in order to send a clear and concise message to the recipients.

INSTRUCTIONS

1. Read the provided draft e-mail below critically and then improve on it by revising, editing, and proofreading it.
2. This means that you should restructure the message by adding or leaving out information.
3. In your revised version, you should present the ideas and information in an appropriate format with well-structured paragraphs, write in an appropriate style, and use grammatically correct English.
4. Your answer should not exceed **ONE** page in length.

DRAFT E-MAIL

Subject: When bank accounts are big, but hearts are tight.

Greetings my beloved, blessed and beautiful men of the purse. I know all of you, you are wondering and asking yourself, who is this person, how this person known me, why I am receiving this email, is this a scamm or not. Well, wonder no more, because I am here to tell the good news, I am standing knocking at your consiense and asking, ARE YOU GOING TO OPEN OR NOT?!!?!?!

You know your community is subdivided. You know we thing we are one, but if truth be told, we are more than one. You know we want to tried by all means to become one like a one nation. How can we do that if when one neihbour does' nt know his neihbour. Tell me, do you know your neihbour. Why does it that when I come and ask for bread, you do'nt know nothing about me. Our committee is begging for money. We want to ask in every humbleness to you to give money. Give 20, give 50, give 1000, is all up on you and your heart. We want to give this community a freshness, we want to come together in Heritage Day and celebrate together and say, we are hear and we are together and we are one. We want to have big party! A big and better party for Heritage Day, don't you want to be there? It will not happen without your beautiful money. You are a beautiful person with a beautiful heart, do'nt let it be true that rich people have poor hearts. We are dependant on you. You are a like a tree that bare delicious fruits. We cannot make it without you. You can ask, what will I gained if I take part and participate. Well, let me tell you what you will gain. You will gain advertisingment.

You will put posters from your company all over the place. You will put your name all over the place. People will know you and you will be famous and everyone will want your business. Oh my gosh, you will benefit so many things. The businessmen who pay us will also get so so much food in that day. We will give you plates and plates of food for your enjoying. Quickly, don't delay nor ask questions, unless you have pressing questions. Ask me if you have questions, don't sit with those burning questions or they will burn you, LOL!!!!! Just shout and we will come running and the chairperson wants you to know that you are special.

Thanks for taking the time to read this email and reach into your bank account.
Yours faithful,
TM Marica

SUB-TOTAL:50 MARKS

QUESTION 2: MINUTES OF A MEETING

The purpose of this question is to assess your ability to record minutes accurately and objectively, using formal language. This requires you to do the necessary preparatory reading so that you can answer the question adequately.

Work through Unit 2 in the Study Guide and Learning Unit 2 in the workbook before attempting to answer this question.

BACKGROUND

You work for Champies, an organisation that recognises young people who are making a difference in their communities. Champies holds an annual Heroes Gala event where they award Heroes Certificates to young people who have undertaken notable activities in the community. At the previous year's Heroes Gala evening, some parents expressed dissatisfaction at the selection of the heroes as they felt their own children deserved to be selected. Since then, there have been petitions on social media against Champies and the Heroes Gala events. One such petition is the From Heroes to Zeroes campaign which encourages people to boycott the upcoming Heroes Gala evening. In the following transcript, the Champies committee is discussing item 5.3 on the agenda, "Dealing with the negative publicity."

INSTRUCTIONS

Below is a transcript (exact words written down) of what was said under the item agenda of this meeting presented in the form of a dialogue. As the Secretary for Champies, write minutes of this discussion, which covers only ONE item; 5.3. **Dealing with negative publicity surrounding the Champies Gala Evening.** This means that the complete format for minutes is not required. Remember that in taking minutes we carefully select and summarise information, and make changes to style and grammar. Note that it is not necessary to record what each person said in turn.
Begin your minutes with the following heading:

Item 5.3. **Dealing with the negative publicity surrounding the Champies Gala Evening**

TRANSCRIPT

Mr Zwane (Chair): Thanks, Mr Ndaba, for that excellent infographic on how far we've come as an organisation. The numbers look pretty good as well. I tell you, people, we've come a long way. That's why the next item sits heavily on my heart. Ms Nene, over to you for item 5.3 and this whole unpalatable business of…, Oh, I can't even say it out loud… it's so sad what these people are doing!

Ms Nene: Thanks, Chair. Can I just say that we all feel your frustration? I mean, how can something so beautiful, so uplifting, be twisted to become so negative. Well, colleagues, as you all know, we have been literally ambushed. Some immature and shady characters have decided to turn our earnest efforts at community building…

Ms Turner: Nene, please! Come on, now. Just remember that we record our proceedings. Imagine if this could be leaked on social media. Imagine the backlash…

Ms Nene: Are you saying that you will leak our meetings?

Mr Zwane: Colleagues, colleagues! I know we are all hit hard, but fighting each other will not help. We are here to discuss strategies for dealing with the negative publicity we are receiving.

Ms Turner: Apologies, colleagues. I wanted to caution against blatant, sweeping statement that might land us in hot water. One can never be too careful these days.

Ms Nene: Apologies, colleagues, I got carried away. Back to business. The disgruntled parents, whose children were not nominated last year, have been causing quite a commotion online. Now, one might argue that their noise is only online and they pose a physical threat, but the power of social media cannot be disputed. Think of the many companies which have been toppled just by social media campaigns.

Mr Nel: It's shocking what some companies and people have been through, hey! Remember that story about that leader who had to give up his position because of that social media petition. Goodness, even my children weighed in on that. Do you know how embarrassing it is to have your children ask you about that! And then there was that video which did the rounds…

Ms Zeida: Yes, yes, yes, I remember that, what I didn't get was the whole debate about the guy or girl who took that video. How did he position himself to take such a clear video!

Mr Zwane: Colleagues, we are digressing. We are not here to discuss viral videos. What are we going to do with the situation of the disgruntled parents?

Ms Nene: Yes, sorry, chair. I honestly don't know. What is clear is that there are unhappy parents out there and they will not stop till they have our heads, so to speak.

Ms Seni: Maybe the solution is in the problem. You know how the eagle does not run from the storm, but faces it head on? What if we change the selection rules a little? We could have the first stage changed so that we do not nominate

heroes, but let the schools' SGB's nominate. Thereafter, we could shortlist and then choose the winner.

Ms Bana: Hang on! That's a fantastic idea! Maybe, let's not shortlist alone. Let's invite representatives from SGB's to sit in and we make decisions together.

Mr Nel: But won't that complicate things? You know too many cooks spoil the broth.

Ms Bana: On the contrary, it will solve our problems, calm the storm while ensuring transparency. I think it will make the process fair.

Mr Zwane: Let's vote on this matter. All those who agree with the inclusion of parents under SGBs raise your hands. All those who say we should only involve parents during nominations. Alright. I got 11 for the inclusion throughout the process and 3 for the nomination only. Is that right, Ms Nene?

Ms Nene: That's accurate, Chair.

Mr Zwane: That settles it. We'll involve parents to be part of the nomination, shortlisting and decision-making processes. Madam Secretary, may I request that you write letters to the local schools' SGBs informing them of this decision. In the letter, please request them to send us their representatives. I believe two reps from each school should suffice.

Ms Fazel: Consider it done, Chair. You will have it at your desk for your signature by the end of the day. I will then scan and email to the schools.

SUB-TOTAL:50 MARKS

TOTAL: 100 MARKS

SEMESTER 1

ASSIGNMENT 02

DUE DATE: 20 APRIL 2020

UNIQUE NO:803072

Submit this assignment only if you are registered for Semester 1 in 2020.

If you submit via myUnisa, preferably submit a pdf file.

Check that you have uploaded the file containing your specific assignment.

Please ensure that you also include your plagiarism form, which is on the last page.

INVESTIGATIVE REPORT

The purpose of this question is to establish whether you know how to write an investigative report. This requires you to do the necessary preparatory reading so that you can answer the question adequately.

Work through Unit 3 in the Study Guide and Learning Unit 3 in the workbook before attempting to answer this question.

BACKGROUND

You work for **PagesForAges**, a publishing company that specialises in publishing fiction for all ages. Of late, your company has been receiving manuscripts from community members who would like to publish stories in the local indigenous languages. The problem is that most of the editors speak English and they are not able to oversee projects for books written in languages other than English.

You have been commissioned by Ms J Zimm, the Chief Editor at **PagesForAges**, to investigate the possibility of publishing books in the local indigenous languages. In your investigation, consider relevant information pertaining to such an investigation.

INSTRUCTIONS

Compile a formal INVESTIGATION REPORT on this matter. Remember to include the title for the report.

Credit will be given to responses that are relevant and innovative.

Your report should be about 2-3 pages in length.

Use the following headings and sub-headings:

1. Terms of Reference
2. Procedures
3. Findings
4. Conclusions
5. Recommendations
6. Compiler's details and date of submission.

GUIDELINES

1. It is important that you read Study Units 1 and 3 in the study guide and learning units 1 and 3 in the workbook. You may also consult recommended books and related additional resources to establish a sound understanding of how to write an investigative report, using the appropriate content, structure, language and style. Use your resources meaningfully to create your own response. Do not plagiarise.
2. Ensure that the information in the different sections of the report are presented in a logical and coherent sequence. Provide important and specific details that are readily accessible at any given time when the report is read.
3. Note that the report is a factual legal document.
4. The report should not exceed **THREE** pages in length.
5. Edit and proofread the report before submission. You should ensure that the report reflects originality and resourcefulness in providing relevant information that is complete and concise.
6. Include your signed declaration form as part of your submission.

TOTAL: 100 MARKS

SEMESTER 2

ASSIGNMENT 01

DUE DATE: 21 AUGUST 2020

UNIQUE NO:692508

Submit this assignment only if you are registered for Semester 2 in 2020.

If you submit via myUnisa, preferably submit a pdf file.

Check that you have uploaded the file containing your specific assignment.

Please ensure that you also include your plagiarism form, which is on the last page.

IMPORTANT

Please read the following guidelines before attempting to answer this assignment:

Refer to the assessment criteria in this document. You will be assessed in terms of content, context, structure, style, register, language accuracy, editing and proofreading. You may need to conduct some extensive reading in order to answer this question. For instance, you may not be familiar with resignation letters at workplaces; therefore, you may need to acquaint yourself with this context, in order to produce the relevant content in a logical and comprehensive answer.

QUESTION 1: WRITING SKILLS IN WORKPLACE CORRESPONDENCE

The purpose of this question is to assess your ability to write an e-mail. This requires you to do the necessary preparatory reading so that you can answer the question convincingly and adequately. You should ask yourself whether the intended reader of this e-mail would accept the resignation.

BACKGROUND

You work for a local boutique called **DefinitelyDiva**, which specialises in high-end formal wear. Your boutique usually holds monthly give-away competitions where regular customers get a chance of winning outfits and discount vouchers. This month, to celebrate the boutique's 10th year anniversary, the winner will receive a 10-day holiday for two at a destination of their choice

across the country. A panel of judges has selected the winner and it is your duty to write an email to the winner, informing them of their fortune and providing the relevant information for redeeming their prize.

INSTRUCTIONS

Read the provided draft e-mail critically and improve on it by revising, editing and proofreading. This means that you should write an improved version of the e-mail by adding relevant information or eliminating out information from the draft e-mail provided. Your revision should take into account the audience and purpose of the email.

In your revised version, you should present your ideas and information using the appropriate format, well-structured paragraphs, write in an appropriate style and register; and grammatically correct English.

DRAFT E-MAIL

TO: Kots@mymail.co.za
SUBJECT: AN AMAZING PRICE!!!!!!!!

My dearest Mrs Kots! What a beautiful day is it! The birds are chipping and the sunshine is shinning. Oh, my goodness me, I don't even know where to begin. You are our value castamer and no one is like you. Perhaps, I should of began by introducing myself and the excitement is over me and I do'nt know if im coming or going, but I thing you can suspect what these news are about.

Mrs Kots, yes, yes, you've being selected to win our grant price! You did it. You work hard. Your sweat has payed of. You are the winner of this great and beautiful and lovely and superior prise. What a day! You know in nowdays, people they do'nt win any more. All they do is loose. To say to someone that you are winning is a win to me as well. Now, listen carefully because the next thing is very impotent. If whether you don't hear this message, please call me. This winning means that you can be able to choose who you will going with. Make sure that you choose with your eyes widely open.

Do'nt let people full you, choose wise when you choose the one you will take with you. First and foremostly, people will are not loving you the same, and others are parasites,

Becareful very much. Make sure that you come to our shops and collect you price. You have to come very soon because we ca'nt wait to see you. Please bring the relevant documents so that we can see that its you. You don't know the tricks and the croocs. We are so so so excited for you, YES YOU!!!!!! Just remember that no other boutique is like our boutique, now you and loved one will get this. What a luck! Please let us know when you are coming in. Your price will be waiting for you, imagine those 10 days at a holiday destination of your choice, any where you want to go. All the transports and transfers, but we will not pay for your luggages, but all the transports are paid, all the accommodations are paid, all the foods are paid. Just bring yourselfs and your loved one.

Many thanks for been a great castamer. Yours faithful.

S. Sans
Manager

SUB-TOTAL: 50 MARKS

QUESTION 2: MINUTES OF A MEETING

The purpose of this question is to assess your ability to record minutes accurately and objectively, using formal language. This requires you to do the necessary preparatory reading so that you can answer the question adequately.

Work through Unit 2 in the Study Guide and Learning Unit 2 in the workbook before attempting to answer this question.

BACKGROUND

As secretary at **LuckyLulu**, a women empowerment organisation, it is your duty to take minutes. Your organisation is renowned for their women empowerment activities, which are targeted at building a positive self-image for women. Recently, a local magazine, **LocaMag**, body shamed a fuller-figured women and said she had to try harder to lose weight. Although the traditional leaders' council has spoken against the article, your organisation also wants to publicly weigh in on the matter. The **LuckyLulu** committee is now discussing a response to the magazine article in a way that will empower other women. This discussion takes place under Item 5.2 of the agenda: An effective response to **LocaMag**'s insensitive article on weight.

INSTRUCTIONS

Below is a transcript (exact words written down) of what was said under the item agenda of this meeting presented in the form of a dialogue. Write minutes of this discussion that covers only one item; 5.2. **An effective response to *LocaMag*'s insensitive article on weight**. This means that the complete format for minutes is not required. Remember that in taking minutes, we carefully select and summarise information, and make changes to style and grammar. Note that it is not necessary to record what each person said in turn. Begin your minutes with the following heading:

Agenda item 5.2: An effective response to LocaMag's insensitive article on weight

TRANSCRIPT

Mama Mary (Chair): Settle down, everyone, we really need to move on. The next item is matter of **LocaMag**'s despicable article on weight. What a pitiful

excuse for journalism! I still can't believe that the Editor allowed such trash to be published. Talk about lowered standards.

Mrs Masi: I agree, Chair, that article was atrocious! They literally bashed the poor woman! And, to make matters worse, they published the same vitriol on their online platform! What were they thinking! It's not even a matter of lowered standards, they don't have standards at all! No class, I tell you!

Ms Queen: Did you hear what the poor woman has resorted to? She no longer goes to social events and she is ashamed of her own body. Are they happy now!

Ms Mahalazi: Every time we take one step forward, a few ill-informed individuals take us back to the dark ages. You know I once heard a story about a man who was sharpening an iron axe. He worked tirelessly day in and day out.

At the end of each day, he would examine his day's hard work and realise that the axe edge was not sharp enough. This went on for days until one day…

Mama Mary: Lazi, we appreciate your very educational anecdotes, but can I request, with all due respect, that you tell the rest of the story during tea. We need to make decisions on our response to LocaMag.

Ms Mahalazi: Well, that's your loss, I'll let you wallow in suspense until tea, then.

Mama Mary: Thank you for understanding. Now, how do we respond to the article in a way that is constructive while sending a strong message to the media about body shaming? Ms Xien?

Ms Xien: Thank you, Chair. Maybe before we think of a response, we should find out what LocaMag was trying to achieve by that ridiculous article. Sometimes people have the best intentions, but it is in the execution of plans that they get it wrong.

Mrs Qhama: My dear, it does not matter what their intentions were, a huge damage has been done. If a bridge is broken, the reasons for the damage can be investigated later, but the urgent action is to fix the damage to prevent more casualties.

Ms Xien: I hear you and I understand, but I still feel there should be room for consultation with the editor of LocaMag.

Ms Ngxowa: I get the two ideas, but maybe we shouldn't be deciding whether to consult LocaMag or fix the situation. Maybe we can do both.

Mama Mary: Please explain, my dear.

Ms Ngxowa: I mean, why don't we do both? Damage control while we engage LocaMag?

Mama Mary: Right, we are offering counseling and support to the affected lady, but we need to do more. Here's a motion, ladies. Any seconder for the motion that we fix the damage that LocaMag has done while we engage them further and find out what it is they were gunning for when they published that horrible article?

Ms Zackson: I second that motion.

Mama Mary: Excellent! That's that. Now, how do we fix this? I was thinking that we launch an aggressive campaign, showcasing plus-size women who are successful and whose weight does not hinder their activities. What do you think?

Mrs Qhama: Brilliant idea! May I propose that we take the campaign literally to their doorsteps? Let's have a beauty contest on the street. Each model will be plus-size, she will wear a sash indicating her profession or expertise. What do you think?

Ms Ngxowa: Perfect!

Mama Mary: Almost perfect! Planning that event will take days, even weeks if we want it to pack a punch. We need something immediate, while we plan for the big one. Anything?

Ms Cadi: What if we write an open letter to LocaMag? We can send copies to other local newspapers and magazines. We can also post it online. Let's make noise about it.

All: Agreed!

SUB TOTAL: 50 MARKS

TOTAL: 100 MARKS

SEMESTER 2

ASSIGNMENT 02

DUE DATE: 18 SEPTEMBER 2020

UNIQUE NO:845519

Submit this assignment only if you are registered for Semester 1 in 2020.

If you submit via myUnisa, preferably submit a pdf file.

Check that you have uploaded the file containing your specific assignment.

Please ensure that you also include your plagiarism form, which is on the last page.

INVESTIGATIVE REPORT

The purpose of this question is to establish whether you know how to write an investigative report. This requires you to do the necessary preparatory reading so that you can answer the question adequately.

Work through Unit 3 in the Study Guide and Learning Unit 3 in the workbook before attempting to answer this question.

BACKGROUND

You work for the local government, under the Unit for Educational Advancement. Your unit was recently audited and, even though you were given an excellent report, there were concerns over a surplus of 20million rand, which was carried over from the previous financial year. You have been informed that this amount will be returned to the provincial coffers should it not be spent in the stipulated six months. There have been suggestions from staff on how this money can be used. The Director for Educational Advancement Programmes, Dr Yandoo, has commissioned you to investigate various ways in which the 20million can be spent within the parameters of educational advancement. The report should be submitted within a month.

INSTRUCTIONS

Compile a formal INVESTIGATION REPORT on this matter. Remember to include the title for the report.

Credit will be given to responses that are relevant and innovative.

Your report should be about 2-3 pages in length.

Use the following headings and sub-headings:

1. Terms of Reference
2. Procedures
3. Findings
4. Conclusions
5. Recommendations
6. Compiler's details and date of submission.

GUIDELINES

1. It is important that you read Study Units 1 and 3 in the study guide and learning units 1 and 3 in the workbook. You may also consult recommended books and related additional resources to establish a sound understanding of how to write an investigative report, using the appropriate content, structure, language and style. Use your resources meaningfully to create your own response. Do not plagiarise.

2. Ensure that the information in the different sections of the report are presented in a logical and coherent sequence. Provide important and specific details that are readily accessible at any given time when the report is read.
3. Note that the report is a factual legal document.
4. The report should not exceed **THREE** pages in length.
5. Edit and proofread the report before submission. You should ensure that the report reflects originality and resourcefulness in providing relevant information that is complete and concise.
6. Include your signed declaration form as part of your submission.

TOTAL MARK: 100 MARKS

8.7 Other assessment methods

There are no other assessment methods for this module.

8.8 The examination

You will write a two-hour examination at the end of the semester. Please refer to the brochure, myStudies@Unisa for general examination guidelines and examination preparation guidelines.

Note that you receive admission to the examination by submitting your first assignment on or before the due date**.**

9. FREQUENTLY ASKED QUESTIONS

The myStudies@Unisa brochure contains an A-Z guide of the most relevant study information.

Question

Can I submit my assignment late?

Answer

No, you must submit your assignments on time. Lecturers do not have the authority to change submission dates on the Unisa system.

Question

I submitted only part of my assignment. Can I submit the rest of it?

Answer

If you submit an incomplete assignment, it will be processed as a complete document, that is, the system will not recognise that it is incomplete. If you submit the same assignment again, it will be treated as a duplicate and returned to you unmarked. Please ensure that your assignment is complete before you submit it. If you work on computer, please make sure that your complete answer is in the one file/document that you submit.

Question

I submitted the wrong file / module code / assignment. I have received 0% for it. Can I resubmit the correct assignment?

Answer

It is your responsibility to ensure that you have submitted the correct assignment. If you submit an incorrect document, it will be processed as though it were the correct assignment, that is, the system will not recognise that it does not contain the correct content. If you submit the same assignment again, it will be treated as a duplicate and returned to you unmarked. If you work on computer, please make sure that you use a meaningful name (e.g. “ENN1504 – Assignment 1”), so that you submit the correct document.

10. SOURCES CONSULTED

No sources were consulted to prepare this tutorial letter.

11. IN CLOSING

The ENN1504 team wishes you every success in your studies!

12. ADDENDUM

Guidelines on assessment criteria

<table>
<tr><th colspan="3">ASSESSMENT CRITERIA</th></tr>
<tr><th colspan="3">Alignment of content and structure</th></tr>
<tr><td>Content: information accuracy and completeness</td><td>Appropriate writing style</td><td rowspan="3">Language accuracy: error-free grammar, spelling, punctuation, typing or handwriting.</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Structure: paragraphing, sub-headings, format, c</td><td>Grammar: vocabulary and sentence construction.</td></tr>
</table>

Writing skill		
Revision	**Editing**	**Proofreading**
Rework the initial planning, Information collection and organisation. Where necessary, add detail or summarise.	Improve style and sentence construction.	Correct minor mistakes in grammar, spelling, punctuation and keyboard use.

Marking code

When assessing your paragraphs and essays, markers use the following codes in addition to written feedback.

Symbol	Error	Explanation
abb	Abbreviation	• Do not use abbreviations or contractions (such as can't, don't, etc.) in formal writing (e.g. a written assignment).
agr (s/v)	Agreement error	• Your verb does not agree with your subject in number. Check whether your subject is singular or plural. i. A plural subject takes a plural verb: The students read the book. ii. A singular subject takes a singular verb: The student reads the book.
amb	Ambiguity	• Your statement could have two meanings. Rephrase.
ap	Apostrophe error	• An apostrophe is a comma that hangs above the line. • An apostrophe is used to indicate possession. I. The boy's hands are dirty (the hands of the boy). II. Mandela's leadership (the leadership of Mandela).

		III. The boys' privileges (the privileges of the boys). • An apostrophe is used to indicate when letters are left out (contraction or omission). i. We'll (we will) ii. Can't (cannot) iii. I've (I have) iv. It's (it is) • **Contractions** such as these are unacceptable in formal writing. • NB: 'its' (without an apostrophe) is the possessive form. The dog chewed its bone.
arg	Argument	• Your argument/explanation is not methodical/coherent/relevant. A clear and logical line of thought needs to emerge.
art	Article error	• You have used **a** instead of **the**, or **the** instead of **a**, or you have omitted to use **a** or **the** where you should have. Alternatively, you have used **a** or **the** with a word that should not have an article.
awk	Awkward phrasing	• Your sentence sounds awkward and clumsy. You need to revise your word choice and word order.
cap	Capital letter	• The word should begin with a capital letter, either because it begins a sentence, or because it is a proper noun.
c/s	Comma splice	• You have joined two ideas (i.e. two separate sentences) without using a connecting word or proper punctuation. Either add a connecting word, or change the comma to a semi-colon, or break the comma-spliced sentence into two separate sentences.
exp	Expression faulty	• Your sentence is difficult to understand because of errors too numerous to list.
frag	Fragmentary sentence	• Your sentence does not have a verb and, therefore, is only a fragment of a sentence.
inc	Incomplete sentence	• You have left out part of the sentence.
irr	Irrelevant	• What you have said has nothing to do with the topic.
L?/ill	Logic faulty/illogical	• Illogical, or your writing does not make sense here.
N.P.	New paragraph	• You have started discussing a new idea, so you

		need a new paragraph.
Para	Paragraph structure	• A paragraph consists of a main idea (usually expressed in a topic sentence) and several supporting sentences that explain the main idea or give examples and/or details concerning the main idea. Single-sentence paragraphs are not acceptable because a single sentence cannot develop or expand the main idea. • Your paragraph is too long and needs to be divided where appropriate.
p	Punctuation	• You have misused a punctuation mark, or omitted one where it was necessary.
sp	Spelling	• You have misspelt a word. Try to get into the habit of using a dictionary consistently.
T	Tense error	• Your verb is in the wrong tense. i. Note: Use the present and related tenses when discussing a literary work, such as 'Bosman's humour has a strong South African flavour.' ii. 'In her short stories, Nadine Gordimer touches on issues ...'
voc/	Vocabulary error/	• You have used the wrong word or you could have used a better one. (Look up the word you have used in the dictionary. You will find that its meaning is either not correct or not appropriate in your sentence.)
wdy	Wordiness	• You have used too many words to say something that could be said far more simply and concisely.
WO	Word order incorrect	• The words in your sentence are in the wrong place. Your marker will have used arrows.

Plagiarism declaration

DECLARATION

Name and Student number……

Assignment Topic…….

I declare that this assignment is my own original work. Where secondary material has been used (either from a printed source or from the internet), this has been carefully acknowledged and referenced in accordance with departmental requirements. I understand what plagiarism is and am aware of the department's policy in this regard. I have not allowed anyone else to borrow or copy my work.

Signature…… Date…….



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