Tutorial Letter 101/3/2020

Academic Language and Literacy in English

ENG1503

Semesters 1 and 2

Department of English Studies

This tutorial letter contains important information about your module.

BARCODE

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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 ENG1503, Academic Language and Literacy in English.

Primary Lecturer
Dr SC Ndlangamandla

Level Coordinators
Dr SC Ndlangamandla
Dr TC Shange

Chair of the Department
Professor MMK Lephalala

Admin Officer
Mr ML Molepo
Tel: 012 429 6702
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2 PURPOSE AND OUTCOMES

2.1 Purpose

The purpose of this module is to develop learners' ability for critical reading and critical writing which are essential academic skills, and to improve their Academic English competence. The module will also help the students to develop their ability to read and write academic genres from various disciplines and academic contexts, such as argumentative and essay writing, research based essays, research articles, lectures, using appropriate conventions (citation, and research skills).

2.2 Outcomes

On completion of the module students should be able to:

- Select and apply critical reading strategies to increase reading efficiency and comprehension within specific academic contexts.
- Apply principles related to writing effectively for different contexts and purposes by implementing writing processes and genre approaches to writing.
- Communicate information reliably, accurately and coherently in the form of written material that represent academic genres for specific contexts using conventions appropriate to the context.
- Produce academic language and discourse that is grammatically correct and socially appropriate in different contexts.

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

NB: Whenever you contact the Department of English Studies, you should have your student number handy. Always use it in correspondence with the university and have it ready when you phone the university. Please also specify your course code (ENG1503). Never enclose enquiries in assignments, as the letter is likely to be delayed or may even go astray. Please remember that we have thousands of students and, therefore, cannot return your phone calls. If you phone and the person you are looking for is not available, you will have to phone again at another time.

The myUnisa system gives you the opportunity to contact your lecturers as well as fellow students.

For all **academic matters,** you may contact the following lecturers:

Dr.Shange, TC	012 429 6954	ezengetc@unisa.ac.za
Dr Ndlangamandla, SC	012 429 6765	cndlanga@unisa.ac.za
Dr.Sevarayan, K	012 429 3821	esevark@unisa.ac.za
Ms.Thoka, BM	012 429 6341	thokabm@unisa.ac.za
Mr Baloyi, MR	012 429 6167	baloymr@unisa.ac.za
Mr Magwele, MP	012 429 8256	magwemp@unisa.ac.za
Mr Nkhobo, TI	012 429 8332	nkhobti@unisa.ac.za

For all **administrative matters**:

Mr Makgape Molepo	012 429 6702	molepml@unisa.ac.za

For all other queries about the module: eng1503@unisa.ac.za

3.2 Department

Department of English Studies
Room 6-04, Theo van Wijk building
Muckleneuk
Unisa main campus

Mail us

Dept of English Studies
PO Box 392
UNISA
0003

3.3 University

For general enquiries, please use the contact details below:

The Registrar: Academic
PO Box 392
Unisa
0003

For assignment-related queries: assign@unisa.ac.za
For examination-related queries: exams@unisa.ac.za

4 RESOURCES

4.1 Prescribed book(s)

The prescribed book for this course is: Academic English: Reading and Writing Across the Disciplines, (2018) Compiled for UNISA from the works by Gaetz, Phadke, Gillet, Hammond and Martala, published by Pearson Education

4.2 Recommended book(s)

We recommend that you purchase a copy of one of the following. The library also has copies for borrowing:

a. Bailey, S. (2011) Academic writing; A handbook for international students 3rd ed. London: Routledge

b. Beekman, L., Dube, C., and Underhill, J. (2011) *Academic Literacy*, Cape Town: Juta

c. Balfour, R., Mitchell, B., Nchindila, B., Seligmann, D. and Shober, D. (2014) *English for Academic Purposes*, Cape Town: OUP Southern Africa:

d. Gaetz, L. (2015) *The Writer's World*, Boston: Pearson

e. Shober, D. (2010) Writing English with style, Pretoria: Van Schaik

4.3 Electronic reserves (e-reserves)

These are the e-reserves:

Lal, S. and Rathore, M. K. (2018) 'The effects of television advertisements on adolescents: An exploratory study,' *Indian Journal of Health and Well-being*, 9 (8-9) pp. 887 – 889

Aikem, A. et. Al. (2018) 'Youth perceptions of alcohol advertising: are current advertising regulations working?' *Youth and Children*, 42 (3), pp. 234 – 239

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 information

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

- for brief information go to: https://www.unisa.ac.za/library/libatglance
- for more 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 find library material/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

Important contact information:

- https://libguides.unisa.ac.za/ask - Ask a Librarian
- Lib-help@unisa.ac.za - technical problems accessing library online services
- Library-enquiries@unisa.ac.za - general library related queries
- Library-fines@unisa.ac.za - for queries related to library fines and payments

5 STUDENT SUPPORT SERVICES

There are no discussion classes for this module. You may participate in the online discussion forums and online tutor groups, and use the other resources that are available online, both from Unisa and any other university.

Tutorials are offered at most of the Unisa learning centres around the country. A tutor will be assigned to a group of students in order to facilitate and augment the learning process. Contact your local learning centre for further details. You will find their addresses in the *myStudies @ Unisa* booklet.

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

This is a literacy-as-social-practice module in the sense that you need to read and write extensively in order to improve your general English Language and Literacy proficiency. This will enable you to master the Academic Literacy skills which are taught in the module and apply them in academic studies across the University. Refer to the addendum in this Tutorial Letter for the outcomes, assessment criteria and marking procedure for the module.

Tutorial Letter 501 will guide you through blended teaching and learning so that you can study independently. It is based on the principle of integrating reading and writing, teaching genres, and engaging in constant activities that build the skills that you need to succeed in any discipline.

7 PRACTICAL WORK

There are no practical sessions for this module.

8 ASSESSMENT

8.1 Assessment criteria

It is important that you do well in the assignments, since the combined marks for the assignments give you a semester mark that in turn counts towards your final mark for this module.

Assignment 01 counts 50%, and Assignment 02 counts 50%. All the assignments are compulsory. Your final mark will be calculated as follows:

- Semester mark (30%)
- Examination mark (70%)

A student needs to achieve a minimum mark of 40% in the summative assessment, for his or her year mark to be taken into account for the purpose of calculating the final examination mark.

8.2 Assessment plan

Assignments are regarded as part of the learning materials for this module. As you do the assignments, you should study the reading texts, consult other resources, discuss the work with fellow students and tutors and do additional research to ensure that you are actively engaged in the learning process. Looking at the assessment criteria given for each assignment will help you to understand more clearly what is required of you. In some cases, additional assessment opportunities might be available on the myUnisa site for your module. For students attending face to face tutorial sessions and those who are linked to online tutors, your tutors may also set additional tasks and give feedback in class.

8.3 Assignment numbers

8.3.1 General assignment numbers

There are two compulsory assignments for each semester.

8.3.2 Unique assignment numbers

Note that these unique numbers tell us which assignment has been submitted, but we still need your student number to indicate who submitted it.

Semester 1 unique numbers	Semester 2 unique numbers
Assignment 01 – 626257	Assignment 01 – 744900
Assignment 02 – 871722	Assignment 02 – 716252

8.4 Assignment due dates

Semester 1	Semester 2
Assignment 01 – 21 February 2020	Assignment 01 – 21 August 2020
Assignment 02 – 20 March 2020	Assignment 02 – 18 September 2020

8.5 Submission of assignments

You may submit written assignments either by post or electronically via myUnisa. Assignments may **not** be submitted by fax or e-mail. Lecturers do not receive assignments directly from students. For detailed information and requirements as far as assignments are concerned, see the *myStudies @ Unisa* brochure, which you received with your study materials.

Address all written assignments to the Assignments Section, and use the assignment covers provided by the university. At the top/beginning of your assignments, write all the information required on the university assignment cover. Make sure that your assignments are numbered according to the unique numbers given above. **Make sure that you submit ALL the sections of an assignment together in one cover. No marks will be awarded for incomplete assignments.** If you submit via myUnisa, please submit as a pdf file.

8.6 THE ASSIGNMENTS

8.6.1 FIRST SEMESTER ASSIGNMENTS

Assignment: **01**
Unique number: **626257**
Due date: **21 February 2020**
Compulsory: **Yes**

Function: The purpose of this assignment is to teach you how to critically read an article, and to engage with and reflect on it in an academic manner by answering the assigned questions in short paragraphs. When marking the assignment, we will penalise poor language expression. Examples of poor language expression include serious errors in sentence structure, incomprehensible and barely literate vocabulary, spelling, punctuation, and so on. **NB: The reading passage on which the assignments are based are in the prescribed book, see page 280 to 282.**

Answer the following questions in short paragraphs of not more than 100 words each, unless otherwise stated. Do not quote directly from the text unless you are instructed to do so.

Slum Tourism

Eric Weiner

Eric Weiner is the author of The Geography of Bliss: One Grump's Search for the Happiest Places in the World. In this essay, Weiner analyses slum tourism.

1 Michael Cronin's job as a college admissions officer took him to India two or three times a year, so he had already seen the usual sites – temples, monuments and markets – when one day he happened across a flier advertising slum tours. "It just resonated with me immediately", said Mr. Cronin, who was staying at the Taj Hotel in Mumbai where, he noted, a bottle of champagne cost the equivalent of two years' salary for many Indians. "But I didn't know what to expect", he said.

2 Soon, Mr Cronin, forty-one years old, found himself skirting open sewers and ducking to avoid exposed electrical wires as he toured the sprawling Dharavi slum, home to more than a million. He joined a cricket game and saw small – scale industry, from embroidery to tannery, which quietly thrives in the slum. "Nothing is considered garbage there," he said. "Everything is used again." Mr Cronin was briefly shaken when a man, "obviously drunk," rifled through his pockets, but the two-and-a-half-hour tour changed his image of India. "Everybody in the slum wants to work, and everybody wants to make themselves better," he said.

3 Slum tourism, or "poorism", as some call it, is catching on. From the shantytowns of Rio de Janeiro to the townships of Johannesburg to the garbage dumps of Mexico, tourists are forsaking, at least for a while, beaches and museums for crowded dirty – and in many ways surprising slums. When a British man named Chris Way founded Reality Tours and Travel in Mumbai two years ago, he could barely **muster** enough customers for one tour a day. Now, he's running two or three a day and recently expanded to rural areas.

4 Slum tourism isn't for everyone. Critics charge that ogling the poorest of the poor isn't tourism at all. It's voyeurism. The tours are exploitative, these critics say, and have no place on an ethical traveller's itinerary. "Would you want people stopping outside your front door everyday, or maybe twice a day, snapping a few pictures of you and making some observations about your lifestyle?" asked David Fennel, a professor of tourism and environment at Brook University in Ontario.

Slum tourism, he says, is just another example of tourism finding a new niche to exploit. The real purpose, he believes, is to make Westerners feel better about their situation in life. “It affirms in my mind how lucky I am – or how unlucky they are,” he states.

5 Not so fast, proponents of slum tourism say. Ignoring poverty won’t make it go away. “Tourism is one of the ways that you or I are ever going to understand what poverty means,” says Harold Goodwin, director of the International Center for Responsible Tourism in Leeds, England. “To just kind of turn a blind eye and pretend that poverty doesn’t exist seems to me a very denial of our humanity”. The crucial question, Mr Goodwin and other experts say, is not whether slum tours should exist but how they are conducted. Do they limit excursions to small groups, interacting respectfully with residents? Or do they travel in buses, snapping photos from the windows as if on safari?

6 Many tour organisers are sensitive to charges of exploitation. Some encourage – and in at least one case require – participants to play an active role in helping residents. A church group in Mazatlán, Mexico, runs tours of the local garbage dump where scavengers earn a living picking through trash, some of it from the nearby resorts. The group doesn’t charge anything but asks participants to help make sandwiches and fill bottles with filtered water. The tours have proven so popular that during high season the church group has to turn people away. “We see ourselves as a bridge to connect the tourists to the real world,” said Fred Collom, the minister who runs the tours.

7 By most accounts, slum tourism began in Brazil sixteen years ago, when a young man named Marcelo Armstrong took a few tourists into Rocinha, Rio de Janeiro’s largest favela, or shantytown. His company, Favela Tour, grew and spawned half a dozen imitators. Today, on any given day in Rio, dozens of tourists hop in mini vans, then motorcycles, and venture into places even Brazil’s police dare not tread. Organisers insist the tours are safe, though they routinely check security conditions. Luiz Fantozzi, founder of the Rio-based Be a Local Tours, says that about once a year he cancels a tour for security reasons.

8 The tours may be safe, but they can be tense. Rajika Bhasin, a lawyer from New York, recalls how, at one point during a favela tour, the guide told everyone to stop taking pictures. A young man approached the group, smiling and holding a cocked gun. Ms. Bhasin said she didn’t exactly feel threatened, “just very aware of my surroundings, and aware of the fact that I was on this guy’s turf.” Still, she said, the experience, which included visiting galleries featuring the work of local artists, was positive. “Honestly, I would say it was a life-changing experience,” Ms. Bhasin said. Saying she understood the objections, she parried, “It has everything to do with who you are and why you’re going.”

9 Chuck Geyer, of Reston, Virginia, arrived for a tour in Mumbai armed with hand sanitiser and the expectation of human misery incarnate. He left with a changed mind. Instead of being solicited by beggars, Mr. Geyer found himself the recipient of gifts: fruit and dye to smear on his hands and face as people celebrated the Hindu festival of Holi. “I was shocked at how friendly and gracious these people were,” Mr. Geyer said.

10 Proponents of slum tourism say that’s the point: to change the reputation of the slums one tourism at a time. Tour organisers say they provide employment for local guides and a chance to sell souvenirs. Chris Wayhas vowed to put 80 percent of his profits back into the Dharavi slum. The catch, though, is that Mr. Way’s company has yet to earn a profit on the tours, for which he charges 300 rupees (around $7.50). After receiving flak from the Indian press, (“a fair criticism”, Mr. Way concedes), he used his own money to open a community center in the slum. It offers English classes, and Mr. Way himself mentors the chess club. Many of those running favela tours in Brazil also channel a portion of their profits into the slums. Luiz Fantozzi contributes to a school and day-care center.

11 But slum tourism isn't just about charity, its proponents say; it also fosters an entrepreneurial spirit. "At first, the tourists were besieged by beggars, but not anymore," said Kelvin Outterson, a law professor from Boston who has taken several Favela tours. Mr. Fantozzi has taught people, Mr. outterson said, "that you're not going to get anything from people by begging, but if you make something, people are going to buy it."

12 Even critics of slum tourism concede it allows a few dollars to trickle into the shantytowns but say that's no substitute for development programs. Mr. Fennell, the professor of tourism in Ontario, wonders whether the relatively miniscule tourist revenue can make a difference. "If you're so concerned about helping these people, then write a check," he said.

Adapted from Gaetz et al. (2018). Academic English: Reading and writing across the disciplines. Harlow, England: Pearson

Short Paragraph Questions: Each question is worth 10 marks.

1) Explain the disadvantages of slum tourism.
2) Compare and contrast slum tourism with any other form of tourism, such as visiting a popular city or a heritage site.
3) The author uses, "the narrative genre" (see Tutorial Letter 501 and the prescribed book) to relate stories that are based in Mumbai, Mexico and Brazil. Create your own narrative genre/story of slum tourism based on any country or city.
4) Based on the passage, how should tourists behave when they tour slums?
5) Is slum tourism a legitimate form of tourism or another neoliberal exploitative endeavour? Argue your point of view by using examples from your own city, state, or country.

Total = [50 Marks]

Assignment: **02**
Unique number: **871722**
Due date: **20 March 2020**
Compulsory: **Yes**

Instructions: **Research-based essay**

This assignment should be about 500 words long. Find at least five academically valid sources and include a reference list. At least one source must be from a printed book or journal. Website sources are allowed as a main source only if they are authored articles from journals or books from nationally/internationally recognised institutions (This means you may not use websites such as Wikipedia). Articles from newspapers, magazines or civic organisations **may not** be used as a reliable source of scientific information. Website articles written by unidentified individuals or authors **may not** be used.

The writing process

You are encouraged to study units 2, 3, 4 and 5 in your Tutorial Letter 501. There is an overview of the writing process in Unit 2.

Your essay should demonstrate the conventions you have learned from the module about essay structure and layout. This includes forming a thesis statement, clarity of message, taking a clear position and stance, using the appropriate words for the type of essay; cohesion and logical organisation of information, proper paragraphing, correct sentence structure and referencing.

Choose one of the following topics:

Question 1

When students come to university after high school, they have their own expectations regarding university experience. They also look beyond the university years and envisage the satisfaction of achieving their goals in life, as a result of university education. Hence, in Zimbabwe and indeed in a number of developing countries, retention is not a problem since university education is very highly regarded. Most students aspire to have some form of university education and become frustrated if they fail to get it.

Adapted from: Moyo, HJ (1995) "First year Students' Expectations Versus the Reality of Learning at University' in *University of Witwatersrand Foundation in English Language Module 1: Introduction to Academic Literacy AELS 123/124*

In addition to the above extract, read Chapter 12 of your prescribed textbook on Comparison and Contrast.

Instruction: Write a research-based essay where you **compare** and **contrast** your university experience against your experience at high school. Discuss three categories of your choice from the list below.

- Socio-cultural factors
- Financial factors
- Educational factors
- Psychological factors

OR

Question 2

How Cults become religions

By: John D. Carl

Sociologist Emile Durkheim believed that religion binds the community together through ritual and tradition. Although most societies have some sort of dominant religion, there are many different religions, each of which comes with its own set of beliefs and customs. But how does a set of beliefs become an accepted religion? Religions go through a series of stages as they become an integrated part of society.

Sociologically, all religions begin as cults. Cults are new religious movements led by charismatic leaders with few followers. The teachings and practices of cults are often at odds with the dominant culture and religion, so society is likely to reject the cult. *(Extract from page 287 to 288)*

Instruction: Based on the above extract, one can deduce that religion remains a contentious issue in many parts of the world. Do you think that governments should ban religion in their countries? Write an essay where you discuss *four* reasons **for o**r **against** banning of religion in your own country. You are encouraged to consult other sources on this topic to strengthen your argument.

TOTAL: [100 Marks]

8.6.2 SECOND SEMESTER ASSIGNMENTS

Assignment: **01**
Unique number: **744900**
Due date: **21 August 2020**
Compulsory: **Yes**

Function: The purpose of this assignment is to teach you how to critically read an article, and to engage with and reflect on it in an academic manner by answering the assigned questions in short paragraphs. When marking the assignment, we will penalise poor language expression. Examples of poor language expression include serious errors in sentence structure, incomprehensible and barely literate vocabulary, spelling, punctuation, and so on. **NB: The reading passage on which the assignments are based are in the prescribed book, see page 287 – 288.**

Answer the following questions in short paragraphs of not more than 100 words each, unless otherwise stated. Do not quote directly from the text unless you are instructed to do so.

How Cults Become Religions

by John D. Carl

John D. Carl is a college professor and textbook author. In the following adapted essay, he discusses how religious institutions evolve.

1. Sociologist Emile Durkheim believed that religion binds the community together through ritual and tradition. Although most societies have some sort of dominant religion, there are many different religions, each of which comes with its own set of beliefs and customs. But how does a set of beliefs become an accepted religion? Religions go through a series of stages as they become an integrated part of society.

2. Sociologically, all religions begin as cults. Cults are new religious movements led by charismatic leaders with few followers. The teachings and practices of cults are often at odds with the dominant culture and religion, so society is likely to reject the cult. For example, since the Chinese revolution, the Chinese government has cracked down on any faith-based group that it considers to be nonconformist, according to Jonathan Kaiman, journalist for the Guardian. The Chinese authorities consider a cult such as Falun Gong to be subversive and have tried to obliterate it. In 1999, the Chinese authorities initiated a crackdown on Falum Gong members. According to human rights groups, thousands of practitioners have been imprisoned.

3. A cult demands intense commitment and involvement of its members, and it relies on finding new adherents by using outside recruitment. Most cults fail because they cannot attract enough followers to sustain themselves. However, once a cult has enough members to support itself, it becomes a sect. Sects still go against society's norms, but members have greater social standing and are usually better integrated into society than cult members are. As a result, sect members are less likely to be persecuted by the dominant society. For instance, in the United States, the Church of Scientology and the Unification Church are more or less integrated into society. As time passes and the sect grows, the members tend to become respectable members of society. For example, the Church of Scientology boasts Tom Cruise and John Travolta as followers.

4. Eventually, sects can evolve into a church. The term church does not specifically refer to a building or a denomination of a religion; instead, it is a large, highly organized group of believers. Churches are bureaucratized institutions and may include national and international offices, and leaders must undergo special training to perform established rituals. A good example is the Catholic Church, where priests go to special colleges to get ordained. The Catholic Church maintains a strict hierarchy in the offices of the Church. According to the Pew Research Center, about 25 percent of the population of the United States is Catholic. There are just under two hundred dioceses overseen by bishops, and each diocese has individual parishes, which are run by priests.

5. If a church becomes highly integrated into the dominant culture, it may join with the state. A state religion, or theocracy, is formed when government and religion work together to shape society. Citizenship automatically makes one a member, so most citizens belong to the dominant religion. For example, Iran has a theocratic government and goes so far as to place religious leaders at the pinnacle of executive government decision-making. The Grand Ayatollah holds the highest political office and is the moral authority in Iran. Vatican City is another example of a theocracy because the community is ruled by an established religious organization, and the Pope is the head of state.

6. As societies modernize, religions begin going through secularization, which is the overall decline in the importance and power of religion in people's lives. Institutional religion weakens as societies become more scientifically advanced. Sociologists generally argue that as a civilization becomes more complex, people become less tied to the "old ways" and are more inclined to pursue other avenues. This phenomenon seems to indicate that secularization is inevitable. According to the Web site PollingReport.com, there has been a decline in the number of people in the United States who say that religion is very important in their lives, while the number of people who say it is fairly important has risen. The number of people who say that religion is not very important in their lives has doubled since 1965.

7. Durkheim argues that religious beliefs are intrinsically connected. Cults begin by endorsing practices outside of the dominant religion, but eventually some cults integrate into society. Religions in general function to provide cultural norms and values that bind followers together. Because human beings desire knowledge about the meaning of life and the purpose of death, they have developed complex belief systems, which have developed into various great religions.

Short Paragraph Questions: Each question is worth 10 marks.

1) Read chapter 16 of the prescribed book (from page 224) and summarize the developmental stages of religion in your own words.
2) Compare and contrast a theocratic government with a democratic government.
3) Imagine that you are 'Emile Durkheim' the sociologist. Write a short argument stating her position on religion. (Do not paraphrase or copy directly from the text, use your own research-based ideas, and cite sources accordingly). Begin this way: 'Religion binds the community together through ritual and tradition.'
4) Now write a counterargument or an opposing argument. (Do not paraphrase or copy directly from the text, use your own research-based ideas, and cite sources accordingly). Begin this way: 'Religion divides the community apart through ritual and tradition'
5) As societies modernize, they also become more secular. In one paragraph, describe the causes and effects of secularization based on any society of your choice.

Total: [50 Marks]

Assignment 02

Unique number: 716252
Due date: 18 September 2020
Compulsory: Yes

Instructions: Research-based essay

This assignment should be about 500 words. Find at least five academically valid sources and include a reference list. At least one source must be from a printed book or journal. Website sources are allowed as a main source only if they are authored articles from journals or books from nationally/internationally recognised institutions (This means you may not use websites such as Wikipedia). Articles from newspapers, magazines or civic organisations **may not** be used as a reliable source of scientific information. Website articles written by unidentified individuals or authors **may not** be used.

The writing process

You are encouraged to study units 2, 3, 4, and 5 in your Tutorial Letter 501. There is an overview of the writing process on Unit 2 of Tutorial Letter 501.

Your essay should demonstrate the conventions you have learned from the module about essay structure and layout. This includes forming a thesis statement, clarity of message, taking a clear position and stance, using the appropriate words for the type of essay; cohesion and logical organisation of information, proper paragraphing, correct sentence structure and referencing.

Choose one of the following topics:

Question 1

Medicating ourselves

Robyn Sarah

It is hard to pick up a magazine these days without finding an article attacking or defending some pharmaceutical remedy for syndromes of mood or behavior. These drugs are in vogue because they have shown themselves spectacularly effective for a range of conditions, though their exact workings are not well understood, and their long-term effects are not known. Yet for all the noise we continue to hear about, say, Ritalin, for children with attention deficit disorders and related learning or behavior problems-or Prozac and the new family of anti-depressants prescribed to the stressed and distressed of all ages. The real debate on pharmaceuticals has yet to begin. *(Extract from page 300 to 303)*

Based on the above extract, and some of the research that you have also conducted, write an essay in which you discuss **three** negative effects of using drugs for mood or behavior syndromes. Note that this is a cause and effect essay. You are advised to read chapter 13 on cause and effect essays.

OR

Question 2

Recently there has been an increase in violence in South African schools. However, literature indicates that this is not only unique to South African schools, but it is a universal problem. Smith and Sandhu (2004) contend that over the past decade, society has witnessed an outbreak of school violence, both in the United States and in other countries. They further assert that this has altered the perception of safety previously thought to exist on school campuses. With this background in mind, write an essay in which you argue **for or against** a visible presence of the police in schools as one measure of curbing the scourge of violence.

Smith, D.C. & Sandhu, D.S (2004). Towards a positive perspective on violence prevention in schools: Building connections. *Journal of Counselling and Development*, Vol.82 pp 287-293

TOTAL: [100 Marks]

8.6.3 Guidelines for writing essays

- Refer to Tutorial Letter 501. The tutorial letter deals with the functions of paragraphs and cohesion within paragraphs, and also the structure of an essay.

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.

You will receive a tutorial letter with exam guidelines during the semester. In order to be admitted into the examination, you are required to submit the two compulsory assignments on the dates that they are due. You will not be allowed to write the examination if you have not submitted all of these assignments.

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: <u>It is your responsibility to ensure that you have submitted the correct assignment.</u> 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. “ENG1503 – 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 ENG1503 team wishes you every success in your studies!

12 ADDENDUM

ADDENDUM A: MODULE INFORMATION

1	**Module title**	Academic Language and Literacy in English											
2	**Module code**	ENG 1503											
3	**Implementation date**	New module	2020										
		Revised module	2020										
4	**Levels**	Study level	1		2		3		4		5		6	
		NQF level	5	X	6		7		8		9		10	
5	**Credits**						12		24		156		336	
	Credits (Other)													
	Total Credits													

6	**Semester / year module**	Semester	X
		Year	
7	**Module type**	Taught	X
		Research	
		Practical	
		Experiential Learning e.g. (WIL)	

8	**CESM Category**	**Number**	**Name of category**
	First order	11	Languages, Linguistics and Literature
	Second order	1102	English Language and Literature
	Third order	110202	English Composition
9	**Requisites**	Modules *(list module codes or "none" if no requisites)*	
	Pre-requisites	None	
	Co-requisites	None	
	Recommendations	It is recommended that students who wish to enrol for ENG1503 but who obtained less than a 50% pass mark for English (English as a home language/English as an Additional Language or any other equivalent) should register for ENG1511 first.	
10	**Purpose statement** *(maximum 1000 characters including spaces)*		
	The purpose of this module is to develop learners' ability for critical reading and critical writing which are essential academic skills, improve their Academic English competence (academic discourse and literacy) and develop their ability to read and write academic genres (for disciplines and various contexts), such as argumentative and essay writing, research based essays, research articles, lectures, using appropriate conventions, such as citation, and research skills.		
11	**Syllabus (maximum 1000 characters including spaces)**		
	Academic Reading Critical reading and reading strategies Effective academic reading of various text types Employment of various skills of reading such as, summary, synthesis, comprehension and critical thinking Note taking *Writing academic genres* Essay writing Argumentative writing Thesis driven academic texts Writing for a purpose and audience The writing processes Comparison and contrast Cause and effect *Research writing* Writing in the disciplines, such as, reports, journals, abstracts, referencing and citation practices *Language and Discourse* Sentence structure Ideas in sentences Punctuation Paragraphs Style Variety and standard		

	Academic vocabulary					
12	**Language of tuition**	English only	X			
		Afrikaans and English				
		Other language(s)				
		Specify other language(s)				
13	**Programme(s) where module is included ('N')**	The module is offered to many qualifications in the entire university.				
14	**Subject linking ('N') (Under which subject in myModules?)**	English Studies				
	Mode of delivery (Tuition)	Blended	X			
		Online				
15	**Mode of delivery (Study Material)**	Print				
		Blended	X			
		Online				
16	**Assessment Criteria**					
	Formative	Blended	X			
		Online				
	Summative	Venue based	Yes		No	
		Supplementary	Yes		No	
		Supplementary subminimum	40%		50%	
			Continuous assessment			X
		Specify “Other”				
	Final mark composition (Total should be 100%)	Formative assessment (%)	30%			
		Summative assessment (%)	70%			

17	**Specific outcomes and assessment criteria**	
	Specific outcome	**Assessment criteria**
1	Select and apply critical reading strategies to increase reading efficiency and comprehension within specific academic contexts.	• Reading strategies suited to the specific type of academic text and suited to the specific reading purpose are successfully chosen. • A variety of texts are critically read, main ideas identified, predictions and inferences made, and conclusions drawn. • Academic texts are read with comprehension and critical thinking. • Academic texts are successfully summarized, paraphrased, synthesized, and analysed.
2	Apply principles related to writing effectively for different contexts and purposes by implementing writing processes and genre approaches to writing.	• A rough draft plan is submitted and a final revised edited product produced. • Texts are produced in the appropriate structure/genre and rhetorical awareness to achieve the intended purpose. • Final texts show the suitable organisation through the introduction, body and conclusion.
3	Communicate information reliably, accurately and coherently in the form of written material that represent academic/research genres for specific contexts using conventions appropriate to the context.	• Academic texts like essays, expositions and arguments are written, using appropriate academic conventions. • The ability to conduct introductory research, based on a given/identified problem is displayed in the form of a written report. • Appropriate citation practices and writing conventions are used.
4	Produce academic discourse that is grammatically correct and socially appropriate in different contexts.	• Students understand how the language of the text is structured and have a grasp of both every day and academic vocabulary. • Students communicate clearly in their writing because they are using appropriate grammar, suitable vocabulary and academic discourse. • Final texts are produced in the appropriate variety, style, standard, and point of view.

ADDENDUM B: ASSESSMENT CRITERIA FOR ESSAYS (MARKING RUBRIC)

1	**0-9**	• Very little or no evidence of understanding and knowledge of the topic. • Very little understanding of the genre conventions • Fragmented/disjointed/ muddled ideas • No evidence of research on the topic • Writer stance and voice muddled	• Poor command of vocabulary, sentence structure and punctuation • Very limited use of the appropriate grammar and syntactic structures • Inappropriate use of expressions	• Cluttered presentation Illegible handwriting/ many grammatical and typographical errors • No to inadequate referencing **(Marks 0 – 4)**	**Very Poor**
2	**10–19**	• Unsatisfactory handling of the topic • Some irrelevant and repeated information • Mundane handling of the topic • Flawed by generalizations and inadequate supporting detail • Very little to no evidence of research on the topic • Writer stance and voice vague and indeterminate	Limited vocabulary and sentence variety Inadequate use of appropriate syntactic language features/structures Poor punctuation and sentence construction Obscured/confused meaning	In Inconsistently defined paragraphs Progression of ideas hard to follow References used but inappropriately presented **(Marks 5 – 9)**	**Poor**
3	**20-25**	• Some understanding and knowledge of the topic • Some evidence of research based arguments with clear supporting details. • Reasonable development of idea inadequate appraisal of positions on the topic. • A few lapses in content, claims not fully supported • Sometimes disjointed and loosely presented ideas • Inadequate/incomplete sequencing of ideas	• Occasional flawed sentences, punctuation and spelling errors • Word choice, vocabulary and diction is appropriate for the genre • Sentence structures are correct but not as varied • Sentences are not so well linked and coherent	• Reasonably good presentation • A few poorly structured paragraph breaks • Legible, but with some typing errors. • Incomplete bibliography, but incorrectly listed and no in-text citing.	**Satisfactory - Good**
4	**26-30**	• Sound understanding and knowledge of the topic • Convincing but not captivating presentation of the topic • A concerted effort at originality • Relevant supporting details • Evidence of a research based argument but not well substantiated • Writer stance and voice but with some hesitation	Very good command of grammatical structures A wide range of vocabulary, linking devices and sentence structures Demonstrates a mastery of the register of the genre Sentence are linked, and coherent Meaning clear, occasionally hindered by grammatical errors	• Well-structured essay , neat and legible • Clearly defined paragraphs • Structure is easy to follow and adheres to the structure of the genre. • Complete and correctly formatted references with few slips in citation conventions **(Marks 13 – 15)**	**Good-very good**
5	**31-40**	• An excelent understanding and knowledge of the topic. • Clear evidence of research based arguments and very good to exceptional understanding of supporting research evidence • Well-conducted appraisal of positions on the topic • Insightful and original demonstrating a clear stance and voice • Highly selective supporting details • Captivating introduction and highly convincing	• Punctuation and grammar are correct • Word choice, vocabulary and diction is highly appropriate for the genre • Demonstrates a mastery of the register of the genre • Sentence structure is correct and varied • Sentence are linked, coherent • Meaning clear with very few or no grammar errors	• Logical flow of ideas in the essay and within paragraphs. • Clear introduction and conclusion as well as clearly defined paragraphs. • Structure is easy to follow and adheres to the structure of the genre • Sources cited accurately using an appropriate format both in and end of text referencing **(Marks 16 – 20)**	**Excellent-outstanding**
Level	**Range**	**Content** **40 %**	**Language** **40 %**	**Presentation and writing conventions.** **20 %**	**Overall comment**

ADDENDUM C: MARKING CODES

When assessing your 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.

A plural subject takes a plural verb: The students read the book.
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.

- The boy's hands are dirty (the hands of the boy).
- Mandela's leadership (the leadership of Mandela).
- The boys' privileges (the privileges of the boys).

An apostrophe is used to indicate when letters are left out (contraction or omission).

- We'll (we will)
- Can't (cannot)
- I've (I have)
- 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.

Note: Use the present and related tenses when discussing a literary work, such as "Bosman's humour has a strong South African flavour."

"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

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…….

DECLARATION

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Signature…… Date…….