

Tutorial Letter 101/3/2018

Communication in Business Contexts CBC1501

Semesters 1 and 2

Department of Communication Science

This tutorial letter contains important information
about your module.

BARCODE

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1 INTRODUCTION

Dear Student

The Department of Communication Science is pleased to welcome you to the **CBC1501 module on Communication in Business Contexts**, and hope that you will find it both interesting and rewarding. We will do our utmost to make your study of this module successful and enjoyable. You will be well on your way to success if you start studying early in the semester and resolve to do your assignments thoroughly and timeously.

You will receive a number of tutorial letters during the semester relating to CBC1501. A tutorial letter is our way of communicating with you about your studies and assessment. Please join our discussions on *myUnisa* too to stay updated with the latest announcements, resources and information on this module!

Should you experience a problem with **anything other than the module content**, please contact the relevant department at Unisa as outlined in **Section 3** of this tutorial letter. Please ensure that you always provide your student number, the module code and your contact details when making any enquiry.

We trust that you will enjoy this module and wish you all the best!

1.1 Study material

- Some of the study material/tutorial matter mentioned in this section may not have been available when you registered.
- Tutorial matter that was not available when you registered will be posted to you as soon as possible, but is also available **immediately** on *myUnisa*.

CBC1501 is based on

- ✓ **one prescribed book** (which you need to purchase yourself)
- ✓ **one study guide** (which you will receive with your study pack) and
- ✓ **tutorial letters** (this one and others which you will receive during the course of the semester).

Unisa's Department of Despatch should supply you with the following study material for CBC1501 after registration:

- ✓ Tutorial Letter 101/3/2018
 - ✓ Tutorial Letter 301 (CMNALLE/301/4/2018)
 - ✓ Study guide
 - ✓ The brochure *Study @ Unisa*
- (<http://www.unisa.ac.za/static/myunisa/Content/documents/study-at-Unisa2017-brochure.pdf>)

If you do not receive all the study material in one study pack, please send an e-mail to despatch@unisa.ac.za.

Please note that lecturers cannot help you with missing study material.

If you have access to the internet, you can **immediately view** your tutorial letters and the study guides of the modules for which you are registered on myUnisa (<http://my.unisa.ac.za>).

You can also determine the track-and-trace number(s) of your parcel(s), as well as the date when the parcel(s) was/were submitted to the post office or courier service under the relevant option on myUnisa. Please note that academic staff (lecturers) do **not** have access to the systems dealing with the despatch of study material and can therefore **not** assist you with any enquiries in this regard.

1.1.1 Inventory letter

As indicated above, you will receive an inventory letter with your study pack, listing all the study material items that you should have received. If any of the study material items is not included in your study pack (it may, for example, have been marked as “out of stock”), it will be dispatched to you as soon as it is available. You can follow the instructions printed on the reverse side of the inventory letter to follow up on the matter. Please always **check** the study material items that you have received against the inventory letter to ensure that you have received the correct material. For more information, please consult the brochure *Study @ Unisa*.

If you receive your study material too late in the semester, you will NOT be able to submit the compulsory assignments by their respective due dates.

1.1.2 Tutorial letters

Tutorial letters form an integral part of the prescribed study material for assignment and examination purposes, as they are our means of “talking” to you. Tutorial letters also provide you with feedback on your assignments, and may contain information on problems you might have experienced, as well as guidelines for the examination. Therefore, **read** them, study them and keep them safe – you will only receive one set.

The tutorial letters for this module will all have the code *CBC1501* printed in the top right-hand corner. Each tutorial letter has its own unique number, starting with 101 (this document), and then followed by 102, 103, etcetera. You will be receiving other tutorial letters during the course of the semester, which will also be available on myUnisa.

After the due date of Assignment 02, you will receive a tutorial letter containing feedback on Assignment 01 and Assignment 02, as well as guidelines for your preparation for the examination. Be on the lookout for this tutorial letter and if you do not receive it by the end of April (for semester

1) or by the beginning of October (for semester 2), obtain it electronically from *myUnisa* or immediately contact the Department of Despatch to enquire about the delay.

Tutorial letters (and your other study material – everything *except* for the prescribed book) can be accessed electronically on **myUnisa** under the option ‘**Official Study Material**’. If you experience problems accessing or printing study material via *myUnisa*, please send an e-mail to myUnisaHelp@unisa.ac.za. Make sure that you provide extensive details about the nature of the problem you are experiencing.

Also take note of the important information in **Tutorial Letter 301 (CMNALLE/301)**. This is a general tutorial letter sent to all students registered for subjects in the Department of Communication Science.

 **Tutorial Letter 101** (which you are reading now) contains

- the scheme of work and information on your study resources/tutorial matter
- the assessment plan
- your assignments, and
- extensive information on the technical presentation of your assignments and other guidelines that are specific to this particular module,

We urge you to read this tutorial letter carefully and to keep it at hand when working through your study material, when preparing your assignments, when preparing for the examination, and when addressing enquiries to your lecturers.

Please study this information carefully and ensure that you **obtain the prescribed book as soon as possible**.

The information contained in Tutorial Letter 101 is applicable to both semesters of the 2018 academic year. The assignments and assessment criteria for both semesters are included in this tutorial letter. **All the study material** that you have received for this module is **important** and **you will be examined on all of it**.

Familiarise yourself with the respective due dates of the assignments. This is essential since you have to meet certain requirements in order to **gain admission to the examination**, as admission is **not automatic**.

No extensions will be given for the submission of any assignments.

 Read **Tutorial Letter 301 (CMNALLE/301)** in combination with Tutorial Letter 101, as it will give you an idea of generally important information when studying at an open distance learning (ODL) institution and in Unisa’s College of Human Sciences, and specifically the Department of Communication Science.

PLEASE READ TUTORIAL LETTER 101 AND THEN TUTORIAL LETTER 301 (CMNALLE/301) *BEFORE* YOU DO ANYTHING ELSE!

- ✎ **Tutorial Letter 201**, which will contain feedback on your assignments, will also be sent to you closer to the examination.

1.1.3 Study guide

Your study guide for CBC1501 is:

Du Plessis, D, Dowling, F & Snyman, C. 2012. *Communication in business contexts. Study guide for CBC1501*. Pretoria: University of South Africa.

The study guide is exactly what its title suggests – a *guide* that will help you to study the module and pass the examination. We cannot rewrite the prescribed book and represent it as a study guide. That would be unethical. Therefore, the study guide should be used **in conjunction with the prescribed book**, and we urge you to work through the study guide and prescribed book when doing your assignments and preparing for the examination. You will find most of the answers to the activities in your study guide in the study guide and the prescribed book, but some you will have to work out for yourself. If you need help with any of the questions, please contact your lecturers.

Please note:

If you contact any lecturer about any matter already addressed in a tutorial letter, we will **NOT** respond to your enquiry, but instead refer you to the specific tutorial letter. We do this in order to ensure that you **READ** all your study material.

1.1.4 Errata – study guide

The information in this section is here to inform you of the articles, a few webpages and activities that have been replaced in your study guide Communication in Business Contexts (CBC1501), as they are no longer available. Please use the replaced webpage articles for the relevant activities. Please look at the rest of your study guide and do the relevant activities.

• **ERRATA 1**

Replacement of webpage article and changes to activity on page 26 of the study guide for CBC1501

The following webpage article:

www.sciencedaily.com/releases/2009/04/090429162152.htm

is replaced by

http://www.nytimes.com/2015/12/09/world/africa/oscar-pistorius-bail.html?ref=topics&_r=0

New activity: *What are the implications of the above text?*

• **ERRATA 2**

Replacement of webpage article and changes to activity on page 27 of the study guide for CBC1501

The following webpage article:

<http://www.gaapweb.com/news/1586-Top-finance-directors-working-without-accountancy-qualifications-.html>

is replaced by

<http://owll.massey.ac.nz/pdf/studyup-essays-2-handout.pdf>

• **ERRATA 3**

Replacement of webpage articles on pages 52, 53, 54 and 55 of the study guide for CBC1501

The following webpage article:

[ftp://ftp.fsb.co.za/public/Consumer%20Education/FinLit %20Report.pdf](ftp://ftp.fsb.co.za/public/Consumer%20Education/FinLit%20Report.pdf)

is replaced by

<http://www.dailymaverick.co.za/article/2015-06-26-marikana-report-key-findings-and-recommendations/#.Vot01vI95D8>

Activities replaced as follows:

Activity 4: Terms of reference

What was the first section – introduction/terms of reference all about?

As your prescribed book points out, this first section of a report must state the following:

- Background of the report
- Information about who asked whom to write the report
- Purpose of the report

Activity 5: Methodology and procedure

This section of the report tells the reader what methods were used to find information.

What were some methods used in this report?

Activity 6: Findings and conclusions

As your prescribed book tells you, a report's findings set out what the researchers discovered as they carried out their methodology.

In the extracts from this particular report, what are some of the findings?

What are some of the conclusions (remember they must be logically deduced from the findings).

Activity 7: Recommendations

As your prescribed book points out, recommendations make suggestions about a course of action to solve a problem.

What are some recommendations in this particular report? (Remember recommendations are logically deduced from the conclusions).

• **ERRATA 4**

Replacement of webpage articles and changes to activity on pages 58 and 59 of the study guide for CBC1501

Activities replaced as follows:

Paragraph four to change to:

You have collected information from three sources and will now rework the information into your own rough notes (similar to what we have done for you with text 2). Once you have compiled your own rough notes, read through all of the notes and draw up a paragraph plan, with topic sentences, for your memo. Hurry – it's urgent!

Text 1:

Take notes from the following website:

<http://www.tcme.or.tz/mining-in-tanzania/industry-overview/>

The above webpage article replaces:

<http://www.unctad.org/templates/webFlyer.asp?intltemID=3449&lang=I>

New activity: *Focus on the mining industry in Tanzania. What information can you gather on the political and economic situation in the country? Also what are the infrastructure and skills available in the country regarding mining for tanzanite?*

Text 3:

Take notes from the following website:

<http://www.gia.edu/tanzanite-history-lore>

The above webpage article replaces:

<http://tanzaniteauthority.com/downloads/tanzaniteauthoritytanzanitepricehistory.pdf>

New activity: *Focus on the history of the tanzanite gemstone. When and where was it discovered and how did the mining of this precious stone start?*

- **ERRATA 5**

Update of article cited on page 60 of the only study guide for CBC1501.

Text 4:

Read the following article from the pages of TIME Magazine, "*Romancing a New Stone*" by Sarah Larenaudie/Merelani:

TIME

Romancing a New Stone

An ambitious jewellery upstart is dusting off the 20th century's greatest promotional coup in its bid to make tanzanite the next hot rock.

By Sarah Larenaudie/Merelani. Thursday, March 01, 2007.

Most gems are found in several places in the world. Emeralds come from Colombia but also from Zimbabwe; there's amethyst on almost every continent; and diamonds -- although associated with Africa -- are mined in Russia and Australia, among other places.

Not tanzanite. The stone, which is often likened to blue sapphire but is more brilliant with violet overtones, was discovered only 40 years ago, and geologists are convinced that it occurs in only one place in the world: Africa's Rift Valley, 40 km from the base of Tanzania's Mount Kilimanjaro, in a little place called Merelani.

Twenty minutes down a dusty unpaved road, about 48 km east of Arusha, past Masai herdsmen in traditional dress, is the guarded entrance to the mines. Ahead, teams of donkeys are carrying drinking water to the miners. At a glance, you can take in the entire 6 km stretch where the tanzanite is buried in maddening folds deep below the earth's surface. It's hard to get an exact fix on how much is there -- geologists recently updated their models and project a 15-year supply. Of course, it depends on all sorts of variables. Whether the biggest companies produce to capacity; whether hundreds of small local miners, without the sophisticated machinery or the credit lines of the big guys, can continue to tunnel ever deeper to follow the vein. Whether plucky independent owners like Money A. Yousuph--who hasn't pulled out any tanzanite since 2002, when he sold a 1-kilo chunk for \$275,000 at a Las Vegas trade fair--get lucky. "I'm about to," he says confidently.

My first encounter with tanzanite, however, was not in Africa but in Jaipur, India, where many of the world's colored gems are cut and polished. After merrily emptying canisters of emeralds, a local dealer there, Ashok Chordia, abruptly signaled his assistants to close the wooden shutters overlooking his competitors' offices. In the dark, he flipped the lids of two metal boxes filled with nuggets he identified as tanzanite. "Very, very rare," he said mysteriously. "More precious than diamonds."

For months I asked everyone about tanzanite. Industry insiders mentioned a connection with the New York City jeweller Tiffany. Several jewellery manufacturers warned that it was a very fragile stone and difficult to work with. Precious? They're selling it on QVC. A Google search identified the Heart of the Ocean sapphire hurled into the sea in the film *Titanic* as tanzanite (this is often repeated but apparently false). More serious were references to American jewellers temporarily suspending sales of tanzanite amid charges of links to al-Qaeda financing in 2001 (the U.S. State Department subsequently investigated and found no such connection). An American friend raved about a ring her mom bought on a Caribbean cruise. But most people I asked had never heard of tanzanite, and no jewellery stores in Paris, where I live, seem to sell it. In Johannesburg, though, it's said to be all the rage.

"People are attracted by the beautiful blue," explains Donald Greig in a telephone interview. He and two brothers are the fourth-generation owners of Charles Greig Jewellers, with six stores in South Africa. "It's a color that looks good on everyone, which is not the case for emeralds and rubies." Seven years ago, he says, tanzanite was difficult to come by, but today it represents an astounding 20% of sales in his stores, equal to watches and topped only by diamonds, which account for a third of his sales. "It is by far our most important colored gem-stone," Greig says. "We are not pushing tanzanite, but that is where the market is taking us." That market tug has been a decade in the making. The biggest miners, dealers and a marketing organization they finance called the Tanzanite Foundation are gearing up to try out some of the strategies that worked in South Africa on other markets, beginning in London and New York City. The timing is good: in the wake of the film *Blood Diamond*, jewellery consumers are asking more questions about origin, which is easier to trace for tanzanite than for diamonds and other gems. Also, the tanzanite industry has been eager to position itself as modern miners, environmentally responsible and energetic in helping finance schools, roads and water management for surrounding communities.

Jewellery-design team Anthony Nak of Austin, Texas, last year created a 12-piece collection featuring the stone to raise money for Tanzanite Foundation projects because they looked to the future. "The discovery of tanzanite changed the way the nomadic people there live forever. In 15 years when that supply runs out, what's going to happen to them?" says Anthony Camargo, half of the Anthony Nak team.

In the Nasinyai Masai village is the new junior secondary school, where 220 11-to-14-year-olds start their day at 5:30 a.m. with "water fetching," then study English, science, social studies and HIV/AIDS awareness. "We have high rates of infection because it's a mining area. Where people are thinking about money, you always have more unsafe sex," says one of the teachers. Lenganasa L. Soipey--a member of the Nasinyai village council and son of the Masai chief who permitted the first tanzanite mining on Masai lands--draws the school layout in the sand. "We

built an enclosed school because we thought our children might run back to the fields or to business," he explains. "If you get a small piece of tanzanite and sell it, you might not come back."

Although tanzanite was formed some 585 million years ago, it was not "discovered" until 1967. Nomadic Masai tribes had pried balls of the stone from outcroppings on the surface of the earth, but it was only when outsiders noticed that the stone took off. One of them, Manuel D'Souza, an Indian tailor living in Tanzania who was a hobbyist prospector, helped bring it to the attention of Tiffany, and the New York City jeweller signed on for an exclusive. Tiffany is said to have named the stone tanzanite--after judging the technical name, blue zoisite, to sound too much like the word suicide. The company promoted it for several years, but mining rights were poorly managed by the Tanzanian government, supplies were erratic and Tiffany moved on.

In 1997, a South African entrepreneur named Mike Nunn, who was buying tanzanite from local miners, spotted an opportunity. He recalls drinking a beer on the hood of his Land Cruiser--the snow on "Kili" pink in the sun's glow--and studying the mining operations below. He had come from the Block D zone reserved for small-scale miners and was headed to Block B, a second area for locals, studded like D with a jumble of corrugated-iron roofs, holes and ladders marking each small claim. But between them was a large dirt stretch with no activity. He made inquiries, put together a group of private investors in South Africa, and with them eventually took over the mining rights for Block C. The company they created was ultimately baptized TanzaniteOne and listed in 2004 on the Alternative Investment Market of the London Stock Exchange.

The company's initial geology studies suggested that tanzanite could be mined more efficiently to increase supplies, but market conditions were challenging. Tanzanite prices fluctuated wildly, and small exporters regularly undervalued their rough stones and smuggled them across the border to Kenya to dodge export taxes. Safety was lacking--more than 100 miners were killed when tunnels flooded in 1998--and the locals were hostile to the arrival of a well-financed competitor. Finally, although Americans made 70% of all tanzanite purchases, it turned out to be a niche business, heavy on souvenir trinkets offered on Caribbean cruises. Most Americans had never heard of tanzanite.

Nunn and his teams decided a comprehensive mine-to-magazine approach was needed, and they found a blueprint in their own backyard in South Africa at the De Beers diamond company. Several current best-selling books look at how trends are spawned and spread, and debate continues over whether one could completely engineer the next Big Thing. The answer is yes: De Beers did it.

Faced with a glut of diamonds in South Africa that risked destroying prices, De Beers in 1890 organized a cartel to control supply, which was further tightened in 1925. Beginning in 1938, the company commissioned a series of clever promotions in the U.S. to convince consumers that diamonds were rare (they were not), that they symbolized romantic love (a copywriter's concoction) and that they should never be sold, further limiting the number in circulation. The pinnacle of this campaign was the advertising tagline introduced in 1948: "A diamond is forever."

It was used to cement the role of the diamond solitaire as the de rigueur choice for a wedding-engagement gift. In 2005, U.S. sales of diamond engagement rings totalled \$4.84 billion.

TanzaniteOne invested in new technology for the mine and backed marketing and education initiatives. Clear guidelines on qualities, especially color, were established to eliminate price confusion. Nearly all tanzanite is heated to 450°C to develop its blue color, and the finest quality tanzanite is predominantly blue with violet accents. Quality tanzanite costs between \$500 and \$1,200 per carat at retail. Greig, the South African jeweller, says \$1,000 per carat is a good benchmark. Buyers should demand certification from an independent laboratory. Top-grade flawless sells for \$1,500 and up per carat and represents only 0.13% of TanzaniteOne's annual production, executives say. "Tanzanite is an amazing deep purply blue, and personally I find it more appealing than sapphire," says London jewellery designer Stephen Webster, who first worked with it in the early 1980s in Los Angeles. (But he warns that it is more fragile than some stones: 6.5 on the hardness scale, compared with 10 for diamond and 9 for sapphire.) "I'm looking at a piece right now, and it's flashing red. It is very exotic. In top-end jewellery now, the client is way over branded luxury goods. They are looking for limited availability or one of a kind," he says.

Rarity is an effective selling point, but dominating a category is better. The Tanzanite Foundation's new ad campaign, "Be Born to Tanzanite," is an attempt to position tanzanite as the stone one gives for a birth. And the De Beers parallels continue. In 2005, in a controversial move, TanzaniteOne switched to a "sightholder" selling system in which all the better production is reserved for six preselected clients who buy at a price fixed by TanzaniteOne. The move appears to have helped stabilize prices, which is reassuring for retailers and final consumers, but it smacks of the diamond cartel. However, there are important differences, argues Ian Harebottle, who replaced Nunn, still the largest shareholder, as chief executive at TanzaniteOne last May. TanzaniteOne controls only 35% of tanzanite, compared with De Beers' historic 70% market share. In 2005, TanzaniteOne's sales totalled \$41.1 million. "We don't want to be a monopoly, and we don't want to dictate," Harebottle says. "We want to be part of a successful industry where miners but also cutters and retailers make margin."

Harebottle, a former management consultant whose father was a diamond cutter, says he signed on at TanzaniteOne because he "felt he would play a part in history." He boasts about running "the world's most sophisticated colored-gemstone-mining operation" and pioneering new technology like an optical sorter adapted from the recycling industry that is used to scan the shaft debris for overlooked tanzanite. Never mind that some systems underground--such as having workers hand-tie sacks of debris onto a pulley rope at 9-sec. intervals--seem straight out of *The Flintstones*. He's enthusiastic about the potential for mining companies to have a positive impact in Tanzania.

And he and his team are hoping fashion will embrace tanzanite too, but in a lasting way. "When Ben Affleck gave Jennifer Lopez a pink-diamond ring, pink-diamond sales--and even pink-sapphire sales--shot up. It was phenomenal," notes Adrian Banks, managing director of TanzaniteOne Trading. "Then it was over. It was a fashion thing. Tanzanite is not a fashion stone; tanzanite is better than that."

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This article can be found at:

<http://content.time.com/time/magazine/article/0,9171,1594137-2,00.html>

New activity: How would you summarise the above article in 4-5 paragraphs?

1.2 Ethical clearance

ETHICAL CODE OF CONDUCT FOR PRESCRIBED BOOKS

The Department of Communication Science commits itself to adhering to the highest standard of professional ethical norms and values when prescribing textbooks authored and/or co-authored by staff members.

Norms and values

Transparency

To create a spirit of openness and trust – to this end, we will:

- openly communicate to our students whenever textbooks authored by members of the Department are prescribed;
- publish the peer review reports on such textbooks on our Departmental website;
- accept constructive criticism from students and other stakeholders; and
- provide explanations and take appropriate action on significant issues that may affect students' perception of the Department and/or our module offerings in relation to prescribed books.

Peer review

To submit our prescribed textbooks to a peer review process by colleagues other than ourselves who are experts in a specific field of study. To this end, we will:

- ensure that prescribed textbooks authored by members of staff have gone through a rigorous process of peer review to ascertain their suitability for the module and the level for which they have been prescribed.

Honesty

To be forthright in our dealings with students – to this end, we will:

- prescribe books of value that do what we claim in our communications.

Responsibility

To accept the consequences of our decisions – to this end, we will:

- strive to serve the needs of students and our respective fields of research; and
- avoid coercion from the marketplace, that is, reject manipulation and sales tactics that might impact negatively on trust.

2 THE PURPOSE AND OUTCOMES OF THE MODULE

2.1 Purpose

Students doing this module will become aware that communication forms an integral part of the role of the accounting practitioner within a business context. Students will also be sensitised to the variables influencing communication situations in the accounting environment and will know how to respond appropriately.

This module serves as a response to an initiative of the South African Institute of Chartered Accountants (SAICA) who expressed the need for communication training of prospective accounting professionals. Successful completion of this module does **not** qualify students to be communication professionals or imply that they are able to use perfect English, but rather provides a basis for further self-development of these competencies by creating an awareness of the need for it.

2.2 Outcomes

In order to fulfil the mentioned purpose, students must take cognisance of the scope and context of this module, as well as reach the four specific outcomes set for the module.

2.2.1 Scope and context of CBC1501

In this module you will be introduced to the authentic communication world of accountants. The study material will be contextualised with the aid of examples and case studies. You will also be exposed to authentic texts from the accounting environment, and will be guided closely through the study material by means of a structured learning process.

2.2.2 Specific outcomes of CBC1501

Specific outcome 1:

Students are sensitive to the importance of communication in accounting practice.

Specific outcome 2:

Students can analyse a communication situation in a business context in terms of target audience, purpose and content.

Specific outcome 3:

Students can respond appropriately when considering specific characteristics of the target audience, the purpose and the content.

Specific outcome 4:

Students can apply language appropriately in their communication activities.

3 LECTURERS AND CONTACT DETAILS

3.1 Your lecturers

You can contact the following lecturer for this module:

Ms. Ashiya Abdool-Satar (Module Coordinator)

Tel 012 429 4203

E-mail satara@unisa.ac.za

- ✓ Check the *myUnisa* site regularly for updated lecturer details.
- ✓ Contact us via e-mail or telephone between 08:00 and 16:00 on weekdays, if you have any enquiries pertaining to the **content of this module (academic matters)**.
- ✓ Always have your student number, the module code (CBC1501) and your study material with you when making an enquiry.
- ✓ Lecturers **cannot** assist you with problems related to *myUnisa*, the registration of assignments, problems with computer systems, outstanding study material, snail mail (post), SMS messages not received, or any other administrative matters.
- ✓ We as your lecturers can only assist you with the academic aspects of the module, in other words matters that have a bearing on our teaching (for example, academic questions you may have), the assignments that we mark, or problems that you may have regarding marks that were allocated or recorded.
- ✓ You can also communicate with us via ***myUnisa*** by going to the **discussion forum** on the module's course website.
- ✓ Should you leave a **telephonic message** for a lecturer to contact you, please ensure that the number that you leave is clear and that you are available, or that your telephone has a facility to receive voice messages. We cannot return your call if the number is inaudible or if we cannot write it down (that is, if you say it too fast), and we can unfortunately not try to contact you repeatedly.

Note the following:

Telephone calls

If you phone any member of staff in the Department of Communication Science, please allow the telephone to ring long enough (for *at least* one minute) so that you can leave a voice message (if the lecturer is unavailable). The telephones of all staff members are connected to answering machines or calls automatically go through to a cellphone if not answered within a specific time limit. The telephone system of the university automatically keeps record of ALL incoming and outgoing telephone calls. If you, therefore, maintain that you could not get hold of a particular lecturer, you will have to indicate when, which number was dialled and where you left a message. This information will enable us to take up the matter with the relevant lecturer.

SMS messages

We sometimes have to send you an urgent SMS message. If your cellphone number is not available on the university's database, you will not get these messages. There is no other cost-effective means by which we can contact you, and we therefore urge you to **please update this information regularly**. We will not misuse this tool and are, by law, not allowed to make personal information known. All messages sent from your lecturers will be preceded by the relevant module code.

Please ensure that you always provide your student number, the module code and your contact details when making an enquiry.

3.2 Department

If you need to leave a message for your lecturers and the mentioned options (for example, the voicemail service) are not available for technical reasons, please contact the following departmental secretaries:

Mrs Martha Malefo

Tel 012 429 6565

E-mail malefmn@unisa.ac.za

3.3 University

If you need to contact Unisa about matters not related to the content of this module, please consult the brochure *Study @ Unisa*, which you should have received with your study material. In this document you will find the contact details of various administrative departments. If you did not receive this document and have access to the internet, you can find it on *myUnisa* under the 'Resources' option.

You can also submit the following enquiries electronically:

- ✓ **Enquiries about generic matters relating to your studies** can be sent to info@unisa.ac.za.
- ✓ **Examination-related enquiries** should be sent to exams@unisa.ac.za, or the enquiry can be faxed to 012 429 4150.
- ✓ **Enquiries about assignments**, for example about SMS messages sent in connection with assignments, or the marks recorded for assignments, can be sent to assign@unisa.ac.za. You can also send a fax in this regard to 012 429 4150.

The **general contact details** of the university are as follows:

Fax number (RSA only): 012 429 4150
Fax number (international): +27 12 429 4150
E-mail address: info@unisa.ac.za
Online address: <http://my.unisa.ac.za>
Unisa website: <http://www.unisa.ac.za>
Fax: +27 (0)12 429 4150

Physical address: University of South Africa
 Preller Street
 Muckleneuk
 Pretoria
 City of Tshwane

Postal address: University of South Africa
 PO Box 392
 UNISA
 0003

Administrative enquiries should be directed to the relevant university department as indicated below. Remember to always include your **full name, student number/identity number** and a **short description of your enquiry**.

All students (from within South African borders and abroad) can make use of the e-mail addresses provided. However, note that the **SMS** numbers are **only intended for students within South African borders**.

DESCRIPTION OF ENQUIRY	SMS NUMBERS	E-MAIL ADDRESS
General enquiries		info@unisa.ac.za
Applications or registrations	43578	study-info@unisa.ac.za
Assignments	43584	assign@unisa.ac.za
Examinations	43584	exams@unisa.ac.za
Study material enquiries	43579	despatch@unisa.ac.za
Student account enquiries	31954	finan@unisa.ac.za
Graduation enquiries		gaudeamus@unisa.ac.za

myLife e-mail accounts	43582	myLifeHelp@unisa.ac.za
myUnisa	43582	myUnisaHelp@unisa.ac.za

Send an SMS to **32695** for more information on how to contact Unisa via SMS (only for students within the borders of South Africa). You will receive an auto response SMS with the various SMS options.

* The SMS numbers are only for students residing in South Africa. **Students from other countries** should please make use of the e-mail address info@unisa.ac.za.

Please ensure that you contact the correct section or department for each enquiry, as this will result in a speedy resolution of the enquiry.

It is possible that some of the contact details in this tutorial letter could have changed by the time you receive this tutorial letter.

The most recent contact details, links to the myLife email site, Unisa Radio and other information can be found on the main page of the myUnisa site:

myUNISA university of south africa

Student no/User id Password login

Claim UNISA Login | Forgotten Student Number | Forgotten UNISA Password

Registration Learner Support & Regions Assignments & Examinations Student Affairs & SRC News & Events

STUDY@UNISA
A guide to distance learning and Unisa
Undergraduate & honours
VIEW MORE

The senseless killings of women and young girls is a sign of a morally bankrupt society
More stories

myLife email
Unisa Radio

Notices

- > The deadline for Unisa Council funding applications has been further extended to 2 June 2017
- > Update: FAQs regarding the extension of the May / June 2017 examinations
- > Exam preparation tips and strategies
- > Update regarding extension of examination period
- > Fake communicate regarding the examination extension
- > Outcome: National Review of LLB Programmes
- > Check the status of your 2017 NSFAS application

Important links

- 2017 fee adjustment (missing middle) grant
- Payment methods and banking details
- Books
- Student policies and rules
- Graduation
- Jobs and scholarships
- Bursaries and loans
- Accessibility

4 RESOURCES FOR THIS MODULE

4.1 Prescribed books

The **ONLY** prescribed book for CBC1501 is:

Du Plessis, D, Dowling, F & Steinberg, S. 2009. *Money talks: communication in business contexts*. Johannesburg: Heinemann.

The prescribed book for this module was written by Unisa employees and is prescribed in accordance with the Unisa Prescribed Book Policy and the Ethical Code of Conduct of the Department of Communication Science.

It is of the **utmost importance that you purchase the prescribed book as soon as possible**, since both the assignments and the examination are based on the contents of this book. **You CANNOT pass this module if you only use the study guide.**

Unisa does **NOT** provide you with the prescribed book – you have to **PURCHASE** it yourself.

Please refer to the list of official booksellers and their addresses in the *my Studies @ Unisa* brochure. If you have difficulty finding your prescribed book at these booksellers, please contact the Prescribed Books Section at Unisa at 012 429 4152, or e-mail vospresc@unisa.ac.za.

4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic reserves (e-reserves)

There are no e-reserves for this module.

4.4 Library services and resources information

UNISA university of south africa

Search...

About Admissions Colleges Research Alumni Library News & Media Donate Contact us

Home / Library

About the Library
Library services
Ask a Librarian
Search library resources
Branch locator
Frequently Asked Questions
Give to the Library
Contact the Library
Mobile Library (Bus)
Find e-resources

Library

About the Library

Our library boasts over 2.7 million items and supports Unisa staff and students in teaching and research. We subscribe to an increasing number of electronic journals and electronic books that are available to students and staff online at any time.

[Read more](#)

Westlaw notice

- Please use Internet Explorer (IE) to access the Westlaw database from the [Find e-resources](#) list of databases. You will encounter problems if you access the database via any other browser. For more information please [click here](#).

Library services

- Lending services
- Training
- Request a Literature search
- Research support
- Archival collections

Search the Library

Encore Quick Search

- [Search the catalogue](#)
- [Find e-resources](#)
- [Find e-reserves & Recommended books](#)
- [Find e-journals](#)
- [Unisa Institutional Repository](#)
- [Unisa Digital Archive](#)

[Login to MyLibrary](#)

[Branch locator](#)

[Membership](#)

[Library guides](#)

[Ask a librarian](#)

For brief information, go to www.unisa.ac.za/brochures/studies

For detailed information, go to <http://www.unisa.ac.za/library>. For research support and services of personal librarians, click on "Research support".

The library has compiled a number of library guides:

- finding recommended reading in the print collection and e-reserves – <http://libguides.unisa.ac.za/request/undergrad>
- requesting material – <http://libguides.unisa.ac.za/request/request>
- postgraduate information services – <http://libguides.unisa.ac.za/request/postgrad>
- finding, obtaining and using library resources and tools to assist in doing research – http://libguides.unisa.ac.za/Research_Skills
- how to contact the library/finding us on social media/frequently asked questions – <http://libguides.unisa.ac.za/ask>

The librarian responsible for the information needs of the Department of Communication Science, is Mr Dawie Malan. He can be contacted in any of the following ways:

Via e-mail: malandj@unisa.ac.za
Phone: +27 12 429 3212
Fax: +27 12 429 2925

Students are expected to **purchase** their own copy of the **prescribed book**, as indicated in this tutorial letter. The Unisa branch libraries have a limited number of copies, however, and borrowing these is subject to each library's lending regulations.

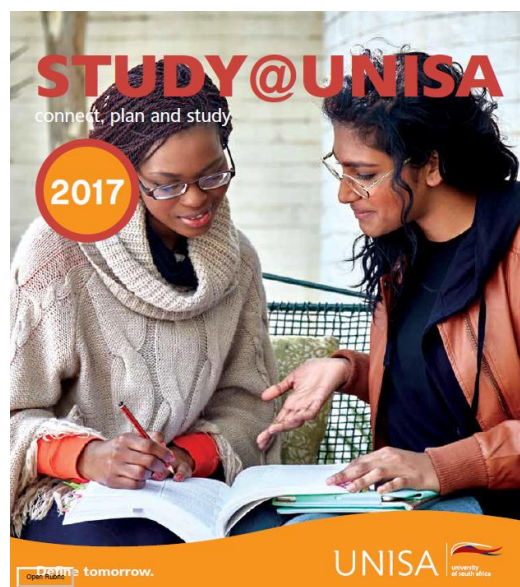
If you have **ANY** outstanding library material in your possession, **NO** examination results will be released before you have either returned the outstanding items or settled the amount owed for them.

5 STUDENT SUPPORT SERVICES FOR THE MODULE

Since you have chosen to enrol at Unisa, which is an open distance learning (ODL) institution of higher education, have you really thought about what this means? This university is often selected by people to obtain a qualification because it is 'open' to everyone who might not want to attend lectures at a residential university, or sometimes people have been out of the education system for a long time and want to acquire new skills in their own time. Unisa offers such people the ideal opportunity to obtain an academic qualification on a part-time basis.

However, many people are not used to studying completely in isolation from the university, their lecturers and their fellow-students. As a result, many distance education students feel lonely and drop out. This is not necessary though, as Unisa offers various resources to support you and to bridge this distance.

For detailed information on the various student support systems and services available at Unisa (for example counselling, tutorial classes, language support, etc.), please consult the brochure *Study @ Unisa*, which you should have received with your study material.



5.1 myLife student e-mail account



Once you have registered as a student at Unisa, you are automatically assigned a Unisa myLife student e-mail account. However, you need to activate this account.

Marked assignments will also be sent to you via this platform.

Your e-mail address consists of your Unisa student number: studentnumber@mylife.unisa.ac.za (for example, if your student number is 2841452, your Unisa myLife e-mail address will be 2841452@mylife.unisa.ac.za).

It is **very important** that you **regularly access** the information that is sent to this e-mail address, because this is the only e-mail address that your lecturers have at their disposal. Please also ensure that you use this e-mail address when interacting with Unisa and your lecturers. We do, however, understand that it is sometimes difficult to access your myLife e-mail account on a regular basis. In order not to miss out on important communications, Unisa gives you the option to forward all your myLife e-mails to an alternative e-mail address of your choice (for example, your work e-mail address).

Follow the instructions below, or consult the brochure *Study @ Unisa*, to forward your myLife e-mails to another e-mail address:

5.1.1 How to forward your myLife emails to another email address

- Log in to your myLife account (www.outlook.com).
- Click on **"Options"** (top right-hand corner of the myLife email screen) and select the **"Create Inbox Rule"** option from the drop-down list.
- Click on **"Create a new rule for arriving messages..."** on the **"New"** drop-down list.
- Select the **"[Apply to all messages]"** option from the **"When the message arrives, and:"** drop-down list.
- Select the **"Redirect the message to..."** option from the **"Do the following:"** drop-down list.
- Type in your **preferred email address** in the **"To - >"** box in the **"Message Recipients:"** drop-down list.
- Check that your three options are filled in correctly and click on **"Save"**.
- Click on the **"YES"** button for **"Do you want this rule to apply to all future messages?"**
- To reply using the address the message was sent to, select **"Automatic"** from the **"Default Reply Address"** drop-down list.
- A **COPY** of all your incoming emails will now be redirected to your alternative email account.
- **PLEASE NOTE: The original email will still be stored in your myLife email box.**

5.2 myUnisa



If you have access to a computer that is linked to the internet, you can access resources and information on the various Unisa websites. The *myUnisa* learning management system is the university's online campus which will help you to communicate with your lecturers, other students, and the administrative departments of Unisa. You will be able to access administrative information such as your biographical details, academic and assignment records, examination dates and results, and financial records. **Study material** (such as tutorial letters and study guides), subject-related academic guidance, discussion forums, **announcements** made by your lecturers, and so forth can also be accessed via *myUnisa*.

To register for *myUnisa*, click on the 'Join *myUnisa*' link on the left navigation panel on the following website: <http://my.unisa.ac.za>.

To go to the *myUnisa* website, start at the Unisa website (<http://www.unisa.ac.za>), and then click on the 'Login to *myUnisa*' link on the right-hand side of the screen. This should take you to the *myUnisa* website. Alternatively, you can go there directly by typing <http://my.unisa.ac.za> into your internet browser.

Please consult *Study @ Unisa*, for more information on *myUnisa*.

5.3 Study groups

It is advisable to have contact with your **fellow-students**. One way to do this is to form study groups/networks. The addresses of students in your area may be obtained from the following department:

Directorate: Student Administration and Registration
PO Box 392
UNISA 0003

Alternatively, you can consult the brochure *Study @ Unisa* for more information in this regard.

You can also keep an eye on the CBC1501 **Discussion Forum** on *myUnisa*, as students regularly use this tool to form their own study groups.

5.4 E-tutors in a “virtual classroom”

Unisa is changing. Most of our tutors – the experts we employ to help you – are now e-tutors, communicating exclusively via the internet. They’re there to guide you, give you advice, explain difficult concepts and generally enrich your Unisa experience.

E-tutors are experts in their fields. They’ve been down the same road and they’ve excelled, so they can also advise you on effective study and research methods, help you plan and schedule your study time, and help you to develop study skills.

The tutors at Unisa play a pivotal role in bridging the distance that students may experience whilst studying at an open distance learning institution. The tutor is integral to your engagement with the university, the academic community and the course. At Unisa tutors form part of the teaching team within each academic department. Tutors perform academic and related activities on the instruction of and in keeping with the specifications, guidance and quality assurance requirements of the relevant academic department, as represented by the course coordinator.

An e-tutor provides learning support in a “virtual classroom environment”. In this environment the tutor stimulates discussion to enhance learners’ collaborative, content and thinking skills, supports learners in taking ownership of their learning, and enables flexible, lifelong learning.

- ✍ The e-tutor group site is accessible through an additional tab on the *myUnisa* platform for this module (see the explanation that follows).
- ✍ There are various group sites. You will have access to the main module site **and** only one (1) e-tutor group site if you have been linked to a group site (depending on the availability of e-tutors).
- ✍ There is only one main module site, which is available to all registered students and which provides an important communication tool between you and us, your lecturers, for this module.
- ✍ However, there are various e-tutor group sites. Each e-tutor site is available to about 200 students who are linked to it.
- ✍ E-tutors form an additional teaching support tool and the group sites provide you with yet another opportunity to interact with students in your group.
- ✍ The e-tutors have been trained to provide support that is in line with the requirements of the module.
- ✍ The main tab for this module appears as CBC1501-17-S1 and the e-tutor tab appears as **CBC1501-17-S1-1E** in the screenshot below.
- ✍ For the main site:
 - (CBC1501) - the module code appears first,
 - followed by the year of registration (-18-, which indicates the year 2018)
 - this year’s sites should display -18- to indicate the year 2018, and
 - the semester for which you are registered (-S1, indicating semester 1; if you are registered for semester 2 this suffix will be -S2).

- The same order of abbreviations appears on the e-tutor sites, but with an additional suffix (-1E, indicating e-tutor group site 1). You might of course be linked to group 2 or group 3, and so forth, which will be indicated by a corresponding suffix such as -2E or -3E and so on).



My Workspace ▾

CBC1501-17-S1 ▾

CBC1501-17-S2 ▾

CBC1501-17-S1-1E ▾

More Sites ▾

If you have trouble accessing a group site please contact:

Ms Anastacia Mukwevho

Email mukwea@unisa.ac.za

Tel 012 429 6593

6 MODULE-SPECIFIC STUDY PLAN

Please consult the *Study @ Unisa* brochure for general time-management and planning skills.

Draw up your own study programme for each of the modules that you are registered for in a specific semester, including CBC1501. Remember that a semester generally extends over a period of 15 weeks. In your study programme, take into account the due dates for your assignments, as well as the examination date. Remember to always allow yourself sufficient time to revise for the examination.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING FOR THIS MODULE

There are no practicals or work-integrated learning components for this module.

8 ASSESSMENT

You have to complete two (2) assignments and write one (1) venue-based examination per semester. Assignments are seen as part of the learning material for this module. As you do your assignments, study your study material and discuss the module with your fellow-students or tutors, so that you are actively engaged in learning. Looking at the assessment criteria and guidelines for each assignment will help you to understand what is required of you.

8.1 Assessment criteria

The assessment criteria per learning outcome are listed below:

Learning outcome 1:

- Barriers in communication are identified and discounted in accounting communication situations.
- Sensitivity is shown for differences in frames of reference in accounting.

Learning outcome 2:

- Audience analyses are done based on simulated communication situations.
- Purpose of communication is expressed clearly in well formulated proposals.
- Messages are analysed in relevant texts in terms of the concepts, principles, theories and rules of the relevant discipline.

Learning outcome 3:

- Reports are written showing information gathering skills and competence for analysis and synthesis.
- Written proposals for public presentations are compiled using relevant subject related material.
- Reactions on simulated accounting communication scenarios are evaluated following known procedures.

Learning outcome 4:

- Analysis of texts demonstrating implied relevant reading and listening skills.
- Use of proper English and unique accounting jargon in written texts.

8.2 Assessment plan and calculation of semester mark

Both assignments contribute towards your semester mark for CBC1501. Your final mark for this module will therefore consist of:

-  a semester mark contributing 20% (earned proportionately according to the marks that you obtain for your two assignments), and
-  an examination mark contributing 80% towards the final mark.

The mark you obtain for Assignment 01 will contribute a maximum of 50% towards the semester mark (or a maximum of 10 marks towards the final overall mark), and the mark you obtain for Assignment 02 will contribute a maximum of 50% towards the semester mark (or a maximum of 10 marks towards the final overall mark).

8.3 Assignment numbers

The general and unique assignment numbers as well as the due dates for the assignments appear in the sections below.

8.3.1 General assignment numbers

Assignments are numbered consecutively per module, starting from 01 (e.g. Assignment 01, Assignment 02 etcetera).

8.3.2 Unique assignment numbers

In addition to the general assignment numbers (Assignment 01, 02 etc.), assignments also have unique assignment numbers. In this module, unique assignment numbers are given to both assignments in both semesters.

Semester 1:

If you are registered for semester 1, the unique assignment numbers for your assignments are as follows:

Assignment 01:	768426
Assignment 02:	743320

Semester 2:

If you are registered for semester 2, the unique assignment numbers for your assignments are as follows:

Assignment 01:	829828
Assignment 02:	894781

8.4 Assignment due dates

Semester 1:

If you are registered for semester 1, the due dates for your assignments are as follows:

Assignment 01:	20 March 2018
Assignment 02:	26 April 2018

Semester 2:

If you are registered for semester 2, the due dates for your assignments are as follows:

Assignment 01:	24 August 2018
Assignment 02:	28 September 2018

- The due dates are the dates on which your assignments should be **registered AT THE MAIN CAMPUS OF UNISA IN PRETORIA.**

- It is **unacceptable** to claim that your assignment was submitted at a regional office on a specific date – the mail from a regional centre can take up to a week to reach the main campus.

8.5 Submission of assignments

- **Both assignments** (01 and 02) **are compulsory** and must be submitted by the respective due dates.
- **You have to submit Assignment 01 in order to gain admission to the examination, as admission is not automatic.**
- Should you not submit Assignment 01 on time, you will have to re-register for this module in the next semester.
- Assignment 02 also contributes to the semester mark and it is therefore necessary to submit it on time.
- Late assignments will be returned to you unmarked and you will receive 0%.

- ✎ You may **NOT** answer a written assignment or the examination in pencil. If you do, neither the assignment nor the examination answer script will be marked – in other words, you will receive 0%.
- ✎ A pencil may **ONLY** be used to complete the mark-reading sheet provided for multiple-choice questions (MCQs) (this applies to Assignment 02 and the particular section in the examination). Consult the brochure *Study @ Unisa* for detailed instructions on how to complete a mark-reading sheet.
- ✎ When submitting an assignment, please ensure that you have indicated the correct **general assignment number** (in this case, 01 or 02) on it, as well as the correct **unique assignment number** (for example, 654321). See 8.3.1 and 8.3.2 in this regard.
- ✎ For the general assignment number, ensure that the 0 precedes the assignment number on the assignment cover docket. It is extremely important to also ensure that the unique assignment number is filled in correctly.

Please do NOT wait until the last day (due date) to submit assignments electronically. Irrespective of whether your computer breaks down or whether it has a virus, it remains **your responsibility** to ensure that your assignments reach Unisa in Pretoria on time. Assignments may **NOT** be submitted to lecturers via fax or e-mail.

Additionally, keep a copy of your assignment, which you can produce if your assignment goes missing. For detailed information and requirements as far as the submission of assignments is concerned, please see the brochure *Study @ Unisa*.

If you have access to *myUnisa*, you can check to see whether a submitted assignment has been recorded on the system (there will be a date in the 'Processed' column). The mark allocated to

you for an assignment (once it has been marked) and the date on which the assignment was returned to you are also indicated on *myUnisa*.

- ✍ **An assignment can be submitted (whether by post or via *myUnisa*) only ONCE.** No re-submissions can be accepted.
- ✍ You therefore have to ensure that the assignment that you submit is the final and complete copy.

Bear in mind that you and your lecturers are privy to the same information on *myUnisa*. If you have questions about the mark you have received for an assignment, you may phone us to discuss the matter, or you can email us a copy of the whole assignment (including the inside and outside of the cover docket). Please state your student number and the module code clearly in the subject line of your email. Please explain the problem clearly in the body of your email and also include your contact details.

Once assignments have been marked and the marks have been recorded on the system, these assignments are automatically posted back to you by snail mail (post) or electronically (**refer to 8.5.1 and 8.5.2 in this regard**). The marker's comments and other feedback will appear on the marked assignment. You are welcome to contact us (your lecturers) with questions relating to the assignment and the marks awarded (provided that you have seen the comments, the feedback and the mark awarded).

8.5.1 Important guidelines for completing assignments

When you work through the questions in the assignments, you will note that all of the sections in the syllabus and all of the study units are covered.

This should indicate to you that it is important to study **ALL THE STUDY MATERIAL** and not to deem some sections more important than others. The format of the questions in the examination will also be similar to that of the assignment questions.

- ✍ Assignment 01 consists of paragraph/essay-type questions.
- ✍ Assignment 02 consists of multiple-choice questions (MCQs).
- ✍ Assignment 01 **MUST** include a declaration that it is your own work that you are submitting, a table of contents, an introduction, a conclusion, and a list of sources consulted, along with the answers to the assignment questions, as well as the answers to the self-assessment and reflection questions.
- ✍ Each of these elements is worth a number of marks. Tutorial Letter 301 (CMNALLE/301) contains examples of each of these items and their correct presentation. Please study

Tutorial Letter 301 (CMNALLE/301) **before** you attempt Assignment 01 and ensure that you are familiar with the examples given there.

- ✍ You may submit Assignment 01 in a typed or handwritten format.
- ✍ Both assignments for the semester may be submitted to the university either by snail mail (post) **or** electronically via *myUnisa*.
- ✍ However, we strongly **encourage** you to submit your assignments via the *myUnisa* platform, as it makes it easier to track and trace your submissions and you will receive feedback sooner.

8.5.2 Submitting assignments via myUnisa – general guidelines

For detailed information, please refer to the *Study @ Unisa* brochure, which you should have received with your study material.

To submit an assignment via *myUnisa*, please do the following:

- Go to the *myUnisa* website (<http://my.unisa.ac.za>).
- Log in with your student number and password.
- Select the module (in this case, CBC1501) from the orange bar.
- Click on 'Assignments' in the menu on the left-hand side of the screen.
- Click on the number (01 or 02) of the assignment that you want to submit.
- Follow the instructions displayed on the screen.

- ✍ **Assignments submitted via myUnisa have a size restriction.** if you experience any trouble with, or have any enquiries about the electronic submission of assignments, please send an e-mail to mylifehelp@unisa.ac.za.
- ✍ Assignments may **NOT** be submitted by fax, e-mail, or directly to lecturers, since they have to be registered formally on the university system. For more information, please consult the brochure *Study @ Unisa*.
- ✍ Assignments submitted electronically via *myUnisa* will be returned to you via a link on your myLife email account, once marked. Please activate your myLife email account and link this account to your regular email account.

If you are experiencing problems with the submission of an assignment via *myUnisa*, please first make sure that your assignment is in the correct format. **The Department accepts documents that are created in Microsoft Word and Acrobat (PDF).**

Preferably, you should submit your assignment in **PDF format**, as the university's marking software only uses this format, and converting MS Word documents is time-consuming and delays the marking process.

8.5.3 Submitting MCQ assignments via myUnisa

Follow the following instructions in order to submit multiple-choice question/MCQ assignments via myUnisa:

Find the course code:

- Find the course code (in this case, CBC1501) of the assignment that you want to submit in the **Course** column.
- Find the corresponding number of the assignment, for example 01 or 02 (in this case, 02), in the **Ass. No.** (assignment number) column.
- To save time online, you should have the answers to your assignment ready beside you.
- Click on the **Submit** link in the **Action** column next to the assignment number.

Step 1:

Enter the total number of questions required for the assignment.

- Enter the **total** number of questions in your assignment in the **Number of Questions** field (in this case, 25).
- Click on the **Continue** button.

Step 2:

Fill out the MCQ answers.

The number of questions requested in the previous step will now be displayed with five answer options next to each one. Please note that **each ROW** represents a question in your assignment:

- Click on the **radio button** (the small circle) that corresponds to your answer for that question.
- Click on the **Continue** button to move to Step 3.
- If you want to restart the assignment, click on **Clear Form** to remove all your selections and start from the beginning.

Step 3:

Verify the answers to your MCQ assignment.

This screen presents a summary of all of the answers you have submitted. Use it as a final **check**:

- Click on the **Continue** button to submit your assignment. ***If you do not click Continue, the assignment will not be submitted.***
- If you want to redo the answers to the assignment, click **Back** to go back to the previous step.

Step 4:

Assignment submission report

This is your **proof** that your assignment was submitted. We strongly advise you to **print** this page for record purposes.

- Click on the **Return to Assignment List** button to go back to the assignment overview screen.

8.5.4 Technical presentation

Assignments have to meet certain academic standards. That is why you have to include a declaration of own work submitted, a table of contents, an introduction, a conclusion, and a list of sources consulted in Assignment 01. Also, keep the following important matters in mind:

- ✍ Nothing (no headings or anything else) should ever be underlined in an assignment.
- ✍ All the technical aspects and academic standards are explained in Tutorial Letter 301 (CMNALLE/301). We will also post additional guidelines on *myUnisa* as and when the need arises. Pay careful attention to grammar, spelling, articulation, alignment, margins, headings, numbering and the overall structure and format of your work.
- ✍ Tutorial Letter 301 (CMNALLE/301) contains examples of a declaration of own work submitted, a table of contents, a list of sources consulted and relevant referencing techniques.
- ✍ Tutorial Letter 301 (CMNALLE/301) also explains how MCQs should be approached and answered.
- ✍ The correct compilation and sequence of items in Assignment 01 is: cover page, declaration of own work submitted, table of contents, introduction, body of assignment (assignment questions), conclusion, self-assessment and self-reflection questions, and list of sources consulted.
- ✍ Use an academic writing style, with particular reference to writing in the third person, as we are training you to write in a formal tone of voice, **UNLESS** otherwise stated.
- ✍ Ensure that you use grammatically sound and flawless language in your writing.

8.5.5 Plagiarism

The dangers of plagiarism cannot be overemphasised. It can have a very serious impact on your academic career if you do not acknowledge other authors in your work. Refer to Tutorial Letter 301 (CMNALLE/301) for more detailed information on plagiarism. Please familiarise yourself with the content of this tutorial letter, as well as with the Disciplinary Code for Students.

In the past, some students have copied text from their prescribed book or study guide, and presented these copies as original work in their assignments. If you do not acknowledge the authors of the sources that you use, you are committing plagiarism, which is a **SERIOUS** transgression.

If you have committed plagiarism, the university is obliged to subject you to a disciplinary hearing. If you are found guilty, you may be suspended and excluded from studying at all universities (including Unisa) for several years.

Therefore, you have to **interpret** the information in your prescribed book and study guide and make it your own. You must also understand the meaning of the content, interpret it, and present it in your own words.

Although students may work together when preparing assignments, each student must write and submit his/her own individual assignment. In other words, you must submit your own ideas in your own words, sometimes interspersing them with relevant short quotations that are properly referenced.

Students are not allowed to submit identical assignments on the basis that they worked together. That is copying (which constitutes a form of plagiarism) and NONE of these assignments will be marked. Furthermore, you may be penalised or subjected to disciplinary proceedings by the university.

8.5.6 Feedback on the assignments

You will receive the model answers to the paragraph/essay-type questions (Assignment 01) and the MCQs (Assignment 02) in a follow-up tutorial letter that will be sent to you after the due date for Assignment 02. This tutorial letter will also be made available on *myUnisa*.

The markers will comment constructively within your written assignments. Additionally, feedback and model answers for both assignments (Tutorial Letter 201) will be sent to **all students registered for CBC1501**, and not only to those students who submitted their assignments. Please check your answers against the model answers given in Tutorial Letter 201. This constitutes an important part of your learning and should help you to be better prepared for the examination.

CBC1501 has a large number of registered students per semester, which requires intensive logistics and administration. Therefore, after the assignments have been received in the department, the lecturers will mark and return them as soon as possible. Assignment 02 is marked automatically by a computer on a pre-determined date.

If you submit an assignment after the due date, it will be returned to you, unmarked. In other words, you will receive 0%.

8.6 The assignments

8.6.1 Semester 1

ASSIGNMENT 01

SEMESTER 1: ASSIGNMENT 01

**** COMPULSORY FOR EXAMINATION ADMISSION ****

DUE DATE	20 March 2018
UNIQUE ASSIGNMENT NUMBER	768426
TOTAL MARKS	100
CONTRIBUTION TO SEMESTER MARK	50%
CONTRIBUTION TO FINAL MARK	10%

Mark allocation for Assignment 01

Question 1	30 marks
Question 2	25 marks
Question 3	30 marks
Self-assessment and self-reflection	5 marks
Technical presentation	10 marks
Total	100 marks

Important information regarding Assignment 01

This assignment is COMPULSORY!

You will NOT be admitted to sit for the examination if you do not submit this assignment by the due date.

Remember to enter the unique assignment number correctly in the space provided when submitting this assignment.

ASSIGNMENT FORMAT

Assignment 01 consists of paragraph/essay-type questions. These may be answered in a typed or handwritten format.

The correct compilation and sequence of Assignment 01 is:

- ✓ cover page
- ✓ declaration of own work submitted
- ✓ table of contents, introduction
- ✓ body of assignment (answers to the assignment questions)
- ✓ conclusion
- ✓ answer to the self-assessment and reflection questions
- ✓ list of sources consulted

TECHNICAL PRESENTATION**[10 marks]**

Please ensure that this assignment complies with the departmental requirements for the technical presentation of assignments.

Please note that the Department of Communication Science has specific formatting guidelines, which we want you to adhere to precisely. Please consult Tutorial Letter 301 (CMNALLE/3/2017) for extensive guidelines on technical presentation. Also read and take cognisance of the section on plagiarism. Additional guidelines, specific to this course, are provided on *myUnisa*.

The technical presentation criteria applicable to Assignment 01 are as follows:

- The assignment must contain a **personal declaration that the work you have submitted is your own**.
- The **table of contents** must correspond with the numbering, headings and sub-headings in the assignment. Correct page numbers must be supplied.
- An **introduction to the overall assignment** must be included, in which clear reference is made to what will be discussed in the assignment. This could consist of a short description of the assignment questions (without writing down the actual questions), as well as of the self-assessment and self-reflection questions. The introduction should not be longer than one paragraph.
- A **conclusion to the overall assignment** must be included, in which a short summary is given about what has been discussed in the assignment. Do not introduce any new information here – just summarise what has been done. The conclusion should not be longer than one paragraph.
- All sources consulted must be cited in the **list of sources consulted**, including tutorial letters, the study guide and the prescribed book.
- The correct **referencing techniques** must be used in the text of the assignment and in the list of sources consulted. These should not be numbered.
- General rules related to the overall presentation of the assignment must be adhered to. For example, your presentation should not contain **language, spelling** or typing errors, or **personal types of address (UNLESS otherwise stated)**.
- Also, **headings** and numbering (where required) should be presented in the correct format.
- It is also of vital importance that you should adhere to the **CORRECT** format, structure and stylistic requirements of each piece of writing, as required by the relevant assignment question. **Failure to follow these guidelines will result in the loss of marks.**

YOU WILL QUALIFY FOR EXAMINATION ADMISSION IF YOU HAVE SUBMITTED THIS ASSIGNMENT BY THE DUE DATE.

QUESTION 1: ESSAY WRITING

[30 marks]

Instructions

Plan and write an argumentative essay critical discussing the advantages and disadvantages of working in teams in organisations. You must provide a balance of the theory and application (within the organisational setting) in a critical explanation of the topic.

Before attempting to answer Question 1, you need to study the following:

- **In the prescribed book:**
Chapter 5: The writing process
Chapter 6: Persuasive writing
Chapter 9: Communication in groups and teams
- **In the study guide:**
Study unit 5: The writing process
Study unit 6: Persuasive writing
Study unit 9: Communication in groups and teams
- **Break-down of mark allocation for Question 1:**
 - Displaying evidence of brainstorming and planning in writing (2)
 - Logical organisation of the answer (3)
 - Correct balance of theory and application in the discussion of:
 - » types of groups
 - » leadership in groups
 - » group conflict resolution
 - » problem-solving and decision-making (20)
 - Fluent and grammatically correct writing (5)

Your essay should be approximately 2 pages in length.

QUESTION 2: BUSINESS LETTER**[25 marks]**

Read the e-mail below and then follow the subsequent instructions:

Hi Sam,

As you know, our company is just the best because we are so awesome at what we do. I would like to invite you to come around our place & see what we can do for your company. I believe we can do business together. We have all the equipment that is needed in construction like we have everything from hard hats and work boots to trucks and dozers. I promise I can hook you up with a sweet deal.

Please give me a shout when you want to come round.

l8ter
Bobby

Instructions

Bobby Steenkamp is a sales representative at Africa Earthworks and was tasked by his boss to approach Samuel Mabane, the CEO of Umhlanga Construction to persuade him to use Africa Earthworks for his earthworks and construction equipment needs. Africa Earthworks has all the safety equipment gear for workers including accessories as well as heavy earthmoving vehicles and machinery available for hire.

The above e-mail was written in very poor language and in an extremely unprofessional style. Rewrite the above e-mail as a formal business letter, using formal language and a persuasive style of writing.

The addresses to be used are as follows:

Mr Samuel Mabane
The CEO: Umhlanga Construction
Gateway Office Park
300 Lagoon Drive
Umhlanga
0031

Mr Bobby Steenkamp
Sales representative: Africa Earthworks
57 Aloe Crescent
Springfield Park
Durban
4001

Before attempting to answer question 2, you need to study the following:

- **In the prescribed book:**
Chapter 1: Communication
Chapter 4: Format
Chapter 6: Persuasive writing
Chapter 8: Interpersonal communication in the workplace
- **In the study guide:**
Study unit 1: Communication
Study unit 4: Format
Study unit 6: Persuasive writing
Study unit 8: Interpersonal communication in the workplace
- **Break-down of mark allocation and additional guidelines for question 2:**
 - Use of the correct format for a business letter and adhere to the stylistic requirements of such a letter, which should include: (8 marks)
 - » correct formatting conventions as applicable to the letter format (addresses, date, subject line, salutation, complimentary close, signature and name); and
 - » use of the UK block format.
 - Content of the letter (12 marks)
 - » You need to clearly state your reason for writing the letter. Provide motivational appeals to persuade Mr Mabane to consider using your company for equipment hire. This has to be done in addition to mentioning the services and products that your company has to offer in order to substantiate the claims you make and to make your company stand out in the market. This section entails 9 marks and the content of your writing should reflect the required depth to gain these marks.
 - » Provide appropriate concluding remarks to close your argument. Invite Mr Mabane to visit your company.
 - » Limited use of the personal, first-person tone will be allowed in your writing, as you need to keep a formal tone in initiating a business relationship with the targeted company.
 - Fluent and grammatically correct writing (5 marks)

QUESTION 3: MEMORANDUM WRITING**[30 marks]**

PLEASE READ THE SCENARIO BELOW CAREFULLY *BEFORE* ATTEMPTING TO ANSWER THE FOLLOWING QUESTION.

SCENARIO

Team-building exercises come highly recommended in business today. Many companies embark on these exercises annually to try and instil a sense of unity and belonging amongst employees. Another reason for these team-building exercises is to investigate employees' understanding of their role in the department and organisation as a whole. It is for these reasons that we wish to embark on a team-building exercise for our department. The team-building exercise will take place on the weekend of 25-26 June 2018 at the Ikageng Lodge in Vereeniging.

From the Friday morning to the Saturday afternoon, employees will be occupied by the Spirit Team Weekend Programme that the lodge offers. The activities that are included in the programme are bungee-jumping, obstacle courses, team competitions and a formal dinner on the Saturday evening. Employees must bring suitable clothes for all the activities and the formal dinner. It is not compulsory for all team members to attend, but it would be great to have all the employees there, so that all members will be equipped with the skills and knowledge needed in order to function in the Accounting Department team.

Instructions

You are the financial manager of South African Financial Services Corporation. Write a memorandum to the Accounting Department, informing the employees that there will be a team-building exercise which everyone in the department will be required to attend.

Before attempting to answer Question 3, you need to study the following:

- **In the prescribed book:**
Chapter 4: Format
- **In the study guide:**
Study unit 4: Format
- **Break-down of mark allocation for Question 1:**
 - Use of the correct memorandum format and stylistic requirements (5)
 - Content (20)
 - » Relevance as per scenario and instructions provided.
 - » Coherence – that is, writing must always be logically linked to the given scenario.
 - » Persuasion – writing must reflect some strong persuasive and motivating statements to persuade and motivate all the staff members to attend the team-building exercise. The mark allocation for this section should be an indication of the quality and quantity of your writing herein.
 - Fluent and grammatically correct writing (5)

Your memorandum should be approximately 1 page in length.

SELF-ASSESSMENT AND SELF-REFLECTION QUESTIONS

[5 marks]

Answer the following questions in full sentences. Each question is worth **one (1)** mark.

- 1 What have you learnt (what knowledge have you gained) by doing this assignment?
- 2 What skills, abilities and orientations (attitudes and values) have you acquired?
- 3 Which strengths could you apply in your future life and work environment?
- 4 Which shortcomings do you need to address in future?
- 5 To what extent have you achieved the learning outcomes formulated for this module?
(Please *specify* the exact learning outcomes you have achieved – these can be found under section 2.2 of this tutorial letter.)

SEMESTER 1: ASSIGNMENT 02***** This assignment is COMPULSORY! *****

DUE DATE	26 APRIL 2018
UNIQUE ASSIGNMENT NUMBER	743320
TOTAL MARKS	25
CONTRIBUTION TO SEMESTER MARK	50%
CONTRIBUTION TO FINAL MARK	10%

Mark allocation for Assignment 02

Questions	25
Total	25 marks

Important information regarding Assignment 02

This assignment is COMPULSORY!

Remember to enter the unique assignment number correctly in the space provided when submitting this assignment.

Although Assignment 02 is not taken into account for examination admission, you must nevertheless submit it, as it will be very difficult to pass this module without the mark this assignment contributes towards your semester mark.

This assignment consists of 25 multiple-choice questions (MCQs), worth **one (1)** mark each.

Use a **pencil** and a **mark-reading sheet** (as provided with your study material) to complete this assignment or, alternatively, submit the assignment online via *myUnisa*.

Assignment 02 is automatically marked by a computer, on a predetermined date.

ASSIGNMENT 02

Q1 Complete the following sentence by choosing the most appropriate option:

“The grapevine in an organisation is ”

- (1) a formal structure of communication between managers and employees.
- (2) not the most preferred source as it is slow in delivering information.
- (3) enables teams to share task-related information, solve problems and resolve conflicts.
- (4) supportive of the formal communication channels in an organisation.
- (5) management's preferred channel of information transfer to employees.

Q2 Who is most likely to share a frame of reference?

- (1) two new colleagues from different backgrounds who have just started working together
- (2) an auditor from Shanghai and a violinist from Honduras
- (3) a female student who is just starting her studies and a male student who has just graduated
- (4) two colleagues who have worked on the same project for more than five years
- (5) All of the above

Q3 A CEO shakes his or her head when communicating to board members that the future projections of profitability are not looking good. This indicates which function of non-verbal communication?

- (1) contradictory
- (2) complimentary
- (3) regulatory
- (4) replacement
- (5) supplementary

Q4 The CEO delivers the negative news about the company's projected profitability with a very low and discouraged tone of voice. The superior is making use of:

- (1) upward communication
- (2) the grapevine
- (3) paralanguage
- (4) external communication
- (5) gestures

PLEASE READ THE SCENARIO BELOW CAREFULLY *BEFORE* ATTEMPTING TO ANSWER Q5 to Q7.

SCENARIO

The speaker spoke so earnestly about the lack of female accountants in high positions that Zanele could not concentrate on any other aspects of the talk, as she feels very strongly about the issue of women empowerment in the accounting field and, reactively, had to voice her agreement.

Q5 Which poor listening habit has Zanele displayed?

- (1) understanding everything that has been said by the speaker
- (2) hearing and understanding what the speaker has said
- (3) recognising the underlying emotions around the issue
- (4) jumping to conclusions because of a strong view about the topic
- (5) lack of concentration due to subsequent commitments

Q6 Zanele's goal in listening to the speaker was to

- (1) understand the speaker's feelings and needs
- (2) understand and remember information
- (3) passively absorb the words that are spoken
- (4) understand and evaluate the information
- (5) extract important information without bias

Q7 Which active listening skill would best be displayed by Zanele if she made an effort to engage with the speaker and shared how her feeling of concern had been heightened during the speech?

- (1) following
- (2) attending
- (3) empathetic
- (4) critical
- (5) reflective

Q8 Which of the options listed below is **NOT** an example of how noise might lead to passenger confusion at a large railway station?

- (1) Passengers who cannot read signs or timetables may battle to navigate a big station.
- (2) Passengers could find the trains too expensive to use on a daily basis.
- (3) Crowding (of people) could cause signage to be obscured.
- (4) The crowded urban environment could unnerve older or first-time passengers and therefore inhibit their ability to read signs or hear announcements.
- (5) Noisy trains could prevent passengers from hearing announcements.

Q9 Earl smiles as she asks a passenger, who looks lost, if she can be of assistance. In this case, Earl's nonverbal communication her verbal message.

- (1) reinforces
- (2) complements
- (3) contradicts
- (4) replaces
- (5) regulates

Q10 Which of the options listed below is an example of positive nonverbal language?

- (1) Never eat on duty.
- (2) Do not frown at clients.
- (3) Never stare at clients.
- (4) Do not intimidate clients.
- (5) Remember to smile at clients.

PLEASE READ THE SCENARIO BELOW CAREFULLY *BEFORE* ATTEMPTING TO ANSWER Q11.

SCENARIO

Fearless HIV/AIDS activist, Thembi Ngubani from Khayelitsha, has passed away. When she was 21-years old, she started a year-long radio diary about her life as a poor person living with HIV/AIDS. Her message was that you may be poor, but you still have a voice. The diary was broadcast in 2006 by the US-based National Public Radio and was heard by millions of people in 12 countries and in five languages. Thembi died of a multi-drug resistant form of tuberculosis. Her diaries can be heard at www.aidsdiary.org.

Q11 Identify the **sender** and the **channel** of the message referred to in the scenario.

- (1) The sender is Thembi Ngubani, and the channel is radio.
- (2) The sender is the US-based *National Public Radio*, and the channel is www.aidsdiary.org.
- (3) The sender is the US-based *National Public Radio*, and the channel is “...*you may be poor, but you still have a voice*”.
- (4) The sender is Thembi Ngubani, and the channel is a printed diary.
- (5) The sender is a group of HIV/AIDS activists, and the channel is 12 countries.

Q12 Which of the following sentences does **NOT** contain a grammatical error? Choose the only grammatically correct sentence.

- (1) I always loose the product key.
- (2) Download the HTA, along with it's readme file.
- (3) The managers are in they're weekly planning meeting.
- (4) The technicians have to check their cell phones at the door, and they're not happy about it.
- (5) The outage shouldn't effect any users during work hours.

Q13 Sipho has been working late to finish a big project and he is exhausted. Sipho leans back, joins his hands behind his back and yawns. At that very moment his boss, Dali, enters the office.

Which of the following actions would best avoid the negative connotations of Sipho's yawn?

- (1) "I'm sorry, I'm just exhausted. At least I finished the project."
- (2) "You see how the overtime I do for you has exhausted me!"
- (3) Putting his hand over his mouth.
- (4) Immediately continuing to work busily.
- (5) "Sorry – late nights with my new girlfriend."

Q14 Which of the following methods would **NOT** result in the best set of standard operating procedures (SOPs) for a busy factory?

- (1) Take the worst, most unreliable item of equipment, and put a team together to write SOPs for its maintenance and its operation.
- (2) Establish strict SOPs right from the start and punish staff members who deviate from them.
- (3) Research the best way to maintain parts and to operate the equipment well, and write what you learn in the SOPs.
- (4) Ask workers on the shop floor who know the equipment well to include their knowledge and experience in the SOPs.
- (5) Regularly review the SOPs as they develop through practice, changing those that do not work and adding ones that do.

Q15 You have just been given a temporary promotion and you will have to stand in for a senior staff member while he is away on holiday. Choose the option that illustrates the most appropriate way for you to listen while you are being briefed on your new role.

- (1) Listening for content, trying to grasp the main points.
- (2) Listening with the purpose of understanding and remembering information.
- (3) Listening with your critical faculties ready to pick up bias or illogicality.
- (4) Listening empathetically, encouraging the colleague to vent all feelings.
- (5) Both options 1 and 2 above are correct.

Q16 You are the manager of a team at work. Each member of the team has strong views about a project that they are working on together. One of the team members comes up to you at the coffee machine and starts talking excitedly about her ideas.

Given that your aim is to be an open communicator, which of the following responses is most appropriate?

- (1) "Send it to my e-mail address; my secretary will print it out for me. Highlight the important parts with a neon-yellow marker. Then I will dictate my response back to her. She will type it into my e-mail account and send it to you next week."
- (2) "Come with me to my office and I will tell you about my own ideas for the project – I have got some really fantastic plans I have been sketching out this morning."
- (3) "How many people have you told this to? Do the others know you are speaking to me?"
- (4) "I cannot really discuss this right now – I have got quite a lot of work to finish up."
- (5) "Really? That is interesting. Walk with me back to my office and we can chat."

Q17 Members of large groups usually do not go out of their way to attain their common goals. The main reason for this is that in a large group an individual has little influence on creating the collective good, but has to bear the cost if he or she contributes. Furthermore, if a common goal (collective good) is provided, every group member can enjoy it even if he or she has not contributed to producing it. There is, thus, unfortunately an incentive to a "free ride" – to wait until others have provided the good, and then consume it.

What is the main idea in the above scenario?

- (1) the advantages of large groups
- (2) the disadvantages of large groups
- (3) the importance of conflict resolution
- (4) a win-win situation
- (5) negotiation

Q18 What is the correct order of events when planning a meeting?

- A Distribute the notice
- B Decide whether a meeting is really necessary
- C Distribute the minutes
- D Distribute the agenda
- E Conduct the meeting

- (1) A B C D E
- (2) B A D E C
- (3) B A C E D
- (4) A B D E C
- (5) D A B E C

Q19 The company you work for is deeply concerned about rising telephone costs. Which of the following is a suitable method for identifying the source of the problem?

- (1) Look into the possibility of other telephonic options, including Skype.
- (2) Look through the itemised bill to see where the expenditure is coming from.
- (3) Ask staff members whether there has been any cause recently to make more telephone calls than usual.
- (4) All of the above
- (5) Both options 2 and 3 above are suitable.

Q20 The CEO of a Pretoria company is an old man who is set in his ways. He is obsessed with protocol and frequently finds fault with his employees. Because he does not welcome suggestions from his dynamic young staff members, they have ceased to keep him in the loop about the way they are thinking and what is happening at the coalface. They rely on hearsay and gossip to find out what is going on at senior level and as far as possible make decisions behind his back.

What is the barrier to effective communication in the scenario?

- (1) external noise
- (2) internal noise
- (3) cultural difference
- (4) negative organisational communication climate
- (5) closed communication

Q21 Jan is the head of a department in a big company. He likes the sound of his own voice and often makes tactless or hurtful remarks. Recently, while he was out of the office for an extended period, his second-in-command, Leila, had to take an important decision on his behalf. Although the decision was the correct one, Jan was furious that Leila had dared to take the initiative in his absence. He called her into his office and castigated her until she cried.

As a communicator, Jan is

- (1) open and aggressive
- (2) blind and aggressive
- (3) hidden and assertive
- (4) closed and passive
- (5) closed and assertive

Q22 The most appropriate way to listen to a colleague who is experiencing emotional turmoil at home is to listen

- (1) empathetically, encouraging the colleague to vent all feelings
- (2) for content, trying to understand the main points
- (3) with the purpose of understanding and remembering information
- (4) with your critical faculties ready to pick up bias or illogicality
- (5) objectively, getting ready to question your colleague's motivations and intentions

Q23 Which of the following sentences is written in correct English?

- (1) "Remember to defrag you're machine on a regular basis."
- (2) "Recent calls for South Africa to nationalise its mines are economically illiterate, but may gain support."
- (3) "Your right about the changes."
- (4) "This setup is more different from the one at the main office."
- (5) "I am having problems every day with the Accounting Department."

PLEASE READ THE SCENARIO BELOW AND ANSWER THE TWO QUESTIONS THAT FOLLOW.

SCENARIO

Margot Katz, one of the United Kingdom's most successful business gurus, describes two kinds of people in her latest book. The first is the bright, cheerful and articulate person who talks easily to strangers, has a positive view of life and lacks self-pity.

The polar opposite is the person with the mindset of "poor me", a victim, she writes. *"Things happen to them; they are defined by things around them and are rarely in charge of their own life; they wait for a fairy godmother or winning lottery ticket to save them. We are 'poor me' ourselves every time we say: 'It is my boss's fault'; or 'The company does not encourage me, that is why I have not done it'; or 'I cannot achieve my results because of the market'; or 'I cannot progress because there is a glass ceiling'."*

Q24 The bright, cheerful person that Margot Katz describes is a typical

- (1) closed communicator who suffers from a negative self-image and is trapped in a self-fulfilling prophecy of failure
- (2) open communicator who enjoys a positive self-image which attracts success
- (3) blind communicator with an inflated self-image
- (4) hidden communicator who suffers from a negative self-image and is trapped in a self-fulfilling prophecy of failure
- (5) open communicator who unfortunately has a negative self-image which attracts failure

Q25 What Margot Katz says relates to the notion of a self-fulfilling prophecy because

- (1) it is better to expect good luck, for example, winning a lottery ticket, than trying to work for it
- (2) you just have to accept it when your company fails to encourage you
- (3) if you are passive, and believe yourself to be a victim, you are likely to end up being treated badly
- (4) there are times when your boss will blame you for something you have not done
- (5) your destiny is determined by the start you get in life

8.6.2 Semester 2**Assignment 01****SEMESTER 2: ASSIGNMENT 01****** COMPULSORY FOR EXAMINATION ADMISSION ****

DUE DATE	24 AUGUST 2018
UNIQUE ASSIGNMENT NUMBER	829828
TOTAL MARKS	100
CONTRIBUTION TO SEMESTER MARK	50%
CONTRIBUTION TO FINAL MARK	10%

Mark allocation for Assignment 01

Question 1	25 marks
Question 2	25 marks
Question 3	35 marks
Self-assessment and self-reflection	5 marks
Technical presentation	10 marks
Total	100 marks

Important information regarding Assignment 01

This assignment is COMPULSORY!

You will NOT be admitted to sit for the examination if you do not submit this assignment by the due date.

Remember to enter the unique assignment number correctly in the space provided when submitting this assignment.

ASSIGNMENT FORMAT

Assignment 01 consists of paragraph/essay-type questions. These may be answered in a typed or handwritten format.

The correct compilation and sequence of Assignment 01 is:

- ✓ cover page
- ✓ declaration of own work submitted
- ✓ table of contents, introduction
- ✓ body of assignment (answers to the assignment questions)
- ✓ conclusion
- ✓ answer to the self-assessment and reflection questions
- ✓ list of sources consulted

TECHNICAL PRESENTATION

[10 marks]

Please ensure that this assignment complies with the departmental requirements for the technical presentation of assignments.

Please note that the Department of Communication Science has specific formatting guidelines, which we want you to adhere to precisely. Please consult Tutorial Letter CMNALLE/301 for extensive guidelines on the technical presentation. Also read and take cognisance of the section on plagiarism. Additional guidelines, specific to this course, are provided on *myUnisa*.

The technical presentation criteria applicable to Assignment 01 are as follows:

- The assignment must contain a **personal declaration that the work you have submitted is your own**.
- The **table of contents** must correspond with the numbering, headings and sub-headings in the assignment. Correct page numbers must be supplied.
- An **introduction to the overall assignment** must be included, in which clear reference is made to what will be discussed in the assignment. This could consist of a short description of the assignment questions (without writing down the actual questions), as well as of the self-assessment and self-reflection questions. The introduction should not be longer than one paragraph.
- A **conclusion to the overall assignment** must be included, in which a short summary is given about what has been discussed in the assignment. Do not introduce any new information here – just summarise what has been done. The conclusion should not be longer than one paragraph.
- All sources consulted must be cited in the **list of sources consulted**, including tutorial letters, the study guide and the prescribed book.
- The correct **referencing techniques** must be used in the text of the assignment and in the list of sources consulted. These should not be numbered.
- General rules related to the overall presentation of the assignment must be adhered to. For example, your presentation should not contain **language, spelling** or typing errors, or **personal types of address (UNLESS otherwise stated)**.
- Also, **headings** and numbering should be presented in the correct format.
- It is also of vital importance that you should adhere to the **CORRECT** format, structure and stylistic requirements of each piece of writing, as required by the relevant assignment question. **Failure to follow these guidelines will result in a loss of marks.**

YOU WILL QUALIFY FOR EXAMINATION ADMISSION IF YOU HAVE SUBMITTED THIS ASSIGNMENT BY THE DUE DATE.

READ THE TEXT BELOW CAREFULLY *BEFORE* ATTEMPTING TO ANSWER THE FOLLOWING QUESTION

It is time that businesses realised that you cannot respond to a crisis only as and when it occurs. Please, please think pro-actively and anticipate the steps that will need to be taken when the proverbial hits the fan! A classic example of a failure to plan for problems emerged from my recent visit to the Coffee Bean Café in the Pavilion Shopping Centre in Durban.

I was in Durbs visiting one of my company's branch offices. I decided to treat a client to a quick brunch at the Coffee Bean Café in Pavilion after our business meeting. We ordered two toasted English muffins topped with scrambled egg and smoked salmon, and two cappuccinos to be served with the breakfast itself.

It soon became apparent that this was going to be lunch and not brunch. I did not actually get out a stopwatch and time it, but I have certainly never waited anywhere near as long when ordering exactly the same items at the Coffee Bean Café at Canal Walk in Cape Town. I stared at the staff, willing them to catch my eye, but they continued blithely chatting to colleagues and greeting passing friends. They showed no evidence of peripheral-vision; none of the eye contact one expects from service personnel. One had to wave each time you needed someone.

After a very long wait, the food arrived. Instead of the smoked salmon being added to the scrambled egg, a few pieces appeared to have been flung on top like a garnish. We began to eat our tasteless, unseasoned food and awaited our cappuccinos. We waited. And waited. Eventually the aggro in me came out and I added some volume to my vocal protest.

Still chatting to his friends, the young waiter shook too much cinnamon onto my client's cappuccino, rendering it undrinkable. When I finally got his attention, I complained to the waiter about his poor service. No apology was forthcoming, just an aggrieved glare. Naturally, I called for the manager.

After a long wait, the manager arrived. His brow was sweaty, and his hands greasy. He explained that the service was so poor because three kitchen staff had not pitched up for work. The manager himself was cooking the breakfasts! We empathised, but it immediately struck me that he had not thought through a back-up plan for the inevitable worst-case scenario.

A few suggestions from a seasoned crisis manager:

- (a) When you are short-staffed, close off part of the restaurant – trying to manage the whole shebang whilst being kitchen staff-deprived is inviting trouble.
- (b) Tell customers before you seat them that you are short-staffed and that service might take longer than usual, for which you apologise.
- (c) Tell customers that certain items (for example, the standard English breakfast) will result in quicker service.
- (d) Give every customer their coffee, tea or cappuccino free that day with the message that it is in appreciation of their understanding and patience.

(e) Tell the waitrons that they have to be extra vigilant to keep the potentially impatient customers happy.

QUESTION 1: REPORT WRITING

[25 marks]

Instructions

Suppose you are writing a formal report on the restaurant experience as described in the text. Supply three (3) **findings**, three (3) **conclusions** and three (3) **recommendations** as related to this incident.

Before attempting to answer Question 1, you need to study the following:

- **In the prescribed book:**
Chapter 4: Format
- **In the study guide:**
Study unit 4: Format

Break-down of mark allocation for Question 1:

- Use the correct formatting structures for a short report, which includes header, title, date, numbering, alignment, headings (6)
- Start with an appropriate introduction (2)
- Provide three (3) findings, three (3) conclusions, and three (3) recommendations that are logically and coherently linked (12)
- Write fluently and grammatically correct (5)

Remember to follow the correct heading and numbering conventions as required. Refer to Tutorial Letter 301/4/2018 for generic guidelines on formatting structures.

- Maintain a **logical link** between each of the given findings and each of the conclusions and recommendations that you provide.
- Write in the third person, as far as possible.

Keep the following in mind, when answering this question:

Apart from following the question instructions and the actual content of your answer, marks will also be awarded for the relevance of your conclusions, findings and recommendations as they pertain to the scenario. You will also be graded on the appropriate formatting and numbering of the content, as well as the correct use of spelling and grammar in your writing.

QUESTION 2: ORAL PRESENTATION OUTLINE**[25 marks]****Instructions**

Use **Monroe's Motivated Sequence** to draw up an **outline** of a talk motivating your colleagues at an accounting firm to read more. **Present your answer as follows:**

Topic of the talk:

Purpose of the talk:

- 1 ATTENTION**
- 2 NEED**
- 3 SATISFACTION**
- 4 VISUALISATION**
- 5 ACTION**

You need only supply a **maximum** of **THREE (3)** grammatically precise sentences for each item in the numbered list.

Before attempting to answer Question 2, you need to study the following:

- **In the prescribed book:**
Chapter 10: Oral presentations
- **In the study guide:**
Study unit 10: Oral presentations

Break-down of mark allocation for Question 2:

- Use the correct formatting and layout conventions for the outline of the talk, as well as providing the topic and the purpose of the talk. Follow the correct heading and numbering conventions as required and refer to Tutorial Letter 301/4/2018 for generic guidelines on formatting structures. (5)
- Provide 'pull' to grab the audience's attention (3)
- Describe the problem (need) (3)
- Present a solution (satisfaction) (3)
- Ask the audience to visualise (3)
- Indicate the action needed (3)
- Be fluent and grammatically correct in your writing (5)

Remember that this is simply an **OUTLINE** of a talk. However, ensure that you answer the question in full sentences that are grammatically precise.

Write an essay discussing the various aspects of self-image and its influence on communication. Read the instructions to this assignment carefully.

Instructions

Many factors contribute to the formation of **self-image**. **Self-image** influences communication abilities as well.

- What you need to do in this task is to write a formal essay on self-image and its influence on communication, using relevant examples within an organisational setting to substantiate the theory and explanations that you put forward.
- Provide the theory related to self-image and its various dimensions, as well as its influence on communication.
- Then apply the theory that you discuss to specific examples related to the workplace.
- Be as **formal** as possible in your writing.
- This task tests your ability to discuss and apply the required theory.
- You need to state theory, then explain, and finally, apply this to practical examples.

Before attempting to answer Question 3, you need to study the following:

- In the prescribed book:
Chapter 5: The writing process
Chapter 8: Interpersonal communication in the workplace
- In the study guide:
Study unit 5: The writing process
Study unit 8: Interpersonal communication in the workplace

Break-down of mark allocation for Question 3:

- Formatting and layout, including evidence of brainstorming and planning (5)
- Content
 - **Theory** (15)
 - Define and discuss self-image and indicate how it impacts on communication
 - Display an understanding of the six (6) dimensions of self-image
 - Display an understanding of how past experiences impact on self-image
 - Display an understanding of how interpersonal AND intrapersonal communication impacts on self-image
 - **Application** (10)
 - Appropriate application of the above-mentioned theory to your selected examples
- Write fluently and grammatically correct (5)

SELF-ASSESSMENT AND SELF-REFLECTION QUESTIONS**[5 marks]**

Answer the following questions in full sentences. Each question counts **one (1)** mark.

- 1 What have you learnt (what knowledge have you gained) by doing this assignment?
- 2 What skills, abilities and orientations (attitudes and values) have you acquired?
- 3 Which strengths could you apply in your future life and work environment?
- 4 Which shortcomings do you need to address in future?
- 5 To what extent have you achieved the learning outcomes formulated for this module?
(Please *specify* the exact learning outcomes you have achieved – these can be found under section 2.2 of this tutorial letter.)

SEMESTER 2: ASSIGNMENT 02***** This assignment is COMPULSORY! *****

DUE DATE:	28 SEPTEMBER 2018
UNIQUE ASSIGNMENT NUMBER:	894781
TOTAL MARKS:	25
CONTRIBUTION TO SEMESTER MARK:	50%
CONTRIBUTION TO FINAL MARK:	10%

Mark allocation for Assignment 02

Questions	25
Total	25 marks

Important information regarding Assignment 02

This assignment is COMPULSORY!

Remember to enter the unique assignment number correctly in the space provided when submitting this assignment.

Although Assignment 02 is not taken into account for examination admission, you must nevertheless submit it, as it will be very difficult to pass this module without the mark this assignment contributes towards your semester mark.

This assignment consists of 25 multiple-choice questions (MCQs), worth **one (1)** mark each.

Use a **pencil** and a **mark-reading sheet** (as provided with your study material) to complete this assignment or, alternatively, submit the assignment online via *myUnisa*.

Assignment 02 is automatically marked by a computer, on a predetermined date. Refer to the information in Tutorial Letter 301 (CMNALLE/301) for a discussion on how to approach and complete MCQs.

ASSIGNMENT 02

PLEASE READ THE TEXT BELOW CAREFULLY *BEFORE* ATTEMPTING TO ANSWER THIS ASSIGNMENT'S QUESTIONS.

It is time that businesses realised that you cannot respond to a crisis only as and when it occurs. Please, please think pro-actively and anticipate the steps that will need to be taken when the proverbial hits the fan! A classic example of a failure to plan for problems emerged from my recent visit to the Coffee Bean Café in the Pavilion Shopping Centre in Durban.

I was in Durbs visiting one of my company's branch offices. I decided to treat a client to a quick brunch at the Coffee Bean Café in Pavilion after our business meeting. We ordered two toasted English muffins topped with scrambled egg and smoked salmon, and two cappuccinos to be served with the breakfast itself.

It soon became apparent that this was going to be lunch and not brunch. I did not actually get out a stopwatch and time it, but I have certainly never waited anywhere near as long when ordering exactly the same items at the Coffee Bean Café at Canal Walk in Cape Town. I stared at the staff, willing them to catch my eye, but they continued blithely chatting to colleagues and greeting passing friends. They showed no evidence of peripheral-vision; none of the eye contact one expects from service personnel. One had to wave each time you needed someone.

After a very long wait, the food arrived. Instead of the smoked salmon being added to the scrambled egg, a few pieces appeared to have been flung on top like a garnish. We began to eat our tasteless, unseasoned food and awaited our cappuccinos. We waited. And waited. Eventually the aggro in me came out and I added some volume to my vocal protest.

Still chatting to his friends, the young waiter shook too much cinnamon onto my client's cappuccino, rendering it undrinkable. When I finally got his attention, I complained to the waiter about his poor service. No apology was forthcoming, just an aggrieved glare. Naturally, I called for the manager.

After a long wait, the manager arrived. His brow was sweaty, and his hands greasy. He explained that the service was so poor because three kitchen staff had not pitched up for work. The manager himself was cooking the breakfasts! We empathised, but it immediately struck me that he had not thought through a back-up plan for the inevitable worst-case scenario.

A few suggestions from a seasoned crisis manager:

- (a) When you are short-staffed, close off part of the restaurant – trying to manage the whole shebang whilst being kitchen staff-deprived is inviting trouble.
- (b) Tell customers before you seat them that you are short-staffed and that service might take longer than usual, for which you apologise.
- (c) Tell customers that certain items (for example, the standard English breakfast) will result in quicker service.
- (d) Give every customer their coffee, tea or cappuccino free that day with the message that it is in appreciation of their understanding and patience.
- (e) Tell the waitrons that they have to be extra vigilant to keep the potentially impatient customers happy.

Q1 Choose the most appropriate heading for this text.

- (1) Business communication
- (2) Prepare for problems
- (3) Coffee Bean staff told to smile more
- (4) Patience rewarded
- (5) Cold cappuccinos in Hyde Park

Q2 When the writer placed a simple order of *“two toasted English muffins topped with scrambled egg and smoked salmon, and two cappuccinos to be served with the breakfast itself”*, the message was

- (1) a complaint about poor food quality
- (2) a request for the cappuccinos to be served after breakfast
- (3) an expression of love and nurture
- (4) a request for a meal
- (5) a complaint about a lack of service

Q3 When the Pavilion Coffee Bean Café staff spent more time chatting to passing friends and colleagues than they did attending to customers, they were sending a message to the writer that they were

- (1) communicative
- (2) friendly
- (3) efficient
- (4) happy
- (5) not interested

- Q4 When the writer complained to the waiter about his poor service, what feedback did she receive?
- (1) No feedback – he did not speak.
 - (2) He looked at her with an aggrieved glare.
 - (3) He sent the manager to resolve the issue.
 - (4) He explained that the kitchen staff had not arrived for work.
 - (5) He brought the coffee.
- Q5 From the way the text is encoded, you can assume that it is a
- (1) blog
 - (2) formal letter
 - (3) formal speech
 - (4) meeting agenda
 - (5) newspaper report
- Q6 In simple language, “*peripheral vision*” means the same as
- (1) staring at someone
 - (2) seeing everything
 - (3) seeing someone/-thing out of the corner of your eye
 - (4) not seeing a thing
 - (5) seeing without taking notice
- Q7 When the waiter looks “*aggrieved*”, he is
- (1) not communicating
 - (2) communicating his cultural and gender difference
 - (3) using verbal communication to show that he does not care what the customer thinks
 - (4) using nonverbal communication to convey his feeling of having been treated wrongfully
 - (5) using nonverbal communication to indicate that his behaviour has been caused by a death in the family
- Q8 A reader who does not understand the writer’s use of the words “*aggro*”, “*the proverbial*” or “*cappuccinos*” would be up against a
- (1) physiological barrier
 - (2) physical barrier
 - (3) semantic barrier
 - (4) psychological barrier
 - (5) perceptual difference

Q9 Choose the option listed below which corrects the following sentence:

“One had to wave each time you needed someone.”

- (1) We had to wave each time we needed someone
- (2) We had to wave every time you needed someone
- (3) We had to wave each time you needed somebody
- (4) We waved each time you needed someone
- (5) We had to wave each and every time you needed someone

Q10 *“They showed no evidence of peripheral-vision; none of the eye contact one expects from service personnel. One had to wave each time you needed someone.”*

The communication described here is communication.

- (1) nonverbal
- (2) verbal
- (3) intrapersonal
- (4) digital
- (5) mass

Q11 The waiter who served the writer is wondering whether he will receive a tip. This is an example of communication.

- (1) external
- (2) internal
- (3) intrapersonal
- (4) dyadic
- (5) small-group

Q12 The manager calls the waiter into his office afterwards to discuss his behaviour. This is an example of communication.

- (1) external
- (2) intrapersonal
- (3) dyadic
- (4) small-group
- (5) mass

- Q13 When the writer waves at the waiter to get his attention, her nonverbal communication her verbal message.
- (1) reinforces
 - (2) complements
 - (3) contradicts
 - (4) replaces
 - (5) regulates
- Q14 Which of the options listed below is **NOT** an example of internal communication?
- (1) The manager speaks to the waiter about his behaviour
 - (2) The CEO of Exclusive Books meets with the manager
 - (3) The waitrons draw up a memorandum stating their grievances
 - (4) The customer publishes her experience on her blog
 - (5) The manager calls a meeting with his waitrons
- Q15 After some training, the waiter takes orders in a different way. He looks directly at his customer while he/she orders, and afterwards repeats his/her order back to him/her. He is now using
- (1) critical listening
 - (2) attending and reflecting skills
 - (3) following skills
 - (4) content listening skills
 - (5) empathetic listening
- Q16 Identify the combination of options below that contain examples of empathetic listening as portrayed in the text.
- (a) The waiter takes the initial order from the client.
 - (b) The waiter hears the client's complaint.
 - (c) The waiter chats to his friends.
 - (d) The manager listens to his client.
 - (e) The client listens to the manager.
- (1) Options (a) (b)
 - (2) Options (d) (e)
 - (3) Options (a) (c) (d)
 - (4) Options (a) (c)
 - (5) Options (b) (d) (e)

- Q17 The suggested crisis management tips in the last paragraph of the text bears most resemblance to which of the business documents below?
- (1) Minutes
 - (2) Standard operating procedures
 - (3) An agenda
 - (4) A letter
 - (5) A report
- Q18 The waiter reports to the restaurant manager who, in turn, reports to the general management of Pavilion Shopping Centre. This is an example of
- (1) paralanguage
 - (2) downward communication
 - (3) the grapevine
 - (4) public communication
 - (5) hierarchy
- Q19 There is a rumour circulating among the waitrons that the customer who complained has contacted the CEO of Exclusive Books. This is an example of
- (1) nonverbal communication
 - (2) downward communication
 - (3) horizontal communication
 - (4) upward communication
 - (5) the grapevine
- Q20 When the writer raises her voice, she is indicating aggression through
- (1) paralanguage
 - (2) downward communication
 - (3) upward communication
 - (4) the grapevine
 - (5) hierarchy
- Q21 Which of the following options best defines communication? Communication... .
- (1) helps you to progress in your career
 - (2) is a one-way process in which messages are sent from Person A (the sender) to Person B (the recipient)
 - (3) is the transmission of information
 - (4) is a two-way transmission of information and meaning from one person or group to another
 - (5) is a linear process

Q22 Which of the following sentences is written in the passive voice?

- (1) Chartered accountants in South Africa are required to build up further education points
- (2) They usually earn these continuing professional development (CPD) points by attending expensive conferences
- (3) From now on chartered accountants can also earn some of their points by reading articles on a website developed by Deloitte, namely www.movetaxforward.co.za
- (4) With the approval of the South African Institute of Chartered Accountants (SAICA), accountants can gain accreditation by simply logging on and reading
- (5) You do not have to be a chartered accountant to register on the website

Q23 In an interview, which nonverbal clue would be most likely to ruin your chances?

- (1) Angling your feet and knees so that they point in the direction of the interviewer
- (2) Offering a firm handshake
- (3) Wearing smart clothes
- (4) Using your hands to explain a point
- (5) Moving your eyes rapidly around the room so as not to seem like you are staring

Q24 Which of the following techniques would best demonstrate to an important client that you are listening to him/her?

- (1) Saying: "Yeah ... yeah ... yeah" at intervals
- (2) Interrupting him/her regularly to give him/her your own point of view
- (3) Remaining silent and then giving a succinct summary of what he/she has just said
- (4) Looking over your client's shoulder at other people moving around the office
- (5) Remaining silent

Read the brief scenario below and answer the question that follows:

A team of developers is meeting to discuss what type of dwellings to build on a large piece of land. Some want as many dwellings as possible on the land in order to maximise profit. Others want aesthetic and environmental aspects to be taken into consideration.

Q25 The team have reached consensus when... .

- (1) they all agree unanimously with the final decision that is taken
- (2) they have reached a point where no one is prepared to compromise any further
- (3) they take a vote and the majority wins
- (4) each person agrees to abide by the final decision and assists in implementing it
- (5) each person is equally happy with the decision

8.7 Other assessment methods

The assignments and the examination are the only assessment methods used in this module. There are no other assessments for this module.

8.8 Examination

The examination for CBC1501 takes place at the end of each semester.

This means that:

- ✎ if you are registered for semester 1, you will write the examination in May/June 2018, with a supplementary examination opportunity in October/November 2018
- ✎ if you are registered for semester 2, you will write the examination in October/November 2018, with a supplementary examination opportunity in May/June 2019.

The final examination date, information on the examination venue and time, and other general information will be made available to you in writing during the course of the semester. If you have not received this information by the beginning of April (for semester 1) or by the beginning of September (for semester 2), please contact the Examination Section **immediately** by sending an e-mail to exams@unisa.ac.za.

8.8.1 Examination admission is **NOT** automatic

- ✎ You have to submit Assignment 01 in order to gain admission to the examination (that is, to be allowed to write the examination), as admission is not automatic.
- ✎ If you do not submit Assignment 01, you will have to re-register for this module in the next semester.
- ✎ Although Assignment 02 is not taken into account for admission to the examination, you must nevertheless submit this assignment as it will be very difficult to pass the module without the mark that this assignment contributes to the semester mark.
- ✎ Remember that you will only receive marks for assignments which are received by the specified due dates.
- ✎ Therefore, ensure that you submit **ASSIGNMENT 01** by the due date in order to qualify for examination admission.
- ✎ **NO EXTENSIONS** will be given for the submission of any assignment and all assignments received after the specified due dates will be returned unmarked – in other words, you will receive 0%.

8.8.2 Important information about the examinations

- ✎ Only students who have obtained admission to the examination by submitting **ASSIGNMENT 01** will be eligible to sit for the examination, as admission is not automatic.
- ✎ You have to obtain a minimum final mark of 50% to pass this module.
- ✎ Because provision has been made for you to accumulate a maximum of 20% towards your final mark (by doing the assignments), a sub-minimum of 40% is applicable to the examination.
- ✎ In reality this means that you have to obtain *at least* 40% in the examination, otherwise you will automatically fail the examination, and, therefore, the module.
- ✎ Furthermore, you have to have a *minimum* of 50% for your final mark (semester mark and examination mark combined) in order to pass this module. Refer to the brochure *Study @ Unisa* for more information in this regard.
- ✎ If your examination results are blocked due to outstanding study fees, please phone 012 429 4299. Once you have settled the outstanding amount, you have to request that your examination results be released. Lecturers **CANNOT** do this, since we do not have access to these systems.
- ✎ You can also consult the *Study @ Unisa* brochure for general examination guidelines and guidelines on how to prepare for your examination.
- ✎ You **DO NOT** have to provide a cover page, declaration of own work submitted, table of contents, self-assessment and self-reflection questions **NOR** a list of sources consulted, in the examination.
- ✎ **However**, you **MUST** pay careful attention to grammar, spelling, articulation, alignment, margins, headings, numbering and the overall structure and format of your work in the examination. All technical aspects and academic standards are discussed in Tutorial Letter 301 (CMNALLE/301).
- ✎ Use an academic writing style, and particularly, write in the third person, as we are training you to write in a formal tone of voice.

8.8.3 The examination question paper

To help you with your preparation for the examination, you will receive a tutorial letter that will explain the format of the examination question paper and set out clearly what material you have to study for examination purposes.

- ✎ It is important to note that the examination will be based on **ALL** of the study material, including the assignments.
- ✎ The CBC1501 examination question paper is a single **two-hour** paper.
- ✎ **The examination question paper will consist of multiple-choice questions (MCQs) and written (paragraph/essay-type) questions.** Questions similar to (but not the same as) those in the two compulsory assignments can be expected and you will be tested on **ALL** of the study material.

- ✎ When writing your examination, it is up to you to review the examination question paper in order to determine how much time you will need for each question.
- ✎ You are strongly advised not to spend too much time on any specific question, or you may not be able to answer all of the questions within the specified time limit.

8.8.4 Completing the mark-reading sheet for the MCQs section in the examination

- ✎ The examination question paper contains a number of multiple-choice questions. The answers to these questions have to be filled in on a mark-reading sheet, which will be handed out together with the examination question paper.
- ✎ Only a PENCIL may be used when filling in a mark-reading sheet. If you do not use a pencil, the computer will not be able to read the mark-reading sheet and you will get 0% for this section of the examination.
- ✎ Please familiarise yourself (before the examination) with the content of the sections on mark reading sheets, as explained in Tutorial Letter 301 (CMNALLE/301) and the brochure *Study @ Unisa*. Remember that you have to submit the mark-reading sheet together with your other answers and the examination question paper at the end of the examination.

8.8.5 Marking of the examination paper

Each correct answer to a MCQ in the examination will earn you one (1) mark and no marks are subtracted for omitting an answer. We do not use a correction factor or negative marking. If you do not know the answer to a specific question set in the examination, we encourage you to take an educated guess. You may just be right and score one more mark.

As far as the written questions are concerned, the mark allocation will vary from question to question. The examination question paper as a whole counts 100 marks and will contribute 80% towards your final module mark.

Please ensure that you are familiar with the sub-minimum requirements for CBC1501, because the semester mark is NOT added to your examination mark if you did not attain the sub-minimum of 40% in the examination.

8.8.6 What happens if I fail the examination?

Should you fail CBC1501 in semester 1, and qualify for a supplementary examination (that is, obtain the sub-minimum requirement of 40% in the examination and a final mark of *at least* 45% for the module), you will be allowed to sit for the supplementary examination in October/November 2018. If you fail the module in semester 2, and qualify for a supplementary examination, you will be allowed to sit for the supplementary examination in May/June 2019.

Please note that should the university grant you a supplementary examination, your semester mark will NOT count towards your final mark. In other words, your examination will constitute 100% of your final mark and you will have to achieve a mark of *at least* 50% in the supplementary examination in order to pass the module. However, this arrangement will not affect students who write the aegrotat examination. (This kind of examination is written by students who were ill on the day of the examination and whose medical condition is confirmed by a valid medical certificate.) The semester mark of these students will count towards their final mark.

The supplementary examinations are based on the same syllabus and module content that you have studied during the semester, but new information will be incorporated and a new examination scope WILL apply. Therefore, please contact your lecturers before you write the supplementary examination and ask for the **most recent tutorial letter pertaining to the supplementary examination**.

Should you fail CBC1501 in any semester and not qualify for a supplementary examination, you will have to re-register for the module in the next semester and completely redo the assignments and the examination.

There are still students who think that they can take notes into the examination venue and that they will not be caught cheating. If you are caught during the examination with **any** information related to this module, you will face a disciplinary hearing. You may be suspended from studying at Unisa and any other tertiary institution for a number of years, if found guilty. It is not worth throwing away your academic career! Rather be well prepared for the examination. It is not a quiz and if you study all the study material, you will be able to answer all of the questions.

9 FREQUENTLY ASKED QUESTIONS

We receive many telephone calls and e-mails from students asking the same questions. Please note that there is an A-Z guide which contains the most relevant study information and associated questions in the *Study @ Unisa* brochure. Therefore, before you phone or e-mail us with a question, please ensure that this question has not already been answered.

❖ **What is Tutorial Letter 101 (Tut 101)?**

You will receive a Tutorial Letter 101 for every module for which you are registered. Each Tutorial Letter 101 is **specific to the particular module that it deals with**. It contains essential information on issues such as administrative matters, assignment details such as due dates and the actual assignment questions, as well as the prescribed study resources for the specific module. **It is essential to read Tutorial Letter 101 carefully for EACH MODULE.** This is then also the document that you are reading now.

❖ ***Are there assignments that I need to complete? Do I have to submit these assignments?***

Yes, there are assignments that you need to complete. Both assignments (01 and 02) in each semester of this module are **compulsory**, and, therefore, need to be submitted. **You have to particularly submit ASSIGNMENT 01 in order to gain admission to the examination.** If you fail to submit Assignment 01 by the due date, you will **NOT** qualify to sit for the examination and you will have to **re-register** for this module.

❖ ***Do I have to buy any prescribed books?***

Yes, you are required to purchase **one prescribed book** for this module.

❖ ***What do I do if I experience problems with the content of the study material?***

Contact the lecturers responsible for teaching the module immediately. You can **phone** them between 08:00 and 16:00 on weekdays, **make an appointment to come and see them personally**, or send an **e-mail**.

❖ ***I have not yet received my study material. Could you send it to me?***

No, the study material is kept at a different department. Please e-mail despatch@unisa.ac.za and ask whether the specific item has been dispatched to you. If it has been dispatched and you have not received it after a reasonable period of time, ask for another copy to be dispatched.

You can also **immediately download** your study material on **myUnisa** under the '**Official Study Material**' option once you have registered for a module.

❖ ***What is myUnisa?***

myUnisa is the university's **online learning management system**. You can find your **tutorial letters** and **study guides** in PDF format on this website. You can also **communicate electronically** with your lecturers and fellow students, as well as with the various administrative departments of Unisa – all through a computer and the Internet.

To go to the myUnisa website, start at the main Unisa website (<http://www.unisa.ac.za>), then click on the orange myUnisa button on the right-hand side of the screen. This should take you to the myUnisa website. Alternatively, you can go there directly by typing <http://my.unisa.ac.za> into your Internet browser.

Please consult the brochure *Study @ Unisa* for more information on myUnisa.

❖ ***When do classes start at Unisa?***

Unisa is a university that offers **distance learning** and is, therefore, **not a residential university**. This means that we do not present classes to our students on a daily basis.

❖ ***When and where am I writing the examination?***

Please e-mail exams@unisa.ac.za to obtain details on the date, time and venue for writing the CBC1501 examination. When you register for modules, you would have selected an examination centre that is most convenient to you. If you need to change venues, please inform the

Directorate: Student Assessment Administration timeously so that they can make provision for you at another examination centre.

❖ ***When will the examination results be released?***

Please e-mail exams@unisa.ac.za to enquire about your examination results.

❖ ***Where do I obtain my examination results?***

You will be able to obtain your examination results from the following places on the day on which the results are released:

A hard copy of your official examination results will also be **posted** to you. **Please note that examination results may NOT be made available to you via e-mail or telephone. Lecturers, therefore, CANNOT assist you in this regard.**

❖ ***What do I do if I am not happy with my examination results?***

Refer to the **back page** of the letter containing your **official results** (which will be **posted** to you) for the **different options** available to you. Also, consult the brochure *Study @ Unisa* which you should have received as part of your study material.

❖ ***How do I apply for my examination answer script to be re-marked or re-checked?***

All the information on the re-marking or re-checking of examination answer scripts is printed on the **back page** of the **official results** (which will be **posted** to you). You will also find information in the brochure *Study @ Unisa*, which you should have received as part of your study material.

❖ ***When do the supplementary examinations/aegrotat examinations take place?***

Please send an e-mail to exams@unisa.ac.za or aegrotats@unisa.ac.za for details in this regard.

❖ ***For which modules do I have to register now?***

Please refer to the **Calendar** for this information. However, if you need further assistance, you can contact **Directorate for Counselling, Career and Academic Development** (counselling@unisa.ac.za) - for more information see the brochure *Study @ Unisa*, which you should have received with your study material.

❖ ***What is 'recognition of prior learning' (RPL)?***

Recognition of prior learning (RPL) is the recognition by Unisa of any non-accredited learning at tertiary level related to a Unisa discipline which occurred before you decided to register for an academic qualification:

- The RPL programme at Unisa enables you to **gain recognition** and **credit** for what you already know and are able to do at a level equivalent to university study.
- You can receive credit for what you have learnt from experience, training courses, and so forth. For example, if you have worked as a police official for ten years, you will have learnt a vast number of skills, such as how to effect an arrest, how to write a statement, and how to negotiate. If you have started up and run your own successful business, you will be experienced in budgeting, stocktaking and preparing proposals for clients. If you have done research and written research reports, you could request credits in the field of research.

RPL makes it possible for you to earn credits towards a Unisa qualification, thereby **shortening your study time** and **decreasing your study fees**.

❖ ***I want to work with other students. How can I do this?***

You can ask Unisa to connect you to other students in your area so that you can form a study group/network. The **Directorate for Counselling, Career and Academic Development** also trains senior students to offer peer collaborative learning at regional learning centres.

❖ ***What can I do if I am not a confident reader or writer?***

The **Directorate for Counselling, Career and Academic Development** offers literacy support at many of the regional learning centres. They can also assist you to improve your study skills.

❖ ***What if I have received a CD or DVD and I do not have the equipment to play it?***

Many **regional learning centres** have computers that students may use. Regional offices can also give you the details of **multi-purpose community centres** that might have equipment that you can use. For more information please consult your nearest regional learning centre.

❖ ***What happens if I need a placement for work-integrated learning (WIL)?***

Please consult your nearest **regional office**. Most WIL courses have a questionnaire in Tutorial Letter 101 as well.

❖ ***How much contact can I expect?***

Distance education relies on **independent self-study**, so your study material on its own should enable you to complete any module successfully. However, the university also offers some forms of contact besides tutorial letters, telephone calls, e-mails, or visits to lecturers in their offices.

10 CONCLUSION

Please note that this tutorial letter had to be written and finalised at least six months before your registration for this module. Therefore, there may be changes to the course owing to decisions taken after this tutorial letter was compiled. In such an event, we will announce these changes on myUnisa and also in subsequent tutorial letters. If, however, you come across something that does not make sense, if you find clashing information or information that is not clear, or if you receive information that causes confusion, please feel free to contact us, your lecturers, with the details.

We wish you all the best with your studies. By ensuring that you have not registered for too many modules per semester and that you have enough time to devote to each module, the battle to pass is already half won. If you stay focused and dedicated, you will enjoy CBC1501!

Best wishes

Ms. A. Abdool-Satar

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