Tutorial Letter 101/0/2021

Applied English Language for Foundation Phase First Additional Language

ENG1514

Year module

Department of English Studies

This tutorial letter contains important information about your module.

BARCODE

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Dear Student

1 INTRODUCTION

Welcome to the 2021 academic year, and specifically, to the module Applied English Language for Foundation Phase First Additional Language. This module is designed to introduce you to the fundamental features and structures of English language as well as the four language skills of speaking, listening, reading and writing. The module is offered to Education students in their first-year by the Department of English Studies. The focus is on content knowledge of English language, NOT on the teaching of English.

You will have a lot to learn about language as a human phenomenon. Apart from being able to explore the different characteristic features of language, you will engage with various grammatical concepts as well as the forms and structures of the English language in relation to listening, speaking, reading and writing. As a first-year student, you will find this module invaluable because it will help you to learn the different aspects of the structure of English language and put you in a better position to develop critical language awareness and the relevant language skills that will enhance your performance in this module and others and in fact throughout your undergraduate study.

In order to take advantage of the content that this module offers, I advise you to engage fully with the Study Guide TUT501 and the Additional Resource on Unit 2 of the Study Guide that has been uploaded on the module site on myunisa. The Study Guide and the Additional Resource on Unit 2 have been written carefully to help you overcome some of the challenges you may be facing in using the English language as the medium of learning. Read every unit carefully and thoroughly and most importantly answer all the activity and self-reflective questions.

As a distance student, you have to discipline yourself and engage actively in self-directed study. Create enough time to prepare for your assignments and engage with your E-tutor to guide you. Do not wait until the last minute to rush in your assignments. You should also keep in touch with your lecturers whenever you have difficulty understanding any aspect of the module.

Take advantage of the opportunities that registering on myUnisa offer. This will help you to engage with your peers, E-Tutor and your lecturers. In addition, registering on myUnisa will enable you to submit your assignments online, download study material, gain access to the library functions, chat with your lecturers and other students on the module about your challenges and participate in online discussion forums.

We wish you an exciting and productive year and hope that you will gain more confident in using the English language.

ENG1514 Module Team

2 PURPOSE AND OUTCOMES

2.1 Purpose

The purpose of this module is four-fold:

- To lay foundations for the study of language by introducing students to the general characteristics and functions of language, and offering an overview of the basic levels of language analysis;
- To develop students' knowledge of the four language skills, namely listening, speaking, reading and writing, and the interrelationship between them;
- To equip students with the conceptual knowledge that will help them to apply their language competence and skills in various real-life contexts and domains; and
- To enhance students' language proficiency and literacy development.

2.2 Outcomes

Outcome 1

- Students can define language and discuss its characteristic features, functions, forms and the fundamental grammatical concepts necessary for them to achieve correct usage and proficiency.

Outcome 2

- Students can systematically identify and describe the different levels of language analysis and their interrelationships.

Outcome 3

- Students can identify and explain listening and speaking skills and relate these to comprehension, speech, phonetics and phonology.

Outcome 4

- Students can identify, discuss and describe reading and writing as critical and productive life skills that allow them to express themselves in different situations and for different purposes.

3 LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

To contact the lecturers responsible for this module, please use the following details:

Dr Josephine Alexander (Primary Lecturer)

E-mail: busarjo@unisa.ac.za

Tel: 012 429 3904

Professor Chaka Chaka

E-Mail: chakacp@unisa.ac.za

Tel: 012 429 3477

Ms Margaret Steyn

E-mail: steynmc@unisa.ac.za

Tel: 012 429 2681

Ms. Soorie Naidoo

E-mail: naidos2@unisa.ac.za

Tel: 012 429 4284

Ms. Sylvia Lediga

E-mail: ledigms@unisa.ac.za

Tel: 012 429 6710

Dr Joseph Moyo

Email: moyoj@unisa.ac.za

Dr Mary Madileng

Email: madilmm@unisa.ac.za

Dr Verbra Pfeiffer

Email: pfeifvf@unisa.ac.za

Tel: 012 429 3111

Please check myUnisa module site regularly to see if there are changes for the names and contact details of the Primary Lecturer and Teaching Team members.

3.2 Department

The Department of English Studies

Winnie Madkizela_Mandela, Building 6-40

Muckleneuk Campus

(Office of the Chair of the Department)

Administrative Officer for the module ENG1514

Check myUnisa site for the name and contact details

3.3 University

You will find general Unisa contact details in Study @ Unisa brochure. Always use your student number when contacting the University.

4 RESOURCES

4.1 Prescribed book(s)

There are two prescribed books for this module. Each student is required to buy these books. They will be available at a discounted price at all Unisa official booksellers. The textbooks are:

1. Bailey, S. (2015). Academic Writing: A Handbook for International Students.
2. Wyse, D., Jones, R., Bradford, H. & Wolpert, M.A. (2013). Teaching English, Language and Literacy.

4.2 Recommended book(s)

Horne, F. & Heinemann, G. (2003). English in Perspective

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

4.3 Electronic reserves (e-reserves)

E-reserves can be downloaded from the Library catalogue. More information is available at:

http://libguides.unisa.ac.za/request/request

4.4 Library services and resources

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

- for detailed Library information go to http://www.unisa.ac.za/sites/corporate/default/Library
- for research support and services (e.g. personal librarians and literature search services) go to http://www.unisa.ac.za/sites/corporate/default/Library/Library-services/Research-support

The Library has created numerous Library guides: http://libguides.unisa.ac.za

Recommended guides:

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

5 STUDENT SUPPORT SERVICES

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

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

6 STUDY PLAN

Assignments and learning

Assignments are part of the learning material for this module. Before you start writing your assignments, study the relevant units in the Study Guide (Tutorial 501); consult other resources; discuss the work with fellow students or tutors or do research.

We urge you to attempt the self-assessment activities contained in the study guide. The activities in the study guide are designed to enrich your knowledge and to give you practice in achieving the outcomes of the module. Regular practice will develop your ability to express yourself clearly in English and to write in a style appropriate for academic purposes. It is our experience that those students who do the most work during the year perform well in the examination. Remember that every section of the work is examinable, whether or not it is covered in the assignments.

General remarks

PLEASE NOTE: Enquiries about assignments (e.g. whether or not the University has received your assignment or the date on which an assignment was returned to you) must be directed to the contact details found in Study @ Unisa. You might also find information on myUnisa. To go to myUnisa 'login to the myUnisa' website. You can also go there directly by typing http://my.unisa.ac.za.

Assignments should be addressed to:

The Assignment Section

PO Box 392

UNISA

0003

You may submit written assignments either by post or electronically via myUnisa. ASSIGNMENTS MAY NOT BE SUBMITTED BY FAX OR E-MAIL TO THE LECTURER. For detailed information and requirements regarding assignments see the brochure *Study @ Unisa* that you received with your study material

Commentaries and feedback on assignments

There are three written assignments for this module. We strongly recommend that you write and submit the three assignments. You will receive detailed feedback on each assignment.

Feedback on assignments will be sent to all students registered for this module in a follow-up tutorial letter, and not only to those students who submitted the assignments.

The assignments and related feedback constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination.

Use the Study @ Unisa brochure for general time management and planning skills.

7 PRACTICAL WORK

The activities and self-reflective questions are practical works for this module. Go through all of them and make sure you complete the activities for each unit of the course Study Guide (TUT501).

8 ASSESSMENT

8.1 Assessment criteria

Assessment criteria

Year mark

The year mark counts 40% of the final mark. It is based on the marks of the three assignments. Your examination mark counts 60% of the final mark.

Working hard and submitting good and well-written assignments will enhance your final mark as well as prepare you adequately for your examination at the end of the year.

Sub-minimum 40%

A sub-minimum mark is the minimum mark you must obtain in order to pass the examination for this module. **A sub-minimum of 40% is required in the examination**. If you obtain a mark below this, your year mark will not be counted, and you will fail the examination. You will then have to either write a supplementary examination (the university will inform you if you qualify) or repeat the course the following year.

8.2 Assessment plan

Assessment plan

For this module, you are expected to submit **THREE** assignments. In addition, you will write a take home examination online if you obtain examination admission. In order to be admitted to examination, you must submit at least one (any one) assignment.

8.3 Assignment numbers

8.3.1 General assignment numbers

Assignments are numbered consecutively per module, starting from 01 – refer to the table in 8.4 below.

8.3.2 Unique assignment numbers

	UNIQUE NUMBERS
Assignment 01	**606964**
Assignment 02	**809138**
Assignment 03	**792705**

8.4 Assignment due dates

Assignment Number	Topic	Due Date	Weights
01	Units 1 & 2	9 April 2021	30
02	Units 3 & 4	9 June 2021	30
03	Units 5 & 6	6 August 2021	40

8.5 Submission of assignments

To submit an assignment **via *my*Unisa:**

- Go to *my*Unisa.
- Log in with your student number and password.
- Select the module.
- Click on assignments in the left-hand menu.
- Click on the assignment number you want to submit.
- Follow the prompts on the screen.

Attach a copy of the declaration for plagiarism to each assignment you submit.
You are encouraged to submit your assignment via myUnisa. It is safer, quicker and more convenient.

All assignments must be selected from the Scheme of Work.

All assignments submitted via post should be enclosed in the regulation cover and all the required information must be supplied. We however, discourage you from submitting your assignments via post especially with the uncertainty of Covid-19.

Number your assignments ACCORDING TO THE NUMBERS GIVEN IN THE SCHEME OF WORK. Note the numbering in the Scheme of Work and *do not alter it* as this would delay the marking of your work.

If you are posting your assignments, send them to the University in the large brown envelopes supplied. You may send more than one assignment per envelope, but please ensure that each assignment has a separate cover and that your work is securely stapled inside. If you do not have an official envelope, you can send your assignment in a plain envelope to:

Assignments Section
University of South Africa
PO Box 392
UNISA
0003

If you have access to e-mail, you can submit your assignments via *my*Unisa. Consult *Study @ Unisa*.

Please be aware that *my*Unisa can be unreliable at times and often 'crashes' when too many students submit around the time of an assignment deadline. It is therefore advisable that you submit your assignments very early so as to avoid the rush and the inconveniences that may be caused by the pressure on *my*Unisa. **As a rule, always keep copies of your assignment as well as the confirmation for submission.**

Please note that you CANNOT send or e-mail an assignment directly to a lecturer.

NB: For all communication with the university, you are expected to use your official *my*Life account.

Plagiarism

We draw your attention to the decision by the university that all assignments should be accompanied by a signed declaration that the material submitted is the student's own work. Copies of this declaration are included at the back of this tutorial letter. **No assignments will be accepted without this declaration**.

If you are submitting an assignment *electronically*, please copy the declaration into your assignment and add your name and initials.

While you are encouraged to use other sources of ideas, be very vigilant regarding plagiarism. Any idea you discover elsewhere must be attributed to its source, including internet sources, **both in the body of your assignment *and* in the bibliography**. **If you fail to acknowledge quotations or borrowings from study guides and other sources, you will be heavily penalised for plagiarism and may be refused permission to write the examination**.

Work that is plagiarised (copied) will **not receive any credit.**

Always include a bibliography of works consulted at the end of your essay.

IMPORTANT INFORMATION REGARDING THE SUBMISSION OF ASSIGNMENTS

No extensions will be granted unless you have a **VALID** reason (such as a medical emergency). Errors regarding due dates, poor planning or a heavy work-load do not constitute valid excuses. Under no circumstances will extensions be granted if the request is made **after the due date**. Keep copies of all work you send to us.

The acceptable format is pdf (portable document format).

8.6 The assignments

Advice on the writing of assignments

There are three assignments as mentioned before. You are required to write all three assignments and **preferably submit them electronically via *my*Unisa** or by post or. Each assignment is in two parts and you are expected to answer all questions.

Always write in full sentences, unless otherwise instructed.

Edit and proofread ALL your assignments before you submit them. This means that you must start writing them several weeks before they are due so that you can have enough time to prepare more than one draft and therefore improve the quality of your work.

Make sure that you always list the references you have used correctly at the end of your assignment. For example:

Bailey, S. (2015). *Academic Writing: A Handbook for International Students*. 4th ed. London: Routledge.

Wyse, D., Jones, R., Bradford, H. & Wolpert, M.A. (2013). *Teaching English, Language and Literacy*. 3rd ed. London: Routledge.

DOWNLOADING TUTORIAL LETTERS FROM *myUNISA*

All the Tutorial Letters for this module are uploaded to *my*Unisa. You can, therefore access these materials yourself, for reference, before receiving a printed version. Refer to *my*Unisa on a regular basis and keep up to date.

Assessment of Assignments

Please note: Although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. In other words, you must submit your own ideas in your own words, sometimes interspersing relevant short quotations that are properly referenced. It is unacceptable for students to submit identical assignments on the basis that they worked together. That is copying (a form of plagiarism) and none of these assignments will be marked. Furthermore, you will be penalised or subjected to disciplinary proceedings by the University.

ASSIGNMENT 01: DUE DATE: 9 April 2021

UNIQUE NO: 606964

This is Assignment 01.
Please number it correctly.

IMPORTANT

Before attempting this assignment please read through Units 1 and 2 of Study Guide TUT501, **the Additional Resources on Unit 2 on the module site,** the relevant parts of your prescribed and recommended texts and attempt the activities in both units and work through the feedback provided.

WARNING ON PLAGIARISM

Do **no**t **simply copy and paste verbatim** your answers from your study guide or prescribed texts for part 1 of this assignment**.**

We want you to demonstrate your understanding of the questions. It is therefore ***compulsory*** that your answers should be in your own words and should clearly show that you have engaged with your study material and understood the content.

Please cite the source of your information within your answer, even if you only use the definition from your study guide and prescribed texts.

For Example**:**

Wyse *et al.,* (2013: 80) define ……

According to Horne & Heinemann (2003: 28), academic writing is ….

On page 15 of the Study Guide, critical language awareness is explained as **….**

Provide full references for any in-text citations at the end of your assignment in a Bibliography.

You will ***lose marks if you ignore this warning and plagiarise*.**

INSTRUCTIONS

There are **two parts** to this assignment. **Both** must be answered. The first part asks knowledge-based questions. The second part requires you to apply the knowledge you have gained in Units 1 and 2 in answering questions based on the text provided. Each part is marked out of 25 and the total mark for the assignment is 50.

PART 1

1) Explain in your own words:

a) The phatic function of language (2)

b) The directive function of language (2)

c) The difference between these two functions of language (2)

d) Which language function enables people to use verbal and non-verbal language to show their attitudes and emotions? (1)

2a) Explain your own understanding of the three gender distinctions that are made in the English pronoun system? (3)

2b) Explain in your own words the difference between oral, written and visual communication (3)

3a) Name one context in which you would use formal (standard) English (1)

3b) Name one context in which you would use informal (non-standard) English? (1)

4a) Name three parts of speech in which the distinction between singular and plural forms are used (3)

4b) Give two examples of visual communication (2)

5) Read the following sentence carefully:

Her friends made her a scapegoat

Based on the structure of the sentence write out:

a) The noun phrase that functions as the subject of the sentence (1)
b) The verb that functions as the predicate of the sentence (1)
c) The indirect object of the sentence (1)
d) The direct object of the sentence (1)
e) The indefinite article in the sentence (1)

Sub Total: 25 Marks

PART 2

Application: Text-based questions

Read the following text and answer the questions about it.

The Portfolio: Neo Matloga (Open Source from The Mail and Guardian, 4 June 2020)

When I began my residency at De Ateliers in Amsterdam, I was primarily an oil painter. At that time, I took many pictures as a way to document. I came back here and I was also taking a lot of photographs of images from newspapers, magazines, and also family albums. If I saw interesting expressions, I'd snap that.

Living my second year of residency, I felt that oil painting was too sophisticated and I wanted something that would accentuate my rawness. So I started making line drawings; then I started

adding some ink to the line drawings. I printed the photos that I had and I started cutting up the faces with scissors, and grouped them according to their features.

Initially, I had about 48 collages of faces, politicians, sportsmen and -women, family members, musicians and actors. What they had in common was that they are portraits of black people. I arranged them into a grid and titled that installation *Black Collages*. I then moved on to painting with ink and charcoal and collaging permanently, seeing how these materials cohered. The drying process of the material I use is quick, so when working I have no choice but to be confident in my execution. The process forces me to be brave.

As I continued to work with these materials, honing a voice, my output began to take the shape of a political statement without direct intent referencing the racial norms of my environment.

At some point, living in Amsterdam had me frustrated, I was mad at the racial politics in the Netherlands; for example, people having ignorant notions about blackface. I'd come across it in a very subtle way, especially in the streets. What I noticed was that blackface is seen as a distortion by mainly only Dutch black people. In a way, my installation was misappropriating that racist gaze. It was a reaction to many things, and I could say that there was a childishness to the work as I was exploring.

Adapted from The Mail and Guardian, 2020, June 4

https://headtopics.com/za/the-portfolio-neo-matloga-the-mail-guardian-13465634

Text-based questions

1a) Give two reasons why the author used the past tense in the text (2)

1b) Based on your knowledge of person as a grammatical concept, in what form of grammatical person is the text written in? Give one reason for your answer. (2)

2a) Write out the two proper nouns used in paragraph one (2)

2b) Give three different examples of conjunctions used in paragraph two (3)

3) "The drying process of the material" is used as a noun phrase in paragraph three. Analyse the noun phrase into the following constituent parts:

a) The head noun (2)

b) The post modifier (2)

c) The pre modifier (2)

4a) Write out the three separate sentences that have been joined together to make the following sentence from paragraph two:

"I printed the photos that I had and I started cutting up the faces with scissors, and grouped them according to their features. (3)

4b) Write out the conjunction that has been used to join the sentences together (1)

4c) What type of conjunction is it? (1)

5a) Explain the type of grammatical concord in the sentence "The process forces me to be brave." (2)

5b) Read paragraph five carefully and write out three examples of prepositional phrases (3)

Sub Total: 25 Marks

TOTAL MARK: 50

ASSIGNMENT 02: DUE DATE: 9 June 2021

UNIQUE NO: 809138

This is Assignment 02.
Please number it correctly.

IMPORTANT

Before attempting this assignment, please **read through Units 3 and 4 of your Study Guide – TUT501** and **the relevant parts of your prescribed and recommended texts**. You should also attempt the activities in both units and work through the feedback provided.

WARNING ON PLAGIARISM

Do not simply copy and paste verbatim your answers from your study guide or prescribed texts for part 1 of this assignment.

We want you to demonstrate your understanding of the questions. It is therefore ***compulsory*** that your answers should be in your own words and should clearly show that you have engaged with your study material and understood the content.

Please cite the source of your information within your answer even if you only use the definition from your study guide and prescribed texts.

For examples:

Wyse *et al.,* (2013: 80) define ……

According to Horne & Heinemann (2003: 28), academic writing is ….

On page 68 of the Study Guide, the purpose of listening is stated as ….

Provide the full references for your in-text citation at the end of your assignment in a bibliography

You will ***lose marks if you ignore this plagiarism warning*.**

INSTRUCTIONS

There are **two parts** to this assignment. **Both** must be answered. The first part asks knowledge based questions. The second part requires you to apply the knowledge you have gained **in Units 3 and 4** in answering questions based on the text provided. Each part is marked out of 25 and the total mark for the assignment is 50.

PART 1

Knowledge Based Questions

1. **In three sentences, explain three features** that distinguish critical listening from informational listening. (3)

2. Explain in your own words:

   a) literacy skills (2)

   b) oracy skills (2)

3a) Explain in two sentences why you have to engage your schematic knowledge during the pre-reading stage. (2)

3b) Nunan (2011:23) identifies six stages of the listening process. **Explain** in your own words, your understanding of:

hearing (first stage) (2)

remembering (fourth stage) (2)

4) Using your own words, explain your understanding of:

a) passive reading (2)

b) intensive reading (2)

5a) Name two parts of the human body that are used for speech production. (2)

5b) Name **two language features** that distinguish a creative text from a factual text. (2)

6a) List **two ways** in which you can annotate this text while-reading. (2)

6b) What are **the two main purposes** for listening. (2)

Sub-Total: 25 Marks

PART 2

The text used for this question is an Open Electronic Resource accessed from https://blog.prepscholar.com on 17/6/2020

Application: Text Based Questions

Instruction: Read the following text and answer the questions on it. All your answer must be based on the text.

Malaria is an infectious disease caused by parasites transmitted to people through female Anopheles mosquitoes. Each year, over half a billion people will become infected, with roughly 80% of them living in Sub-Saharan Africa. Nearly half a million people die of malaria every year and the death toll is rising. While there have been many programs designed to improve access to malaria treatment, the best way to reduce the impact of malaria in Sub-Saharan Africa is to focus on reducing the number of people who contract the disease in the first place, rather than waiting to treat the disease after the person is already infected.

There are multiple drugs available to treat malaria but programs that focus too much on them haven't seen long-term success in Sub-Saharan Africa. A major program to combat malaria was WHO's Global Malaria Eradication Programme. Started in 1955, it had a goal of eliminating malaria in Africa within ten years. Based upon successful programs in Brazil and the United States, the program involved widely distributing chloroquine and spraying large amounts of DDT. More than one billion dollars was spent. However, the program suffered from many problems and in 1969, WHO was forced to admit that the program had not succeeded. The number of people in Sub-Saharan Africa who contracted malaria as well as the number of malaria deaths had actually increased during the time the program was active.

One of the major reasons for failure was that it set uniform strategies and policies, failing to consider variations between governments, geography, and infrastructure. Most African countries don't have the resources to send people to doctors and get shots, nor can they afford to clear wetlands or other malaria prone areas.

Additionally, because chloroquine was used widely but inconsistently, mosquitoes developed resistance and chloroquine is now nearly completely ineffective in Sub-Saharan Africa. As a result, newer, more expensive drugs need to be used to prevent and treat malaria, which further drives up the cost of malaria treatment for a region that can ill afford it.

Programs should therefore focus on preventing infection from occurring in the first place. Not only is this cheaper and more effective, it also reduces loss of work/school days which can further bring down the productivity of the region.

One of the cheapest and most effective ways of preventing malaria is with insecticide-treated bed nets (ITNs). While untreated bed nets are helpful, those treated with insecticides are much more useful because they stop mosquitoes from biting through the nets and also help reduce mosquito populations. In fact, transmission can be reduced by as much as 90% in areas where the use of low cost ITNs is widespread. Bed nets cost roughly 2 USD to make, last several years, and can protect two adults. Studies have shown that, for every 100-1000 more nets, one less child dies of malaria. With an estimated 300 million people in Africa not being protected by mosquito nets, there's the potential to save three million lives by spending just a few dollars per person.

Reducing the number of people who contract malaria would also reduce poverty levels. When fewer people get sick, the working population is stronger as a whole because people are not put out of work from malaria, nor are they caring for sick relatives. Malaria-afflicted families can

typically only harvest 40% of the crops that healthy families can harvest. Additionally, a family with members who have malaria spends roughly a quarter of its income on treatment. It's estimated that malaria costs Africa 12 billion USD in lost income every year.

1a) From your understanding of the text, make up a suitable **title** using a phrase. (3)

1b) What is the **purpose** of the author in writing the text? (2)

2a) Read paragraph 1 closely and write out the **thesis statement** of the text in your own words. (3)

2b) Write out **two sentences** from paragraph 1 that describe the seriousness of malaria problems in the world and in Sub-Saharan Africa. (2)

3a) What reading strategy would you use to identify the key words and specific facts in the text? (1)

3b) The arguments presented in paragraphs 2, 3 and 4 are sequentially structured. Give **four examples of signpost language** that the author uses in achieving logical connections between sentences and paragraphs. (4)

4a) Give **one reason** why there is no emotional language in the text. (1)

4b) Outline **the main ideas** and **supporting details** in paragraphs 6 and 7.
Your answer **must be presented** in the following structure: (4)

Paragraph 6

Main idea:

Supporting Details:

Paragraph 7

Main idea:

Supporting Details:

5a) Read paragraph 5 intensively and in relation with paragraphs 2, 3, 4, 6 and 7.
In **two sentences, explain** how paragraph 5 connects the author's arguments in the text. (2)

5b) Read through the essay and identify **three ways** in which reading and writing are connected. (3)

Sub-Total: 25 Marks

TOTAL MARKS: 50

ASSIGNMENT 03: DUE DATE: 6 August 2021

UNIQUE NO: 792705

This is Assignment 03.
Please number it correctly.

IMPORTANT:

Before you attempt this assignment please work through Study Units 5 and 6 in your Study Guide (TUT501/0/2020) and the relevant sections of your prescribed and recommended textbooks.

Instructions

1. Answer ALL questions set.
2. Question 1 is a paragraph question which counts 10 marks.
3. Question 2 is an essay question which counts for 40 marks.
4. The total mark for the assignment is 50.
5. Please note that structure and grammatical correctness are just as important as the relevance of the content to the specific questions set.
6. Make sure you acknowledge your sources correctly and provide a list of references in the correct format.
7. It is also important that you check your work carefully, before your final submission.

QUESTION 1: PARAGRAPH WRITING

In **a paragraph** of no more than 150 words, describe **one significant change** that the global pandemic COVID-19 has made on your life. You should bear in mind that this question requires you to draw on your own experiences to:

- formulate an **appropriate topic**;
- demonstrate a **clearly-defined viewpoint and purpose**; and
- select appropriate **subordinate ideas to elaborate** your topic.

You will be assessed on the following criteria:

- CONTENT: 5
- LANGUAGE AND STRUCTURE: 5

SUB-TOTAL: 10 MARKS

QUESTION 2: ESSAY WRITING

Refer to the thesis statement below:

Academic writing is an essential job skill.

Read the following guidelines to structure your essay:

1. Write a discursive essay of at least five paragraphs (about 1 page).
2. Use the given thesis statement as your topic.
3. Identify and discuss specific working contexts in which the ability to write academically does or does not have benefits.
4. Ensure that your essay is coherent and grammatically correct.

You will be assessed on the following criteria:

CONTENT: 20

LANGUAGE: 10

STRUCTURE: 10

SUB-TOTAL: 40 MARKS

TOTAL MARKS: 50

8.7 Other assessment methods

In unique circumstances, the Examination Office might recommend an alternative assessment method. This will be discussed with individual students should the need arise.

8.8 The examination

How the examination system works

Year mark

The year mark counts 40% of the final mark and is based on the marks of the three assignments. The mark you receive in the examination counts 60% of the final mark. You will see from this system that assignment marks count directly towards your final mark.

Sub-minimum 40%

A sub-minimum of 40% is required in the examination. If you obtain a mark below this, your year mark will not be counted, and you will fail the examination. You will then have to either write a supplementary examination (the university will inform you if you qualify) or repeat the course the following year.

Examination period

This is a year module. This means that you will write the examination in October/November 2020. Supplementary examination dates will be provided by the Examination Office. During the course of the year, the Examination Office will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

Examination paper

In October/November 2021, you will write a two-hour paper.

9 FREQUENTLY ASKED QUESTIONS

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

10 SOURCES CONSULTED

TUT501

11 IN CLOSING

We hope that this tutorial letter will help you to engage actively and positively with your study and to write your assignments well. Refer closely to this letter throughout the year. We hope that you will enjoy this module and that it will be exciting and useful in enhancing your language skills. We wish you success with your study.

12 ADDENDUM

Plagiarism declaration.

READ THE DECLARATION BELOW, SIGN AND SUBMIT IT WITH THIS ASSIGNMENT.

ASSIGNMENT 01

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

Signature: ……

Date:……..

READ THE DECLARATION BELOW, SIGN AND SUBMIT IT WITH THIS ASSIGNMENT.

ASSIGNMENT 02

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

Signature: ……

Date:……..

READ THE DECLARATION BELOW, SIGN AND SUBMIT IT WITH THIS ASSIGNMENT.

ASSIGNMENT 03

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

Signature: ……

Date:……..