

# Tutorial letter 101/3/2014

## APPLIED ENGLISH LANGUAGE STUDIES: FURTHER EXPLORATIONS ENG2601

**Semesters 1 & 2**

**Name of Department: English Studies**

**IMPORTANT INFORMATION:**

This tutorial letter contains important information  
about your module.

BAR CODE

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# 1 INTRODUCTION

Dear Student

Welcome to ENG2601 *Applied English Language Studies: Further Exploration*. This module adds to your knowledge of the English language and builds on the key concepts already introduced in the first level, ENG1502 *Foundations in English Language Studies*. Our focus in ENG2601 is on the study of the English language. We shall explore different aspects of the English language so that you will gain insight into its system and functions in different contexts, as well as how historical period, geographic location, social situation and purpose affect the kind of language used. Furthermore, the module will equip you with the skills and techniques which you will need to be able to produce your own analyses of language texts. We hope that you will find this module both exciting and rewarding.

Information supplied for the module will include study material such as the following:

- Tutorial Letter 101 (this document): it contains assignments, assessment criteria as well as instructions on the preparation and submission of assignments. This tutorial letter also provides all the information you need with regard to the prescribed textbooks, other resources and how to obtain them.
- Study guide for ENG2601.
- Feedback tutorial letters: these tutorial letters contain important and, sometimes, urgent information pertaining to the module such as feedback on assignments and examination preparation guidelines. It is imperative that you carefully **read all tutorial letters** you receive for this module during the semester. These will be dispatched to you as soon as they are available or needed, and will also be available on *myUnisa*, so that you can access them online.

*Hard copies of some of the study material may not have been available when you registered. Study material that is not available when you register will be posted to you as soon as possible. To compensate for this possible inconvenience, we will upload all materials on to myUnisa.*

**PLEASE NOTE: You should register on *myUnisa* to be able to download study material, tutorial letters, submit assignments online, gain access to library functions and various learning resources. In addition, you will be able to communicate with your tutor and other students as well as participate in online discussion forums.**

## 2 PURPOSE OF AND OUTCOMES FOR THE MODULE

### 2.1 Purpose

The purpose of the module is to:

- equip you with the skills of applied English language studies (such as in applied linguistics, writing/rhetoric studies, and discourse studies). Students will be able to apply their advanced skills in the analysis and interpretation of how the English language functions in various real-life contexts and domains.
- develop your skills/abilities in the grammatical and textual competence needed for the analysis of authentic language data.
- advance your pragmatic competence with an emphasis on English language use and variation.

## 2.2 Outcomes

This section describes the specific outcomes you should have achieved by the end of this module, and how we shall assess your proficiency.

A range of tasks on *myUnisa* and in study guides, tutorial letters, various forms of multimedia, assignments and examinations will show that you have achieved the following outcomes:

### Outcome 1:

Analyse and interpret the structure of language of selected texts in different genres.

#### *Assessment criteria:*

- 1.1 The purpose, structure, audience, tone and style of authentic texts from different genres are identified.
- 1.2 Register and genre are analysed.
- 1.3 Cohesion in texts is explained.
- 1.4 Written and spoken discourse are analysed.

### Outcome 2:

Explain the language system and its functions in various contexts.

#### *Assessment criteria:*

- 2.1 The language system as used in the production of texts is analysed.
- 2.2 The functions of sentences in different genres are explained.
- 2.3 The functions of the major word classes: noun, verb, adjective, adverb etc., are described.

### Outcome 3:

Describe English language use and variation.

#### *Assessment criteria:*

- 3.1 The use of English Language in different geographical and social contexts is described.
- 3.2 The standard form of the English language is used in given contexts.

### 3 LECTURER(S) AND CONTACT DETAILS

#### 3.1 Lecturer(s)

If you have any queries about the module, feel free to contact any of the lecturers listed below, or the Course Co-ordinator in the Department of English Studies. All queries that are not of a purely administrative nature but are about the content of this module should be directed to us.

**Course Co-ordinator: English II**

Professor J Murray

(012) 429 6047

[murraj@unisa.ac.za](mailto:murraj@unisa.ac.za)

The lecturers responsible for this module are:

**Dr P. Makoe (Primary Lecturer)**

TvW 6-40

(012) 429 2681

[makoepb@unisa.ac.za](mailto:makoepb@unisa.ac.za)

**Mr T. Kekana**

TvW 4-09

(012) 429 3806

[kekanjt@unisa.ac.za](mailto:kekanjt@unisa.ac.za)

**Ms N. Zindela**

TvW 4-013

(012) 429 6208

[zindenc@unisa.ac.za](mailto:zindenc@unisa.ac.za)

**Mr J. Chokwe**

TvW 7-27

(012) 429 6232

[chokwmj@unisa.ac.za](mailto:chokwmj@unisa.ac.za)

#### 3.2 Department

**Secretary for second-level English Studies:**

**Ms Sandra Mogoaneng**

(012) 429 6774

[mogoas@unisa.ac.za](mailto:mogoas@unisa.ac.za)

If you live in or near Pretoria you are welcome to arrange a personal interview with a lecturer. Please make appointments in advance by telephoning the secretary for second-level English Studies.

Other details: see the departmental web pages at [www.unisa.ac.za/english](http://www.unisa.ac.za/english)

#### 3.3 University

**Communication with the University**

If you need to contact the university about matters not related to the content of this module, please consult the publication *my Studies @ Unisa* that you have received with your study material. This booklet contains information on how to contact the University (e.g. whom you can write to for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open).

Always have your student number on hand when you contact the University.

All study-related information is now available on the Unisa corporate website in both web and mobi formats. Once you are registered as a Unisa student, you can download your study material and submit your assignments online.

Unisa website: <http://www.unisa.ac.za> & <http://mobi.unisa.ac.za>

myUnisa: <http://my.unisa.ac.za/portal> & <https://my.unisa.ac.za/portal/pda>

Contact addresses of the various administrative departments are included in *My studies @ Unisa* brochure. Please send individual enquires to relevant e-mail addresses or sms numbers that are provided and always include your student number in the subject line.

## **4 MODULE-RELATED RESOURCES**

### **4.1 Prescribed books**

Your prescribed textbooks for this module are:

Carter, R., Goddard, A., Reah, D., Sanger, K. and Swift, N. (2008). *Working with text: A core introduction to language analysis*. 3<sup>rd</sup> edition. London: Routledge. ISBN 9780415414241

Mullany, L. and Stockwell, P. (2010). *Introducing English language*. London: Routledge. ISBN 9780415448857

Prescribed textbooks can be obtained from the University's official booksellers. The list of these booksellers and contact details are included in *my Studies @ Unisa* brochure. Should you have difficulties locating these prescribed books please contact the Prescribed Books Section at 012 429 4152 or e-mail [vospresc@unisa.ac.za](mailto:vospresc@unisa.ac.za)

### **4.2 Recommended books**

The following publications are not essential for this module, but you may wish to consult them in order to enrich your studies and to broaden your knowledge. Please note that you are not expected to buy recommended books.

A limited number of copies are available in the library. These recommended books contain valuable information such as development reading and writing skills within the academic environment, presenting an argument and persuading the reader to a particular point of view, and using sources effectively and referencing.

Crème, P. and Lea, M. (2008). *Writing at university. A guide for students*. 3<sup>rd</sup> edition. Maidenhead, England: McGraw-Hill Open University Press.

Seligmann, J. (2012). *Academic literacy for education students*. Cape Town: Oxford University Press Southern Africa.

Use any good dictionary while you are working on your assignments and to expand your vocabulary during the year.

### 4.3 Electronic Reserves (e-Reserves)

There are no e-reserves for this module.

## 5 STUDENT SUPPORT SERVICES FOR THE MODULE

Please consult the *my Studies @ Unisa* brochure which you have received with your study package for information on, for example, student counselling, the use of *myUnisa* and possible participation in the Unisa tutorial service.

In accordance with UNISA's 2015 strategic plan, **e-tutors** have been appointed to assist students in achieving their educational goals. The e-tutors will provide online support and guidance on the *myUnisa* portal. Students are urged to actively interact and participate on the site as this has the dual function of providing tutorial guidance and an opportunity to engage meaningfully with fellow students. Kindly register for a *myLife* account to make use of this added advantage.

## 6 MODULE-SPECIFIC STUDY PLAN

Use your brochure, *my Studies @ Unisa*, for general time management and planning skills.

Your work schedule for this specific module is set out in the table below. We suggest that you try to keep to the following time frame.

### SEMESTER 1 (S1)

| Date           | Task  |
|----------------|---|
| January 2014   | Register, buy your two prescribed textbooks and begin reading them together with the study guide. |
| February 2014  | Re-read all the above.  |
| March 2014     | Submit assignment 01.   |
| April 2014     | Submit assignment 02.   |
| April-May 2014 | Study for the examinations.   |
| May-June 2014  | Examinations.   |

## SEMESTER 2 (S2)

| Date                  | Task  |
|-----------------------|---|
| June 2014             | Register, buy your two prescribed textbooks and begin reading them together with the study guide. |
| July 2014             | Re-read all the above.  |
| August-September 2014 | Submit assignment 01.   |
| September 2014        | Submit assignment 02.   |
| October 2014          | Study for the examinations.   |
| October-November 2014 | Examinations.   |

This module is divided into six study units, each exploring a different aspect of English language use. We recommend that you read this material in conjunction with the sections of your prescribed textbooks indicated at the beginning of each study unit.

We **urge** you to attempt the self-assessment activities contained in the study guide as well as both assignments. 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. In addition, there is a glossary of specialist terms at the end of every study unit. It is important that you familiarise yourself with these terms, so we have left space for you to fill in the definitions. It is our experience that those students who do the most work during the semester perform well in the examination. Remember that every section of the work is examinable, whether it is covered in the assignments or not.

**PLEASE NOTE:** The feedback to most of the self-assessment activities is placed at the end of each study unit. The feedback not included in the study guide may be found on *myUnisa* as well as in additional activities. We suggest that you check the site on a regular basis to keep up to date.



## 7 MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

## 8 ASSESSMENT

### 8.1 Assessment plan

There are two assignments for this module. Both Assignment 01 and Assignment 02 (each out of 100 marks) contribute equally to your semester mark. You must submit both assignments in order to obtain the best possible semester mark, as they each count directly towards your final result. Failure to submit both assignments will adversely affect your semester mark.

Your semester mark will count 25% of your final mark while the examination mark contributes 75%. Both assignments carry equal weighting.

**Submission of Assignment 01 by the due date is compulsory for admission to the examination. This obligation is a university requirement to prove that you are an 'active student'.**

We have set the assignments in order to allow you, the student, to show what you have learnt during the module.

### Assessment criteria

We will be looking for the following when we mark your assignments:

- clear expression in English;
- the ability to write grammatically correct sentences and paragraphs in an appropriate academic register;
- the ability to follow instructions, and adherence to the assignment topic;
- evidence that you have worked through the text(s) related to each assignment;
- evidence of a thoughtful engagement with the concepts and issues covered in the module;
- the ability to produce your own analyses of language texts with careful substantiation of points;
- clear, well-structured and logical arguments; and
- the meticulous citation of references and the inclusion of a Bibliography.

**PLEASE NOTE:** Remember that all assignments should include a Bibliography and the plagiarism declaration. The declaration is included on the last page of this Tutorial Letter. Even if only the prescribed work(s) and the Study Guide have been consulted, they should be acknowledged both in the main body of your essay and in the Bibliography.

## Commentaries and feedback on assignments

You will receive constructive feedback on your assignments. As soon as they are returned, please read them carefully. The assignments and commentaries on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination.

### Assessment rubric (marking grid)

We are experimenting with various ways of providing feedback, and your assignments may be some of those which have been assessed by means of the following grid. While not all markers will necessarily use it, we trust you will find the criteria mentioned useful in preparing, reviewing and learning from your own assignments.

#### Mark out of 50 for content/organisation:

| Score               | Level  | Criteria   |
|---------------------|--|--|
| 50-38<br>(100%-76%) | <b>1</b><br><br>EXCELLENT<br>TO VERY<br>GOOD         | <b>Content:</b> focussed on assigned topic; thoroughly developed, clearly demonstrating the skills required by the NQF criteria (e.g. familiarity with – recognising and recalling – the subject matter; understanding and applying it; analysis, for instance, of relationships; evaluation, for example, critiquing different approaches).<br><br><b>Organisation:</b> generating a piece of writing (such as an essay) with ideas clearly and succinctly stated, well-organised, logically sequenced, cohesive, and well supported. |
| 37-28<br>(74%-56%)  | <b>2</b><br><br>GOOD TO<br>AVERAGE                   | <b>Content:</b> fairly sound demonstration of skills; mostly relevant to topic, lacks detail.<br><br><b>Organisation:</b> loosely organised, logical but incomplete sequencing and signposting.  |
| 27-16<br>(54%-32%)  | <b>3</b><br><br>FAIR TO<br>SHAKY: <b>AT<br/>RISK</b> | <b>Content:</b> not enough substance or relevance, insufficient support for ideas.<br><br><b>Organisation:</b> ideas confused or disconnected, not enough logical sequencing or development, little signposting.   |
| 15-0<br>(30%-0%)    | <b>4</b><br><br>CLEAR FAIL                           | <b>Content:</b> not pertinent or not enough material to evaluate.<br><br><b>Organisation:</b> does not communicate, poor organisation or not enough material to evaluate.  |

**Mark out of 50 for form (vocabulary, language usage, presentation)**

| <b>Score</b>        | <b>Level</b>                                     | <b>Criteria</b>  |
|---------------------|--|--|
| 50-38<br>(100%-76%) | <b>1</b><br>EXCELLENT<br>TO VERY<br>GOOD         | <p><b>Vocabulary:</b> sophisticated range, effective word/idiom choice, mastery of word form, appropriate register.</p> <p><b>Language usage:</b> effective complex constructions, few language problems (agreement, tense, number, word order, articles, pronouns, prepositions).</p> <p><b>Presentation:</b> clearly set out, neat, spelling and punctuation; correct clear paragraphing and essay structure; meticulous and consistent referencing of sources used.</p> |
| 37-28<br>(74%-56%)  | <b>2</b><br>GOOD TO<br>AVERAGE                   | <p><b>Vocabulary:</b> satisfactory range, occasional issues of word choice, idiom, form, usage, <b>but meaning not obscured.</b></p> <p><b>Language usage:</b> effective simple constructions, minor problems in complex constructions, several language issues but <b>meaning seldom obscured.</b></p> <p><b>Presentation:</b> occasional problems in lay out and structure, referencing inaccurate or inadequate.</p>  |
| 27-16<br>(54%-32%)  | <b>3</b><br>FAIR TO<br>SHAKY: <b>AT<br/>RISK</b> | <p><b>Vocabulary:</b> small range, frequent issues of word/idiom, choice, usage.</p> <p><b>Language usage:</b> major problems in simple/complex constructions, frequent language issues including spelling and punctuation, <b>meaning confused or obscured.</b></p> <p><b>Presentation:</b> frequent problems with lay out, untidy handwriting, <b>referencing lacking.</b></p>   |
| 15-0<br>(30%-0%)    | <b>4</b><br>VERY SHAKY                           | <p><b>Vocabulary:</b> essentially translation from mother tongue, little knowledge of English vocabulary, idioms and word forms.</p> <p><b>Language usage:</b> virtually no mastery of sentence construction, dominated by problems, does not communicate.</p> <p><b>Presentation:</b> no mastery of conventions, illegible handwriting, no referencing.</p>   |

## Marking symbols

| SYMBOL    | ERROR            | EXPLANATION   |
|-----------|------------------|---|
| Abb       | Abbreviation     | Do not use abbreviations, or contractions (such as 'can't', 'don't', 'etc'.) in <u>formal</u> writing (eg a written assignment).  |
| agr (s/v) | Agreement error  | Your verb does not agree with your subject in number. Check whether your subject is singular or plural.<br><br>A plural subject takes a plural verb: <i>The students<u>s</u> read the book.</i><br><br>A singular subject takes a singular verb: <i>The student read<u>s</u> the book.</i>  |
| Amb       | Ambiguity        | Your statement could have two meanings. Rephrase.   |
| Ap        | Apostrophe error | An apostrophe is a comma that hangs above the line.<br><br><i>The boy's hands are dirty.</i><br><br><u>An apostrophe is used to indicate possession.</u><br><br><i>Mbeki's leadership (the leadership of Mbeki).</i><br><br><i>The boys' privileges (the privileges of the boys).</i><br><br><u>An apostrophe is used to indicate when letters are left out.</u><br><br><i>We'll (we will)</i><br><br><i>Can't (can not)</i><br><br><i>I've (I have)</i><br><br><i>It's (it is)</i><br><br>Contractions such as these are |

|            |  |   |
|------------|--|---|
|            |  | <p>unacceptable in formal writing.</p> <p>NB: 'its' (without an apostrophe) is the possessive form. The dog chewed <u>its</u> bone.</p>   |
| Arg        | Argument   | Your argument / explanation is not methodical / coherent / relevant. A clear and logical line of thought needs to emerge.   |
| Art        | Article error  | You have used 'a' instead of 'the', or 'the' instead of 'a', or you have omitted to use 'a' or 'the' where you should have. Alternatively, you have used 'a' or 'the' with a word that should not have an article.  |
| Awk        | Awkward phrasing                                       | Your sentence sounds awkward and clumsy. You need to revise word choice and word order.   |
| Cap        | Capital letter   | The word should begin with a capital letter, either because it starts off a sentence, or because it is a proper noun.   |
| c/s        | Comma splice   | <p>You have joined two ideas (i.e. two separate sentences) without using a connecting word, or proper punctuation.</p> <p>Either add a connecting word, or change the comma to a semi-colon, or break the comma-spliced sentence into two separate sentences.</p> |
| Exp        | Expression faulty                                      | Your sentence is difficult to understand because of errors too numerous to list.  |
| frag / inc | <p>Fragmentary sentence</p> <p>Incomplete sentence</p> | <p>Your sentence does not have a verb, and therefore is only a fragment of a sentence.</p> <p>You have left out part of the sentence.</p>   |
| Irr        | Irrelevant   | What you have said has nothing to do with the topic.  |

|          |                               |   |
|----------|-------------------------------|---|
| L? / ill | Logic faulty / illogical      | Your writing does not make sense here.  |
| N.P.     | New Paragraph                 | You have started discussing a new idea. You need a new paragraph.   |
| Para     | Paragraph structure           | <p>A paragraph consists of a main idea (usually expressed in a topic sentence) and <u>several</u> supporting sentences which explain the main idea, or give examples and/or details concerning the main idea.</p> <p>Single-sentence paragraphs are not acceptable because a single sentence cannot develop or expand the main idea.</p> <p>Your paragraph is too long and needs to be divided where appropriate.</p> |
| P        | Punctuation                   | You have mis-used a punctuation mark, or omitted one where it was necessary.  |
| Sp       | Spelling                      | You have mis-spelt a word. Try to get into the habit of using a dictionary consistently.  |
| T        | Tense error                   | <p>Your verb is in the wrong tense.</p> <p>Note: Use the present and related tenses when discussing a literary work - eg <i>'Bosman's humour <u>has</u> a strong South African flavour.'</i></p> <p><i>'In her short stories Nadine Gordimer <u>touches</u> on issues ...'.</i></p>   |
| voc / WW | Vocabulary error / Wrong word | You have used the wrong word <u>or</u> you could have used a better one. (Look up the word you have used in the dictionary. You will find that its meaning is either not correct or not appropriate in your sentence.)  |
| Wdy      | Wordiness                     | You have used too many words to say something which could be said far more simply and   |

|    |                      |   |
|----|----------------------|---|
|    |                      | concisely.  |
| WO | Word Order incorrect | The words in your sentence are in the wrong place. Your marker will have used arrows to indicate where the word(s) should go. |

## 8.2 General assignment numbers

Assignments are numbered consecutively per module, starting from 01. For this module you will submit the two assignments of the semester for which you are registered. Please do not submit the assignment for the other semester.

### 8.2.1 Unique assignment numbers

| Semester 1    |        |
|---------------|--------|
| Assignment 01 | 819916 |
| Assignment 02 | 862302 |
| Semester 2    |        |
| Assignment 01 | 730078 |
| Assignment 02 | 811334 |

### 8.2.2 Due dates for assignments

**PLEASE NOTE: Unfortunately we cannot give extensions.** We therefore strongly urge you to keep to the following deadlines:

| Semester 1    |                   |
|---------------|-------------------|
| Assignment 01 | 17 March 2014     |
| Assignment 02 | 14 April 2014     |
| Semester 2    |                   |
| Assignment 01 | 3 September 2014  |
| Assignment 02 | 26 September 2014 |

**PLEASE NOTE:** Although students may work together when preparing the assignments, each student must write and submit his or her own individual assignment. In other words, each student must submit his or her own work. It is unacceptable for students to submit identical assignments on the basis that they worked together. This amounts to plagiarism and none of these assignments will be marked. Furthermore, these students may be penalised or subjected to University disciplinary proceedings.

### **8.3 Submission of assignments**

Assignments must be sent in good time to reach the Department on or before the due date. It is your responsibility to make sure that your assignment is submitted sufficiently early. You may submit your assignments **either by post or electronically** via *myUnisa*, preferably as **PDF, MsWord Doc or MsWord Docx files**. If you are posting your assignment, you may post it in a Unisa Assignment Box located at your regional centre. Assignments may not be submitted by fax or email.

Assignments for both semester 1 and 2 are included in this tutorial letter. Please ensure that you submit only the two assignments for the semester for which you have registered.

### **8.4 Assignments**

#### **Plagiarism: very important!**

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.**

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 (and this — very importantly — includes Internet sources) **both in the body of your assignment and in the Bibliography**. Work that is plagiarised (copied) will **not receive any credit**.

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



**SEMESTER 1****ASSIGNMENT 01****Due Date: 17 March 2014****Unique No. 819916**

**This assignment is based on Study Unit 1, 2 and 3 of your Study Guide. In these three Study units you have learned about rhetorical analysis, genre and register as well as the role of language in meaning making.**

Write an essay of no more than 2 ½ pages (approximately 1000 words) in which you analyse the 'Argument Clinic' dialogue on page 175-178 of the prescribed textbook *Introducing English Language* by Louise Mullany and Peter Stockwell. Provide relevant evidence from the text to substantiate your argument. As a starting point, you may address the following in your analysis:

- What language features and strategies are used by the speakers in this text?
- What argumentation techniques are used and how?
- Identify rhetorical devices in the text and explain the purpose for which these are used.
- What type of text is this and what genre does it belong to?
- What is the text about?

It is essential that you refer to text analysis techniques that are covered in this module in order to examine how meaning is created in this dialogue.

**TOTAL FOR THIS ASSIGNMENT: [100 marks]****SEMESTER 1****ASSIGNMENT 02****Due Date: 14 April 2014****Unique No. 862302**

**The questions in this assignment are based on Study Units 4, 5 and 6 in your Study Guide.**

**Question 1: Cohesion**

Read the following passage and identify **five examples** of cohesion in the passage. Quote the example, explain how the cohesive tie works in the text, and name the kind of cohesive tie involved.

**For example:** 'him' in line 2 refers back to the 'friendly warder'. This is an example of reference cohesion.

Early on Christmas morning, Jakes and I went to Krugersdorp Prison with a picnic basket for Johnnie. I'd met a friendly warder the day before and paid him to smuggle a bottle of Klippies and a box of Kentucky into the prison for Johnnie. I had to keep his spirits high because, believe me, there's no bleaker day behind bars than the twenty-fifth of December. More birds slash their wrists or hang themselves on that day than on any other day of the year.

Johnnie, however, was in a buoyant mood, despite nursing a slight hangover. He had served a third of his sentence and would be considered for parole in the new year. He was convinced that he was going to get out.

(From: *The Little Ice Cream Boy*, by Jacques Pauw.)

(10)

**Question 2: English language use and variation**

- (a) English contains many words borrowed from other languages around the world. Use your dictionary or other available resources to find out the meaning and origin of the words listed in the following table. The first one has been done for you as an example.

| Word          | Meaning        | Original language |
|---------------|----------------|-------------------|
| Stoep         | veranda, porch | Afrikaans         |
| lingua franca |                |                   |
| Hinterland    |                |                   |
| Aisle         |                |                   |
| Bizarre       |                |                   |
| Tycoon        |                |                   |
| Faux pas      |                |                   |
| Tsunami       |                |                   |

(14)

- (b) The list below consists of words used in South African English that are not used in British or American English. Provide a word from British or American English that means the same thing.

| South African English | British or American English |
|-----------------------|-----------------------------|
| tackies/tekkies       |                             |
| Sosatie               |                             |
| Bakkie                |                             |
| Naartjie              |                             |
| Platteland            |                             |

|        |  |
|--------|--|
| Lappie |  |
|--------|--|

(6)

### Question 3: Academic English

The following extract from a student's assignment on the novel *To Kill a Mockingbird* uses English which is unacceptable for academic purposes. Study the extract, then answer the questions which follow.

The name of the book is kill a Mockingbird. The Author is Harper Lee, published in 1966. This novel is happening in Maycomb a small town in deep South State of Alabama. They are regarded themselves as superior (white people) and they are very few people black people in 1930 Alabama were 'middle class'. This is about a man whose name is Atticus Finch he have two children Scout and Jem. Scout and Jem's mother had died when Scout was two and Jen was six. Calpurnia is looking for children when Atticus is work.

Yes it is a good book because is taught in English speaking countries. It is a good book especial in adulthood. It is a good book because it had well planned plot for example introduction body and conclusion. I consider this book as a good book as it deals with the issues that affect our communities. It is a good book because it gives us an overview of challenges that some of our learners are relevant to their developmental level.

(a) Photocopy or rewrite the whole of the original passage in the form in which it appears here. Then annotate it, underlining and/or circling its non-standard features, as if you were a teacher marking a learner's essay. Your annotations should include brief marginal comments indicating the type of error, such as punctuation, sentence structure or logic.

(10)

(b) Rewrite the first paragraph of the passage in grammatically correct Standard English, appropriate for academic purposes.

(10)

### Question 4: Writing Academic English

In the final unit of your Study Guide, you have learned that academic English is a specific kind of language with certain characteristics:

- It is formal; it avoids colloquialisms and contractions (e.g. isn't, it's);
- It attempts to be objective; it avoids subjectivity and emotive language;
- Its purpose is discursive; it sets out to discuss or explain;
- It is ordered; it proceeds in a logical, step-by-step manner;
- It acknowledges sources in a scholarly way.

Bearing these characteristics in mind, write an essay of about a page and a half, on ONE of the following topics. You are free to use any resources that may be available to you, as long as these are duly acknowledged both in the main body of your essay and in the bibliography.

1. The Value of Sport in Education
2. Preserving our Environment
3. The Status of English in South Africa
4. The Drug Problem in Society

(50)

**TOTAL FOR THIS ASSIGNMENT: [100]**

**SEMESTER 2**

**ASSIGNMENT 01**

**Due Date: 3 September 2014**

**Unique No. 730078**

Read Study Units 1, 2 and 3 in your Study Guide before you attempt this assignment. In addition, it is important that you do all the activities in these Study Units in order to develop your ability to analyse texts and to write in a style appropriate for academic purposes.

Carefully read text 5: 16 '**CONVERSATION AREAS**' and text 6:6 which is an extract from the TV programme '**SUNDAY AM**'. These texts can be found on pages 168 and 219 of the prescribed textbook *Working with Texts* by Carter et al.

In a well-structured essay of no more than 2½ pages (approximately 1000 words) compare and contrast texts 5.16 and 6.6. Make sure that you provide evidence from both texts to support your answer.

Consider the following aspects in your analysis:

- What are the texts about?
- Do the texts belong to the same genre or not?
- What types of language features, language strategies and rhetorical devices are used in these texts? How do all these aspects influence the meaning in each text?
- Identify the argumentation techniques used and explain how these are used.
- Compare and contrast the tone and diction in the two texts.

It is essential that you refer to text analysis techniques that are covered in this module in order to examine how meaning is created in the two texts.

**TOTAL FOR THIS ASSIGNMENT: [100]**

**SEMESTER 2**

**ASSIGNMENT 02**

**Due Date: 26 September 2014**

**Unique No. 811334**

**The questions in this assignment are based on Study Units 4, 5 and 6 in your Study Guide.**

**Question 1: Cohesion**

Read the following passage and identify **five examples** of cohesion in the passage. Quote the example, explain how the cohesive tie works in the text, and name the kind of cohesive tie involved.

**For example:** 'her' in line 2 refers back to the 'widow '. This is an example of reference cohesion.

There was once a widow who had two daughters, the elder of whom resembled her so strongly in appearance and character that whoever looked at her saw the mother, and they were both so proud and disagreeable, that there was no living with either of them. The younger, who was the very image of her father for kindness and courtesy, was also one of the most beautiful girls one could hope to see, but since like is naturally drawn to like, the mother doted on her elder daughter, while at the same time displaying a frightful aversion for the younger. She made her eat in the kitchen and work unceasingly. Among all her other duties this poor child was obliged to go twice a day to draw water from a spring a good half league from home, and bring back a great pitcher full right up to the top.

(10)

**Question 2: English language use and variation**

The extract below comes from the novel *The Miracle of Crocodile Flats*, by Jenny Hobbs. Study the text, then answer the questions which follow.

The settlement did not quieten down until early morning, a few hours before people had to get up again. Music thumped from ghetto blasters, voices yelled, TVs blared, kids screamed, shebeen clients roared with laughter over slopping tables, fists hammered on rickety doors, beaten women howled their pain, and bone-thin dogs barked and barked at shadows stumbling by in the alleys. Gunshots were heard so often that people hardly noticed unless they were close. The only islands of calm were the night vigils: people sitting with their dead by candlelight, shawls over their heads, hands clasped, singing or praying or talking in whispers of better times.

There was a third signalling of the miracle that night. The full moon laid a benison over the parched land, coating its stark contours with silver and gentling the hollows

to pools of velvet blackness. Those who could not sleep noted a special radiance hanging in their windows; many nodded off into pleasant dreams instead of the usual nightmares.

Sweetness dreamed of peach blossoms and vanilla cupcakes and Rejoice's new shoes.

Queenie wore a proud smile as she welcomed a jiving Madiba to her new nightclub.

Swart Barend had a black-maned lion in his rifle sights as Tannie Charmaine snored comfortably by his side, savouring a dream melktert.

Dr Ulrich was lost in a fantasy where he discovered the ultimate HIV vaccine by analysing the pula bushes that grew on the koppies.

Mad Zizwe dreamed that his dogs were hunting impala in the bush, bounding through moonbeams instead of sullen smoke.

In distant Pretoria, Hendrik Ossewa grumbled towards his moonlit bathroom to mix another glass of Eno's. He never dreamed if he could help it. Having the insistent ghosts of his ouma and his mother hanging around was taxing enough.

- (a) Place and personal names in the extract give away the fact that the story is located in South Africa, but what linguistic clues are there in the passage that would make us recognise this as South African? Find **five** examples of words which enable us to identify this text as South African. In each case, give the meaning of the word.

(10)

**Question 3: English language use and variation**

- (a) English contains many words borrowed from other languages around the world. Use your dictionary or other available resources to find out the meaning and origin of the words listed in the following table. The first one has been done for you as an example.

| Word         | Meaning        | Original language |
|--------------|----------------|-------------------|
| Veld         | open grassland | Afrikaans         |
| Ruffian      |                |                   |
| Poltergeist  |                |                   |
| Cuisine      |                |                   |
| al fresco    |                |                   |
| Karaoke      |                |                   |
| Bundu        |                |                   |
| Coup d' etat |                |                   |

(14)

- (b) The list of words below consists of British English words, also used in South Africa, that are not used in American English. Provide a word from American English that means the same thing.

| British English                    | American English |
|------------------------------------|------------------|
| drawing pin                        |                  |
| Dustbin                            |                  |
| boot (a car part)                  |                  |
| Pram                               |                  |
| Hooter (of a car)                  |                  |
| Chemist (the shop, not the person) |                  |

(6)

#### Question 4: Academic English

The following extract from a student's assignment on the novella *Fools* uses English which is unacceptable for academic purposes. Study the extract, then answer the questions which follow.

According to Fools we see Zamani failing to carry out all his duty as an educator. The principle calls him in his office and telling him that he has a serious words with him the principal is telling Zamani that he will fire him without an ants weight of regret. Yesterday there was a staff meeting which Zamani knew about it, there were finalising Preparation next week and they were going over all examination questions. Zamani was not there and he the courtesy to inform the principal that he was going to be absent. Zamani is reprimanded for allowing Zani to speak to the kids about boycotting the day the covenant celebrations. Zamani is against the law of the school.

- (a) Photocopy or rewrite the whole of the original passage in the form in which it appears here. Then annotate it, underlining and/or circling its non-standard features, as if you were a teacher marking a learner's essay. Your annotations should include brief marginal comments indicating the type of error, such as punctuation, spelling or sentence structure.

(10)

- (b) Rewrite the passage in grammatically correct Standard English, appropriate for academic purposes.

(10)

#### Question 5: Writing Academic English

In the final unit of your Study Guide, you have learned that academic English is a specific kind of language with certain characteristics:

- It is formal; it avoids colloquialisms and contractions (e.g. isn't, it's);

- It attempts to be objective; it avoids subjectivity and emotive language;
- Its purpose is discursive; it sets out to discuss or explain;
- It is ordered; it proceeds in a logical, step-by-step manner;
- It acknowledges sources in a scholarly way.

Bearing these characteristics in mind, write an essay of not more than a page and a half, on ONE of the following topics. You are free to use any resources that may be available to you, as long as these are duly acknowledged both in the main body of your essay and in the bibliography.

1. The Problem of Teenage Pregnancy
2. The Legacy of Nelson Mandela
3. Rhino Poaching
4. Education Begins in the Home

(40)

**TOTAL FOR THIS ASSIGNMENT: [100]**

## **9 OTHER ASSESSMENT METHODS**

There are no other assessment methods for this module.

## **10 EXAMINATION**

Use your *my Studies @ Unisa* brochure for general examination guidelines and examination preparation guidelines.

Note that students receive admission to the examination on the submission of their first assignment by the due date.

### **Examination period**

This module is offered in a semester of 15 weeks. This means that you will write the examination in May/June 2014 if you are registered for the first semester, and in October/November 2014 if you are registered for the second semester. During the semester, the Examination Section will provide you with information regarding the examination in general, examination venues, examination dates and examination times.

### **Examination paper**

In good time before the examination, you will be sent a detailed pre-examination tutorial letter in which you will be informed about how the examination will be structured, and any other information that will enable you to prepare yourself.

There will be a 2-hour examination for this module. You will be required to answer questions along the lines of the assignments above. The examination mark will contribute 75% towards your final result for this module.



## **11 FREQUENTLY ASKED QUESTIONS**

Please consult *myStudies* brochure for frequently asked questions.

## **12 SOURCES CONSULTED**

None.

## **13 CONCLUSION**

The ENG2601 Team wishes you every success. We hope you will find the module stimulating, engaging and informative.



## 14 ADDENDUM – PLAGIARISM DECLARATION



Name and student number:.....

Assignment topic:.....

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

Signature:.....

Date:.....



Name and student number:.....

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Date:.....