

Tutorial Letter 101/3/2016

Applied English Language Studies: Further Explorations

ENG2601

Semesters 1 and 2

Department of 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 Explorations*. 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 will explore different aspects of the English language so that you can gain insight into its structure 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 you will need 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), which contains assignments, assessment criteria as well as instructions on the preparation and submission of assignments. The 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.
- Tutorial Letter 301, which contains advice on essay writing and instructions on how to properly reference your sources.
- Feedback tutorial letters, which 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. They will be dispatched to you as soon as they are available or needed, and they 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 and tutorial letters, submit assignments online, and gain access to library functions and various learning resources. In addition, you will be able to communicate with your tutors and other students as well as participate in online discussion forums.

2 PURPOSE AND OUTCOMES OF THE MODULE

2.1 Purpose

The purpose of the module is as follows:

- To equip you with the skills of applied English language studies, for example in applied linguistics, writing/rhetoric studies, and discourse studies. (Students will be able to apply their advanced skills in the analysis and interpretation of English language functions in various real-life contexts and domains.)

- To develop your skills/abilities in the grammatical and textual competence needed for the analysis of authentic language data.
- To 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 will assess your proficiency.

A range of tasks on *myUnisa* and in study guides, tutorial letters, various forms of multimedia, assignments and examinations will show whether 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 is 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 in different geographical and social contexts is described.
- 3.2 The standard form of English 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 Level Co-ordinator. All queries that are not of a purely administrative nature but about the content of this module should be directed to us.

The lecturers responsible for this module are:

Ms B Badal (Primary Lecturer)

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Deputy Co-ordinator: English Level 2 is:

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3.2 Department

The Chair of Department: Prof LJ Rafapa

The PA to Chair of Department: Ms G Moeng (012) 429 6714

The Administrative Officer for Level 2 English:

Ms LD Rakumakoe

Tel.: (012) 429 6263

Email: rakumld@unisa.ac.za

If you live in or near Pretoria you are welcome to arrange a personal interview with a lecturer. Please make an appointment with him/her first.

For other details, see the departmental web pages at www.unisa.ac.za/english.

3.3 University

If you need to contact the university about matters not related to the content of this module, please consult the *my Studies @ Unisa* brochure, which you can download from the website. This booklet contains information on how to contact the university (e.g. whom you can write to about different enquiries, important telephone and fax numbers, addresses and details of the times certain facilities are open). Please send individual enquiries to relevant email addresses or SMS numbers that are provided, and include your student number in the subject line. Always have your student number on hand when you contact the university.

Always use your **myLife e-mail account** when contacting the university. The university will also use this e-mail account to communicate with you, so it is important that you check your inbox regularly.

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> and <http://mobi.unisa.ac.za>

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

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*. 3rd 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 is included in the *my Studies @ Unisa* brochure. Should you have difficulty locating these prescribed books, please contact the Prescribed Books Section at 012 429 4152 or email 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 developing reading and writing skills within the academic environment, presenting an argument, persuading the reader to a particular point of view, using sources effectively and referencing.

Crème, P. and Lea, M. (2008). *Writing at university. A guide for students*. 3rd 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 to help you 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

5.1 *my Studies @ Unisa* Brochure

Please consult the *my Studies @ Unisa* brochure, which you can download from the university website for information on, for example, student counselling, the use of *myUnisa* and possible participation in the Unisa tutorial service.

5.2 Information on tutorial offerings at Unisa

Please be informed that since 2013, Unisa has been offering online tutorials (e-tutoring) to students registered for modules at NQF levels 5, 6 and 7, i.e. qualifying first year, second year and third year modules respectively. Please log on to *myUnisa* to find out if any of the modules that you are registered for falls in this category.

Once you have been registered for a qualifying module, you will be allocated to a group of students and an e-tutor who will be your tutorial facilitator. E-tutors for first year modules have each been allocated 500 students and those for second year modules 1000 students. An sms will be sent to you informing you about your group, the name of your e-tutor and instructions on how to log onto *myUnisa* in order to receive further information on the e-tutoring process.

E-tutoring takes place on *myUnisa* where you are expected to connect with students in your allocated group. You will need a computer with internet connection in order to participate in e-tutoring discussions and other activities. If you live close to a Unisa Regional Centre or a Telecentre contracted with Unisa, please feel free to visit any of these in order to access the internet.

E-tutors are qualified to teach their respective modules and they are expected to guide you through your study material during this interaction process. In order to get the most out of e-tutoring, it is important that you participate in the online discussions that the e-tutor will be facilitating.

There are modules which students have failed repeatedly. Such modules are allocated face-to-face tutors and tutorials for these modules take place at the Unisa Regional Centres. It is necessary for you to register at your nearest centre so as to secure attendance of these classes.

Tutoring is offered free of charge, be it online or face-to-face.

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

SEMESTER 2 (S2)

Date	Task
June	Register, buy your two prescribed textbooks and begin reading them together with the study guide.
July	Re-read all the above.
August	Submit assignment 01.
September	Submit assignment 02.
October	Study for the examinations.
October–November	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 or not it is covered in the assignments.

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. Assignment 01 and Assignment 02 (100 marks each) 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 mark. Failure to submit both assignments will adversely affect your semester mark.

Your semester mark will count 25% towards your final mark while the examination mark contributes 75%. The two 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 aimed at proving that you are an “active student”.

The assignments are designed to show you, the student, 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 in both the main body of your essay and 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 among those that have been assessed by means of the grid below. 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 60 for content and argument:

Score	Level	Criteria
60–45 (100%–76%)	1 EXCELLENT	Content: focused 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 example of relationships; evaluation, for example, critiquing different approaches). Argument: generating a piece of writing (such as an essay) with ideas clearly and succinctly stated, well-organised, logically sequenced, cohesive, and well-supported.
44-42 (74%-70%)	2 VERY GOOD	Content: understands the assigned topic though not developed consistently and thoroughly. Argument: ideas stated clearly, organized, coherent and supported in most instances.
41–36 (69%–60%)	3 GOOD	Content: fairly sound demonstration of skills, mostly relevant to topic, lacking detail. Argument: loosely organised, logical but incomplete sequencing and signposting.
35–30 (59%–50%)	4 AVERAGE	Content: not enough substance or relevance, insufficient support for ideas. Argument: ideas confused or disconnected, not enough logical sequencing or development, little signposting.
29–24 (49%–40%)	5 SHAKY: AT RISK	Content: not enough substance or relevance, insufficient support for ideas. Argument: ideas confused or disconnected, not enough logical sequencing or development, little signposting.
23-0 (39%-0%)	6 VERY SHAKY/ CLEAR FAIL	Content: not pertinent or not enough material to evaluate. Argument: does not communicate, poor organisation or not enough material to evaluate.

Mark out of 40 for language and structure:

Score	Level	Criteria
40–30 (100%–75%)	1 EXCELLENT	Vocabulary: sophisticated range, effective word/idiom choice, mastery of word form, appropriate register. Language usage: effective complex constructions, few language problems (agreement, tense, number, word order, articles, pronouns, prepositions). Presentation: clearly set out, neat, spelling and punctuation, correct clear paragraphing and essay structure, meticulous and consistent referencing of sources used.
29–28 (74%–70%)	2 VERY GOOD	Vocabulary: satisfactory word choice, idiom, form, usage, but meaning not obscured. Language usage: effective simple constructions, minor problems in complex constructions, minimal language issues and meaning seldom obscured. Presentation: occasional problems in layout and structure, referencing inaccurate or inadequate in some instances.
27–24 (69%–60%)	3 GOOD	Vocabulary: fair use of word choice, idiom, form. Language usage: effective simple constructions, minor problems in complex constructions, several language issues including spelling and punctuation but meaning seldom confused or obscured. Presentation: occasional problems with layout, untidy handwriting, insufficient or inadequate referencing.
23–20 (59%–50%)	4 AVERAGE	Vocabulary: limited range of word/idiom choice and usage. Language usage: problems in simple/complex constructions, frequent language issues including spelling and punctuation, meaning obscured. Presentation: problems with layout, structure, untidy handwriting, referencing lacking.
19–16 (49%–40%)	5 SHAKY: AT RISK	Vocabulary: very small range, frequent issues of word/idiom choice and usage. Language usage: major problems in simple/complex constructions, frequent language issues including spelling and punctuation, meaning confused and/or obscured. Presentation: frequent problems with layout, untidy handwriting, referencing non-existent or lacking.
15–0 (39%–0%)	6 VERY SHAKY/ CLEAR FAIL	Vocabulary: essentially translation from mother tongue, little knowledge of English vocabulary, idioms and word forms. Language usage: virtually no mastery of sentence construction, dominated by problems, does not communicate. Presentation: no mastery of conventions, illegible handwriting, no referencing.

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 (e.g. a written assignment).
agr (s/v)	Agreement error	Your verb does not agree with your subject in number. Check whether your subject is singular or plural. A plural subject takes a plural verb: <i>The students<u>s</u> read the book.</i> A singular subject takes a singular verb: <i>The student reads<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. <i>The boy's hands are dirty.</i> <u>An apostrophe is used to indicate possession.</u> <i>Mbeki's leadership (the leadership of Mbeki).</i> <i>The boys' privileges (the privileges of the boys).</i> <u>An apostrophe is used to indicate when letters are left out.</u> <i>We'll (we will)</i> <i>Can't (can not)</i> <i>I've (I have)</i> <i>It's (it is)</i> Contractions such as these are unacceptable in formal writing. NB: 'its' (without an apostrophe) is the possessive form. The dog chewed <u>its</u> bone.
Arg	Argument	Your argument/explanation is not methodical/coherent/relevant. A clear and logical line of thought needs to emerge.
Art	Article error	You have used 'a' instead of 'the', or 'the' instead of 'a', or you have omitted to use 'a' or 'the' where you should have. Alternatively, you have used 'a' or 'the' with a word that should not have an article.
Awk	Awkward phrasing	Your sentence sounds awkward and clumsy. You need to revise 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	You have joined two ideas (i.e. two separate sentences) without using a connecting word or proper punctuation. Either add a connecting word, or change the comma to a semicolon, or break the comma-spliced sentence into two separate sentences.
Exp	Expression faulty	Your sentence is difficult to understand because of errors too numerous to list.
frag/ inc	Fragmentary sentence Incomplete sentence	Your sentence does not have a verb, and therefore is only a fragment of a sentence. You have left out part of the sentence.

Irr	Irrelevant	What you have said has nothing to do with the topic.
L?/ill	Logic faulty/ illogical	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	A paragraph consists of a main idea (usually expressed in a topic sentence) and <u>several</u> supporting sentences that explain the main idea, or give examples and/or details concerning the main idea. Single-sentence paragraphs are not acceptable because a single sentence cannot develop or expand the main idea. Your paragraph is too long and needs to be divided where appropriate.
P	Punctuation	You have misused a punctuation mark, or omitted one where it was necessary.
Sp	Spelling	You have misspelt a word. Try to get into the habit of using a dictionary consistently.
T	Tense error	Your verb is in the wrong tense. Note: Use the present and related tenses when discussing a literary work – e.g. ' <i>Bosman's humour <u>has</u> a strong South African flavour.</i> ' ' <i>In her short stories Nadine Gordimer <u>touches</u> on issues ...</i> '.
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 that could be said far more simply and concisely.
WO	Word order incorrect	The words in your sentence are in the wrong place. Your marker will have used arrows 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	730342
Assignment 02	894644
Semester 2	
Assignment 01	676569
Assignment 02	637679

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:

DUE DATES		ONLINE SUBMISSIONS
		NB: Below are the dates when <i>myUnisa</i> will open for online submissions. You can submit your assignment on <i>myUnisa</i> from
Semester 1		
Assignment 01	24 March 2016	25 January 2016
Assignment 02	14 April 2016	31 March 2016
Semester 2		
Assignment 01	25 August 2016	03 August 2016
Assignment 02	15 September 2016	31 August 2016

PLEASE NOTE: Although students may work together when preparing the assignments, each student must write and submit his or her own individual assignment, based on 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 submitted 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 early. You may submit your assignments **either by post or electronically** via *myUnisa*, preferably as **pdf, doc or 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: 24 March 2016****Unique number: 730342**

This assignment is based on Units 1, 2 and 3 of your Study guide. You are also advised to read Chapters 3, 4 and 5 of your prescribed textbook *Working with Texts* by Carter et al. (2008) before you attempt this assignment. The focus of the assignment is to assess your ability to analyse texts paying particular attention to genre, context, tone, register and style.

QUESTION

Carefully read Text 5.5 on page 147 of the prescribed textbook *Working with Texts* by Carter et al. (2008).

NB: Text 5.5 contains five different kinds of text.

Text 1: A letter from a bank manager to a customer

Text 2: A teacher's report

Text 3: A memo from a university professor to his staff

Text 4: A biology examination paper

Text 5: Extract from a hotel brochure

Then write a well-structured essay of about 2½ pages (approximately 1000 words) in which you compare and contrast the five texts focusing on the aspects provided in the table below. Provide evidence from the texts to support your analysis.

NB: Do not submit the table as part of your assignment; it is merely part of the preparation and planning phase.

	Text 1	Text 2	Text 3	Text 4	Text 5
Genre					
Context					
Tone					
Register					
Style					
Purpose					
Figurative language (e.g. metaphor, simile, personification etc.)					
Rhetorical devices (e.g. hyperbole, euphemisms, connotation etc.)					

Discourse markers (linking devices)					
Language features (tense, mood, modality etc.)					
Other					

It is important that you present your essay as one piece of prose writing that has a clear structure including introduction, body and conclusion. Do not use the titles of texts as sub-headings. Use comparative discourse markers and transitions as you address the different aspects relevant to the essay question.

TOTAL FOR THIS ASSIGNMENT: [100]

SEMESTER 1**ASSIGNMENT 02****Due date: 14 April 2016****Unique number: 894644**

Answer questions 1, 2, 3 and **EITHER** question 4.1 **OR** 4.2.

Questions 1, 2 and 3 are based on Study Units 3, 4 and 5 of your Study Guide. You are advised to read and complete the activities in these study units before attempting this assignment.

Question 1: Cohesion

Read Text 5:16 which is a leaflet from **HIGH PEAK BOROUGH COUNCIL - CONSERVATION AREAS** on page 168 of the prescribed textbook, **Working with Texts by Carter** et al. (2008). This question is aimed at assessing your ability to identify conjunctions, to explain how they link the various parts of the text and contribute to meaning.

NB: A conjunction is a feature of cohesion and refers to words and phrases that provide linkages and logical connections among sentences.

In Text 5:16 four conjunctions have been underlined for you except the conjunction **'and'** which is used **twice** in the last sentence (**you should underline both and add them to your discussion**).

Identify the **FIVE** conjunctions and discuss **HOW** each of them creates meaning in conveying the message of the High Peak Borough Council. Quote specific examples from the text to support your answer.

Your answer should not exceed half a page.

5x3

SUB-TOTAL: 15 MARKS**Question 2: English language use and variation**

Read the following text from TONI MORRISON'S SULA (pages 116-117) and answer the questions set.

"Shadrack don't wear no hat."	1
"I know that but he tipped it anyway. You know what I mean. He acted like he had a hat and reached for it and tipped it at her. Now you know Shadrack ain't civil to nobody!"	2
"Sure ain't."	3
"Even when you buyin' his fish he's cussin'. If you ain't got the right change he's cussin' you."	4
If you act like a fish ain't too fresh he snatch it out of your hand like he doin' you the favor."	5
"Well, everybody know he a reprobate."	6
	7

- 2.1 Identify and discuss three linguistic clues that indicate the country in which this novel is set. 3x2 (6)
- 2.2 Explain the use of the apostrophe in line 1. (2)
- 2.3 Rewrite line 1 in acceptable standard English by correcting the grammatical errors. (2)

SUB-TOTAL: 10 MARKS

Question 3: Genre and Register/Academic English

Read the text below and answer the questions set.

'College really isn't necessary'

I believe that every girl should marry every guy that is rich so they never have to work. I don't think that college is necessary because you go to school twelve years out of your life and after that you should be done. 3

Every man should have money so he can support his family he needs to be rich. Even if he doesn't want to get married I think all boys should go to college. But I can understand if girls want to go to beauty school cause every girls should have options but personally I don't think college is necessary as girls need to be girls. Have a great time. I am not saying boys should have the life of work and distress but they need to work if they want a good life. Every girl wants the life of a princess. When your husband gets home from work you can go out to eat and also pay all the bills. So girls have fun. Boys start working.

Taken from: http://www.huffingtonpost.com/2013/03/04/national-grammar-day_n_2805383.html

- 3.1 Identify and discuss the genre and register of the text above. (5)
- 3.2 Read the above text and identify the following errors. Then explain how each error influences the meaning of the text.
- 3.2.1 An error of punctuation
- 3.2.2 An unclear reference
- 3.2.3 An example of an implied contradiction of opinion
- 3.2.4 A spelling error
- 3.2.5 A sentence fragment
- (10)
- 3.3 Rewrite the text above in grammatically correct Standard English in keeping with its genre and register. Please be mindful of the guidelines provided for writing for academic purposes in **Unit 6** of your Study Guide.

(10)

SUB-TOTAL: 25 MARKS

Question 4: Essay-writing

In this question, you are required to choose only **ONE** of the options. Answer either **Question 4.1** **OR** **Question 4.2**.

Unit 6 of the Study Guide focuses on academic English as 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 you duly acknowledge them in the main body of your essay and in the bibliography.

Question 4.1

Read the quotation provided below about the importance of maintaining wellness.

“If you haven’t got your health, you haven’t got anything.” Oprah Winfrey

Write an essay of about one and half pages (approximately 700-800 words). Your essay must reflect whether you agree or disagree with the viewpoint and message of the quotation. Your discussion should include arguments for and against the significance of maintaining wellness.

OR

Question 4.2

Read the extract below which illustrates that good looks can get you fame and fortune, even though you have committed a crime. Then write an essay of about one and half pages (approximately 700-800 words). Your essay should include arguments for and against getting fame and fortune through criminal activity.

‘Hot Convict’ Jeremy Meeks Planning Modelling Career After Prison”

He's going from prison time to SHOWTIME!

Jeremy Meeks, dubbed the "Hot Convict" after his smokin' mugshot went viral last year, is ditching a life of crime and opting for a career in modelling.

ABC News reports that Meeks, who was sentenced to up to two years in prison in February, signed with an agent and plans to put his head down to try and earn an early release, then take advantage of his newfound fame.

Taken from: http://www.huffingtonpost.com/2015/03/03/hot-convict-model_n_6789346.html

SUB-TOTAL: 50

TOTAL FOR THIS ASSIGNMENT: [100]

SEMESTER 2

ASSIGNMENT 01

Due date: 25 August 2016

Unique number: 676569

Read Study Units 1, 2, 3 and 6 in your Study Guide before you attempt this assignment. It is important that you do all the activities in these Study Units to establish a sound understanding of rhetorical analysis, genre, register as well as the role of language in creating meaning. This preparatory reading and the completion of the relevant activities is aimed at developing your ability to analyse texts and to write in a style appropriate for academic purposes, which is the core of this assignment task.

Carefully read the **Text 4:5** on page 119 and **Text 5:11** on page 159 of the prescribed textbook *Working with Texts* by Carter et al.

QUESTION

“... one of the most powerful applications of systemic – functional grammar is in critical discourse analysis, which typically explores the discursive patterns in politically and socially significant influential texts. Of course, those texts can only be significant and influential if you acknowledge the power of their language to manipulate, constrain and alter the thoughts of the readers...”.

Mullany & Stockwell, 2010:113

In a well-structured essay of no more than 2½ pages (approximately 1000 words), **compare and contrast** the ‘power of language’ and ‘structure’ in influencing the targeted audience in both texts. Provide relevant evidence from the texts to support your answer.

The following questions and table can be useful in establishing the relevant issues which you can use as guidelines to structure your essay in a logical and coherent manner.

- What are the texts about?
- Do the texts belong to the same genre or not?
- What is the target audience and purpose of each text?
- What is the tone and register of each text?
- What specific language features, rhetorical devices, structural and design features are used as persuasive techniques in these texts?
- How do the above-mentioned features and devices convey the meaning and intention in these texts?

NB: Do not submit the table as part of your assignment; it is merely part of the preparation and planning phase.

	TEXT 4.5	TEXT 5.11	TEXTUAL REFERENCES	PERSUASIVE STRATEGY
MAIN IDEA				
GENRE				
AUDIENCE				
PURPOSE				
TONE				
REGISTER				
LANGUAGE FEATURES				
RHETORICAL DEVICES				
STRUCTURE				
OTHER				

It is recommended that you refer to text analysis techniques, techniques of persuasion and academic English that are covered in this module in order to examine how meaning and purpose are created in the two texts.

TOTAL FOR THIS ASSIGNMENT: [100]

SEMESTER 2

ASSIGNMENT 02

Due date: 15 September 2016

Unique number: 637679

Answer questions 1, 2, 3 and **EITHER** question 4.1 **OR** 4.2.

Question 1: Cohesion and Coherence

Read Text A below carefully and answer the questions that follow.

NB: The sentences in Text A are jumbled.

TEXT A

1. Mix 200g softened butter, cocoa powder and 130g caster sugar in a large bowl with a wooden spoon, then add 6 egg yolks and 2 teaspoons of vanilla extract and briefly beat to combine.
2. You might need to get your hands in at the end to give everything a really good mix and press the dough together.
3. Again, mix well until it is nice and fluffy.
4. Shape the dough into an oval log.
5. Before you start doing anything, preheat the oven to 190 C
6. Get a bag of 300g of plain flour, 200g softened butter, 130g caster sugar, six eggs, two teaspoons of vanilla extract, 20g cocoa powder, colourants and two lemons.
7. Thereafter, cut the dough into shapes of your choice. For example, you can cut it into star shapes.
8. After mixing, stir until the mixture is well combined. Please make sure that you do not forget the oven regardless of what you are busy with.
9. Furthermore, add colourants of your choice to the dough.
10. Then bake for 20 minutes.

QUESTIONS

- 1.1 Rearrange the above sentences in a logical and coherent sequence. Number your sentences accordingly. (10)
- 1.2 Identify and explain any **5 cohesive devices** used in **Text A** to make the interpretation logical and clear. (10)

SUB-TOTAL: 20 MARKS

Question 2: Language use and Context

The questions in this section are based on **Text B** below. Read the text carefully and answer the questions set.

TEXT B

“You don’t mind standing in for me do you? I’m your colleague you shouldn’t. Remember I am a men of my words and one day I would also stand in for you. Do not worry dude because when you saw the manager in his car with a telescope, you were the only one watching.”

- 2.1 Identify and explain a grammatical and an idiomatic error in the text. (3)
- 2.2 Identify the register used in Text B. Support your answer with evidence from the text. (5)
- 2.3 Explain the use of inverted commas in the text. (2)
- 2.4 Suggest what the context of the text could be. (2)
- 2.5 Identify one sentence which is ambiguous (i.e. it could have more than one meaning/interpretation) and explain the ambiguity. (3)

SUB-TOTAL: 15 MARKS

Question 3: Genre and Meaning

Refer to **Text A** (Question 1) and **Text B** (Question 2). Then compare and contrast the two texts to show how the genre, structure and style convey the writers’ message and intention. Provide evidence from texts to support your answer. (15)

SUB-TOTAL: 15 MARKS

Question 4: Essay-writing

In this question, you are required to choose only ONE of the options. Answer either Question 4.1 OR Question 4.2.

Unit 6 of the Study Guide focuses on academic English as 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 you duly acknowledge them in the main body of your essay and in the bibliography.

Question 4.1

“Local police department uses Facebook to fight crime – and gets results”

KENOSHA – Even though Kenosha has a population of about 100,000 people, it's still a community where people look out for each other. The way many people are doing that is through the police department's Facebook page.

Sergeant Cindy Fredericksen, nicknamed 'Facebook Freddie', is the woman behind the Facebook page. The veteran cop has done everything from patrolling the streets to sensitive crimes, and feels her impact as the department's Social Media Administrator is just as important.

"It's a great tool, and it's unlimited as to what it can do," she explains.

Taken from: <http://www.scrippsmedia.com/tmj4/news/special-assignments/Facebook-Crime-Fighters-285497881.html>

Read the article above that presents a police Sergeant's response to fighting crime in her local community. Then write an essay of about one and half pages (approximately 700-800 words) in which you discuss the advantages and disadvantages of using Facebook to curb crime. Your essay should include arguments for and against the use of Social Media in police investigations.

OR

Question 4.2

Read the extract below and then answer the essay question.

“Language is the road map of a culture. It tells you where its people come from and where they are going.” – Rita Mae Brown

Do you agree or disagree with the above quotation? Write an essay of about one and half pages (approximately 700-800 words) in which you discuss the relationship between language, culture, status, identity and education. In your essay, you should demonstrate whether you agree or disagree that language could be defined as ‘the road map of a culture’.

SUB-TOTAL: 50

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 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 2016 if you are registered for the first semester, and in October/November 2016 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

Well before the examination, you will be sent a detailed pre-examination tutorial letter informing you about how the examination will be structured, and providing any other information that will enable you to prepare yourself.

There will be a two-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.

If you fail to reach a subminimum of 40% in the examination, your year mark will not count towards your final mark.

11 FREQUENTLY ASKED QUESTIONS

Please consult the *my Studies @ Unisa* 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 ADDENDA

ADDENDUM A

Unisa Library

The librarian responsible for the research information needs of the Department of English Studies is Dawie Malan
e-mail: malandj@unisa.ac.za
phone: +27 12 429 3212
fax: +27 12 429 3489

You are encouraged to visit the online LibGuide for English Studies at
http://libguides.unisa.ac.za/english_studies

You will be prompted to provide your student number and *myUnisa* password whenever you want to access any of the library's services or resources.

Problems or queries regarding your *myUnisa* password should be e-mailed to the *myUnisa* contact centre at myUnisaHelp@unisa.ac.za or phone 0861 670411 (for South African students) and +27 11 670 9000 (for international students). This applies to all queries where you are unable to sign on to the library's online resources. The *myUnisa* Contact Centre has a turnaround time of between 24-48 hours.

Requesting books from the library

Students are expected to purchase their own copies of **prescribed books** listed in this Tutorial Letters 101. A limited number of copies are housed in the Unisa Libraries, subject to each branch library's lending regulations. Problems experienced in obtaining copies from booksellers should be directed to the Prescribed Book section at email vospresc@unisa.ac.za or telephone +27 12 429 4152.

Electronic requests

The preferred way of requesting **recommended or additional books** is **online** via the library's catalogue. Go to <http://oasis.unisa.ac.za> or via *myUnisa*, go to <http://my.unisa.ac.za> > Login > Library > Library catalogue, or for mobile access (AirPAC), go to <http://oasis.unisa.ac.za/airpac>

Telephonic book requests

Telephonic requests can be done at +27 12 429 3133/3134.

Postal requests

Books may also be requested by completing one library book **request card** for each book. Request cards are included in your study package. These should be mailed to

The Head: Request Services
Department of Library Services
PO Box 392
Pretoria 0003

or faxed to +27 12 429 8128.

Enquiries about requested books should be addressed to bib-circ@unisa.ac.za - note requests should not be sent to this email address.

Telephonic enquiries can be made at +27 12 429 3133/3134. An after-hour voicemail service is also available at these numbers.

Requesting journal articles from the library

Electronic course material / e-Reserves

Recommended material can be downloaded from the library's catalogue at: <http://oasis.unisa.ac.za>. Under *search options*, click on *Course code search* and type in your course code, e.g. CST1501. Click on the *Electronic reserves* for the current year. The recommended articles are available in PDF (portable document format).

The **Adobe Reader** should be loaded on your computer so that you can view or print scanned PDF documents. This can be done free of charge at <http://www.adobe.com>.

Additional journal articles

The preferred way of requesting journal articles is **online** via the library's catalogue.

Go to <http://oasis.unisa.ac.za> or

via myUnisa, go to <http://my.unisa.ac.za> > Login > Library > Library catalogue, or for mobile access (AirPAC), go to <http://oasis.unisa.ac.za/airpac>

Telephonic journal article requests

Telephonic requests can be done at +27 12 429 3133/3134.

Postal requests

Journal articles may also be requested by completing an article **request card** for each item. These should be mailed to the same address as postal requests above or faxed to +27 12 429 8128.

Enquiries about requested articles should be addressed to bib-circ@unisa.ac.za; telephonic enquiries can be made at +27 12 429 3432.

Requesting literature searches from the library

You may request a list of references on your topic from the library's Information Search Librarians if you are enrolled for an undergraduate course which has a research essay. To request a literature search, go to the catalogue's homepage, and click on *Request a Literature Search*, fill in the form and return it to the address provided.

Services offered by the Unisa Library

The **my Studies @ Unisa** booklet, which is part of your registration package, lists all the services offered by the Unisa Library.

ADDENDUM B – PLAGIARISM DECLARATION

NAME:

STUDENT NUMBER:

ASSIGNMENT TOPIC:

ASSIGNMENT NUMBER

ASSIGNMENT UNIQUE NUMBER

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:

