

Tutorial Letter 101/3/2015

APPLIED ENGLISH LANGUAGE STUDIES: FURTHER EXPLORATIONS

ENG2601

Semesters 1 and 2

Name of Department: English Studies

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

BAR CODE

CONTENTS

	<i>Page</i>
1 INTRODUCTION	3
2 PURPOSE AND OUTCOMES OF THE MODULE	3
2.1 Purpose	3
2.2 Outcomes	4
3 LECTURER(S) AND CONTACT DETAILS.....	4
3.1 Lecturer(s)	4
3.2 Department.....	5
3.3 University	5
4 MODULE-RELATED RESOURCES.....	6
4.1 Prescribed books	6
4.2 Recommended books	6
4.3 Electronic reserves (e-Reserves)	7
5 STUDENT SUPPORT SERVICES FOR THE MODULE	7
6 MODULE-SPECIFIC STUDY PLAN	7
7 MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING	8
8 ASSESSMENT	9
8.1 Assessment plan	9
8.2 General assignment numbers	13
8.2.1 Unique assignment numbers	13
8.2.2 Due dates for assignments	13
8.3 Submission of assignments	14
8.4 Assignments	14
9 OTHER ASSESSMENT METHODS	22
10 EXAMINATION.....	22
11 FREQUENTLY ASKED QUESTIONS	22
12 SOURCES CONSULTED	22
13 CONCLUSION.....	22
14 ADDENDUM.....	23

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 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 Course Co-ordinator. All queries that are not of a purely administrative nature but about the content of this module should be directed to us.

Course Co-ordinator: English Level 2

Prof S Maithufi
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The lecturers responsible for this module are:

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3.2 Department

The Administrative Officer Level 2 English is:

Ms Deborah Rakumakoe

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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 appointments in advance by telephoning the administrative officer for second-level English Studies.

For other details, see the departmental web pages at 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*, 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).

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

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

Contact addresses of the various administrative departments are included in the *my Studies @ Unisa* brochure. Please send individual enquiries to relevant email 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*. 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

Please consult the *my Studies @ Unisa* brochure, which you 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 help students achieve their educational goals. The e-tutors will provide online support and guidance on the *myUnisa* portal. Students are urged to interact and participate actively 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	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 result. 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 50 for content/organisation:

Score	Level	Criteria
50–38 (100%–76%)	1 EXCELLENT TO VERY GOOD	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). Organisation: 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 (74%–56%)	2 GOOD TO AVERAGE	Content: fairly sound demonstration of skills, mostly relevant to topic, lacking detail. Organisation: loosely organised, logical but incomplete sequencing and signposting.
27–16 (54%–32%)	3 FAIR TO SHAKY: AT RISK	Content: not enough substance or relevance, insufficient support for ideas. Organisation: ideas confused or disconnected, not enough logical sequencing or development, little signposting.
15–0 (30%–0%)	4 CLEAR FAIL	Content: not pertinent or not enough material to evaluate. Organisation: does not communicate, poor organisation or not enough material to evaluate.

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

Score	Level	Criteria
50–38 (100%–76%)	1 EXCELLENT TO VERY GOOD	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.
37–28 (74%–56%)	2 GOOD TO AVERAGE	Vocabulary: satisfactory range, occasional issues of word choice, idiom, form, usage, but meaning not obscured. Language usage: effective simple constructions, minor problems in complex constructions, several language issues but meaning seldom obscured. Presentation: occasional problems in layout and structure, referencing inaccurate or inadequate.

27–16 (54%–32%)	3 FAIR TO SHAKY: AT RISK	Vocabulary: small range, frequent issues of word/idiom, choice, usage. Language usage: major problems in simple/complex constructions, frequent language issues including spelling and punctuation, meaning confused or obscured. Presentation: frequent problems with layout, untidy handwriting, insufficient referencing.
15–0 (30%–0%)	4 VERY SHAKY	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. 'Bosman's humour <u>has</u> a strong South African flavour.' 'In her short stories Nadine Gordimer <u>touches</u> on issues ...'.
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	571488
Assignment 02	571503
Semester 2	
Assignment 01	571546
Assignment 02	571586

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	26 March 2015
Assignment 02	24 April 2015
Semester 2	
Assignment 01	24 August 2015
Assignment 02	21 September 2015

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: 26 March 2015****Unique no. 571488**

Before you attempt this assignment, you are advised to read Study Units 1, 2, 3 and 6 in your Study Guide and complete all the activities. These preliminary requirements are crucial to establishing a sound understanding and application of some of the key terminology mentioned in this module. This assignment is aimed at assessing your ability to analyse texts and to write in a style appropriate for academic purposes.

Carefully read **Text 1:11 on page 15** and **Text 3:3 on page 73** of the prescribed textbook *Working with Texts* by Carter et al. (2008). Text 1:11 is an advertisement for personal stereos and Text 3:3 is about problems within a community.

QUESTION

Write an essay of no more than two pages in which you compare and contrast the two texts, providing specific textual references to substantiate your analysis.

Completing the following table can be useful in identifying the relevant issues that you need to address in your analysis.

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

	TEXT 1.11	TEXT 3.3	EXAMPLES FROM TEXT	MEANING/PURPOSE
MAIN IDEA				
CONTEXT				
GENRE				
TONE				
REGISTER				
LANGUAGE FEATURES				
STRATEGIES				
RHETORICAL DEVICES				
CONCLUSION				
OTHER				

In order to write a detailed analysis of how meaning and purpose are created in the two texts, it is essential that you refer to text analysis techniques and academic English conventions that are covered in this module.

TOTAL FOR THIS ASSIGNMENT: [100]

SEMESTER 1

ASSIGNMENT 02

Due date: 24 April 2015

Unique no. 571503

The questions in this assignment are based on Study Units 4, 5 and 6 in 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 3.1 from *The Sandman–The Doll House*** on pages 69 to 70 of the prescribed textbook, *Working with Texts* by Carter et al. (2008).

Identify and discuss how the writer uses specific cohesion devices to influence the reader's impression of the delegates, their attitudes and feelings. Quote specific examples to support your answer.

Your answer should not be more than half a page.

[15]

Question 2: English language use and variation

Read the following text carefully and answer the questions set.

Khumalo: Woza weekend! Man, this week was hectic, especially the PSY101 test that we wrote! Mr Cooper, our lecturer, is really strict, so I have no hope of passing.

Jan: Ja, we definitely need this break. I can't wait to hook up with my maats from high school. We're going to the concert.

Walter: Good for you, dude! I heard that there are a few local bands that would get the crowd really stomping and hollering. Pity I can't go. I promised my Mum that I would give a hand with her kindergarten concert. The kids in her class are quite a handful.

John: Jan, just make sure that you guys have a designated driver. You don't want to spoil the fun by ending up in the slammer, especially when the cops are so hectic on the roads, with zero tolerance for drinking and driving.

Jan: Thanks for the concern, but there's no need to fret. We have agreed that we will bliksem anyone who gets drunk.

Khumalo: Well, you guys have a great time. As for me, I may not be going to the concert, but I can't wait to hang out with your family, John. This is going to be my first taste of a barbecue. Cheers, guys! Have an awesome weekend.

2.1 The abbreviation, 'PSY101', refers to a module. Use specific words from the opening lines of this conversation to briefly describe the context.

(3)

2.2 In their conversation, John, Walter and Khumalo make use of Americanisms. Identify three words and write the equivalent in standard English. Tabulate your answer. The first one has been done for you as an example.

American English	Standard English
Dude	Friend

(6)

2.3 Translate three words that Jan borrows from the Afrikaans language into standard English.

For example: Ja (Afrikaans) – Yes (English)

(6)

[15]

Question 3: Academic English

3.1 **Make a photocopy of Text 1:10** on page 14 of your prescribed textbook *Working with Texts* by Carter et al. (2008). Make sure that your copy is clear and legible.

3.1.1 On this copy, correct the text using appropriate annotations. Your annotations should include brief marginal comments, indicating the type of error, such as punctuation, sentence structure or logic. Refer to pages 10 to 13 of Tutorial 101/3/2015 for assistance.

3.1.2 Submit the marked copy as part of this assignment.

(10)

3.2 Rewrite the text in grammatically correct standard English, appropriate for a narrative piece of writing for academic purposes. Be mindful of using language features that are appropriate to the narrative style of writing.

(10)

[20]

Question 4: Essay-writing

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.

1. Violence in schools.
2. The impact of social networking in contemporary society.

[50]

TOTAL FOR THIS ASSIGNMENT: [100]

SEMESTER 2**ASSIGNMENT 01****Due date: 24 August 2015****Unique no. 571546**

This assignment is based on Study Units 1, 2, 3 and 6 of your Study Guide. The focus of this assignment is to assess your ability to apply what you have learnt about rhetorical analysis, genre and register, and the role language plays in creating meaning and purpose. The level of your academic writing skills will also be evaluated.

Refer to the conversations that take place in the following texts:

Text A: The conversation between Tony Blair and George Bush during the lunch break at the G8 Summit in 2006 on page 141/2 of your prescribed textbook *Introducing English Language* by Mullany and Stockwell (2010).

Text B: A conversation between characters in *Ladder of Years*, lines 17 to 55, taken from Text 1:12 on pages 16 to 17 of the prescribed textbook *Working with Texts* by Carter et al. (2008).

QUESTION

Write a logical and well-structured analysis, comparing the conversations and providing appropriate textual references to support your comments. Your essay should not exceed two pages.

In writing your essay, be guided by the following:

- The contexts of the conversations.
- The relationship between the speakers.
- The topic of the conversation.
- The genre.
- Tone and diction.

It is important that you correlate specific language features, language strategies and rhetorical devices used in these texts in order to illustrate the various writers' intentions and meanings. Refer to text analysis techniques and academic writing skills that are covered in this module.

TOTAL FOR THIS ASSIGNMENT: [100]

SEMESTER 2

ASSIGNMENT 02

Due date: 21 September 2015

Unique no. 571586

The questions in this assignment are based on Study Units 4, 5 and 6 in your Study Guide. We recommend that you do all the activities in this guide (ENG2601) before attempting this assignment.

Question 1: Cohesion

Read the first two paragraphs (lines 1 to 16) of **Text 1.12** from *Ladder of Years* on page 16 of the prescribed textbook *Working with Texts* by Carter et al. (2008).

Discuss how the cohesion devices influence and highlight the characters and their relationship. Quote specific examples to support your answer.

Your answer should not be more than half a page.

[10]

Question 2: English language use and variation

2.1 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
Apartheid	Segregation	Afrikaans
Pilaf		
Karma		
<i>Sub judice</i>		
Euphoria		
Geisha		

2.2 The list below consists of words used in South African English. Provide a word from British or American English that means the same thing.

SOUTH AFRICAN	BRITISH/AMERICAN
Sjambok	
Boerewors	
Brinjal	
Globe	
Indaba	

[20]

Question 3: Academic English

3.1 **Make a photocopy of Text 1:11** on page 15 of *Working with Texts* by Carter et al. Make sure that your copy is clear and legible.

3.1.1 On this copy, correct the text using appropriate annotations. Your annotations should include brief marginal comments indicating the type of error, such as spelling, punctuation, sentence structure. Refer to pages 10 to 13 of Tutorial 101/3/2015 for assistance.

3.1.2 Submit the marked copy as part of this assignment.

(10)

3.2 Rewrite the text in grammatically correct standard English appropriate for academic purposes.

(10)

[20]

Question 4: Essay-writing

The final unit of your Study Guide highlights 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.

1. Empowerment through education.
2. Violations of human rights.

[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 2015 if you are registered for the first semester, and in October/November 2015 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.

11 FREQUENTLY ASKED QUESTIONS

Please consult the *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:

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:

