



Tutorial Letter 101/3/2018

Applied English Language Studies: Further Explorations

ENG2601

Semesters 1 and 2

Department of English Studies

This tutorial letter contains important information
about your module.

BARCODE

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Dear Student

1 INTRODUCTION

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

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.
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 as follows:

Ms B Badal (Primary Lecturer)

(012) 429 2825

badalb@unisa.ac.za

Ms L Phakathi (Co-Primary Lecturer)

(012) 429 6354

phakala@unisa.ac.za

Prof P. Makoe

(012) 429 4543

makoepb@unisa.ac.za

Mrs M Steyn

(012) 429 2681

steynmc@unisa.ac.za

3.2 Department

The Chair of English Studies : Prof M Lephala

The PA to CoD : Ms G Moeng
 Telephone : (012) 429-6714
 Email : moengg@unisa.ac.za

The Administrative Officer for Level 2 English: Ms D. Rakumakoe

Email: rakumld@unisa.ac.za
 Tel. (012) 429 6263
 Fax: (012) 429 6222

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 *Study @ 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 RESOURCES

4.1 Prescribed books

-  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. (2015). *Introducing English language.: A Resource Book for Students*. 2nd edition London: Routledge.
ISBN 9780415414241

Prescribed textbooks can be obtained from the university's official booksellers. The list of these booksellers and contact details is included in the *Study @ 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

There are no recommended books.

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.

4.4 Library services and resources information

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

For detailed information, go to the Unisa website at <http://www.unisa.ac.za/> and click on **Library**.

For research support and services of personal librarians, go to <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102>.

The library has compiled a number of library guides:

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

5 STUDENT SUPPORT SERVICES

Please consult the *Study @ 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.

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, because crucial aspects of the module are discussed there. You will also get practice exercises to hone your skills before submitting assignments and writing examinations.

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 STUDY PLAN

Use your brochure, *Study @ 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 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module

8 ASSESSMENT

8.1 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.

8.2 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.

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.')
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 read the book.</i> A singular subject takes a singular verb: <i>The student reads 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/	Your writing does not make sense here.

	illogical	
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.

8.3 Assignment numbers

8.3.1 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.

8.3.2 Unique assignment numbers

SEMESTER 1	
ASSIGNMENT NO.	UNIQUE NO.
01	696158
02	769440
SEMESTER 2	
ASSIGNMENT NO.	UNIQUE NO.
01	776402
02	733630

8.4 Assignment due dates

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

SEMESTER	ASSIGNMENT NO.	DUE DATE	<i>myUnisa will open</i>
1	01	8 March 2018	20 February 2018
1	02	10 April 2018	16 March 2018
2	01	10 August 2018	27 July 2018
2	02	10 September 2018	20 August 2018

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.

8.5 Submission of 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.** Click on link below to familiarise yourself with the Unisa plagiarism policy:

http://www.unisa.ac.za/static/corporate_web/Content/Apply%20for%20admission/Documents/Policy_copyright_infringement_plagiarism_16November2005.pdf

8.6 The assignments

SEMESTER 1 ASSIGNMENTS

ASSIGNMENT 01

DUE DATE: 8 MARCH 2018

UNIQUE NUMBER: 696158

Question 1

Study the articles below and then respond to the question set on them.

Article 1

Say 'No' to Fracking in the Karoo

What's the Issue?

Three oil companies, Royal Dutch Shell, Falcon Oil & Gas, and Bundu Oil & Gas are eyeing the exploration of natural gas trapped in the underground shale formations in the Karoo. Shell recently applied for exploration licences for an area of 90,000 square kilometres – roughly three times the size of Lesotho.

Local communities in the Karoo are angry and concerned. Angry because they have no say about what happens to the minerals below their land. And seriously concerned because of the damaging environmental effects of shale gas exploitation.

What is 'fracking'?

Hydraulic fracturing, also called "fracking", is part of the process to exploit shale gas reserves which are 'locked' in underground rock formations.

To access these reserves, fluid is pumped down a drilled channel (well) into the gas-bearing rock at very high pressures. This causes the rock to fracture, creating fissures and cracks through which the gas can 'escape'. The fracturing liquid generally consists of mainly water, mixed with sand and chemicals. Numerous different chemical agents are used, many of which are flagged as dangerous to humans and the environment (carcinogens, acute toxins).

The fracturing of a single well requires a huge volume of water: around 9,000 - 29,000 m³ (9 -29 million litres). Chemicals make up about 2% of the fracturing liquid, i.e. about 180,000 – 580,000 litres. Only 15 – 80% of the injected fluid is recovered, meaning that the rest remains underground, where it is a source of contamination to water aquifers.

The lifetime of a shale gas extraction well is limited to 5-8 years, as the productivity declines drastically over the first 5 years.

What are the main concerns?

Shale gas extraction poses a threat to ground and surface water. The fracking process brings a significant risk of contamination of these valuable water resources. This pollution can affect drinking water, as well as rivers and wetlands, threatening human health and the environment.

Secondly, fracking uses huge volumes of water. Given that many parts of South Africa already experienced water shortages, the prospect of further stressing water supplies could pose serious problems at a local and regional level. Can we really afford to waste vast amounts of water in a water scarce area such as the Karoo?

What do we want?

Shale gas exploitation is invasive and unsustainable. Exploration of shale gas should be put on hold until the environmental impacts can be resolved. Rather than wasting time and money on another potential dead end, while jeopardising our scarce water resources, we should focus on truly clean, renewable energy solutions.

What can you do?

There is still time to express your concerns about hydraulic fracturing. PASA is the body that has the authority to give the licence for fracking, and the Department of Water and Environmental Affairs (DWEA) is the government department that should oppose the licence on environmental damage grounds.

You can email them directly and make your opinion heard. We have prepared two different email texts for you to use as a starting point. Make yourself heard by clicking the link below and sending one to either the DWEA or PASA.

(Greenpeace Africa 2014) <http://www.greenpeace.org/africa/en/News/news/Say-No-to-Fracking-in-the-Karoo/> Accessed on 20 February 2015

Article 2

Insights

A fracking boost for the South African economy

Inspiring gas exploration across the globe

The production of commercial and shale gas has been regarded as a major breakthrough in the oil and gas industry in the last decade, with hydraulic fracturing (i.e. 'fracking') being seen as an alternative energy source for a country like South Africa where energy resources are running low.

Hydraulic fracturing (commonly known as fracking) is the process of extracting natural gas from shale rock layers deep within the earth by making cracks (fractures) in the rocks formed by the pressure build up from pumping water, sand and chemicals down a well which is drilled into the rock. These cracks enable the release of shale gas.

The Karoo shale gas report detailed the fact that if the estimated reserves of shale gas in the Karoo is accurate, South Africa could enjoy 400 years' worth of energy supply. This means that South Africa's energy woes should come to an end and energy supply should significantly increase. This is important, because the new coal-powered plants under construction, Medupi and Kusile, will only provide a short breathing space.

<http://www2.deloitte.com/za/en/pages/finance/articles/a-fracking-boost-for-the-south-african-economy.html>
Accessed on 20 February 2015

In a **discursive essay** of approximately 500-600 words show **how genre and register contribute to writer bias**. Your arguments must be supported by **specific textual references**.

The following questions can be used in establishing the relevant issues as well as to structure your essay in a logical and coherent manner.

- What is the context of each text?
- Do the two texts have the same structure?
- Do the texts belong to the same genre?
- What style of narration is depicted in the two texts?
- What specific language features, language strategies and rhetorical devices are used in these texts to convey the message?
- How do the style, structure and linguistic features influence meaning and enhance purpose in the texts?
- Does the author have an 'agenda' ?
- Does the article carry authority and/or conviction?
- Who is the intended audience?

NB: Do not limit your discussion to the identification of the similarities and differences, but discuss how these enhance meaning.

It is recommended that you refer to the relevant chapters of the prescribed texts and Tutorial 301/3/2017 to meet the criteria for academic writing and comparative analysis techniques

35 Marks

Question 2.

Read article one only and write a response of no more than 2 paragraphs (approximately 250 words) in which you discuss how the structure of the article enhances meaning.

15 Marks

Question 3.

Study the article below and then respond to the question set on it.

Normally one is not tempted to stare at the Sun, the eye-blink reflex normally prevents this. However, during the partial phase of an eclipse, people's interest has been called to the Sun, and during the crescent phases the total intensity of sunlight may be inadequate to activate the eye-blink reflex even though the specific intensity of regions of the solar photosphere that is still visible remains high. Thus, people should observe the Sun only through special filters. These filters reduce the photosphere to a safe level for observation.

Solar filters made of aluminized Mylar, which is a coated plastic, are very popular and are available inexpensively. As long as these Mylar filters are undamaged, without creases or pinholes, they are safe to look through. Unfortunately, they are now often distributed in the form of eyeglasses, which may tempt people to stare at the Sun through them, rather than as simple rectangles to hold up and look through.

A very safe way to view the partial phases is with a pinhole camera. Such a device is no more than a small hole in a piece of cardboard or aluminium foil. This small hole ...

How to Photograph the Solar Eclipse – Alan Dyer 2017 Accessed 13 March 2017

Identify the cohesive devices in the passage above and explain their function within the corpus of the passage, including the linking of the paragraphs.

25 Marks

Question 4

Study the article below and then respond to the set question.

“German compatriots, my German workers, if today I am speaking to you and to millions of other German workers, I have a greater right to be doing this than anybody else. Once I stood amongst you. For four and a half years of war I was in your midst. And through diligence, learning – and, I have to say, hunger – I slowly worked my way up. Deep inside me, I always remained what I had been before.

They should see that what I am saying is not the speech of the Chancellor, but that the whole people stands behind it as one man, man for man, woman for woman. What is bound together today is the German people itself”.

(Hitler, address at the Siemens Dynamo Works, Berlin 1933)

Identify and discuss the use of rhetorical devices in the creation of meaning in the above passage.

25 Marks

TOTAL MARKS: 100

ASSIGNMENT 02

DUE DATE: 10 APRIL 2018

UNIQUE NUMBER: 769440

Read Study Units 1, 2, 3, 4 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 how the structure and language used in the different texts create meaning and purpose. 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 outcome of this assignment task.

Carefully read **Texts 1; 2; 3 and 4** below

TEXT 1**Alternative Facts**

The new term coined by the trump administration is the term 'alternative fact.' Members of the Trump campaign have been heard saying the following:

Conway: Don't be so overly dramatic about it, Chuck. You're saying it's a falsehood, and they're giving-our press secretary, Sean Spicer, gave alternative facts to that. But the point really is...

Scottie Nell Hughes: One thing that's been interesting this campaign season to watch is that people that say facts are facts- they're not really facts. Everybody has a way - it's kind of like looking at ratings or looking at a glass of half-full water. Everybody has a way of interpreting them to be the truth or not true. There's no such thing, unfortunately anymore, of facts.

Adapted from: <https://www.theguardian.com/us-news/2017/jan/22/donald-trump-kellyanne-conway-inauguration-alternative-facts>

TEXT 2**Alternative facts**

Reporter in response

"Wait a minute. Alternative facts? Alternative facts? Four of the five facts Sean Spicer uttered... were just not true. Alternative facts are not facts; they're falsehoods."

Alternative facts are cudgels in the effort to obscure the truth when reporters point out that Trump and his team have their facts wrong!

Welcome to our new political reality-or rather, realities.

It's a political tactic to come up with 'alternative facts' and set up the fact checkers as the enemy...

Adapted from: <https://www.theguardian.com/us-news/2017/jan/22/donald-trump-kellyanne-conway-inauguration-alternative-facts>

TEXT 3

Fake news

On Thursday night, South Korean president Park Geun-Hye was officially ousted from her office after a special Constitutional Court decision upheld her impeachment. But during the biggest crisis in South Korea's young democracy, the road to impeachment was filled with fake information spread through the popular messaging app KakaoTalk, websites and newspaper-like pamphlets in which fictional western experts named after anime characters proved made-up conspiracies and "Donald Trump" supported Park Geun-Hye.

Before and during the trial, a flood of fake news articles dominated and muddled the public discourse about the already conspiracy-laden scandal surrounding the conservative former President Park and her Rasputin-like confidant Choi Soon-sil. Revelations over [Choi's influence over Park](#), from editing policy speeches to picking her daily wardrobe, and her use of said influence to funnel money from corporations to herself led to massive street demonstrations in Seoul, and in December, Park's impeachment by the National Assembly

Through this scandal, a web of corruption was exposed and led to the indictment of head of Samsung, Lee Jae-Yong.

<http://gizmodo.com/how-south-korea-s-fake-news-hijacked-a-democratic-crisi-1793146533>

TEXT 4

Role of journalism in alternative facts

Journalism has always had kind of a complicated relationship with the truth. Objectivity is a myth; there is always a social, cultural, political perspective from which every (photo)journalist looks at the world. And from a philosophical point of view you can [argue](#) that reality is a narrative and that everyone has their own truth. This can lead to the conclusion that facts are mere opinions, lies an "alternative point of view" and reality becomes endlessly fictile and malleable.

Rise of the reader

Neetzam Zimmerman, the former Gawker specialist in viral stories, could not [put it more bluntly](#): "nowadays it's not important if a story's real, the only thing that really matters is whether people click on it." Facts in his eye are over, a relic from the age of the printing press. He continues: "If a person is not sharing a story it is—at its core—not news." A viral story is the holy grail for publishers. The new [measure](#) for many news organizations is virality rather than truth or quality.

<https://witness.worldpressphoto.org/reality-check>

Texts 1; 2; 3 and 4 above debate the issue of facts and the presentation and consequences of the presentation and perception of facts. This is not an old phenomenon; however the Trump campaign has taken perceptions of reality to the extreme and it has sparked debates and tension over the introduction of the term “alternative facts.”

QUESTION

Write a well-structured essay of approximately **1000-1200** words in which you examine how each speaker is **positioned** within the debate. In your essay you must **compare and contrast** the writers’/speaker’s use of **style, structure, linguistic devices (including figurative language, rhetorical features, language features and discourse markers)** and **register to convey feelings, attitude and purpose.**

Provide specific textual references to substantiate your analysis.

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

- You **MUST ONLY** refer to the texts above to construct your argument. While references are given and the full texts are available online, the original texts may present other contexts that may cloud understanding and affect interpretation.
- All **four** texts **MUST** be contextualised in your argument
- What is the - the context of each text?
- Do all the texts have the same topic/theme or structure?
- What is - the style of argument depicted in the texts?
- What specific language features, language strategies and rhetorical devices are used in these texts to convey feelings and attitude?
- How do the style, structure and linguistic features influence meaning and enhance purpose in the texts?

PLEASE NOTE: Proper planning and editing will enhance the quality of your submission

It is recommended that you refer to the relevant chapters of the prescribed texts and Tutorial 301/3/2018 to meet the criteria for academic writing and comparative analysis techniques.

TOTAL MARKS: 100

SEMESTER 2 ASSIGNMENTS

ASSIGNMENT 01

DUE DATE: 10 AUGUST 2018

UNIQUE NUMBER: 776402

Read Study Units 1, 2, 3, 4 and 6 in your Study Guide and relevant chapters in your prescribed books, before you attempt this assignment. It is important that you do all the activities in these Study Units to establish a sound understanding of how the structure and language used in the different texts create meaning and purpose. You are expected to write in a style appropriate for academic purposes.

Question 1: Cohesion

In a response of approximately 400 words (approximately one typed page) discuss how **lexical cohesion** is used to **establish the context, promote cohesion and convey meaning**; in the text below.

Text A

You might still be hazy on the latest anti-tobacco legislation, but it's been passed and is steadily being enforced. Get used to obeying the law - the penalties are no joke:

- You can't buy or sell tobacco products if you're under 18.
- Sweets and toys that look like tobacco products are banned. *Those sugar cigarettes in cute just-like-the-grownups packaging that many of us played with as kids are a rapidly fading memory. Children learn by example.*
- No more than 25% of a public place (building or transport e.g. train) can be designated a smoking area. That area needs to be physically isolated from the rest of the interior i.e. it needs to be enclosed and the smoky air vented to the outside. (This law's been around for years now, but plenty of restaurants still flout it.)
- Coming soon: [graphic health warnings like these](#) on tobacco packaging, rules to keep smoking away from entrances to buildings, and restrictions on smoking in sports stadiums, railway platforms, bus stops and outdoor dining areas.

Adapted from: <http://www.health24.com/Lifestyle/Stop-smoking/Tools/Are-you-ready-to-quit-smoking-20130205> (Accessed 27 March 2017)

30 Marks

Question 2: Language and Meaning**Question 2.1 Homonyms and Ambiguity**

Study the headings below from different fictitious publications. In two paragraphs (approximately 150 words) discuss how the use of homonyms creates ambiguity. Your response must clarify the possible interpretations implied by the context in each case.

Does your wife cook well?

Cannibal Gazette

Rash on baby mushrooms overnight.

Your Health Gazette

10 marks

Question 2.2: Language Systems

Study the text below carefully. Write a response of two paragraphs (approximately 250 words) in length, explaining how the writer uses **adjectives** to persuade the reader that the **effects of alcohol consumption are worse than those of cigarette-smoking**.

Text B

Thousands die from alcohol-related diseases every year. Moreover, compared to cigarettes, the effects of alcohol are worse because it destroys self-esteem and dignity before killing. This personal degradation and the accompanying family destruction does not generally occur with tobacco. Banning advertising of cigarettes has markedly reduced smoking and smoking-related illness. There is no reason for taking a different approach with alcohol.

<https://www.theguardian.com/commentisfree/2009/oct/19/alcohol-worse-than-cigarettes>
(Accessed 27 March 2017)

20 marks

Question 3: Rhetorical Analysis

Study the texts below (Text C and Text D) and answer the questions set.

Text C

Are you or your loved one
struggling with **alcohol** or any
drug addiction problems?
LET US HELP YOU

CLEARVIEW CLINIC OFFERS TREATMENT
FOR INDIVIDUALS STRUGGLING WITH
Heroin - Dagga - Myaope - Alcohol - Cat
Cocaine - Other self-destructive habits

Youth Units Available

ACCEPTS ALL MEDICAL AIDS* Licensed with the Dept. of Health and Social Development. Practice no. 0470006027942

We invite you to call us for help

CLEARVIEW CLINIC
**DRUG AND ALCOHOL
REHABILITATION CLINIC**

Plot 7A, Bosuil Ave, Kameeldrift East, 0815
email: clearviewclinic@hotmail.co.za
info@clearviewclinica.co.za
Tel: 086 668 5962
www.clearviewclinica.co.za

Clearview Clinic - Drug and Alcohol Rehab
072 399 9326
TEL: 012 819 1422 | 061 424 1939

Rekord North, (2017). Clearview Drug and Alcohol Rehabilitation Clinic.

Text D

Chandelier"

Party girls don't get hurt
Can't feel anything, when will I learn
I push it down, push it down

I'm the one "for a good time call"
Phone's blowin' up, ringin' my doorbell
I feel the love, feel the love

1, 2, 3, 1, 2, 3 drink
1, 2, 3, 1, 2, 3 drink
1, 2, 3, 1, 2, 3 drink

Throw 'em back, till I lose count

I'm gonna swing from the chandelier, from the chandelier
I'm gonna live like tomorrow doesn't exist
Like it doesn't exist
I'm gonna fly like a bird through the night, feel my tears as they dry
I'm gonna swing from the chandelier, from the chandelier

<http://www.azlyrics.com/lyrics/sia/chandelier.html>
(Accessed 27 March 2017)

3.1 In a well-structured response of approximately 200 words, perform a comparative analysis of the writer's use of structure to convey the purpose of each text.

15 Marks

3.2 In a response of approximately 200 words, perform a comparative analysis of the use of diction (choice of words) in the given texts, to establish each writer's attitude to alcohol.

15 Marks

TOTAL MARKS: 100

ASSIGNMENT 02

DUE DATE: 10 SEPTEMBER 2018

UNIQUE NUMBER: 733630

Assignment 02 is based on Study Units 1, 2, 3 and 5 of your Study Guide. In these study units you have been introduced to argumentation techniques; the relationship between language and meaning; register and genre; cohesive devices and discourse markers as well as language use/choice and variation.

It is important to note that your Study Guide makes reference to relevant chapters of your prescribed books which you will need to study. This means that you are expected to study the content of your Study Guide and textbooks. In addition, you are required to do additional activities and tasks that are contained in these study materials in order to give yourself more practice.

Assignment Question

Carefully read TEXT A '*Why nature matters*' and TEXT B '*Conserving our planet is a matter of life-and-death*' below. Then write an academic essay of approximately 1000 - 1200 words in which you compare and contrast the content of the texts provided, paying particular attention to the following questions

- What is the specific focus of each text and how are these different focal points communicated?
- What register, language choice or style is adopted in each text?
- What language features/strategies and argumentation techniques are used in the texts and why?
- What cohesive devices are used in each text including the purposes for which these devices are used?
- How are meanings created in each text?
- What viewpoints or opinions are reinforced/emphasized in each text?

NB: The questions provided above are guidelines aimed at assisting you with your **comparative essay**. Thus these guidelines are not exhaustive. There is a lot that you can write about and draw on from the content of TEXTS A and B.

Do not limit your discussion to the identification of the similarities and differences, but discuss how these enhance meaning.

To write a comprehensive essay, you will need to read the Texts A and B carefully in order to make sense of what these texts are all about. As you read, you can make notes for yourself in which you identify and describe how aspects such as register, language choice, language features/strategies, argumentation techniques, cohesive devices are used in each text, and explain the purposes thereof.

Furthermore, ensure that you support your answer by providing relevant evidence from the texts. Your answer needs to be structured in an essay format - refer to Unit 6 of your Study Guide.

TEXT A: Why nature matters

... The benefits that we gain from the natural environment such as air to breathe, water to drink, food to eat and the physical world to sense are often called ‘ecosystem services’.

We constantly draw upon the ecosystem services of nature, yet often take them for granted. Whilst there are many examples of protecting ecosystem services, in general we exploit the natural world through overuse or depletion of natural resources; pollution of the environment or the amount of waste pumped into the environment; environmental destruction; and excessive population of an area to a point of overcrowding. For example, some farmers are having to spray more pesticides because the natural predators of crop pests are getting rarer and many towns are at risk from flood damage because woodlands that absorb rainfall have been cut down.

People in cities are becoming less healthy and more stressed because they no longer have access to green spaces such as parks in their neighborhoods to take walks or to exercise in. In addition, small yards or homes in apartment blocks associated with city life amplifies this problem because space is often limited. Similarly, children are increasingly becoming overweight or obese and develop health problems due to lack of physical activity. According to the Centers for Disease Control and Prevention in the United States, the number of children diagnosed as obese has more than doubled in the past 30 years. In South Africa, it is also reported that childhood obesity is greatly increasing and it is estimated that 3.91 million of school children will be either considered overweight or obese by 2025. Thus, international studies continue to show that children who do not have enough exercise have an increased risk of developing diabetes, may have high blood pressure and blood cholesterol as compared to those children who exercise regularly.

In view of the above factors, it is important that we to start taking nature into account in our daily actions ... For example, building a factory over a patch of meadow might create jobs and useful products. However, the loss of the pollination ... provided by the insects from that meadow could reduce the yield of ... crop fields, the increased surface water run-off could endanger a nearby town with flooding...and local people would lose countryside to walk in and enjoy.

Adapted from: <http://newsandviews.ceh.ac.uk/topics/ecosystem-services>. (Accessed on 30 March 2017)

TEXT B: Conserving our planet is a matter of life-and-death

There’s a tendency in our flat screen, cellphone, email, instant messenger, and internet fixated society to treat the preservation of nature and wildlife as a boutique issue. I mean “boutique” in the sense that it’s become a ladies-who-lunch sort of thing. Nice, but it doesn’t really matter.

Our own experience also reinforces the subliminal impression that destroying nature—or at least pushing it back away from civilized life, modern living and technology driven lifestyle—actually makes us healthier, happier and upbeat about life. Turning forests into fields has made it easier for us to get food, for instance, and building dams provides the electricity to power those flat screens, build products, and create jobs. However, recent studies unequivocally prove that the continued loss of habitat is increasingly a matter of life-and-death. Let's skip the subtleties, and go straight to a list of the deadly effects uncovered in these studies: Firstly, clearing forests has led to reduced access to fuel for cooking, creating an extra burden for the women and girls in developing nations who generally do the wood gathering... Secondly, our increasing incursions into remote wilderness areas are bringing epidemic diseases out of the jungle and into our backyards...think Ebola, West Nile viruses and mosquito-borne diseases for example will increase—spill over from the animal world. Thirdly, floods and droughts are likely to become more common owing to global warming and climate change. This means that we will increasingly experience food and water shortages. Fourthly, climate change is likely to cause increasing health impacts for young and old people. Data show that globally, February was 1.1. hotter than average exposing people to intense heat stress, air pollution, respiratory diseases, and people dying as a result. For South Africa wherein 3.3 million people are estimated to live in corrugated structures, the impact of heat stress, heat exhaustion, heat stroke is compounded by the fact that these structures cannot regulate heat. Lastly, in our mobile, rootless society, it's easy to forget what we have never had. But losing habitat can mean losing an essential sense of place and of self, and that can lead to depression, emotional distress, and other psychological effects.

Let's think, act wisely and save our planet!

Adapted from: <http://www.takepart.com/article/2013/11/22/deadly-dozen-reasons-why-nature-matters>.
(Accessed on 30 March 2017)

8.7 Other assessment methods

There are no other assessment methods.

8.8 The examination

Use your *Study @ 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 2018 if you are registered for the first semester, and in October/November 2018 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.

9 FREQUENTLY ASKED QUESTIONS

The *Study @ Unisa* brochure contains the most relevant study information.

10 SOURCES CONSULTED

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11 IN CLOSING

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

12 ADDENDA

1. RHETORIC

Rhetoric is often defined as "the art of language." That might sound like a bit of a cliché (which it is), but it's actually quite a nice way of saying that rhetorical devices and figures of speech can transform an ordinary piece of writing or an everyday conversation into something much more memorable, evocative, and enjoyable. Hundreds of different rhetorical techniques and turns of phrase have been identified and described over the centuries—of which the 21 listed here are only a fraction—but they are all just as effective and just as useful when employed successfully.

1. ADYNATON

You will no doubt have heard of hyperbole, in which an over-exaggeration is used for rhetorical effect, like, "he's as old as the hills," "we died laughing," or "hyperbole is the best thing ever". But adynaton is a particular form of hyperbole in which an exaggeration is taken to a ridiculous and literally impossible extreme, like "when pigs fly!" or "when Hell freezes over!"

2. ANACOLUTHON

Often used in literature to create a stream-of-consciousness style in which a character's thoughts flit from one idea to the next, anacoluthon describes a sudden and unexpected break in a sentence that leads to it being concluded in a different way than might have been expected. Although it can sometimes be due to nothing more than a speaker losing their train of thought, in practice anacoluthon can also be OH MY GOD I'VE LEFT THE GAS ON.

3. ANADIPOLOSIS

Anadiplosis is an ingenious and memorable rhetorical device in which a repeated word or phrase is used both at the end of one sentence or clause and at the beginning of the next. As with practically all rhetorical devices, William Shakespeare liked using it (“She being none of your flesh and blood, your flesh and blood has not offended the king”), but you can thank George Lucas for what is now probably the best-known example: “Fear leads to anger. Anger leads to hate. Hate leads to suffering”.

4. ANTHYPOPHORA

You know when you pose a question for dramatic effect and then immediately answer it yourself? That is anthypophora.

5. ANTIMERIA

If you have ever friended or texted someone, emailed or DMed something, tabled a meeting or motorwayed your way across country, then you will be familiar with antimeria, a rhetorical device in which an existing word is used as if it were a different part of speech. More often than not this involves using a noun as if it were a verb, a semantic process better known as “verbing” (which is actually a perfect example of itself). Slang (and modern English in general, for that matter) loves antimeria, but it is Shakespeare who remains the undisputed master of it. Cake, drug, kitchen, squabble, ghost, blanket, graze, elbow, and crank were all only ever used as nouns before he got hold of them.

6. ANTIPROSOPOPOEIA

Prosopopoeia is just a more formal name for personification, in which inanimate objects are either described in human terms or given human characteristics. The opposite of that is antiprosopopoeia, a figure of speech in which a person is compared to an inanimate object. That might sound odd, but it is actually a very effective form of metaphor able to confer a great deal of detail or information in a clever and often witty way—think about what it means to call someone a doormat, a tank, a firecracker, a mattress, or a garbage disposal and you will see precisely how effective it can be.

7. ANTONOMASIA

The Bard. The Iron Lady. The King. Ol’ Blue Eyes. When you substitute a proper name for an epithet or a nickname, that is antonomasia.

8. APOSIOPESIS

In Act 2 of King Lear, the eponymous king rages against two of his daughters in a disjointed speech that ends with the famous lines, “I will have such revenges on you both that all the world shall—I will do such things—what they are yet, I know not, but they shall be the terrors of the earth!” The point at which Lear’s threat of revenge trails off, restarts, and trails off again is a perfect example of aposiopesis, a rhetorical ploy in which an idea is left unsaid or a sentence is left incomplete purely for emphatic effect. Why I oughta ...

9. ASTERISMOS

Right. Okay. Here goes. Asterismos is the use of a seemingly unnecessary word or phrase to introduce what you’re about to say. Semantically it’s fairly pointless to say something like “listen!” before you start talking to someone, because they are (or at least should be) already listening. Rhetorically, however, asterismos is a seriously clever way of subconsciously drawing attention to what you’re about to say.

10. ASYNDETON

“We got there, the weather was bad, we didn’t stay long, we got back in the car, we came home, end of story.” When you deliberately miss out the conjunctions between successive clauses, you are left with a choppy and abrupt series of phrases that energetically push things forward, an effect properly known as asyndeton. The opposite is called polysyndeton, when you add more conjunctions to a phrase or clause than are strictly necessary, often with the effect of intentionally dragging it out: “We ate and drank and talked and laughed and talked and laughed and ate some more”.

11. CHIASMUS

Apart from the fact that it is part of a great speech, one of the reasons why John F. Kennedy’s famous “ask not what your country can do for you, ask what you can do for your country” line is so striking is that is a fine example of chiasmus, a clever rhetorical formation in which the order of a pair of words or phrases in one clause (your country, you) is inverted in the next (you, your country). This gives a rhythmic and instantly memorable criss-cross pattern, AB-BA, which appropriately enough takes its name from the X-shaped Greek letter chi.

12. CONGERY

Congery is a form of tautology, the rhetorical use of repetition. It refers to a writer or speaker using a number of different and successive words or phrases that all effectively mean the same thing, purely to emphasise the point, e.g. That’s it. That’s all. Done. Finished. Finito.

13. DIALOGISMUS

In a dialogismus, a speaker either imagines what someone or something else might be thinking (“I bet that guy’s thinking, ‘what am I doing here?’”), or else paraphrases someone’s earlier words (“‘Don’t worry!’ she told me. ‘Everything will be fine!’”). In either case, the speaker ends up talking not as themselves just for rhetorical effect.

14. DYSPHEMISM

If a euphemism is a nicer turn of phrase used in place of a more offensive or embarrassing one (like “call of nature” or “bought the farm”), then a dysphemism is an offensive or detrimental phrase deliberately used in place of a nicer one. This applies to everything from using an insult instead of someone’s name, to phrases like frankenfood and junk food that try to influence what we should think of genetically modified crops and take-out restaurants with just a few choice words.

15. EUTREPISMUS

First, we need to explain what this is. Second, we need to show how it works. And third, we need to explain what it achieves. Eutrepismus is the numbering or ordering of a series of phrases that are all under consideration, and it is used to structure arguments and speeches more clearly, making them easier for an audience to take in and follow your train of thought.

16. EXPEDITIO

An expeditio is that instantly recognisable figure of speech in which you list a number of alternatives, and then proceed to eliminate all but one of them, e.g. “We can go for Italian, Mexican, or Chinese. But I had Chinese last night and you hate garlic, so it’s going to have to be Mexican”.

17. HYPOCATASTASIS

When you say that something is like something else (“as busy as a bee”), that is a simile. When you say that something actually is something else (“a heart of stone”) that’s a metaphor. But when you just go all out and label something as something that it actually is not (“You chicken!”), that is a hypocatastasis.

18. PLEONASM

When you use more words than are in actual fact absolutely really strictly necessary in order to communicate and make your point effectively and efficiently, that is a pleonasm. It need not be as clumsy and as long-winded as that, of course, and more often than not the term pleonasm is used to apply to what is otherwise called “semantic redundancy,” in which extra qualifying words are used to force a point home—like “empty space,” “boiling hot,” or “totally unique”.

19. SYNECDOCHE

A synecdoche is a figure of speech in which a part or component of something is used to represent that whole—like calling a car your “wheels,” the staff of a company the “hands,” or the film industry as a whole “Hollywood”.

20. TMESIS

Tmesis is the proper name for that fan-bloody-tastic technique of splitting a word in half by inserting another word inside it. More often than not, the word being inserted in the other is a swearword (you can provide your own examples for that), but it needn’t always be—tmesis can be used any-old-how you like.

21. ZEUGMA

There are several different forms and definitions of precisely what a zeugma is, but in basic terms it describes a figure of speech in which one word (usually, but not always, a verb) governs or is directly related to two or more other words in the same sentence. So you can run out of time, and out of the room. You can have a go, and a laugh. And, to paraphrase Charles Dickens, you can go home in floods of tears and a sedan-chair.

2. Plagiarism declaration.

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