

Tutorial Letter 101/3/2018

English for Academic Purposes ENN103F

Semesters 1 and 2

Department of English Studies

This tutorial letter contains important information
about your module.

BARCODE

CONTENTS

	<i>Page</i>
1 INTRODUCTION	3
2 PURPOSE AND OUTCOMES	3
2.1 Purpose	3
2.2 Outcomes	3
3 LECTURER(S) AND CONTACT DETAILS.....	3
3.1 Lecturer(s)	3
3.2 Department.....	4
3.3 University.....	4
4 RESOURCES	4
4.1 Prescribed books	4
4.2 Recommended books	5
4.3 Electronic reserves (e-reserves)	5
4.4 Library services and resources information.....	5
5 STUDENT SUPPORT SERVICES.....	5
6 STUDY PLAN.....	6
7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING.....	6
8 ASSESSMENT	6
8.1 Assessment criteria.....	6
8.2 Assessment plan	6
8.3 Assignment numbers	6
8.3.1 General assignment numbers	6
8.3.2 Unique assignment numbers	6
8.4 Assignment due dates.....	7
8.5 Submission of assignments	7
8.6 The assignments	8
8.7 Other assessment methods	12
8.8 The examination	12
9 FREQUENTLY ASKED QUESTIONS	13
10 SOURCES CONSULTED	13
11 IN CLOSING.....	13
12 ADDENDUM.....	14

Dear Student

1 INTRODUCTION

Welcome to ENN103F, the English for Academic Purposes module.

Primary Lecturer
Dr SC Ndlangamandla

Level Coordinator
Prof B Nchindila

Chair of the Department
Professor MMK Lephala

Admin Officer
Mr ML Molepo
Tel: 012 429 6702
Email: molepml@unisa.ac.za

2 PURPOSE AND OUTCOMES

2.1 Purpose

The purpose of English for Academic Purposes is to:

- Develop your ability to read critically with comprehension and insight.
- Improve your linguistic competence.
- Develop your ability to write logically and effectively.

2.2 Outcomes

If you apply yourself to this module, you will develop the general competence to:

- Read and write effectively.
- Reflect on, and explore a variety of strategies to learn more effectively.
- Analyse, organise and critically evaluate information.
- Organise and manage your studies and your activities responsibly and effectively.

3 LECTURERS AND CONTACT DETAILS

3.1 Lecturers

NB: Whenever you contact the Department of English Studies, you should have your student number handy. Please also specify your course code (ENN103F). Never enclose enquiries in assignments, as the letter is likely to be delayed or may even go astray. Please remember that we have thousands of students and, therefore, cannot return your phone calls. If you phone and the person you are looking for is not available, you will have to phone again at another time.

The myUnisa system gives you the opportunity to contact your lecturers as well as fellow students.

For all **academic matters**, you may contact the following lecturers:

Dr Ndlangamandla, SC	012 429 6765	cndlanga@unisa.ac.za
Ms Greyvenstein, A	012 429 6219	britza@unisa.ac.za
Mr Mohale, NE	012 429 2167	mohalne@unisa.ac.za
Mr Nkhobo, TI	012 429 8332	nkhobti@unisa.ac.za
Mr Baloyi, MR	012 429 6167	baloymr@unisa.ac.za
Ms Maphoto, KB	012 429 6128	maphokb@unisa.ac.za
Ms Thubakgale, KNS	012 429 3806	thubaks@unisa.ac.za

For all **administrative matters**:

Mr Makgape Molepo	012 429 6702	molepml@unisa.ac.za
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For all other queries about the module: enn103f@unisa.ac.za

3.2 Department

Department of English Studies
Room 6-04, Theo van Wijk building
Muckleneuk
Unisa main campus

Mail us

Dept of English Studies
PO Box 392
UNISA
0003

3.3 University

For general enquiries, please use the contact details below:

The Registrar: Academic
PO Box 392
Unisa
0003

For assignment-related queries:	assign@unisa.ac.za
For examination-related queries:	exams@unisa.ac.za

4 RESOURCES

4.1 Prescribed books

The prescribed book for this course is, Academic English: Reading and Writing Across the Disciplines (2018), compiled for UNISA from the works of Gaetz, Phadke, Gillet, Hammond and Martala.

The prescribed book can be obtained from the University's official booksellers. If you have difficulty in locating the book at the booksellers, please contact the Prescribed Book section at Tel: 012 429 4152 or email: vospresc@unisa.ac.za.

4.2 Recommended books

We recommend that you purchase a copy of one of the following. The library also has copies for borrowing:

- a. Seligmann, J. (2012) *Academic Literacy for Education Students*, Cape Town: Oxford University Press.
- b. Beekman, L., Dube, C., and Underhill, J. (2011) *Academic Literacy*, Cape Town: Juta.
- c. Balfour, R., Mitchell, B., Nchindila, B., Seligmann, D. and Shober, D. (2014) *English for Academic Purposes*, Cape Town: OUP Southern Africa.
- d. Goshert, J.C. (2011) *Entering the Academic Conversation*, Boston: Pearson.
- e. Gaetz, L. (2015) *The Writer's World*, Boston: Pearson.

4.3 Electronic reserves (e-reserves)

There are no electronic 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 <http://www.unisa.ac.za/library>. For research support and services of personal librarians, click on "Research support".

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

There are no discussion classes for this module. You are encouraged to participate in the online discussion forums and online tutor groups, and use the other resources that are available online, both from Unisa and from any other university.

Tutorials are offered at most of the Unisa learning centres around the country. A tutor will be assigned to a group of students in order to facilitate and augment the learning process. Contact your local learning centre for further details. You will find their addresses in the *Study@Unisa* booklet.

6 STUDY PLAN

This is a literacy-as-social-practice module in the sense that you need to read and write extensively in order to improve your general English Language proficiency. This will enable you to master the EAP skills that are taught in the module and apply them in academic studies across the University. Refer to the addendum in this Tutorial Letter for the outcomes, assessment criteria and marking procedure for the module.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practical sessions for this module.

8 ASSESSMENT

8.1 Assessment criteria

It is important that you do well in the assignments, since the combined marks for the assignments give you a semester mark that in turn counts towards your final mark for this module.

Assignment 01 counts 50%, and Assignment 02 counts 50%. All the assignments are compulsory. Your final mark will be calculated as follows:

- Semester mark (30%)
- Examination mark (70%)

A student needs to achieve a minimum mark of 40% in the summative assessment, for his or her year mark to be taken into account for the purpose of calculating the final examination mark.

8.2 Assessment plan

Assignments are regarded as part of the learning materials for this module. As you do the assignments, you should study the reading texts, consult other resources, discuss the work with fellow students and tutors and do additional research to ensure that you are actively engaged in the learning process. Looking at the assessment criteria given for each assignment will help you to understand more clearly what is required of you. In some cases, additional assessment opportunities might be available on the myUnisa site for your module. For students attending face-to-face tutorial sessions and those who are linked to online tutors, your tutors may also set additional tasks and give feedback in class.

8.3 Assignment numbers

8.3.1 General assignment numbers

There are two compulsory assignments for each semester.

8.3.2 Unique assignment numbers

Note that these unique numbers tell us which assignment has been submitted, but we still need your student number to indicate who submitted it.

Semester 1 unique numbers	Semester 2 unique numbers
Assignment 01 – 763092	Assignment 01 – 873965
Assignment 02 – 874557	Assignment 02 – 743566

8.4 Assignment due dates

Semester 1	Semester 2
Assignment 01 – 23 February 2018	Assignment 01 – 17 August 2018
Assignment 02 – 23 March 2018	Assignment 02 – 14 September 2018

8.5 Submission of assignments

You may submit written assignments either by post or electronically via myUnisa. Assignments may **not** be submitted by fax or e-mail. Lecturers do not receive assignments directly from students. For detailed information and requirements as far as assignments are concerned, see the *Study@Unisa* brochure, which you received with your study materials.

Address all written assignments to the Assignments Section, and use the assignment covers provided by the university. At the top/beginning of your assignments, write all the information required on the university assignment cover. Make sure that your assignments are numbered according to the unique numbers given above. **Make sure that you submit ALL the sections of an assignment together in one cover. No marks will be awarded for incomplete assignments.** If you submit via myUnisa, please submit as a pdf file.

8.6 The assignments

8.6.1 FIRST SEMESTER ASSIGNMENTS

Assignment: 01
Unique number: 763092
Due date: 23 February 2018
Compulsory: Yes

Function: The purpose of this assignment is to teach you how to critically read an article, and to engage with and reflect on it in an academic manner by answering the assigned questions in short paragraphs. When marking the assignment, we will penalise poor language expression. Examples of poor language expression include serious errors in sentence structure, incomprehensible and barely literate vocabulary, spelling, punctuation, and so on. **NB: The reading passages on which the assignments are based are in the prescribed book.**

ASSIGNMENT 1: SHORT PARAGRAPH QUESTIONS

Answer the following questions in short paragraphs of not more than 100 words each, unless otherwise stated. Do not quote directly from the text unless you are instructed to do so. Read the passage:

“The Rules of Survival” by Laurence Gonzales

Question 1

1. Describe and discuss how the text is introduced. (5)
2. Summarize the 5 key steps of survival in 100 words (10)

(15 Marks)

Question 2

In this essay, there is a description of the experiences of a few survivors. Briefly explain what challenge the survivors faced.

- Aaron Ralston
- Lance Armstrong
- Lauren Elder
- Viktor Frankl
- Dougal Robertson

(4 x 5 = 20 Marks)

Question 3

1. Who was the targeted reader for this essay? Motivate your answer. (5)
2. What do most stories of survival have in common? Mention at least two things they have in common and discuss the types of threats they were surviving. (10)

(15 Marks)

Total: 50 marks

Assignment: 02
Unique number: 874557
Due date: 23 March 2018
Compulsory: Yes

Instructions: Research-based essay

This assignment should be about 500 words long. Find at least five academically valid sources and include a reference list. At least one source must be from a printed book or journal. Website sources are allowed as a main source only if they are authored articles from journals or books from nationally/internationally recognised institutions (This means you may not use websites such as Wikipedia). Articles from newspapers, magazines or civic organisations **may not** be used as a reliable source of scientific information. Website articles written by unidentified individuals or authors **may not** be used.

The writing process

You are encouraged to study units 3 and 4 in your Study Guide. There is an overview of the writing process on page 68 of the Study Guide.

Your essay should demonstrate the conventions you have learned from the module about essay structure and layout. This includes forming a thesis statement, clarity of message, taking a clear position and stance, using the appropriate words for the type of essay; cohesion and logical organisation of information, proper paragraphing, correct sentence structure and referencing.

Choose one of the following topics:

Question 1

Technology is intended to make our lives easier. While we can sometimes feel like throwing our computers out the window, or going on vacation just to get away from all the buzzing, beeping, and being too connected, ultimately technology gives us a wealth of opportunities to have more comfortable lives - even with lower carbon footprints.

Source: <http://www.geniusstuff.com/blogs/5-ways-technology-make-life-easier.htm>

- Discuss any five advantages and five disadvantages of the use of digital technology.

Possible sources to consult: *“Can we Talk?” By Josh Freed*

Question 2

Compare and contrast the similarities and differences between studying at an Open Distance Learning University and a High School.

Possible reading: Chapter 12 of prescribed book: Comparison and Contrast

(NB: In this essay, you will be evaluated on your ability to identify the arguments from the passage, the ability to demonstrate an understanding of the passage, the ability to do research and find other arguments that are relevant or different, and the ability to express your own views).

[100 Marks]

8.6.2 SECOND SEMESTER ASSIGNMENTS

Assignment: 01
Unique number: 873965
Due date: 17 August 2018
Compulsory: Yes

Function: The purpose of this assignment is to teach you how to critically read an article, and to engage with and reflect on it in an academic manner by answering the assigned questions in short paragraphs. When marking the assignment, we will penalise poor language expression. Examples of poor language expression include serious errors in sentence structure, incomprehensible and barely literate vocabulary, spelling, punctuation, and so on. **NB: The reading passages on which the assignments are based are in the prescribed book.**

ASSIGNMENT 1: SHORT PARAGRAPH QUESTIONS

Answer the following questions in short paragraphs of not more than 100 words each, unless otherwise stated. Do not quote directly from the text unless you are instructed to do so. Read the passage:

“Medicating Ourselves” by Robyn Sarah

1. In your own words, explain the essay’s main point. Respond to this question in two paragraphs. (10)
2. In two paragraphs explain how educators can identify learners with attention deficit disorders. (10)
3. Paraphrase paragraph 6 by outlining and presenting important details. (5)
4. Identify strategies that were used to support the authors’ arguments, and thoroughly substantiate your responses. (10)
5. Differentiate between a recreational drug user and a highly-functional drug user, and provide examples. (5)
6. Summarise the implied benefits of using Ritalin drug. (5)
7. “The new pharmaceutical culture could stigmatize the unmedicated.” Argue in your own words the implication of this phrase. (5)

[50 Marks]

Assignment **02**
Unique number: **743566**
Due date: **14 September 2018**
Compulsory: **Yes**

Instructions: **Research-based essay**

This assignment should be about 500 words. Find at least five academically valid sources and include a reference list. At least one source must be from a printed book or journal. Website sources are allowed as a main source only if they are authored articles from journals or books from nationally/internationally recognised institutions (This means you may not use websites such as Wikipedia). Articles from newspapers, magazines or civic organisations **may not** be used as a reliable source of scientific information. Website articles written by unidentified individuals or authors **may not** be used.

The writing process

You are encouraged to study units 3 and 4 in your study guide. There is an overview of the writing process on page 68 of the study guide.

Your essay should demonstrate the conventions you have learned from the module about essay structure and layout. This includes forming a thesis statement, clarity of message, taking a clear position and stance, using the appropriate words for the type of essay; cohesion and logical organisation of information, proper paragraphing, correct sentence structure and referencing.

Choose one of the following topics:

Question 1

There have been several incidents of terrorist attacks around the world in the media. Faith and religion do not have to cause war and terror. Discuss problems and solutions of religious beliefs in any country of your choice.

Question 2

When it comes to politics, do millennials care about anything? Write an expository or discursive essay where you explain the characteristics of your generation (within a country of your choice) in terms of the following aspects:

- Political events
- Social issues
- Music
- Fashion

[100 Marks]

8.6.3 Guidelines for writing essays

- Analyse/interpret the topic, keywords and action words (verbs).
- Refer to unit 3 in your study guide on the writing process.
- First conduct a topic analysis and then brainstorm ideas on the topic.
- Read the sources and make your own notes.
- Refer to the study guide, which deals with the functions of paragraphs and cohesion within paragraphs.
- There is a diagram of an overview of the writing process on page 68 of the study guide.
- (Write a detailed essay plan for the essay, then draft, redraft and edit your essay.)
- Check the guidelines for how to acknowledge a direct quote/cite a secondary source/paraphrase. (Refer to page 71 of the study guide.)
- Use the recommended referencing system for your qualification, such as APA, MLA or the Harvard system. (We use the Harvard system in English Studies.)
- Provide a list of the references or bibliography at the end of the assignment.

8.6.4 Structure of the essay

- a. Introduction: should be generally informative, relevant and interesting
 - Address the question directly from the outset.
 - Outline the essay's main argument and its structure/organisation.
 - Make it clear to the reader where you are heading in the essay (thesis statement).
 - Ensure that your introduction is not long and rambling.
- b. Main text: should be well argued, with the main points emerging clearly
 - Use literary signposts to help the reader to follow the sequence of your argument (e.g. furthermore; on the other hand).
 - Ensure that links between points are logical and not confusing or contradictory.
 - Ensure that your paragraphs reflect the organisation of the essay.
 - Always support your points with evidence, facts or literature.
- c. Conclusion: should effectively draw together major points in the text and outline their implications for the essay title. Focus on the following points:
 - Aim to draw together points made earlier.
 - Avoid introducing new material in your conclusion.

8.7 Other assessment methods

There are no other assessment methods for this module.

8.8 The examination

You will write a two-hour examination at the end of the semester. Please refer to the brochure *Studies@Unisa* for general examination guidelines and examination preparation guidelines. You will receive a tutorial letter with exam guidelines during the semester.

9 FREQUENTLY ASKED QUESTIONS

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

Question

Can I submit my assignment late?

Answer

No, you must submit your assignments on time. Lecturers do not have the authority to change submission dates on the Unisa system.

Question

I submitted only part of my assignment. Can I submit the rest of it?

Answer

If you submit an incomplete assignment, it will be processed as a complete document, that is, the system will not recognise that it is incomplete. If you submit the same assignment again, it will be treated as a duplicate and returned to you unmarked. Please ensure that your assignment is complete before you submit it. If you work on computer, please make sure that your complete answer is in the one file/document that you submit.

Question

I submitted the wrong file / module code / assignment. I have received 0% for it. Can I resubmit the correct assignment?

Answer

It is your responsibility to ensure that you have submitted the correct assignment. If you submit an incorrect document, it will be processed as though it were the correct assignment, that is, the system will not recognise that it does not contain the correct content. If you submit the same assignment again, it will be treated as a duplicate and returned to you unmarked. If you work on computer, please make sure that you use a meaningful name (e.g. "ENN103F – Assignment 1") so that you submit the correct document.

10 SOURCES CONSULTED

No sources were consulted to prepare this tutorial letter.

11 IN CLOSING

The ENN103F team wishes you every success in your studies!

12 ADDENDUM

ADDENDUM A: MODULE INFORMATION

1. Module information

Title of module: English for Academic Purposes
Module code: ENN103F

2. Unisa information

Discipline: English for Specific Purposes
Department offering the module: English Studies

3. SAQA information

NQF level: 5
Credit value of module: 12
Field: Communication Studies and Language
Sub-field: Language

4. Learning assumed to be in place before this module is commenced

Students have attained a Level 4 English credit, first or second language. They are able to read extended texts, comprehending the main ideas and following a line of argument. They are able to read a number of texts on a related topic and collate the ideas. They are also able to write extended discursive/argumentative texts that focus on a given topic, using the structure of an introduction, body and conclusion.

5. Purposes of the module

To develop your ability to read critically with comprehension and insight, improve your linguistic competence and develop your ability to write logically and effectively.

6. Outcomes table

Learning outcome 1:	You are able to apply reading strategies flexibly in order to read more efficiently and increase comprehension.
Range statement:	Range of non-fiction texts, including newspaper and magazine articles, advertisements and other material commonly found in a literate community.
Assessment criteria:	
1	Adapt reading speed to the nature of the text and the specific reading purpose.
2	Read a variety of texts critically: identify main ideas, make predictions and inferences, and draw conclusions.
Specific outcomes of degree: The BA graduate is able to demonstrate academic literacy.	

Critical cross-field outcomes:	
<input type="checkbox"/> communicating effectively using language skills in a written medium <input type="checkbox"/> reflecting on, and exploring, a variety of strategies to learn more effectively <input type="checkbox"/> analysing, organising and critically evaluating information <input type="checkbox"/> organising and managing yourself and your activities responsibly and effectively	
Learning outcome 2: You are able to write effectively for different purposes, which includes implementing planning strategies, writing a draft, editing the draft and producing a final text..	
Range statement:	Range of writing tasks
Assessment criteria:	
1 Submit a planned, edited rough draft and a final revised product.	
2 The revised final product will be assessed according to the following criteria:	
content (ideas are clear, related and fully developed)	
organisation (introductory and concluding sentences/paragraphs, arrangement of ideas, main ideas, supporting sentences)	
vocabulary (range and effectiveness of vocabulary used, appropriate register)	
language usage (grammatical control, for example tenses, articles, word order, word form, prepositions) and mechanics (spelling, punctuation, capitalisation, paragraphing, handwriting)	

7. Syllabus/Content topics/Essential embedded knowledge

Reading: competent reading, developing reading speed, identifying key information, mapping reading texts

Writing: writing with a purpose, the writing process, reconstructing writing

Grammar at sentence level: sentence structure, ideas in sentences

Language use: contextual language use, manipulative language, persuasive language

Vocabulary development

This is a skills-based module. Therefore, in the study guide, we follow the method of giving a short exposition of the skill or strategy to be acquired, with examples where necessary, and then providing activities for you to practise the skill. Assignments also require you to apply what you have learnt.

8. RPL assessment:

Applicants may submit a portfolio or write a challenge examination.

9. Assessment criteria

ASSESSMENT CRITERIA FOR ESSAYS

1	0-9	Very little or no evidence of understanding and knowledge of topic. Very little understanding of essay-writing skills. Fragmented/disjoined/ muddled ideas Lack of preparatory reading of study	Poor command of vocabulary, sentence structure and punctuation No knowledge of grammar structures	Cluttered presentation Illegible handwriting/ many typing errors No bibliography (Marks 0 – 4)	Very Poor
2	10–19	Unsatisfactory handling of topic Some irrelevant and repeated information Mundane handling of topic Flawed by generalisations and inadequate supporting detail	Limited vocabulary and sentence variety Inadequate use of appropriate linking devices Poor punctuation and sentence construction	Inconsistently defined paragraphs Need for more clearly defined paragraphs Bibliography incomplete & incorrectly listed (Marks 5 – 9)	Poor
3	20–25	Some understanding and knowledge of topic Some evidence of supporting details. Reasonable development of information A few lapses in content Sometimes disjointed and loosely presented ideas	Occasional flawed sentences, punctuation and spelling errors Effective use of simple sentence constructions	Reasonably good presentation A few poorly structured paragraph breaks Legible, but with some typing errors. Complete bibliography, but incorrectly listed (Marks 10 – 13)	Satisfactory - Good
4	26–30	Sound understanding and knowledge of topic Convincing presentation of topic Concerted effort at originality Relevant supporting details	Very good command of grammatical structures Wide range of vocabulary, linking devices and sentence structures Sound discourse Meaning seldom hindered by grammatical errors	Well-structured essay Clearly defined paragraphs Neat and legible Complete & correctly listed bibliography (Marks 13 – 15)	Good-very good
5	31–40	Irrefutable evidence of sound interpretation and knowledge of topic Logical and excellent development of ideas. Well researched with accurate referencing skills. Insightful and original Highly selective supporting details Captivating introduction and highly convincing	Excellent command of grammatical structures Skilful/sophisticated use of diction and linking devices to illustrate coherence, purpose and register Mastery of conventions Near-perfect discourse	Outstanding Painstakingly done Exceptionally neat and legible Clearly defined paragraph breaks Bibliography meticulously listed (Marks 16 – 20)	Excellent-outstanding
Level	Range	Content 40 %	Language 40 %	Presentation and writing conventions. 20 %	Overall comment

When assessing your essays, markers use the following codes in addition to written feedback.

Symbol/Error	Explanation
abb <u>Abbreviation</u>	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) <u>Agreement error</u>	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: The students <u>read</u> the book. A singular subject takes a singular verb: The student reads the book.
amb <u>Ambiguity</u>	Your statement could have two meanings. Rephrase.
ap <u>Apostrophe error</u>	An apostrophe is a comma that hangs above the line. An apostrophe is used to indicate possession. <ul style="list-style-type: none"> • The boy's hands are dirty (the hands of the boy). • Mandela's leadership (the leadership of Mandela). • The boys' privileges (the privileges of the boys). An apostrophe is used to indicate when letters are left out (contraction or omission). <ul style="list-style-type: none"> • We'll (we will) • Can't (cannot) • I've (I have) • It's (it is) 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 <u>Argument</u>	Your argument/explanation is not ethodical/coherent/relevant. A clear and logical line of thought needs to emerge.
art <u>Article error</u>	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 <u>Awkward phrasing</u>	Your sentence sounds awkward and clumsy. You need to revise your word choice and word order.
cap <u>Capital letter</u>	The word should begin with a capital letter, either because it begins a sentence, or because it is a proper noun.
c/s <u>Comma splice</u>	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 semi-colon, or break the comma-spliced sentence into two separate sentences.

exp	<u>Expression faulty</u>	Your sentence is difficult to understand because of errors too numerous to list.
frag	<u>Fragmentary sentence</u>	Your sentence does not have a verb and, therefore, is only a fragment of a sentence.
inc	<u>Incomplete sentence</u>	You have left out part of the sentence.
irr	<u>Irrelevant</u>	What you have said has nothing to do with the topic.
L?/ill	<u>Logic faulty/illogical</u>	Illogical, or your writing does not make sense here.
N.P.	<u>New paragraph</u>	You have started discussing a new idea, so you need a new paragraph.
Para	<u>Paragraph structure</u>	<p>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.</p> <p>Your paragraph is too long and needs to be divided where appropriate.</p>
p	<u>Punctuation</u>	You have misused a punctuation mark, or omitted one where it was necessary.
sp	<u>Spelling</u>	You have misspelt a word. Try to get into the habit of using a dictionary consistently.
T	<u>Tense error</u>	<p>Your verb is in the wrong tense.</p> <p>Note: Use the present and related tenses when discussing a literary work, such as "Bosman's humour <u>has</u> a strong South African flavour." "In her short stories, Nadine Gordimer <u>touches</u> on issues ..."</p>
voc/	<u>Vocabulary error/</u>	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	<u>Wordiness</u>	You have used too many words to say something that could be said far more simply and concisely.
WO	<u>Word order incorrect</u>	The words in your sentence are in the wrong place. Your marker will have used arrows

DECLARATION

Name and Student number.....

Assignment Topic.....

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

Signature..... Date.....



DECLARATION

Name and Student number.....

Assignment Topic.....

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

Signature..... Date.....

