



Induction to Business Studies IBS152

Study Guide A

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A Glossary of terms is provided at the end of this study guide to clarify some important terms.

Any reference to the masculine gender may also imply the feminine. Similarly, singular may also refer to plural and vice versa.

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Module purpose and outcomes

Module purpose

In this induction module, you will be introduced to the knowledge and skills required to be successful in entry-level business degree studies. Making the most of the online learning environment is central to your success in degree studies. In this module, you will be exposed to the requirements, practices and techniques that will help you succeed.

Module outcomes

Upon successful completion of this module, you will be able to:

1. Navigate STADIO Higher Education as your learning provider.
2. Demonstrate understanding of the structure and curriculum of the BCom degree.
3. Formulate your own goals for the higher education degree journey.
4. Prioritise daily habits for success and develop a weekly study plan to suit your own circumstances.
5. Plan, write and edit an academic essay.
6. Incorporate different study skills into a strategy that will facilitate an effective outcome.
7. Perform calculations involving addition, subtraction, division, and multiplication with integers, fractions and decimals using mathematical rules.
8. Use scientific notation, prefixes and calculators, find averages, round off numbers and understand roots and powers.
9. Solve problems and perform calculations involving ratios, proportion and percentages.
10. Navigate and use MS Office software successfully as part of studies

Topic 1

Learning journey

1.1 INTRODUCTION

Studying towards a qualification is an important decision that can have a tremendous impact on your future. It is therefore important to ascertain whether you are studying through a credible and respected learning institution and to ensure that the qualification you have selected is accredited and respected in the industry.

The Induction to Business Studies module will begin by introducing you to STADIO as a private higher education institution, the various schools of study within the institution, and the different modes of study on offer to best support your needs.

In preparation for your studies, we will focus on motivation by taking you through a process to reflect on why you want to obtain a BCom degree. You will then be guided on how to set goals and plan your study schedule and weekly study plan.

Academic reading and writing, study skills, and business mathematics and numeracy play an important role in BCom degree studies. You will acquire the necessary knowledge and skills to prepare you for your studies when working through these topics.

It is difficult to provide a single recipe for success for your studies. In the beginning, explore certain ways of working in order to see what works for you. However, continuous studying for success does require certain habits, routines, and commitments. We provide some hints in the next sections.

You will be exposed to the structure of the module, and how to navigate to the various sections.

This topic relates to the following module outcomes:

1. Navigate STADIO Higher Education as your learning provider.

2. Demonstrate understanding of the structure and curriculum of the BCom degree.
3. Formulate your own goals for the higher education degree journey.
4. Prioritise daily habits for success and develop a weekly study plan to suit your own circumstances.

1.2 WELCOME TO STADIO

At STADIO we believe in the future of our nation. We want to make a difference by widening access to higher education, to ensure that every South African can become the most empowered version of himself/herself. STADIO brought together four prestigious institutions — Southern Business School, Embury Institute for Higher Education, LISOF and Prestige Academy — with a collective experience of over 100 years in providing quality, affordable higher education.

Activity

Go to the STADIO website to familiarise yourself with the points outlined below.

(<https://stadio.ac.za/about-stadio>)

Ask yourself these questions and write down the answers:

- Who/what is STADIO (about STADIO)?
- What qualifications and learning opportunities do the various STADIO schools offer?
- With whom does STADIO form strategic collaborations?
- What modes of learning does STADIO offer?

1.3 UNPACKING YOUR DEGREE

You have opted to study a BCom degree with STADIO. The STADIO BCom degree will equip you with conceptual understanding, knowledge, theory, skills, methodology, and capacity to function effectively in the business environment of the future.

You will gain advanced management knowledge and skills and will be able to make ethical decisions in a rapidly changing business environment driven by technological advances. In the first year of study, the focus is on laying a solid

foundation in the supporting areas of knowledge, namely, mathematical concepts and principles, statistics, legal principles, and information technology. The core areas of economics and accounting are developed up to the second year of study, while the focus is on management, entrepreneurship, and research in the third year of study. If you choose one of the four elective majors, the third-year focus shifts to the chosen field of specialisation, while still covering strategic management, as well as the management of technology and innovation at the exit level.

Additionally, you will also get exposure to an introductory research module, as well as an extensive 25-credit Project in Year 3 of your studies. The project will be informed by research and aims to integrate the understanding, knowledge, theory, and skills across the core areas of study.

To be fully prepared for your studies, it is important that you gather as much information about the qualification as possible. The following activity will assist you to do so.

Activity

Visit the STADIO website: <https://stadio.ac.za/about-stadio>

Look at the various STADIO schools on the STADIO website and find your degree within the School of Commerce. Now write down the answers to the following questions:

- a) How many modules does the degree consist of?
- b) How long does it take to complete the degree programme?

The BCom degree qualification will allow students to obtain the knowledge and skills needed to pursue management positions in a wide range of organisations. It will further equip students with the understanding of how an organisation works, how it is managed, and how it interacts with local, national, and international environments. Students will gain a solid foundation in business management, economics, human resource management, logistics and supply chain management, marketing, and business legal perspectives, among other things. The programme provides sufficient opportunity for students to develop initiative and responsibility right from the start, by requiring them to make decisions and solve problems in a business management context.

1.4 WELCOME TO INDUCTION TO BUSINESS STUDIES

In commerce, two or more parties exchange goods or services. Although it is a part of business, commerce is not the same as business. Only the distribution of goods and services is related to commerce. It thus excludes sourcing, manufacturing, and production processes. Commerce places more emphasis on selling finished or unfinished goods. Since humans first began exchanging goods and services, there has been commerce. Humans have looked for ways to simplify the exchange of goods and services by creating a distribution process to connect sellers and buyers, starting with the early days of bartering and progressing to the invention of currencies and the establishment of trade routes.

Business management is concerned with organising, planning, and analysing the various business activities needed to effectively manage a business. Business studies are therefore consistently a popular choice for aspiring entrepreneurs and business managers. They give you the academic knowledge and skills to pursue opportunities and support the growth of your general business knowledge, as well as your knowledge of particular functions such as finance and human resources.

As times change, the field of business studies is ever evolving and requires maintaining an open approach to change if one wishes to stay relevant. In the face of change, some businesses develop into high-performing, innovative, and competitive businesses, while others become fighters, constantly battling for survival. A variety of internal and external factors can affect the achievement of a business' stated goals.

Let's look at an example of how the business environment has changed over the last few years.

Activity

Read the following passage and answer the questions that follow.

A Case Study on Netflix's Marketing Strategies and Tactics

Netflix was founded on August 29, 1997, in Scotts Valley, California when the founders, Marc Randolph and Reed Hastings, came up with the idea of starting the service of offering online movie rentals. The company began its operations of rental stores with only 30 employees and 925 titles available, which was almost the entire catalogue of DVDs in print at the time, through the pay-per-rent model with rates and due dates. Rentals were around \$4 plus a \$2 postage charge. After significant growth, Netflix decided to switch to a subscriber-based model.

In 2000, Netflix introduced a personalised movie recommendation system. In this system, a user-based rating helps to accurately predict choices for Netflix members. By 2005, the number of Netflix subscribers rose to 4.2 million. On October 1, 2006, Netflix offered a \$1,000,000 prize to the first developer of a video-recommendation algorithm that could beat its existing algorithm, Cinematch, at predicting customer ratings by more than 10%.

By 2007, the company decided to move away from its original core business model of DVDs by introducing video-on-demand via the internet. As part of the internet streaming strategy, they decided to stream their content on Xbox 360, Blu-Ray disc players and TV set-top boxes. The ventures also partnered with these companies to online stream their content. With the introduction of the services in Canada in 2010, Netflix also made their services available on the range of Apple products, Nintendo Wii and other internet-connected devices.

In 2013, Netflix won three Primetime Emmy Awards for its series "House of Cards". By 2014, Netflix made itself available in six countries in Europe and won seven creative Emmy Awards for "House of Cards" and "Orange Is the New Black". With blooming streaming services, Netflix gathered over 50-million members globally. By 2016, Netflix was accessible worldwide, and the company continued to create more original content while pressing to grow its membership. From this point, Netflix was unstoppable and today it has a worldwide presence in the video-on-demand industry.

1. Explain how the Netflix business model changed from 1997 to 2016.

2. Discuss whether Netflix took the changes in consumer demand into consideration.
3. Speak to your fellow students about Netflix. Are they clients of Netflix? Why or why not, or why not anymore?

Adapted from: Menghani (n.d.)

Apart from adapting to changes in the business environment, companies are facing a 5th Industrial Revolution. The 5th Industrial Revolution can be summarised as the combination of humans and machines in the workplace. Looking back at previous revolutions, we can see that, while they all caused some disruption, overall quality of life was raised. No reason exists for us to believe that the 5th Industrial Revolution will be different.

The World Economic Forum produced the “Future of Jobs Report” in 2020.

↗ Increasing demand	
1	Data Analysts and Scientists
2	AI and Machine Learning Specialists
3	Big Data Specialists
4	Digital Marketing and Strategy Specialists
5	Process Automation Specialists
6	Business Development Professionals
7	Digital Transformation Specialists
8	Information Security Analysts
9	Software and Applications Developers
10	Internet of Things Specialists
11	Project Managers
12	Business Services and Administration Managers
13	Database and Network Professionals
14	Robotics Engineers
15	Strategic Advisors
16	Management and Organization Analysts
17	FinTech Engineers
18	Mechanics and Machinery Repairers
19	Organizational Development Specialists
20	Risk Management Specialists

Source: World Economic Forum (2020)

Figure 1.1 Future of jobs

Considering the commerce field, future demand for management across all fields will continue to increase as identified by the WEF. In Figure 1.1, see numbers 4, 6, 11, 12, 15, 16, 19 and 20 in the list above.

1.5 GOALS AND MOTIVATION

Studying towards a degree requires motivation and commitment to persevere until successful completion. Motivation and commitment are derived from an intrinsic desire or reason for obtaining the degree, and a clear and compelling vision of what the future will look like once you have achieved this goal.

Goals are supported by daily deliberate actions which, if practised frequently, become success habits. These will determine your future success.

Activity

It is important to know why you want to acquire a BCom degree and what your vision for the future is. Reflect on why you want to study towards a BCom degree and write down at least three reasons why this is so.

Completing your degree means that you will be exposed to specific knowledge and will build skills that are needed in a future business environment. Future work skills are different from current work skills that companies require. STADIO has developed Graduate Attributes that will be instilled in students during their studies. As knowledge has become freely accessible, suitable skills and the right attitude of graduates are more in demand than ever. Have a look at the outcomes of completing your STADIO BCom degree by clicking on the link below:

[BCom General CL V4.pdf \(stadio.ac.za\)](https://stadio.ac.za/CL_V4.pdf)

Activity

To assist with goal setting, reflect on the STADIO BCom outcomes.

- Rate yourself for each outcome on a scale from 1 to 5. Use the 5-point rating scale illustrated below.



Source: Performyard (2021)

- Identify those attributes you would like to develop further and write them down for future reference.

1.6 WEEKLY STUDY PLAN

Any mode of study requires a certain amount of planning. Some of you may be working full time or part time and have other responsibilities to take care of. It is therefore important to develop a weekly study plan.

Activity

Develop your weekly study plan by writing down the answers to the following questions:

- What time slots do I have available to spend on my non-negotiable priorities (those things that I must do on a daily or weekly basis)?
- What are the negotiable things that I could give up for a period, such as watching television?
- What time of the day is my concentration and learning ability the best?
- What are the interrupters that would make it difficult for me to study?
- What can I do to eliminate the interrupters?
- Who forms part of my support structure and what message(s) will I give them?
- What other things must I consider when I develop my weekly study plan?

1.7 DAILY STUDY HABITS FOR SUCCESS

Completing a weekly study plan is not enough to help you achieve your dream. There are things that you must do daily to ensure success. At first, these things must be planned and deliberately carried out until a habit is created. Thereafter, it becomes a natural action that forms part of your daily routine. Performing actions deliberately leads to initial small wins, but over time has a more dramatic effect.

Activity

Look at your weekly study plan, reflect on it and identify the current habits that you think are problematic and which could hamper your learning. Create a table with three columns in your journal. Title the columns (from left to right): 'bad habits' (column one), 'success habits' (column 2), and 'daily action' (column 3).

In the first column, list the bad habits, using one line per habit that you identified.

In the second column, to the right, for each problematic habit, write down one success habit, and in the third column, for each bad habit and success habit, write down a daily deliberate action that will turn the bad habit into a success habit.

1.8 HABITS FOR EFFECTIVE STUDY

Learning effective habits can help you prepare for success in your studies. Try to develop and appreciate the following habits:

- Take responsibility for yourself. Recognise that, in order to succeed, you need to make decisions about your priorities, your time, and your resources.
- Keep focused on your values and principles. Don't let friends and acquaintances dictate what they consider important.

- Put first things first. Follow up on the priorities you have set for yourself and don't let others or other interests distract you from your goals.
- Discover your key productivity periods and places. Morning, afternoon or evening? Find spaces to work where you will be the most focused and productive. Prioritise these times for your most difficult study challenges.
- Consider yourself in a win-win situation. When you contribute your best to a class, you, your fellow students and even your lecturer will benefit. Your grade or mark can then be one additional check on your performance.
- First understand others and then attempt to be understood. When you have an issue with a lecturer (a questionable grade, an assignment deadline, etc.), put yourself in the lecturer's position. Then ask yourself how you can best make your argument, given his situation.
- Look for better solutions to problems. For example, if you don't understand the course material, don't just reread it. Try something else! Consult with the lecturer, a tutor, an academic adviser, a classmate, or a study group.
- Strive to continually challenge yourself!

1.9 CONCENTRATING

Concentration: the ability to direct your thinking

The art or practice of concentration, no matter if studying biology or playing pool, is to focus on the task at hand and eliminate distraction.

We all have the ability to concentrate. Think of the times when you were 'lost' in something you enjoy: a sport, playing music, a good game, or a movie. Your concentration was complete.

But at other times:

- your mind wanders from one thing to another.
- your worries distract you.
- outside distractions tempt you.
- the material is boring, difficult, and/or not interesting to you.

Activity

Watch the following video about study focus and concentration before we discuss the topic:

<https://www.youtube.com/watch?v=a-KCZ1sghLY>

Make notes on the advice provided by the presenter.

The following tips may help you to concentrate:

What you can control in your studies:

- **'Here I study'**
 - Get a dedicated space, chair, table, lighting, and environment. Avoid your cellphone or telephone. Put up a sign to avoid being disturbed or interrupted. If you like music in the background, don't let it be a distraction (research on productivity with music versus without music is inconclusive).
 - Stick to a routine, efficient study schedule
 - Accommodate your day-/night-time energy levels.
- **Focus**

Before you begin studying, take a few minutes to summarise a few objectives, gather what you need, and think of a general way to fulfil your goals.
- **Incentives**

Create an incentive, if necessary, for successfully completing a task, such as calling a friend, a food treat, a walk, etc. For special projects, such as term papers, design projects, or long book reviews, set up an extra-special incentive.
- **Change topics**

Change the subject you study every one to two hours for variety.
- **Vary your study activities**

Alternate reading with more active learning exercises. Ask yourself how you could increase your activity level while studying. Perhaps a group is best? Create study questions. Ask your lecturer for alternative

strategies for learning. The more active your learning, the better you will do.

- **Take regular, scheduled breaks that suit you**
Do something different from what you've been doing (e.g. walk around if you've been sitting), maybe in a different area.
- **Rewards**
Give yourself a reward when you've completed a task.

Best practices:

- You should notice some improvement in a few days.
- But like any practice, there will be ups, levels and downs.
- It will also benefit other activities you do!

Activity

Be here now!

This deceptively simple strategy is probably the most effective one. When you notice your thoughts wandering, say to yourself: "Be here now" and gently bring your attention back to where you want it.

For example: You're studying and your attention strays to all the other work you have, to a date, to the fact that you're hungry. Say to yourself: "Be here now."

Focus back to the topic using questions, summarising, outlining, mapping, etc. and maintain your attention there as long as possible. When your attention wanders again, repeat "Be here now" and gently bring your attention back. Continue to repeat this practice. It will work!

Do not try to keep particular thoughts out of your mind. For example, as you sit there, close your eyes and think about anything you want to for the next three minutes except cookies. Try not to think about cookies. When you try not to think about something, it keeps coming back. ('I'm not going to think about cookies. I'm not going to think about cookies.') You might do this hundreds of times a week. Gradually, you'll find that the period of time between your straying thoughts gets a little longer every few days. So be patient and keep at it. You'll see some improvement!

Do not constantly judge your progress. Be kind to yourself. It is enough to say that you did it, and that you are improving. Your mind is always changing and practicing unfolds over time with many ups and downs.

Activity

Worry or think time

Research has proven that people who use a 'worry time' find that, within four weeks, they are worrying 35% less.

- **Set aside a specific time each day to think** about the things that keep entering your mind and interfering with your concentration.
- **When you become aware of a distracting thought**, remind yourself that you have a special time to think about it.
- **Let the thought go**; perhaps say, *Be here now*.
- **Keep your appointment** to worry or think about those distracting issues.

For example, set aside 16:30–17:00 as your worry/think time. When your mind is side-tracked into worrying during the day, remind yourself that you have a special time for worrying. Then, let the thought go for the present and return your focus to your immediate activity.

Activity

Add up your mental wanderings

Have a postcard-sized card handy. Divide it into three sections. Label them 'Morning', 'Afternoon', and 'Evening'.

Each time your mind wanders, make a mark in the appropriate section. Keep a card for each day. As your skills build, you'll see the number of marks decrease.

Activity

Maximise your energy level

When is your energy level at its highest? When are your low energy times? Study your most difficult courses at your high energy times. Sharpest early in the evening? Study your most difficult course then. Tired later in the evening? Work on your easier courses or the ones you enjoy the most.

Most students put off the tough studies until later in the evening when they are tired and it is more difficult to concentrate. Reverse that. Study difficult subjects at peak energy times, easier ones later. This alone can help to improve your concentration.

Activity

Visualise

Before you begin studying, as an exercise, think of those times when concentration is not a problem — no matter what the situation. Now try to feel or imagine yourself in that situation. Recapture that experience immediately before your studies by placing yourself in that moment. Repeat before each study session.

1.10 THE 'A.S.P.I.R.E.' STUDY SYSTEM

The A.S.P.I.R.E. study system is easy to remember and not difficult to follow:

A: Approach/attitude/arrange

- Approach your studies with a positive attitude.
- Arrange your schedule to eliminate distractions.

S: Select/survey/scan

- Select a reasonable chunk of material to study.
- Survey the headings, graphics and pre- and post-questions to form an overview.
- Scan the text for keywords and vocabulary: mark what you don't understand.

P: Piece together the parts

- Put aside your books and notes.
- Piece together what you've studied, either alone, with a study buddy, or a group: summarise what you understand.

I: Investigate/inquire/inspect

- Investigate alternative sources of information to which you can refer: other text books, websites, experts, tutors, etc.
- Inquire about assistance from support professionals (academic support, librarians, tutors, lecturers, experts, etc.) and other resources.
- Inspect what you did not understand.

R: Re-examine/reflect/relay: Re-examine the content/reflect on the material/relay understanding

- Re-examine: What questions are there yet to ask? Is there something you are missing?
- Reflect: How can you apply this to your project? Is there a new application for it?
- Relay: Can you explain this to your fellow students? Will they understand it better if you do?

E: Evaluate/examine/explore:

- Evaluate your grades/marks on tests and tasks: look for a pattern.
- Examine your progress: towards achieving your goals.
- Explore options: with a lecturer, support professional, tutor, or parent if you are not satisfied.

Activity

Do you think the A.S.P.I.R.E. system is a valuable study method? How close is it to the way you have always studied? Discuss with your fellow class members.

Activity

Have you used mind maps to study? Search the Web for mind maps and find some suggestions of how to go about doing them when you study. Is there a specific type that you think will work for you? Make a list and features to share with others.

Activity

Watch the following video (2:52) to provide you with some more information about how mind mapping is used:

<https://www.youtube.com/watch?v=wLWV0XN7K1g>

Many of us have learned to outline information in our studies in the form of lists:

- First item
- Second item
 - sub item
 - sub item
 - sub sub item
 - sub sub item
- Third item.

Alternatives to outlining are mind mapping and concept mapping.

How do I map?

- Firstly, reject the idea of an outline or of paragraphs using sentences.
- Think in terms of keywords or symbols that represent ideas and words.
- Other options for mind mapping include:
 - a pencil (you'll be erasing!) and a blank (non-lined) big piece of paper
 - a blackboard and (coloured) chalk
 - 'Post-it' notes.
- Write down the most important word or short phrase or symbol for the centre of the map. Think about it; circle it.

Post other important concepts and their words outside the circle.

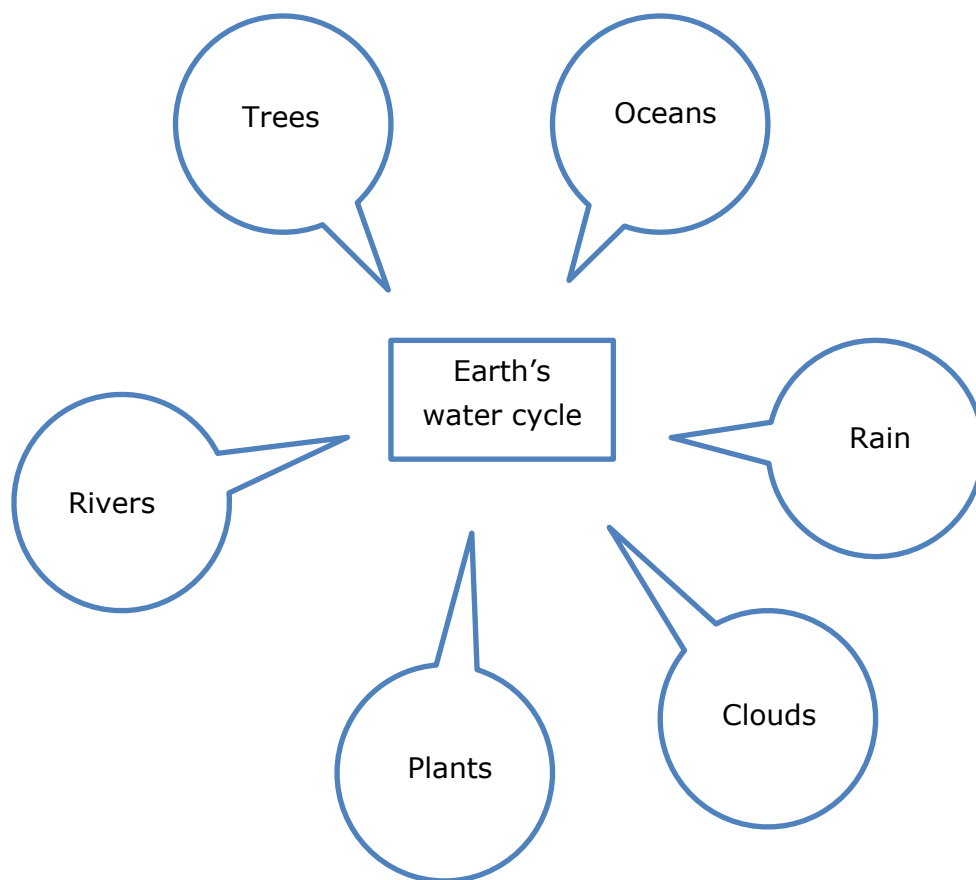


Figure 1.1 Map example 1

Edit this first phase:

- Think about the relation of the outside items to the centre item.
- Erase, edit and/or shorten words to key ideas.
- Relocate important items closer to each other for better organisation.
- If possible, use colour to organise information.
- Link concepts with words to clarify their relationships.

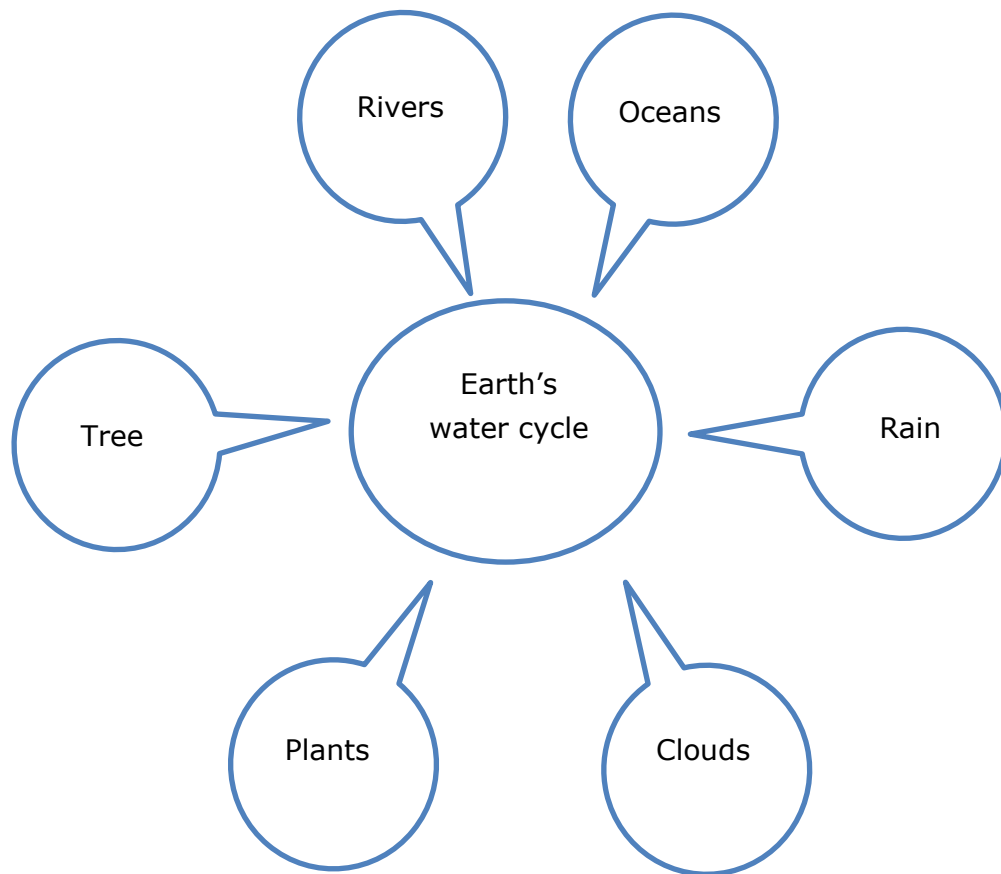


Figure 1.2 Map example 2

Continue working outwards:

- Freely and quickly add other keywords and ideas (you can always erase!).
- Think out of the box: combine concepts to expand your map or break boundaries.
- Follow the directions that the topic takes you in – do not be limited by how you are doing the map.
- As you expand your map, try to become more specific or detailed.

Set the map aside:

- Later, continue development and revision.
- Stop and think about the relationships you are developing.
- Expand the map over time (right up to an exam if necessary!)

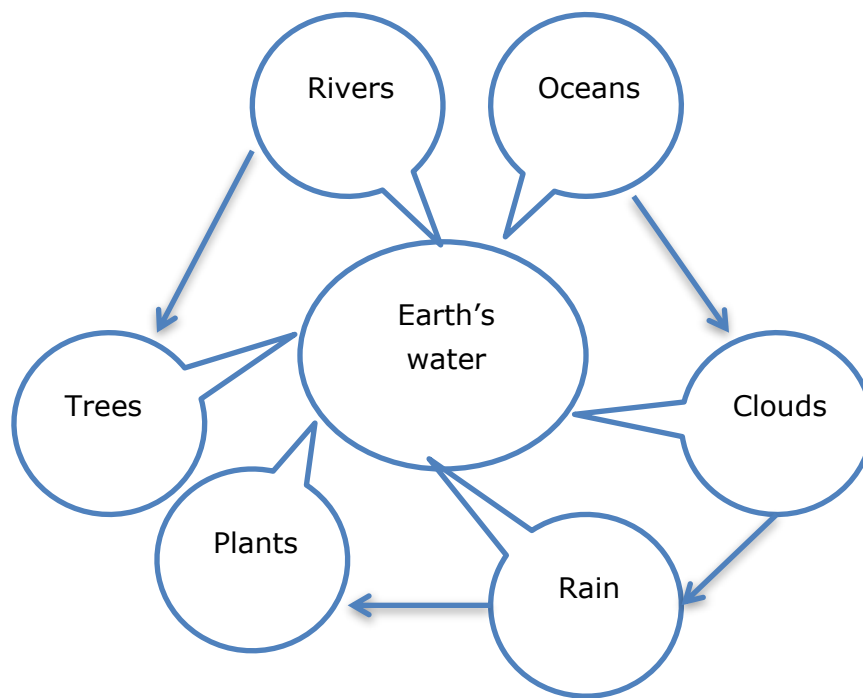


Figure 1.3 Map example 3

This map is your personal learning document. It combines what you knew with what you are learning and what you may need to complete your 'picture'.

1.12 TIME MANAGEMENT

Activity

Time management is a very important and useful strategy when you are studying online and from a distance. It is even more important when you are working and studying. Have you made sufficient time available to study? How can you make sure that you use this in the best possible way?

Activity

Watch the following video (13:40) for more information on time management for students: https://www.youtube.com/watch?v=AUz_7p9E5Qw

Developing time management skills is a journey that may begin with the advice provided here, but it needs practice and other guidance along the way.

One goal is to help you become aware of how you use your time as a resource in organising, prioritising, and succeeding in your studies, in the context of competing activities by friends.

A number of strategies for time management are provided below. These have proven to be effective as good study habits.

As we go through each strategy, jot down an idea of what each will look like for you:

- **Blocks of study time and breaks**
As your semester begins and your course schedule is set, develop and plan for blocks of study time in a typical week. Blocks are ideally around 50 minutes, but perhaps you become restless after only 30 minutes? Some difficult material may require more frequent breaks. Shorten your study blocks if necessary, but don't forget to return to the task at hand! What you do during your break should give you an opportunity to have a snack, relax or otherwise refresh or re-energise yourself. For example, place blocks of time when you are the most productive: are you a morning person or a night owl? Jot down one best time block in which you can study. How long is it? What makes a good break for you? Can you control the activity and return to your studies?
- **Dedicated study spaces**
Find a place free from distraction (no cellphone or text messaging!) where you can maximise your concentration and be free of the distractions that friends or hobbies can bring. You should also have a back-up space that you can escape to, like the library, a learning resources centre, even a coffee shop where you can be anonymous. A change of venue may also bring extra resources. What is the best study space you can think of? What is another?
- **Weekly reviews**
Weekly reviews and updates are also an important strategy. Each week, like a Sunday night, review your assignments, your notes and your calendar. Be mindful that, as deadlines and exams approach, your weekly routine must adapt to them. What is the best time of the week to do your review?

- Prioritise your assignments**

When studying, get into the habit of beginning with the most difficult subject or task. You'll be fresh and have more energy to take it on when you are at your best. For more difficult courses of study, try to be flexible; for example, build in 'reaction time' when you can receive feedback on assignments before they are due. What subject has always caused you problems?
- Achieve 'stage one' — get something done!**

The Chinese saying, 'the longest journey starts with a single step', has a couple of meanings: first, you launch the project! Second, by starting, you may realise that there are some things you have not planned for in your process. Details of an assignment are not always evident until you begin the assignment. Another saying is that 'perfection is the enemy of good', especially when it prevents you from starting. Given that you build in review time, roughly draft your ideas and get going! You will have time to edit and develop later. Identify the first step you can take to get yourself started.
- Postpone unnecessary activities until the work is done**

Postpone tasks or routines that can be put off until your work is finished. This can be the most difficult challenge of time management. As students, we always meet unexpected opportunities that look appealing and then result in poor performance on a test, a paper, or in preparation for a task. Distracting activities will be more enjoyable later without the pressure of the test, assignment, etc. hanging over your head. Think of the pride in your accomplishment. Instead of saying 'no', learn to say 'later'. What is one distraction that causes you to stop studying?
- Identify resources to help you**

Are there tutors? An 'expert' friend? Have you tried a keyword search on the Internet to find better explanations? Are there specialists in the library who can point you to resources? What about professionals and professional organisations? Using outside resources can save you time and energy and solve problems. Write down three examples for that difficult subject that you want answers to or clarification on. Be as specific as possible.
- Use your free time wisely**

Think of times when you can study while walking, travelling on the bus, etc. Put your time to good use. Think of an example where you can use 'free time' to boost your studies.

- **Review notes and readings just before class**
This may prompt a question or two about something you don't quite understand, to ask about in or after class. It also demonstrates to your lecturer that you are interested and have come prepared. How would you make time to review? Is there free time you can use?
- **Review lecture notes just after class**
Review lecture material immediately after class. The first 24 hours are critical. The chances of forgetting are greatest within 24 hours of class! How would you fit in your review? Is there free time you can use?

Plan your schedule to meet both your academic and non-academic needs

- **Create a simple 'To do' list**
Identify a few items, the reason for doing them, a timeline for getting them done, and then print this simple list as a reminder.
- **Daily/weekly planner**
Write down appointments, classes, and meetings in a chronological log book or on a chart. If you are more visual, sketch out your schedule. Always go to sleep knowing you're prepared for tomorrow. First thing in the morning, check what's ahead for the day.
- **Long-term planner**
Use a monthly chart so that you can plan ahead. Long-term planners will also serve as a reminder to constructively plan time for yourself.
(Link: <http://www.studygs.net/timman.htm>)

Summary

This topic provided you with the opportunity to familiarise yourself with STADIO as a private higher education institution and to discover the School of Commerce at STADIO.

The topic focused on unpacking the BCom degree and introduced you to the world of business. To prepare for your BCom studies, you completed reflective activities to identify your reason for wanting to acquire a BCom degree. You also thought about your motivation and future vision for how your life will change once you graduate.

Additionally, we discussed habits for effective study concentration, the 'A.S.P.I.R.E.' study system, mind mapping, and time management as important study skills. Any learning will require you to concentrate for determined lengths of time. Mind mapping can be an important tool for you to understand complex arguments or models. Lastly, time management is at the core of any form of study. This is more important if you work and study and you have to make sufficient time in your schedule to cope with the requirements of your studies.

This topic prepared you to implement your study plan, practice your success habits, and successfully complete the *Induction to Business Studies* module. Good luck with your BCom journey!

Topic 2

Assessments

2.1 INTRODUCTION

This topic is related to the following module outcome:

2. Demonstrate understanding of the structure and curriculum of the BCom degree.

While you are on your learning journey, and you take in a lot of information and build your skills, you will also be assessed. Not everyone feels comfortable with assessments or understands the need for assessment. This topic will hence introduce you to the topic of assessment. Before we delve further into the topic, we would like you to engage in two short activities, related to the main types of assessments that you might be used to.

Writing an assignment can be a complex and time-consuming exercise. You may have to schedule and plan all the resources and activities involved to assure a quality product in the end.

Activity

In the past when you have had to do assignments, projects or tasks for school or university, how did you go about doing it? Did you plan it thoroughly or did you just jump into it and hope for the best?

To do well in tests or examinations, you must first learn the material and then review it before the test. Here are some techniques to better understand your material:

Learning

- Take good notes in your class lectures and textbooks.
- Review your notes soon after the class or lecture.
- Review your notes briefly before the next class.
- Schedule some time at the end of the week for a longer review.

Reviewing

- **Take good notes when** your lecturer tells you what will be in the test or examination.
- **Organise your notes, texts and assignments** according to what will be in the test or examination.
- **Estimate the hours** you'll need to review the material.
- **Draw up a schedule** that blocks units of time and material.
- **Test yourself** on the material.
- **Finish studying** the day before the exam.

Activity

Were exams dreadful for you in the past? Were you stressed all the time? Do you think that if you had prepared yourself better for the exam that you would have coped better? Write down your thoughts, and speak to your fellow students as well.

2.2 AN INTRODUCTION TO ASSESSMENTS

The term assessment in education refers to the wide range of techniques or instruments that lecturers employ to assess, gauge and record students' academic readiness, learning progress, skill development or educational needs. Assessments are also used to pinpoint a student's specific academic needs so that lecturers can offer individualised support.

2.2.1 Why do we need assessments?

The systematic evaluation of a student's capacity to show the accomplishment of the learning objectives intended by a curriculum starts with assessments and is a crucial component of the teaching and learning process. This means evaluating your abilities during and at the conclusion of the module to determine whether you can pass or move on to the next level.

Broadly the two main purposes of assessment are:

1. To offer achievement certification
2. To aid in learning

When your strengths and weaknesses in the academic realm is identified, assessment can also be used for diagnostic purposes. For instance, a pre-assessment could be used to gauge your knowledge or skill level before the start of a module to determine if you require extra assistance of the lecturer to grasp certain elements of the module.

2.2.2 Assessments at different NQF Levels

The level descriptors for the National Qualifications Framework (NQF) levels one to ten serve to ensure learning achievement coherence in the awarding of qualifications to specific levels as well as to make it easier to evaluate the comparability of qualifications on a national and international scale.

According to SAQA (2012), the level descriptors for the NQF levels that you will be engaging with are as follows:

NQF 5

1. An informed understanding of the important terms, rules, concepts, principles, and theories in one or more fields or disciplines.
2. An ability to effectively apply essential methods, procedures and techniques of the field or discipline.
3. an ability to use their knowledge to solve well-defined problems both routine and unfamiliar within a familiar context.

NQF6

1. A sound understanding of one or more discipline/field's key terms, rules, concepts, established principles and theories; some awareness of how the discipline/field relates to cognate areas.
2. An ability to solve well-defined but unfamiliar problems using correct procedures and appropriate evidence.
3. Effective selection and application of the central procedure's operations and techniques of a discipline/field.

NQF7

1. Well-rounded and systematic knowledge base in one or more disciplines/fields and a detailed knowledge of some specialist areas.
2. An ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments.
3. An ability to present and communicate information and their own ideas and opinions in well-structured arguments, showing an awareness of audience and using academic/ professional discourse appropriately.

2.2.3 Open versus closed book assessments

Assessments can be classified as either open book or closed book, but there are differences between the two in terms of their purpose and application. During open book assessments you are granted access to the use of additional resources during the assessment. The open book assessment approach is predominantly used for assignments, but there are cases where this approach could be followed in tests and examinations. Assessments granting you access to resources while you are completing it has questions that are specific to the method. In open book assessment the emphasis is more on interpretation and application. Knowledge recall questions are not used in open book assessments.

Closed book assessment does not allow you access resources during the commencement of the assessment. To successfully complete a closed book assessment, you must memorise all the material that was covered in class, including the theories, concepts, and formulas. This demonstrates how crucial it is for you to be able to recall theory during the closed book assessment.

2.2.4 Invigilation versus proctoring software

Closed book assessments must be administered in a proper manner, within the allocated time and in accordance with any applicable exam rules and procedures. This is the duty of the invigilator. An invigilator's primary responsibility is to monitor you and make sure that the assessment rules, regulations, and other procedures are always followed.

In cases where you must take your exams online from home or another off-campus location, proctoring software will be employed to record your activity during the exam, to ensure authenticity and validity of the exam. Authorised faculty members have access to review videos with flags added due to suspicious behaviour through the proctoring software.

2.2.5 Individual versus group assessments

Individual assessments require you to work independently as opposed to group assessments where lecturers award you the opportunity to formulate a group to complete an assessment cooperatively while receiving a single grade and feedback. Lecturers either award you the option to choose your group members or you could be assigned to a group by the lecturer.

2.2.5.1 How to deal with group conflict

Unavoidable conflicts often arise when you work on group assessments. Group members differences can contrast sharply, creating tension within the group. Healthy constructive criticism helps create diverse methods of thinking and solutions to difficult problems.

Seven steps suggested by Cranston (2021) to solve group disputes are as follows:

1. Clarify what is the source of conflict
2. Find a safe and private place to talk
3. Listen actively and let everyone have their say
4. Investigate the situation
5. Determine ways to meet the common goal
6. Agree on the best solution and determine the responsibilities each party has in the resolution
7. Evaluate how things are going and decide preventative strategies for the future

Activity

Have you dealt with group conflict in the past? In groups of 3-4 students, choose one example of group conflict a member of the group experienced and follow the above suggested steps. Share in class what the positive outcomes will be of following the steps.

2.2.6 Self-assessment versus peer-assessment versus lecturer-assessment

Self-assessment refers to the practise of asking you to critically evaluate, track and grade their own learning.

Peer assessment is the process by which you evaluate your peers and is crucial for student development. It represents the collective effort of those taking part in the learning process to evaluate their own learning.

Lecturer-assessment is utilised to establish the present level of your success and to establish fitting teaching strategies and goals for the you. Lecturer-

assessments are assessments developed and marked by the lecturer presenting the module.

2.2.7 Observation, Presentation, Case studies, Open ended versus MCQ questions

Observational assessments include acquiring evaluative knowledge through direct observation. A record of your observations is kept for later assessment by the lecturer.

During presentation assessments, a topic is provided to you to research, discuss, and present. When completed there is typically a question-and-answer session. This gauges how well you can respond, process information under time constraints and control conversation.

For a case study you must examine and write about a specific person, situation, or organisation. Applying the theories and concepts you have learned in class to a specific case is the goal of a case study.

Open-ended questions are a type of free-form investigation that let you respond in an unstructured manner using all their knowledge and understanding of the theory. This question does not only have a few possible answers.

A multiple-choice question (MCQ) has two parts, starting with the stem, which identifies the question or problem and a list of potential responses, each of which includes a key that indicates the best response to the question. In addition to the right response, there are several plausible but incorrect distractors.

2.3 DIFFERENT TYPES OF ASSESSMENT YOU CAN EXPECT ON THIS COURSE

In education, there are various types of assessments. Each type of assessment has a different goal. This section will indicate to your different types of assessments and how to prepare sufficiently.

2.3.1 Informal versus formal assessments

Formal assessment refers to a grading system-based evaluation to monitor students' knowledge. Examples include test, assignments, participation assessments and exams.

Informal assessment is a method of intuitive evaluation in which the teacher evaluates you without comparing your accomplishments to a standard or metric. Teachers can track your development at various points during the learning period thanks to the structure of informal evaluation methods. In the classroom, informal assessments can take many different forms. For example, a teacher may request that you complete an exit form with closed-ended questions after a lesson. Using the survey, you can highlight any challenges you encountered in class and the most crucial lessons they learned.

2.3.2 Formative/summative versus continuous assessments

Formative assessment describes a wide range of techniques that lecturers employ to assess your understanding, learning needs and academic progress throughout a module. Formative assessments aid lecturers in the identification of concepts that students are battling to understand, skills they are having trouble acquiring, or learning standards they have yet to achieve. This will allow for alterations to be made to lessons, instructional techniques, and academic support.

At the end of a module, summative assessments are used to assess your knowledge, skill acquisition and academic accomplishment. These could be in the form of open or closed book exams.

Continuous assessment is a method of assessment that evaluates your ongoing progress with regards to the completion of the outcomes of a module. The traditional assessment model involves students taking a final exam at the end of each semester or year to determine their final grade, can be replaced with continuous assessment. It can be used in place of conventional assessment models while upholding academic standards.

2.3.4 Tips for how to handle the situation during the assessment

Most students experience some level of anxiety during an assessment. However, when anxiety affects exam performance, it has become a problem and needs to be dealt with.

General preparation and building confidence:

Review your personal situation and skills. Academic counsellors can help you in these areas:

- Developing good study habits and strategies.
- Managing time (dealing with procrastination, distractions, laziness).
- Organising material to be studied and learned (take a step-by-step approach to building a strategy and not being overwhelmed).
- Managing outside pressures to succeed or the consequences of failure (grades, graduation), peer pressure, competitiveness, etc.
- Reviewing your past performance on tests and exams to improve and learn from experience.

Preparing in advance and continuously:

It is better to prepare and review in advance, with a view to the examination. Here are some recommendations:

- Begin reviewing early. This will give your brain time to get comfortable with the information.
- Conduct short daily review sessions. You can ease into a more intense review session prior to major exams.
- Read text assignments before lectures. This will help you identify concepts that the lecturer considers important and that are already somewhat familiar.
- Review notes immediately after lectures. This will help you identify information that you do not understand while the lecture is still fresh in your memory – and other students' memories as well. When you review immediately, you'll have time to clarify information with other students.
- Review with a group. This will enable you to cover important material that you may overlook on your own.
- Conduct a major review early enough to allow for a consultation with the lecturer.
- Break down the study tasks into manageable chunks, especially during major reviews prior to exams. Studying three hours in the morning and three in the evening will be more effective than studying at a six-hour stretch. Studying while you are mentally fatigued is usually a waste of time.
- Study the most difficult material when you are alert.

Exam preparation to reduce anxiety:

- Approach the exam with confidence. Use whatever strategies you can to personalise success: visualisation, logic, talking to yourself, practise, teamwork, journaling, etc. View the exam as an opportunity to show how much you've studied and to receive a reward for the studying you've done.
- Be prepared! Learn your material thoroughly and organise what materials you will need for the exam. Use a checklist.
- Allow yourself plenty of time, especially to do the things you need to do before the exam and still get there a little early.
- Avoid thinking you need to cram just before the exam.
- Strive for a relaxed state of concentration. Avoid speaking with any fellow students who have not prepared, who express negativity and who will distract your preparation.
- A programme of exercise is said to sharpen the mind.
- Get a good night's sleep the night before the exam.
- Don't go to the exam with an empty stomach. Fresh fruits and vegetables are often recommended to reduce stress. Stressful foods can include processed foods, artificial sweeteners, carbonated soft drinks, chocolate, eggs, fried foods, junk foods, pork, red meat, sugar, white flour products, chips and similar snack foods, foods containing preservatives or heavy spices.
- Take a small snack or some other nourishment to help take your mind off your anxiety. Avoid high sugar content (candy) which may aggravate your condition.

Activity

Share in class your previous habits prior to exams or assignments. Which of the above mentioned tips resonates with you and that you will incorporate when assessments are approaching in the future?

2.4 EXAMPLES OF FORMATIVE ASSESSMENTS

2.4.1 Participation

Benefits of _____ include that the customers are less price sensitive, and they increase the number of purchases for the company.

- a) Satisfaction
- b) Loyalty**
- c) Value
- d) Customer research

Meta, a prominent technological company, is responsible for developing the corporate strategy.

- a) True**
- b) False

Match the column on the left with the correct answer in the right.

A. Periodical method or regular approach	1. takes place to investigate a specific environmental occurrence
B. Ad hoc method or irregular approach	2. takes place regularly to provide management with events which may be of interest to them
C. Continuous method –	3. this approach constantly monitors all external environmental factors for changes

- a) 2
- b) 1
- c) 3

2.4.2 Test

NO	TASKS TO BE COMPLETED	EVIDENCE REQUIRED
Please read the next section and then use Addendum A as a reference to answer the following questions:		
1	<p>The inventory management policy Zara is very clear, to reduce operational cost. One of these their strategies is economic order quantity.</p> <p>Explain to Zara with which uncertainties can buffer/hedge stock assist and apply to their case.</p> <p>(3x3)</p>	9
2	<p>Describe six (6) challenges in warehouse management and apply to the case.</p> <p>(3x3)</p>	9
4	<p>Describe the market factors influencing channel selection and apply to the case.</p> <p>(4x3)</p>	12
	TOTAL MARKS	[30]

2.4.3 Assignment

NO	TASKS TO BE COMPLETED	EVIDENCE REQUIRED
1	<p>Apply your knowledge gained from FE12 (Entrepreneurship) and identify a South African business that operates in a virtual/online environment. Provide a detailed description of the business you have chosen.</p> <p>Bear the following in mind when identifying your business:</p> <p>1.1 Your business must be South African in nature.</p> <p>1.2 The business must be unique and stand out among the other businesses.</p> <p>(2+3)</p>	(5)
2	<p>Outline the role of your chosen business in the society.</p> <p>(4x2)</p>	(8)

3	Identify and explain how your customers' unlimited needs are satisfied by your business. (5x2)	(10)
4	Apply the basic functions of management to your business. (4x3)	(12)
TOTAL MARKS		35

2.5 EXAMPLE OF SUMMATIVE ASSESSMENTS

1	You are a project manager for a textbook publishing company. Over the next month, you will be asked to develop a new textbook on human resource management. You will need to develop a scope statement. Indicate the elements that a scope statements contains. (1x9)	(9)
2	You need to develop a project charter for developing a new design of a new website and implement the new website. The site will need to be fast, responsive and allow users to find images on the new site. It was found in a survey that customer satisfaction levels dropped and that other competitors had websites that were very fast and response. There will be a need to have the assistance of certain people in the business included in this project such as the business analyst, graphic artist, development team and marketing and sales team. The project plans to significantly increase sales with this new application.	
2.2	Identify the project stakeholders you will include in the project charter. (2x4)	(8)
2.4	Provide the business case for the scenario, using the definition. (4x2)	(8)

2.5	The assigned project manager is missing in the details provided. Provide the role of the project manager in a project. (1x4)	(4)
3	A project office is a department within an organisation created and headed by a project office manager to coordinate projects.	
4.1	Identify three (3) management conflicts that the matrix organisational structure creates. (1x3)	(5)
4.2	Identify two (2) benefits of setting up a project office. (2x1)	(2)
5	Assume that you have a negative stakeholder who has high power, but low interest in your project. Identify four (4) strategies you would use to manage this type of stakeholder. (3x1)	(4)
TOTAL		40

Summary

In this topic you learned about the different form of assessments at STADIO. Assessment is crucial to the learning and motivation processes. The kinds of assessment tasks we assign to you, affect how you approach a module to acquire the intended skills.

You are now able to differentiate between what is required of you when tasked with an open or closed book assessment. You understand the difference between individual and group assessments and have the skill to solve conflict within a group. You are familiar with the motives and requirements of self-assessment, peer-assessment, and lecturer-assessment.

The difference between formative, summative and continues assessment were highlighted. Formative assessments aid lecturers in the identification of concepts that students are battling to understand, skills they are having trouble acquiring, or learning standards they have yet to achieve. Summative

assessments are used to assess your knowledge, skill acquisition and academic accomplishment. Finally, you received tips for when you prepare for assessments in order to better your results and received examples of participation assessments, test, assignment and a examination.

Topic 3

Academic tools

3.1 INTRODUCTION

After reading this title you might be thinking, 'I can already write! Why do I need a guide?' But most students who start their tertiary education find it difficult to adjust to the type of writing that is required. It's very different from the writing you did at school.

4. Plan, write and edit an academic essay.
5. Navigate and use MS Office software successfully as part of studies

Before we go any further, let's think about what you already know about language at a tertiary (after school) level.

Activity

Think about the following questions and discuss them with a student peer, your employer, family member, or friend:

1. What language is used in most tertiary institutions in South Africa? Why do you think this is so?
2. What do you think you must still learn about writing at a tertiary institution?

If you said that English is the language used by most South African tertiary institutions, you are right — strange in a country that has 11 official languages! But the reason is that English is the *lingua franca* (common language) of academic study and writing all over the Western world. You may find this hard to believe because English is a difficult language to learn. It doesn't have consistent spelling rules, it doesn't have strict rules of gender as in other languages, and it has some strange expressions and idioms — for example, I'm

fed up; Bob's your uncle; raining cats and dogs... the list goes on. However, despite all this, English is the language of academia.

Example:

Think about the words 'laugh', 'scarf', 'bath' — they sound almost the same, but they are spelled differently. Even the word 'spelled' can be spelled 'spelt' and be correct.

Note

Start a learning journal about English writing in which you can record words, sentence constructions, and rules that are new to you. Look up unfamiliar words in the dictionary and note the meanings so that you can refer to them whenever you need to.

Activity

In your learning journal, or on a separate piece of paper, write down what you want to learn about writing. Keep this in a safe place, so you can go back to the list at the end of the course and see if you have achieved your goals.

3.2 WE USE LANGUAGE IN VARIOUS CONTEXTS

We use different types of language for different contexts and situations.

Have a look at these two passages:

Example:

Passage A

Hi Nomvula! Hey, like I had to go for that interview I told you about. Um, I wore my new slashed jeans and short T to impress. Umm, anyway, this dude in a suit says to me, like Where do you wanna be in 5 years' time? I'm like Whoa! I haven't thought that far! So I say Well, I suppose I wanna be married and

have a kid, and then I think Duh! He doesn't wanna know that, so I say, No what I mean is I want to progress in my career, and he looks at me like this and I know I won't get the job!

Passage B

When you are called in for an interview, always dress professionally. Women should wear formal clothes that are not too short or too tight. Men do not need to wear suits, but they should be neat and clean. Wear formal shoes, not sneakers or flip-flops. Listen to what the interviewer says, think carefully about your response, and give answers that show you are respectful, willing to work and career-minded.

Think about these questions:

1. Where do you think Passage A comes from?
2. Where does Passage B come from?
3. Which Passage has been spoken?
4. Which of the two Passages is better written?

Passage A is obviously one side of a conversation. The speaker is a young person: we know this because of the slang (casual language) that is being used. An older person could also use slang, but the words and phrases would be different. Notice how the person in Passage A uses words such as *Um, like, duh, Whoa* and so on. These are some of the words and sounds we use to express ourselves when we are talking to our friends. Listen to how you speak to your friends. Even if you don't use English, you probably use language differently from when you speak to your parents, or the rector of the college, for example.

Passage B seems to be an extract (a quote) from a book or magazine. It doesn't use slang, the sentences are clear and the structure is logical. It is clearly giving advice.

Which passage did you say was the better of the two? Neither one is better than the other! Each one is acceptable in the context (situation) in which it is used. The context in which we use language is very important, especially in tertiary education. If you use the style of passage A in an Economics examination, it would be wrong; your lecturer might not understand what you are saying and you would probably fail. At the same time, if you spoke to a friend in the way passage B has been written, she would think you were weird.

3.2.1 The difference between speaking and writing

There are many differences between the processes of speaking and writing. Writing is not simply speech written down on paper. Learning to write does not follow on from learning to speak. We need to *learn* how to write. Here are some of the differences between speaking and writing that may clarify (explain) things for you and help you become a better writer and speaker.

Read the following table carefully.

Table 3.1 Speaking vs writing

Speech	Writing
Speaking is universal: everybody learns to speak unless they have a physical disability or have lived in peculiar circumstances.	Not everyone learns to read and write.
Most people learn to speak when they are very young.	Learning to write well starts when you are older and takes many years of practice.
There are different forms of the same language spoken in various regions. For example, English spoken in South Africa is different from English spoken in the USA.	Written language is more controlled and usually follows a standardised form of grammar, structure, organisation, and vocabulary.
When you speak, you use your voice and body to get your message to your listeners.	When you write, you use written words to get your message to your readers.
When you speak, you can pause, stop, or even correct yourself.	When you write, you use punctuation to show pauses and stops.
You don't or can't always plan what you say.	When you write, you can plan and revise until you are satisfied.
Speaking is immediate.	Writing can take time.
When you speak, your listeners nod or smile to show they are listening.	When you write, you must guess what the reader's response will be sometime in the future.
When you speak, you use simple sentences and connect ideas with <i>ums</i> , <i>ands</i> , <i>buts</i> and other words that don't add to the meaning.	When you write, you use complex sentences and many connecting words that add to the meaning of what you are writing.

You don't always speak in full sentences.

You should always write in grammatically correct, full sentences.

Activity

Now that you know a bit more about the differences between speaking and writing, go back to the two passages above and see how many of the points in Table 3.1 you can identify.

3.2.2 The connection between reading and writing

Writing and speaking are very different skills. You might be able to speak well so that people understand exactly what you mean, but this doesn't mean that you are able to write well. Think about how you learned to speak your primary language (or mother tongue). Did someone sit down with you and say "Today we're going to learn how to say Mama"? Of course not! Babies learn their primary language through speaking and listening, not by being taught.

Now think about how you learned to read and write. It was probably when you first went to school and the teacher **did** say, "Today we are going to learn...". So you can see that writing and reading are not learned naturally and we have to be taught these skills. And the more you read, the more words you begin to recognise. In this way, reading and understanding what you read improves as you gain experience.

In tertiary education, you read much more than you did at school, and the types of texts you need to read are very different from school textbooks. Tertiary education textbooks are usually written in formal English using technical language and jargon. But as long as the language is not too technical and does not contain too much jargon, you will be able to read almost anything, from the newspaper to an Economics textbook. The trick is to learn to read with understanding.

Later in this guide, you will be given some tips on how to read quicker and with more understanding.

Note

Jargon is language people in a certain industry use. These words are often not understood by people outside of that industry.

Many first-year students find academic writing difficult. At college you will have to write essays in response to questions or statements, short answers that are clear and that answer questions accurately, reports that are the result of research, summaries of books or chapters that are required reading, and so on. Each one of these types of writing is challenging.

Activity

Take a few minutes to think of writing challenges that you have had to face in the last year. What were they? How did you go about dealing with the challenge? Were you successful? What went right and what went wrong?

Note

In general, people don't write much these days. What type of writing do you do in a normal day? How many emails or text messages (SMS, Twitter, WhatsApp, etc.) do you send? Do you use Standard English when you text or do you use abbreviations? If you sent a text to your granny using abbreviations, do you think she would understand what you are saying?

3.3 WHAT IS ACADEMIC WRITING?

When you have to write essays, reports, letters, minutes and so on in tertiary education, you need to use a formal style of writing. We call this academic writing or academic language. Academic language is different from everyday social language because it uses a particular structure and vocabulary. Even if you have good social language skills, you might have problems understanding and using the language of a particular discipline (subject).

When you write academic essays, you are usually writing about subjects that you don't know much about. Questions that must be answered are often quite difficult to understand. The secret is to work out exactly what you are required to do before you begin to write.

Remember that you are writing to learn or to show what you have learned and understood. The following points will guide you:

1. Write clearly about what is important.
2. Present your thoughts on a topic.
3. Show that you have considered the issue from all sides.
4. Never just rewrite what the lecturer has said or what you have read in your textbook.
5. Use the writing of academics and experts to get a balanced view of an issue.
6. Refer to the works you have read.

All these issues will be explained in greater detail in the topics that follow.

Activity

Read the two paragraphs about academic writing again. In your learning journal, summarise these paragraphs in 10 points to describe what academic writing is.

Summarising is an important learning tool and academic skill.

Note

Some people see reading and writing as acts of power and the transfer of power: there is power in gaining knowledge through reading and being able to transfer what you know through writing. You gain power as you gain knowledge.

3.4 WHERE DO YOU BEGIN?

3.4.1 Improve your reading skills: Read to understand

Reading at tertiary level demands much more than just recognising words on a page. Focus on improving your reading skills before you work on your writing skills. Learn to read in order to understand the meaning of what the writer has said.

You need to:

- make meaning of the text and use the information in some way.
- find and select information.
- evaluate expert opinions.
- understand the different views of a topic.
- make judgements.
- evaluate information.
- develop your own ideas from the work of others.

You might have to make notes, summarise, comment on, or merely think about what an author has said. The more you read, the better your writing will become. You will have to do a lot of reading on your own and so you need to learn to read quickly with as much understanding as possible.

Activity

Read the following passage as quickly as you can and answer the questions that follow.

Elon Musk wants Twitter to allow people to say whatever they want

Elon Musk believes Twitter users should be free to express themselves how they want, saying that people should be allowed to say “pretty outrageous things” but that the platform doesn’t have to give those posts reach.

Musk elaborated on his beliefs Thursday during an all-hands gathering at Twitter, according to staff who participated in the virtual meeting.

It marked the first time the billionaire, who is chief executive officer of Tesla Inc., has addressed Twitter employees since agreeing in late April to buy the company for \$44 billion.

Twitter needs to allow more space for people to say whatever they want, Musk said, as long as it doesn’t violate the law. But he added that the company needs to balance that by making sure people “feel comfortable” on the service, otherwise they won’t use it, according to people familiar with the discussion.

His goal is to expand Twitter’s user base to 1 billion users, he said. The company had about 229 million daily active users as of March.

Employees who attended the meeting said Musk — who attended the video call wearing a white button-down shirt and appeared to be joining from his phone

— also talked about possible product changes, including the idea that users should have to pay to be verified as a real human user, through a tool like subscription service Twitter Blue.

Adapted from: The Citizen (2022)

1. Do you think people should be allowed to say whatever they want on Twitter? Give a reason for your answer.
2. Does Twitter currently allow people to say whatever they want?
3. How do you know this?
4. Do you believe this?
5. Why do you believe this?
6. Elon Musk wants to sell Twitter for \$44 Billion dollars.
TRUE / FALSE
Reason:
7. Twitter does not want to violate the law.
TRUE / FALSE
Reason:
8. Twitter's goal is to expand to 1 billion users.
TRUE / FALSE
Reason:
9. Who is Elon Musk?
10. What is the purpose of this passage?
11. Where was this passage taken from?
12. What does it mean when you say a passage has been adapted?

Note

Tips for successful reading of new academic material

- Read the title.
- Think about what it means.
- Think about what you know about the topic.
- Look at the pictures (if there are any) and think about what they are telling you.
- Read the first paragraph, the first line of each paragraph, and the last paragraph.
- Make a few notes about the passage. What is it about? Are there words you don't understand?
- Read the passage carefully from beginning to end.
- Make notes on whether you agree with the writer or not.

This might seem like a long process but the more you read, the easier it becomes. You will not need to follow this process once you become a better reader.

We get plenty of information from books, but we also get a lot from the Internet. Definite skills are needed when reading articles from the Internet.

The most important thing to remember is that not everything on the Internet is true. When you access articles on the Internet, make sure the publisher is reliable and that it is a well-known university or college, book and journal publisher, or author. Wikipedia is a wonderful resource, but anyone can upload or add to information to the site, and for this reason you can't always be sure that it is true. Always find extra resources.

Activity

In this activity, you are asked to read the front pages of a website. See how quickly you can complete the activity.

Access the website at <http://www.up.ac.za/unit-for-academic-literacy>.

Take one minute to skim the website and then answer these questions:

1. What is the name of the institution?
2. In which country is it situated?
3. Do they offer many services?
4. Are there any pictures?
5. What do the pictures tell us?

Note

A good reader:

- thinks about what she is reading.
- questions things she doesn't understand or agree with.
- identifies why something has been written and reads for purpose.
- synthesises information by putting different ideas together and remembering what she knows already.
- checks what she understands as she reads.

- notices text structure to understand more about the purpose of the passage.

Improve your reading skills

Many books and websites are available to help you improve your reading skills. If you are interested in improving your reading skills, try out the following website:

University of Leicester:

<http://www2.le.ac.uk/offices/ld/resources/study/reading>

3.4.2 Improve your grammar: Write to be understood

You may think that you learnt enough grammar while you were at school but, as reading and writing academic English is probably new to you, it is important to be aware of the grammar you are expected to use.

Grammar is the structure and system of a language. Spoken languages include a system of sounds as well. Every language has its own grammar.

When you use good grammar and language, you communicate effectively, others understand what you are writing, you show that you know what you are talking about, and that you are educated.

In this course, you will not be expected to repeat the rules of English grammar. Instead, you will be given grammar exercises to learn to use English more effectively in an academic context.

Everyone makes mistakes, but educated people are aware that they *might* make mistakes, and they make an effort to avoid errors and correct the mistakes they make.

Note

Using good grammar is like practising good personal hygiene: you can ignore it if you want to, but don't be surprised when you lose friends... and jobs!

3.5 Computer literacy

Students entering Higher Education come from a variety of backgrounds, and some may have had limited opportunities to develop the computer literacy skills they will need to cope with tertiary studies. This part of the Induction to Business Studies module will provide you with the fundamental online training in MS Office to assist you in your respective qualification, the Bachelor of Commerce at STADIO. It is run fully on Canvas, our Learning Management System, using Cengage, a specialist IT education firm. If you have not logged on to the Cengage website before, you will have to register yourself as a new user before commencing with the training.

The computer literacy portion is self-paced, and you have one week during your Induction to Business Studies module to complete it. You will learn how to use specific components including Basic Computer Concepts, MsWord®, MsExcel® and MsPowerPoint®. The course is offered via a simulation that includes three steps, namely: 1) Observe, 2) Practice, 3) Apply.

You will acquire much-needed practical software skills that you will use not only throughout your higher education studies, but also in the world of work. You will have access to a simulated software system, where you will be shown how to do tasks, before being granted an opportunity to practice your skills. Finally, you will be assessed on each task. This approach allows you to focus on the skills you have not yet acquired, without wasting time on skills you have. For example, if you know how to save a database file, you will be able to go straight to the assessment of that task, without observing and practicing. On the other hand, if you are not yet able to complete a specific task in MS Office, you can watch the simulation and practice multiple times before attempting the assessment.

As outlined above, the computer literacy part of this Induction to Business Studies module is self-paced, which means you work on your own, but within the timelines provided on the Canvas Home Page. One week will be allocated on your semester schedule for this. Use this time to meet with your lecturer either at the campus or online. This is but one time where you will have the opportunity to ask for assistance from your lecturer. Your lecturer will check in online to see how you are progressing and you may ask for assistance in the Module Q&A forum online at any point during the course.

Summary

In this topic, you learned about speech and writing and that the two are different. We have identified that speech is considered informal and writing is considered formal. We discussed how reading and writing is linked and the importance of learning to master both to portray messages in tertiary education. We then indicated that academic writing is more formal than most other types of writing. It needs to communicate ideas clearly to other members of an academic community.

Finally, we covered computer literacy. As part of this section, you were made aware of the importance of practical software skills for both the workplace and your higher education studies. The aim is thus that before being given the chance to put your skills to the test, you will be given access to a simulated software system where you will be shown how to complete tasks using MsWord®, MsExcel® and MsPowerPoint®.

Self-Assessment Questions

These exercises contain explanations and activities to help you revise what you have learned about English grammar at school and to help you write academic essays in English. Answers to the activities are at the end of the guide. Try to do the exercises first before looking at the answers at the end of this guide.

Grammar

Grammar is the system and structure of a language, and the grammar of each language is unique — that is, it is different from the grammar of any other language. Many books and websites on English grammar and language use are available if you feel you need to improve your language skills. This addendum is here to remind you of the structures you have probably already learned and to show you some of the ways these structures are used in academic writing.

Words and their functions

We usually communicate in sentences that are made up of words that each have different functions, or parts of speech. The main parts of speech in English are:

- **Verbs:** show an action or a state of being.
- **Nouns:** name people, places, things, or ideas.
- **Pronouns:** take the place of nouns.
- **Adjectives:** describe nouns or pronouns.
- **Adverbs:** describe verbs, adjectives or other adverbs.
- **Prepositions:** describe the relationship between a noun or pronoun and some other word or element in the rest of the sentence.
- **Conjunctions:** join two or more words, phrases, or clauses.
- **Interjections:** show emotion.

Activity 1

Identify the parts of speech of the words in italics.

Academic (1) writing is *more complex* (2) than business writing (3). *This* (4) is because *we* (5) need to discuss *difficult* (6), sometimes challenging ideas *in* (7) particular disciplines. In order to do that, we *use* (8) particular vocabulary *and* (9) grammar.

1. _____

Verbs

Verbs indicate an action and the tense of a verb indicates when the action took place. Tenses in English are often very difficult for speakers of other languages to learn. There are 14 main tense forms in English. We will not go into detail about these tenses here, but you might find the 'cheat sheet' at http://www.perfect-english-grammar.com/support-files/all_tenses_form_cheatsheet.pdf a useful resource.

In academic writing, we tend to use the simple present and past tenses most often, and the future simple when we make predictions of what might happen in the future.

Tips for verb use

Use the present simple tense when you are not sure of which verb form to use.

Example:

Academic writing is different from other forms of writing.

When you use a tense that needs an auxiliary verb (are, have, be, etc.), make sure that they indicate the correct time frame and that they agree with the rest of the sentence (singular or plural).

Example:

Students are taught to use academic English; NOT Students is taught.

In academic writing, we often have to report on what has happened or on what another writer has written. Writing can become boring if the same reporting verbs are used repeatedly. For example, Mitchell (2016) says that academic English can be difficult. She says that students can learn to use academic language. She says they need to practice reading and writing.

Here are some other words that can be used in reporting.

Reporting words

Purpose	Reporting verbs
To add an idea	Adds
To advise	Advises
To agree with an author	Agrees, admits, accepts, acknowledges, confirms
To indicate what someone thinks	Believes, claims, declares, feels, maintains, thinks, comments, describes, estimates, reports
To argue a point	Argues, contends, emphasises, insists, proves, warns, stresses
To draw a conclusion	Concludes that, discovers, finds, infers,

	recommends
To show disagreement	Rejects, doubts, questions, challenges, debates, refutes, disagrees with

Activity 2

Choose the best reporting verbs to complete these sentences:

- It was (announced / rejected) that classes would begin in March.
- The new lecturer (confirmed / found) that the class would meet in Room 24.
- Sontho (2016) (disagrees / states) with Nthuli (2013) when she (maintains / advises) that many students have trouble with reporting verbs.
- Some people (think / recommend) that students should read more, but Jones's (1982) book (claims / refutes) this claim.

Nouns

Academic English should have more content words or nouns than other writing. This can be done by creating noun phrases. A noun is a single word, but a phrase of two or more words which work together acts as a single unit (a noun phrase).

Activity 3

Create nouns from the following verbs:

To research: _____
 To study: _____
 To respond: _____
 To measure: _____
 To advertise: _____

Activity 4

Complete the sentences by changing the adjectives in brackets into nouns.

The _____ (strong) of the researcher's argument convinced the students to read more.

Generally speaking, the essay is good but the student needs to express himself with more _____ (clear).

The structure of English sentences is of great _____ (interesting) to students.

The _____ (difficult) facing the student now is how to read all the books in time for the examinations.

Details of grammar can cause _____ (confusing).

Pronouns

Pronouns are used in place of nouns to avoid repetition. Pronouns are not often used in academic English. The third person pronoun, *it*, is sometimes used; *you* is almost never used because it is too informal, and the first-person *I* is used occasionally. Some researchers prefer to say *In my research I have found...* but the more common form is to say *The researcher found...*

Adjectives and adverbs

Adjectives and adverbs describe other words and can be used to express certain emotions. You have learned that academic writing needs to be as clear and formal as possible, which means that it should be objective and not emotional. For this reason, you should choose adjectives and adverbs carefully. While they can add detail, accuracy and analysis to your writing, they can also be unnecessary.

The adjectives and adverbs that you choose should add meaning and shouldn't be vague. For example, the word *good* is sometimes overused and does not describe things very accurately. Compare these two phrases: A *good* student... A *diligent* student... Diligent gives you a much clearer idea of what type of student is being described.

Another word that is overused is **very**. Always think twice before you use it.

Here are some examples of words you can use instead:

- Very capable — accomplished
- Very big room — spacious
- Very small — tiny
- Very big — enormous
- Very fierce — ferocious.

Activity 5

Certain adjectives and adverbs are often used in academic writing. Read this paragraph and identify the adjectives and adverbs.

Language development is seen as relative to the language input one has had as a child. All communication with babies is relevant to their language development. Unfortunately, poor communication between babies and their carers is a relevant characteristic of life in certain areas. There are many reasons for this, but those specific to language development are that parents work and are unavailable, and that there is a lack of appropriate child care. Child minders who are available are typically untrained for the work. This has a significant influence on the child's later scholastic achievement.

Prepositions

Prepositions indicate the relationship between nouns and other words, and are placed before the words to which they refer. Prepositions are difficult to learn in any language because they are often idiomatic (used conversationally).

For instance, in the sentence *The ball is under the table*, the preposition 'under' tells you exactly where the ball is, but in the sentence *The students were under stress near the examinations*, there is no physical thing named 'stress' that students could physically be under. Because there are too many idiomatic uses of prepositions to learn, you need to be aware of how sentences are structured and how language is used. This is why reading is the key to developing your language skills.

In business subjects like Economics, you often have to interpret graphs. As these usually indicate time spans, using the correct preposition can make a difference to the interpretation.

Here are some prepositions commonly used to indicate time:

- Indicate the space between two dates or points in time:
Between 2000 and 2016; *From* 1999 *to* 2001.
- Indicate a specific time:
In 2015; *In* twelve months' time; *In* April 2017; *At* 13:00.

- Indicate sequence or something happening before or after something else:
After 2013; Before 2016.
- Indicate from one point in time to the present:
Since 2014.
- Indicate the length of time:
For 10 years.

Topic 4

Academic Writing

4.1 INTRODUCTION

An essay is a piece of writing that gives the author's own argument. Essays have been sub-classified as formal and informal, where formal essays are characterised by serious purpose, as opposed to the informal essay adding the personal element.

This topic will cover all aspects related to planning an essay and progressing to communicating your thoughts and arguments in writing.

Activity

Watch the following video (13:55) about study techniques before we discuss some effective study habits:

<https://www.youtube.com/watch?v=5ad6grll-ak>

Make a few notes about the tips provided by the presenter.

4.2 Planning an essay

This topic relates to the following module outcome:

5. Plan, write and edit an academic essay.

Try to use each writing task as a learning experience — not simply as an exercise to write down a few ideas on paper. An essay is an unbroken piece of writing about a certain theme. However, not all your writing tasks are essays.

Step 1: Know what you must write and how much you must write

First read the writing task and look out for words that indicate what you are expected to do. Some of these are:

- Answer multiple choice questions.
- Say if something is true or false.
- Write an essay.
- Complete sentences.
- Write a paragraph.
- Write a letter, memo, report, etc.

In this study guide, we focus on writing essays.

Note

Look at the mark allocation to work out how long your response must be. If you need to write something for 5 marks, you will need to write a paragraph of about 100 to 150 words, not an essay of 800 words. But if the task is worth 30 marks, you will have to write much more. Also look out for a marking rubric, which is often used to mark essays. It will give you a good understanding of where/how you can earn your marks.

Most academic writing tasks expect you to answer a question or discuss a topic based on the meaning you make from the reading or research that you have done. Understanding essay topics is often a student's biggest problem.

Step 2: Analyse the topic

Read the topic very carefully and analyse it by dividing it into sections.

- How many verbs (action words) are in the topic? (This helps you decide on the components you must write about.) Underline the verbs and decide what you are expected to do.
- What are the different components of the topic? (This helps you consider the different features that should be in your response.) Take note of words like AND (this will show that there is more than one aspect to consider) and BUT (this will show that you must find alternatives or opposites). Notice punctuation — a comma (,) or a

semi-colon (;) could show that a new part of the question is being introduced.

- Which 'instruction words' indicate how you should address the issue? Must you discuss the issue, explain something about it or compare one thing with another?

Now let's look at the 'instruction words'. As mentioned above, various words are used to instruct you on what you must do. Each of these words tells you how you must respond to the topic.

This table gives you an idea of the meanings of some of these words:

Table 4.1 Instruction words

Instruction word	Meaning
Analyse	Identify the parts/components of something, such as a concept or a sequence of events. How do individual parts relate to the whole? Why are these parts important?
Apply	Use information to show how an idea or a method works in a particular situation.
Argue	Take a particular point of view and defend it by giving reasons or giving evidence to support your opinion.
Compare and contrast	These instructions are often placed together because they help you to see a topic from two points of view. Compare: Show how two or more things are similar and/or different. Identify positive and negative things. Contrast: Show how two or more things are different.
Define	Definitions are always used for a specific purpose in a given context. When you have to define something, ask <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>how</i> and <i>why</i> to help you create a complete definition.
Describe	Say what you can see, or how something is done. If you were to describe hip hop, you would explain what moves are made and how they are made.
Discuss	Decide on your opinion and present it from different viewpoints to show that you understand the study material and the question.
Evaluate	Work out the amount, extent, or importance of something. Make a judgement of the value of something (whether it is good or bad, right or wrong). Always give reasons for your

	opinions.
Explain why/how	Describe something in detail to make it clear. Add your own ideas to help someone else understand.
Prove, justify	Give reasons or examples to show how or why something is the truth.
Research	Gather material about a subject from various sources and analyse what you have found.
Support	Express your opinion and give reasons or evidence based on what you have read.
Synthesise	Rearrange and combine information in an interesting way. Do not just summarise each piece of information; explain how they are similar or different.

Example:

This example topic does not come from any real assignment, but the style and wording are typical of assignment topics. The actual topic is not really important at the moment; it is just an example of how to start preparing an answer.

1. Discuss the use of hip hop music as a marketing tool to target urban youth in South Africa. (30)
2. How many action verbs are there?
Answer: One — Discuss
3. What would the answer to this action verb typically be?
Pros and Cons, in other words: a discussion
4. What are the different components of the topic?
 - a) Hip hop music
 - b) The use of hip hop
 - c) A marketing tool
 - d) Marketing targets
 - e) Urban youth in South Africa (perhaps as opposed to youth in rural areas).

The mark allocation (30) indicates that the answer should contain approximately 30 facts.

Now that you have a good idea of WHAT the answer must look like, analyse the question further by working out the following:

- Is there a problem or issue?
- Whose problem is it? (Think of who your audience is because this will influence the register you use.)
- Why should it be addressed? (Consider the value of your argument.)

Let's take a look at each of these in turn.

Is there a problem or issue?

Most academic essays address problems that need to be solved by means of your reading, research, discussion, and argument. Of the many ways to address a problem, one way is to ask *If ... Then* questions as you work through the topic.

Example:

Discuss the use of hip hop music as a marketing tool to target urban youth in South Africa.

If hip hop music can be used as a marketing tool, then... (what will happen?)

If the urban youth are targeted, then... (what will happen?)

Ask similar questions until there are no more issues in the question.

Activity

See which other questions you can think of to analyse this topic; for example:

- Why could marketing a brand to urban youth be difficult?
- Why do we need different marketing tools to appeal to different audiences?

Whose problem is it?

You can work out whose problem it is by reading the topic carefully and then thinking about from whose viewpoint the statement has been made. This helps

you to work out who your audience is and what type of language you must use (formal or informal).

Example:

In the case of the example topic, is the viewpoint from urban youth, a marketing study, or the hip hop industry? Clearly it is from a marketing study. Because it is a study, the language will be formal.

Why should it be addressed?

If an issue is not important to you or if it doesn't have value for someone else, is there much point in discussing it? Even if you might not see an issue as important, it will probably mean something to someone else. When you have to write an essay, try to work out why it is worth discussing.

1. Is it a valid or reasonable topic that needs to be discussed?
2. Is the subject topical? In other words, is it about a recent issue?
3. Is it important? If you don't think it's important, who will think so?
4. Will your solutions to the problem possibly influence the lives of others?

Once you have decided that what you have to say in your essay has value, you might feel more like writing!

Example:

We could say that the example topic "Discuss the use of hip hop music as a marketing tool to target urban youth in South Africa" is worth discussing in the context of finding new markets for certain products or in the context of new tools for specific audiences.

1. Valid? Yes, urban youth have a certain amount of money to spend, and the marketer needs to find a way to attract their attention.
2. Topical? Yes, marketers need to find new marketing tools for their products and hip hop is very popular among the youth.
3. Is it important? Yes — for the marketer.
4. Will your solutions help? Yes, if they are well thought out and reasonable.

Step 3: Plan the essay

Activity

Read these statements made by students about planning and indicate whether you agree or disagree:

- | | |
|--|------------------|
| • I don't have to plan when I write because I know what I want to say. | Agree / Disagree |
| • There is no point in planning an essay. | Agree / Disagree |
| • Planning takes too much time. | Agree / Disagree |
| • I don't know how to plan. | Agree / Disagree |

If you agreed with these statements, please read the following carefully!

Unplanned essays are often disorganised, are not written well, leave out important facts, and include irrelevant facts and opinions.

Even when you write an exam, first take five minutes to plan what you are going to write — you'll be surprised at the improvement in your marks.

Start your planning by brainstorming what you know or by creating a mind map.

Brainstorming

Brainstorming helps you to find out what you know about a topic and then to link what you already know with new information:

- Think about the topic and write down everything you know about it as quickly as possible. Don't worry about whether it is a good idea or not.
- Cluster (gather) your ideas together.
- Delete everything that doesn't answer the question.
- Put the clusters into categories.
- Decide how to order the ideas in a way that will answer the question.
- See what is missing and what you still need to find out.

Remember that you won't use every idea you have, but you will come up with some valuable ideas that you can use.

Activity

Brainstorm what you know about the example topic:

“Discuss the use of hip hop music as a marketing tool to target urban youth in South Africa.”

Work with a partner if you can, because two heads are better than one and you can share ideas.

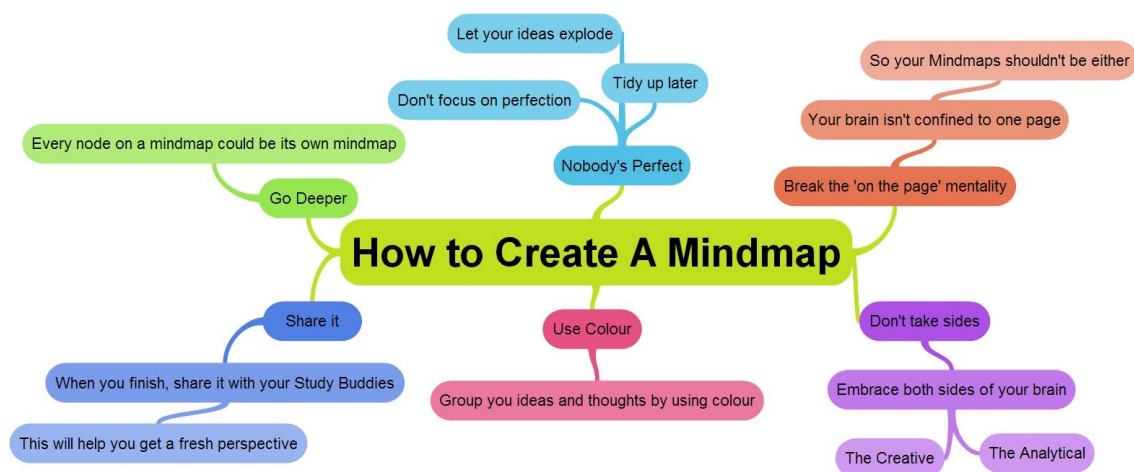
Mind maps

Another way to start your planning is to create a mind map. This gives you an idea of how the whole essay will develop. Start off by identifying categories and then list ideas under each one. Use different coloured pens or pencils for different sections so that you can see where you have too much information or where there are gaps.

You can also first brainstorm and then create a mind map from your brainstorm exercise.

Example:

Here is an example of a mind map. The topic is: How to create a mind map. You can find it at: <https://www.examtme.com/blog/6-tips-on-how-to-create-an-online-mind-map-with-examtme/>



Activity

Create a mind map from your brainstorm list.

Where are the gaps?

Decide on the order in which you will discuss each section of the mind map.
Give each one a number.

Example:

The following is a very short outline for the example topic. Each of these 'chunks' of information will become a paragraph or a series of paragraphs.

1. Introduction: Advertisers need a hook to attract different sections of society for different products.
2. Discussion: What are the pros and cons of using hip hop music versus using other marketing tools to attract urban youth for specific product offerings?
 - a) What products? Research and describe products that urban youth appreciate and buy.
 - b) What tools? Research and describe marketing tools suitable to appeal to different audiences.
 - c) What music? Research and describe different types of hip hop music, and its target audience.
 - d) Conclusion: Hip hop music is popular with urban youth and it might be a hook to attract urban youth to some products. Hip hop can be used successfully to target urban youth.

Activity

Work by yourself and create an outline from the mind map you and your partner created about the topic:

- Decide on the order in which you will discuss each section of the mind map in your essay.
- Create an outline for your essay.

Step 4: Fill the gaps

Once you have decided what still needs to be added to fill the gaps, you will probably need to read further to find more information.

Ask yourself:

- What information do I still need?
- Where will I find it?
- How much detail can I include in the number of pages I am supposed to write?

Research

You can find relevant information from books, academic journals, popular magazines (sometimes) and the Internet. You can also observe a situation, or interview people in the community or experts in a particular field.

Many resources can be found online, but go to the library and learn how to find sources. You'll be surprised at what you will find on the shelves.

Decide if a resource is right for your task by:

- looking at the cover.
- reading the first and third pages (title page) to see the publication details; the more recent the publication, the better.
- scanning the contents page.
- scanning the bibliography (reference list) to see which other writers you can consult.
- reading the foreword.
- reading a few paragraphs in the first chapter.

When you find information from books and journals, DO NOT COPY IT! Take notes, paraphrase (reword) and summarise the ideas of the authors. Keep a record of the author/s name and the title of the book or journal.

Later in this guide, you will learn more about *plagiarism* — copying what other people have written and pretending that it is your own work.

Critical reading

As you read, think about:

- what the author is trying to prove.
- whether you agree with the author.
- whether the author has a convincing argument.
- how the argument is supported.
- whether some important aspects have been left out.

By performing critical reading, you will see that authors say much more than just the words they use. You will notice the hidden messages between the lines.

Note-making and summarising

By making notes when you read, your understanding of the text is increased. When you come to write your essay, use your notes instead of the original text.

- Read very carefully.
- Keep the topic of your essay in mind as you read, to find relevant ideas.
- Jot down important words and the main ideas in your own words.
- Organise your notes carefully so that they make sense to you.
- Use your notes to write your summary.
- Go through your notes regularly to make sure you are still on the topic.
- Jot down your own reactions to what you read as well.

Conjunctions

Other names for conjunctions are connectives or linking words and phrases. In Topic 4 of this study guide, connectives or linking words are discussed.

Sentences

A sentence is a unit of language. It is a group of words that contains a verb and can stand alone. It contains a single thought. In other words, it makes sense by itself.

Each example below is a sentence. The examples become more complex as more words are added. Some of the sentences have more than one verb, but each one can stand alone and each one makes sense.

Sentences can be analysed according to their structure and the number of verbs they contain. We will not focus on that aspect of grammar in this study guide. Instead, we focus on how to use sentences in academic writing.

Read the following. Each one is a sentence.

1. Help!
2. Bongi helped.
3. Bongi helped Beki.
4. Bongi helped Beki to practice hip hop dancing.
5. Bongi helped Beki and she played the drums.
6. Bongi helped Beki when he was practicing hip hop.
7. Bongi, who had studied music at Wits, helped Beki when he was practicing hip hop.
8. Bongi, who had studied music at Wits, helped Beki when he was practicing hip hop, even though he had not danced for three years before he was involved in a bad accident and hurt his right leg very badly.

When you write an academic essay:

- Vary the type of sentences you use, and vary the words you use in the sentences. Use the lists of words provided in the rest of this study guide to help you.
- Remember the KISS principle — Keep It Simple Sweetheart!
- Use simple words and short sentences, and divide your essay into readable chunks by using headings and subheadings.
- Include a simple graphic like a chart or a graph if it adds to your essay. Remember, a picture tells a thousand words, but an image that is unrelated to your essay will say that you don't know what you are talking about.
- In general, use words that suggest a definitive action: use *read* instead of *refer to*, *try* instead of *make an attempt*.
- Illustrate key terms with clear, concrete examples.

4.3 THE INTRODUCTION OF THE ESSAY

The introduction is the most important part of your piece of writing and can be difficult to write. You usually have some idea of what you want to say in the body of your essay, but you need to introduce your ideas in such a way that you grab the reader's attention and help them to make sense of your ideas.

The introduction is like a road map for the rest of your essay. In it, you inform the reader about:

- your topic.

- why you think it is important.
- how you plan to proceed with your discussion.
- what your main idea (thesis statement) is.

Remember, these were your first questions when you started to plan your essay.

The first sentence should be interesting and show that you are a confident writer. It should make your readers want to read your essay.

Focus on the topic or question, say whether you agree or disagree with the statement expressed in the topic (if this is appropriate) and then explain why you have this particular opinion.

A trick many experienced writers use is to write the introduction last. In this way, they can be sure that the introduction matches the body of the essay.

Example:

Our example topic is: Discuss the use of hip hop music as a marketing tool to target urban youth in South Africa.

The introduction could look like this:

Urban youth in South Africa are a powerful population for marketers. This is because their disposable income and buying power are increasing. Unfortunately, this is a market that has largely been ignored. Advertisers should consider what the particular interests of urban youth are and target that. As hip hop music is popular with urban youth, I believe that it could be used as a 'hook' to attract them. In this essay, I will discuss why hip hop is important for this target group and how marketers could use it.

Let us analyse the introduction:

Urban youth in South Africa are a powerful population for marketers. Three of the terms in the question are repeated. It is a strong opening sentence and shows confidence.

This is because their disposable income and their buying power are increasing. This sentence qualifies why I have said that urban youth are a powerful population.

Unfortunately, this is a market that has largely been ignored. This sentence introduces the need for an advertising strategy.

Advertisers should consider what the particular interests of urban youth are and target that. This provides an answer to the problem that the youth market has been ignored and shows that I know about target markets and market research.

As hip hop music is popular with urban youth, I believe that it could be used as a 'hook' to attract them. This provides a solution to the problem, refers back to the question, and states an opinion.

In this essay I will discuss why hip hop is important for this target group and how marketers could use it. The purpose of the essay is stated. Notice that it repeats the question.

Activity

Work with a friend or on your own. Decide how you can improve this introduction.

4.4 THE BODY OF THE ESSAY

In the body of the essay, you expand on the topic and continue to interpret the question. Remember to do what the instruction words tell you (describe, argue, etc.). Each aspect mentioned in the introduction should be 'fleshed out' or expanded into a paragraph or two. Even though each paragraph should be a unit on its own, it must follow on from the one that has gone before it and should link up with the one that follows.

As you know, writing consists of words, sentences, and paragraphs. See the addendum for more explanations and exercises.

4.4.1 Paragraphs

A paragraph consists of a group of sentences that form a unit. The length is not important, but only one idea must be presented in each one. Sentences must follow on logically from one another and the meaning must be clear. Every sentence in a paragraph must focus on the main idea. It must make sense and be complete.

An essay is a collection of paragraphs that connect with each other to explain or extend an idea. There must be a clear connection between what you say in each paragraph and the main point of the essay.

Here is one way of structuring a good paragraph:

1. Start with the main idea or topic sentence.
2. Write a sentence or two to say more about the subject of the topic sentence.
3. Give an example (if necessary).
4. Explain the example (if necessary).
5. Close the paragraph or create a link with the next paragraph.

Example:

A good paragraph is not just a few sentences that are grouped together. The sentences work together to express a complete idea and create links with other ideas in an essay. A well-constructed paragraph should have one main idea, an explanation of the idea, and an example to illustrate the idea. If you use these components, you will write good paragraphs.

Let us analyse the paragraph:

Sentence	Purpose in the paragraph
<i>A good paragraph is not just a few sentences that are grouped together.</i>	Main idea/Topic sentence
<i>The sentences work together to express a complete idea and create links with other ideas in an essay.</i>	Explanation
<i>A well-constructed paragraph should have one main idea, an explanation of the idea and an example to illustrate the idea.</i>	Further explanation
<i>If you use these components, you will write good paragraphs.</i>	Conclusion of the paragraph

4.4.2 Register

As you know, language has to be adapted to a wide variety of social, academic, political, and commercial situations. We use different registers in different writing contexts. When we refer to register, we mean the sentence and paragraph structure, vocabulary and style we use in a particular writing context. It is important to use the right vocabulary and language style to suit the purpose of your writing. Imagine writing an assignment for Marketing as if you were a politician trying to get votes; or imagine writing an Economics assignment as if you were composing the words to a rap song.

Academic writing must be accurate, objective, formal, and polite, and should use the language of the discipline. In other words, use the words and expressions that are typical to the subject.

Example:

When describing the Victoria Falls, a travel writer might write: Seen from a helicopter, the mighty Victoria Falls are awesome.

An academic description of the Victoria Falls might be:

The aerial view of this particular section of the Zambezi River allows one to observe the 1708-metre-wide transverse chasm that forms the Victoria Falls.

When you write formal academic essays:

- Do not use slang like *cool*, *horrible*, *awesome*. Choose more accurate words.
- Do not use contractions like *doesn't*, *can't* and so on. Use complete words.
- Do not use very personal language like *I feel*, *I think*, *If you ask me*. There is a debate about whether researchers should use the personal pronoun 'I' in academic writing. It is always best to find out what your lecturer thinks about it.
- Use simple sentence constructions. A good 'pattern' to use is *people do things* (noun, verb, nouns). For example: Urban youth enjoy hip hop, NOT: Enjoyment is found by urban youth in hip hop.
- Use the passive voice when necessary. In academic writing, the actions taken are more important than the person who has taken them, so the passive voice is often used.

- Do not overuse the passive voice because it can be clumsy.
- Do not overuse or repeat certain words.
- Do not ask direct questions. For example: Who thought hip hop would be used in marketing?
- Do not use overworked expressions. Examples: *at this moment in time*, *each and every*, *at the end of the day*.

4.4.3 Connecting ideas

When you write an essay, even an academic essay, you are writing a story that needs to develop from one idea to the next. You need to put all your ideas together so that they make sense. One way of doing this is to use connecting words (also known as linking words, transitions, or cohesive devices). They show how one idea relates to another.

Purpose	Connecting words that can be used
Addition	And, furthermore, in addition, also
Comparison	Equally, similarly, compared with
Explaining	For example, for instance, to illustrate, such as, namely
Result	As a result, so, therefore, thus, because
Sequence	Then, after, next, first(ly), second(ly), (don't go beyond second; rather use next)
Contrast	Instead, in comparison, compared with, on the contrary
Qualifying	But, however, although, except, unless
Reformulation	In other words, that is to say, rather
Highlighting	In particular, especially, mainly, particularly, above all
Transition	With regard to, with reference to

Activity

Identify the connecting words in this paragraph and say what their purpose is:

Each market segment has products and marketing campaigns that are targeted specifically at them. For example, youth marketing is any marketing effort directed towards young people aged between 12 and 25. Because they can influence the buying decisions of their friends and families, young people make valuable consumers. Youth marketing takes place on TV, radio, in print, and in social media. In addition, companies often sponsor athletes, musicians, and high school sports teams in order to advertise their brands. However, youth marketing is still largely ignored by large advertising companies.

Did you notice that there were four connecting words? Each one is placed at the beginning of a sentence to make it easy to identify. One introduces an example, another introduces a reason, the third shows that more information is going to be added and the last one suggests that an opposite view point is being presented.

Another way of connecting ideas is to repeat words or ideas, or to use words in one sentence or paragraph that signals what will come next.

Let's look at the paragraph in the activity again.

	Sentences	Explanation
1	Each market segment has products and marketing campaigns that are targeted specifically for them.	The <i>youth</i> in sentence 2 is the market segment that is being discussed in sentence 1.
2	For example, youth marketing is any marketing effort directed towards young people aged between 12 and 25.	Variations of important words are used: <i>Youth, young</i> .
3	Because they can influence the buying decisions of their friends and families, young people make valuable consumers.	<i>They</i> refers back to the <i>youth</i> in the previous sentence and <i>young people</i> in this sentence.
4	Youth marketing takes place on TV, radio, in print, and in social media.	<i>Youth marketing</i> is repeated.
5	In addition, companies often sponsor athletes, musicians and high school sports teams in order to advertise their brands.	This sentence adds an additional example.
6	However, youth marketing is still largely ignored by large advertising companies.	<i>Youth marketing</i> is repeated.

Activity

Read the last sentence of the paragraph in the previous activity carefully:

However, youth marketing is still largely ignored by large advertising companies.

What does the connecting word tell the reader? Are there signals to hint at what the next paragraph might be about? What are these signals? What do you think the next paragraph will be about?

4.4.4 Vocabulary

Your academic writing will benefit if you have a strong vocabulary. You need to know the language of the discipline or subject, but you must also know how to use words to make your meaning clear.

- Build up your vocabulary by consulting a dictionary to find meaning and a thesaurus to find synonyms.
- Use a good dictionary (or even two good dictionaries, just to make sure of the meaning).
- Make sure you know the meaning of a word before you use it.
- Use a variety of words. When you repeat the same words, your writing becomes less interesting and difficult to read.
- Use simple words in simple sentences.
- Don't use long, complicated words so that you appear knowledgeable and intelligent.
- Say exactly what you mean.
- Use the correct terminology for the discipline.
- Create your own dictionary and discipline-specific vocabulary.
- Build on your vocabulary as you read textbooks, articles, books, and notes.

4.4.5 Referencing

At various places in this guide, you are reminded not to copy the words of published authors unless there is no other way of saying something. When you use the ideas or words of experts, you do so to add interest to your writing, or to show that you are basing your argument on the work of experts.

Here are some important terms to do with referencing:

Paraphrase: when you rewrite the words of an author in your own words.

In-text citation: when you refer to the work of an author in your essay.
For example: Targeting the youth market is a new strategy (Mitchell, 2016).

Direct quotation: when you use the actual words of an author in your essay. For example: Mitchell (2016) calls urban youth a “burgeoning market”.

Reference list: a list of the sources you have used to write your essay. It is usually placed at the end of the essay or book (see the Reference List at the end of this study guide). The name of the author, the date of publication, the title of the publication, and the name and place of the publication are included.

The entry in the reference list will look something like this:

Example:

Mitchell, J. 2016. *Targeting urban youth to boost your sales*. Johannesburg: JEM Publishers.

Many referencing systems are used by publishers and institutions. Sometimes different departments in one institution use different referencing systems. Always find out which system you are expected to use.

4.4.6 Plagiarism

Plagiarism is using others’ ideas and words without clearly acknowledging the original author. It is a type of stealing, so always give credit to the authors whose work you have used.

Always make notes and paraphrase what you read, even when you get information from the Internet. Don’t copy. When you copy, it is very obvious because the style of writing that individual authors use is different from yours. In addition, there are computer programmes like Turnitin that can identify plagiarism. Students found guilty of plagiarism can be expelled from their institutions.

4.5 THE CONCLUSION OF THE ESSAY

The conclusion of an essay brings the essay to a close. It is as important as the introduction because it summarises what you have said and suggests how the information you have discussed can be applied. The conclusion should prove that you have answered the question. For this reason, the conclusion should be closely linked to the main idea you expressed in the introduction.

Example:

In the introduction to our example essay, a claim was made about the buying power of young people and that using hip hop as a marketing strategy was a good idea. The conclusion could look like this:

As a music and dance form, hip hop is popular among urban youth. Unfortunately, the messages that some hip hop artists give are antisocial and many advertisers do not want to be associated with these. As long as hip hop artists are good role models, marketers will be able to use their music to attract urban youths to their products.

Notice how the words of the question and introduction are repeated, but notice, too, the opinion: even though hip hop artists might not have the right image for some marketers (this would have been argued in the body), the music can still be used to sell products to the target population.

Punctuation

When we speak, we say one thing loudly for emphasis, or we lift our voices at the end of a sentence to show that we are asking a question. When we write, we use punctuation to add meaning. Punctuation consists of a number of marks that add meaning to a sentence. Details of all the punctuation marks are not discussed in this study guide. Instead, the focus is on the value of correct punctuation in academic writing.

Punctuation matters! Read the sentences below and decide how the punctuation changes the meaning:

- a) Let's eat granny!
- b) Let's eat, granny!

The first sentence suggests that the speaker is a cannibal and is going to eat the granny, while the second sentence is an invitation to the granny to eat.

Even though it is important to use appropriate punctuation, always keep it simple. Do not try to express emotions through punctuation marks. For instance, avoid using exclamation marks (!) as much as possible and only use quotation marks when you are actually quoting from a source.

Certain punctuation is considered informal and is not usually used in academic writing. For instance, exclamation marks (!) tend to express an emotion and,

as you know, academic writing should not be emotional. Another example is the apostrophe to indicate a contraction (can't for cannot); rather use the complete word.

The following punctuation marks are common in academic English:

Punctuation mark	Explanation
Semicolon (;)	Sometimes a sentence is quite long and consists of two distinct parts, but each part does not warrant being a separate sentence; a semicolon is then the best punctuation mark to use. Semicolons help to join complex ideas and usually separate items in bulleted lists. Example: Academic language is difficult to learn; it takes effort and perseverance.
Colon (:)	A colon usually introduces a list or an example. It can also help to emphasise information placed after it. Example: There are many punctuation marks used in academic writing: semicolons, colons and brackets are the most common.
Round brackets ()	Round brackets show that supplementary information is being provided. Example: Academic writing (and other writing too, for that matter) must be correctly punctuated.
Quotation marks ('...')	Quotation marks are used to show that the actual words of another author have been used. Single quotation marks are usually used in academic English. When long quotations are included in an essay, place the words on a new line, indent the paragraph and change the font to italics. There is no need to use both italics and quotation marks. Baker (nd) says, 'When speaking aloud, you punctuate constantly — with body language'.
Hyphen (-)	In academic writing, words are often formed from two other words; hyphens are then used to join the words. Example: Well-known, English-speaking, mid-July.

4.6 EDIT AN ACADEMIC ESSAY

An important part of the writing process is reviewing and editing. In the same way as many students don't plan their essays sufficiently, many don't review and edit their work.

Editing is not easy, but it is important. No one can write an excellent essay in one sitting. It is vital that you make sure that your argument is good, that your essay is constructed logically, and that you have not made any language and punctuation errors. However, you must know what to look for. Also, if your use of English is not as good as it should be, you might have trouble editing your work.

The first stage of the process is to learn what to look for. The best way to do this is to read as much as you can. The more you read, the more you will learn to recognise good writing.

In an examination situation, things are different because you don't have enough time to edit thoroughly. However, try to leave a few minutes at the end to correct any major errors.

Tips for editing an essay:

- Read the essay through slowly. If you can, read it aloud and listen to your own words. You will be surprised by how many mistakes you 'hear', but don't see.
- Read the essay at least twice.
- During the first reading, focus on the content. Does the essay 'flow'? Is it logical? Have you made any statements that you can't prove?
- During the second reading, concentrate on the language use. Are there any spelling mistakes? Does the language make sense?

Checklists can be a useful guide to editing. The following are checklists to help you edit various sections of an essay. They also guide you as to what the essay should include.

Checklist for a good introduction	✓
The opening sentence shows confidence.	
The first sentence is interesting.	
There are no grammatical errors.	
The focus is on the question/topic.	
The importance of the topic is mentioned or understood.	
The purpose (aim or objective) is stated.	
An overview of the rest of the essay is provided.	
The level and style are in keeping with the rest of the article.	

Checklist for a good paragraph in the body text	✓
The paragraph focuses on the main idea.	

It contains and discusses one idea.	
The main idea is in the first sentence.	
Each sentence relates to the topic sentence.	
There is evidence supporting the main idea.	
Examples support the topic sentence.	
Ideas are presented in a logical order.	
Connecting words and phrases are used.	
The paragraph is neither too long nor too short.	

Checklist for a good conclusion	✓
It includes the answers to the question.	
It summarises the main ideas.	
It emphasises what is important in the essay.	
It does not include citations.	
It does not contain new information.	
It signals the end of the writing.	
It is linked to the introduction.	
It does not merely repeat the introduction.	

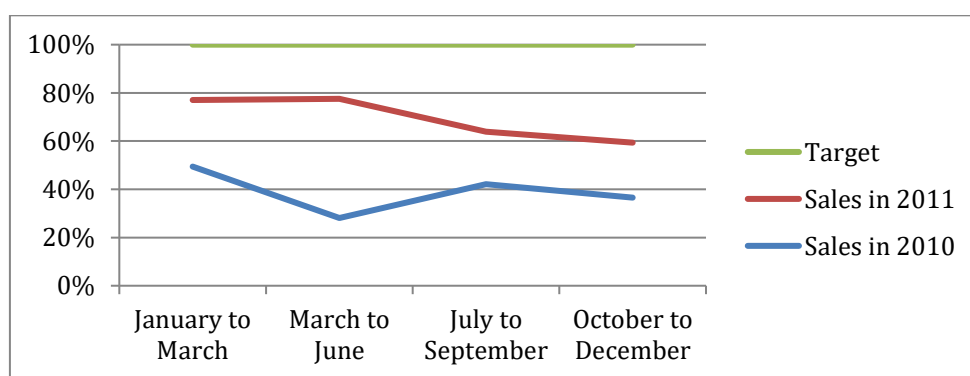
Checklist for the final draft	✓
The title is clearly indicated.	
Headings are clear and numbering is consistent.	
Sufficient margin space is left for the marker to make comments.	
All the spelling is correct.	
Each sentence has a verb.	
Tenses are used consistently.	
All necessary articles (a, an, the) are included.	
Punctuation is accurate.	
Capitalisation is precise.	
Each paragraph is clearly indicated (indented or a line is skipped).	
The argument is clear and convincing.	
All examples are relevant.	
Connecting words and phrases give the essay unity.	
No sources have been copied.	
Paraphrasing of sources is accurate.	
All relevant information has been included.	
All sources have been acknowledged.	
The reference list is complete.	
The essay is of the required length.	
Name and student number have been entered.	

Checklist for academic style	✓
The essay has a title that explains the content.	
The language is formal.	
No slang or colloquial language is used.	
No sexist or racist language is used.	
Sentences are not too long.	
Simple language is used.	
Words and phrases are correct for the discipline.	
Technical terms are explained when necessary.	
Paragraphs and sections have headings.	
Each paragraph focuses on the main idea.	
In-text citations are accurate.	
There is a reference list at the end of the essay.	
The correct referencing system has been used.	
Most of the sources are recent — not older than five years.	

Self-Assessment Questions

Activity 6

Study this graph and answer the questions that follow. Focus on the prepositions you use.



1. The graph shows sales trend _____ two years.
2. When were sales best in 2010?
3. When were sales worst in 2011?
4. Since when have records been kept (according to the graph)?

5. How long have records been kept?

Activity 7

The paragraph below does not have connecting words or linking devices. Rewrite it using linking devices to make it more coherent. You might need to join sentences and add phrases in order to complete the exercise.

All humans play. Historically sport has been used by people for recreation and exercise purposes. It includes a large number of activities suitable to people young and old and with varying abilities. There are many positive aspects to sport. It helps people to get and keep fit. It helps people to be more mentally active and healthy. Most sports encourage social interaction and can contribute to development. It is used by government and non-government organisations in peace building efforts. Participating in some sporting codes used to be seen as the activities of the privileged classes. It is increasingly being seen as a basic human right.

Activity 8

Each of the words below can be used in an academic way or in a more informal way. Complete the two sentences in each pair by using the same word from the list in both sentences. Make the necessary grammatical changes.

Nature, Solid, Pose, Character, Focus, Confirm

- A. She loves to _____ for advertisements.
B. This situation _____ a threat to the economy.
- A. We should _____ on reaching urban youth.
B. It was difficult to _____ the camera on the small flower.
- A. She became interested in _____ conservation.
B. The _____ of academic writing is formal.
- A. Sipho is a very interesting _____.
B. The essay describes the fundamental _____ of advertising.
- A. Water becomes _____ when it is frozen.

- B. The essay provides _____ evidence of the value of online advertising.

Activity 9

Say which sentence in each pair is more academic than the other. Give a reason for your answer.

1. A. I think that the first-person pronoun is not normally used in academic English.
B. The first-person pronoun is not commonly used in academic English.

Reason:

2. A. There are a lot of writers who say that structure is key in academic writing.
B. Scholars such as Mitchell (1997) and Daweti (2002) argue that structure is important in academic writing.

Reason:

3. A. Academic English has higher grammatical complexity than Standard English.
B. Standard English uses simpler grammar than academic English.

Reason:

Activity 10

Rewrite these sentences with the correct punctuation:

1. Punctuation is important for one reason to make your meaning clear.
2. Some of the things you need to know in order to write well at college reading for meaning note taking and a knowledge of English.
3. My favourite authors are Cummins Bruner and Vygotsky they have given me insight into how people learn.
4. When did Nelson Mandela say Education is the most powerful weapon which you can use to change the world
5. It seems to me that cool and Okay are words that should not be used in academic writing

Summary

In this topic, you learned that thinking about what you have to write and thorough planning are reliable ways of producing good academic essays. The preparation you do before you start writing any essay is time well spent. It will ensure that you answer the questions in a logical and interesting way.

The topic then elaborated on the steps of the planning process, starting with placing emphasis on knowing what you must write and how much you must write. Academic writing assignments require you to provide an answer based on the interpretation you draw from the reading or research you have done.

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Answers to Self-Assessment Questions

Activity 1: Identify the part of speech of the words in italics.

Academic (adjective) writing is *more complex* (adverb) than business *writing* (noun). *This* (pronoun) is because *we* (pronoun) need to discuss *difficult* (adjective), sometimes challenging ideas *in* (preposition) particular disciplines. In order to do that, we *use* (verb) particular vocabulary *and* (conjunction) grammar.

Activity 2: Choose the correct reporting verb.

announced
confirmed
disagrees, maintains
recommend, refutes.

Activity 3: Create nouns from verbs.

researcher
student
response
measurement
advertisement.

Activity 4: Change adjectives into nouns.

strength
clarity
interest
difficulty
confusion.

Activity 5: Identify the adjectives and adverbs.

Language development is seen as **relative** to the language input one has had as a child. **All** communication with babies is **applicable** to their language development. **Unfortunately**, **poor** communication between babies and their carers is a **relevant** characteristic of life in **certain** areas. There are **many**

reasons for this, but those **specific** to language development are that parents work and are **unavailable**, and that there is a lack of **appropriate** child care. Child minders who are **available** are **typically** untrained for the work. This has a **significant** influence on the child's later **scholastic** achievement.

Activity 6: Prepositions.

For

In January

In December

Since 2010

For two years.

Activity 7: Linking devices.

Here is one way of rewriting the paragraph. Your answer may be different, but it must make sense and be coherent.

All humans play. In fact, historically, sport has been used by people for recreation and exercise purposes. Sport includes a large number of activities suitable for people young and old and with varying abilities. There are many positive aspects to sport because it helps people to get and keep fit, which in turn makes people more mentally active and healthy. Most sports encourage social interaction and can contribute to development; they are even used by government and non-government organisations in peace-building efforts. While participating in some sporting codes used to be seen as the activities of the privileged classes, it is increasingly being seen as a basic human right.

Activity 8: Formal and informal language.

1. A. She loves to **pose** for advertisements.
 B. This situation **poses** a threat to the economy.
2. A. We should **focus** on reaching urban youth.
 B. It was difficult to **focus** the camera on the small flower.
3. A. She became interested in **nature** conservation.
 B. The **nature** of academic writing is formal.
4. A. Sipho is a very interesting **character**.
 B. The essay describes the fundamental **character** of advertising.
2. A. Water becomes **solid** when it is frozen.
 B. The essay provides **solid** evidence of the value of online advertising.

Activity 9: Academic language.

- B. Reason: No personal opinion, just the facts are given.
- B. Reason: Reference is made to experts, no personal opinion is given.
- A. Reason: Word selection is more academic (higher grammatical complexity as opposed to simpler).

Activity 10: Punctuation.

- 1. Punctuation is important for one reason: to make your meaning clear.
- 2. Some of the things you need to know in order to write well at college: reading for meaning, note taking, and English.
- 3. My favourite authors are Cummins, Bruner and Vygotsky; they have given me insight into how people learn.
- 4. When did Nelson Mandela say 'Education is the most powerful weapon which you can use to change the world'?
- 5. It seems to me that 'cool' and 'Okay' are words that should not be used in academic writing.