UNIVERSITY OF PROFESSIONAL STUDIES, ACCRA (UPSA)

DIPLOMA PROGRAMMES

MAINSTREAM
(Morning/Evening & Regular Sessions and Weekend)

END OF FIRST SEMESTER ONLINE EXAMINATIONS - 2021/2022 ACADEMIC YEAR

FACULTY OF INFORMATION TECHNOLOGY AND COMMUNICATION STUDIES

DEPARTMENT OF COMMUNICATION STUDIES

LEVEL 200

PDBA 231 SCHOLARLY WRITING

Start Date: Friday, January 21, 2022

End Date: Saturday, January 22, 2022

TIME ALLOWED: 2 HOURS

INDEX NUMBER

INSTRUCTION(S):

ANSWER ONE QUESTION FROM PART 1 (EITHER QUESTION A OR B) AND ALL QUESTIONS IN PART 2, 3 AND 4.

PART 1: ESSAY WRITING – 20 MARKS

1. **Write an essay of not more than three pages on any of the topics below:**

    a. Discuss the benefits of digitilisation (conversion of business processes to the use of digital technologies) to the people of Ghana.

    b. Argue for or against the claim: "Covid-19 vaccination as a requirement for accessing goods and services in Ghana is a step in the right direction".

PART 2: SUMMARY WRITING -12 MARKS

Read the passage below carefully and answer the questions that follow it.

The coconut tree belongs to the palm family and is considered the only living species of the Cocos genus. Coconuts are expected to have originated from the India-Indonesia region. Coconut refers to the entire palm; it is botanically a drupe and not a nut. The inner flesh of the Coconut is an important part of food for the people of the tropics and subtropics. This fruit or drupe is considered highly versatile due to its use in a wide range of products from food to cosmetics. This fruit is different from other fruits because it contains a clear liquid in the endosperm and is generally called as Coconut milk. In India Coconut finds significance in religion and culture and is most commonly used for various rituals.

The trees have adventitious roots produced from a point called bole at the base of the trunk. The roots of the tree do not have hair and are not tap roots. The primary roots bear large quantities of rootlets and the main root grows horizontally from the bole. The root branches grow deeper into the soil and extend laterally to about 10m. The maximum diameter of the main root is 1 cm and the roots are almost uniform. The tip of the root is the active growing region and behind this there is an absorbing area with a single layered epidermis. When the roots are old, the epidermis disintegrates and generally looks red due to exposed hypodermis.

The trunk is unbranched, erect, stout and cylindrical. The stem or trunk is encircled by the leaf base. The scars on the trunk determine the age of the tree and the trunk growth is noticeable in the first few years of planting. The thickness of the trunk or girth remains constant or uniform for many years, but gradually decreases as the tree grows older. The leaves are crowded at the top of the tree like a crown. The new young leaves appear in the centre of the crown and it almost takes 5 months for the complete development of the leaf. It is approximately estimated that a single coconut tree may have around 15 open leaves with 15 young leaves still emerging or at different stages of development. Each leaf is long, linear with a short mid-rib, narrow lamina and parallel venation. The inflorescence develops after 34 months from planting. Enclosed by a tough spathe is the spadix that is stout and erect.

 The plant or tree is monoecious in nature i.e., it bears both the male and female flowers on the same plant. There are six stamens and contain many pollen grains that are spherical in shape. With the application of good fertilizer accompanied by pollination, the trees bear mature fruits in 12 months of planting for dwarf varieties. The fruits develop from a tricarpellary ovary and are drupe. The outer layer is called the pericarp which is green initially, but turns brown upon drying and is

fibrous in nature; the endocarp is generally hard and forms the shell. This endocarp encloses a soft white endosperm, which contains a big cavity filled with extracellular fluid.

2. In not more than seven (7) words provide a suitable title for the text above.
(**2 marks**)
3. Summarise the passage in not more than one hundred (150) words. Your summary should be written in a paragraph. (**10 marks**)

PART 3: REFERENCING (10 MARKS)

4. **With the knowledge acquired in APA referencing style, rewrite the write-up below and provide relevant in-text citations which may have been omitted, to make the write-up attain the full characteristics of a scholarly text. Additionally, based on the list of references provided at the end of the text, prepare a suitable list of references according to APA style. Ensure that the references correspond to citations used in the text.**

Title: The Development of the Braille System in France

The invention of Braille was a major turning point in the history of disability. The writing system of raised dots used by visually impaired people was developed by Louis Braille in nineteenth-century France. In a society that did not value disabled people in general, blindness was particularly stigmatized, and lack of access to reading and writing was a significant barrier to social participation. The idea of tactile reading was not entirely new, but existing methods based on sighted systems were difficult to learn and use. As the first writing system designed for blind people's needs, Braille was a groundbreaking new accessibility tool (Weygand,   ). It not only provided practical benefits but also helped change the cultural status of blindness. This essay begins by discussing the situation of blind people in nineteenth-century Europe, the invention of Braille and the gradual process of its acceptance within blind education, and the wide-ranging effects of this invention on blind people's social and cultural lives.

Lack of access to reading and writing put blind people at a serious disadvantage in nineteenth-century society (Kersten,   ; Weygand,   ) . Text was one of the primary methods through which people engaged with culture, communicated with others, and accessed information; without a well-developed reading system that did not rely on sight, blind people were excluded from social participation (Weygand, 2009). While disabled people in general suffered from discrimination, blindness was widely viewed as the worst disability, and it was commonly believed that blind people were incapable of pursuing a profession or improving themselves through culture (Weygand, 2009). This demonstrates the importance of reading and writing to social status at the time: without access to text, it was considered impossible to fully participate in society. Blind people were excluded from

the sighted world, but also entirely dependent on sighted people for information and education.

Several different systems of tactile reading can be seen as forerunners to the method Louis Braille developed, but these systems were all developed based on the sighted system. The Royal Institute for Blind Youth in Paris taught the students to read embossed roman letters, a method created by the school's founder, Valentin Hauy (Jimenez et al.,   ). Reading this way proved to be a rather arduous task, as the letters were difficult to distinguish by touch. The embossed letter method was based on the reading system of sighted people, with minimal adaptation for those with vision loss. As a result, this method did not gain significant success among blind students.

Louis Braille was bound to be influenced by his school's founder, but the most influential pre-Braille tactile reading system was Charles Barbier's night writing. A soldier in Napoleon's army, Barbier developed a system in 1819 that used 12 dots with a five-line musical staff (Kersten,   ). His intention was to develop a system that would allow the military to communicate at night without the need for light (Herron, 2009). The code developed by Barbier was phonetic (Jimenez et al.,   ); in other words, the code was designed for sighted people and was based on the sounds of words, not on an actual alphabet. Barbier discovered that variants of raised dots within a square were the easiest method of reading by touch (Jimenez et al.,   ). This system proved effective for the transmission of short messages between military personnel, but the symbols were too large for the fingertip, greatly reducing the speed at which a message could be read (Herron, 2009). For this reason, it was unsuitable for daily use and was not widely adopted in the blind community.

Braille paved the way for dramatic cultural changes in the way blind people were treated and the opportunities available to them. Louis Braille's innovation was to reimagine existing reading systems from a blind perspective, and the success of this invention required sighted teachers to adapt to their students' reality instead of the other way around. In this sense, Braille helped drive broader social changes in the status of blindness. New accessibility tools provide practical advantages to those who need them, but they can also change the perspectives and attitudes of those who do not.

1. Weygand, Z. (2009). *The blind in French society from the Middle Ages to the century of Louis Braille*. Stanford: Stanford University Press.

2. Jiménez, J., Olea, J., Torres, J., Alonso, I., Harder, D., & Fischer, K. (2009). Biography of Louis Braille and Invention of the Braille Alphabet. *Survey of Ophthalmology*, 54(1), 142–149. https://doi.org/10.1016/j.survophthal.2008.10.006.

3. Kersten, F.G. (1997). The history and development of Braille music methodology. *The Bulletin of Historical Research in Music Education*, 18(2). Retrieved from https://www.jstor.org/stable/40214926.

4. Herron, M. (2009, May 6). Blind visionary. Retrieved from https://eandt.theiet.org/content/articles/2009/05/blind-visionary/.

5. Tombs, R. (1996). *France: 1814-1914*. London: Pearson Education Ltd.

PART 4: GENERAL CONCEPTS IN SCHOLARLY WRITING (25 MARKS)

i.   State one critical element that must be contained in an introductory paragraph. (1 Mark)

ii.   Mention two ways in which your audience inform the strategy that you may use in writing. (2 Marks)

iii.   What does unity in paragraph development imply? (1 Mark)

iv.   Explain the functions of a good topic sentence. (2 Marks)

v.   Which method of introduction was used in the following passage? (1 Mark)

If you are a resident of Taipei and travel overseas, one of the first things you will notice is that cities seem to close their doors during the evening hours when the night has just begun. Supermarkets, department stores, and drugstores close before 9: 00 p.m. Movies stop playing and buses and subways stop running before midnight. The sidewalks are nearly empty, and few cars venture forth on the streets. In Taipei, however, one can play 24 hours every day. Movies run until the early hours of the morning, KTVs and MTVs operate 24 hours, and crowded discos and pubs play loud music to dancers and drinkers until dawn. In Taipei, the nights are as busy as the days.

vi.   Write short notes on the following: paragraph unity and paragraph coherence. (4 Mark)

vii.   Write down two supporting sentences and a concluding sentence to illustrate the implications of the topic sentence: 'Being computer literate has become important in today's job market.' (5 Marks).

viii.   Define plagiarism in your own words and explain three ways in which you can prevent plagiarism. (4 Marks)

ix.   Distinguish between paraphrasing and summarizing. With an example, explain how you will cite a source which you have paraphrased or summarized. (5Marks)

<div align="center">THE END OF THE PAPER</div>