



**UNIVERSITY OF GHANA**  
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**BA/BSC FIRST SEMESTER EXAMINATIONS: 2017/2018**  
**UGRC 110 ACADEMIC WRITING 1 (3 CREDITS)**  
**TIME ALLOWED: TWO HOURS (2 HRS.)**

**INSTRUCTIONS**

- A. WRITE YOUR GROUP NUMBER (AND/OR LECTURE TIME) AND YOUR LECTURER'S NAME ON THE QUESTION/ANSWER BOOKLET**
- B. ANSWER ALL QUESTIONS IN THE ANSWER BOOKLET**

**SECTION A**

1. Use the passage below to explain the main features of an academic text.

The metaphor vs. data: *Homo Ancestralis* and modern Africans

A metaphor has suggestive power and is more flexible than a factual statement in that it begins with an image, but relies on "conceptual displacement" for maintaining the analogy. The difference between African and European cultures is "first taken to be *like* distinctions among biological species" (Lang 1997:19) and then it assumes the power of a literal statement. The use of the word *Ancestralis* in the *Homo Ancestralis* metaphor imbues the two articles with an inescapable image of an early human or hominid although Caldwell et al are writing about modern Africans. Since it is a meta-fact, variations among African societies and changes over time are rendered unimportant.

Funedi (1997) ably critiques the a-historical nature of the Caldwell analysis, but the *Homo Ancestralis* trope is more than a-historical. The metaphor achieves what Turbayne calls sort-crossing, when "the use of a metaphor involves the pretence that something is the case when it is not" (Turbayne 1963: 13). Clearly, the very power of this metaphor is in its suggestiveness; it conjures the image of twentieth-century Africans operating in a cultural world that Europeans and Asians had left in the far recesses of our common past, so long ago that we have to refer to it in italics and in Latin.

**Examiners:** Dr D. A. Odoi (Coordinator), Prof G. S.K. Adika, Dr S. E. Jacobs-Quashie, Dr C. C. Asante, Mr S. N. M. Allotey, Dr N. A. Agyeman, Mr. E.A. Ayaawan, Dr K. Ofori, Mr P. Agordjor, Mr A. Okrah, Mr A. Wornyo, Mr C. Arthur, Dr M. Ansre, Mrs J. Amable, Mrs E. J. Mandor, Mrs S. Banini, Mrs M. Gardiner, Mr K. Adjei-Fobi, Mr I. Darko-Danquah, Dr. J. Anku, Mrs D. O. Oyewale-Johnson, Ms H. S. Jibril, Mr B. Sam, Mr R. I. Adam, Mrs V. E. Fordjour Aidoo, Mr. Justice Eddie Quainoo, Mrs. J. Bannerman-Wood.

Another aspect of this portrayal of 'African' fertility and sexuality is its polarity or dichotomy, as is common with generative metaphors (Scon 1979: 266). Nineteenth-century racialism consistently posed Africans as antithetical to Europeans and specifically applied that dichotomization to sexuality (Gilman 1992: 175; Stepan 1990: 42). Caldwell and Caldwell assert that Africa alone defies the developmental model of fertility change employed in World Bank and United Nations studies (Caldwell and Caldwell 1987: 414). [Source: Lauer and Anyidoho (2012: 1005) (eds.)]

## SECTION B

2. Write an introductory paragraph of not more than 100 words for each of the following subjects:

- a. What are the main sources of revenue for the government's budget?
- b. Evaluate the role of university students in national development.

## SECTION C

3. What is plagiarism? Explain three strategies for avoiding plagiarism.

## SECTION D

4. Write an essay of between 400 and 500 words on the following topic:

An organization is going to give some money either to support the entertainment industry or to protect the environment. Which do you think the organization should choose? Use specific reasons and details to develop your essay.

(Note: This section examines your ability to develop content paying attention to the principles of paragraph development. Your essay will also be assessed for mechanical accuracy (i.e., grammar, spelling, and punctuation).

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