

**FACULTY OF ARTS**

**DEPARTMENT OF ENGLISH**

**STUDENT GUIDE**

**YEAR: 2021**

|  |  |
| --- | --- |
| **Module Title** | ENGLISH 3A |
| **Module Code** | 1ENG311 |
| **Module Credit Value** | ABDEG |
| **Level of study** | 3 |
| **SAQA Credits** | 15 |
| **NQF Level** | 7 |
| **Lecturer(s)** | DR BXS NTOMBELA; MR WS NKABINDE |



Date: March, 2021

Dear Student

Welcome to the module English 3A (1ENG311). This module will introduce Semantics and Pragmatics. Semantics is part of the English system dealing with the meaning of meaning. Pragmatics concerns meaning in use. Your knowledge of syntax covered in level two will be indispensable. You therefore need to pass 1ENG211 to register for this module.

# (a) LECTURER EXPECTATIONS

It expected that every student will participate meaningfully in class lectures. You are also expected to prepare for class well in advance and to participate in tutorial discussions.

# (b) ROLES AND RESPONSIBILITIES OF THE STUDENT

* Students are expected to attend all lectures and be on time.
* There will be a number of assignments set for the module either in a form of class tests or written assignments. You will be expected to hand them in before or on due date.
* You are expected to do your own work independently. Plagiarism is a criminal offence. Please acknowledge sources in your work and use proper referencing methods.
* Class participation & activities
* Group/Team work responsibilities
* Participate in student evaluation of the lecturer, of the module, etc.
* Engage in self-directed learning
* Identify own Learning style

# (c) CONTACT DETAILS AND CONSULTATION TIMES

### (i) Lecturers’ contact details

Dr BXS Ntombela

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E-mail: [ntombelab@unizulu.ac.za](mailto:ntombelab@unizulu.ac.za)

Office: 302 Inkanyiso Complex, KwaDlangezwa

Mr WS Nkabinde

Contact: 035 9026707

E-mail: Nkabinde[W@unizulu.ac.za](mailto:W@unizulu.ac.za)

Office: 309 Inkanyiso Complex, KwaDlangezwa

**Consultation times**

|  |  |  |
| --- | --- | --- |
| **Days of the week** | **Times** | **Venues** |
| Monday | 10h00 – 11h00 | 302 |
| Friday | 9h00 – 10h00 | 302 |
| Wednesday | 9h00 – 10h00 | 309 |
| Thursday | 11h00 – 12h00 | 309 |

### (ii) Departmental secretary

Name: Ms Lungi Dimba

Contact: Office 304, Inkanyiso Complex, KwaDlangezwa

E-mail : [DimbaR@unizulu.ac.za](mailto:DimbaR@unizulu.ac.za)

Telephone: 035 9026865

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# 1 LEARNING COMPONENT

## 1.1 Purpose of the Module

This module serves to enable students to develop knowledge, attitudes and skills in the study of meaning and meaning in use.

## 1.2 Resources

Students need to have note books and writing material. They would also need to purchase prescribed reading material.

## 1.3 Chapter or Learning Unit breakdown

### 1.3.1 Learning Unit 1: Semantics

* Specific Outcomes:
  + Evaluate conceptions of meaning.
  + Differentiate types of meaning
  + Distinguish sentence from token, utterance and proposition.
  + Analyse sense, reference and deixis.
  + Demonstrate sense relations.
* Assessment Criteria: Class exercises
* Content and Learning activities
  + Conceptions of meaning
  + Semantic space and semantic field
  + Types of meaning
  + Sentence, tokens, utterance & proposition
  + Sense, reference & deixis
  + Sense relations
* Resources: Writing materials and prescribed texts
* E-learning referencing on Moodle: AENG311 – students must self-enrol
* Assessment activities:
  + Two class exercises each weighing 25 marks for formative assessment.
  + One summative assessment

### 1.3.2 Learning Unit 2: Pragmatics

* Specific Outcomes:
  + Account for infelicitous acts using felicity conditions.
  + Analyse different speech acts using speech act theory.
  + Account for direct and indirect illocutions.
* Assessment Criteria: Class exercises
* Content and Learning activities:
  + Speech acts
  + Direct and indirect illocutions
  + Directives and commisives
  + Cooperative principle
  + Felicity conditions
* Resources: Writing materials and prescribed texts
* E-learning referencing on Moodle: AENG311 – students must self-enrol
* Assessment activities:
  + 2 class exercises each weighing 25 marks for formative assessment.
  + One summative assessment worth 100 marks contributing 50% of the module

## 1.4 Arrangements for self-study

Students would be given tutorial notes with discussion question to discuss in their small study groups.

|  |  |  |  |
| --- | --- | --- | --- |
| **1.5** **TOPICS WITH SCHEDULING** | | | |
| **Week** |  | **Lectures** | **Lecturers** |
| 1 (April 6 – 9) | Introduction |  |
| 2 (April 12 – 16) | Conceptions of meaning |  |
| 3 (April 19 – 22) | Semantic space & Semantic field **Assessment 1** |  |
| 4 (April 28 – 29) | Types of meaning |  |
| 5 (May 3 – 7) | Sentence, Tokens, Utterance & Proposition |  |
| 6 (May 17 – 21) | Sentence, Tokens, Utterance & Proposition **Assessment 2** |  |
| 7 (May 24- 28) | Reference, Sense & Deixis |  |
| 8 ( May 31 – June 4) | Sense Relations **Assessment 3** |  |
| 9 (June 7 – 11) | Speech Acts |  |
| 10 (June 14 – 18) | Performative & Constative |  |
| 11 (June 21 – 25) | Direct and Indirect Illocutions |  |
| 12 (June 28 – July 2) | Directives and Commissives **Assessment 4** |  |
| 13 (July 5 – 9) | Cooperative Principle |  |
| 14 (July 12 – 16) | Felicity Conditions [**Lectures end**] |  |
|  |  |  |

## 1.5 Arrangements for e-learning

Students would be provided with study material on Moodle to help them prepare for class ahead.

# 2 ASSESSMENT COMPONENT

## 2.1 Assessment timetable

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment # | Date/period | Format | Syllabus/content |
| 1 | 21-04 | Class exercise | Week 1-3 (Conceptions of meaning; semantic space and semantic field) |
| 2 | 20-05 | Assignment | Week 4-6 (Types of meaning; sentence, token, utterance and proposition) |
| 3 | 03-06 | Class exercise | Week 7-8 (Speech acts; direct and indirect illocutions) |
| 4 | 01-07 | Presentation | Section 9-12 (Commissives and directives; cooperative principle; constatives and performatives) |

## 2.2 Assessment Criteria

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Assessment criteria** | **Assessment methods** |
| 1. Evaluate conceptions of meaning.  2. Differentiate types of meaning.  3. Analyse different speech acts using speech act theory.  4. Account for infelicitous acts using felicity conditions.  5. Distinguish sentence form token, utterance and proposition.  6. Analyse sense, reference and deixis.  7. Demonstrate sense relations. | * Apply understanding of semantics and pragmatics in English usage. * Analyse and produce understanding of English Meaning and Use. * Critically use language for various linguistic purposes. * Produce critical representation of English language use. | *Assessment 1 (Class exercise*  April 21*)*  *Assessment 2 (Assignment* May 20*)*  *Assessment 3 (Class exercise* June 3*)*  *Assessment 4 (Presentation* July 01*)* |

## 2.3 Rules and requirements during assessment activities

* Students will not be allowed to leave the venue while an assessment is being conducted.
* Plagiarism is a serious offence, and disciplinary action will be taken should a student be found guilty.

## 2.4 Assignment and project details

Assessing the work performance of students in assignments will be based on the quality of papers researched, written and presented. It must also be emphasized at this juncture that it is important for students to submit the assignments in time as late submissions by students will result in some marks being deducted, that is, **5%** per day. Furthermore, it will be appropriate for students to know that their written assignments will be assessed on the basis of the following.

Students are further encouraged to make a sense out of any material or information that they have received from any information source before they commit themselves in including it in their assignment. **CUT AND PASTE IS UNACCEPTABLE** unless it acknowledged. In essence cut and paste can subject your assignment to **0%. PLAGIARISM IS HIGHLY DISCOURAGED**. In writing assignments, students are discouraged in using the first person e.g. “Ï” or “we”. It is recommended that one can say: ‘This paper in”; or “This assignment is”

At the end of an assignment you should give a list of all the sources you have referred to. Your reference list/bibliography must provide full and accurate details, as it is the means by which the reader can follow up your sources.

It is the policy of the department that any written assignment or written group activity must have at least **ten references from different sources**. It is also important that all referenced books must have been acknowledged in the body of the assignment. Please acquaint yourselves with the correct method of referencing. There are two crucial rules that relates to referencing when it comes to the Department of XXXXXXXXX. The rules as adapted from <http://www.canberra.edu.au/studyskills/writing/sources> (2013) are as follows:

At the end of an assignment you should give a list of all the sources you have referred to. Your reference list/bibliography must provide full and accurate details, as it is the means by which the reader can follow up your sources.

## 2.5 DEPARTMENTAL POLICY ON PLAGIARISM

To plagiarise is to use the words and/or ideas of another person as if they were one’s own. This is a form of theft and is never acceptable. Plagiarism is taken seriously throughout the university, but is a particular problem for us in the Department of English, especially in literary studies. That is because the subjective component is vital in our discipline. Although factual accuracy is important, our major concern is to encourage and develop original and critical thinking, rather than simply impart information. **We really need to know what you think, in your own words, in order to help you improve your understanding and your writing!** Therefore, it is imperative that you do your own work. If you plagiarise, you will not learn anything. When you use sources, you should choose them carefully, evaluate them critically and ALWAYS acknowledge them. (This includes things your lecturers tell you and notes they give you in class!) Remember, however, that quotations from and references to secondary sources should only make up a small proportion of any essay; your own analysis is most important and should take up the most space.

As a department, we will continue to educate students about plagiarism. We have also agreed to take strong action against the practice. Accordingly, the following will apply:

* **All assignments containing clear and extensive plagiarism will be given a mark of ZERO, with no opportunity to re-submit.**
* **In cases where there is some doubt – where the problem may have been accidental or there is a possibility that it stems from incorrect referencing – students will be advised and warned not to repeat the error.** **Subsequent similar offences by the same students will be progressively penalised.**

## 2.6 UNIVERSITY POLICY ON PLAGIARISM.

Plagiarism is an act of fraud. It involves both stealing someone else's work without acknowledging the owner. Plagiarism may take place in different ways and these are:

* To submit an essay written in whole or in part by another student as if it were my own.
* To download an essay from the internet, then quote or paraphrase from it, in whole or in part, without acknowledging the original source.
* To restate a phrase verbatim from another writer without acknowledging the source.
* To paraphrase part of another writer's work without acknowledging the source.
* To reproduce the substance of another writer's argument without acknowledging the source.
* To take work originally done for one’s lecturer’s assignment and re-submit it to another lecturer.
* To cheat on tests or quizzes through the use, hidden notes, viewing another student's paper, revealing the answers on my own paper to another student through verbal or textual communication, sign language, or other means of storing and communicating information--including electronic devices, recording devices, cellular telephones, headsets, and portable computers.
* To copy another student's homework and submit the work as if it were the product of your own.

Therefore, the university views plagiarism in a very serious light. The consequences for committing any of the previous acts of academic dishonesty can include, but not limited to these: failing the assignment, failing the entire module, and even expulsion from the university.

# 3 READINGS

## 3.1 Required readings

**Hurford, J.R., Heasley, B. and Smith, M.B.** 2011. *Semantics: a course book*. Cambridge University Press: Cambridge. (Prescribed)

**Yule, G.** 1996. *Pragmatics*. Oxford University Press: Oxford. (Prescribed)

## 3.2 Additional readings

**Lyons, J.** 1979. *Semantics*. Vol 1 & 2. Cambridge University Press: Cambridge. (Recommended)

# 4 GUIDELINES FOR STUDENTS

4.1 This Learner Guide contains important information relevant to the module. Please read through it carefully and ensure you have a thorough understanding of what is expected of you for this module.

4.2 Assignments submitted after the due date and time will be deducted five marks per day.

4.4 The following resources are available on Moodle: Notes on Semantics and Pragmatics.

# ANNEXURE A



**FINAL%**

**FACULTY OF ARTS**

**DEPARTMENT OF ENGLISH**

**ASSIGNMENT COVER SHEET**

|  |  |  |
| --- | --- | --- |
| MODULE TITLE |  | |
| MODULE CODE |  | |
| ASSIGNMENT TOPIC |  | |
| LECTURER NAME |  | |
| DUE DATE |  | |
| **NON - PLAGIARISM DECLARATION**  I know that plagiarism means taking and using the ideas, writings, works or inventions of another as if they were one’s own. I know that plagiarism not only includes verbatim copying, but also the extensive use of another person’s ideas without proper acknowledgement (which includes the proper use of quotation marks). I know that plagiarism covers this sort of use of material found in textual sources and from the Internet. I acknowledge and understand that plagiarism is wrong. I understand that my research must be accurately referenced. I have followed the rules and conventions concerning referencing, citation and the use of quotations as set out in the Departmental Guide. This assignment is my own work, or my group’s own unique group assignment. I acknowledge that copying someone else’s assignment, or part of it, is wrong, and that submitting identical work to others constitutes a form of plagiarism. I have not allowed, nor will I in the future allow, anyone to copy my work with the intention of passing it off as their own work. By signing this cover sheet, I agree that I have read and understood the above. I acknowledge that should it be found to be higher than the acceptable similarity percentage, I may receive 0 (ZERO) for my assignment. | | |
| STUDENT NAME | STUDENT NO | SIGNATURE |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| LECTURER REMARKS |  | |

# ANNEXURE B

**BRIEF NOTES ON HARVARD REFERENCING TECHNIQUE**

**Citing references within the text of your assignment:**

Any quotation must fit grammatically and logically into the sentence:

*Incorrect:*

*Naidoo (1990: 33) suggests that literature “and thus it must always be a significant part of primary and secondary education”.*

Correct:

Naidoo (1990: 33) suggests that literature “must always be a significant part of primary and secondary education”.

A quotation of three lines or less should be incorporated in the body of the essay.

Longer quotations should be indented:

1. Leave a line between the last line of the text and the beginning of the quotation.
2. Indent the quotation about 4cm from the margin.
3. Do not place quotation marks around the quotation.
4. Leave another line between the last line of the quotation and the next line of the essay.  If the next line begins a new paragraph, indent it.

**Example:**

Ramatoulaye speaks eloquently of the skill of organising domestic affairs:

The management of the home is an art.  We have learned the hard way, and it is still not over.  Even deciding on the menus is not easy if one thinks of the number of days there are in a year and of the fact that there are three meals in one day.  Managing the family budget requires flexibility, vigilance and prudence in performing the financial gymnastics that send you from one more or less dangerous leap to another, from the first to the last day of the month.  (Bâ 1989: 63-4)

She also clearly recognises...

* Identify the author, year of publication and page number of the quote.
* If the author’s name appears in your sentence, it should not appear in the parenthetical reference.
* If the same work is referred to repeatedly, only the first reference should have the date.
* For subsequent references, provide only the page number, as long as it is clear to the reader that the same author is being referred to.

**Examples:**

One commentator suggests that “Serote’s writing is unconventional in theme but conventional in style” (Losambe 1992: 77).

**Or**

Losambe suggests that “Serote’s writing is unconventional in theme but conventional in style” (1992: 77).

**Documenting a source written by two authors:**

Give both names and use the ampersand (&) in place of “and” between the names.

**Example:**

In her short stories, Lessing creates an “ambivalent, sometimes disturbing awareness of landscape” (Pierce & Magwaza 1999: 23).

The ampersand is only for use within parentheses, and not when the authors are named in the text of your essay.

**Example:**

Pierce and Magwaza argue that in her short stories Lessing creates an “ambivalent, sometimes disturbing awareness of landscape” (1999: 23).

**Documenting a source written by more than two authors:**

Give only the name of the first author followed by ‘et al.’ (this is an abbreviation for a Latin phrase meaning ‘and others’).

**Example:**

According to Ngcobo et al. “we should not be seeking nationhood but a functioning democracy” (1998: 167).

**Or:**

Other researchers maintain that “we should not be seeking nationhood but a functioning democracy” (Ngcobo et al. 1998: 167).

**Citing a website:**

* Give the URL of a site.
* For a document, such as an article, published on a website use the Author-date format as above.

**Bibliography (List of References)**

Each entry should contain:

* Author’s name
* Date of publication
* Title
* Place of publication
* Publisher.

**Example:**

Mzamane, M.  1987.  Scientific Socialism.  Johannesburg: Ravan.

* Leave a line between entries.
* Begin the first line of each entry at the margin; subsequent lines should be indented.
* Alphabetise the list according to the surname of the author.
* Write the title in full, including subtitles.  Capitalize proper names and the first words of titles and subtitles.  Underline the title.

**Two or more authors:**

* Write the names according to the order given on the title page of the book.
* Use an ampersand (&) before the final name.

**If there is an editor:**

* If the book contains a collection of essays, chapters or stories by different authors, give the editor’s name, or editors’ names.
* After the editor’s name, write the abbreviation ‘Ed.’ in parentheses.  If there are two or more editors, then use the abbreviation ‘Eds.’.

**Journal Articles:**

**Example:**

Scheub, H.  1987.  Oral poetry and history.  *New literary history*, 18 (3): 477-496.

* Italicise the title of the journal; do not italicize the title of the article.  Do not use inverted commas for the titles.
* In the above example, ‘18’ is the volume number, ‘3’ the issue number and ‘477-496’ the page numbers of the article.

**Essay or Chapter from a Collection:**

Etherington, N.  1989.  Christianity and African society in nineteenth–century Natal.  In Duminy, A. & Guest, B. (Eds.), *Natal and Zululand from early times to 1910: A new history.*  Pietermaritzburg: University of Natal Press, 275-301.

**Personal Conversations:**

These are usually not included in the list of references.  Details can be included in the text of your paper.

**Example:**

In a discussion with Mr C. Zondi on 17 January 2002, Mr Zondi suggested that …

**Website sources:**

Standards are being developed for these.

* Generally, give the information as for a printed book or journal article, as well as the exact URL and the date you visited it.
* Try not to not split the URL over a line.  If you have to, only do so immediately after a forward slash already in the URL.

**Example for an article on the World Wide Web:**

      Information required:

1.     Author/Editor (if this is unavailable, begin with the title)

2.     Year (if no date, use the abbreviation ‘n.d.’ in place of the date)

3.     Title of article

4.     Title of journal

5.      [online] (indicate medium)

6.     Place of publication

7.     Publisher (or organization responsible for maintaining sites on the Internet)

8.     Available from: URL.

9.     [Accessed date] (date on which you viewed or downloaded the document).

Holland, M.  1996.   Harvard system.  [online].  Poole: Bournemouth University. Available    from: <http://www.bournemouth.ac.uk/services-depts/lis/LIS_Pub/harvardsyst.html> [Accessed 6 December 2001].

**Example of reference list:**

**References [or: List of References]**

Auden, W. H.  1992.  *Splendid isolation*.  New York: Penguin.

Lee, S.  (Ed.).  1998.  *New directions in literary theory*.  Oxford: Oxford University Press.

Mzamane, M.  1987.  *Scientific socialism*.  Johannesburg: Ravan.

Naidoo, P. & Massey, S. (Eds.).  1996.  *Debating literature*.  Cambridge: Cambridge University Press.

These notes are adapted from:

English Department.  1997.  *Essay-writing guide for the English Department*.  University of Zululand.  Study Guide.

*Guide to citing internet sources*.  n.d.  [online].  Poole: Bournemouth University.  Available from: [http://www.bournemouth.ac.uk/using\_the\_library/html/ guide\_to\_citing\_internet\_sourc.html](http://www.bournemouth.ac.uk/using_the_library/html/guide_to_citing_internet_sourc.html) [Accessed 14 May 2002].

Visser, N.  1992.  *Handbook for writers of essays and theses*.  Cape Town: Maskew Miller Longman.

# ANNEXURE C

**Glossary of Unfamiliar Terms**

**LEARNER/STUDY GUIDE:** A learner/study guide helps in organising lecture notes and textbook material so that students can increase their comprehension and memory of large amounts of information. Specific outcomes on topics covered, the summary of content, as well as revision questions are included.

**TUTORIAL:** A tutorial is an interactive method of transferring knowledge in the learning process. A tutorial seeks to teach by example and supply the information to complete a certain task.

**FORMATIVE ASSESSMENT:** The goal of formative assessment is to develop and monitor student learning to provide ongoing feedback that can be used by lecturers to improve their teaching and by students to improve their learning.

**SUMMATIVE ASSESSMENT:** The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

**DP**: ‘Dully Performed’ means that a student has fulfilled the minimum requirements in terms of attendance and semester or year mark to sit for an examination in a particular module.