

**FACULTY OF ARTS DEPARTMENT OF SOCIOLOGY LEARNER GUIDE**

YEAR: 2022

SEMESTER: 1

|  |  |
| --- | --- |
| **Module Title** | Selection Process, Recruitment & Selection |
| **Module Code** | 1SGI221 / ASGI 221 |
| **Programme in which the module is offered** | B.A in Industrial Sociology |
| **Year of offering** | 2023 |
| **SAQA Credits** | 15 |
| **NQF level** | 6 |
| **Name of Lecturer / Lecturers** | Dr S.Bhoola |

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**Note: 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.**

1.1



 7 February 2022

Dear Student

Welcome to the module **Selection Process, Recruitment & Training**

The prerequisite for this module is Sociology level one.

The module is a level 6 of the National Qualification Framework (NQF). This module entails the study of a selection, recruitment, training and development in preparation for the preferred candidate to be employed in the workplace and to further train and develop the successful candidate.

This module is included in this programme offered at level two, so as to prepare you for the work place and to become employable. Five learning units will be presented in hybrid mode, i.e., online and contact lessons, for a duration of a semester. Upon completing the module, you will have the ability of demonstrating how recruitment and selection processes are undertaken.

I hope you will enjoy your second year in Industrial Sociology. I look forward to another year of hard work, perseverance, commitment, joy and laughter. I wish you a fruitful academic journey and success with this module. Please do not hesitate to contact me if you encounter any problems in your studies.

# DEFINITION OF TERMS

**MODULE OUTLINE:** Module outline of work represent a contract between the lecturer and student stipulating the requirements for each course: its aims, learning outcomes, course requirements and assessment.

**STUDENT GUIDE:** A student 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.

**PRACTICAL:** A practical is a lesson in which theories and procedures learned are applied to the actual making or doing of something.

**FORMATIVE ASSESSMENT:** The goal of formative assessment is 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.

**GENERIC OUTCOMES:** These are critical cross-field outcomes that inform all teaching and learning as stipulated by SAQA Regulations.

Each module should enable students to:

* work effectively as individuals and with others as members of a team;
* organise and manage themselves and their activities responsibly and effectively;
* identify and solve problems and make decisions using critical and creative thinking;
* collect, analyse, organise and critically evaluate information;
* communicate effectively using visual, symbolic and/or language skills in various modes;
* use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
* demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

**SPECIFIC OUTCOMES:** Learning outcomes are statements of what students will learn in a lecture. Each lecture has its specific outcomes. The statements are focused on student learning.

* 1. Important administrative information

This course will be taught through a blended approach. This means that multiple platforms will be used for teaching and learning, combining *face-to-face* lectures and consultations, as well as *online* activities. Lecture venues and consultation times are provided below.

Online teaching will take place via the Faculty of Arts learning management system on

**Moodle**. The site can be accessed at this link: <https://learn.unizulu.ac.za/facultyOfArts/>

Moodle online enrolment will be communicated. All students must be enrolled for 1SGI221

/ ASGI221 (Selection Process, Recruitment & Training). Self-enrolment function will be available.

All materials for the course, including this learner guide, lecture notes and audio recordings, readings, assessment activities and announcements will be posted on Moodle. Students must therefore familiarize themselves with the course site on Moodle.

There will also be a student **WhatsApp group**, managed by the class representatives, who will be selected by students. Important announcements and other information will be relayed via this WhatsApp group. You will need to send the class representative a message to request him/her to add you to the WhatsApp group.

The lecturer will also communicate with individual students via **email**. Please note that unless I have another email address for you, I will use your UNIZULU email address, which has the following format: studentnumber@stu.unizulu.ac.za.

sociologystudentaccess@gmail.com is the email address that you are allowed to use for communication.

You are therefore required to check your UNIZULU email regularly.

When you email me, please follow the rules of **email etiquette**. Always introduce yourself, state your **full name and surname, your student number, and course code**. State your issue of concern or pose your question in a clear and concise manner. If you do not provide these details, addressing your concern is more difficult and takes longer.

* 1. Contact details, consultation times and lecture times

**Lecturer’s contact details:**

|  |  |  |  |
| --- | --- | --- | --- |
| **lecturer’s****name** | **Office number** | **Email address** | **Telephone number** |
| Dr S.Bhoola | Office1 (5th Floor) Artsbuilding | sociologystudentaccess@gmail.com(to be used by all students) | (035) 902 6739 |

**Consultation Times online via teams appointments mostly.**

**Lecture times**

|  |  |  |
| --- | --- | --- |
| **Days of the week** | **Times** | **Venue** |
| Thursday  | 13.30 – 15.20 | AL 9 |
| Friday | 10.30- 11.20 | NE 7 |
|  |  |  |

* 1. **Roles, responsibilities and expectations**

It is the responsibility of the lecturer to be available for teaching students as stipulated in the time table. The lecturer will notify students if she will not be available on a particular day, and therefore work should be given to students in the duration of her not being available. The lecturer is expected to

* + - upload all learning material on Moodle
		- Pre- assess students to identify students at risk
		- Prepare intervention programme to assist students at risk.
		- Mark all assessments and return written feedback
		- Mark assessments and capture marks
		- Mark assessments/ examinations and capture marks

## Queries and concerns

All queries and concerns should in the first instance be addressed to the lecturer of the course, either through the class representative or directly to the lecturer via email. If you feel that your query is not being addressed appropriately, you may contact the Head of the Department, Dr SC Cele. She may be reached via email at CeleSC@unizulu.ac.za.

# LEARNING COMPONENT

* 1. **MODULE PURPOSE**

To equip industrial sociology students with in depth comprehension and demonstration of selection process, recruitment and training.

# MODULE OUTCOMES

At the end of this module students will be able to:

* Demonstrate and understanding of the workforce selection and recruitment processes.
* Demonstrate and understanding of the purpose of job analysis.
* Demonstrate and understanding of the human resources functions.
* Demonstrate and understanding of induction and staffing in the work place.

## Material needed for the module

* Learner guide
* Prescribed books/prescribed readings
* Access to the Internet and Moodle
* Access to the university library website
* Access to printing facilities if required
* Stationery, including for example, a note book, exam pad, pens, pencil, eraser, ruler, stapler and so on

# TOPICS WITH SCHEDULING

## Learning unit breakdown

This course runs over fourteen weeks, with the last week reserved for revision and catch-up, between Monday 14 February and Friday 27 May 2022. There is a recess and a number of public holidays during the first semester, so please ensure that you keep track of what we are doing in the course and when. It is therefore vital to check Moodle every day. End of semester examinations are scheduled to begin on 30 May 2022.

Please note: This timetable is subject to change as the national response to the Covid-

19 pandemic shifts and directives are issued accordingly to universities by the Department of Higher Education and Training.

## The module comprises five sequential learning units, as follows:

* + 1. **Learning unit 1: An introduction to organisations and the nature of management**

(Week1 Tuesday: 14 – Friday 18 February 2022)

This unit focusses on the introduction of organisations and management.

## Specific outcomes

* + - * Identify who the managers are in the organisation.
			* Explain what managers do.
			* Understand the management processes and the tasks of management.
			* Understand the role of management according to Mintzberg.
			* Explain how managerial practices change as organisations change.

## Assessment Criteria

Since this will be the first assessment, a pre-assessment exercise will be undertaken to determine the level of understanding and the writing skills of students, based on the type of question/s on;

* + - * What is an organization?
			* What is management and what do managers do?
			* How do we define management?
			* What is the management process?

## Teaching and learning methods

* + - * Lectures – notes, Power Point presentation and Teams/virtual/audio recordings
			* Group discussions of practical examples
			* Padlet/Flinga notes produced during group discussions

## Learning unit 2: Job Analysis

(Week 2-4: 21 February – 11March 2022)

The module introduces the importance of job analysis in an organization/workplace. What is the purpose of the job analysis and how job analysis forms part of all human resources activities? Various components and the system process of job analysis.

## Specific outcomes

* + - * Discuss job analysis as the basis of all human resources activities
			* Identify the components of job analysis.
			* Perform the process of strategic job analysis
			* Identify and evaluate problems in job analysis

## Assessment criteria

* + - * Human Resources
			* Function/s of human resources
			* What is the importance of a job analysis?
			* What are the components of job analysis?

## Teaching and learning methods

* + - * Lectures – notes, Power Point presentation and Teams/virtual/audio recordings
			* Group discussions of practical examples
			* Padlet/Flinga notes produced during group discussions

## Learning unit 3: Workforce planning and recruitment

(Weeks 5 - 7: 14 March to 1 April 2022)

The module further presents the importance of workforce planning and recruitment. The strategy/ies and the steps the organizations apply in the process of implementing the workforce plan and recruitment.

## Specific outcomes

* + - * Explain how workforce planning forms part of strategic organisational plan.
			* Identify the external and internal factors that influence workforce planning.
			* Describe the role of various staff members in workforce planning
			* Compile a short recruitment policy of an organization
			* Discuss factors that influence recruitment.

## Assessment criteria

Students will be required to:

* + - * Read a case study on recruitment and answer questions
			* In addition, compile a short recruitment policy on organization of their choice.
			* Answer questions on: on global workforce, small business management challenges, digitization and the workforce.

## Teaching and learning methods

* + - * Lectures – notes, Power Point presentation and Teams/virtual/audio recordings
			* Group discussions.
			* Padlet/Flinga notes produced during group discussions
		1. **Learning unit 4:** Selection: Finding and hiring the best person for the job (Weeks 8- 11: 4 April to 22 April 2022)

Unit four focuses precisely on selection which entails finding and hiring the best person/s for

the job. The module will point at ways of determining which of the job applicants is best to hire, factors that influence the selection decision, both internally and externally. Interview structuring is of essence in selection and hiring process and therefore learning unit three will include this section.

## Specific outcomes

* + - * Explain the internal and external factors that influence the selection decision.
			* Develop application blanks for a company
			* Conduct a structured hybrid employment interview.
			* Discuss the responsibility for making the final selection decision.
			* Comment on the role of quality assurance in the selection process

## Assessment criteria

Students will be required to answer questions like;

* + - * Name and explain the factors in the external environment.
			* Name and explain the factors in the internal environment.
			* Discuss the selection process
			* What are the types of the employment tests?

## Teaching and learning methods

* + - * Lectures – notes, Power Point presentation and Teams/virtual/audio recordings
			* Group discussions.
			* Padlet/Flinga notes produced during group discussions
		1. **Learning unit 5:** Induction and staffing decisions (Weeks 12-14: 25 April to Friday 6 May 2022)

Unit five focuses on how people are placed in the right positions. What approach managers use when inducting, socialising and orienting staff and at the same time fostering company culture. This module will also present the objectives, benefits of induction, using induction model/s and adhering to human resources policies.

## Specific outcomes

* + - * Describe the stages of induction
			* Plan and design an induction programme.
			* Suggest various approached to internal staffing

## Assessment criteria

Students will be assessed by answering questions like;

* + - * What is an organization?
			* If you were a new first year student at your institution, what information would you want to learn in an induction or orientation programme?
			* Discuss the stages of socialization process.

## Teaching and learning methods

* + - * Lectures – notes, Power Point presentation and Teams/virtual/audio recordings
			* Group discussions.
			* Padlet/Flinga notes produced during group discussions

## Teaching and learning methods

* + - * Lectures – notes, Power Point presentation and Teams/virtual/audio recordings
			* Group discussions.
			* Padlet/Flinga notes produced during group discussions

(Week 14: Revision in week of Monday 23 May to Friday 27 May 2022.)

## Arrangement for self-study

During self-study periods, students are expected to:

* + - * Students read on their own and prepare for lectures.
			* Study and discuss in groups for peer support
			* Prepare their own notes to avoid plagiarism.
			* Work on any homework assigned at lectures
			* Prepare their assignments
			* Study for tests and examinations as appropriate

# ASSESSMENT COMPONENT

## Assessment timetable

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment type** | **Date** | **Format** | **Weighting** |
| Assignment 1 | Friday 31 March | Essay style assignment Question will be on moodle | 15 % |
| Assignment 2 |  Thurs 14 April | Assignment topic willbe uploaded on Moodle | 15 % |
| Test  | Wed 19 May | MCQ on Moodle | 20% |
| Final exam | As per universityexam timetable | To be announced | 50% |
| FINAL MARK | 100% |

\* Please note: Due to the uncertainty around the Covid-19 pandemic, and associated national government directives to deal with the pandemic and directives from university management, the assessment timetable is subject to change.

A general guide on how assignments will be marked is provided in **Annexure B**.

## Rules and requirements for assessment activities

In the case of on-campus assessments, students will not be allowed to leave the venue while an assessment is being conducted.

All assessments for this course must be submitted on Moodle, unless otherwise advised. NO hard copy or emailed assessments will be accepted.

Students are required to follow the specific instructions provided for each assessment of the module.

Plagiarism is a serious offence, and disciplinary action will be taken should a student be found guilty of plagiarising the work of others. Please refer to **Annexures C and D** for the rules on plagiarism and referencing.

All essays and assignments submitted for examination or assessment work must be accompanied by a written statement that they are the student’s own work (except where otherwise indicated, for example, in the form of a quotation).

In recent years, with the growth of word processing and the use of the internet there has been greater opportunity for students to download material for their own use from many sources. Clearly, the use of such wider resources is to be encouraged. However, it is essential that students do not incorporate such material in their academic work as if it is their own work. It must be attributed in the form of quotation or reference in the normal way. One consequence of not doing so could be that the work would be disqualified from submission on the grounds of plagiarism.

Please therefore use your own words, acknowledge sources in your work and use proper referencing methods. If you are unclear about what plagiarism is or how to avoid it, please feel free to email or consult with the lecturer to discuss these further. Students will not be allowed to leave the venue while an assessment is being conducted.

## Self-assessment activities

Readings and additional notes

Written summaries of readings

## Assignment guidelines

Students will receive a specific assignment guideline closer to the time, which will provide the topics and expectations of the assignment. However, the general guidelines are as follows:

* + - All assignments must be typed, using Arial font, size 12, with 1.5-line spacing. All pages must be numbered.
		- Assignments MUST be submitted on Moodle. No student may submit an assignment in hard copy or via email unless permission has been sought from the lecturer.
		- Use the front cover page designed specifically for the assignment and provided by the lecturer. This cover page will specify the criteria used for assessing the assignment, so please read through it carefully to check that you have met these criteria prior to submitting the assignment. Only in exceptional cases may students use the general university assignment front cover page as provided in **Annexure A.** Complete all the details required on the front cover page.
		- Do not plagiarise. All plagiarised assignments will be awarded zero. Ensure that you cite all the sources that you use, including the sources that are prescribed and recommended for the course. You must complete and sign a plagiarism declaration, which will be provided by the lecturer, for each assignment submitted.
		- Both Harvard and APA referencing styles can be used in the writing of assignments. Visit [https://www.staffs.ac.uk/assets/**harvard**\_quick\_guide\_tcm44-47797](https://www.staffs.ac.uk/assets/harvard_quick_guide_tcm44-47797) *OR* [www.apastyle.org](http://www.apastyle.org/)
		- All assignments must be submitted by the due date.
		- If you are unable to meet an assignment deadline, you need to complete the “REQUEST FOR AN EXTENSION ON WRITTEN WORK” form (available on Moodle). This form must be emailed to the lecturer in advance to explain the reasons for the delay, and to seek permission to submit at a later date. If circumstances do not allow you to submit this form in advance, then it must be completed and emailed to the lecturer within THREE WORKING DAYS after the initial due date of the assignment.
		- The lecturer reserves the right to deduct **5%** per day for all late written submissions.
		- The lecturer is not obliged to grant extensions to assignments. These extensions are at the discretion of the lecturer.
		- The lecturer is not obliged to grant opportunities to rewrite assignments. Such rewrites are at the discretion of the lecturer. If an opportunity to rewrite is granted, it must be taken seriously and a concerted effort to address the comments by the lecturer on the initial assignment must be demonstrated.

# STUDENT SUPPORT

Students are encouraged to form their own study groups, comprising around five students. If you would like advice on what these study groups can do, please consult the lecturer.

The lecturer is also available for consultation outside of the lectures.

For straightforward queries or concerns, please email the lecturer, following the rules of email etiquette highlighted earlier.

For more complex queries, please consult with the lecturer during consultation times, or make an appointment.

# WORK INTEGRATED LEARNING (WIL)

Industrial Sociology lends itself to WIL. The Department of Sociology thus assists students by issuing standard support letters to the work places of their choice (after consultation with a particular organisation), together with a performance log sheet, for experiential learning purposes. (Standard support letters are kept in the Department). This will help students to gain

work experience and facilitate the possibility of being considered for future internship programmes.

The Department of Sociology keeps records of feedback from the different workplaces. These may be discussed with individual students, and with their permission, shared with the rest of the class, even if it is done anonymously.

Please contact Dr Cele for all work integrated learning related issues. She can be reached at CeleSC@unizulu.ac.za.

As Covid-19 lockdown restrictions ease, the class may be able to visit a workplace in the area to experience first-hand the conceptual issues discussed in the course. Details will be provided.

# QUALITY ASSURANCE ENHANCEMENT

The Department of Sociology and Industrial Sociology is particularly concerned that all students have the opportunity to comment on the structure, teaching and content of each course/module offered in the department. Student feedback will thus be sought through the use of student evaluation forms at the end of each term. These evaluation forms which go to individual lecturers in anonymous form, and also reviewed by the department of Sociology and Industrial Sociology. Please do not take these evaluations lightly. They make a valuable contribution to the review of all aspects of the courses each year. It is also hoped that this exercise will enable students to reflect on their progress and to alert the department timeously of any problems they might be experiencing in their academic work or with the lecturer concerned. This ensures that students receive appropriate help and support.

# RECORDING OF LECTURES

Prior consent must be obtained from the lecturer.

# PRESCRIBED READINGS

Selected extracts from the following texts are prescribed and will be posted on Moodle. Students are required to read all prescribed readings.

Hellriegel, D et al.2012. *Management.*4th edition. Cape Town: Oxford Press

Nel, PS et al. 2014. Human Resource Management. 10th edition. Cape Town: Oxford Press

Additional readings (scholarly articles and chapters, as well as material from the mass and popular media) as supplied by the lecturer as the course progresses.

**Annexure A**



**ASSIGNMENT COVER SHEET**

**FACULTY OF --------------------------------------------------------------**

FINAL %

**DEPARTMENT OF--------------------------------------------------------**

Please write legibly and ensure that your student number is correct.

Please also ensure that you sign this cover page, otherwise your assignment cannot be marked.

|  |
| --- |
| **Student Name:** |
| **Student Number:** |
| **Signature:** |
| **Module Title:** |
| **Module Code:** |
| **Assignment Topic:** |
| **Name of Lecturer:** |
| **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 acceptablesimilarity percentage, I may receive 0 (ZERO) for my assignment. |
| **Lecturer’s comments:** |

**Annexure B**

## Assignment marking grid

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT CRITERIA** | **PERFORMANCE DESCRIPTION** | **MARK OBTAINED** |
| **No/Hardly any****attempt to master criterion** | **Criteria not yet mastered** | **Criterion mastered** | **Criterion mastered fully** | **Criterion surpassed** |
| 1 | 2 | 3 | 4 | 5 |  |
| Below 40% | 40 –59% | 50-59% | 60-69% | 70% &above |
| **Structure of assignment** (cover page with necessary information, table of contents if used is well organised; appropriate numbering and sub- headings, correct length, paragraphing, correct font type and font size) |  |  |  |  |  |  |
| **Introduction** (Subject well introduced, introduction of major concept (s), what the reader can expect to find in the assignment) |  |  |  |  |  |  |
| **Language** (grammar, correct spelling and full sentence construction) |  |  |  |  |  |  |
| **Logic and coherence of ideas** (Flow of ideas, connectedness |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| of ideas to one another; logical flow of thoughts from sentence to sentence, paragraph to paragraph and linkingeach paragraph with the topic) |  |  |  |  |  |  |
| **Subject matter** (Has the question been answered? Is the content relevant and well-researched? Has an argument been presented, with evidence to support the argument?) |  |  |  |  |  |  |
| **Quantity and quality of sources used** (comprehensiveness of sources; were the sources used adequate, relevant and up to date?) |  |  |  |  |  |  |
| **Originality** (does the student’s voice come through in the assignment?) |  |  |  |  |  |  |
| **Conclusion** (summary of discussion linked to the introduction, critical thought based on the discussion). |  |  |  |  |  |  |
| **Referencing** (appropriate style used consistently; correct in-text citation, listing all relevant references in alphabetical order,use of different |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| sources or references) |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |

**Comments:**

**…………………………………………………………………………………………………**

**…………………………………………………………………………………………………**

**……………………………………….…………………………………………………………**

**………………………………………………………………….………………………………**

## ……………………………………………………………................................................ Lecturer’s signature………………………….

**Date………………………….**

**Annexure C**

# RULES ON PLAGIARISM

**WHAT IS PLAGIARISM?**

“Plagiarism is submitting statements, ideas, opinions or findings copied without acknowledgement from another source as if they were one’s own” (Killen and Walker, 1979: 15).

# TYPES OF PLAGIARISM CAN BE:

## Copying

Copying another student’s essay

Copying from books or articles without using quotation marks Copying directly from lecture notes

## Paraphrasing

Paraphrasing an author’s written work - i.e. rewording it, or re- ordering the ideas, and presenting them as your own work, without acknowledging the source

## Lifting Ideas

Using an author’s ideas, expressed in your own words, and pretending that they are your own.

## Cut and Paste

Putting together extracts from various authors to make up your essay. Even if you use quotation marks or acceptable paraphrasing, this sort of essay cannot be regarded as your own work.

# WHY IS PLAGIARISM A PROBLEM?

Plagiarism is intellectual theft. It is passing off someone else’s ideas as your own.

University education is concerned to teach students to understand what various authors say about particular subjects. The purpose is to develop students’ capacities to assess the worth of particular ideas, to weigh them against each other, and to test one author’s ideas against another’s. The goal is to draw students into developing their OWN ideas, and to be able to argue their case in the context of already-existing writings on the subject.

Essays, assignments and examinations are not meant to test students’ ability to learn by rote or to reproduce what they have read, but to assess their capacity to understand and analyse ideas. Plagiarism undermines this goal; essays or answers which depend on the unacknowledged ideas of others do not allow a fair assessment of the student's own understanding.

Disallowing and penalising plagiarism is therefore not an arbitrary rule, but part of our way of assessing to what degree students themselves have mastered the particular topic or debate.

# HOW TO AVOID PLAGIARISM

## Rule Number 1: Use your own words.

It is very obvious to lecturers and tutors when students rely on language with which they are unfamiliar. You are, of course, encouraged to use new sociological concepts as you encounter them. However, a good exercise is to explain to yourself in your own language the meaning of these concepts.

## Rule Number 2: Acknowledge your sources

If you use someone else’s ideas, identify that person according to the conventions for footnoting or referencing. We have given you a guide to these conventions in the following section of this module guide. See also the important note regarding referencing from the INTERNET. For further information, we encourage you to consult a style guide (for sale in all bookstores, available in the library, and included in most dictionaries). Essentially, all references must include: the author's name and initials; the title of the book or article; the journal title (for articles); the publisher, place and date of publication; and the page referred to. These references enable a reader to track down the words and ideas you are borrowing to check whether you are using them accurately and fairly. They also enable a reader to know exactly where your ideas end and someone else’s begin (Crews, 1974: 361).

## Rule Number 3: Use proper attribution

Many students do not attribute ideas to authors in the actual text of their essays. Phrases such as “*According to Jones (2000: 35) …”* or “*Smith (1998: 93) argues that*

*…”* are extremely useful ones, as they allow you to acknowledge your sources and to weigh up the arguments of different authors objectively.

## Rule Number 4: Use acceptable paraphrasing

In some cases, it is not easy to avoid paraphrasing. For example, an important paragraph to which you want to refer might consist of a number of key words which you cannot avoid using. In this case, you should change the sentence structure of the quoted material and use as many of your own words as possible. You must include in your paragraph a reference to the fact that it is based on the ideas of the author you have read. Phrases such as “*As Crews (1974) has suggested …”* or “*To paraphrase Crews (1974) …”* will help here.

## Rule Number 5: Quote accurately

In your essay, you may want to use an author’s words directly, to support your view, to show what his or her views are, or to subject them to criticism. Quotations from authors are perfectly acceptable, and often liven up essays IF they are properly referenced, and IF they are not a substitute for your own argument. Extensive quotations are not acceptable. Use quotations only where they are essential.

Quotations should always be placed clearly in quotation marks, and set off, if possible on a separate line (or lines) from the main body of your writing. These techniques indicate to the reader that you are using someone else's words. *For example*:

The ideas of Karl Marx on the nature of the bourgeoisie are very controversial. According to Marx (1964: 28):

*“The bourgeoisie, during its rule of scarce one hundred years, has created more massive and more colossal productive forces than have all preceding generations together.”*

# PENALTIES FOR PLAGIARISM

The university and the Department of Sociology regard plagiarism as extremely serious. All plagiarised work will normally be given zero. The head of department may refer a student who has plagiarised to the Faculty or university committee responsible for academic and student affairs, which will review the case and refer it for disciplinary action if necessary.

The lecturer will deal with all cases of plagiarism in the first instance. In more serious cases, or where an issues arises that cannot be resolved between the student and the lecturer, the head of the department will be consulted.

# REFERENCE LIST

Crews, Frederick (1974). *The Random House Handbook.* New York: Random House.

Killen, Patricia O'Connell and Carfax Walker, eds (1979). *Handbook for Teaching Assistants at*

*Stanford*, 2nd Edition. Stanford: Stanford University Press.

Marx, Karl (1964). *The Communist Manifesto.* New York: Washington Square Press.

**Annexure D**

# RULES ON REFERENCING

When writing assignments, tests and examinations, students will be expected to demonstrate knowledge and understanding of chapters, articles and other types of text.

In written work, it is essential that you make precise references to the particular books and articles upon which you have drawn. In tests and examinations, precise references are obviously not required, but students are expected to write in such a way as to indicate to the marker the source of their ideas: which works they have read, and how they relate to the question. If in your examination answer you have drawn upon the writings of Max Weber, you might, for example, indicate this by saying, *"Weber, in his essay 'The Protestant Ethic and the Spirit of Capitalism', argues that..."*

Referencing correctly is essential for avoiding **plagiarism**. You need to learn the conventions for referencing in text (i.e. in the actual essay/assignment itself) and for writing up a reference list. Both these are discussed below.

# REFERENCING IN TEXT

Whenever you use a direct quotation from another text, or indirectly borrow someone else’s ideas, you must reference the material (show the source of the information). You can reference after the quotation in the text, at the bottom of the page, or on a separate Notes page at the end of the document. Whichever style you employ; references should include:

* Author's name;
* Date of Publication;
* Number of page from which quotation or reference is taken

## Teaching and learning methods

* Lectures – notes, Power Point presentation and Teams/virtual/audio recordings
* Group discussions of practical examples
* Padlet/Flinga notes produced during group discussions

## For example:

Cock (1984: 25) argues that, “[w]hale the key to understanding the domestic worker is her dependence on her employer, the employer is frequently in an extremely dependent situation herself.” This argument highlights …

*In this example, Cock is the author of the book; 1984 refers to the year in which the book was published, and 25 refers to the page number of the book from which the quotation was taken.*

Even if you refer to a text but do not use a direct quotation, you MUST still reference where the idea or argument you are using comes from by indicating the author and the date of publication.

## For example:

According to Cock (1984), a relationship of dependency exists between the domestic worker and her employer. This implies that …

*In this example, you have reported what Cock (the author) has said about the relationship between a domestic worker and the employer, without using the exact words of Cock. Here you therefore reference only the author and the date of publication (being 1984).*

Referencing sources from the INTERNET is also crucial. You should not give the internet address in the main text of your essay or assignment. Rather, refer to the author, give the site a name, or refer to the title of the document you have downloaded.

## For example:

The African National Congress has argued in recent times for …. (ANC, 1999)

In your reference list, you will give the complete internet address. See the example below.

# REFERENCE LIST

At the end of an essay, all your sources should be listed in a reference list, whether you have directly quoted from them or not. The reference list must be on a separate page, organised in alphabetical order, and must include for each source:

* Author's surname and initials;
* Year of publication;
* Title of book/title of article and name of publication (whichever is applicable);
* For books: name of publisher and place of publication;
* For other types of publications (journals (like an academic magazine), newspapers, magazines): volume and issue number of journal.

## Example for a Book:

Cock, J. (1984) *Maids and Madams.* Johannesburg: Raven Press

Cock, J. surname and initials of the author

1984 year of publication *Maids and Madams* title of the book Johannesburg place of publication Raven Press publishing company

## Example for a Journal Article:

Lemarchand, R. (1992) “Uncivil States and Civil Societies: How Illusion Became Reality”. *Journal of Modern African Studies* 30(2): 642-657.

Lemarchand, R. surname and initials of the author

1992 year of publication

“Uncivil States and …” Title of the journal article

*Journal of Modern African Studies* Title of the journal

30(2) volume number (30) & issue number (2) of the journal

642 – 657 the page numbers on which the article appears

## Example for an Internet Source:

ANC. (1999) ANC Policy Review. Retrieved from [http://www.gov.org.za](http://www.gov.org.za/). Downloaded 16 August 2002.

It is imperative to provide a full, complete and accurate INTERNET address, and the date it was downloaded.

The reference list would then look like this. Notice that it is alphabetised according to the surname of the author.

**Reference List:**

ANC 1999. ANC Policy Review. Retrieved from [http://www.gov.org.za.](http://www.gov.org.za/) Downloaded 26 January 2010 Cock, J. (1984). *Maids and Madams*. Johannesburg: Ravan Press

Lemarchand, R. (1992). “Uncivil States and Civil Societies: How Illusion Became Reality”. *Journal of Modern African Studies,* 30(2): 642-657