



الجامعة العربية المفتوحة
Arab Open University

ASSIGNMENT BOOKLET 2003-2004

U210B - The English Language: past, present, and future part II

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Supplementary Material
U210B The English Language: past, present and future
part II

U210B

ASSIGNMENT BOOKLET 2003/2004

(including TMAs 01-03)*

Completing and sending in your assignments

When writing your assignment:

- put your name, and the assignment number at the top of every sheet.

When you have finished your assignment:

- fill in Section 1 of the PT3 form, taking care to enter your personal identifier and the assignment number correctly

Cut-off dates

TMA 01	end of week 5
TMA 02	end of week 9
TMA 03	end of week 13

* Material given on pp. 4-12 is taken from *Assignment Book 2002* by Diana Honeybone, pp. 4-11, The Open University. Material was modified in order to take AOU examination and assessment regulations into consideration. Half the TMAs are taken from TMA booklets prepared by The UK Open University.

Contents

Completing and sending in your assignments	2
Cut-off dates	2
Introduction	4
Learning outcomes	4
Knowledge and understanding	5
Cognitive skills	5
Communication skills	5
Types of Assignments	6
Planning your work for the assignments	6
Writing up your assignments	7
Length	7
Structure and presentation	7
Referring to the course material and other sources	8
Citing material from a course	8
Some frequently asked questions	11
Marking criteria	11
TMA 01	14
TMA 02	16
TMA 03	17
University marking and grading	19

Introduction

There are three tutor-marked assignments (TMAs) for the course, each related to one of Blocks 5-7.

The *Study Calendar* shows the distribution of TMAs and gives the cut-off dates for their submission. There is no TMA associated with Block 8. This is due only to time limitations and scheduling constraints: during the three study weeks allocated for studying the material, related readings and activities comprising the Block, you are also required to send/hand in TMA3, get your tutor's feedback on it, and prepare for the final examination. As an important component of the course, Block 8 requires careful study, analysis, understanding and assessments of all material it covers. **Therefore, the final examination will include a compulsory question assessing your understanding of its major themes and arguments.** The TMAs are equally weighted, and you should attempt each one. Your course result will depend upon your achievement in the two components of assessment. The TMAs and quizzes constitute 100 per cent of the Continuous Assessment Component, and the final examination constitutes 100% of the Examinable Component. You must obtain at least 50 per cent in the Examinable Component to be certain of obtaining a pass result. (Please refer to the *Study Calendar* for further information.)

As well as contributing to the overall assessment of the course, the TMAs will help to consolidate your work on each block, and your grade will give some indication of how well you are doing. Your tutor's comments will explain the grade more fully and provide guidance on becoming more proficient at setting out your ideas and arguments in writing – an important skill in studying at university level. You will also find the TMAs helpful in pacing your work over the semester.

We recommend that you keep a copy of each assignment for reference and as a safeguard against the unlikely event that your submitted TMA is lost.

You should hand in or mail your assignments to your tutor to arrive by the cut-off date. A set of TMA forms, coded PT3, is included in your course package. Attach one of these to each TMA you submit. Please ensure that the PT3 form is completed correctly.

If you think you may be late with an assignment, consult your tutor as soon as you can (and, in any case, before the submission date). The University's policy on late submission is set out in the *AOU Examination Bylaws*)

Learning Outcomes

The TMAs will take account of the learning outcomes drawn up for the course. Learning outcomes are what you can expect to achieve if you take full advantage of the learning opportunities provided. They include knowledge and understanding of the ideas and issues discussed in the course materials, along with certain skills (e.g. skills to do with discussing ideas and evaluating arguments). Set out below are the learning outcomes particularly relevant to your study of the course.

Knowledge and understanding

- how English is learnt, monolingually and bilingually, in different cultural contexts (Block 5);
- pedagogical, cultural and political issues surrounding the teaching of English in different parts of the world and different times in history (Block 6);
- how new communications technologies and textual forms may be affecting the use of English (Block 7);
- contemporary debate surrounding the position of English as a global language (Block 8);
- how English works, and how it may be described and analysed (parts of each block; *Describing Language*)
- the nature of linguistic evidence, and different methods used in the collection and analysis of language data (parts of each block; *Describing Language*)
- how your learning in different parts of the course may be integrated according to the course themes: varieties of English; changing English; English in context; status and meaning of English; English and identity; achieving things in English; regulating English; discourses about English (review of each block and particularly Block 8)

Cognitive skills

To be successful in your study of this course, you are expected to:

- identify and summarize the main points in an academic argument;
- critically evaluate alternative explanations and arguments;
- interpret and evaluate linguistic evidence;
- learn and use appropriate terminology for the study of language;
- apply the knowledge and understanding acquired from the course to the analysis of spoken, written and multimodal texts in English.

Communication skills

To be successful in your study of this course, you are expected to:

- identify the purpose of an academic assignment, and plan a strategy for tackling it;
- identify and evaluate the relevance of information from a variety of sources;
- identify the view points of authors of source material;
- synthesize and organize information from a range of sources;
- construct a coherent argument, supported by evidence and clearly focused on the topic under discussion;
- present the argument clearly and in an appropriate academic style and format;
- provide appropriate academic references to the sources used in preparing written work;
- respond to feedback about improving the effectiveness of written communication for academic purposes.

These learning outcomes are reflected in the assessment criteria that your tutor will take into account when marking your TMA (cf marking criteria on p. 11-13).

In addition to these outcomes, you can expect to acquire other 'generic' skills that would apply to many second level courses. These would include practical skills such as managing substantial amounts of information and organizing time effectively.

Types of assignments

Assignments include:

- general essays in which, for instance, you are asked to respond to a question, or discuss and evaluate a statement – such essays normally relate to more than one study week;
- assignments based more narrowly on particular course materials – for instance, you may be asked to review a course reading, or compare the position taken in different readings;
- assignments that take as their stimulus a piece of data such as a transcript, newspaper cutting, audiocassette extract or short piece of written text, which you are asked to analyse or discuss.

Assignments may also contain a mixture of these elements. Across the course as a whole you will have a choice from a wide range of topics and between different types of assignment.

In devising assignments we have tried to observe the following principles:

- the assignment should be unambiguous (i.e. the wording should be clear, and the task you are required to do should be clearly explained);
- the assignment should relate in a straightforward way to the course materials (i.e. the questions should be consistent with the study questions and study guidance for each block – there should be no unpleasant surprises!).

We provide notes to help you in tackling the assignment and to help your tutor in marking it (there are no separate notes for tutors). These notes give fairly full advice on how to structure your answer. We give slightly less help towards the end of the course, because you will need some practice in more independent writing for the course examination. Please note that the guidance is meant to assist you and not be a rigid prescription that you must follow, so you should not feel constrained by these suggestions if you prefer an alternative structure for your essay. You should consult your tutor if you are in any doubt.

The notes below give advice on planning and writing assignments. Some of this may be familiar to you if you have previously studied courses in related areas. If you have had limited experience of essay writing, you should pay particular attention to the advice given here and, if necessary, ask your tutor for help in putting it into practice. A useful additional source of help is *The Arts Good Study Guide* by Ellie Chambers and Andrew Northedge (1997, The Open University).

Planning your work for the assignments

When you come to write your assignment, it is useful first of all to remind yourself of the general criteria for marking assignments (see p. 11-13). Then you should assemble the

material you have been collecting for doing the assignment, check through the question wording and notes, and draw up a plan of what you intend to cover.

You could begin with a series of subheadings based on the TMA notes, gathering under each subheading your own list of the points you wish to make and the information or evidence you have collected in support of each point.

The total length of each assignment should be 1,500-2,000 words (excluding the words in any cuttings you may be using). It is a good idea to indicate on your plan the (approximate) number of words you intend to devote to each section. Normally you should allocate a small number of words to your introduction (say, 150-200 words) and maybe a few more to your conclusion, with the bulk of the word allowance divided between your major sections.

When you have completed your plan, look carefully through it and check it against the assignment question. Does it contain enough material to enable you to answer the question? Does all the material seem relevant? Can you think of any additional evidence or information? Within and between each heading, is the material in an appropriate order? Does it allow you to build up an argument, moving logically from one point to the next?

Writing up your assignments

Length

Each TMA should be 1,500-2,000 words. Refer back to your plan to remind yourself of how you are apportioning your total allowance. You do not need to supply an accurate word count, but you must take care not to go significantly under or over length. In a very short essay you will not be able to cover sufficient material in enough depth, while an overlong essay usually means that you are not selecting and editing your material properly. A long answer will use up more of your study time, for which you will gain no extra credit. You may also be tempted to include irrelevant material that could detract from your answer and/or make it more difficult for your tutor to follow your argument.

References and quotations within your essay will be considered part of the total length, so must be kept concise. Bibliographies are not included in the word count.

Structure and presentation

If you have drawn up your plan carefully, writing your assignment should flow more easily: you are simply writing out, in continuous prose, the notes you made under each heading of your plan. The following suggestions may help:

- Some people find it easier to write their introduction last of all, when they know what it is they are introducing! Others prefer to write their introduction first, outlining what they are going to do in their essay, and then refer back to it when writing the rest of their answer.
- Ideally, type or word-process your answer; but, if this is not possible, write it as clearly as you can. It can be very difficult for a tutor to make a fair assessment of work that is hard to read.

- Make sure you leave sufficient space on each page (e.g. wide margins) for your tutor to make comments.
- Do not be afraid to use subheadings in the final version if you want to. This maybe a departure from conventions you are used to – you may feel that essays should be a seamless whole. However, headings can help you to structure your argument and to see more clearly where you are in danger of including irrelevant material. Alternatively, and especially if you are word-processing, you may prefer to include subheadings in the earlier drafts of your answer and then remove them in the final version.
- Try to include signposts to help your reader along (e.g. draw points together at the end of a section, then indicate how you are going to follow on from these in the next section.)
- For some TMAs there maybe a wide range of material to draw on. You must try to select the most relevant material for your purpose: *you are **not** required to use every suggestion provided in this booklet.* Your tutor will not expect you to cram in every possible detail, and if you attempt to do so you run the risk of failing to cover anything in sufficient depth. Select the material you want to use, set it out in your introduction and then follow this plan in your essay. The guidance on structure for each TMA in this booklet will help you to plan and structure your work, but you may use an alternative framework if you wish.
- If you are unsure about your writing style, you could ask a friend or colleague to read through a draft and tell you of any points that are unclear. (The course materials themselves provide examples of appropriate writing styles, such as the notes on chapters in the course books, which are in the study guides to Week 1 and Block 5.)
- When you have finished your assignment, read it through carefully. Check that it is clear and provides a full answer to the question. At this point you should also check aspects of presentation (spelling, punctuation, etc.)

If you feel that you need additional support with academic writing, or if you have any specific difficulties (e.g. with handwriting or spelling), you should discuss this with your tutor early on in the course and try to work out a way of minimizing any problems.

Referring to the course material and other sources

Your assignment is meant to provide evidence that you have read and understood the course materials. You may refer briefly to other sources of evidence if you wish, but *your assignments will be assessed primarily on your understanding and use of the course materials.* Whatever the source of your evidence, remember that it is not sufficient simply to *reproduce* it – you need to use it to advance your argument.

Citing material from the course

When you are reporting a piece of research or an argument, you should make it clear where this comes from. The course chapters provide examples of the usual academic conventions for doing this (e.g. 'Quirk (1986) claimed that ...'). Since you and your tutor have access to the same course material, you can, if you wish, use a form of reference such as: 'In Chapter 1 Reading A, Randolph Quirk claimed that ...'; or 'On Audiocassette 1 Band 3, Dick Leith suggested ..' The main thing is to make it clear which piece of work you are drawing on. Wherever possible, give precise page references: this not only makes it easier for your tutor to check the evidence you are drawing on; it also helps you trace your sources when you come to revise.

You may wish to include brief quotations from the course materials. In this case, they should be clearly set out as quotations, and the source should be given. Otherwise, if you are discussing ideas from the course, try to read and absorb these, then write what you think about them in your own words. It is particularly important, when setting out your own ideas or arguments, that you do not reproduce long extracts from the course (or from other sources) with little or no change, as this gives the impression that you are trying to pass off someone else's ideas as your own. This could constitute plagiarism, which is treated as a very serious offence by the University. Below is an extract from a chapter on plagiarism, which you may find helpful.

What is plagiarism?

Plagiarism is the *theft* of other people's words and ideas. Plagiarism happens when you claim (or *appear* to claim) that an idea, or the expression of it, is your own when in fact it is someone else's. Deliberate plagiarism usually takes the form of either getting someone else to write your essay for you and then saying it's yours, or copying chunks of text out of a book with the deliberate intent of deceiving the reader into thinking they are in your own words. Accidental plagiarism, which most institutions are obliged to penalize equally heavily, is achieved by oversight and/or lack of skill in manipulating information. Here are some examples of how it can happen:

- You make notes from a book, copying out lots of relevant passages and then, when you come to write the essay, you copy your notes into it, forgetting that they were copied in the first place.
- You use a book which covers exactly the area you are dealing with; you are aware that you mustn't copy it out, so you deftly rephrase little bits, by replacing 'small' with 'little', 'major differences' by 'main differences' and by swapping over the order of two halves of a sentence. *You* think that this is now legitimate, but your assessors do not.
- You use entirely your own words, but you don't acknowledge the source of your information.
- You draw from notes you made or were given for some previous course of study, without realizing that these were copied or adapted from some other source.

A reader will assume that any idea not referenced is your own, and that any passage not in quote marks is in your own words. This is a contract of trust which you must respect.

How to avoid accidental plagiarism: some strategies

Expect to acknowledge everything you've got from a source other than your own head. The things that don't need referencing are your own ideas and common or uncontroversial knowledge (*English is a Germanic Language*, for example). If in doubt, err on the side of *over*—referencing, until you get the knack. Having too many references in a text breaks up the flow of your writing, but that is the lesser of two evils. To avoid too much repetition, you may be able to say at the beginning of a section or paragraph: *The following is a summary of information given in Smith (1994)*. Note, however, that it is

not sufficient to give one vague reference to your source somewhere, and then draw directly from it for page after page.

Rather than just summarizing what you are reading for the sake of it, make notes relevant to the task in hand and identify the major points that relate to your purpose. Make the notes under headings; you can then write out your own version based on those points. When making notes, use your own words wherever possible. Never copy anything out without putting it in inverted commas and putting a page reference next to it. Always keep the full reference details for any source you draw on, as you will need them later. These details should be integral to your notes, so that you can easily see where an idea or quote has come from. Where your source text gives examples of a phenomenon under discussion, try to think of some examples of your own (or look them up in a dictionary or another book). This is in any case a good way of ensuring that you understand what you are writing about. However, if you are in doubt about whether your example is valid (e.g. where the examples have been drawn from a particular source that you cannot access), quote the ones you have been given and acknowledge them appropriately. If there is any terminology you don't understand, look it up [or ask your tutor for advice], don't just copy it out.

(Wray *et al*, 1998)

Listing your sources in a bibliography

At the end of your assignment, you should list the sources to which you have referred. The course books illustrate the conventional layout for different types of reference (see examples in the box below). When referring to course materials, you do not need to give such full sources (you could simply list materials as '*Describing Language*, Chapter 1' or 'Audiocassette 2 Band 2 Indian English', etc.). The important thing is that your tutor should be clear about material you have drawn on.

Reference list styles

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

Book

TRUDGILL, P. and HANNAH, J. (1994, 3rd edn) *International English*, London, Edward Arnold.

Chapter/extract from an edited collection

HARRIS, J. (1993) 'The grammar of Irish English' in MILROY, J. and MILROY, L. (eds) *Real English: the grammar of English dialects in the British Isles*, London, Longman.

Paper in a journal or magazine

WALES, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', *English Today*, vol. 10, no. 3, pp. 3-10.

Some frequently asked questions

Here we offer some guidance on some of the dilemmas that occur regularly when preparing to answer a TMA.

What should I do if the question is not clear or seems ambiguous?

As mentioned above, we try to ensure this will not be a problem. However, if you feel a question is unclear, you should contact your tutor in the first instance: he or she should be able to help you sort out any confusion. Failing that, you should state in your introduction how you are interpreting the question (together with whatever justification you think is necessary) and then proceed to answer it on those terms.

What should I do if I disagree with the arguments being put in the course material?

You are not expected to agree with everything that is said in the course book or audiovisual material. Indeed, we hope that you will engage in a critical dialogue with the analysis and arguments you encounter.

However, any criticism you offer should be based on sound knowledge and understanding of the ideas and information presented in that part of the course, and your reservations should be supported by relevant argument and information either from the course material or another source that is fully acknowledged and referenced.

Should I include personal experience and material from other sources?

You are often asked, as part of your study, to relate ideas in the course to your own experiences of English. It is also suggested that you collect your own examples of material to put in a 'cuttings file'. Examples might be newspaper articles dealing with any aspect of English, advertisements, letters, business cards, and so on. You may also like to jot down examples of English that you hear around you or which your children use. Some TMAs may refer directly to the cuttings file, with suggestions on how this may be used. Where TMAs do not do this, you may still feel that you have examples which are relevant. In this case, ensure that any examples you include can be related to the question; try to use them to illustrate or address points from the course; and select a small number of examples so that you have enough space to deal with ideas and evidence discussed in the course materials. Please remember to acknowledge your source. Extensive analyses should be accompanied by a photocopy of the original wherever possible.

Marking criteria

Your tutor will primarily make use of the following criteria in deciding what mark to give your assignment.

- *The relevance of your answer to the question as set*
Your tutor will look for evidence that you have clearly understood the question and directed your answer accordingly.

- *Your knowledge and understanding of the course material*
Your tutor will look for evidence that you have understood and can draw effectively on research evidence, ideas, concepts and arguments that are central to the course.
- *Your ability to discuss and evaluate alternative explanations and arguments*
Researchers and other commentators may provide different (and sometimes competing) explanations for linguistic events and processes. Your tutor will look to see whether you are able to discuss these, and evaluate any arguments put forward in support of a particular viewpoint.
- *The ability to present and pursue an argument*
Your tutor will examine the structure of your answer to assess how well you can put together the material you use to sustain and support an argument.
- *The ability to express yourself clearly using academic conventions as appropriate*
Your tutor will look for clarity in your work, in the way you make points, present research findings and make critical comments. You are not expected to make extensive use of technical vocabulary, but you should be able to refer to key terms and concepts from the course materials. You should also acknowledge clearly any sources you have drawn on.

For assignments that include practical work with language data, your tutor will take into account:

- *Your ability to make a clear analysis and interpretation of language data as specified in the assignment*
Your tutor will look to see whether your analysis is appropriate, whether it draws on relevant ideas and concepts from the course, and whether any interpretation you give is justified by reference to relevant aspects of the data.

The comments from your tutor should explain why you received the marks given. They will cover the content of your assignment (e.g. your understanding of key issues, the argument you have constructed). Comments may also include teaching points about aspects of your work which could have been strengthened or extended. In addition, they may suggest ways of improving your performance in future assignments.

The detailed marking criteria your tutor will use in marking both your TMAs, and final examination paper are as indicated on the following page.

The marking scheme for this course will be as follows:

Marking Criteria*

	<i>Criteria Mark/Band</i>	<i>Relevance to question</i>	<i>Knowledge and understanding of course material</i>	<i>Approach to alternative explanations and arguments</i>	<i>Construction of argument</i>	<i>Clear expression and use of academic conventions</i>	<i>Approach to language data (where appropriate)</i>
F	0<35 Fail	None or slight	Very little from course/fundamental misunderstandings	None or with no support from course	Slight	Expression and sentence structure needs attention/insufficient referencing	Slight
	35<50 Bare Fail (F)	Some relevant material but failure to address question	Little appreciation of main idea or inadequate knowledge/insufficient reading	No evidence of critical thinking	Lack of organization	Deficiencies	Insufficient/not enough detailed discussion of data
D D+	50<70 Satisfactory	Some ability to identify main issues	Very basic understanding of course material/substantial omissions and/or misunderstandings	Lacking /heavily descriptive	Lines of arguments may be clear for short sections but not sustained or developed	Bare bones of structure/coherent expression/attempts at referencing	Analysis barely appropriate /related to course. Interpretations barely justified
C C+	70<80 Good	Clear evidence of understanding question and overall direction of answer	Effective drawing on evidence/ideas/concepts and arguments central to the course	Recognition and limited discussion of competing explanations for linguistic events/processes	Clear, sustained argument	Good structure/ expression/referencing	Analysis barely appropriate/ related to course. Interpretations justified
B B+	80<90 Very Good	Utilizes a wide range of relevant and contemporary material to produce a cogent and insightful argument	Comprehensive and judicious use of relevant literature	Good discussion of competing explanations and arguments	Assertions are made with evaluated evidence; all sections contributing	Very good structure, expression and ability to employ sources appropriately	Very good analysis. Judicious interpretations.
A	90-100 Excellent	Creative /original relevant stance	Excellent knowledge and understanding	Critical approach	Cohesive/and original/creative	Excellent structure, expression and use of evidence	Excellent analysis/ interpretations

*These marking criteria are informed by and mostly extracted from the UKOU U210A Assignment Booklet 2004 (p. 30). They are to be used as general guidelines for marking TMAs, tests, and the final examination as long as they do not violate criteria and marking standards set by AOU including the marking and grading system indicated on page 20 of this Assignment Booklet. They are also subject to any changes AOU might deem necessary.

TMA 01

Please return your completed assignment to your tutor to arrive by the end of week 5.

This assignment covers your study of Block 5(Weeks 1-4). Your answer should be about 1,500-2,000 words in length.

TMA 01

To what extent does children's developing use of written English reflect the influence of cultural factors? Use an analysis of Anna's greetings card (*Study Guide 1*, p. 26) and Rujina's letter on p. 95 of *Learning English: development and diversity* as an initial basis for your discussion.

Notes

Before beginning your assignment, you should refer to the general guidance on essay writing at the beginning of this booklet.

This question asks you to consider the influence of cultural context on children's writing in English, in particular how the literacy practices of the contexts within which they write influence the ways in which they learn to write.

The assignment focuses particularly on Week 3. You will also find useful material elsewhere in Block 5, especially in Week 4. You will find useful material in:

- Chapter 3 of the course book *Learning English: development and diversity*, which discusses the development of children's literacy skills, and contains Rujina's letter;
- The notes on Week 3 in *Study Guide 1*, especially pp. 19-26 which include Anna's greetings card, other examples of children's developing writing and discussion by children of the ways in which they use writing;
- Chapters 5 and 7 of *Describing Language*;
- Chapter 4 of the course book and its accompanying readings;
- Audiocassette 5 Band 7 (interview with Shirley Brice Heath);
- TV5 and its accompanying notes.
- Any examples of children's writing from your own 'cuttings file'.

In answering this question, you will need to consider the forms which writing in English conventionally takes and the genres that children learn, both informally in the home and formally at school. This should lead you into a comparison of the literacy practices of the home environment and those of the school; you will need to discuss the variations in practices between different English-speaking environments, and whether the learning process is the same for monolingual and bilingual children.

The discussion and comparison of the two examples of children's writing mentioned in the question should give you a starting-point for your answer. You will also need to compare these with other examples from the course material and where appropriate, from your own collection. (If you include examples from your 'cuttings

file' please quote the text or attach a copy to your assignment.) One possible structure would be to spend some time on the analysis of the two examples first, using this as a foundation for your wider discussion of children's literacy practices and their connection with cultural factors. Alternatively, you could construct a broader argument from the beginning of your discussion.

[Extracted from *U210 Assignment Book 2001*, p.20]

TMA 02

Please return your completed assignment by the end of week 9.

The assignment covers your study of block 6 (weeks 5-8). Your answer should be about 1,500-2,000 words.

TMA 02

What are the most outstanding social, cultural, and political factors that influenced the English curriculum in respect of the teaching and learning of English in the nineteenth and twentieth centuries? How did some of these factors affect other languages and cultures with specific reference to Wales, Ireland, and India.

Notes

Before beginning your assignment, you should refer to the general guidance on essay writing at the beginning of this booklet.

The question refers particularly to week 5 (week 22 in *Study Guide 2*), but you will find relevant material in other parts of block 6.

The course components relevant to answering this question are:

- Chapter 5 of the course book *Learning English: development and diversity*, and Readings A, B and C of that chapter.
- You may also find relevant information and supporting details in Chapter six of the course book.
- TV6: "An English Education" (Concerning the role of English in education in Bangalore, the capital city of the state of Karnataka in Southern India", and the accompanying notes in *Study Guide 2*.
- Audio cassette 6, band 2 "English in school during the 1920s-1940s", and the accompanying notes in *Study Guide 2*.

You will need to give a summary of all relevant factors in no more than 250 words and then go on to discuss and illustrate the more salient factors by providing examples from the relevant course components outlined above. You are also encouraged to provide additional examples from your own experience, and/or cuttings file.

There are two strategies for answering this question. One strategy would be to produce a short summary of Readings (A) (B) and (C), and then use it to discuss the wider issues discussed in chapters 5, and 6 of the course book, and also in TV6 and AC6, Band 2. Another strategy would be to summarize the relevant information as presented in Chapter 5, and then expand on it by providing examples and supporting data from the three readings.

TMA 03

Please return your completed assignment to arrive to your tutor by the end of week 13. Your answer should be around 1,500-2,000 words.

TMA 03

In Reading A of Chapter 2 of the course book *Redesigning English: New texts, new identities*, Guy Cook and Kieran O'Halloran suggest that readers may have problems in "separating information from persuasion" (Course book, p. 73). They also suggest readers need to improve their "label literacy". Compare their discussion of the "Baby Organic Cereal" label to your analysis of two multimodal texts, considering the range of functions of their verbal and visual components.

Notes

Before beginning your assignment, you should refer to the general guidance on essay writing at the beginning of this booklet.

This question asks you to conduct a detailed analysis, both of the arguments in the reading by Guy Cook and Kieran O'Halloran, and of the examples of multimodal texts that you choose to study.

The assignment relates particularly to Week 10, though other parts of Block 7, especially Week 12, contain useful material. Relevant course components include:

- Reading A of Chapter 2 in *Redesigning English: new texts, new identities*.
- Chapters 2, 3 and 4 in the course book and their readings.
- Audiocassette 7, Band 3 and the accompanying notes in *Study Guide 3*.
- Video Band 10 and its notes in *Study Guide 3*.
- *Describing Language* sections 3.3, 3.4, 4.2, 4.4, 6.2 (see *Study Guide 3*, p. 11) to help in explaining the features of visual grammar discussed in Chapter 2.

The general discussion of the structure and functions of multimodal texts which Block 7 offers should form the background to your answer and should be drawn on to support your discussion of the specific examples. You should approach the reading critically; summarize and analyse Guy and O'Halloran's arguments, looking particularly at their implicit claim that the messages communicated by a multimodal text are not always straightforward. Then go on to apply a similar analysis to the multimodal features of the examples that you choose. Look at the functions of the verbal and visual components of each text and to the text as a whole; consider how the different verbal and visual elements inter-relate and whether they always work together. Relate your own analysis to the wider discussion of the features and functions of multimodal texts elsewhere in Block 7.

Your chosen examples could be taken from the course material (though it is preferable to choose ones that have not been fully discussed already, to give scope for your own analysis); or they could be extracts that you have chosen yourself from newspapers or magazines, advertising material or packaging. If you have access to the Internet, you could use a downloaded extract from a website. If you decide to use an example that is not in the course material, remember to attach it to your assignment.

[Modified from *U210 Assignment Book 2001*, p. 23]

University marking and grading

In addition to doing the three TMAs, you are also required to take two quizzes. Together, the TMAs, and quizzes constitute 100% of the Continuous Assessment Component of the course. The weighing and allocation of marks (out of a 100) is as follows:

Three TMAs 35 marks
Two quizzes 15 marks

The AOU standard scale of performance for the course is as follows:

Final grade in letters	Final grade in number	Final grade in points
A	90-100	4.00
B+	85 < 90	3.50
B	80 < 85	3.00
C+	75 < 80	2.50
C	70 < 75	2.00
D+	60 < 70	1.50
D	50 < 60	1.00
F	00 < 50	0.00