

**UNIVERSITY OF SWAZILAND**  
**DEPARTMENT OF ACADEMIC COMMUNICATION SKILLS**  
**SECOND SEMESTER MAIN EXAMINATION, MAY 2015**

**TITLE OF PAPER:** ACADEMIC COMMUNICATION SKILLS:  
ENGLISH FOR SPECIFIC PURPOSES (ESP)

**COURSE CODE :** ACS 103

**TIME ALLOWED :** 3 (**THREE**) HOURS

**INSTRUCTIONS:**

1. Write the name of your Faculty and Programme on the cover of your answer booklet
2. Answer **TWO** questions, one from each section.
3. This paper consists of **8** printed pages, including the cover page.

**THIS EXAMINATION PAPER IS NOT TO BE OPENED UNTIL PERMISSION HAS  
BEEN GRANTED BY THE INVIGILATOR**

## SECTION A – ESSAY WRITING

[ 60 MARKS ]

Choose ONE question from this section.

QUESTION 1

- a) Below are excerpts of students' comments on strikes and student unrest. Read the excerpts and write an essay of about 400 words (1 ½ pages) giving your views on student strikes and unrest in tertiary institutions. (Include citations and a reference / bibliography page).

EXCERPT 1

*We, the student community of Hofstra, are committed to the indefinite suspension of classes.*

*The slaughter of our brothers and sisters in Indochina, in our ghettos and on the campus has awakened us to the sickness and depravity which is pervasive in this society. We cannot, in good conscience, continue with business as usual.*

*For too long we have continued with business as usual while our brothers, both American and Vietnamese, have been needlessly slaughtered in Vietnam. Now the sickness of war has spread through Indochina and the genocide will continue. For too long we have continued business as usual while political repression flourishes in this country.*

*Time has come for action. Time has come to move out of the classroom and into the community.*

*We have closed the university so as to enable us to better meet the needs of the crisis in which we find ourselves. Power to the people!!!*

***The New Student Community: O.B.C.*** Retrieved from:

[http://www.hofstra.edu/Library/libspc/libspc\\_oe\\_student\\_unrest.html](http://www.hofstra.edu/Library/libspc/libspc_oe_student_unrest.html) 19/03/2015

**EXCERPT 2****Anti-Radicalism: Ridicule**

A few students actively worked to thwart or at least mock the efforts of Hofstra students who ascribed to the viewpoints of the country's so-called "New Left." One group, the Political Affairs Club of Hofstra University, distributed flyers with a list of demands supposedly supported by the fictitious group called Students for an Ultimately Demanding Society - (SUDS). The purpose of the flyers was obviously to mock the demands of the student activist group - Students for a Democratic Society (SDS). These demands included the establishment of a "separate School of Demands" to develop demands for those organizations that need some. In league with demands of SDS to have the Administration announce the number of all the radicals and dodgers on campus, we demand the number of non-compliant students publicized.

*In essence, we demand these demands: that all demanders should be able to demand that which they deem demandable without interference from those demanders who demand that their demands be demanded by all demanders. In your heart you know we're right.*

Retrieved from:

[http://www.hofstra.edu/Library/libspc/libspc\\_oe\\_student\\_unrest.html](http://www.hofstra.edu/Library/libspc/libspc_oe_student_unrest.html) 19/03/2015

**EXCERPT 3**

There were also anti-strikers on campus, including a group called the "Strike Back Committee." They opposed the suspension of their classes. As an editorial written in the Hofstra Chronicle on May 1, 1970, before the actual suspension of classes, asked:

*How much longer will they believe that they can disrupt this school and expect amnesty?  
How much longer will they cry about freedom and deny access to classes for students who choose to attend?  
How much longer people? How much longer?  
Down with strikes!!  
We want to go back to class!!*

Retrieved from: [http://www.hofstra.edu/Library/libspc/libspc\\_oe\\_student\\_unrest.html](http://www.hofstra.edu/Library/libspc/libspc_oe_student_unrest.html) 19/03/2015

**Question 1 (Cont.)**

- a) **Some people say that the concept of democracy is alien to Africa. They say that it is a concept that has come from the Western world. This statement may be right or wrong, or just fair, depending on what other questions are taken into consideration.**

**Making close reference to the excerpts below, argue whether democracy can deliver for Africa. (Include citations and a reference page). Your essay should not exceed 400 words (1 ½ pages).**

**EXCERPT 1**

**Can democracy deliver for Africa?**

**What is democracy?**

*By Macdonald Chipenzi*

Director, Foundation for Democratic Process

"Democracy is the rule of the people. A truly democratic country puts the needs of the people above the egos of politicians - although in practice, this is rarely the case.

Regular elections are not synonymous with democracy. Too often, elections are not themselves democratic because they lack essentials like competitiveness, inclusiveness and definitiveness. And democracy goes beyond free and fair ballots. Democracy is also rule of law; accountability; freedoms of association, assembly, opinion and expression; equality; and responsiveness.

Democracy is the existence of free media and mass movements able to expose sores and decays within society and governance.

What we see now is a crisis in democracy: Self-interested and unresponsive

governments have betrayed the aspirations of initiators of African democracy.

Economically, South Africa is still one of the most unequal societies in the world. The same party has been in power since the beginning of multi-party democracy, and that does not look like changing any time soon.

There is also a difference between democracy in theory and democracy in practice.

**Adapted from:**

**<http://www.bbc.com/news/world-africa-24228425>**

**EXCERPT 2****How to "Africanise" democracy**

Speaking this year on the death of Ethiopia's Prime Minister Meles Zenawi, Rwanda's President Paul Kagame was clear about both countries' lukewarm relationship with a Western version of democracy.

"Invariably, the question has been raised about whether the emphasis on development and the role of the state in it is not done at the expense of democracy and people's rights.

"Those who disagree with or criticise our development and governance options do not provide any suitable or better alternatives. All they do is repeat abstract concepts like freedom and democracy as if doing that alone would improve the human condition. Yet for us, the evidence of results from our choices is the most significant thing."

President Kagame is not alone in questioning multi-party democracy in the African context. Indeed, US historian William Blum in a recent book describes democracy as a Western imposition on

Africa - "America's deadliest export" and foreign policy tool.

Consequently, there has been some discussion as to how to "Africanise" democracy. Mr Zimba suggests incorporating traditional power structures into formal government.

"At the moment chiefs are seen as political footnotes, even though they are often more effective and revered than politicians. Politicians recognise the influence of traditional leaders on how communities vote during elections and try to manipulate this. A better system would be some kind of bicameral government, even giving traditional leaders legislative powers."

As with any healthy democracy, there is a range of opinions and robust debate, but the consensus seems to be that whilst democracy is not delivering as well as it could be for Africa, it remains the most viable form of government for the continent.

Mr Ngoma sums it up: "Democracy on paper is very beautiful, but the practice depends on what practitioners actually do - and often they're not doing very well."

**Adapted from: <http://www.bbc.com/news/world-africa-24228425>**

**25 September 2013, BBC Africa (Online Newspaper)**

**EXCERPT 3****Definition of Democracy**  
**By Simon Kabanda**  
**(Online Journal)**

Democracy in its totality may entail participation. This is participation of all the concerned stakeholders. It is participation by the governed as well as the governors. This participation can however be at various levels and in different ways. But what is essential is participation. Now, is this understanding of democracy something alien? Is there a different way of defining democracy in Africa? What would we mean by African democracy? What are some of the ingredients of African democracy?

A constitution is an instrument of governance. Do African constitutions promote democracy?

What are some of the contributing factors to the break-down in constitution-making processes in Africa? There is need for more investigation and analysis on this issue in order to generate more insights and knowledge.

Retrieved from:

[http://redirect.hp.com/svs/rdr?TYPE=4&s=myhpgames&tp=iefavbar&pf=cndt&locale=en\\_US&bd=all&c=104](http://redirect.hp.com/svs/rdr?TYPE=4&s=myhpgames&tp=iefavbar&pf=cndt&locale=en_US&bd=all&c=104) 17/03/2015

Elections are one way through which people of a given country participate in governance. Periodic elections are thus understood to be one of the pillars of democracy. However, it is common in a number of African countries to accept the results of elections. Many times you hear sentiments being expressed that the elections were not free and fair, or that they were rigged or stolen.

Whereas elections should serve to promote and strengthen democracy, in Africa they are a source of conflict. People of a given country fight before, during or after elections. Why is this so? Do people really understand the significance of elections? Why is it difficult in Africa to accept the results of the elections? Does it mean that Africans do not appreciate democracy, or they do not want democracy? Is this why they say that democracy is a foreign concept that has just been imposed on Africa?

**SECTION B- PROFESSIONAL WRITING****[40 MARKS]****QUESTION 2****Choose ONE question from this section.**

- a) Read the following article, and then attempt the following question:

**Imagine you are a lecturer who has received a note from a student who you are pretty sure is making up a story about a dead grandmother. In not more than 250 words (1 page), write a response to the student's letter.**

**Dear student: should your granny die before tests.....**

Every semester, at university, there is a rash of students who kill off their grandmothers right before a midterm paper or major test. Some are serial murderers who repeatedly send their grannies into that long, dark night.

No, students are not literally killing their grandmothers, but this crime, which veteran professors say has long been part of the folklore of teaching, is a real phenomenon. And there's a name for it. It's called the "Dead Grandmother Problem."

Many years ago, Themba Sukati, a biologist at the University of Swaziland, studied the problem and proved that there is definitely a correlation between grandparent deaths and exams. After collecting data for 20 years, Sukati concluded that a student's grandmother was far more likely to die before tests than at any other time of the year. More specifically, his research showed that grandmothers are 10 times more likely to die before a test, and 19 times more likely to die before a final exam. Grannies of students who were not doing well in their classes were at even higher risk of meeting their maker: Students who were failing a class were 50 times as likely as others to lose a grandmother.

Some professors say they tend to assume the excuses are merely sympathy scams, and they do not want to feel like a student is pulling a fast one on them. That said, no one wants to risk offending a student who is actually grieving. It is pretty heartless to request to see a death certificate. Besides, some professors have reported instances in which students submitted fake obituaries crafted on their computers.

"When it comes to death, I am firmly in the compassion zone," says Gugu Dlamini, an associate professor of Social Work at the University of Swaziland. Even though she has had her share of suspicious death excuses, Dlamini says she has seen plenty of real, unexpected deaths too. So she always accommodates students.

“Death is traumatic, and no one knows how to handle it perfectly, so maybe the student’s delivery of the excuse only sounds suspect because she is traumatized and doing the best she can,” she says. “Even unengaged and failing students have family members who die. Do you really want to be *that* professor who asks for ‘proof’ of a death?”

But for many teaching undergraduate students, and even seasoned professors who are not quite so accommodating, responding appropriately to these student letters can be tricky. So I decided to ask a handful of professors to write responses.

*Adapted from: <https://chroniclevitae.com/news/886-dear-student-should-your-granny-die-before-the-midterm#sthash.xcfwQVWh.dpuf>*

- b) Read the following scenario and then in not more than **250 words** (1 page), write an investigative report.

Lecturers have reported rampant cheating at the university, dishonest actions such as downloading essays from the internet, asking other students to write their assignments, reproducing work of other students without acknowledgement, and copying during the examination. The Vice Chancellor, as a result, assigned you, the Tutor, to investigate the prevalence of this crime and ways to combat it.

**You may carry out the investigation from the results of students who graduated from 2013 to date. Submit your report on the 2<sup>nd</sup> of August, 2015.**

Write only the following:

- i. terms of reference
- ii. method / procedure
- iii. findings
- iv. conclusions
- v. recommendations