FEEDBACK TUTORIAL LETTER

SEMEMSTER 1: (2023)

ENGLISH FOR ACADEMIC PURPOSES (EAP 511S)

ASSIGNMENT 1

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TUTORIAL FEEDBACK LETTER

APRIL 2023

ASSIGNMENT 1

Dear Students

Thank you for submitting your first assignment for the semester. Some of you performed exceptionally well and this could be an indication that you have read the various units before completing the assignment. Others, however, did not perform very well and I would like to encourage them to work harder to attain success at the end of the semester. I would want to use this opportunity to also remind all students, regardless of their performance in the assignment, about plagiarism. To this end, I would like to highlight pertinent statements contained in the *Statement about Academic Honesty and Integrity.*

> The core activity of NUST is learning and in this respect academic honesty and integrity is very important to ensure that learning is **valid, reliable and credible**.

> NUST therefore does not condone any form of academic dishonesty, including plagiarism and cheating on tests and assessments, amongst other such practices. NUST requires students to **always do** their **own assignments** and to **produce** their **own academic work**, unless given a group assignment.

I applaud the students who completed and submitted their own work and whose scores are an indication of learning which is valid, reliable and credible, regardless of the score they obtained in the assignment. At the same time, I would like to encourage those who did not submit their own work to recommit to their studies and in future assessments uphold academic honesty and integrity.

In this feedback letter, I will highlight questions that proved to be a little challenging for many students. However, the aim is not to provide feedback on every question as a comprehensive memo is attached to this letter. This feedback letter does not replace

individual feedback each of you received for assignment 1, nor does it replace the study material (e.g. the study guide or supplementary material).

Question 1: Academic reading

The academic reading question assessed your understanding and use of academic reading skills and strategies. One of the instructions accompanying this section read *Avoid lifting from the text*, an instruction many students seemed unable to comprehend. In the context of reading comprehension, lifting from the text refers to copying an entire sentence from beginning to end (head to tail) in answer to a question, while including both relevant and irrelevant information. This is strongly discouraged as it suggests lack of understanding of the question and/or the text on the part of the student. Answers must be precise and include only accurate details. This means extract from the text or sentence only that part of information which successfully responds to the question while omitting information that is vaguely or not at all related to the question/answer.

This section was generally well answered, except for some questions highlighted below.

Question 10 required students to use an appropriate graphic/semantic organiser, and clearly present the characteristics of low spenders and high spenders on counterfeit branded clothing as explained by Phau et al. (2001) and Prendergast et al. (2002). Marks were awarded for appropriateness of graphic/semantic organiser, characteristics, and content. **Thus, you were expected to read the information provided by Phau et al. (2001) and Prendergast et al. (2002) and then recognise the text structure, which would then guide you to the appropriate graphic/semantic organiser.** The information identifies the differences between low spenders and high spenders on counterfeit branded clothing; thus, **a table would be the most appropriate graphic organiser to use (see pg. 23 of the Academic reading unit).** Although many of you used graphic/semantic organisers to represent the information, the chosen organiser did not clearly indicate contrast.

For **Question 11,** you were expected to read the numbered sentences in paragraphs C, D, E and L and indicate the relationship signalled by each cohesive device in bold. You were supposed to only write the sentence number and the correct answer. Some of you

did not follow the instruction on how to respond to the question. **Part of assessment is to see if students can a) understand and then b) correctly respond to questions. This means that you should carefully read each question and the accompanying instructions on how to answer the question.** Some students wrote the letters of the paragraphs which contain the numbered sentences instead of the numbers. Some randomly selected cohesive devices from the identified paragraphs instead of identifying those in the numbered sentences. Secondly, instead of indicating the function of each identified cohesive device, some simply listed the cohesive devices in the numbered sentences.

Other general mistakes identified while marking the academic reading questions are:

1. Students paraphrased the information, even tough they were not required to do so. **While writing answers in your own words is credible, the meaning contained in the paraphrased version should still be the same as the original.** However, in most cases the meaning changed.

2. It appeared as if some students used external sources to respond to the qestions (e.g. question 6 about stages in the process of deception). Instead of the three stages listed in the text, students listed six stages. **All the answers were supposed to come from the reading text.**

3. Some words from the text were misspelt. It is important to spell words taken from the text correctly.

4. In some cases, students did not answer the question, but rather lifted parts from the text in answer to the question. See example below:

   In answer to question 3, which read: *According to Gentry et al. (2001) and Ang et al. (2001), what is the reason for the increase in counterfeiting?*

   Provided answer

   Despite the fact that consumers are aware of the ethical issues in relation to purchase of counterfeit products (Nill and Schultz, 1996), past research has revealed that approximately one-third of consumers would knowingly purchase counterfeit goods (e.g. Phau et al., 2001; Tom et al., 1998). Since demand is always the key driver of a market, a number of researchers have argued that

consumer demand for counterfeits is one of the leading causes of the existence and upsurge in growth of the counterfeiting phenomenon (e.g. Gentry et al., 2001; Ang et al., 2001).

It is important to answer the question instead of lifting parts of the text which contain the answer among some irrelevant information.

5. Finally, some students did not **match the answer length to the mark allocation per question** (e.g *consumer demand* **vs** *Since demand is always the key driver of a market, a number of researchers have argued that consumer demand for counterfeits is one of the leading causes of the existence and upsurge in growth of the counterfeiting phenomenon* in answer to question 3.). **This question required a short answer** since the answer attracted one mark only.

Question 2: Language usage

It was important to read the Language usage unit before responding to this question. Some questions that seemed to be challenging are highlighted below.

Question 2.2 focused on the functions of the inflections on selected words. Inflections in English perform eight functions only (see table below). In some cases, students did not recognise the highlighted morphemes as inflectional morphemes. In other cases, students recognised that the highlighted morphemes were inflectional and therefore perfom grammatical functions. However, in some instances, these students failed to identify the specific function performed by the inflections, particularly for verb inflections which indicate tense. In such cases students provided general answers (e.g. *indicates past simple tense* **vs** *indicates tense*). **In future assessments, marks will not be allocated if students are not specific about the functions of the different inflections.** Be specific in relation to functions of inflections.

THE INFLECTIONAL MORPHEMES OF ENGLISH

Suffix	Function	Example	Attaches to
-s	plural	cats	Nouns
-'s	possessive	brother's	Nouns
-er	comparative	taller faster	Adjectives
-est	superlative	tallest fastest	Adjectives
-s	third person singular present tense	(she) walks (he) eats	Verbs
-ed	past tense	walked called	Verbs
-ing	progressive	walking giving	Verbs
-en	past participle	(have) given (have) eaten	Verbs

Question 2.4 appeared to be challenging for most students. This question required students to analyse the word *knowingly* according to its morpheme structure.

1. Generally, some students did not follow instructions on how to answer **question 2.1.** In future assessments **you will not score marks if you do not adhere to the instructions on how to answer questions.**
2. Although **question 2.3** was generally well answered by some students, many students were not familiar with word formation processes. The processes identified in the Language usage unit are **compounding, derivation, coining, blending, borrowing** and **acronyms. It is important to properly identify and label the word formation processes.** In future assessments, incorrect labeling will not be accepted.

Question 3: Text structure

Question 3 assessed your paragraph writing skills. In addition, since the question was based on your answer to **question 10** in the *Academic reading* section of the assignment, it meant that indirectly your ability to recognise text structure and note-taking skills were assessed. If you did not correctly respond to **question 10,** it would be a challenge to answer the paragraph question.

This question also required you to generally review how to construct a paragraph. **A paragraph is a unit of writing**, mostly in a larger body of work and should reflect basic aspects – topic sentence, supporting details and closing sentence.

Unfortunately, some students did not adhere to the appropriate structure for paragraphs and wrote what appeared to be essays or several single sentences separated by spaces in between. See below for a student example of what does not constitute a paragraph.

Question 3

When comparing and contrasting, the characteristics of low and high counterfeit product spenders are quite distinct.

*This is not a paragraph. Review paragraphing.*

Low spenders: Are typically blue-collar workers with low incomes and low levels of education who do not have children.

High spenders: On the other hand, are typically white-collar workers with high incomes, high levels of education, and children between the ages of 25 and 34. Furthermore, the lifestyles of these two groups of people differ significantly; while low spenders tend to live more modestly... having less money to spend while high spenders have more money to spend.

Differences from the low spenders and high spenders are other perceived differences, as well, including educational backgrounds, appearances, and social classes classes.

High spenders: tend to live more extravagantly. In conclusion, despite some similarities, there are significant differences in the characteristics of low and high counterfeit product spenders.

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In addition to basic paragraph construction knowledge, you were expected to construct the paragraph according to the identified structure (i.e. contrast structure). This meant that the topic sentence was supposed to signal the topic, text structure and the main idea of the paragraph. Other aspects to include were the supporting sentences (main and minor), text structure specific cohesive devices and a closing sentence. See a student example on the next page.
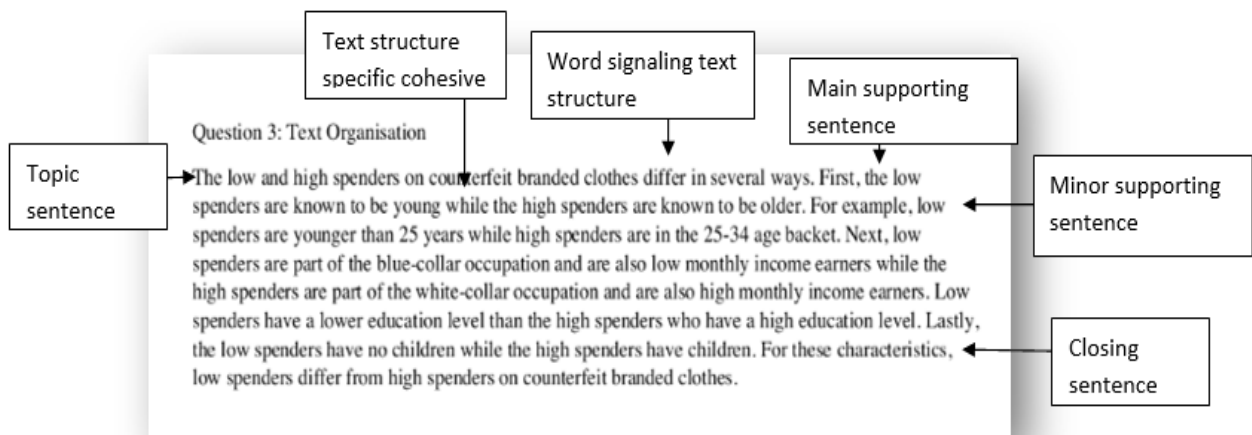
Student paragraph example

Notice that in the student example, the topic sentence signals the **topic/subject of the paragraph** (low spenders and high spenders), the **point the author makes about the topic** (differ in several ways in relation to their spending on counterfeit products) as well as the **text structure** signalled by the use of *differs,* which signals contrast. In some instances, students constructed paragraphs without topic sentences. In fact, in some instances, the 'topic sentences' were not sentences at all, but rather topics (e.g. Characteristics of low spenders and high spenders). **Other important elements (supporting sentences, cohesive device(s), and the closing sentence are highlighted in the student paragraph example.**

See below for another general contrast paragraph that highlights some important paragraph elements.

Unfortunately, some students were off topic and constructed paragraphs on topics other than what they were supposed to write about. Several students submitted the same paragraph for assignment 1 and thus did not score marks for the paragraph question. **See the next page for an example of a paragraph submitted by several students**.

Question 3: Text Organization

People who spend on counterfeit branded clothing are classified as either low spenders or high spenders based on their distinct traits. Firstly, high spenders have a higher income than then low spenders. This can be attributed to the fact that high spenders have more disposable income. In addition, low spenders usually have blue collar jobs while high spenders have white collar jobs. People in white collar jobs earn more hence they have enough to spend on branded clothing. Finally, low spenders are usually young individiuals while high spenders are old and usually between the ages of 25 to 34. This means that older people are more likely to spend on counterfeit goods than then young people. It is therefore vital to distinguish between high spenders and low spenders

Paragraph example submitted by many students

This is just one of the paragraphs submitted by several students. **It is important to submit your own work and learn in the process of working on the assignments yourself instead of copying from others and risk failing once caught.** It is also important not to copy entire paragraphs from online sources as plagiarism in all its forms is seriously discouraged.

Apart from submitting the same paragraph(s) for assessment purposes, students also simply lifted from the text. **Although paraphrasing is not required in the context of reading comprehension assessment, for writing purposes (e.g. paragraph construction) you are expected to paraphrase.** Avoid direct copying of sentences from the text in your answer.

If you did not score any marks or scored low marks for the paragraph question, please review the Text structure unit as well as paragraphing in general. By so doing, you will be

better prepared for writing body paragraphs in the report assignment, where paragraphing skills are among some of the skills assessed in report writing.

Conclusion

Once again I would like to thank you all for completing and submitting assignment 1. This This feedback letter provided a framework as to how you were expected to respond to some questions. The feedback letter does not replace individual feedback each of you received for assignment 1, nor does it replace the study material (e.g. the study guide or supplementary material). Please study this tutorial letter carefully and do not forget to go through the memorandum, which is attached to this tutorial letter. I wish you all the best in your studies as well as assignment 2, which is due soon. I wish you all the best for all remaining assessments and I hope you will pass this module at the end of the semester. This can only be achieved if you commit to your studies and work hard.

Regards,

Ms Lyamine Y (Tutor-Marker)

English for Academic Purposes

ASSIGNMENT 1 MEMORANDUM

ASSIGNMENT 1 [50 Marks]

Question 1: Academic Reading   [25 Marks]

Instructions for responding to reading comprehension questions

a) Avoid lifting from the text.
b) Match the answer length with mark allocation per question.
c) Do not misspell words from the text in your answer.
d) Number your answers exactly as numbered in this section.
e) Do not rewrite the questions.

Questions

1. What do the following abbreviations stand for?   (2)
   a) CBP
   b) BP

   Answer:
   a) **Counterfeit branded products** √
   b) **Branded products** √

2. What makes this study original or valuable?   (1)
   It is one of the few studies which have examined the impact of CBP on its counterpart BP from both the brand and product perspectives. √

3. According to Gentry et al. (2001) and Ang et al. (2001), what is the reason for the increase in counterfeiting?   (1)

   Consumer demand (for counterfeits) √

4. Provide three reasons why the analysis of consumer perceptions and decision-making processes are important for marketers. Number your reasons.   (3)
   1. **It can help marketers determine what influences consumers' buying power.** √
   2. **It can provide marketers with a more detailed picture of how their brand is perceived by consumers in comparison with other competing brands.** √

3. **It will enable marketers to draft/come up with better positioning strategies (against counterfeits)/ may assist marketers to develop more effective campaigns and positioning strategies against counterfeits. √**

5. Differentiate between deceptive and non-deceptive counterfeiting. (2)
   Deceptive counterfeiting is when consumers unknowingly purchase counterfeits √ whereas non-deceptive counterfeiting refers to when consumers knowingly purchase counterfeits. √

6. List the stages in the process of deception? (3)
   Exposure, √ **attention**, √ and **interpretation**. √

7. How is *perception* defined in the context of this study? (1)
   It is defined as the consumer's interpretation of an object. √

8. According to Koekemoer (1991), on what does the correct interpretation of marketing information depend? (2)
   On consumer's perception √ of marketing content √
   NB!   Award 1 mark only if answer is *perception.*

9. Name the primary components of a brand's image. Number your answers.
   (3)
   1. **Physical elements/attributes √**
   2. **Functional characteristics/benefits or consequences of using a brand √**
   3. **Brand personality √**

10. By using an appropriate graphic/semantic organiser, clearly present the characteristics of low spenders and high spenders on counterfeit branded clothing as explained by Phau et al. (2001) and Prendergast et al. (2002).

    Marks will be awarded for appropriateness of graphic/semantic organiser, characteristics, and content.
    (3)

    Answer example

Characteristics of low spenders and high spenders on counterfeit branded clothing					
Characteristics/Criteria	**Low spenders (LS)**			**High spenders (HS)**	
Age bracket	Young			25-34	
Type of occupation	Blue-collar			White-collar	
Level of income	Low(er) monthly income			High(er) income	
Educational level	Low(er)			High(er)	
Children	Yes	No	X	Yes	X	No

Use your discretion when marking this question.
Allocate marks as follows.
Appropriateness of graphic or semantic organiser   -   1 mark
Appropriateness of criteria for contrasting btw LS and HS   -   1 mark
Clear distinction between LS and HS and differences   -   1 mark

Please note the following.
- **The graphic/semantic organiser should be appropriate for representing differences (No Venn diagram). The graphic organiser should be labelled appropriately (Characteristics of … or Differences between Low spenders and High spenders) to score a mark.**
- **A minimum of three characteristics/criteria must be identified to score a mark. Phrasing must be different.**
- **A minimum of three differences between LS and HS must be listed clearly to score a mark.**

11. Read the numbered sentences in paragraphs C, D, E and L and indicate the relationship signalled by each cohesive device in bold. **Write the sentence number and the correct answer ONLY**.   (4)
    1. **Second**   -   **enumeration/listing**
    2. **Moreover**   -   **addition**
    3. **Like**   -   **comparison**
    4. **Such as**   -   **exemplification/illustration**

Question 2: Language Usage   [13 Marks]

(NOTE: Before answering this section, it is important to study the *Language usage* unit (Unit 1) of the Study guide.)

2.1 Match the affixes in bold in each of the following words with their correct meaning. Write numbers i-v and the letter of the correct meaning ONLY.   (5)

i)   **d**   ii)   **c**   iii)   **e**   iv)   **a/b**   v)   **b/a**

2.2 What is the function of the underlined morphemes in each of the words below?
                                                                                (4)

a) counterfeit<u>s</u>   **Paragraph A**   indicates number/plural form

b) diminish<u>ed</u>   **Paragraph M**   indicates past (simple) tense

c) consumers<u>'</u>   **Paragraph B**   indicates possession

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d) remain<u>s</u>   **Paragraph B**   indicates present (simple) tense (3rd person, singular)

2.3 Which word formation process was involved in the creation/formation of each of the following words? (3)

  a) Per se   Paragraph F   **borrowing**
  b) Widespread   Paragraph A   **compounding**
  c) Indistinguishable   Paragraph A   **derivation/affixation**

2.4 Analyse the word *knowingly* (Paragraph B) according to its morpheme structure.

(1)

    Know + ing + ly

    No labelling is required to score a mark.

Question 3: Text Organization [12 Marks]

(NOTE: Before answering this section, it is important to study the Text organization unit of the supplementary material to the study guide. You might also benefit by reviewing the general elements of body paragraphs.)

Using the notes you created for question 10 in Section A, construct a paragraph according to the following criteria/requirements.

  a) Decide on the appropriate structure for your paragraph (e.g. compare and/or contrast, cause and/or effect, problem-solution or sequence).
  b) Decide on whether to use the block or alternating approach for organising information within the paragraph.
  c) Your paragraph should have   1) a topic sentence signalling the topic, main structure;
                               2) supporting details (3 main and 3 minor supporting sentences);
                               3) at least three different text structure specific cohesive devices;
                               4) and a closing sentence.
  d) Do not number the sentences. Your answer must be a single paragraph consisting of all paragraph elements mentioned in (c).

Marks will be allocated as follows.

Topic sentence   2 marks

Supporting details a) main supporting sentences   3 marks

b) minor supporting sentences 3 marks
Closing sentence   1 mark
Three different text structure specific cohesive devices   3 marks

Award marks as follows
NB! Please do not mark   **1) if it is not a paragraph (e.g. an essay)**
2) topic sentence is positioned apart from the paragraph/rest of the texts
3) if most parts of the paragraph are highlighted by Turnitin
4) if most of the information is copied (as is) directly from the text

Topic sentence   2 marks

Supporting details a) main supporting sentences   3 marks

                     b) minor supporting sentences   3 marks
Closing sentence   1 mark

Three different text structure specific cohesive devices 3 marks

See below for a contrast paragraph example using the alternating method.

There are several ways in which low spenders on branded counterfeit products differ from high spenders. The first characteristic that distinguishes low spenders and high spenders is age. Low spenders are usually young and below the age of 25, while high spenders are between the ages of 25-34, which makes them older than low spenders. Another difference between low spenders and high spenders is their occupation. Low spenders are employed in blue collar occupations where whereas high spenders are in white-collar professions. This means that low spenders earn less than what high spenders earn. Low spenders and high spenders also differ in terms of their education level. Low spenders usually have lower levels of education. In contrast, high spenders are likely to be highly educated due to the nature of their professions. Thus, they might feel the pressure to spend more on counterfeit branded products. It is therefore vital to consider the various characteristics between low spenders and high spenders when assessing spending on branded counterfeit products.

See below for a contrast paragraph example using the block method.

There are several ways in which low spenders on branded counterfeit products differ from high spenders. In terms of age, low spenders are usually young. This means they are usually below the age of 25. In addition, low spenders are employed in blue collar occupations. This means that low spenders do not earn much and can therefore not

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spend too much on counterfeit products. Another characteristic of low spenders is that they usually have lower levels of education. This probably also explains why they are in blue collar occupations. On the other hand, high spenders are between the ages of 25 and 34. This makes them older than low spenders. Unlike low spenders, high spenders are in white-collar professions. This explains why they earn more than low spenders. In terms of their education level high spenders, in contrast to low spenders, are likely to be highly educated due to the nature of their professions. Thus, they might feel the pressure to spend more on counterfeit branded products. It is therefore vital to consider the various characteristics between low spenders and high spenders when assessing spending on branded counterfeit products.

TOTAL MARKS FOR ASSIGNMENT 01: 50
END OF ASSIGNMENT 01 FBTL