

**Arab Open University**

**Tutor Marked Assignment (TMA)**

**FACULTY OF LANGUAGE STUDIES**

**E301A TMACOVER FORM (2013/2014)**

|  |  |
| --- | --- |
| **Branch:** | **Program: English Language and Literature** |
| **Course Title: The Art of English: Everyday creativity** | **Course Code: E301A** |
| **Student Name:** | **Student ID:** |
| **Section Number:** | **Tutor Name:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Mark Allocated**  **to TMA** | **STUDENT MARK** | | |
| **20%** | **for content : a max of 20 marks** | **marks deducted for lang. & communication errors: a maximum of 6 marks** | **Earned Mark** |
|  |  |  |

**Notes on plagiarism:**

1. According to the Arab Open University By-laws, “the following acts represent cases of cheating and plagiarism:

* Verbatim copying of printed material and submitting them as part of TMAs without proper academic acknowledgement and documentation.
* Verbatim copying of material from the Internet, including tables and graphics.
* Copying other students’ notes or reports.
* Using paid or unpaid material prepared for the student by individuals or firms.

1. Penalties for plagiarism ranges from failure in the TMA to expulsion from the university.

|  |
| --- |
| Declaration: I hereby declare that the submitted TMA is my own work and I have not copied any other person’s work or plagiarized in any other form as specified above.  Student Signature: |

**TMA feedback: (PT3)**

**E301A: The Art of English (I)**

**TMA: Semester 2, 2013 - 2014**

**TMA: 20 points**

*[Prepared by Course Chair: Dr.Yusuf Shudooh]*

**TMA Question:**

**How do people use language to “style” themselves – to take on a particular persona or juggle between personae in interaction with others?**

**You are encouraged to reflect on your own experience, use your own examples, report views and cite examples from both the course material and other sources.**

**Student notes:**

* This TMA is to be written in between 1400 - 1500 words.
* The main source of study material for this TMA topic is Chapter 3 of the textbook *The Art of English: literary creativity* and Readings A and B in the same chapter.
* There is also relevant material in the E301A *Study Guide* (Unit 3, pp. 29-41).
* The accompanying CD-Rom Bands: 7 (Messing with style), 8 (Language crossing) & 10 (Performance and performativeity) are useful too.
* Any other external resources you find relevant.
* Students are welcome to provide views and examples from their own cultural/linguistic background. These will be considered as an added asset.

**Bibliography**

**Suggested Resources**:

1. Goffman, E. (1981) *Forms of Talk,* Oxford, Blackwell.
2. Hebdige, D. (1984) *Subculture: The meaning of style,* New York, Methuen.
3. Hewitt, R. (1986) *White Talk Black Talk,* Cambridge, Cambridge University Press.
4. Rampton, B. (2005) *Crossing: Language and Ethnicity Among Adolescents,* Manchester, St. Jerome Press; 1st ed. London, Longman.

**Learning Outcomes (**extracted and slightly adapted from: www.open.ac.uk):

These outcomes represent an initial draft that will need to be refined as the course develops. The course provides opportunities for students to develop and demonstrate the following learning outcomes:

**1. Knowledge and understanding:**

You are expected to demonstrate knowledge and understanding of:

1. How English (and other languages) may be used creatively, both in

everyday and more literary texts and practices;

1. The diverse forms that creativity/verbal art may take in English; how these relate to the affordance (being able to do or provide something without unacceptable or disadvantageous consequences) of different modes and media, genres and social/cultural contexts.
2. The role of different participants - authors, designers, audiences (listeners, readers, viewers) - in the construction of ‘artful’ texts and practices;
3. Different theories of creativity/verbal art, including those that focus on

‘local’ interactional functions and those that appeal to more general explanations - socio-psychological, neurological, evolutionary;

1. Different theoretical and analytical approaches to the study of

English/language (including those that privilege texts, those that privilege contextualized language practices, those that insist on a critical approach to texts/practices) and the relative strengths and limitations of these approaches.

1. A wide range of terminology for describing English language texts and

practices.

1. How your learning in different parts of the course may be integrated

according to the central conceptual strands of the course: how meaning is collaboratively produced through spoken, written and multi-modal communication; the relationships between language and context, language and identity, language and social/cultural diversity, language and power.

**2. Cognitive skills:**

You are also expected to:

1. Critically evaluate the strengths and limitations of particular theoretical

and analytical approaches to the study of language.

1. Apply different approaches to the study and analysis of spoken and written language (including linguistic/textual approaches, ethnographic and practice-based approaches, semiotic and multimodal approaches, literary approaches and critical approaches).

3. Describe and analyze both relevant formal properties of spoken and

written texts and how these are used for a range of purposes by speakers and writers.

1. Use appropriate terminology to describe and discuss specific theories,

concepts and evidence.

5 Synthesize different points of view, and personal research data in order to reach your own conclusions.

6. Relate theoretical concepts to concrete experience.

**3. Key skills:**

1. Read academic and other texts critically, identifying and evaluating

positions and arguments.

2. Develop research skills, including the ability to gather, sift and organize material and to evaluate its relevance and significance.

3. Use ICT, including the Internet, to access information.

4. Select and synthesize the main points of information, or of an argument, from a variety of sources.

5. Exercise critical judgment about sources of evidence.

6. Develop good practice in the acknowledgement of source material and in the presentation of bibliographies, using appropriate academic

conventions.

7. Construct a coherent argument, supported by evidence and clearly focused on the topic under discussion.

8. Present written work to a high standard using the appropriate register and style.

9. Evaluate your own writing, and respond to feedback about improving the effectiveness of writing.

***Application of number:***

10. Understand, interpret and discuss statistical data in the form of graphs, tables and figures.

**4. Practical and/or professional skills:**

1. Abstract and synthesize information from a variety of sources.

2. Communicate effectively in writing, selecting an appropriate genre, style and register.

3. Make effective use of ICT (such as word processing and the ability to

access, sift and use electronic information).

4. Plan and undertake research.

5. Make independent and analytical judgments.

6. Use and evaluate a variety of means to analyze language data.

7. Evaluate social, political and ethical issues related to language use.

8. Work independently, demonstrating initiative, self-organization and time-management.

**The following are guidelines on plagiarism:**

If you submit an assignment that contains work other than yours without acknowledging your sources, you are committing plagiarism. This might occur when:

* Using a sentence or phrase that you have come across
* Copying word-for-word directly from a text
* Paraphrasing the words from the text very closely
* Using text downloaded from the Internet
* Borrowing statistics or assembled fact from another person or source
* Copying or downloading figures, photographs, pictures or diagrams without acknowledging your sources
* Copying from the notes or essays of a fellow student

(Slightly adapted from OU document on quoting versus plagiarism)

**It is important to remember that plagiarism is strictly barred and would be subject to punitive action by the Arab Open University.**

**Marking Descriptor**

|  |  |  |
| --- | --- | --- |
| **GRADE** | **CONTENT** | **LANGUAGE & ORGANIZATION** |
| **A** | Excellent answers showing confident and wide-ranging knowledge of core material, good understanding of any relevant theory, and a capacity to address the question in a structural, direct and effective way, thoughtfully and with insight. Originality of thought or ideas from outside the course are an added asset. Examples are to the point. | - Has an introduction defining plan of essay.  - Body divided into several paragraphs  - Conclusion which directly relates arguments to topic.  - Evidence that essay has been edited.  - Error-free grammar & register.  - Wide range of specialized terminology. |
| **B to B+** | Very good answers showing secure knowledge of course materials. Adopting an analytical approach and providing relevant discussion covering most of the key issues. Distinguished from A answers by being less insightful or by showing less comprehensive knowledge of the course. | - First four criteria above maintained  - Demonstrates extensive grammar control.  - Terminology specialized but less varied. |
| **C to C+** | Competent answers reflecting adequate knowledge of the more directly relevant course material and concepts, with reasonable structure and adequate coherence related to the question set. | - Introduction and/or conclusion short but still satisfactory.  - Evidence of editing.  - Less grammar control than above.  - Good range of specialized terminology. |
| **D** | Answers which omit some concepts /evidence and/or lack coherence /structure, and/or make minor errors while still demonstrating basic understanding. Or Bare pass answers which show awareness of some relevant material and attempt to relate it to the question. | - Introduction and/or conclusion short but acceptable.  - no evidence of editing.  - Few grammatical errors that impede communication.  - Above average range of specialized terminology.  - Slightly confused introduction and/or conclusion, but body still fair.  - No evidence of editing.  - Some error types that impede communication.  - Fair range of specialized terminology. |
| **F** | Bare fail answers which attempt to draw upon relevant material but do not reflect sufficient knowledge of the course and/or neglect the focus required by the question, and/or are incomplete in some important aspects whilst being acceptable in others. | - No introduction and /or no conclusion.  - Body badly organized or irrelevant.  - Poor grammar control (extremely limited range of grammar & register).  - Limited or not specialized range of terminology. |

**Mark-Deduction Descriptor**

The following grid is used in deducting marks, when grading TMAs, MTAs, and FEs, on the basis of language use and organisation

|  |  |  |  |
| --- | --- | --- | --- |
| **LANGUAGE & ORGANIZATION** | **Deduction** | | |
| **3rd level courses** | **1st & 2nd level courses** | |
| * Has an introduction defining plan of essay. * Body divided into several paragraphs. * Conclusion which directly relates arguments to topic. * Evidence that essay has been edited. * Wide range of specialized terminology. * Error-free grammar & register, mechanics, etc. | - No deduction | | - No deduction |
| * Clear organization, with good introduction and conclusion. * Body divided into several paragraphs * Demonstrates extensive grammar control and mechanics: correct spelling, proper punctuation, correct sentences, with occasional/sporadic grammar mistakes (e.g., phrasal verbs, relative clauses). * Evidence of editing   - Terminology specialized but less varied. | - Deduct 30% of deduction allowed:  **TMA: 2**  **MTA: 3** | **TMA: 1.5**  **MTA: 2** | |
| * Introduction and/or conclusion short but still satisfactory. * Some evidence of editing. * Less grammar control than above: (e.g., wrong use of prepositions, verb tenses). * Some non-recurrent problems in mechanics of writing * Average range of specialized terminology. | - Deduct 50% of deduction allowed  **TMA:3**  **MTA:4.5** | **TMA: 2**  **MTA: 3** | |
| * Introduction and/or conclusion short and slightly confused, but acceptable, with body still fair. * No evidence of editing: some grammatical and other recurrent types of errors that impede communication (e.g., verb forms, auxiliary verbs, passive structures, subject-verb agreement). * Recurrent errors of spelling and punctuation * Poor formatting * Below average range of specialized terminology. | - Deduct 80% of deduction allowed  **TMA: 5**  **MTA: 7** | **TMA: 3.5**  **MTA: 5** | |
| * No introduction and /or conclusion. * Body badly organized or irrelevant. * No editing whatsoever * Poor grammar control (extremely limited range of grammar & register, very basic, recurrent, and varied grammatical, spelling, and punctuation errors of all types). * No formatting * Limited or not specialized range of terminology. | - Deduct 100% of deduction allowed  **TMA: 6**  **MTA: 9** | **TMA: 6**  **MTA: 9** | |