




WIG120
ENGLISH FOR GRAMMAR





This Guide explains the basis on which you will be assessed in this course during the semester. It contains details of the facilitator-marked assignment.

One element in the assessment strategy of this course is that all students should have the same information which has been developed by the facilitators with regards to the assignment. This guide also contains the marking criteria that facilitators will use in assessing your work. Please read through the whole guide at the beginning of the course.



Academic Writing

Plagiarism

i) What is Plagiarism?

Any written assignment (essays, project, take-home exams, etc.) submitted by a student must not be deceptive regarding the abilities, knowledge, or amount of work contributed by the student. There are many ways that this rule can be violated. Among them are:

- o Paraphrases: The student paraphrases a closely reasoned argument of an author without acknowledging that he or she has done so. (Clearly, all our knowledge is derived from somewhere, but detailed arguments from clearly identifiable sources must be acknowledged.)
- o Outright plagiarism: Large sections of the paper are simply copied from other sources, and are not acknowledged as quotations or properly cited.
- o Other sources: Often including essays written by other students or sold by unscrupulous organizations. Quoting from such papers is perfectly legitimate if quotation marks are used and the source is cited.
- o Works by others: Taking credit deliberately or not deliberately for works produced by others without giving proper acknowledgement. These would include photographs, charts, graphs, drawings, statistics, video-clips, audio-clips, verbal exchanges such as interviews or lectures, performances on television and texts printed on the web.
- o The student submits the same essay to two or more courses.

ii) How can I avoid Plagiarism?

- o Insert quotation marks around 'copy and paste' clauses, phrases, sentences, paragraphs and cite the original source
- o Paraphrase clauses, phrases, sentences or paragraphs in your own words and cite your sources

- o Adhere to the APA (American Psychological Association) stylistic format, whichever applicable, when citing a source and when writing out the bibliography or reference page
- o Attempt to write independently without being overly dependent on information from other original works
- o Educate yourself on what may be considered as common knowledge (no copyright necessary), public domain (copyright has expired or not protected under copyright law), or copyright material (legally protected).

iii) Documenting Sources

Whenever you quote, paraphrase, summarize, or otherwise refer to the work of others, you are required to cite its source's parenthetical documentation. Offered here are some of the most commonly practised forms of citation.

Direct

Simply having a thinking skill is no assurance that children will use it. In order for such skills to become part of day-to-day behaviour, they must be cultivated in an environment that value and sustains them. "Just as children's musical skills will likely lay fallow in an environment that doesn't encourage music, learner's thinking skills tend to languish in a culture that doesn't encourage thinking" (Tishman, Perkins and Jay, 1995, p.5)

Indirect

According to Wurman (1988), the new disease of the 21st century will be information anxiety, which has been defined as the ever-widening gap between what one understands and what one thinks one should understand.

iv) Referencing

All sources that you cite in your paper should be listed in the Reference Section at the end of your paper. Here's how you should list your references.

From a Journal

DuFour, R. (2002). The learning-centred principal: Educational Leadership, 59(8). 12-15.

From an Online Journal

Evnine, S. J. (2001). The universality of logic: On the connection between rationality and logical ability [Electronic version]. Mind, 110, 335-367.

From a Webpage

National Park Service. (2003, February 11). Abraham Lincoln Birthplace National Historic Site. Retrieved February 13, 2003, from <http://www.nps.gov/abli/>

From a Book

Naisbitt, J. and Aburdence, M. (1989). Megatrends 2000. London: Pan Books.

From a Chapter in a Book

Nickerson, R. (1987). Why teach thinking? In J. B. Baron & R.J. Sternberg (Eds), Teaching thinking skills: Theory and practice. New York: W.H. Freeman and Company. 27-37.

From a Printed Newspaper

Holden, S. (1998, May 16). Frank Sinatra dies at 82: Matchless stylist of pop. The New York Times, pp. A1, A22-A23.

ASSIGNMENT

The aim of the assignment is to fulfill the requirements of the following Course Learning Outcomes (CLO) of this course:

1. Explain about basic English acquisition (Parts of Speech in Grammar; articles, tenses and vocabularies). [PLO1, PLO6]
2. Exhibit the value of mastering the vocabularies skill in English in different perspectives (writing, speaking and reading). [PLO6]
3. Apply the knowledge of English in the sense of using appropriate phrases or sentences. [PLO2, PLO6]

In relation to the CLOs mentioned above, the following are the objectives of the continuous assessment for this course:

1. Demonstrate the correct use of grammatical items of the English language in a variety of texts. [PLO1, PLO6]
2. Apply the knowledge of the English language grammar by writing a narrative or descriptive essay on a given topic. [PLO6]
3. Deliver an oral presentation on the effective strategies for teaching and learning of English grammar in Malaysian pre-schools. [PLO2, PLO6]

IMPORTANT:

1. **Marks will be deducted (or given a zero) if there is evidence:**
 - o of copying from each other
 - o the work being done by someone other than yourself
 - o cutting and pasting of materials from the internet or learning materials
2. **No duplication of assignments from other coursework is allowed. Plagiarism is strictly prohibited.**
3. **The coursework should show demonstrate originality, maturity and academic quality.**
4. **You should adhere to the deadline. Without an approved extension of time, late submission would not be tolerated.**

This assignment is in the form of a continuous assessment which provides 100% of the marks for this course.

'There are two dimensions to grammatical knowledge (also known as grammatical or linguistic competence) that are central in second language learning and teaching:

- knowing how to use the grammatical system of a language to create sentences; and
- knowing how to use the grammatical resources of a language as part of the processes used in creating spoken and written texts.'

- Professor Jack C. Richards

This assignment consists of THREE tasks as follows:

Task 1: Online Quiz (Individual work: 60 minutes) - 40%

- 1.1 Demonstrate an understanding on the correct use of grammatical structures of the English language in a variety of texts comprising the following:
 - **Nouns**
 - **Pronouns**
 - **Adjectives**
 - **Adverbs**
 - **Verbs**
 - **Subject-Verb Agreement**
 - **Active versus Passive Voice**
- 1.2 The online quiz will be divided into three sections as follows:
 - **Section A - Short Texts (Multiple Choice Questions)**
 - 20 items (1 mark per item = 20 marks)
 - **Section B - Cloze Procedure (Multiple Choice Questions)**
 - 20 items (1 mark per item = 20 marks)
 - **Section C - Sentence Completion (Selection between two options given)**
 - 10 items (2 marks per item = 20 marks)
- 1.3 You will be provided a link to access the online website to complete the quiz.
- 1.4 Total marks allocated for the online quiz is 60.

Task 2: Essay Writing (Individual work: 350 words) - 30%

- 2.1 Based on your understanding of the parts of speech in the English language, select **ONE** of the topics given below and write an essay.
 - a) You have decided to write a story for a local magazine. The story must have the following title: **A Horrible Crime I Witnessed**
 - Your story should include:
 - a description of the order of events
 - how you assisted the victim(s) of the crime
 - b) As a member of the local Social Service Club, you had recently visited an orphanage in your area as part of your club's outreach programme. Write an essay of your experience using the following title: **A Visit to Rasa Sayang Orphanage**

- Your essay should include:
 - a description of the activities carried out at the orphanage by your club members
 - how your visit had influenced the children at the orphanage
- 2.2 The length of your essay must be about 350 words.
- 2.3 Your writing should demonstrate knowledge of the grammatical items in English and the application of an appropriate written discourse.
- 2.4 The format of your MS Word file should have the following specifications:
 - Font size - 12
 - Font - Arial
 - Spacing - 1.5 lines
 - Margins - Top 1", Bottom 1", Left 1.25", Right 1"
- 2.5 Use the Front Cover provided as the cover page for your essay.

Task 3: Oral Presentation (Individual work: 20 minutes) - 25%

- 3.1 Deliver an oral presentation based on the effective strategies for teaching and learning of English grammar in Malaysian pre-schools.
- 3.2 The focus of the oral presentation should include the following:
 - a brief introduction to the focus given on English grammar in pre-schools;
 - background to your pre-school/ classroom context;
 - suggestions on the effective strategies for teaching and learning of English grammar with reference to your own classroom context.
- 3.3 The oral presentation has to be conducted using MS PowerPoint comprising 15 to 20 slides.
- 3.4 The duration of the oral presentation should ideally be about 20 minutes.
- 3.5 Your presentation should be recorded and handed in in suitable video format.

END OF QUESTION PAPER



ASSIGNMENT

NOVEMBER, 2022 SEMESTER

SUBJECT CODE : WIG120

SUBJECT TITLE : GRAMMAR FOR ENGLISH

LEVEL : DIPLOMA

STUDENT'S NAME :

MATRIC NO. :

PROGRAMME

:

ACADEMIC FACILITATOR

: MR. VIJAYAN PERIASAMY

LEARNING CENTRE

