



**RHODES UNIVERSITY**  
*Where leaders learn*

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# **SOCIOLOGY HANDBOOK: GENERAL INFORMATION AND RULES**

**2026**



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## 1. MEMBERS OF STAFF AND COURSE COORDINATORS

Staff members of the Department of Sociology and Industrial Sociology are accommodated in the Old Kaif behind Selwyn Castle on Prince Alfred Street:

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Tarryn Alexander	Lecturer	<a href="mailto:t.alexander@ru.ac.za">t.alexander@ru.ac.za</a>
Janet Chisaka	Lecturer	<a href="mailto:j.chisaka@ru.ac.za">j.chisaka@ru.ac.za</a>
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Juanita Fuller	Administrator	<a href="mailto:j.fuller@ru.ac.za">j.fuller@ru.ac.za</a>
Kirk Helliker	Research Professor	<a href="mailto:k.helliker@ru.ac.za">k.helliker@ru.ac.za</a>
Gilton Klerck	Professor & Head of Department	<a href="mailto:g.klerck@ru.ac.za">g.klerck@ru.ac.za</a>
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Sonwabile Mnwana	Professor & SARCHI Chair	<a href="mailto:sonwabile.mnwana@ru.ac.za">sonwabile.mnwana@ru.ac.za</a>
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Noluvuyo Sakata	Secretary	<a href="mailto:noluvuyo.sakata@ru.ac.za">noluvuyo.sakata@ru.ac.za</a>
Babalwa Sishuta	Lecturer	<a href="mailto:b.sishuta@ru.ac.za">b.sishuta@ru.ac.za</a>
Lucien van der Walt	Professor	<a href="mailto:l.vanderwalt@ru.ac.za">l.vanderwalt@ru.ac.za</a>

Each course and post-graduate programme offered by the Department has a designated course coordinator responsible for the efficient administration of modules within the relevant year of study and dealing with student grievances (see point 9). The course coordinator for each course or programme is as follows:

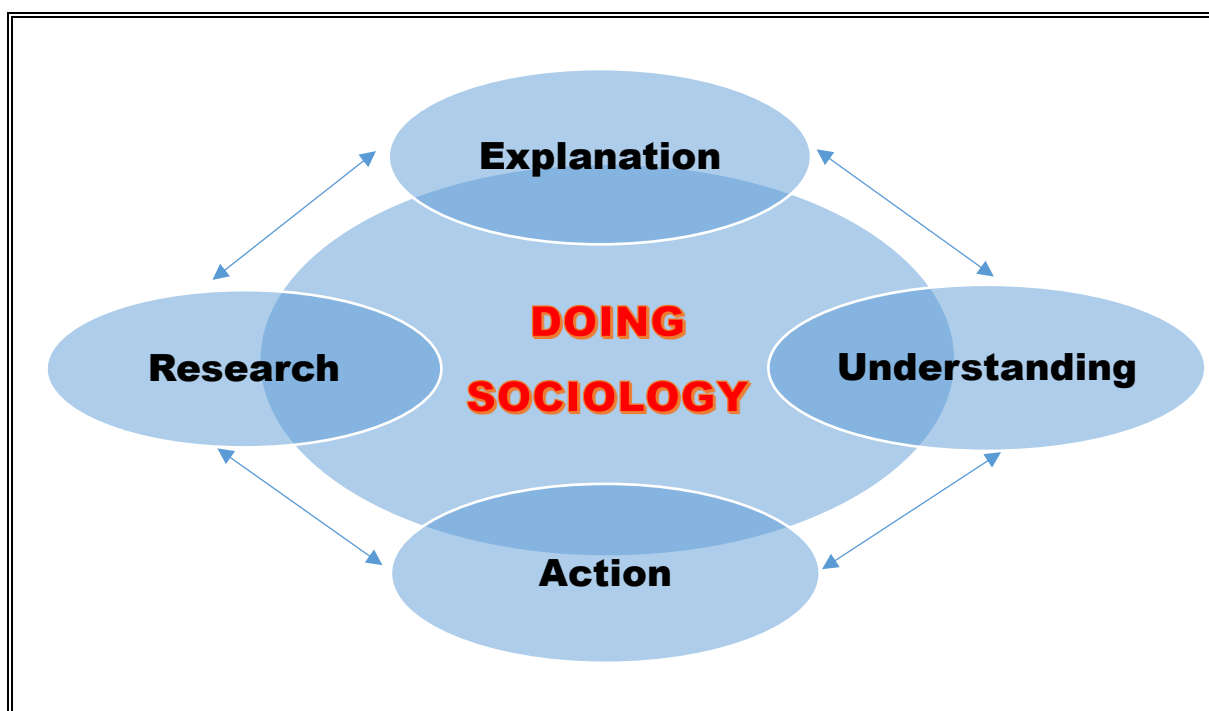
COURSE / PROGRAMME	COORDINATOR/S
Sociology I	Mrs Janet Chisaka
Sociology II	Ms Babalwa Sishuta
Industrial & Economic Sociology II	Prof Gilton Klerck & Dr Kanyiso Ntikinca
Sociology III	Dr Nomzamo Ntombela
Industrial & Economic Sociology III	Prof Lucien van der Walt
Honours	Ms Claudia Martinez Mullen
Master's (coursework)	Dr Kanyiso Ntikinca & Prof Michael Drewett
Master's and Doctorate (by thesis)	Prof Kirk Helliker & Dr Tarryn Alexander

## 2. DOING SOCIOLOGY

Sociology is the study of society. It is a dynamic and illuminating field of study that analyses and explains vital issues in our personal lives, communities, region, and the world. Sociology offers distinctive and enlightening ways of perceiving and

understanding the social world we live in and how it shapes our lives. Sociology's subject matter is highly diverse, ranging from deviance to religion; from the family to the state; from the workplace to the economy; from the divisions of race, gender, and class to the shared beliefs of a common culture; and from local social struggles to radical change in whole societies. Unifying the study of these diverse subjects is Sociology's objective of understanding how human action and consciousness shape and are shaped by the social relations, institutions, and structures in which they are embedded.

Students trained in sociology know how to think critically about human social life, ask essential and pertinent research questions, distil the central ideas from scholarly literature, collect and analyse empirical data, formulate arguments and present research findings. They also know how to help others understand the way the social world works and how it might be changed for the better. In general, sociology students learn how to think, evaluate, and communicate clearly, creatively, and effectively. These are all abilities of immense value in multiple career opportunities in both the private and public sectors.



As in the other sciences, sociological research is about pursuing knowledge, which entails seeking a better understanding of the phenomenon under study. Understanding, in turn, involves constructing an explanation – by using the concepts developed within a selected theoretical framework – for why something appears or behaves the way it does. Scientific knowledge, therefore, proceeds via an ongoing spiral of discovery (through research) and understanding, further discovery and revised, deeper understanding. Additionally, since many sociologists are not only concerned with understanding the social world but also with *changing* it, sociological

knowledge may act as an instrument of socio-political action. Given the vast disparities in power and wealth that characterise contemporary societies – along with the attendant destruction of the environment, mass unemployment and poverty, oppression and exploitation, the co-existence of famine and obesity, countless deaths from curable diseases, etc. – sociological explanations are routinely committed to the idea that *another world* is not only possible but also desirable. Such explanatory critiques mean that Sociology (like the other social sciences) has an essential ‘emancipatory impulse’, which entails a moral critique of the structures in existing societies from whose effects emancipation is considered necessary.

Sociology looks beyond common-sense, taken-for-granted views of reality to provide more profound, revealing, and challenging understandings of human society. Through its particular analytical perspectives, social theories, and research methods, Sociology expands our knowledge of the social relations, institutions, and structures that profoundly shape both our lives and the course of human history. In other words, scientific research proceeds from the foundational assumption that *all is not as it appears*. If the (social and natural) world revealed itself to us in all its complexity, science itself would be superfluous. It is precisely because the world is not transparent to reason, but has to be actively discovered, that scientists need to expend substantial time and effort on research and analysis to yield insights into its inner workings. As Pierre Bourdieu points out, the “function of Sociology, as of every science, is to reveal that which is hidden”. This function, according to Bourdieu, means that “the objects that Sociology has to describe are invisible things, relations that cannot be photographed”.

The research methods and theories developed by sociologists yield compelling insights into the social relations shaping human lives as well as the social problems and prospects in the contemporary world. By better understanding these social relations, we also come to appreciate more fully the forces shaping the personal experiences and outcomes of our own lives and those around us. The ability to perceive and understand this connection between broad social forces and personal experiences – what C. Wright Mills calls the “sociological imagination” – is extremely valuable intellectual preparation for living productive and rewarding personal and professional lives in a changing and complex society.

The Department of Sociology & Industrial Sociology offers a wide-ranging, stimulating, and topical curriculum that engages with sociological knowledge at the local, regional, continental, and global levels. All the courses offered by the Department (see below) are guided by the institutional imperative of being *locally relevant and globally engaged*. Rather than merely working with abstract ideas, however, Sociology is a tool through which you can make sense of and engage with the social world. Try it, and you will experience the insights and rewards of *doing sociology*!

## **2.1 SOCIOLOGY 101 & 102**

First-year, full-year course (30 credits at NQF level 5)

Sub-minimum for aggregation of marks: 40%

Entrance requirements: Matric exemption

Sociology 101 consists of the following modules:

- *Introduction to Sociology*: This module introduces students to the foundational concepts (i.e., the disciplinary language) and theoretical perspectives used by sociologists that explain what sociology is and what it entails, which are also crucial to an analysis of society.
- *Institutions & Inequality*: This module introduces students to the meaning of social institutions and their influence on identities, behaviours, and social structures. A key focus of the module is the study of theories that explain the connection between social institutions and the creation and perpetuation of inequalities in society. The micro-sociological issues covered include the family and the household. The macro-sociological issues covered include the influence of various social institutions on global inequalities, capitalist expansion, and racial capitalism in South Africa.

Sociology 102 consists of the following modules:

- *Social and Cultural Change*: This module draws on classical and contemporary sociological theories of change to explore and understand the extent and impact of social change. Societies are in a constant state of flux, and some changes are rapid (e.g., current social and cultural change due to technology), and other changes are more gradual (e.g., economic development). Change tends to result from a complex series of interconnected events. Regardless of the complexity, we focus on some key triggers of social change such as innovation (basic and improving innovations), revolutionary ideas (countering accepted paradigms), conflict, capitalism and social movements (e.g., feminism).
- *Sociology of Deviance*: This module offers an introduction to the key themes in the sociology of deviance. One of the goals is to shed light on the processes involved in the social construction of deviance in contemporary society. The topics include the phenomenon of moral panic, the medicalisation of deviance, theories of deviance (traditional and modern), and violence and crime in South Africa.

## **2.2 SOCIOLOGY 2**

Second-year, full-year course (30 credits at NQF level 6)

Entrance requirement: Sociology I

This course consists of the following modules:

- *Classical Social Theory*: This module introduces students to the theorising process in sociology. The central concerns and ideas of the major classical

theorists are discussed. The focus is on concepts and theories developed to understand and explain significant social changes brought about by earlier economic, social, and political transformations up to and including events of the early 20th century. The relevance of these theories for contemporary societies is also addressed.

- *Sociology of Development*: This module introduces the study of socio-economic development. It presents the different conceptual and theoretical frameworks that underpin development studies and draws on pertinent examples to highlight the developmental challenges confronting people in the global South. The central objectives of the module are to engage with the root causes of under-development and poverty in developing countries, as well as and to evaluate the effects of policies and practices aimed at eliminating these social ills.
- *Introduction to Social Research*: This module is an introduction to research methods, which are indispensable to the work of sociologists as they construct scientific explanations of human society through empirical investigations. The basic dimensions of the research process, including research design and research techniques, are covered. This module serves as a foundation for increasingly deep engagement with social research in subsequent years.
- *Introduction to Gender and Sexualities*: This module is an introduction to major concepts and theories about sex, gender, and sexualities. The module will draw from theoretical and empirical sociological literature to analyze the social constructions of gender and sexuality as identity markers and as part of broader societal questions about power, inequalities, belonging, resistance, and discrimination. There is a strong focus on the African context.

## **2.3 INDUSTRIAL & ECONOMIC SOCIOLOGY 2**

Second-year, full-year course (30 credits at NQF level 6)

Entrance requirement: Sociology I

This course consists of the following modules:

- *Industry, Economy, and Society*: This module provides a conceptual and theoretical foundation for Industrial & Economic Sociology and thus lays a basis for all the other courses that follow. It examines the historical rise of capitalist societies and developments in the economy and industry during the 20<sup>th</sup> and 21<sup>st</sup> centuries. Both classical and contemporary thinkers are covered in the course.
- *Introduction to Social Research*: This module is an introductory course to research methods, which are indispensable to the work of sociologists as they construct scientific explanations of human society through empirical investigations. The basic dimensions of the research process, including research design and research techniques, are explored. This module serves as a foundation for increasingly deep engagement with social research in subsequent years.



- *Sociology of Work*: This module explores the nature of work in industrial society and considers the related areas of technological development and managerial strategies. It examines both classical and contemporary theoretical views on work. Included in the course is a discussion of the debates on the changing labour process. Contemporary forms of industrial restructuring and the future of work are also covered.
- *Sociology of Labour Markets*: This module introduces students to the study of labour markets. It compares and contrasts two major theoretical approaches to labour markets: namely, neoclassical and heterodox. Labour markets are embedded within broader socio-political conditions, which have an impact on the employment outcomes of individuals in different labour markets around the world. This course highlights the broader structures and the impacts of the varied labour market outcomes in different contexts.

## **2.4 SOCIOLOGY 3**

Third-year, full-year course (60 credits at NQF level 7)

Entrance requirement: Sociology II

This course consists of the following modules:

- *Contemporary Social Theory*: This is an intermediate module that focuses on contemporary theories and covers modern debates on the theorising process as well as the contours of the different systems of thought in the discipline. The relevance of these theories to contemporary social problems is also addressed.
- *Artificial Intelligence, Agriculture, and Mining in a Warming World*: This course critically interrogates the intersections of artificial intelligence (AI), climate change, and primary production systems, focusing on agricultural and mining sectors. It evaluates claims that AI-enabled agricultural technologies “green” conventional industrial farming and examines coal’s role in climate destabilisation and the ecological and socio-political implications of critical mineral extraction for AI infrastructures.
- *Social Research*: This intermediate research methods module builds on the second-year social research module (see 2.2 above). It provides a deeper and more nuanced understanding of the research process as well as the many complexities and challenges faced in undertaking social research.
- *Sociology of Higher Education*: This is a specialised module on the social dynamics that underpin higher education globally and in South Africa. Areas of study include the history of higher education in South Africa, academic capitalism, issues of transformation and social change as well as the meaning of intellectual life in modern society.

## **2.5 INDUSTRIAL & ECONOMIC SOCIOLOGY 3**

Third-year, full-year course (60 credits at NQF level 7)

Entrance requirement: Industrial & Economic Sociology II

This course consists of the following modules:

- *Political Economy of Contemporary Capitalism*: This module explores contemporary capitalism with specific reference to neo-liberal restructuring, locating South African issues within larger global and historical processes. Tracing the complicated relationship between Economics and Sociology, it critically examines the neo-classical theory underlying neo-liberalism and introduces alternative models of political economy. It also examines the causes and effects of neo-liberalism and the independent impact of state capacity and structure and of class struggles on its development, considering the question: is there an alternative?
- *Introduction to Labour Relations*: This module introduces the dynamics and institutions of labour relations. The role in collective bargaining of trade unions, employers' organisations, and the government are explored in some detail. Aspects of labour law, such as discipline, retrenchment and dismissal, are also covered. The final part of the course deals with the nature of industrial conflict as well and the various models of and mechanisms for dispute resolution.
- *Social Research*: This intermediate social research module builds on the second-year research module (see 2.3 above). It provides a deeper and more nuanced understanding of the research process as well as the many complexities and challenges faced in undertaking social research.
- *Trade Unions and Comparative Labour History*: In this module, classical and contemporary theories of trade unions are reviewed. This is followed by a comparative and historical study of trade union movements in selected countries, which focuses on the nature and functions of trade unions, their relationship to political parties and the state, their organisation and politics, and their structures and tactics.

## **2.6 HONOURS**

One-year degree full-time (120 credits at NQF level 8)

Entrance requirement: at least 65% for Sociology III, Industrial & Economic Sociology III, or a cognate discipline.

An Honours degree may be taken in Sociology, Development Studies, or Industrial & Economic Sociology (see below). The degree consists of four papers and a research report on a topic approved by the Department and the relevant research ethics committees.

### **2.6.1 Honours in Sociology**

This course consists of the following modules:

- *Advanced Social Research*: This module is designed to prepare students for

the Honours research project. It develops students' knowledge in social research methodology and social research techniques to enhance their capacity as researchers. This module will take students through the theory and practice of social research methods in sociology. It will introduce students to the what, the why, and the how of doing social research.

- *Sociology of Health and Illness*: This module examines sociological explanations of health and illness, which move beyond individual narratives towards a social analysis of these phenomena. This involves an exploration of the patterned nature of health and illness in relation to the wider social structures. In addition, critical sociological perspectives on medicine, such as a Foucauldian analysis of medical knowledge and practice and the dominance of the biomedical model of health and healthcare, are explored.
- *Advanced Social Theory*: This module introduces students to a range of theoretical frameworks used to analyse social identity and practices. Drawing on relational sociology, social reproduction theory, critical race theory, and dialectical theory, the module examines how race, class, and gender are constructed, reproduced, and contested. The module applies these paradigms to case studies in South Africa and beyond.
- *Environment and Society*: This module explores the complex relationship between society, its social organisation, and the natural environment. The module explores this inseparable and mutually constitutive relationship in detail. The range of topics includes social theorising on the environment and society, global environmental governance, environmental justice and racism in South Africa, and politics of the environment in South Africa with selected case studies.

### **2.6.2 Honours in Development Studies**

This course consists of the following modules:

- *Advanced Social Research*: See 2.6.1 above.
- *Global Value Chains and Development*: This module introduces students to the study of global value chains and their impact on export-orientated economic sectors in developing countries. By analysing global value chains from the perspective of developing countries, the module interrogates the mainstream perspectives on value chains and questions who benefits from developing countries engaging in global trade.
- *Advanced Social Theory*: See 2.6.1 above.
- *Environment and Society*: See 2.6.1 above.

### **2.6.3 Honours in Industrial & Economic Sociology**

This course consists of the following modules:

- *Advanced Social Research*: See 2.6.1 above.
- *Global Value Chains and Development*: See 2.6.2 above.
- *Labour Relations*: This module is an advanced study of labour relations and builds on the material covered in the third-year course (see 2.5 above). The theories and practices of labour relations, human resource management, collective bargaining, labour standards and employment law, dispute resolution, and industrial conflict are covered in depth.
- *Industrial and Economic Policy*: This module examines the main models of modern industrial development, including economic nationalism in the form of import-substitution-industrialisation, the Keynesian welfare state, Soviet-type central planning, anarchist-syndicalist libertarian communism, neo-liberalism, and the proposed progressive-competitive alternative. The course engages the shifting meanings of “development” itself as an aspiration, as a means to an end, and as an item for measurement, and considers what can be learned from past experiences for present-day challenges.

## 2.7 MASTER'S

One- or two-year degree full-time (180 credits at NQF level 9)

Entrance requirement: at least 65% for Honours in Sociology, Development Studies, Industrial & Economic Sociology, or a cognate discipline.

A Master's degree may be taken by thesis *or* by coursework and dissertation in Sociology, Development Studies, Industrial & Economic Sociology, and Industrial Relations. *Master's by thesis* involves research only and the production (within two years of full-time study) of a thesis of 50,000 words.

*Master's by coursework and dissertation* takes place over 12 months and consists of three modules as well as a dissertation of 25,000 words. The course commences with two theory modules that are intended to provide students with a foundational understanding of key theories within the discipline and to refine their skills in the practice of ‘theorising’. Through these two modules, students will gain an in-depth understanding of how theory is ‘applied’ in various contexts and operationalised by societies and individuals. The coursework component consists of the following modules:

- *Self and Society (Part 1)*: This module explores advanced sociological theories, focusing on key themes and their application to history and its formation of forms of society and identities. It encourages students to critically assess the relevance of these theories to their own research, including literature reviews and methodology.
- *Self and Society (Part 2)*: This module deepens the critical examination of sociological theories, applying them to contemporary South African and other scenarios and contexts. The primary outcome of this module is to guide

students towards refining their understanding of how theory informs research methods, literature reviews, and the development of their theses at various levels.

- *Applied Social Research*: This module is designed to guide students in drafting a research proposal for their dissertations, developing a suitable research design, crafting the appropriate research instruments, and analysing the data gathered during the fieldwork. It is closely tied to the various deadlines associated with the dissertation-writing process, and covers the philosophy of science, the fundamentals of proposal writing, the links between research design and methodologies, the use of sampling techniques, and the relations between theory and data.

## **2.8 DOCTORATE**

Three- to four-year degree full-time (360 credits at NQF level 10)

Entrance requirements: at least 68% for a Master's degree in Sociology, Industrial & Economic Sociology, or a cognate discipline, as well as a compelling concept note. A doctoral degree (PhD) in Sociology is taken by a thesis of 80,000–100,000 words.

## **3. RULES RELATING TO ASSIGNMENTS**

Writing assignments (essays, tutorial work, research projects, etc.) is an essential component of academic study. All courses in the Department involve the submission of essays and other assignments. Specific rules govern academic writing. Academic writing requires that you acknowledge other scholars' words and thoughts by citing and referencing your sources of information. *Citing* is the practice of quoting from, or referring to, other scholars' works and ideas in your assignment's text. *Referencing* involves listing the full details of the publications you have cited to enable the reader to find the original sources. Relevant citations show the reader that you have read the literature in the field of study, understand it, and are familiar with the work of leading scholars in the field of study. Adopting this practice will give authority to your statements by showing that the scholarly literature supports your arguments.

On a methodological level, these conventions reflect the fact that new knowledge is always produced out of *existing* knowledge. Therefore, existing scientific knowledge forms the raw material used by subsequent research to yield a deeper understanding of (a particular aspect of) social reality.

### **3.1 PEER-REVIEW AND THE EVALUATION OF SOURCES**

Increasingly, students are relying on information resources available on the Internet. It is essential that you understand that Web sources may be substantially different from sources you find in an academic library. Anybody can publish anything on the Web; articles on the Web are not necessarily peer reviewed. All papers offered to

scholarly journals are subjected to a rigorous and anonymous review process by scholars (peers) in the same field. Peer review is a lengthy and time-consuming process, which (albeit not entirely immune to abuse) ensures accountability and reliability in the transfer of knowledge.

Peer-reviewed papers are fundamentally different from articles in newspapers like *Sunday Times* and magazines such as *Cosmopolitan* or *Newsweek*. While most journalists may take reasonable measures to present facts accurately, time constraints and the pressures of readability or popular appeal may compromise the veracity of newspaper reports.

When you find potentially interesting information on the Web, establish the source's authority, if any. Are the authors named, and do they belong to a creditable organisation? The Uniform Resource Locator (URL) or web address can give you a clue: '.ac' or '.edu' indicates an academic institution, '.gov' is a government publication, and '.com' or '.co' is a commercial site. If a site is anonymous, you should treat the information with great suspicion, as you should when there are obvious language errors. In general, you should also avoid references to *Wikipedia* or similar online sources in academic work.

Furthermore, you should carefully consider the tone of a text. Extravagant statements or over-emphatic claims are not found in academic writing, nor are vague or sweeping claims that lack supporting evidence. Citations are a sign of good academic writing. Check if authors have cited the sources used in their work and critically examine the list of references. For example, references to other people's statements that are not published in peer-reviewed journals could indicate untrustworthy information. Reputable scholars try to present different points of view or balanced arguments. Beware of one-sided positions or evidence of bias. It is *your* responsibility to ensure that the information you choose is credible and reliable.

### **3.2 PLAGIARISM**

In preparing your assignments, you must consult a variety of sources (such as books, journals, lecture notes, newspapers, and the Internet). You should use these sources to support, expand, and deepen your argument or position on the essay topic. However, you must acknowledge the sources of your information correctly. Failure to do so constitutes *plagiarism*. Published material contains 'intellectual property', and you cannot 'appropriate' it without giving credit to the person/s who first expressed the words or idea. Plagiarism is the misappropriation of others' words and/or ideas by presenting them as your own. It includes both verbatim *copying* and *summaries of* paragraphs without acknowledging the author/s. It amounts to *literary theft* since you are misappropriating another person's words and/or ideas. Misappropriating, buying, or copying an essay from another student or the Internet also amount to plagiarism.

Given the ease of cutting and pasting from the Internet, student plagiarism has become an issue of great concern at academic institutions. However, students are often unsure of exactly what constitutes plagiarism and how it may affect them. The practice of citing and referencing the work of others is the best way of protecting yourself from committing and being found guilty of plagiarism. Plagiarism is treated very seriously in the academic world. At the very least, students found guilty of plagiarism could be failed, or at worst, face expulsion from their academic institution. In addition, the names of students found guilty of plagiarism are listed on a university-wide register, which can be accessed by all departments.

There is *no valid defence* for presenting the work of others as your own. Neither ignorance nor carelessness will be accepted as an excuse. There are sophisticated websites and techniques aimed at tracking down all kinds of plagiarism. The University has invested in software, known as *Turnitin*, which is designed to detect plagiarism. You may, therefore, be required to submit your work electronically so that it may be tested.

As shown in the tables below, the University's Policy on Plagiarism identifies varying degrees of plagiarism and consequently provides for penalties of increasing severity. *Category A* offences constitute first-time, minor infringements and are usually handled by the lecturer who detects the offence. Ordinarily, plagiarism by postgraduates, unless extremely minor, would not be classed in this category. *Category B* offences relate to repeated offences of a minor nature, or to relatively minor offences at a more senior academic level than first year, or to first-time, more serious offences, where the transgression would not attract a penalty of more than the loss of a Duly Performed (DP) certificate. *Category C* offences concern major, extremely serious infringements by students, which the Departmental Plagiarism Committee deems worthy of adjudication by a Disciplinary Committee drawn from the members of the Senate Standing Committee on Plagiarism. At the undergraduate level, offences in this category are limited to major cases that are so serious that they warrant a potential penalty of more than the removal of a DP.

Students are required to familiarise themselves with the University's policy on plagiarism, which is available [here](#). All students are also expected to sign a declaration stating (among others) that they are familiar with the official requirements regarding the writing and submission of assignments. This declaration forms part of the Assignment Cover Sheet, which must accompany *all* assignments that you submit to the Department. A copy of this cover sheet can be found in section 3.7.3 (below).

CATE- GORY	FORM OF PLAGIARISM	SUGGESTED PENALTY: UNDERGRADUATES	
		<i>First years</i>	<i>Subsequent years</i>
	Minor plagiarism from textual/ internet	The student is to be counselled and	The student is to be given a final warning,

<b>A</b>	sources in an assignment that simply counts for DP purposes but not for marks (e.g., tutorial work that must be handed in and which is assessed for feedback purposes alone).	warned of future consequences. Where suitable, the student should be given an alternative task to do for DP purposes.	and the student must, where suitable, be given an alternative task to do for DP purposes.
<b>A</b>	Minor plagiarism from textual/internet sources in minor assignments (e.g., tutorial assignments or practical reports) that count less than 10% of the final mark for the course.	Mark penalty of up to –40% off the mark that the student would have received if there had been no plagiarism. The extent of the penalty depends on how much the assignment counts towards the final mark.	Mark penalty of up to –50% off the mark that the student would have received if there had been no plagiarism. The extent of the penalty depends on how much the assignment counts towards the final mark.
<b>A</b>	Minor plagiarism from textual sources in major assignments (e.g., full research essays) that count more than 10% of the final mark for the course.	Mark penalty of up to –30% off the mark that the student would have received if there had been no plagiarism. The extent of the penalty depends on how much the assignment counts towards the final mark.	Mark penalty of up to –40% off the mark that the student would have received if there had been no plagiarism. The extent of the penalty depends on how much the assignment counts towards the final mark.
<b>A</b>	Minor examples (a few sentences up to about 15% of the assignment) of a student using another person's copied words without quotation marks but giving a reference.	Mark penalty of up to –30% off the mark that the student would have received if there had been no plagiarism. The extent of the penalty depends on how much the assignment counts towards the final mark.	Mark penalty of up to –40% off the mark that the student would have received if there had been no plagiarism. The extent of the penalty depends on how much the assignment counts towards the final mark.
<b>A</b>	Cases of syndication in work that does not count for marks, or where the exercise	0% and/or DP warning. Such cases can be considered Category B and can be referred for a	0% and/or DP warning and the students must be called in and warned of the



	counts less than 5% of the final mark.	hearing if the department feels it is appropriate.	consequences of future conduct. Such cases can be considered Category B and can be referred for a hearing if deemed appropriate.
<b>B</b>	Second offences in Category A.	0% and the student could be asked to complete another assignment for DP purposes, not for marks.	0% and the student could be asked to complete another assignment for DP purposes, not for marks.
<b>B</b>	Major plagiarism in an assignment that simply counts for DP purposes, but not for marks.	The student should, if possible, complete another assignment for DP purposes, and a case of Category B plagiarism is to be recorded on Protea.	The student should, if possible, complete another assignment for DP purposes, and a case of Category B plagiarism is to be recorded on Protea.
<b>B</b>	Approximately 20-30% of the assignment plagiarised in an assignment counting less than 10% of the final mark for the course.	0% and the student should, if possible, complete another assignment for DP purposes, not for marks.	0% and the student should, if possible, complete another assignment for DP purposes, not for marks.
<b>B</b>	Approximately 20-30% of the assignment plagiarised in an assignment counting 10-20% of the final mark for the course.	Range: The student should, where possible, complete another assignment, to count for $\frac{1}{3}$ the value of the marks of the original assignment; up to 0% plus another assignment for DP purposes.	0% and the student should, where possible, complete another assignment for DP purposes, not for marks.
<b>B</b>	Approximately 20-30% of the assignment plagiarised in an assignment counting 20% or more of the final mark for the course.	Range: The student should, where possible, complete another assignment, to count for $\frac{1}{2}$ to $\frac{1}{3}$ the value of the marks of the original assignment.	Range: The student should, where possible, complete another assignment, to count for $\frac{1}{3}$ the value of the marks of the original assignment; up to 0%

<b>B</b>	Approximately half the assignment plagiarised (all cases).	0% and the student should, where possible, complete another assignment for DP purposes, not for marks.	plus another assignment for DP purposes.  Range: 0% and the student should, where possible, complete another assignment for DP purposes, not for marks; up to 0% + DPWP (DP withheld for plagiarism).
<b>B</b>	75 to 100% of the assignment plagiarised (all cases).	Range: 0% and the student should, where possible, complete another assignment for DP purposes, not for marks; up to 0% + DPWP by the second semester.	0% + DPWP.
<b>B</b>	Serious examples of using another person's copied words without quotation marks, but giving a reference.	Depending on extent, range from mark penalty to another assignment to count for less marks, to 0%.  (a) The students worked together, then reproduced the same material, but without proof of collusion: Range - depending on extent of syndication, complete another assignment for a lesser value of marks (if feasible), up to 0% and complete another assignment for DP purposes, if feasible. (b) The assignment counts for marks, and the students knowingly reproduced the same material: Range -	Depending on extent, range from mark penalty to another assignment to count for less marks, to 0%.  (a) The students worked together, then reproduced the same material, but without proof of collusion: Range - depending on extent of syndication, complete another assignment for a lesser value of marks (if feasible), up to 0% and complete another assignment for DP purposes, if feasible. (b) The assignment counts for marks, and the students knowingly reproduced the same material: Range - depending on the extent of the syndication, 0% (in
<b>B</b>	Syndication in assignments counting 5% or more of the final mark.  (Syndicate assignments are assignments where two students submit identical pieces of work, or work that contains selected		

<b>B</b>	<p>passages that are identical).</p> <p>Copying from another student without that student's knowledge</p> <p>Second offences of plagiarism of approximately 25% of the assignment</p>	<p>depending on the extent of the syndication, 0% (in which case the students should, where possible, do another assignment for DP purposes), up to 0% + DPWP.</p> <p>0% + DPWP <i>and</i> refer the matter to the Senior Prosecutor for potential disciplinary proceedings.</p> <p>0% + DPWP.</p>	<p>which case the students should, where possible, do another assignment for DP purposes), up to 0% + DPWP.</p> <p>0% + DPWP <i>and</i> refer the matter to the Senior Prosecutor for potential disciplinary proceedings.</p> <p>0% + DPWP.</p>
<b>C</b>          <b>C</b>	<p>Serial offences of minor plagiarism at the undergraduate level (a third time or more), indicating a total disregard for the rules, and an unwillingness to make the effort to remedy the problem despite several previous sanctions.</p> <p>Second offences of major plagiarism in major assignments at the undergraduate level (cases of plagiarism of 50% or more of a subsequent assignment).</p> <p>Second offences of syndication and/or taking and copying from another student's work without permission.</p>	<p>All these offences have the potential to attract serious penalties, ranging from mark penalties to re-doing work to DPWP to exclusion (whether suspended or not). If permanent exclusion is recommended, this must be confirmed by Senate and Council.</p>	

CATE- GORY	FORM OF PLAGIARISM	SUGGESTED PENALTY: <b>POSTGRADUATES</b>
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<b>B</b>	<p>Plagiarism from textual sources in Honours or Postgraduate Diploma coursework and Master's coursework assignments.</p> <p>Relatively minor plagiarism from textual sources in Honours research papers.</p>	<p>0% (in which case another assignment should, where possible, be redone for DP purposes, but not to count for marks) to 0% + DPWP.</p> <p>In such situations, DPWP should normally only apply to that component of the course, not the entire Honours year.</p>
<b>C</b>	<p>Second offences, including situations where the student has committed plagiarism as an undergraduate.</p> <p>Serious plagiarism in Honours research papers.</p> <p>Taking and copying material from another student in Honours and coursework Master's.</p> <p>Any plagiarism in Master's half-theses, dissertations and full theses, and in PhD theses.</p>	<p>All these offences have the potential to attract serious penalties, ranging from mark penalties to DPWP to exclusion (whether suspended or not). However, the most serious cases should be dealt with in terms of the Student Disciplinary Code.</p> <p>If permanent exclusion is recommended, this must be confirmed by Senate and Council.</p>

### 3.3 RULES FOR REFERENCING

There are many different referencing styles and conventions used to encourage a clear and consistent pattern of citation. The purpose of all referencing styles is to provide the reader with sufficient information to find a source cited by the writer. To this end, references usually include the author/s, title, date and place of publication, and the publisher. One of the best-known and simplest styles is the 'author-date' style of citing and referencing (often referred to as the 'Harvard style'). All assignments submitted to the Department of Sociology *must* follow this style (outlined below). In following the referencing conventions required by the Department, pay particular attention to *capitalisation*, the use of *italics*, and *punctuation* (see 3.4 below).

Rhodes University provides campus-wide access to RefWorks, which is personal bibliographic management software. (Note: several bibliographic management tools are available on the Web, should you wish to consider alternative products). The purpose of bibliographic management software is to allow users to download all the necessary bibliographic details about library materials (e.g., online journal articles, books, conference papers, policy documents, and other resources) into their personal database. Access to RefWorks is available from the [Rhodes Library website](#). On the library's homepage, select 'RefWorks' from the Quick Links list. If you encounter any difficulties getting started, ask a librarian for assistance or submit a query [here](#).

### **3.3.1 Quoting**

If you copy words directly from a source, you must put the words between *quotation marks* and indicate the author's surname, publication date, and the page where the quote is found. For example:

Conceptual analysis, according to Stewart (2015: 6), "requires that concepts must continually be tested against the empirical evidence to construct better, more accurate theories".

OR

It has been shown that conceptual analysis "requires that concepts must continually be tested against the empirical evidence to construct better, more accurate theories" (Stewart, 2015: 6).

If you wish to quote from one source and alert the reader to another source/s that makes similar or related points, cite the author/s whom you quoted first and then list the other author/s as follows: (Pillay, 2017: 131; see also Gilmore *et al.*, 2015: 297; Rakube, 2013: 584). Long quotations (40 words or more) should be 'blocked' to make them stand out clearly from the rest of the text. This format means indenting the entire passage, reducing the line spacing to 1.0, and dispensing with quotation marks. However, it is advisable to avoid long quotations, or at least to use them very sparingly. As far as possible, write your assignments by *constructing an argument in your own words*.

### **3.3.2 Paraphrasing**

Paraphrasing is when you put an idea you got from someone else in your own words. It is *not* enough to simply change the word order or substitute one or two words of the original text (using Thesaurus). When paraphrasing, you do not have to use quotation marks, but you still need to acknowledge the source of the idea. For example:

The concepts on which sociological theories depend for their veracity should be continuously refined through research (Stewart, 2015: 6).

OR

Stewart (2015: 6) states that the concepts on which sociological theories depend for their veracity should be continuously refined through research.

If you refer to a *specific* point or idea from an author, you must include the page number/s in the citation. This requirement allows the readers to check whether the cited source supports the claim made in an assignment. In contrast, you do not need to include page numbers when paraphrasing the author's central or overarching argument in a paper, chapter, or book. In addition, please note the following:

**Citation of publications by the same author is arranged by date:**

Studies by Khumalo (2010, 2015, 2020) found that...

**Citation of different editions of the same publication:**

(Mkandawire, 2010; 2020).

**Citation of more than one publication is arranged alphabetically:**

Several studies (Cachalia, 2015; Naude & Alexander, 2005; Stofile, 2010) show that...

**Citation of publications with three (3) or more authors is listed as follows:**

According to Adedeji *et al.* (1991: 42), the challenge is... OR The challenge is... (Adedeji *et al.*, 1991: 42).

**With secondary citations, acknowledge both sources in the text, but only include the item you read in the reference list:**

The study conducted by Khumalo in 2011 (cited in Cele, 2013: 127) found...  
Only include Cele (2013) in the list of references.

**A web resource that does not include page numbers:**

The South African Sociological Association (2012, Current Research, para. 2)...

**Editors versus authors:**

Many academic books are edited collections, comprising an introduction and/or conclusion written by the editor/s, with the remainder of the book consisting of chapters written by contributors, with their name/s and the chapter title listed at the start of each chapter. In such cases, you must cite the author/s of the chapter you are using for your assignment. Only chapter/s written by the editor/s are attributed to them.

**Differentiating and dating web pages:**

Most websites contain many pages. The main or home page – for example, [www.cosatu.org.za](http://www.cosatu.org.za) – is different from other pages on the same site – for instance, <http://www.cosatu.org.za/show.php?ID=925>, which contains a brief history of the labour federation. Sources on the Internet are cited by the URL of the relevant web

page/s – for example: According to the Quarterly Labour Force Survey, unemployment increased... ([http://www.statssa.gov.za/?page\\_id=1854&PPN=P0211](http://www.statssa.gov.za/?page_id=1854&PPN=P0211)).

### **Generative Artificial Intelligence (AI):**

The integrity of learning is essential in applying generative AI tools. This means that you must utilise these tools to enhance your comprehension of the content and improve your abilities rather than simply as a means to complete an assignment. For instance, restrict the use of generative AI tools to the initial phases of writing and research – to spark ideas, gather information, and organise your thoughts – instead of letting them generate content for you. Be wary of over-reliance on generative AI, as it could hinder the growth of your writing skills, personal style, critical thinking abilities, and creativity. Clearly indicate which tools were used, and how you used them. Differentiate between your work and the text generated by an AI tool by using proper citations and quotation marks. Presenting AI-generated work as your own amounts to plagiarism. Citations must include the author of the generative AI model and the year of the version used. For example: (OpenAI, 2026) or OpenAI (2026).

## **3.4 LIST OF REFERENCES**

The 'List of References' must be located on the last page/s of your assignment. It should include *all* the sources you have used (quoted or cited) in the assignment. The readings from which we work might have some missing data, such as the place of publication (for a book) or volume and number (for a journal). In such cases, it is *your* responsibility to locate the missing information. The simplest way to find this missing information is to look up the book or article in the library system [here](#), or, if it is not listed there, look it up [here](#).

Unlike citations in the text, you must list *all* the authors of a book, chapter, article, or paper and not use '*et al.*' in the list of references. Likewise, you should list the *full title* of a book and should not use abbreviated titles for journals (e.g., *Int. J. of Soc. for International Journal of Sociology*), even if the abbreviated title appears on the journal article itself. References to webpages must include the following information (if available): author/s, date of publication, title, URL, and the date on which the website was accessed. Furthermore, you must list the *edition* of a book in brackets after the title if it is *not* the first edition (e.g., see Abercrombie *et al.* below). If the edition is not listed in the book, it is usually safe to assume it is the first edition. In addition, please note the following:

### **Entries in the list of references are arranged in alphabetical order:**

Davids, N.M. (2020).

Dlamini, R. (2012).

### **Entries by the same author are arranged by date:**

Khumalo, S.L. (2015).

Khumalo, S.L. (2020).

**Entries by the same author with no date (n.d.) come after those with dates:**

Stofile, Z.T. (2020).

Stofile, Z.T. (n.d.).

**Single-author entries come before multiple-author entries:**

Xaba, M.C. (2020).

Xaba, M.C., Botha, T. & Williams, C.R. (2015).

**Entries by an author, published in the same year, should be listed with the addition of lower-case letters:**

Modise, P. (2018a).

Modise, P. (2018b).

Below are examples of how sources should be detailed in a list of references. You will notice that the presentation differs depending on whether your source is a chapter in a book, a book with multiple authors, a journal article, the Internet, a newspaper, etc.

**No author or anonymous:**

Anon. (1985). *Anatomy of apartheid*. Johannesburg: Solidarity Press.

**An organisation from the Internet:**

Statistics South Africa. (2013). *Social profile of vulnerable groups in South Africa, 2002–2012*. Available at: <http://www.statssa.gov.za/publications/Report-03-19-002012.pdf> [Accessed 28 August 2023].

**Author from the Internet:**

Wilderman, J. (2015). *The Western Cape farmworkers' struggle*. Working Paper: 4. Society, Work and Development Institute, University of the Witwatersrand. Available at: <https://www.wits.ac.za/swop/jessewilderman.pdf> [Accessed 4 June 2023].

**E-Book:**

Scanlon, H. (2007). *Representation and reality: Portraits of women's lives in the Western Cape, 1948–1976*. Pretoria: HSRC Press. Available at: [http://www.hsrcpress.ac.za/product.php?cat=33&sort=title&sort\\_direction=&page=2&freedownload=1&productid=2194](http://www.hsrcpress.ac.za/product.php?cat=33&sort=title&sort_direction=&page=2&freedownload=1&productid=2194) [Accessed 13 November 2023].

**Book with one author:**

Sooryamoorthy, R. (2016). *Sociology in South Africa: Colonial, apartheid and democratic forms*. London: Palgrave Macmillan.

**Book with two or more authors:**

Abercrombie, N., Hill, S. & Turner, B.S. (2006). *The Penguin dictionary of sociology*



(fifth edition). London: Penguin Books.

**Edited collection:**

Stewart, P. & Zaaiman, J. (eds.) (2015). *Sociology: A concise South African introduction*. Cape Town: Juta & Company.

**Chapter in an edited book:**

Mama, A. (2005). Gender studies for Africa's transformation. In: T. Mkandawire (ed.) *African intellectuals: Rethinking politics, language, gender and development*, pp. 94–116. London: Zed Books.

**Thesis:**

Manona, C. (1988). *The drift from farms to towns*. Unpublished PhD Thesis. Makhanda: Rhodes University.

**Conference paper:**

Nene, S. (1988). Decision making and power relations within black families: A search for theory and research programme. Paper presented at the *Annual South African Sociological Association Conference*. University of Durban-Westville, 4–6 July.

**Journal article:**

Buhlungu, S. (2008). Gaining influence but losing power? COSATU members and the democratic transformation of South Africa. *Social Movement Studies*, Vol. 7 (1), pp. 31–42.

**Legislation:**

*Labour Relations Act*, No. 66 of 1995. Available at: <http://www.labour.gov.za/legislation/amended-labour-relations-act>. [Accessed 10 November 2023].

**Court case:**

*Atlantis Diesel Engines v NUMSA* (1993) 14 ILJ 642.

**Interview (recorded):**

Laurent, P.J. (2019). *Interview with P.J. Laurent on 10 July*. Director, United Nations Population Division: Southern Africa Office, Pretoria. [Recording in possession of author].

**Newspaper or magazine article (author listed):**

Tshwane, T. (2017). Balancing act: Fewer undergrads, more postgrads. *Mail & Guardian*, 10 November.

**Newspaper or magazine article (no author listed):**

*Sunday Times*. (2016). Eskom praises convictions for electricity theft. 18 December.

**Online newspaper or publishing site:**

Mboweni, O. (2019). Food insecurity a potential driver of gender-based violence. *Daily Maverick*, 4 December. Available at: <https://www.dailymaverick.co.za/article/2019-12-04-food-insecurity-a-potential-driver-of-gender-based-violence/> [Accessed on 5 December 2023].

**Television programme:**

*Primetime News*. (2017). New figures on unemployment are released. SABC3, 15 May, 19:05.

'Fly'. (2010). *Breaking bad*. Series 2, Episode 10. MNET, 23 May, 20:00.

**Film on video or DVD:**

*Wall Street*. (1987). Film. Directed by Oliver Stone [DVD]. Hollywood, CA: Twentieth Century-Fox Film Corporation.

**Online video:**

Indian Institute of Technology, Kanpur. (2013). *Lecture 1: What is sociology?* [Online video]. 21 November. Available at: [https://www.youtube.com/watch?v=zVi5hx37yvw&list=PLbMVogVj5nJR94vAUyzC\\_V6pZhMwITnSa](https://www.youtube.com/watch?v=zVi5hx37yvw&list=PLbMVogVj5nJR94vAUyzC_V6pZhMwITnSa) [Accessed 3 November 2023].

**Podcast:**

University of Oxford Podcasts. (2015). *Cees van der Eijk on 'Contextualising research methods'*. [Online]. 4 June. Available at: <https://podcasts.ox.ac.uk/cees-van-der-eijk-contextualising-research-methods> [Accessed 19 May 2023].

**Blog:**

Behbehanian, L. & Burawoy, M. (2019). Global sociology: Reflections on an experimental course. 16 April 2018. *Global sociology: Blog*. Available at: <https://www.isa-sociology.org/en/publications/videos/global-courses/global-sociology/global-sociology-blog/> [Accessed 29 November 2023].

**Facebook, X, TikTok:**

Doe, J. (2017). Social networking group (Facebook). 8 October. Available at: <http://facebook.com> [Accessed 20 October 2023].

**Generative Artificial Intelligence (AI):**

OpenAI. (2022). ChatGPT (December 20 version) [Large language model]. <https://chat.openai.com/> [Accessed 25 February 2023].

**3.5 FORMAT OF WRITTEN ASSIGNMENTS**

- Unless otherwise specified by the lecturer concerned, students may not

submit any hand-written assignments.

- You must use a spell-check to eliminate spelling errors. Set the spell-check to *English (South Africa)* and do *not* use USA spelling (e.g., labor, behavior or center).
- As far as possible, avoid using the first person (e.g., I or me). Also, avoid the term 'one', as in 'One can argue...'.
- Do not use contracted forms (e.g., don't, can't, or won't) in your assignment. Always use the full terms (e.g., do not, cannot, or will not).
- Do not refer to allegedly commonly held positions or points of fact (e.g., 'As everybody knows...'); these claims are often false or only partially true. Instead, ensure that any claims made are drawn from reliable and cited sources and generally avoid making sweeping or unqualified claims.
- You may use acronyms in your assignments (e.g., 'ANC' for 'African National Congress'), but only after spelling out the acronyms the first time they are mentioned (e.g., A statement released by the African National Congress (ANC) claims that...).
- Non-English words must be italicised (e.g., *fin de siècle* or *Nkosi Sikelel' iAfrika*).
- Numbers up to ten are spelled out (e.g., one, five, nine) and those above ten are listed as numbers (e.g., 11, 50, 150).
- You must proofread your assignments meticulously before submission to eliminate grammatical, syntactic, and logical errors.
- Always keep a copy of your assignment. If your essay is misplaced, lost, or stolen, you will be required to provide the Department with a copy.
- Leave a margin of at least 30mm.
- Paragraphs must be clearly and consistently separated.
- Footnotes are helpful if the detailed description of particular material is distracting in, or inappropriate to, the body of your assignment. Include footnotes *only* if they help the reader better understand and evaluate your arguments. Footnotes should *not* be used for references.
- The title of your assignment should *not* be in question form, and words such as 'discuss', 'explain' or 'analyse' should be avoided. For example, devise a title such as 'Max Weber's theory of class' rather than using the essay question 'Outline Max Weber's theory of class'.

### **3.6 GUIDELINES FOR WRITING ASSIGNMENTS**

- Support *every* claim made in an assignment with evidence (in the form of citations). For example, any claims made about the unemployment rate, the number of people living with HIV, the content of official policies, the arguments of a particular social scientist, etc., *must* be supported by citing the relevant sources of this information.
- Avoid long, convoluted sentences and break your argument up into a logical and coherent sequence of paragraphs. A sentence should ideally convey a

single idea, while paragraphs are used to separate distinct aspects of an argument.

- Use headings and sub-headings to highlight the major themes or issues explored in your assignment and avoid jumping from one idea to the next without explaining how these ideas are linked.
- Each statement should contribute to your central argument and to the reader's understanding of the issues. Avoid polemics, personal attacks, triviality, and dubious or weak theoretical comparisons.
- Your assignment should *not* merely be a summary of the readings. It should identify the relevant themes and/or findings in the literature and contain a sustained, coherent *argument* – as far as possible, in your own words – aimed at answering the question.
- The introduction to your assignment should present the specific problem under study and indicate the structure of your argument. A good introduction summarises the main themes and gives the reader a firm sense of the central argument. Be careful to avoid details that properly belong in the main sections of the assignment.
- Review and critically assess existing research relating to the area being studied and outline the theoretical perspective you used to construct your argument. Provide an argument for why your chosen perspective provides deeper insights into the topic under discussion than some competing theory. Whenever possible, discuss the subject in the context of a relevant debate within the branch of sociology covered in the course.
- Your essay should include a discussion on conceptualisation – that is, defining your terminology. Social scientific concepts are more precise than common-sense usage; hence, you need to specify the meaning of the key concepts in your argument.
- Existing studies should be used to develop a theoretical and conceptual framework that will guide and structure your argument. However, you must *contextualise* existing research by acknowledging its spatial and temporal setting as well as its methodological features. In other words, you need to say something about where, when, and how this research was carried out. For instance, research conducted in 19<sup>th</sup>-century England or contemporary Brazil cannot legitimately be used as direct support for claims about (even ostensibly similar) phenomena or events in contemporary South Africa.
- When summarising existing work, avoid non-essential details. Instead, emphasise pertinent findings, relevant theoretical issues, and major conclusions. Clearly demonstrate both the continuity and conflict between previous research and *your* argument.
- The conclusion to your assignment should be as brief and persuasive as possible. It should include a summary of the discussion, the inferences drawn from the arguments, and an emphasis on the significance of the subject matter. As such, it should *not* introduce any new information or ideas.
- Choose your references judiciously and cite them properly (see 3.3 and 3.4

above). Cite research that is pertinent to the specific issue and avoid references with only tangential or general significance. Take special care not to cite established authorities out of context.

### 3.7 SUBMISSION OF ASSIGNMENTS

Completed assignments must be placed in the relevant box in the foyer to the Department of Sociology (adjacent to Steve Biko seminar room) *before* 16h00 on the due date. Students should *not* leave assignments at the reception, in the Administrator's office, or under a lecturer's door. Any assignment submitted in this manner may be regarded as not having been submitted by the due date.

#### 3.7.1 Late Submission of Assignments

Due dates are usually set for at least a week before the end of a course to prevent overlapping work activities between courses or to minimise interference with the preparation for examinations. It is, therefore, essential that you submit assignments on time. The late submission of assignments will be penalised as follows:

Late Submission	Penalty
An assignment is handed in <i>within 24 hours</i> of the due date	Minus 5%
An assignment is handed in <i>within five working days</i> of the due date	Minus 10% per day
An assignment is handed in <i>more than five working days</i> after the due date	0% (While such assignments will not be marked or contribute to the year mark, they will count for the purpose of DP certificates)
An assignment is not submitted	A refusal of the student's DP certificate (see point 8 below)

#### 3.7.2 Extension for Assignments/Tests and Leave of Absence

If a student cannot write a test or submit an assignment at the specified time, they must inform the Department of the reason in writing and *no less than 48 hours* before the due date (where possible). The University's Policy for Leave of Absence for Students is available [here](#). An application for a Leave of Absence (LOA) should be submitted to the Office Administrator, who will notify the lecturer concerned about the application. In the case of illness or injury, a valid medical certificate is required. The Department reserves the right to grant or refuse an application based on the information available.

A lecturer may not disregard an LOA form signed by the Head of Department.

However, it is imperative to note that an LOA issued by the Department (a) only covers the specified dates and (b) does not release the student from the obligation to submit an assignment or write a test. Once a student is granted an LOA, the onus is on them to contact the lecturer concerned (as soon as possible) to arrange an alternative date of submission for an outstanding assignment or the writing of a supplementary test.

### 3.7.3 Assignment Cover Sheet

The required format of the cover page for all assignments submitted to the Department is reproduced below.

<p style="text-align: center;"><b>ASSIGNMENT COVER SHEET</b></p> <p>Student name: _____</p> <p>Student number: _____</p> <p>Module: _____</p> <p>Lecturer: _____</p> <p>Assignment title: _____</p> <p>_____</p> <p>Due date: ____ / ____ /20 ____</p> <p>Name of tutor: _____ (if applicable)</p> <p>Tutorial group number: _____ (if applicable)</p> <p>Word count: _____ (if applicable)</p> <p><b>DECLARATION:</b></p> <ol style="list-style-type: none"><li>1. I am familiar with the University's policy and the Department's guidelines on plagiarism as set out in the <i>Sociology Handbook</i>.</li><li>2. I know that copying directly from any source (printed or electronic) and presenting this material as my own work is plagiarism.</li><li>3. I am aware that copying anyone else's work and presenting it as my own work is plagiarism.</li><li>4. I have not allowed and will not allow anyone to copy my work with the intention of passing it off as their own work.</li><li>5. This assignment is my work, and my understanding and thinking are evident in my writing.</li><li>6. I have cited all sources and provided a complete, alphabetised</li></ol>
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list of references according to departmental requirements set out in the *Sociology Handbook*.

7. I understand that I am liable to lose my Duly Performed (DP) certificate or even be excluded from the University if I plagiarise.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_ / \_\_\_\_\_ /20\_\_\_\_\_

### 3.7.4 Class Tests

In addition to written assignments, class tests are the primary means of assessment in courses. All tests administered by the Department are subject to the University's rules relating to examinations. Since the penalties for infringement are necessarily severe, students are encouraged to familiarise themselves with these rules, which are available [here](#).

## 4. ASSESSMENT OF ASSIGNMENTS AND EXAMINATIONS

Written assignments constitute an essential part of your work in the Department. This section deals with some of the terms used when phrasing examination questions or essay topics. When evaluating written work, lecturers are guided by the criteria outlined in this section.

### 4.1 TERMS USED IN ESSAYS, TUTORIALS, AND EXAMINATIONS

'Outline'	Give the main characteristics of the topic without significant detail.
'Describe'	Give an account of, specify the immediate characteristic features in greater detail than outlining.
'Discuss'	From a Latin root meaning 'to shake out in different directions' or 'throwing ideas around'; to investigate a matter by setting out its various aspects.
'Elaborate'	Show the meaning by expanding and developing.
'Illustrate'	Make clear by giving specific examples and comparisons.
'Compare'	Disclose the points of difference and resemblance, merely describing or outlining.
'Explain'	Make the meaning clear, simplify, interpret.
'Critically examine' or 'Evaluate'	Demonstrate the validity of the statement or the reverse, supporting your argument by quoting authorities.
	The highest form of sociological endeavour. To break

<b>‘Analyse’</b>	down the structure of a social phenomenon or the meaning of a concept into its component parts and determine the relationship between these components to illuminate the underlying or essential features. Further, to reconstruct these components, their relationships, and essential features <i>theoretically</i> , in such a way as to make their meaning clear.
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## 4.2 GUIDE FOR THE ASSESSMENT OF ESSAYS

Essay Assessment Sheet					
Student:					
Mark:					
<b>Rating scale</b> 5 = Excellent 4 = Very good 3 = Satisfactory 2 = Needs some work 1 = Needs substantial work					
<b>Introduction to the essay</b>					
Interpretation of title and introduction		5	4	3	2 1
Outline of the central argument		5	4	3	2 1
<b>Development of the essay</b>					
Logical development		5	4	3	2 1
Relative weight of sub-sections		5	4	3	2 1
Insight and originality		5	4	3	2 1
Subject relevance		5	4	3	2 1
Depth in which topic is covered		5	4	3	2 1
Use of evidence and/or examples		5	4	3	2 1
Understanding of topic		5	4	3	2 1
Constructive critical analysis		5	4	3	2 1
<b>Conclusion to the essay</b>					
		5	4	3	2 1
<b>Referencing</b>					
Acknowledgement of sources		5	4	3	2 1
Number and variety of sources		5	4	3	2 1
Style of referencing		5	4	3	2 1
<b>Other features</b>					
Spelling and typing errors		5	4	3	2 1
Grammar and syntax		5	4	3	2 1
Style		5	4	3	2 1
Length		5	4	3	2 1

## 4.3 ESSAY ASSESSMENT: WHAT THE RATINGS MEAN

<b>Interpretation of title and introduction</b> <i>Excellent/Very good</i> The introduction shows a sound grasp of the question and provides a clear outline of the scope of the essay.
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<p><i>Satisfactory</i> The introduction rambles and the scope of the essay is not defined.</p> <p><i>Needs more/much more work</i> Launches straight in with no attempt to introduce and define the topic. The question may have been misunderstood.</p>
<p><b>Logical development</b></p> <p><i>Excellent/Very good</i> Develops a logical argument and expounds ideas clearly.</p> <p><i>Satisfactory</i> Could be better organised by sequencing some of the material more appropriately.</p> <p><i>Needs more/much more work</i> Fails to develop a clear theme or line of argument.</p>
<p><b>Relative weight of sub-sections</b></p> <p><i>Excellent/Very good</i> A well-balanced essay with all the necessary areas covered adequately.</p> <p><i>Satisfactory</i> Some essential areas are not covered sufficiently.</p> <p><i>Needs more/much more work</i> Some or many vital issues/areas are entirely overlooked.</p>
<p><b>Insight and originality</b></p> <p><i>Excellent/Very good</i> Shows a clear and independent understanding of the relevant issues.</p> <p><i>Satisfactory</i> Shows some understanding of the essential issues but needs more thought.</p> <p><i>Needs more/much more work</i> Shows little understanding of the issues and little sign of time and thought given to the question.</p>
<p><b>Subject relevance</b></p> <p><i>Excellent/Very good</i> Essay thoroughly answers the question.</p> <p><i>Satisfactory</i> Essay answers the question in a general way.</p> <p><i>Needs more/much more work</i> Essay is very vague or unrelated to the question.</p>
<p><b>Depth in which topic is covered</b></p> <p><i>Excellent/Very good</i> Issues are covered in great detail and with considerable thought.</p> <p><i>Satisfactory</i> Topic is given adequate treatment, although issues are covered superficially in places.</p> <p><i>Needs more/much more work</i> Topic is not covered adequately; there is a complete lack of depth and detail. Very superficial.</p>
<p><b>Use of evidence/examples</b></p> <p><i>Excellent/Very good</i> Regular and accurate use of relevant evidence/examples.</p> <p><i>Satisfactory</i> An adequate appeal to relevant evidence/examples.</p> <p><i>Needs more/much more work</i> Little or inaccurate appeal to relevant evidence; inappropriate use of evidence/examples.</p>
<p><b>Understanding of topic</b></p> <p><i>Excellent/Very good</i> Well argued. All main issues are explored and evaluated, and conclusions are justified.</p> <p><i>Satisfactory</i> Most main issues were explored. Some analysis and critical evaluation.</p> <p><i>Needs more/much more work</i> Work is descriptive, accepting and/or one-sided with little or no analysis or criticism.</p>

<p><b>Contextualised and critical analysis</b></p> <p><i>Excellent/Very good</i> Well-presented argument in which theories are carefully considered and rigorously analysed. The discussion is consistently contextualised and sweeping claims are avoided.</p> <p><i>Satisfactory</i> A decent argument, although theories are not given sufficient consideration. Analysis is superficial and not properly contextualised.</p> <p><i>Needs more/much more work</i> Lack of argument. Treatment of theories is descriptive rather than analytical. Lacks rigour.</p>
<p><b>Acknowledgement of sources</b></p> <p><i>Excellent/Very good</i> All sources are properly cited and referenced.</p> <p><i>Satisfactory</i> Sources are generally cited and referenced, although occasional plagiarism is a problem.</p> <p><i>Needs more/much more work</i> Complete or almost complete lack of citing and referencing; unacceptable level of plagiarism.</p>
<p><b>Number and variety of sources</b></p> <p><i>Excellent/Very good</i> Critical and wide-ranging use of the relevant literature.</p> <p><i>Satisfactory</i> Some of the relevant literature is covered.</p> <p><i>Needs more/much more work</i> There is little evidence of supportive reading and inadequate preparation.</p>
<p><b>Referencing</b></p> <p><i>Excellent/Very good</i> The correct style of referencing and all sources cited are acknowledged in the list of references.</p> <p><i>Satisfactory</i> Generally correct style of referencing, but not all sources cited/used are acknowledged.</p> <p><i>Needs more/much more work</i> Incorrect and incomplete referencing.</p>
<p><b>Spelling and typing errors</b></p> <p><i>Excellent/Very good</i> None or very few spelling/typing errors.</p> <p><i>Satisfactory</i> Several spelling/typing errors; greater care is required.</p> <p><i>Needs more/much more work</i> Too many spelling/typing errors, indicating a severe problem with spelling/typing.</p>
<p><b>Grammar and syntax</b></p> <p><i>Excellent/Very good</i> No problems.</p> <p><i>Satisfactory</i> Generally clear, although at times incorrect words, tenses, etc. are used.</p> <p><i>Needs more/much more work</i> Some serious grammatical problems, which make the essay difficult to read/understand.</p>
<p><b>Style</b></p> <p><i>Excellent/Very Good</i> Very easy to read/fluent.</p> <p><i>Satisfactory</i> Generally easy to read, although not always fluent.</p> <p><i>Needs more/much more work</i> Very difficult to follow; style is not fluent.</p>

**Conclusion to the essay***Excellent/Very good*

Good concluding section that draws together the central points raised.

*Satisfactory*

Relatively brief and formalised conclusion.

*Need more/much more work*

The essay ends abruptly, or the conclusion simply rephrases the introduction.

**4.4 MARKING OF ASSIGNMENTS: TIME LIMITS**

First-year assignments will typically be marked and returned to students no later than three weeks after the due date. All other assignments will usually be marked and returned to students no later than two weeks after the due date. Assignments for courses in the second and fourth terms (before the June and November examinations, respectively) will usually be marked and returned to students before the end of swot week.

**4.5 MARKING SCHEDULE: TESTS AND EXAMINATIONS**

<b>1<sup>st</sup></b>	100	Outstanding coverage of relevant and background material Excellent understanding of the material and critical argumentation Sound understanding Organisation, presentation, style, linguistic fluency, etc.
	75	Creative and original
<b>2/1</b>	74	Competent coverage of relevant and background material Fair integration Evidence of insight and adequate originality Satisfactory organisation
	69	Satisfactory coverage of relevant material Moderate integration and comprehension Lacks mastery, but arguments have some critical depth Satisfactory to moderate organisation
<b>2/2</b>	62	Some originality (but not sufficient)
	59	Adequate coverage of relevant material Arguments lacking clarity and theoretical insight Omissions with areas of confusion and errors A tendency towards repetition of lecture notes Just enough comprehension indicated to pass
<b>3<sup>rd</sup></b>	52	Limited organisation of material
	49	Relevant material is covered, but not enough to warrant a pass The level of argument is poor
<b>F1</b>	47	Errors and omissions Not well organised, conceptual misunderstandings No analysis
	42	Little relevant material Insufficient material covered, weak argument Narrow, simplistic, confused Poorly organised, conceptual misunderstandings Inadequate, muddled, disorganised Major errors and omissions
<b>F2</b>		

	37	Weak argument
	27	Very little relevant material Predominantly irrelevant or muddled
<b>F3</b>	17	Severe misunderstandings and errors No organisation/incoherent
	0	No argument

## 5. COMPILATION OF FINAL MARKS

The final mark for Sociology I is comprised as follows:

<b>Class record</b>	<b>30%</b>
<b>June examination</b>	<b>35%</b>
<b>November examination</b>	<b>35%</b>

The final mark for all other undergraduate courses (i.e., Sociology II and III as well as Industrial & Economic Sociology II and III) is comprised as follows:

<b>Class record</b>	<b>40%</b>
<b>June examination</b>	<b>30%</b>
<b>November examination</b>	<b>30%</b>

The final mark for Honours courses (i.e., Sociology, Development Studies, and Industrial & Economic Sociology) is comprised as follows:

<b>Class record</b>	<b>50%</b>
<b>June examination</b>	<b>25%</b>
<b>November examination</b>	<b>25%</b>

The final mark for the Master's by coursework and dissertation programme (i.e., Sociology, Development Studies, and Industrial & Economic Sociology) is comprised as follows:

<b>Class record</b>	<b>25%</b>
<b>Examinations</b>	<b>25%</b>
<b>Dissertation</b>	<b>50%</b>

The class record consists of the essays, tests, research reports, dissertations and/or other assignments submitted for each course during the year. Ranging between 25 and 40 per cent (depending on the year of study), it will have a significant impact on your overall mark and may be the difference between a pass or a fail, a good mark or an exceptional mark.

## **6. TUTORIALS**

Tutorial attendance is compulsory, and the submission of an LOA form is required in cases where a student cannot attend a tutorial. Where applicable, please check the notice board for times, venues, and tutorial groups. Students are obliged to attend the tutorial session to which they have been assigned. In the case of a clash with another course, the tutorial group may be changed. Students needing to change tutorial groups must do so in consultation with the Secretary or Office Administrator.

## **7. EXAMINATIONS**

First-semester courses are examined in June, and second-semester courses are examined in November. The June examination is a write-off, so you will not be tested on the first semester's work in the November examination. As noted above, students are encouraged to familiarise themselves with the University's rules on examinations, which are available [here](#).

## **8. DULY PERFORMED CERTIFICATE**

Students are not automatically (i.e., only by virtue of enrolment) eligible to write examinations. You must first obtain a Duly Performed (DP) certificate. A student will not be admitted to an examination unless the Department has certified that they have performed all the assigned work. To obtain a DP certificate, a student must satisfy the following requirements:

- attend all tutorials (where applicable),
- submit all tutorial assignments on time (where applicable),
- submit all class assignments on time,
- write all tests, and
- write the June examination.

The Head of Department, in consultation with the relevant Course Coordinator, may also refuse a student's DP certificate if their June exam and class marks are so low that it would be impossible for the student to pass the course.

## **9. DEPARTMENTAL GRIEVANCE PROCEDURE**

The departmental grievance procedure is a vital means of identifying and addressing student dissatisfaction as well as enhancing the relationship between staff members and students in the Department. As such, the procedure is an essential channel of communication to highlight concerns that may otherwise lead to frustration and dispute. By lodging a grievance, a student expresses dissatisfaction with some aspect of a course, its forms of assessment, a perceived violation of rights, some form of

discrimination or prejudice, and so on. To ensure the fairness and integrity of the procedure, all staff members are duty-bound not to victimise and/or in any way disadvantage a student for lodging a grievance against them.

The departmental grievance procedure is designed to resolve grievances as speedily and fairly as possible. It consists of the following four steps:

<b>1</b>	<b>An aggrieved student raises their grievance, within a reasonable period, with the relevant <i>class representative</i> and/or the <i>lecturer</i> concerned.</b>
<b>2</b>	<b>An aggrieved student is not compelled to raise a grievance with their lecturer if the grievance concerns that lecturer. Whenever this is the case, the student should submit their grievance, within a reasonable period, directly with the relevant <i>Course Coordinator</i>.</b>
<b>3</b>	<b>If the Course Coordinator is also the lecturer with whom the student has a grievance, or if the Course Coordinator fails to resolve a grievance within a reasonable period, the student should refer the grievance to the <i>Head of Department</i>.</b>
<b>4</b>	<b>If the Head of Department is also the lecturer with whom the student has a grievance, or if the Head of Department fails to resolve a grievance within a reasonable period, the student may refer the grievance to the <i>Dean of Humanities</i>, who may, in turn, refer it to the <i>Director of Student Affairs</i> and/or the <i>Deputy Vice-Chancellor: Academic and Student Affairs</i>.</b>

Note: A 'reasonable period' is an *objective* standard, which reflects a range of factors (including common-sense and fairness) and refers to what the 'typical' or 'average' person (rather than the parties involved) would regard as an acceptable passage of time under the prevailing circumstances.