



## CONTENTS

|           |   |           |
|-----------|---|-----------|
| <b>1.</b> | <b>MEMBERS OF STAFF AND COURSE COORDINATORS .....</b> | <b>1</b>  |
| <b>2.</b> | <b>RULES RELATING TO ASSIGNMENTS .....</b>            | <b>2</b>  |
| <b>3.</b> | <b>ASSESSMENT OF ASSIGNMENTS AND EXAMINATIONS ...</b> | <b>15</b> |
| <b>4.</b> | <b>COMPILATION OF FINAL MARK .....</b>                | <b>19</b> |
| <b>5.</b> | <b>TUTORIALS .....</b>                                | <b>20</b> |
| <b>6.</b> | <b>EXAMINATIONS .....</b>                             | <b>20</b> |
| <b>7.</b> | <b>DULY PERFORMED CERTIFICATE .....</b>               | <b>21</b> |
| <b>8.</b> | <b>DEPARTMENTAL GRIEVANCE PROCEDURE .....</b>         | <b>21</b> |

### **1. MEMBERS OF STAFF AND COURSE COORDINATORS**

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

| Name                     | Designation                                | Email Address  |
|--------------------------|--|--|
| Alexander, Tarryn        | Lecturer                                   | <a href="mailto:t.alexander@ru.ac.za">t.alexander@ru.ac.za</a>           |
| Chisaka, Janet           | Lecturer                                   | <a href="mailto:j.chisaka@ru.ac.za">j.chisaka@ru.ac.za</a>               |
| Drewett, Michael         | Associate Professor                        | <a href="mailto:m.drewett@ru.ac.za">m.drewett@ru.ac.za</a>               |
| Fuller, Juanita          | Office Administrator                       | <a href="mailto:j.fuller@ru.ac.za">j.fuller@ru.ac.za</a>                 |
| Helliker, Kirk           | Professor (Research)                       | <a href="mailto:k.helliker@ru.ac.za">k.helliker@ru.ac.za</a>             |
| Klerck, Gilton           | Associate Professor and Head of Department | <a href="mailto:g.klerck@ru.ac.za">g.klerck@ru.ac.za</a>                 |
| Martinez Mullen, Claudia | Lecturer                                   | <a href="mailto:c.martinezmullen@ru.ac.za">c.martinezmullen@ru.ac.za</a> |
| Ntikinca, Kanyiso        | Lecturer                                   | <a href="mailto:k.ntikinca@ru.ac.za">k.ntikinca@ru.ac.za</a>             |
| Penxa, Lungile           | Lecturer                                   | <a href="mailto:l.penxa@ru.ac.za">l.penxa@ru.ac.za</a>                   |
| Sakata, Noluvuyo         | Secretary                                  | <a href="mailto:noluvuyo.sakata@ru.ac.za">noluvuyo.sakata@ru.ac.za</a>   |
| Sipungu, Thoko           | Lecturer                                   | <a href="mailto:t.sipungu@ru.ac.za">t.sipungu@ru.ac.za</a>               |
| Sishuta, Babalwa         | Lecturer                                   | <a href="mailto:b.sishuta@ru.ac.za">b.sishuta@ru.ac.za</a>               |
| Van der Walt, Lucien     | 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, who is responsible for the efficient administration of modules within the relevant year of study as well as for dealing with student grievances (see point 8 below). The Course Coordinator/s for each course or programme are as follows:

| Course / Programme                        | Coordinator/s                   |
|---|---------------------------------|
| Sociology I                               | Janet Chisaka & Lungile Penxa   |
| Sociology II                              | Babalwa Sishuta                 |
| Industrial and Economic Sociology II      | Kanyiso Ntikinca                |
| Sociology III                             | Tarryn Alexander                |
| Industrial and Economic Sociology III     | Claudia Martinez Mullen         |
| Honours                                   | Michael Drewett & Thoko Sipungu |
| Master's (by coursework and dissertation) | Lucien van der Walt             |
| Master's and Doctoral (by thesis)         | Kirk Helliker                   |

## **2. RULES RELATING TO ASSIGNMENTS**

The writing of 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. Academic writing is governed by specific rules. Academic writing requires that you acknowledge the words and thoughts of other scholars by citing and referencing your sources of information. *Citing* is the practice of quoting from, or referring to, the works and ideas of other scholars in the text of your assignment. *Referencing* is the listing of the full details of the publications that 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, that you understand it, and that you are familiar with the work of leading scholars in the field of study. This gives authority to your statements by showing that your arguments are supported by these scholars.

On a methodological level, these conventions reflect the fact that new knowledge is always produced out of *existing* knowledge. That is, the prevailing state of scientific knowledge forms the raw material that is used by subsequent research to yield a deeper understanding of reality.

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

Increasingly, students are relying on information resources available on the World Wide Web (the Internet). It is important that you understand that Web sources may be substantially different from sources that you find in an academic library. Anybody can publish anything on the Web; articles on the Web are not necessarily peer reviewed. All papers that are offered to academic journals are subjected to a rigorous process of anonymous review 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 articles are fundamentally different from articles in newspapers like *Sunday Times*, magazines such as *Cosmopolitan*, or journals like *Newsweek*. While most journalists may take reasonable measures to present facts accurately, the constraints of time 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 authority, if any, of the source. Are the authors named, and do they belong to a credible organisation? The Web address or URL can give you a clue: '.ac' or '.edu' indicates an academic institution, '.gov' a government publication, and '.com' or '.co' 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, references to *Wikipedia* should be avoided in academic work.

Furthermore, the tone of a text should be carefully considered. Extravagant statements or over-emphatic claims are not found in serious academic writing, nor are vague or sweeping statements 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 what other people have said, but not published in peer-reviewed journals, could indicate that the information is untrustworthy. 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.

## **2.2 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 and expand and deepen your own argument or position with respect to the essay topic. However, it is very important that you 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 the words and/or ideas of others 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 Web, 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.

There can be *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.

| Category & Extent of Plagiarism |   | Penalties  |
|---------------------------------|---|--|
| A                               | One or two sentences are plagiarised                                      | A mark reduction of 10% per sentence   |
| B                               | A block of text (sequence of sentences or whole paragraph) is plagiarised | A mark reduction (of up to 30% per block)  |
|                                 |   | The matter is referred to the Departmental Disciplinary Officer and taken to the Senate Standing Committee on Plagiarism |
| C                               | More than half of the assignment is plagiarised                           | The matter is referred to the Departmental Disciplinary Officer and taken to the Senate Standing Committee on Plagiarism |
|                                 |   | The student is given a mark of 0%  |
|                                 |   | The student's Duly Performed certificate is refused  |
| D                               | Repeat offence of B or C  | The matter is referred to the Departmental Disciplinary Officer and to the Senate Standing Committee on Plagiarism       |
|                                 |   | The student is given a mark of 0% and his or her Duly Performed certificate is refused                                   |
|                                 |   | The student is excluded from the University  |

As demonstrated in the table above, the University's *Common Policy on Plagiarism* identifies varying degrees of plagiarism (categories A to D) and consequently provides for penalties of increasing severity. All students are required to familiarise themselves with this policy, which is available at:

<http://www.ru.ac.za/media/rhodesuniversity/content/institutionalplanning/documents/Plagiarism.pdf>

All students are also required to sign a declaration stating (among others) that you 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 every assignment that you submit to the Department. A copy of this cover sheet can be found in section 2.7.3 (below).

## **2.3 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*, use of *italics*, and *punctuation* (see 2.4 below).

Rhodes University provides campus-wide access to RefWorks, which is personal bibliographic management software. (Note: there are several bibliographic management tools 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 own personal database. Access to RefWorks is available from the Rhodes Library website at: <http://www.ru.ac.za/library/> On the library's homepage, select 'RefWorks' from the Quick Links list. If you encounter any difficulties in getting started, ask a librarian for assistance or submit a query online at <http://ru.za.libanswers.com/>

### **2.3.1 Quoting**

If you copy words directly from a source, you must put the words between *quotation marks* and indicate the author's surname, the date of publication, and the page on which 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 make a similar or related point, cite the author/s 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 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, construct an argument in your *own* words.

### **2.3.2 Paraphrasing**

Paraphrasing is when you put an idea you got from someone else in your own words. It is *not* enough simply to change the word order or to substitute one or two words of the original text. 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 are using a *specific* quotation or idea from an author, you must include the page number/s in the citation. However, if you are paraphrasing the author's central or overarching argument in a paper, chapter, or book, you do not need to include page numbers. In addition, please note the following:

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

Studies by Khumalo (2010, 2015a, 2015b) 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, 2007; Naude & Alexander, 2005; Stofile, 2012) 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.

#### **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 title of the chapter clearly given at the start of each chapter. In such cases, you cite the author/s of the chapter you are using for your assignment. Only chapter/s written by the editor/s are attributed to the editor/s.

**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 example, <http://www.cosatu.org.za/show.php?ID=925>, which contains a brief history of the labour federation. When citing a web page, you must use the author, title, and date of the text on the specific page that you are using.

**2.4 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. It is often the case that the readings from which we work might have some missing data, such as the place of publication (for a book), or number or volume (for a journal). In such cases, it is *your* responsibility to locate the missing information. The simplest way to locate this missing data is to look up the book or article in the university library system, and, if it is not listed there, to look it up at <http://www.worldcat.org>

You must list *all* the authors of a book, chapter, article, or paper and should 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. Furthermore, you must list the *edition* of a book in brackets after the title if it is not the first edition (see Abercrombie *et al.* below). If the edition is not listed in the book, it is safe to assume that 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. (2012).  
 Dlamini, R. (2001).

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

Khumalo, S.L. (2010).  
 Khumalo, S.L. (2016).

**Those without dates (n.d.) come after those with dates:**



Stofile, Z.T. (2015).

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

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

Xaba, M.C. (2015).

Xaba, M.C., Botha, T. & Williams, C.R. (2008).

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

Modise, P. (2010a).

Modise, P. (2010b).

Below are examples of how sources should be documented 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.

**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 2016]

**Author from the Internet:**

Wilderman, J. (2015). *The Western Cape farm workers' 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 2014]

**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 2010]

**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. Grahamstown: 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:**

Aboobaker, A. (2019). Visions of stagnation and maldistribution: Monopoly capital, 'white monopoly capital' and new challenges to the South African left. *Review of African Political Economy*, No. 161, pp. 515–523, DOI: 10.1080/03056244.2019.1640193.

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 2016]

**Court case:**

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

**Lecture notes:**

Roodt, M.J. (2015). Max Weber on rationality and bureaucracy. [Lecture notes]. *Sociology II: Theory and society*, Department of Sociology. Rhodes University, General Lecture Theatre, 8 March.

**Interview (recorded):**

Laurent, P.J. (2017). *Interview with P.J. Laurent on 10 July*. 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 2019]

**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 2017]

**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 2016]

**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 2019].

**Facebook and Twitter:**

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

## 2.5 FORMAT OF WRITTEN ASSIGNMENTS

- Unless otherwise specified by the lecturer concerned, no hand-written assignments may be submitted.
- A spell-check should be used to eliminate spelling errors. Set the spell-check to *English (South Africa)* and do *not* use American spelling (e.g. labor, behavior or center).
- As far as possible, avoid the use of 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. Rather, 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 should be italicised (e.g. *fin de siècle* or *Nkosi Sikele' iAfrika*).
- 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 certain material is distracting in, or inappropriate to, the body of your assignment. Include footnotes *only* if they help the reader better to understand and to evaluate your arguments. Footnotes should *not* be used as 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 'Critically discuss Max Weber's theory of class'.

## 2.6 GUIDELINES FOR WRITING AN ASSIGNMENT

- 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 that are 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* simply 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 will be using 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 topic 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 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 own argument.
- The conclusion to your assignment should be as brief and cogent as possible. It should include a summary of the discussion, the inferences that can be drawn from the arguments, and an emphasis on the significance of the subject matter.
- Choose your references judiciously and cite them properly (see 2.4 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.

## 2.7 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. Assignments should *not* be left at the reception, placed in the Administrator's office, or pushed under a lecturer's door. Any assignment submitted in this manner may be regarded as not having been submitted by the due date.

### 2.7.1 Late Submission of Assignments

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

| Late Submission   | Penalty   |
|---|---|
| Assignment is handed in <i>within 24 hours</i> of the due date                | Minus 5%  |
| Assignment is handed in <i>within five working days</i> of the due date       | Minus 10% per day   |
| 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 Duly Performed certificates) |
| Assignment is not submitted   | A refusal of the student's Duly Performed certificate (see point 7 below)   |

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

If a student is unable to write a test or submit an assignment at the specified time, the Department must be informed of the reason in writing *no less than 48 hours* prior to the due date (where possible). An application for an extension should be submitted to the Office Administrator, who will notify the lecturer concerned of 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 official Leave of Absence (LOA) form signed by the Head of Department. However, it is imperative to note that a 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 to write a test. Once a student has been granted a LOA, the onus is on him or her to get in contact with 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.

### 2.7.3 Assignment Cover Sheet

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

|  |
|--|
| <b>ASSIGNMENT COVER SHEET</b>  |
| Student name: _____  |
| Student number: _____  |
| Course: _____  |
| Lecturer: _____  |
| Assignment title: _____  |
| _____  |
| _____  |
| _____  |
| Due date: ____/____/20____   |
| Name of tutor: _____ (if applicable)   |
| Tutorial group number: _____ (if applicable)   |
| Word count: _____ (if applicable)  |
| <b>DECLARATION:</b>  |
| 1. I am familiar with the University's policy as well as the Department's guidelines on plagiarism as set out in Handout 1.                          |
| 2. I am aware that copying directly from any source (printed or electronic) and presenting this material as my own work is plagiarism.               |
| 3. I am aware that copying anyone else's work and presenting it as my own work is plagiarism.  |
| 4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.                       |
| 5. This assignment is my own work, and my own understanding and thinking are evident in my writing.  |
| 6. I have cited all sources and provided a complete, alphabetised list of references in line with departmental requirements as set out in Handout 1. |
| 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\_\_\_\_\_

#### 2.7.4 Class Tests

In addition to written assignments, class tests are the primary means of assessment in most courses. All tests administered by the Department are subject to the University's rules relating to examinations. Since the penalties for infringement are severe, students are encouraged to familiarise themselves with these rules (available at: <https://www.ru.ac.za/studentlife/examrules/>).

### 3. ASSESSMENT OF ASSIGNMENTS AND EXAMINATIONS

Written assignments constitute the most important 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.

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

|   |  |
|---|--|
| <b>'Outline'</b>                          | Give the main characteristics of the topic without significant detail.   |
| <b>'Describe'</b>                         | Give an account of: enumerate the immediate characteristic features in greater detail than outlining.  |
| <b>'Discuss'</b>                          | 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.   |
| <b>'Elaborate'</b>                        | Show the meaning by expanding and developing.  |
| <b>'Illustrate'</b>                       | Make clear by giving specific examples and comparisons.  |
| <b>'Compare'</b>                          | Disclose the points of difference and resemblance, merely describing or outlining.   |
| <b>'Explain'</b>                          | Make the meaning clear, simplify, interpret.   |
| <b>'Critically examine' or 'Evaluate'</b> | Demonstrate the validity of the statement or the reverse, supporting your argument by quoting authorities.   |
| <b>'Analyse'</b>                          | The highest form of sociological endeavour. To break down the structure of a social phenomenon or the meaning of a concept into its component parts and to determine the relationship between these components to bring to light the underlying or essential features. Further, to reconstruct these components, their relationships, and essential features |

*theoretically*, in such a way as to make their meaning clear.

### 3.2 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 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 |

### 3.3 ESSAY ASSESSMENT: WHAT THE RATINGS MEAN

|  |
|--|
| <p><b>Interpretation of title and introduction</b></p> <p><i>Excellent/Very good</i><br/>Introduction shows a sound grasp of the question and provides a clear outline of the scope of the essay.</p> <p><i>Satisfactory</i><br/>Introduction rambles and the scope of the essay is not defined.</p> <p><i>Needs more/much more work</i><br/>Launches straight in with no attempt to introduce and define the topic. Question may have been misunderstood.</p> |
| <p><b>Logical development</b></p> <p><i>Excellent/Very good</i><br/>Develops a logical argument and expounds ideas clearly.</p>  |

|  |
|--|
| <p><i>Satisfactory</i><br/>         Could be better organised by sequencing some of the material more appropriately.<br/> <i>Needs more/much more work</i><br/>         Fails to develop a clear theme or line of argument.</p>  |
| <p><b>Relative weight of sub-sections</b><br/> <i>Excellent/Very good</i><br/>         A well-balanced essay with all the necessary areas covered adequately.<br/> <i>Satisfactory</i><br/>         Some important areas not covered sufficiently.<br/> <i>Needs more/much more work</i><br/>         Some or many important issues/areas completely overlooked.</p>   |
| <p><b>Insight and originality</b><br/> <i>Excellent/Very good</i><br/>         Shows clear and independent understanding of the relevant issues.<br/> <i>Satisfactory</i><br/>         Shows some understanding of the important issues, but needs more thought.<br/> <i>Needs more/much more work</i><br/>         Shows little understanding of the issues and little sign of time and thought given to the question.</p>  |
| <p><b>Subject relevance</b><br/> <i>Excellent/Very good</i><br/>         Essay thoroughly answers the question.<br/> <i>Satisfactory</i><br/>         Essay answers the question in a general way.<br/> <i>Needs more/much more work</i><br/>         Essay is very vague or unrelated to the question.</p>  |
| <p><b>Depth in which topic is covered</b><br/> <i>Excellent/Very good</i><br/>         Issues are covered in great detail and with considerable thought.<br/> <i>Satisfactory</i><br/>         Topic is given adequate treatment, although issues are covered superficially in places.<br/> <i>Needs more/much more work</i><br/>         Topic is not covered adequately; there is a complete lack of depth and detail. Very superficial.</p>   |
| <p><b>Use of evidence/examples</b><br/> <i>Excellent/Very good</i><br/>         Regular and accurate use of relevant evidence/examples.<br/> <i>Satisfactory</i><br/>         An adequate appeal to relevant evidence/examples.<br/> <i>Needs more/much more work</i><br/>         Little or inaccurate appeal to relevant evidence; inappropriate use of evidence/examples.</p>   |
| <p><b>Understanding of topic</b><br/> <i>Excellent/Very good</i><br/>         Well argued. All main issues explored and evaluated, and conclusions are justified.<br/> <i>Satisfactory</i><br/>         Most main issues explored. Some analysis and critical evaluation.<br/> <i>Needs more/much more work</i><br/>         Work is descriptive, accepting and/or one-sided with little or no analysis or criticism.</p>  |
| <p><b>Contextualised and critical analysis</b><br/> <i>Excellent/Very good</i><br/>         Well-presented argument in which theories are carefully considered and rigorously analysed. The discussion is consistently contextualised and sweeping claims are avoided.<br/> <i>Satisfactory</i><br/>         An adequate argument although theories are not given sufficient consideration. Analysis is superficial and not properly contextualised.<br/> <i>Needs more/much more work</i><br/>         Lack of argument. Treatment of theories is descriptive rather than analytical. Lacks rigour.</p> |
| <p><b>Acknowledgement of sources</b><br/> <i>Excellent/Very good</i></p>   |

|   |
|---|
| <p>All sources are properly cited and referenced.<br/> <i>Satisfactory</i><br/> Sources are generally cited and referenced, although occasional plagiarism is a problem.<br/> <i>Needs more/much more work</i><br/> Complete or almost complete lack of citing and referencing; unacceptable level of plagiarism.</p>   |
| <p><b>Number and variety of sources</b><br/> <i>Excellent/Very good</i><br/> Critical and wide-ranging use of the relevant literature.<br/> <i>Satisfactory</i><br/> Some of the relevant literature covered.<br/> <i>Needs more/much more work</i><br/> Little evidence of supportive reading; inadequate preparation.</p>                                   |
| <p><b>Referencing</b><br/> <i>Excellent/Very good</i><br/> Correct style of referencing; all sources cited are acknowledged in the list of references.<br/> <i>Satisfactory</i><br/> Generally correct style of referencing, but not all sources cited are acknowledged.<br/> <i>Needs more/much more work</i><br/> Incorrect and incomplete referencing.</p> |
| <p><b>Spelling and typing errors</b><br/> <i>Excellent/Very good</i><br/> None or very few spelling/typing errors.<br/> <i>Satisfactory</i><br/> Several spelling/typing errors; greater care required.<br/> <i>Needs more/much more work</i><br/> Too many spelling/typing errors, indicating a serious problem with spelling/typing.</p>                    |
| <p><b>Grammar and syntax</b><br/> <i>Excellent/Very good</i><br/> No problems.<br/> <i>Satisfactory</i><br/> Generally clear, although at times incorrect words, tenses, etc. are used.<br/> <i>Needs more/much more work</i><br/> Some serious grammatical problems, which make the essay difficult to read/understand.</p>                                  |
| <p><b>Style</b><br/> <i>Excellent/Very Good</i><br/> Very easy to read/fluent.<br/> <i>Satisfactory</i><br/> Generally easy to read, although not always fluent.<br/> <i>Needs more/much more work</i><br/> Very difficult to follow; style is not fluent.</p>  |
| <p><b>Conclusion to the essay</b><br/> <i>Excellent/Very good</i><br/> Good concluding section that draws together the various important points raised.<br/> <i>Satisfactory</i><br/> Rather brief and formalised conclusion.<br/> <i>Need more/much more work</i><br/> The essay ends abruptly or the conclusion simply rephrases the introduction.</p>      |

### 3.4 MARKING OF ASSIGNMENTS: TIME LIMITS

First-year assignments will be marked and returned to students no later than three weeks after the due date. All other assignments will 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 be marked and returned to students before the end of swot week.

### 3.5 MARKING SCHEDULE: TESTS AND EXAMINATIONS

|            |     |  |
|------------|-----|--|
| <b>1</b>   | 100 | Outstanding coverage of relevant and background material<br>Excellent understanding of material and critical argumentation   |
|            | 75  | Sound understanding<br>Organisation, presentation, style, linguistic fluency, etc.<br>Creative and original  |
| <b>2/1</b> | 74  | Competent coverage of relevant and background material<br>Fair integration<br>Evidence of insight and adequate originality<br>Satisfactory organisation  |
|            | 69  | Satisfactory coverage of relevant material<br>Moderate integration and comprehension<br>Lacks mastery, but arguments have some critical depth<br>Satisfactory to moderate organisation   |
| <b>2/2</b> | 62  | Some originality (but not sufficient)  |
|            | 59  | Adequate coverage of relevant material<br>Arguments lacking clarity and theoretical insight<br>Omissions with areas of confusion and errors<br>Tendency towards repetition of lecture notes<br>Just enough comprehension indicated to pass |
| <b>3</b>   | 52  | Limited organisation of material   |
|            | 49  | Relevant material covered, but not enough to warrant a pass<br>Level of argument is poor   |
| <b>F1</b>  | 47  | Errors and omissions<br>Not well organised, conceptual misunderstandings<br>No analysis  |
|            | 42  | Little relevant material<br>Insufficient, weak argument<br>Narrow, simplistic, confused<br>Poorly organised, conceptual misunderstandings<br>Insufficient, muddled, disorganised<br>Major errors and omissions                             |
| <b>F2</b>  | 37  | Weak argument  |
|            | 27  | Very little relevant material<br>Predominantly irrelevant or muddled   |
| <b>F3</b>  | 17  | Severe misunderstandings and errors<br>No organisation/incoherent  |
|            | 0   | No argument  |

### 4. COMPILATION OF FINAL MARK

The final mark for Sociology I is comprised as follows:

|                         |     |
|-------------------------|-----|
| <b>Class record</b>     | 30% |
| <b>June examination</b> | 35% |

|                             |     |
|-----------------------------|-----|
| <b>November examination</b> | 35% |
|-----------------------------|-----|

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

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

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

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

The class record consists of the essays, tests, research reports, and/or other assignments submitted for each of the courses during the year. At 20, 30 or 40 per cent (depending on the year of study), it can 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.

## **5. TUTORIALS**

Tutorial attendance is compulsory and the submission of a LOA form is required in cases where a student is unable to 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.

## **6. EXAMINATIONS**

Examinations are written at the end of each semester in June and November. The June examination is a write-off, which means that you will not be tested on the first semester's work in the November examination. Please note that any sociology student, who fails an examination paper by no less than 40 per cent (i.e. 40–49%), is entitled to a supplementary examination for that paper. Supplementary examinations are free and written in January of the following year.

## **7. DULY PERFORMED CERTIFICATE**

Students are not automatically (i.e., simply 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 he or she has performed all the assigned work. To obtain a DP certificate, a student must satisfy the following requirements:

- attend at least 80% of lectures (where required),
- 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 his or her June exam and class marks are so low that it would be impossible for the student to pass the course.

## **8. 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 important channel of communication to highlight concerns that may otherwise lead to frustration and dispute. By lodging a grievance, a student is expressing 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. Staff members are duty-bound not to victimise or in any way disadvantage a student for lodging a grievance against him or her.

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

|          |   |
|----------|---|
| <b>1</b> | An aggrieved student should raise his or her grievance, within a reasonable period, with the relevant <i>class representative</i> and/or the <i>lecturer</i> concerned.   |
| <b>2</b> | An aggrieved student is not compelled to raise a grievance with his or her lecturer if the grievance concerns that lecturer. Whenever this is the case, the student should raise his or her grievance, within a reasonable period, directly with the relevant <i>Course Coordinator</i> . |
| <b>3</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> .  |
| 4 | 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> . |

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.

***The function of Sociology, as of every science,  
is to reveal that which is hidden  
(Pierre Bourdieu)***