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HANDBOOK**

DUT
DURBAN UNIVERSITY OF TECHNOLOGY
INYUVESI YASETHEKWINI YEZOBUCHWEPHESHE

FACULTY OF
ARTS &
DESIGN

ENGLISH AND COMMUNICATION

HANDBOOK FOR 2023

FACULTY of

ARTS AND DESIGN

DEPARTMENT OF

MEDIA, LANGUAGE AND COMMUNICATION:

ENGLISH and COMMUNICATION

FACULTY OF ARTS AND DESIGN

VISION

To be a preferred Faculty for Design and the Arts

MISSION

To educate and inspire a new generation

To advance creativity

To engage interdisciplinary knowledge

VALUES

Discovery – We encourage wonder and social innovation through creative expression and technology.

Integrity – We demonstrate a commitment to ethical principles, and encourage trustworthy, dependable and honest behaviour. Accountability – We promote a culture of openness & transparency, and take responsibility for our actions.

Ubuntu – We recognise the interconnectedness of people & systems, and promote collegiality, teamwork and leadership.

Professionalism – We behave in a manner that promotes quality enhancement and responsiveness to student and staff needs.

LANGUAGE PRACTICE PROGRAMME

MISSION

To produce well-rounded graduates with strong practical and theoretical knowledge in the fields of language, communication, translation and interpreting, who are well-equipped to address local and global challenges of the 21st century creatively, critically and professionally.

VISION

Leaders in the fields of language, communication, translation, and interpreting in the tertiary landscape, nationally and globally.

WHAT IS A UNIVERSITY OF TECHNOLOGY?

A university of technology is characterized by being research informed rather than research driven where the focus is on strategic and applied research that can be translated into professional practice. Furthermore, research output is commercialized thus providing a source of income for the institution. Learning programmes, in which the emphasis on technological capability is as important as cognitive skills, are developed around graduate profiles as defined by industry and the professions.

IMPORTANT NOTICE

The departmental rules in this handbook must be read in conjunction with the University of Technology's General Rules contained in the current General Handbook for Students.

NOTE TO ALL REGISTERED STUDENTS

Your registration is in accordance with all current rules of the Institution. If, for whatever reason, you do not register consecutively for every year/semester of your programme, your existing registration contract with the Institution will cease. Your re-registration anytime thereafter will be at the discretion of the Institution and, if permitted, will be in accordance with the rules applicable at that time.

DISCLAIMER

The Department will not be held responsible or liable for any errors or omissions that may inadvertently appear in this handbook.

ENGLISH AND COMMUNICATION

1.   CONTACT DETAILS

All Departmental queries to:
Secretary: Ms L Ntombela
Tel No.   (031) 373 2823
Fax No: (031) 373 2822
Location Programme: Steve Biko Campus, S3 Level 1

Programme Co-ordinator: Dr E.M Rapeane-Mathonsi
Tel No.   (031) 373 2827
Fax No.   (031) 373 2822
Location Programme: Steve Biko Campus, S3 Level 1

2. STAFFING

Head of Department:	Dr S Zulu, PhD (University of Zululand)
Programme Co-ordinator:	Dr E.M Rapeane-Mathonsi, PhD (University of Cape Town)
Senior Lecturers:	Ms T Herd, MA (University of Natal)
	Dr N Nako, PhD (Binghamton University)
	Dr V Partab, PhD (University of KwaZulu-Natal)
	Dr E.M Rapeane-Mathonsi, PhD (University of Cape Town)
	Dr S.E Usadolo, PhD (University of Fort Hare)
Lecturers:	Ms Z Mdletye, MPhil (University of Pretoria)
	Dr J Smith, PhD (Rhodes University)
	Dr U Vooght, PhD (University of KwaZulu-Natal)
Part-time Lecturers:	The programme is assisted by two part-times lecturers who are experienced practitioners.

THE HIGHER EDUCATION QUALIFICATIONS SUB-FRAMEWORK (HEQSF)

The National Qualifications Framework (NQF) is a system for the classification, registration and publication of articulated and quality assured national qualifications. The revised Higher Education Qualifications Sub-Framework (HEQSF), which was gazetted on 2 August 2013, forms part of this framework. The Faculty of Arts and Design is in the process of aligning all qualifications to the revised HEQSF.

WHAT DOES THIS MEAN?

Qualifications that are not aligned to the HEQSF will be phased out. New qualifications will replace the BTech and National Diploma. Some departments have opted to offer HEQSF-aligned Diploma qualifications, whilst others will offer Degrees.

The BTech, N Dip. and other qualifications that are not HEQSF-aligned will not be offered to first-time registering students from January 2020. Students who have registered for non-aligned qualifications before 31 December 2019 will need to complete that qualification before the final phase out date of that particular programme. Students who have already completed their National Diploma (NDip) and wish to register for the BTech have until 2019 to do so.

HOW DOES THIS AFFECT ME?

You need to ensure you complete your course before the final phase out date for the qualification you have registered for. As the BTech does not exist on the HEQSF, the Minister of Higher Education has gazetted 31 December 2019 as the final date for first-time entering students enrolling in academic programmes that are not aligned with the HEQSF. You will need to check the entry requirements and articulation pathways of your chosen course before applying.

WHAT EFFECT DOES THIS HAVE ON MY QUALIFICATIONS THAT WERE ON THE OLD NQF AND NOT ON THE HEQSF?

Your qualifications are still valid even though some of the current qualification types are not available on the HEQSF.

WHAT ARE MY OPTIONS?

For new (first-year, first-time) students registering, progression will be as follows:
- Diploma → Advanced Diploma → Postgraduate Diploma → Master's Degree → PhD/ Doctorate

Or

- Bachelor's Degree → Honours Degree → Master's Degree → PhD/ Doctorate

Please note: This is the general route of progression on the HEQSF. For specific information on what qualifications will be offered by particular academic programmes, please consult the relevant department.

PRE-REQUISITIONS:

Learners will need to have conversational fluency in English and to be able to write in English. They will also need to be able to read and understand textbooks in English at National Senior Certificate level. Communication skills are developed out of what you do and cannot be transferred straight from the textbook or the lecturer into your head. There are some basic precepts to be studied, however, rote learning is not encouraged as a method of learning these. Students will be expected to show understanding and application of any theory which they study to a variety of work situations. If your English is not very fluent, you may need to take extra lessons in English.

RECOGNITION OF PRIOR LEARNING (RPL)

If students have already completed and passed an English or Business Communication course at first semester (tertiary) level, they must please make an appointment with their lecturer and bring proof of certification as well as the syllabus, so that the HOD can decide whether you qualify for an exemption.

MODULES OFFERED

BUSINESS COMMUNICATION AND INFORMATION LITERARY (BCIF101 and BUCI101)

BCIL is a semester-long, General Education module that is taught by different departments at the University. Overall governance of the module is led by Mercilline Mathews, HRM (mercillinem@dut.ac.za).

The Faculty of Arts English and Communication programme teach BCIL to Faculty of Management Sciences students who are studying:

- Catering Management Diploma (DICTM1)
- Culinary Skills Higher Certificate (HCCSK1)
- Tourism Diploma (DIHSP1)
- Tourism Higher Certificate (HCTRS1)
- Hospitality and Leisure Diploma (DIHSP1)
- Hospitality and Leisure Higher Certificate (NCHLS1)

COURSE CONTENT

SECTION A: COMMUNICATION THEORY

- Communication in Context
- Communication Process & Models
- Barriers to Communication
- Audiences
- Small Group Communication
- Leadership Styles
- Problem Solving

SECTION B: BUSINESS CORRESPONDENCE

- Business Letters
- Letter of Complaint and Adjustment
- Employment Correspondence
- Business Emails

SECTION C: REPORT WRITING

- Formal (Schematic) Reports
- Informal/Short Reports

SECTION D: MEETINGS

- Meetings Procedure and Terminology
- Notice of Meeting
- Agenda
- Minutes

SECTION E: INFORMATION LITERACY. This part of the module is led, taught and assessed by the DUT Library. Contact Bongekile Mpungose for further information (bongekilem1@dut.ac.za).

METHOD OF EVALUATION

Continuous Assessment

1. Communication Theory & Business Writing – written test/exercise (40%)
2. Report Writing and Meetings Correspondence – written test/exercise (40%)
3. Information Literacy – multiple choice quiz (20%)

ADDING UP TO 100% MODULE MARK

COMMUNICATION1

(CCNS101/CENL101/CMON101/FOC0/101/C0C101/CMC101/CMMS101)

The purpose of this subject is to develop and enhance communicative competence amongst students. Communication plays a key role in self-development by enhancing relationships with oneself, others, and society. It is fundamental to your understanding and learning in educational environments. Your work is evaluated by others through your ability to communicate. Good communication skills help shape our social and professional lives and reduce cultural boundaries. The essence of effective communication is clear thinking. Generally, people who have good communication skills are likely to be regarded as more credible, more confident, competent, and more dynamic. These skills are invaluable for your personal and professional growth.

SECTION A: COMMUNICATION THEORY

- Communication Process
- Models
- Barriers
- Perception
- Nonverbal Communication
- Intercultural communication
- Self-awareness

SECTION B: WRITING SKILLS

- Electronic Correspondence (Email)
- Essay Writing

SECTION C: ORAL COMMUNICATION

- Group discussion
- Oral Presentation Skills

METHOD OF EVALUATION:

Continuous Assessment (100% Course Mark)

COMMUNICATION 2 (CMON201)

Communication 2 course builds on Communication 1 and works towards developing organisational communication skills for effective, productive, harmonious workplace and to work better in a group; meaningfully engage in listening, speaking, writing, and reading activities. Communication 2 is aimed at helping to manage conflict in a positive and constructive manner, realising the need to be culturally sensitive.

Building on the knowledge gained through Communication 1, Communication 2 takes a step further to focus more specifically on Business Communication in organisations, especially to be able to investigate complex task for informed decision-making. Communication 2 emphasises several elements of organisational communication to connect the everyday practices of communication to workplace activities and contexts.

COMMUNICATION IN VIDEO 2 (COVD201)

Communication in Video 2 aims to complement practical knowledge of video technology gained through core modules by critically reflecting on theories underpinning the usage of mass media. The course seeks to strengthen students 'communication skills to enable them to meaningfully apply reading, writing, listening and oral skills to their specific field of study.While practical know-how and technical skills are essential to students' success as media practitioners, strong communication skills and other related 'non-technical skills' are what will make them 'stand out' as professionals in their chosen field.

COMMUNICATION IN VIDEO 3 (COVD301)

Communication in Video 3 builds on critical communication skills acquired in Communication in Video 2. The purpose of this subject is to foster in learners an awareness of their present place in the history and development of mass communication, as well as the broader aspects of interpersonal communication, and to facilitate the development of the associated skills and influences, so that they better understand the present state of the industry. Through analysis of both verbal and nonverbal communication, students will become critically aware of codes and techniques used in the film and video industry. And finally, through study of group communication, students will become adept and viable members of their industry.

ENGLISH FOR THE ARTS (EGLA101/ENGA101/EFTA101)

The module *English for the Arts* seeks to emphasise the linkage between people, communication, and creativity through the everyday use of language in the various disciplines of the Arts, giving life to language as a form of communication and knowledge. Recognising the power and significance of language and communication, this module works on creating a balance between language fluency, critical thinking, and creative thinking as applied in the field of Arts.

The purpose of English for the Arts is to critically understand language as an integral part of socio-political discourse, knowledge production, culture and identity, as well as to apply language to the specific field of the Arts. In doing so, this module will focus on art appreciation, art criticism, and production of meaning, while strengthening reading, speaking, listening and writing skills. It will also provide a space to critically engage with the language used in the various disciplines of the Arts, nurturing a sense of literacy activism, whereby language, through reading, speech and writing, is understood as a partial practice, revealing worldviews and perceptions through choices of words and modes of expression.

Section A: Reading Skills
- Note-taking
- Summary skills
- Identifying main arguments
- Understanding the roles of English, indigenous languages, and identity in post-colonial society

Section B: Writing Skills
- The writing process (freewriting, mindmapping, drafting)
- Paragraph structure
- Essay structure
- Reflective writing
- Editing for brevity and coherence
- Tone

Section C: Oral communication skills
- Purposes of oral communication
- Audience analysis
- Structuring and rehearsing a speech
- Figurative language and rhetoric
- Paralanguage (body language, gesture, voice control)

METHOD OF EVALUATION:

Three assessments:

Assessment 1: Reading Skills
Assessment2: Writing Skills
Assessment 3: Oral Communication Skills

100%-year mark

INTERPERSONAL COMMUNICATION AND THE SELF (ICMS101)

Interpersonal Communication and The Self is a General Education Module that is taught by the English and Communication Programme in The Department of Media, Language and Communication.

This module is designed to allow the student to interrogate aspects of the Interpersonal Communication process with special emphasis on **The Self.**

Through this understanding, it is hoped that the student will be able to discover their unique identity and their perceptions of themselves and others.

This increased understanding of the self and others will help the student comprehend the dynamics of relationships and the ways they may be effectively managed in a variety of contexts. Effective interpersonal communication is only possible when one understands and respects one's self and others.

COURSE CONTENT

THEORY

- Introduction to Interpersonal Communication
- Emotions and Interpersonal Communication
- Self-Disclosure
- Perception
- Verbal Communication
- Non-Verbal Communication
- Oral Communication

METHOD OF EVALUATION

Continuous Assessment

4. Communication Theory – written test/exercise (30%)
5. Assignment (30%)
6. Oral Presentation (30%)
7. Classwork Exercises (10%)

ADDING UP TO 100% MODULE MARK