THE INDEPENDENT
INSTITUTE OF
IIE EDUCATION

MODULE NAME:	MODULE CODE:
DIGITAL AND ACADEMIC LITERACIES	DIAL5111/d/p/w

ASSESSMENT TYPE: PROJECT 2 (PAPER AND MARKING RUBRICS)

TOTAL MARK ALLOCATION: 30 MARKS

TOTAL HOURS: A MINIMUM OF 10 HOURS IS SUGGESTED TO COMPLETE THIS ASSESSMENT

By submitting this assessment, you acknowledge that you have read and understood all the rules as per the terms in the registration contract, in particular the assignment and assessment rules in The IIE Assessment Strategy and Policy (IIE009), the intellectual integrity and plagiarism rules in the Intellectual Integrity Policy (IIE023), as well as any rules and regulations published on the student portal.

INSTRUCTIONS:

1. *All work must be adequately and correctly referenced.*
2. *No material may be copied from original sources, even if referenced correctly, unless it is a direct quote indicated with quotation marks. No more than 10% of the assessment may consist of direct quotes.*
3. *Please remember to submit your project response through SafeAssign.*
4. *Make a copy of your assessment before handing it in.*
5. *Assessments must be typed unless otherwise specified.*
6. *Begin each section on a new page.*
7. *Follow all instructions on the assessment cover sheet.*
8. *This is an individual assessment.*

Referencing Rubric

Providing evidence based on valid and referenced academic sources is a fundamental educational principle and the cornerstone of high-quality academic work. Hence, The IIE considers it essential to develop the referencing skills of our students in our commitment to achieve these high academic standards. Part of achieving these high standards is referencing in a way that is consistent, technically correct and congruent. This is not plagiarism, which is handled differently.

Poor quality formatting in your referencing will result in a penalty **of a maximum of ten percent** being deducted from the percentage awarded, according to the following guidelines. Please note, however, that **evidence of plagiarism in the form of copied or uncited work (not referenced), absent reference lists, or exceptionally poor referencing, may result in action being taken in accordance with The IIE's Intellectual Integrity Policy (0023)**.

Markers are required to provide feedback to students by indicating **(circling/underlining) the information that best describes the student's work.**

Minor technical referencing errors: 5% deduction from the overall percentage – the student's work contains **five or more errors** listed in the minor errors column in the table below.

Major technical referencing errors: 10% deduction from the overall percentage – the student's work contains **five or more errors** listed in the major errors column in the table below**.**

If both minor and major errors are indicated, then 10% only (and not 5% or 15%) is deducted from the overall percentage. The examples provided below are not exhaustive but are provided to illustrate the error.

Required: Technically correct referencing style	Minor errors in technical correctness of referencing style Deduct 5% from percentage awarded	Major errors in technical correctness of referencing style Deduct 10% from percentage awarded
Consistency • The same referencing format has been used for all in-text references and in the bibliography/reference list.	Minor inconsistencies. • The referencing style is generally consistent, but there are one or two changes in the format of in-text referencing and/or in the bibliography. • For example, page numbers for direct quotes (in-text) have been provided for one source, but not in another instance. Two book chapters (bibliography) have been referenced in the bibliography in two different formats.	Major inconsistencies. • Poor and inconsistent referencing style used in-text and/or in the bibliography/ reference list. • Multiple formats for the same type of referencing have been used. • For example, the format for direct quotes (in-text) and/or book chapters (bibliography/ reference list) is different across multiple instances.
Technical correctness • Referencing format is technically correct throughout the submission. • The correct referencing format for the **module's discipline** has been used, i.e., either **APA,** OR **Harvard** OR **Law** • Position of the reference: a reference is directly associated with every concept or idea. • For example, quotation marks, page numbers, years, etc. are applied correctly, sources in the bibliography/reference list are correctly presented.	Generally, technically correct with some minor errors. • The correct referencing format has been consistently used, but there are one or two errors. • Concepts and ideas are typically referenced, but a reference is missing from one small section of the work. • Position of the references: references are only given at the beginning or end of every paragraph. • For example, the student has incorrectly presented direct quotes (in-text) and/or book chapters (bibliography/reference list).	Technically incorrect. • The referencing format is incorrect. • Concepts and ideas are typically referenced, but a reference is missing from small sections of the work. • Position of the references: references are only given at the beginning or end of large sections of work. • For example, incorrect author information is provided, no year of publication is provided, quotation marks and/or page numbers for direct quotes missing, page numbers are provided for paraphrased material, the incorrect punctuation is used (in-text); the bibliography/reference list is not in alphabetical order, the incorrect format for a book chapter/journal article is used, information is missing e.g. no place of publication had been provided (bibliography); repeated sources on the reference list.
Congruence between in-text referencing and bibliography/ reference list • All sources are accurately reflected and are all accurately included in the bibliography/ reference list.	Generally, congruence between the in-text referencing and the bibliography/ reference list with one or two errors. • There is largely a match between the sources presented in-text and the bibliography. • For example, a source appears in the text, but not in the bibliography/ reference list or vice versa.	A lack of congruence between the in-text referencing and the bibliography. • No relationship/several incongruencies between the in-text referencing and the bibliography/reference list. • For example, sources are included in-text, but not in the bibliography and vice versa, a link, rather than the actual reference is provided in the bibliography.
In summary: the recording of references is accurate and complete.	In summary, at least **80%** of the sources are correctly reflected and included in a reference list.	In summary, at least **60%** of the sources are incorrectly reflected and/or not included in reference list.

Overall Feedback about the consistency, technical correctness and congruence between in-text referencing and bibliography:

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DIAL5111 Assessment Background

As explained in your Module Outline, on Learn and in Project 1, the assessment structure for DIAL5111 has three components:

- ICE tasks (10% of your final mark).
- Two formative projects (15% and 25% of your final mark, respectively).
- One summative project (50% of your final project mark).

ICE Tasks

ICE stands for Integrated Curriculum Engagement, and the various short tasks that you will work on during the course of the semester are aimed at helping you to practise and develop some of the key skills you will need for your formative and summative projects. A minimum of four tasks need to be completed – these could be Learn activities, tasks set by your lecturer/tutor, or a combination. Your lecturer/tutor will indicate which tasks/activities will count towards your ICE Task final mark.

Projects

Projects contain a **set of questions** that all focus on **one topic**, and that **build on one another**, requiring you to implement the constructive feedback you receive from one project into your work on the next project. DIAL5111 has three projects and you need to be working on them throughout the semester.

Your campus will instruct you on when to submit Project 1 and Project 2 during the semester. Your lecturer/tutor will then mark each project and provide you with detailed feedback that you are expected to use to develop your thinking and improve your work for the next project.

At the end of the semester, you will submit the final summative project (Project 3).
NB – Do not resubmit Project 1 and Project 2 when you submit Project 3. Rather, you are expected to incorporate all the feedback you have received throughout the module into your work on Project 3, to demonstrate what you have learnt.

In summary, your DIAL5111 Projects are as follows:

Project Focus	Mark Allocation	Mark Weighting
Project 1 – Searching for, evaluating, and referencing credible and relevant resources.	20	15%
Project 2 – Reading strategies, quoting, paraphrasing, identifying parts of an argument, referencing.	30	25%
Project 3 – Writing an academic essay.	50	50%
Total	**100**	**90%**

Project Topic – The Purpose, Importance, and Accessibility of Higher Education in South Africa

The topic on which all the DIAL5111 projects focus is for you to **critically evaluate** the following statement**:**

Currently, higher education is too difficult to access and pass in South Africa. All admission requirements should be removed for all higher education qualifications, and the pass mark should be lowered to 30% in all higher education modules.

In recent years, many challenging questions have arisen around the purpose and importance of, and access to, higher education: Is higher education a human right? Is it an individual, societal, or even governmental responsibility? How can higher education be made more accessible in terms of costs, but also in terms of knowledge and skills development? Should there be entry requirements to study in higher education – why? In what ways, and for what purposes, do students in higher education need to be assessed? What determines success in higher education, and is this success the same for all students – why?

In South Africa, in particular – with our history of racial, gender-based and socio-economic disadvantages – such questions can be very controversial and increasingly difficult to answer or justify with any certainty.

With the above in mind, **you need to decide what position you will adopt on this topic** – and on the provided statement itself. Do you agree with the statement? Why? Do you disagree? Why? Do you agree and/or disagree with certain parts of the statement? Which parts, and why?

Please note: There is no "correct" position or "right answer" to this – it is a complex topic with many different sides. That is why we are asking you to apply your mind critically to your projects. Do not just accept the statement as it is; ask questions, research and investigate, and make up your own mind only after having reviewed all the information you can find on the topic. Some examples of positions that you may want to adopt or combine, include (but are certainly not limited to):

i. Higher education is not too difficult to access and pass in South Africa because of *a, b and c,* and so nothing needs to change because of *x, y, and z.*

ii. All admission requirements should be removed for all qualifications because of *a, b and c* – but the pass mark should remain 50% in all modules because of *x, y, and z.*

iii. All admission requirements should stay the same for all qualifications because of *a, b and c* – but the pass mark should be lowered to 30% in all modules because of *x, y, and z.*

iv. Some admissions requirements for higher education need to remain because *of a, b and c*, and some should change because of *x, y and z.*

v. The pass mark in some modules should remain at 50% because of *a, b and c*, but should change to 30% in other modules because of *x, y and z.*

vi. Other factors – such as *a, b, c, x, y and z* – should determine who can be admitted into qualifications and/or what students need to achieve to pass modules.

NB – **You will not be assessed on what position you adopt, but rather on how you present and support this position across your three projects**. In other words, you need to make sure the **reasons for your position** (the 'a', 'b', 'c', and 'x', 'y', 'z' in the above statements) are clearly explained and well-supported through the inclusion of credible and relevant examples and ideas that are accurately referenced.

[PROJECT 2 INSTRUCTIONS AND QUESTIONS FOLLOW OVER THE PAGE]

Project 2 Instructions

For this project, you need to continue working with the four relevant and credible resources you found and used for Project 1.

If you decide, based on feedback from your lecturer/tutor, that some or all of the four resources you selected for Project 1 are not suitable for an academic essay, then you need to search for and find better, alternative resources – i.e., go back and work through the Project 1 instructions until you have found at least four relevant and credible readings you can use to **support** and/or **counter** your position on the project topic.

Make sure you use accurate and appropriate **IIE Harvard in-text referencing** for all Project 2 questions. Include a corresponding IIE Harvard **reference list** at the end of your full Project 2 answer.

Your lecturer/tutor will use the **marking rubrics** provided in **Appendix A** at the end of this project to mark your project responses. Work through all the marking rubrics to ensure you have completed this question sufficiently.

Also, please note that your lecturer/tutor will **not** mark beyond the maximum word counts indicated for **Q.1** and **Q.2.3**. For example, if you exceed the 700-word limit by submitting a 900-word answer, you could lose all marks allocated to the conclusions of your explanations if these fall into the 200 words not marked.

Question 1 – Applying an Appropriate Reading Strategy   **(Marks: 10)**

Use the **SQ5R active reading strategy** to examine the four relevant and credible resources you selected for this project topic.

Write three to four paragraphs (500 – 700 words) in which you **explain concisely in your own words** how you applied **each step** of the SQ5R active reading strategy to help you understand the structure, argument(s), and evidence of each resource. Use **specific examples** from your resources to support your explanation.

Remember to follow all appropriate IIE Harvard referencing conventions in your answer.

Question 2 – Quoting and Paraphrasing Parts of an Argument   **(Marks: 20)**

Q.2.1	Choose one of your four selected resources and **quote the thesis statement** of this resource. Remember to follow all grammatical and IIE Harvard referencing conventions of quotations.	(4)
Q.2.2	Choose one of your selected four resources (this could be the resource from **Q.2.1**, or another one), and **quote one topic sentence** from the resource. Remember to follow all grammatical and IIE Harvard referencing conventions of quotations.	(4)
Q.2.3	Choose one of your selected four resources (this could be the resource from **Q.2.1**, **Q.2.2**, or another one), and write three to four paragraphs (500 – 700 words) in which you **explain concisely in your own words**: • The specific position of that resource on the topic. • How that resource uses evidence/examples to support its position on the topic within and across paragraphs. • How that resource uses counterargument(s) to strengthen its own position on the topic. Remember to follow all grammatical and IIE Harvard referencing conventions of paraphrases.	(12)

Appendix A – DIAL5111 Project 2 Marking Rubrics

Students – The following rubrics will be used to evaluate the quality and accuracy of your Project 2 question responses. Please work through each relevant rubric before finalising your project submission to ensure that you know exactly how you will be assessed for each question and are satisfied that all required components are present and of a high standard in your responses.

Markers – Please clearly indicate the specific mark you allocate for each criterion below to show how you reached the question total. Also, please provide constructive feedback on each question to ensure students and moderators can follow your marking logic based on the rubric criteria, and to enable students to demonstrate skills development project on project. NB – it is recommended that lecturers/tutors work through these rubrics with their classes, helping to explain and contextualise the rubric wording as part of project preparation.

Q.1 Marking Criteria	Does not meet the required standard	Meets the required standard	Exceeds the required standard
Overall quality and readability **[2 Marks]**	• The Q.1 paragraphs are minimally readable, with multiple problems, errors or inconsistencies in formatting, neatness, spelling and/or grammar that detract greatly from the response.	• The Q.1 paragraphs are mostly readable, with only a few minor problems, errors or inconsistencies in formatting, neatness, spelling and/or grammar that detract somewhat from the response.	• The Q.1 paragraphs are highly readable, with **no** problems, errors or inconsistencies in formatting, neatness, spelling or grammar.
	0 Marks	**1 Mark**	**2 Marks**

Q.1 Marking Criteria	Does not meet the required standard	Meets the required standard	Exceeds the required standard
Application of SQ5R active reading strategy to chosen resources **[8 Marks]**	• There is little to no explanation of how each step of the SQ5R active reading strategy was applied to the chosen four resources – or this explanation is largely inaccurate, incomplete, or too reliant on the exact wording of the Learn content and/or SQ5R theory resources. • Few to no examples from the chosen resources are provided to support the explanation – or these examples are irrelevant, incoherent, and/or do not show how SQ5R was effectively applied. • Overall, it is clear from the student's answer that their understanding of how to use the SQ5R active reading strategy, and the value this strategy can provide as a means of analysis, are minimal at best.	• There is a passable explanation of how each step of the SQ5R active reading strategy was applied to the chosen four resources – but a few minor gaps in logical detail, wording, or application technique are evident that detract somewhat from the explanation's uniqueness, conciseness, or level of insight. • Relevant examples from the chosen resources are provided to support the explanation in key moments, but a few minor gaps in substantiation are evident. • Overall, it is clear from the student's answer that they generally understand how to use the SQ5R active reading strategy and understand the value of such for resource analysis.	• There is a concise, insightful, and unique explanation of how each step of the SQ5R active reading strategy was applied to the chosen four resources. • Highly relevant examples from the chosen resources are provided to support the explanation throughout, offering further insight into the student's thinking and resource analysis process. • Overall, it is clear from the student's answer that they clearly understand how to use the SQ5R active reading strategy, and intuitively appreciate the value of such for resource analysis.
	0 – 3 Marks	**4 – 5 Marks**	**6 – 8 Marks**
Q.1 Mark			**/ 10**

Q.2.1 Marking Criteria	Does not meet the required standard	Meets the required standard	Exceeds the required standard
Identification and quotation of thesis statement **[4 Marks]**	• The student did not identify a thesis statement from their chosen resource, or their attempt is largely inaccurate, irrelevant, or incomplete. • There is little to no evidence that the student accurately understands the role of thesis statements within an argument. • The student did not follow the necessary grammatical conventions of quotations, and as a result the quotation is inaccurately or incoherently written.	• The student has identified an accurate thesis statement from their chosen resource, and their answer shows that they generally understand the role of thesis statements within an argument – but their answer lacks sufficient insight into the resource's position on the topic. • The student followed the necessary grammatical conventions of quotations, and as a result their quotation is largely well-written.	• The student has identified a clear and cohesive thesis statement from their chosen resource, and their answer shows that they insightfully understand the role of thesis statements within an argument. • The student consistently followed all the grammatical conventions of quotations, and as a result their quotation is expertly written.
	0 – 1 Mark	**2 – 3 Marks**	**4 Marks**

Q.2.2 Marking Criteria	Does not meet the required standard	Meets the required standard	Exceeds the required standard
Identification and quotation of topic statement

[4 Marks] | • The student did not identify a topic statement from their chosen resource, or their attempt is largely inaccurate, irrelevant, or incomplete.

• There is little to no evidence that the student accurately understands the role of topic statements within an argument.

• The student did not follow the necessary grammatical conventions of quotations, and as a result the quotation is inaccurately or incoherently written. | • The student has identified an accurate topic statement from their chosen resource, and their answer shows that they generally understand the role of topic statements within an argument – but their answer lacks sufficient insight into the how the resource establishes its position on the topic.

• The student followed the necessary grammatical conventions of quotations, and as a result their quotation is largely well-written. | • The student has identified a clear and cohesive topic statement from their chosen resource, and their answer shows that they insightfully understand the role of topic statements within an argument.

• The student consistently followed all the grammatical conventions of quotations, and as a result their quotation is expertly written. |
| | **0 – 1 Marks** | **2 – 3 Marks** | **4 Marks** |

Q.2.3 Marking Criteria	Does not meet the required standard	Meets the required standard	Exceeds the required standard
Explanation of the resource position on the topic **[3 Marks]**	• There is little to no explanation of the resource's position on the topic – or this explanation is largely inaccurate, incomplete, or too reliant on the exact wording of the resource itself and therefore poorly paraphrased.	• There is a passable explanation of the resource's position on the topic – but a few minor gaps in logical detail, wording or paraphrasing technique are evident that detract somewhat from the explanation's uniqueness, conciseness, or level of insight.	• There is a concise, unique, and insightful explanation of the resource's position on the topic – the student's answers are accurately and concisely paraphrased from the original resource.
	0 – 1 Mark	**2 Marks**	**3 Marks**
Explanation of evidence/examples used to support the resource position **[3 Marks]**	• There is little to no explanation of the evidence/examples used to support the resource's position within or across paragraphs – or this explanation is largely inaccurate, incomplete, or too reliant on the exact wording of the resource itself and therefore poorly paraphrased.	• There is a passable explanation of the evidence/examples used to support the resource's position within and across paragraphs – but a few minor gaps in logical detail, wording or paraphrasing technique are evident that detract somewhat from the explanation's uniqueness, conciseness, or level of insight.	• There is a concise, unique, and insightful explanation of the evidence/examples used to support the resource's position within and across paragraphs – the student's answers are accurately and concisely paraphrased from the original resource.
	0 – 1 Mark	**2 Marks**	**3 Marks**

Q.2.3 Marking Criteria	Does not meet the required standard	Meets the required standard	Exceeds the required standard
Explanation of counterargument(s) used to strengthen the resource position **[4 Marks]**	• There is little to no explanation of the counterargument(s) that have been used to further support and strengthen the resource's position on the topic – or this explanation is largely inaccurate, incomplete, or too reliant on the exact wording of the resource itself and therefore poorly paraphrased. • There is little to no evidence that the student accurately understands the role of the argument–counterargument process in establishing a strong position.	• There is a passable explanation of the counterargument(s) that have been used to further support and strengthen the resource's position on the topic – but a few minor gaps in logical detail, wording or paraphrasing technique are evident that detract somewhat from the explanation's uniqueness, conciseness, or level of insight. • There is evidence that the student mostly understands the role of the argument–counterargument process in establishing a strong position – but their answer lacks sufficient detail or insight.	• There is a concise, unique and insightful explanation of the counterargument(s) that have been used to further support and strengthen the resource's position on the topic – the student's answers are accurately and concisely paraphrased from the original resource. • There is clear evidence that the student insightfully understands the role of the argument–counterargument process in establishing a strong position.
	0 – 1 Mark	**2 – 3 Marks**	**4 Marks**
Overall quality and readability **[2 Marks]**	• The Q.2.3 paragraphs are minimally readable, with multiple problems, errors or inconsistencies in formatting, neatness, spelling and/or grammar that detract greatly from the response.	• The Q.2.3 paragraphs are mostly readable, with only a few minor problems, errors or inconsistencies in formatting, neatness, spelling and/or grammar that detract somewhat from the response.	• The Q.2.3 paragraphs are highly readable, with **no** problems, errors or inconsistencies in formatting, neatness, spelling or grammar.
	0 Marks	**1 Mark**	**2 Marks**
Q.2 Mark			**/ 20**

Constructive Feedback on DIAL5111 Project 2:	
Final Project 2 Mark	**/ 30**
Referencing <u>Deduction</u> (*0%, 5% or 10% for poor quality referencing. Please refer to referencing rubric.*)	

[TOTAL MARKS: 30]