

**UNIVERSITY OF THE
WESTERN CAPE**

**FACULTY OF ARTS
STUDENT GUIDE
2016**

INFORMATION BOOKLET

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Dear Student,

Welcome to the Arts Faculty.

The Arts Faculty is well-known nationally and internationally. It offers high-quality education at undergraduate and postgraduate levels in a variety of fields, and has a substantial research profile. UWC Arts graduates are equipped with the skills of critical thinking, effective communication, and social responsiveness, and they have the ability to interact well in contexts of social diversity. Our graduates have successful careers in the fields of media, journalism, education, marketing, public relations, publishing, editing, advertising, development work, information technology, library and archival work, translation, religious ministry, writing and consultancy. The first year of undergraduate study for an Arts degree offers a broad grounding in at least four subjects, improving students' general knowledge and developing important thinking, communication, study and information technology skills. In the second and third year of the BA and BTh there is greater focus on the specific subjects which make up the majors of the degrees. The BBibl is a four-year programme, incorporating large parts of the BA curriculum. The courses of study in all subjects offer training which is of international standard, but which remains engaged with the specifics of our society. The combination of broad critical skills and knowledge with particular subject training is in high demand within the job market. Our undergraduate degrees also offer an excellent foundation for further study.

After the Bachelor's degree, Arts offers an exciting range of postgraduate options at Honours, Masters and Doctoral levels. The Centre for Humanities Research, the Centre for Multilingualism and Diversities Research, and the Desmond Tutu Centre for Spirituality and Society co-ordinate important interdisciplinary research and postgraduate work, and there are substantial research collections, amongst others, at the UWC-Robben Island Mayibuye Archive and the CHR. The Faculty is one of the leading producers of research at UWC, is home to many internationally-recognised researchers, and has partnerships with universities and institutions elsewhere in Africa and in the USA, Europe and Asia.

We invite you to study in one of the most dynamic faculties in South Africa.

I wish you the very best for your studies in 2016.

Prof. Duncan Brown

Dean

Faculty of Arts

This booklet is your information guide, which gives you much needed information throughout your 2016 academic year. We appeal to students to make a special effort to familiarise themselves with the content in this booklet. Also available is the faculty calendar, which is your guide regarding subject choices, prerequisites, etc.

1. General information

External Credits:

Students who qualify for the recognition of external credits (from other institutions) should apply to the Faculty Office prior to registration.

Degree Grids:

Senior students must please refer to the degree grids in this booklet to ensure that their registration modules per year level are in order. Please request a faculty staff member to assist you in completing your grid before March 2016.

Credit Limit:

Full-time students may not register for more than 120 credit points.

Clashes:

You may not register for a module if it clashes with another module on the class or examination timetable.

New Rules & Curriculum:

- Classical Culture 111 and 121 may now be registered at first, second and third level.
- ESS may now be registered at first, second and third level.

Due Process Rule:

All students will be required to achieve a Continuous Assessment Minimum (CAM) of 40% in a module to be eligible to write the examination (June / November). New first year students will be exempted from this in the first semester, i.e. the rule will only apply in the second semester of each year for first year students.

*Students registering for the **BBibl** and **BTh** part-time programmes would make up their degrees as follows:*

1. the core modules in their respective programmes,
2. a selection of modules from each other's programmes at first and second year
3. or a selection from the BA modules listed above
4. or modules on offer in other faculties (e.g. Psychology, Political Studies, Information Systems)

2. Admission to Modules

The following modules have admission criteria that should be noted:

German 101 and 201

All students who seek admission to and had German as a subject for Matric, must do the placement test. *Interested candidates should contact the department with regards to the test date.* The test takes about 30 minutes and feedback will be provided immediately. All students should attend the first year lectures and should they have a good command of German, they will be moved into the second year course. Permission will be granted to register for either German 101 and 201.

The contact person for GER101 is Ms. Sandra de Kock and for GER201 Ms. Kira Schmidt. For appointments please contact the Foreign Languages' Departmental Secretary Mrs Norma Makengo, nmaganya@uwc.ac.za ext. 2368

Afrikaans Language Acquisition 101:

Only for students who are non-mother-tongue speakers.

English 105:

English 105 is offered only as a first semester course. Students may apply to register Eng 121 in the second semester if they qualify (A symbol in 105). Students who do not qualify are advised to register Library Science 121 (LIB121) Information Literacy which is offered in the second semester.

English 111/121:

Students must have at least a D-symbol on HG / SG Matric or English Home Language at level 4 or English First Additional Language at level 5 to register this course.

Psychology 111&112 / 121 &123:

Students are required to choose all 4 modules. Two modules from each semester. Students may not register Industrial Psychology in conjunction with Psychology.

Hermeneutics 121/122:

These modules are only offered in second semester. The timetable should be obtained from the Department of Religion and Theology.

Xhosa 111/121:

For mother tongue speaking students only.

3. Reminders

- a) All full-time students will be required to have passed all first year modules after two years of enrollment.
- b) Please acquaint yourself with the promotion requirements as stipulated in the faculty calendar.
- c) Students applying for Associate Status must have obtained a Continuous Assessment Mark of at least 50% in the modules as well as at least 30% in the most recent examination or final assessment task and *MUST* apply before January 2016 for first semester and June 2016 for second semester.
- d) *SENIOR STUDENTS:* Please make a special effort to make an appointment with Faculty Administration (before April) to do a credit check for you (degree grids). This will ensure that you have all required modules for promotion and completion.
- e) *ALL STUDENTS:* You are responsible to verify your registration for correctness. Your signature is proof that you understand the rules and regulations applicable to the degree you have been selected for. Please ensure that you are registered for the appropriate and correct modules for the degree that you have been selected for, or to which you have changed. Check your registration again by the end of January 2016. Also ensure that you are issued with a timetable for each module you have been registered for.
- f) *ALL STUDENTS:* You alone are responsible to ensure that all your marks are processed correctly. Ensure that each and every assignment, test and essay is recorded with the applicable department. Report problems (missing marks, incorrect marks) no later than 7 days after the marks are posted on the notice boards. No errors will be corrected after the official assessment periods.

WISHING YOU EVERYTHING OF THE BEST FOR THE 2016 ACADEMIC YEAR

FACULTY SECRETARIAT AND DEANERY

Dean	:	Prof Duncan Brown	959-2235	[djbrown@uwc.ac.za]
Deputy Dean (Teaching and Learning)	:	Prof Tammy Shefer	959-2234	[tshefer@uwc.ac.za]
Deputy Dean (Research)	:	Prof Premesh Lalu	959-3162	[plalu@uwc.ac.za]
Faculty Manager	:	Ms Sue Mcwatts	959-2993	[smcwatts@uwc.ac.za]
Secretary to the Dean	:	Ms Jill Flusk	959-2235	[jflusk@uwc.ac.za]
Senior Faculty Officer	:	Ms Collette Schroeder	959-2407	[cschroeder@uwc.ac.za]
Faculty Officer (Academic Planning)	:	Ms Benita Sauls	959-2138	[bsauls@uwc.ac.za]
Faculty Officer (Postgraduate)	:	Ms Villeen Beerwinkel	959-9257	[vbeerwinkele@uwc.ac.za]
Administrative Assistants	:	Mr Henry Fritz	959- 2574	[hfritz@uwc.ac.za]
	:	Mr Bronwyn Geyer	959-2372	[bgeyer@uwc.ac.za]
	:	Ms Ardene Felix	959-2152	[afelix@uwc.ac.za]
	:	Mr Geran Siljeur	959-9261	[gsiljeur@uwc.ac.za]
	:	Ms Franwin Strauss	959-3677	[fstrauss@uwc.ac.za]
General Administrative Assistant	:	Mr Vincent Muller	959-2408	[vmuller@uwc.ac.za]

RECTORATE

Rector	:	Prof T. Pretorius	959-2101 / 2220
Deputy Vice Chancellor (Academic)	:	Prof V. Lawack	959-2702 / 2142
Deputy Vice Chancellor (Research and Innovation)	:	Prof F. Swanepoel	959-3589 / 3590
Registrar	:	Ms N Lawton-Misra	959-2102 / 2111

DEPARTMENTAL CHAIRPERSONS

Afrikaans and Nederlands	:	Prof Steward Van Wyk	959-2112/2113
Anthropology and Sociology	:	Prof Olajide Oloyede	959-2336
English	:	Prof Hermann Wittenberg	959-2964
Foreign Languages	:	Dr Mark Hermans	959-2368
Geography and Envir Stud	:	Prof Daniel Tevera	959-2421
History	:	Prof Andrew Banks	959-2225/3130
Centre for Humanities Research	:	Prof Premesh Lalu	959-3162
Library and Information Science	:	Dr Sandra Zinn	959-2137/3623
Linguistics	:	Prof Bassey Antia	959-2380
Religion and Theology	:	Prof Ernst Conradie	959-2206
Women's and Gender Studies	:	Prof Desiree Lewis	959-2234
Xhosa	:	Dr Loyiso Mletshe	959-2979

STUDENT ADMINISTRATION

Student Administration	:	Help Desk	959-2897/ 3632
	:	Call Centre	959-3900/ 3901/3902/ 3903
Undergraduate Student Officer	:	Ms Harlene Vermeulen	959-2898
Post Grad & Foreign Student Officer	:	Emily Stuurman	959-2198
Arts Faculty Liaison Officer	:	Mrs Adelaide Hatzenberg	959-2120

FIRST YEAR COURSES

SUBJECT	ALPHA CODE	CREDIT
<i>For students who are non-mother-tongue speakers</i>		
AFRIKAANS LANGUAGE ACQUISITION 101	AFR101	30
AFRIKAANS/NEDERLANDS STUDIES 111	AFN111	15
AFRIKAANS/NEDERLANDS STUDIES 121	AFN121	15
AFRIKAANS PRAKTIES 111	AFP111	15
AFRIKAANS PRAKTIES 121	AFP121	15
ARABIC 101	ARA101	30
<i>Eng 105/106 offered in the first and second semester respectively. Students may apply to register Eng 121 in the second semester if they qualify (A symbol in 105). Students who do not qualify have to register Information Literacy in the second semester. No student may register for both modules.</i>		
ENGLISH 105	ENG105	15
ENGLISH 106	ENG106	15
<i>Students must have at least a D-symbol on HG / SG Matric or English at level 4 to register this course</i>		
ENGLISH 111	ENG111	15
ENGLISH 121	ENG121	15
ETHICS 111	ETH111	15
ETHICS 121	ETH121	15
FRENCH 101	FRE101	30
GERMAN 101	GER101	30
GEOGRAPHY 111	GES111	15
GEOGRAPHY 121	GES121	15
<i>Second semester only.</i>		
HERMENEUTICS 121	HER121	15
HERMENEUTICS 122	HER122	15
HISTORY 151	HIS151	15
HISTORY 152	HIS152	15
HUMANITIES 111	HUM111	15
HUMANITIES 121	HUM121	15
LATIN 101	LAT101	30
LIBRARY SCIENCE 111	LIB111	15
LIBRARY SCIENCE 121	LIB121	15
PHILOSOPHY 111	PHI111	15
PHILOSOPHY 121	PHI121	15
CLASSICAL CULTURE 111	CLC111	15
CLASSICAL CULTURE 121	CLC121	15
LANGUAGE & COMM STUD 111	LCS111	15
LANGUAGE & COMM STUD 121	LCS121	15
<i>Students are required to choose all 4 modules. Two from each semester.</i>		
PSYCHOLOGY 111 Intro to Psychology	PSY111	7.5
PSYCHOLOGY 112 Brain & Behaviour	PSY112	7.5

PSYCHOLOGY 121 Psych of Child & Human Dev	PSY121	7.5
PSYCHOLOGY 123 Intro to Research Method	PSY123	7.5
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ANTHROPOLOGY / SOCIOLOGY 111	ANT111	15
ANTHROPOLOGY / SOCIOLOGY 121	ANT121	15
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THEOLOGICAL STUDIES 111	TST111	15
THEOLOGICAL STUDIES 121	TST121	15
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XHOSA LANGUAGE ACQUISITION 111	XHA111	15
XHOSA LANGUAGE ACQUISITION 121	XHA121	15
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<i>For mother tongue speaking students only.</i>		
XHOSA 111	XHO111	15
XHOSA 121	XHO121	15
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COURSES FROM OTHER FACULTIES

(Permission must be obtained from the respective Faculties)

SUBJECT	ALPHA CODE	CREDIT
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FACULTY OF ECONOMIC AND MANAGEMENT SCIENCE

Permission must be obtained from the Economic and Management Science Faculty before these modules are selected. Students should look at the combinations of the modules and choose it accordingly. Admission to these modules are subject to prerequisites and co-requisites. Please consult the applicable faculty yearbooks.

POLITICAL STUDIES 131 and SA POLITICS & GOVERNMENT 142	POL131 POL142	15 15
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INFORMATION SYSTEMS 131 or INFORMATION SYSTEM 132	IFS131 IFS132	15 15
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INDUSTRIAL PSYCHOLOGY BPS 132 and STATISTICS 142	IPS132 STA142	15 15

FACULTY OF SCIENCE ARTS AND LAW

ENVIRONMENTAL AND SUSTAINABILITY STUDIES

INTRODUCTION TO THE ENVIRONMENT	ESS111	5
ADAPTIVE RESOURCE MANAGEMENT	ESS112	5
INDUSTRIAL ECOLOGY	ESS121	5
POLITICS OF THE ENVIRONMENT	ESS122	5
INTRODUCTION TO ENVIRONMENTAL LAW	ESS131	5
ENVIRONMENTAL AND SUSTAINABILITY CASE STUDY	ESS132	5

* Students may also complete a major in ESS by selecting 1 module of 30 credits and 1 elective of 10 credits. The remaining major and elective modules may be selected according to the same broad options as in the second year. PLEASE CONSULT THE DEPARTMENT FOR FURTHER INFORMATION.

UNDERGRADUATE MODULE CODES

Modules	Alpha Code	credits	Department
AFRIKAANS 111-Teks-en-Media Studies	AFN111	15	AFRIKAANS / NEDERLANDS
AFRIKAANS 121-Afrikaanse Tekspragmatiek	AFN121	15	AFRIKAANS / NEDERLANDS
AFRIKAANS 101-Afrikaans Taalwerking	AFR101	30	AFRIKAANS / NEDERLANDS
AFRIKAANS PRAKTIES 111 – Afrikaans vir Taalprofessies	AFP111	15	AFRIKAANS / NEDERLANDS
AFRIKAANS PRAKTIES 121 – Afrikaans vir Taalprofessies	AFP121	15	AFRIKAANS / NEDERLANDS
ANTHROPOLOGY/SOCIOLOGY 111-Introduction to the Social Sciences	ANT111	15	ANTHROPOLOGY
ANTHROPOLOGY/SOCIOLOGY 121-Introduction to the Social Sciences	ANT121	15	ANTHROPOLOGY
ENGLISH 105/106 -English Intensive	ENG105/106	30	ENGLISH
ENGLISH 111-Introduction to composition, critical analysis, aspects of narrative	ENG111	15	ENGLISH
ENGLISH 121-Introduction to the techniques of poetry, drama and prose	ENG121	15	ENGLISH
CLASSICAL CULTURE 111	CLC111	15	FOREIGN LANGUAGES
CLASSICAL CULTURE 121	CLC121	15	FOREIGN LANGUAGES
ARABIC 111/121- Arabic	ARA111/121	30	FOREIGN LANGUAGES
FRENCH 111/121 - French grammar, basic communication skills / Grammar and phonetics, reading authentic texts	FRE111/121	30	FOREIGN LANGUAGES
GERMAN 111/121 – Grammar and phonetics, reading authentic texts	GER111/121	30	FOREIGN LANGUAGES
LATIN 111/121 -The skill to read basic Latin texts, basic knowledge of Roman history and culture	LAT111/121	30	FOREIGN LANGUAGES
GEOGRAPHY 111-Introduction to Human Geography	GES111	15	GEOGRAPHY & ENVIRO STUDIES
GEOGRAPHY 121-Introduction to Physical Geography	GES111	15	GEOGRAPHY & ENVIRO STUDIES
HISTORY 151-Historians and their arguments.	HIS151	15	HISTORY
HISTORY 152 – The use of Evidence	HIS152	15	HISTORY
HISTORY/HUMANITIES 111-Compare contrast system belief, value and reasoning	HUM111	15	HISTORY
HISTORY/HUMANITIES 121-The encounter between Africa and Europe	HUM121	15	HISTORY
LIBRARY AND INFORMATION SCIENCE 111-History of recorded information and information agencies	LIB111	15	LIBRARY AND INFO SCIENCE
LIBRARY AND INFORMATION SCIENCE 121-Introduction to information literacy	LIB121	15	LIBRARY AND INFO SCIENCE
LANGUAGE & COMM STUDIES 111-Introduction to language and communication and society	LCS111	15	LINGUISTICS
LANGUAGE & COMM STUDIES 121-Introduction to language learning and design features of language	LCS121	15	LINGUISTICS
PHILOSOPHY 111-Ancient Greek philosophy	PHI111	15	RELIGION AND THEOLOGY
PHILOSOPHY 121-Introduction to argumentation and conceptual analysis	PHI121	15	RELIGION AND THEOLOGY
PSYCHOLOGY 111-Introduction to Psychology	PSY111	7.5	PSYCHOLOGY
PSYCHOLOGY 112-Brain and Behaviour	PSY112	7.5	PSYCHOLOGY
PSYCHOLOGY 121-Psychology of child and human development	PSY123	7.5	PSYCHOLOGY
PSYCHOLOGY 123-Study of human development	PSY123	7.5	PSYCHOLOGY
ETHICS 111-Introduction to ethical theories and practice	ETH111	15	RELIGION AND THEOLOGY
ETHICS 121-Religion, world view and morality	ETH121	15	RELIGION AND THEOLOGY

HERMENEUTICS 121-Rhetoric and Interpretation	HER121	15	RELIGION AND THEOLOGY
HERMENEUTICS 122 - Rhetoric and Conceptual Analysis	HER122	15	RELIGION AND THEOLOGY
THEOLOGICAL STUDIES 111 – Introduction to the world of the Bible	TST111	15	RELIGION AND THEOLOGY
THEOLOGICAL STUDIES 121 – Introduction to Christian Studies	TST121	15	RELIGION AND THEOLOGY
XHOSA ACQUISITION 111-Understand the position of Xhosa relevant to the other languages in South Africa	XHA111	15	XHOSA
XHOSA ACQUISITION 121-Communicative competence	XHA121	15	XHOSA
XHOSA 111-Language and communication	XHO111	15	XHOSA
XHOSA 121-Literature and cultural studies	XHO121	15	XHOSA
INDUSTRIAL PSYCHOLOGY 131- Introduction to human behaviour	IPS131	10	INDUSTRIAL PSYCHOLOGY
INDUSTRIAL PSYCHOLOGY / STATISTICS142- Business statistics	STA142	10	INDUSTRIAL PSYCHOLOGY
POLITICAL STUDIES 131- Introduction to politics and international relations	POL131	10	POLITICAL STUDIES
GOVERNMENT STUDIES 132-South Africa politics and government	GOV132	10	POLITICAL STUDIES
INFORMATION SYSTEMS 131-Introduction to Information Systems	IFS131	15	INFORMATION SYSTEMS
INFORMATION SYSTEMS 132-Introduction to Information Systems	IFS132	15	INFORMATION SYSTEMS
ENVIRONMENTAL AND SUSTAINABILITY STUDIES 111-Introduction to the environment	ESS111	5	ENVIRONMENTAL AND SUSTAINABILITY STUDIES
ENVIRONMENTAL AND SUSTAINABILITY STUDIES 112-Adaptive resource management	ESS112	5	ENVIRONMENTAL AND SUSTAINABILITY STUDIES
ENVIRONMENTAL AND SUSTAINABILITY STUDIES 121-Industrial ecology	ESS121	5	ENVIRONMENTAL AND SUSTAINABILITY STUDIES
ENVIRONMENTAL AND SUSTAINABILITY STUDIES 122- Politics of the environment	ESS122	5	ENVIRONMENTAL AND SUSTAINABILITY STUDIES
ENVIRONMENTAL AND SUSTAINABILITY STUDIES 131-Introduction to the environment law	ESS131	5	ENVIRONMENTAL AND SUSTAINABILITY STUDIES
ENVIRONMENTAL AND SUSTAINABILITY STUDIES 132- Environmental and sustainability case study	ESS131	5	ENVIRONMENTAL AND SUSTAINABILITY STUDIES
EARTH SCIENCES 111- Earth Sciences	ESC111	15	EARTH SCIENCES
EARTH SCIENCES 121- Earth Sciences	ESC121	15	EARTH SCIENCES

TIMETABLE 2016

Timetable clashes:

Your subject choices are determined by the timetable. **You are not permitted to register for any combination of subjects which will result in lecture and examination clashes.** The timetable below applies only to first year students. Senior students should consult their respective departments for module timetables.

FACULTY OF ARTS 2016 (FULL TIME)						
PERIOD	TIME SLOT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	08H30 - 09H30					
2	09H40 - 10H40					
3	10H50 - 11H50					
4	12H00 - 13H00					
LUNCH	13H00 - 14H00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	14H00 - 15H00					
6	15H10 - 16H10					
7	16H20 - 16H55					

TIMETABLE 2016

SUGGESTED CLASH GROUPS BASED ON SCIENCE FACUTY'S GROUP PROPOSED ARTS FACULTY MODEL (OLD 10 GROUPS VERSUS NEW 15 GROUPS (FULL TIME)											
PERIOD	TIME SLOT	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
1	08H30 - 09H30										
2	09H40 - 10H40										
3	10H50 - 11H50										
4	12H00 - 13H00										
LUNCH	13H00 - 14H00			LUNCH							
5	14H00 - 15H00										Assessments
6	15H10 - 16H10										
7	16H20 - 16H55										

REGISTRATION 2016

Procedures to follow for

First Year Students who have been accepted to study

The following fees are applicable for the 2016 registration and must be paid before registration:

- R4 290.00 as a non-residential student.
- R4 800.00 if you are a resident in one of the university residences.
- Full-cost bursary holders are required to pay the R1 210.00 registration fee.
- International students are required to pay all their fees in full (registration, tuition and residence fees) prior to registration.
- RPL, age and conditional exemption applicants are required to pay an additional R430.00 for the matriculation exemption application.

COMPULSORY DOCUMENTATION

2016 Prospective and Senior South African Students

1. Official Advice / Statement of Results issued by your Provincial Education authority
2. A certified copy of your Senior Certificate
3. Your Identity Document (original or certified copy)
4. Proof of payment of the registration fees
5. Application for exemption and proof of payment (only if applicable)

International Students

1. Foreign Advice of Results
2. Assessment of international results (HESA)
3. Your Passport (original or certified copy)
4. A certified copy of your Study Permit
5. Proof of medical insurance
6. SAQA Documentation (Postgraduate students)
7. Proof of payment of the registration fees

Transfer Students

1. Official Advice / Statement of Results issued by your Provincial Education authority
2. A certified copy of your Senior Certificate
3. Your Identity Document (original or certified copy)
4. Proof of payment of the registration fees
5. Conduct Certificate
6. Official Results received from previous university (latest)
7. Module Descriptors / Content (recognition of credits)
8. Proof of Payment – Credit Transfers

- Step 1:** Students are required to pay the registration amount at the cashiers (into their student accounts).
- If you are a new student and have been accepted, you must pay your full registration fees at the cashiers using your student number. Please ensure that the number on your receipt corresponds with your student number.
 - If students are paying via the Electronic Fund Transfer (EFT), there is a 48hour waiting period. To avoid any inconvenience use your student number as a reference for EFT payments.
 - Students who have been accepted for accommodation on campus (proof is required) and are required to pay R4800 for registration.
 -

STEP 2: The official welcome of full-time students to the Faculty of Arts will commence on Wednesday, 21 January at 11h00 in the Main Hall. Academic Presentations will take place in your Orientation Groups on Thursday 22 January, Friday 23 January and Monday 26 January 2016 from 09h00 – 15h00 in venues B2, B3, DL1 and DL3 **Attendance is compulsory.**

- STEP 3:** In the Main Hall Foyer, students will be required to produce their deposit slip or the ‘yellow’ receipt where they will then be ‘cleared’.
- Students will then continue to the Student Administration queue and produce their identification document and matric results, thereafter
 - Students, who are required to pay exemption fees, must produce their receipts before registration will be finalized.

STEP 4: There are two options available for you to officially register as a student in 2016, namely self-registration (online registration) or the assisted registration process in the Main Hall.

ONLINE REGISTRATION

- If you do not have access to the internet you may go to a designated computer laboratory in your faculty.
 - First year students may register in the Cassinga from **27 – 30 January 2016.**
 - Senior students may register in the Thintana Lab from **05 – 31 January 2016.**
 - Post Graduate students may register in the Faculty of Arts Post Graduate Lab from **05 – 31 January 2016.**
 - Faculty staff will be available to assist you.

ASSISTED REGISTRATION

- The assisted registration process in the Main Hall will officially start on **Friday, 23 January 2016** and ends on **Saturday, 31 January 2016**. **Senior students please ensure that you bring your registration form with you which will be emailed to you after the 1st of January 2016 to your official “myuwc” email account.**
- If you require specific course content or module advising please consult the relevant department during the registration period.
- Once this process is complete, you will proceed to the Main Hall, where registration will take place.

Alternative arrangements will be made after the official closing date of registration (31 January 2016). Late registrations arrangements will be announced.

GENERAL

- Classes will commence on **Monday, 2 February 2016**.
- Students who qualified for a SDA or a special exam must please note that they will only be able to register after 20 January 2016.
- You may contact the UWC Contact Centre on 021 959 3900 from the 5 January 2016 for more information if necessary.

STUDENT ONLINE REGISTRATION PROCESS GUIDE

Online registration will commence from the 6th of January 2016 until the 26th of January 2016. You may register online in the at the faculty assigned computer labs - Undergraduate students may register in the Thintana Lab and Post Graduate students may register in the Faculty of Arts Post Graduate Lab.

In order to use the online registration facility the following should be in place:

1. All finances must be in order

- 1.1. Any outstanding balance and /or 2016 registration fees must be paid
- 1.2. Payments may take up to 2 business days for local and 7 business days for international to reflect on our system.
- 1.3. Credit Card payments may take up to 10 business days to reflect on our system.
- 1.4. Deposit slips or UWC receipts must be retained in case any queries should arise.
- 1.5. Please ensure that you use your student number in all future communication with the University
- 1.6. A service levy of R70.00 will be raised on cheques dishonoured by the bank.

For all payment related enquiries use the following contacts:

Tel: +27 (21) 959 3900

Fax: +27 (21) 959 1556 / 2986

Email: finance@uwc.ac.za

Cash Office Operating Hours: Monday – Friday: 08h30 – 16h30 Contact Details: +27 (21) 959 2698 / 3399

2. Outstanding Documents

Kindly note that you will be required to submit these documents if NOT already submitted in 2014:

2016 Prospective and Senior South African Students

1. Official Advice / Statement of Results issued by your Provincial Education authority
2. A certified copy of your Senior Certificate
3. Your Identity Document (original or certified copy)
4. Proof of payment of the registration fees
5. Application for exemption and proof of payment (only if applicable)

International Students

1. Foreign Advice of Results
2. Assessment of International results (HESA)
3. Your Passport (original or certified copy)
4. A certified copy of your Study Permit
5. Proof of medical insurance
6. SAQA Documentation (Postgraduate students)
7. Proof of payment of the registration fees

Transfer Students: Students who transferred to UWC from another institution

1. Official Advice / Statement of Results issued by your Provincial Education authority
2. A certified copy of your Senior Certificate
3. Your Identity Document (original or certified copy)
4. Proof of payment of the registration fees
5. Conduct Certificate
6. Official Results received from previous university (latest)
7. Module Descriptors / Content (recognition of credits)
8. Proof of Payment – Credit Transfers

VERY IMPORTANT

All online registration notification (notification on whether you are accepted or not) will be sent to your official myuwc email account.

There are two possible outcomes of your online registration, namely:

- Accepting Terms and Conditions with Errors - message will state that your registration has been forwarded to faculty for consideration
- Accepting Terms and Conditions - message will state that you have been successfully registered.

These are explained in more detail in the guide (point 13) but in both instances all communication will be via the email address captured as your personal information.

ONLINE REGISTRATION GUIDE

1. From the UWC website (www.uwc.ac.za), click on “online services”
2. Under the “Student Portal” menu, select “Online Registration”
3. Enter your student number, identification type and ID/Passport number and click on SUBMIT
4. On the Main Menu, read the notification (in grey block) at the bottom of the screen. Should the notification stipulate that you may continue with registration, and then go directly to point 8 of this guide. If it does not advise you to continue with registration then complete steps 5-7.
5. Read the reasons that you are being blocked and take corrective action (refer to notes above for outstanding finances or documents). Should the message advise you that you need to enter your email address, click on “View Personal Information”.
6. Under the heading “Your Address Details”, enter your email address (the email address that you would your registration notification sent to). Click on Submit on the top right of the screen.
7. Complete any other outstanding information if highlighted in red (please note that whilst this is required, it will not block registration and can be completed at a later stage). Once complete, click on “Previous Page” on the top left of your page.
8. You will be returned to the main menu where your message should now stipulate that you may continue with registration. Click on “Select Modules for Registration”.
9. Read the instructions carefully on the screen. To have the compulsory modules automatically selected for you, click on “Auto Select”. To select them yourself click on “Start”.

PLEASE NOTE:

- 9.1. The first 3 steps (Step 1 = Failed Modules, Step 2 = Compulsory Modules, Step 3 = Elective Modules) will have 2 tables. The left table will display modules available for selection, and the right table will display modules already selected (they will be greyed out if already selected). Double click on a module to select or deselect it accordingly.
- 9.2. Please note that should you select “Auto Select”, the system will only select the Compulsory Modules and the Compulsory Failed Modules (if any). Should the **rules of combination** give you a selection of compulsory modules to choose from, you will need to make this selection yourself in Step 2 (you will be notified in step 4 if you need to do this – message will read: compulsory module outstanding). Please also note that whilst the system may stipulate which module is outstanding, this is an error – you may select any of the available modules in the “OR” group.
- 9.3. Currently the system reads all compulsory modules for a programme, and does not check if you have already successfully completed the module. Should this be the case, you will receive an error in step 4 notifying you that a module that has already been passed has been selected. Should you receive this error return to the compulsory screen (step 2) and deselect the module.
10. If you clicked on **AUTO SELECT**, you will immediately proceed to Step 3. Proceed accordingly and complete steps 3-7 (You may click on Step 1 and 2 to view what has been automatically selected for you).
11. If you clicked on **START**, you will begin at Step 1. Proceed accordingly and complete steps 1-7.
12. Please note that Step 4 (validate choices) will display any errors that may have occurred during your selection. Whilst there are some errors that you may correct immediately (e.g. step 9.3), there are those that will need to be corrected by faculty (refer to point 13)
13. Step 7: Your module choices are complete and you will have to either Accept or Decline the Terms and conditions.

13.1. Accepting Terms and Conditions with Errors (errors listed in step 4 of procedure or alternative reason):

When you click on Accept Terms and Conditions you will receive a notification (a note on the screen) that your registration has been forwarded to faculty for consideration. Faculty will then review your registration and notify you via email whether your registration has been accepted or declined. Should the email notify you that you have been accepted; you will have to return to the Student Portal, proceed directly to Step 7 and click on “Accept Terms and Conditions” again. Once you have done this you will receive your “Acceptance” letter via email which you will need to print and keep with you when returning to UWC.

You will not be registered until you have done this. Please note that this is to ensure that you are in agreement with the final module choices and costs. Clicking on the Accept button is indicative of your signature.

13.2. Accepting Terms and Conditions - No Errors

When you click on Accept Terms and Conditions in Step 7, you will receive notification (a note on the screen) that you have been successfully registered. You will receive your “Acceptance” letter via email which you will need to print and keep with you when returning to UWC.

Please contact the UWC Contact Centre or your respective faculty helpdesk should you need assistance during online registration. UWC Contact Centre 021 959 3900/01/02

FACULTY HELPDESK: Faculty of Arts 021 959 2152
EMAIL : Arts@uwc.ac.za

PAYMENT PROCESS

All payments must be made payable to the “University of the Western Cape”. Fees may be paid using the following methods:

- Cash, debit card, credit card or cheque at our Cashiers on the Ground Floor West Wing building
- Electronic Funds Transfer (EFT)
- Credit card payment will be accepted – online at www.uwc.ac.za
- Postal order or foreign drafts using the account details given below

Banking Details

Bank: ABSA Bank
Name of Account: UWC STUDENT DEPOSIT ACCOUNT
Branch: Public Sector Western Cape
Address: 1st Floor, Tygerpark 4, Willie Van Schoor Drive, Bellville, 7530
Account No: 40 4960 4740
Branch Code: 632005
Swift Code: ABSAZAJJ

South African Students

Deposit Reference: Student No, Surname and Names (e.g. 3528961, Brown, Peter John)

International Students

Reference / Remittance: Complete in Field 70 Purpose of Payment, Student No. Surname and Names (e.g.3528961, Brown, Peter John)

- Payments may take up to 2 business days for local and 7 business days for international to reflect on our system.
- Credit Card payments may take up to 10 business days to reflect on our system.
- Deposit slips or UWC receipts must be retained in case any queries should arise.
- Please ensure that you use your student number in all future communication with the University
- A service levy of R70.00 will be raised on cheques dishonoured by the bank.

Contact Information

For all payment related enquiries use the following contacts:

Tel: +27 (21) 959 3900
Fax: +27 (21) 959 1556 / 2986
Email: finance@uwc.ac.za

Cash Office Operating Hours: Monday – Friday: 08h30 – 16h30
Contact Details: +27 (21) 959 2698 / 3399

If you have outstanding debt or other unresolved financial issues relating to billing or financial aid, you must resolve it with the Student Credit Management in GH1 or Financial Aid Department in GH2 before you start your registration.

ABSTRACT FROM THE 2016 FACULTY OF ARTS CALENDAR

C.5 CURRICULUM

The curriculum is based on combinations of modules. Modules are offered in specific subject areas and at three different year levels. This implies that students have to select appropriate modules from subjects they wish to study. A student's curriculum must include at least two major subjects. A major subject normally includes two modules at first year level, four modules at second year level and four modules at third year level.

Please note:

Part-time students should consult the faculty for module availability and selection as only a limited number of modules are available on part-time basis.

C.5.1 Level 1

C.5.1.1 In the first year, students will normally select modules in the following way: 4 modules in preparation for the 2 major subjects they plan to take and 4 additional modules of which at least 2 should be in a subject that can be taken further as a major. The selection of modules for a typical 1st Level BA student is illustrated in the following diagram:

Major A 111	Major B 111	Subject C 111	Module 1	8 Modules x 15 Credits
Major A 121	Major B 121	Subject C 121	Module 2	
Sub-total				120 Credits

C.5.2 Level 2

C.5.2.1 In the second year, students will normally select modules in the following way: 4 modules (two in each semester) in each of their 2 major subjects. 4 additional modules that may be selected in one of the following ways: 4 modules (two in each semester) in a third subject which may be taken further as a major; or 2 additional modules (one in each semester) in each of the 2 selected major subjects (if such additional modules are offered by the department concerned); or 4 modules selected from various subject areas in order to enrich the curriculum (please note that any prerequisites for a specific module have to be met). The selection of modules for a typical 2nd Level BA student is illustrated in the following diagram:

Major A 211	Major A 212	Major B 211	Major B 212	Module 1	Module 2	12 Modules x 10 Credits
Major A 221	Major A 222	Major B 221	Major B 222	Module 3	Module 4	
Sub-total						120 Credits

C.5.3 Level 3

C.5.3.1 In the third year, students complete two major subjects and select the remaining 4 modules according to the same broad options as in the second year. The selection of modules for a typical 3rd Level BA student is illustrated in the following diagram:

Major A 311	Major A 312	Major B 311	Major B 312	Module 1	Module 2	12 Modules x 10 Credits
Major A 321	Major A 322	Major B 321	Major B 322	Module 3	Module 4	
Sub-total						120 Credits

C.6 ASSESSMENT

Assessment is governed by Rule A.5 as stipulated in the University Calendar: General Information Part 1.

C.7 PROMOTION RULES

Unless Senate decides otherwise and subject to rule A.3.2.3:

C.7.1 Full-Time

C.7.1.1 Level 1

A student shall be promoted to the 2nd Level of study on obtaining at least 90 credits of which at least 60 credits are obtained in potential major subjects.

C.7.1.2 Level 2

A student shall be promoted to the 3rd Level of study on obtaining at least 200 credits of which at least 80 credits are obtained in potential major subjects.

C.7.1.3 Level 3

A student shall complete the degree if 360 credits are obtained and all requirements for the degree are met.

C.7.2 Part-Time

C.7.2.1 After one year of study a student must have obtained at least 60 credit points, 30 in a potential major subjects.

C.7.2.2 After two years of study a student must have obtained at least 120 credit points, 60 in two potential major subjects at 1st Level. (students admitted through the Senate Discretionary admission procedures must obtain the 120 credits points by passing all the 1st Level modules, because they need to do so to obtain full matriculation exemption.)

C.7.2.3 After three years of study a student must have obtained at least 200 credit points, and must have passed all 1st Level modules.

C.7.2.4 After four years of study a student must have obtained at least 280 credit points, and must be able to complete the degree the following year.

C.7.2.5 After five years of study, a student must have completed all the requirements for the degree.

C.8 ADVANCE REGISTRATION

C.8.1 Full-Time

C.8.1.1 Level 1

A student who has obtained at least 75 credits at the 1st Level of study will be allowed to register for a maximum of 40 credits at level 2, provided that the pre-requisites and co-requisites for the level 2 modules are met. Students in this category may not register for more than 90 credits in total for the year.

C.8.1.2 Level 2

A student who has obtained at least 160 credits at the 1st Level and at the 2nd Level of study will be allowed to register for a maximum of 40 credits at level 3, provided that the pre-requisites and co-requisites for the level 3 modules are met. Students in this category may not register for more than 80 credits in total for the year.

C.8.2 Part-Time

The faculty offers modules on a part-time basis according to the following general pattern. 1st Level modules are offered every year. 2nd and 3rd Level modules are offered in alternate years. Part-time students will be allowed to register for modules in advance, provided they meet the pre-requisites and co-requisites of the intended modules, and provided that the modules are offered on a part-time basis in a particular academic year.

C.9 RENEWAL OF REGISTRATION

The renewal of registration will be governed by the Rule A.3.2.3, as stipulated in the University Calendar: General Information Part 1.

C.10 SPECIAL REQUIREMENTS FOR THE PROGRAMME

C.10.1 All students are advised to consider taking up to two modules at first year level from outside their potential major subjects to enrich their curriculum.

C.10.2 For a total credit value of more than 360 credits the permission of Senate must be obtained. A sound academic rationale should accompany the application.

C.10.3 Please note that timetable clashes may exclude some combinations of modules.

C.10.4 Students need the permission of Senate to take modules offered in subject areas not listed above. Each application should be accompanied by a sound academic rationale.

Please note: The BTH and Bbibl curriculum in the year book are structured and senior students must consult the departments when selecting modules. The curriculums do not allow for a wide selection of majors.

BA CURRICULUM PLAN

Student:..... Student No:

Date: Adviser:

MAJOR 1		OTHER MODULES		MAJOR 2	
Subject 1		Subject 2	Subject 3		Subject 4

NOTES

- a. A BA has two majors. *Normally*, for a major subject, you must take two first year modules and four each of second and third year modules in that subject. The shaded parts of the grid show this.
- b. Students generally take four subjects in first year, two modules in each. In the grid, the shaded parts are the subjects to be taken as majors, and the white parts are other subjects.
- c. In second and third year, the white spaces represent four modules at each year level *which are chosen to support the majors*. You may choose any modules you are eligible to take on that year level. These may include additional modules in the major subject if these are offered. (For some modules there are special entrance requirements called prerequisites.)
- d. In first year it is usually wise to choose at least three subjects which can be taken as majors. This allows you to change your mind about what you want to major in.

The plan above has been developed with me and explained to me.

.....
Signature

.....
Student Number

BBIBL CURRICULUM PLAN

Student:..... Student No:

Date: Adviser:

MAJOR 1		OTHER MODULES		MAJOR 2			
LIB	LIB			INF	INF		
LIB	LIB			INF	INF		
LIB 311	LIB 321			INF 311	INF 321		
LIB 312	LIB 322			INF 312	INF 322		
LIB 211	LIB 221			INF 211	INF 221		
LIB 212	LIB 222			INF 212	INF 222		
LIB 111							
LIB 121							
Subject 1		Subject 2		Subject 3		Subject 4	

NOTES

- a. The BBibl degree is designed to be completed in four years of full-time study.
- b. The curriculum is based on combinations of modules. Modules are offered in specific **subject areas** and at four different **year levels**. This implies that students have to select appropriate modules from subjects they wish to study.
- c. In second and third year, the white spaces represent four modules at each year level *which are chosen to support the majors*. You may choose any modules you are eligible to take on that year level. These may include additional modules in the major subject if these are offered. (For some modules there are special entrance requirements called prerequisites.)
- d. In first year it is usually wise to choose at least three subjects which can be taken as majors. This allows you to change your mind about what you want to major in.

The plan above has been developed with me and explained to me.

.....
Signature

.....
Student Number

BTh CURRICULUM PLAN

Student:.....Student No:

Date: Adviser:

OTHER	MAJOR / MODULES	THEOLOGY MAJOR			
	TST 301	TST 321	TST 322	TST 326	
		TST 311	TST 312	TST 314	
	ETH 222	TST 221	TST 222	TST 223	
	ETH 211	TST 211	TST 212	TST 213	
	HERM 121	ETH 121		TST 121	
		ETH 111		TST 111	
Subject 1	Subject 2	Subject 3		Subject 4	

NOTES

- a. The BTh degree is designed to be completed in three years of full-time study.
- b. The curriculum is based on combinations of modules. Modules are offered in specific **subject areas** and at three different **year levels**. Most modules are semester long.

The plan above has been developed with me and explained to me.

.....
Signature

.....
Student Number

Peer Mentoring Programme

The University of the Western Cape developed a Student Mentoring Programme (SDP) for first and senior, part-time and full-time students. This programme will be operating throughout the 2016 academic year. The mentee will be allocated to a suitable mentor or group depending on the academic need of the mentee.

For further information contact Ms Leatitia Perlmall, 021 959 3484 / 2299, email lpermall@uwc.ac.za

We urge all students to attend the presentation which will be conducted during orientation week to explain the vision and goals of the Student Mentoring Programme.

Faculty of Arts, University of the Western Cape Student-Lecturer Agreement

Introduction

The university is a learning resource: you are here to learn subject content and also to develop your own skills, curiosity and intellect. Successful and happy students learn to use university resources well. Top students put in a great deal of extra effort and time beyond the basics of attending classes and submitting assignments.

Develop the habit, discipline and pleasure of reading, writing and learning, and you will get an enormous amount out of your study. Make learning fun, not a chore. Set high goals and standards. As a guide, you should think about putting in at least ... hours private study for every 1-hour class. The university timetable is deliberately structured to create private study time.

Student Commitment

As a student who will take responsibility for my own learning, I will be proactive and committed to studying at university level. This means that I will:

- Attend all classes (lectures and tutorials)
- Arrive on time for all classes
- Read departmental notice boards and Groupwise e-mails regularly
- Prioritise academic work over paid work and leisure activities
- Note dates for assignments, tests and exams in my diary
- Prepare for lectures and tutorials; afterwards work on my notes and assignments
- Purchase required reading materials or access them free in the library or on-line
- Be attentive in class and refrain from using my cell-phone or disturbing fellow students
- Familiarise myself with the library
- Attend student support classes in e-learning and 'turnitin' software
- Prepare assignments diligently and professionally
- Hand in assignments on time
- Collect marked assignments and engage with the marker's comments
- Give feedback to departments on particular problems in good time
- Ask for help if I need it from the Writing Centre or Student Support Services
- Refrain from any kind of academic dishonesty, e.g. plagiarising
- Conduct myself in a respectful manner towards fellow students and lecturers
- Contribute actively to making the Campus a lively but clean, quiet and attractive place to study

Academic staff commitment

As lecturers committed to developing students' educational capabilities, we will:

- Deliver scheduled lectures & tutorials punctually
- Prepare thoroughly for classes
- Provide a full course outline at the start of every module
- Use a student-centred learning approach which involves students in their own learning
- Use e-teaching to develop students' knowledge of using information technology

- Allow for a drafting process in assignments where applicable
- Return marked assignments within two weeks at the most where possible
- Provide detailed feedback (and/or a rubric) on marks given for each assignment
- Constantly check with students in lectures and tutorials that they have understood what is required of them
- Ensure that marking standards are consistent and fair within departments
- Attend to administration duties related to teaching in good time e.g. finalising course marks
- Be available for consultations
- Evaluate our courses and respond to student feedback
- Conduct ourselves in a respectful manner towards all students without favouritism
- Contribute actively to making the Campus a lively and stimulating place to study

University of the Western Cape Plagiarism Policy

1. Definition of plagiarism

The following definition of plagiarism and the policy provisions below are applicable to all members of the university academic community, including undergraduate students, postgraduate students and staff.

Plagiarism is (a) the appropriation of formulations, ideas or words from the work of another person without acknowledging the author(s) and the source; and (b) the appropriation of work from someone else's assignment, thesis, test or research paper without acknowledging such other person and/or source.

Examples of plagiarism to illustrate this definition are given in Section 4 below.

2. The extent and causes of plagiarism amongst students

All of the sources consulted suggest that under-preparedness and the disjunction between school and university are factors of great importance in understanding plagiarism. In South Africa it has become well understood that students are not made aware of the issue of plagiarism at school and may even be encouraged to engage in practices that constitute plagiarism.

In the international literature on the subject there is now "a growing concern that the complexity of plagiarism must be recognised and met in a variety of ways," and "a reliance on a traditional, single strategy approach of providing students with information about the rules and sanctions relating to plagiarism has not been a successful deterrent" (McGowan 2005:288). The complexities concerning plagiarism follow from the fact that there are various types of plagiarism and differing reasons for plagiarising, including the fact that cases of inadvertent plagiarism do occur.

McGowan proposes an "apprenticeship of students into the academic culture and its conventions of engagement with the literature" and she suggests "that an initial focus on the rules and strategies on their own may be no more than mechanical training for repetitive behaviour and encourage a surface approach to learning" (2005:289-292). This is a telling point to be made against a purely formal approach consisting only of, say, definitions, rules and penalties. What students will be inclined to do then is to adopt compliance behaviour without a true understanding of academic culture and how knowledge and ideas are generated and shared.

At UWC the approach to be adopted towards this problem cannot therefore be only punitive; it must also be developmental in its overall aim. This means that efforts to prevent plagiarism should include training for all students in how to avoid plagiarism in their written and oral work. The need to resort to disciplinary measures should be minimised by the adoption of developmental and preventative practices.

3. Principles and practices in a developmental approach to plagiarism

3.1 Establish the unacceptability of plagiarism

The first point is to establish clearly that plagiarism is unacceptable and that consequences will follow from plagiaristic practices. This needs to be emphasised in student and staff orientation and regularly thereafter. It needs to be understood that there are two main grounds for this unacceptability, the one educational and the other ethical and legal:

- Plagiarism is inimical to learning and it enables students to obtain credit where they have not learned anything. This has the effect of reducing the value of a university degree and is thus a threat to the whole of the higher education system, as well as to those social sectors in which graduates need to be usefully employed.
- Secondly, plagiarism constitutes dishonesty and it can have serious legal implications. Universities are institutions that need to be at the forefront in promoting integrity amongst both staff and students and in protecting intellectual property.

3.2 Develop sound assessment methods that are plagiarism resistant

Assessment practices should not only be aligned with broad learning outcomes; they should also be aligned with learning *processes*. Designing assessment tasks that pay no attention to the processes required in order to complete them, especially high stakes assessments that have no explicitly formative aspects to them, are likely to result in a high incidence of plagiarism. Whenever necessary the appropriate teaching and learning expertise should be consulted concerning the design of assessment tasks.

3.3 Promote a self-evaluative attitude amongst the students

Students need to be empowered to do self monitoring, so that they can judge when their essays and other assignments are ready for submission. If they can do this quite independently of the lecturer, this can reinforce their sense of being in control of their own academic destinies.

3.4 Develop the university's relationship with the students

It is important to remove as far as possible perceptions that students' relationship with the university is an adversarial one, and to foster the perception that it is a partnership in which the legitimate rights and duties of each partner are well understood.

There should be help from the student leadership in getting the student body as a whole to understand the university's culture of enquiry and the ethos that goes with it. To undermine this will ultimately be to undermine the socially perceived value of the qualifications that students obtain from the university.

3.5 Use the plagiarism prevention software regularly and effectively

Students must receive training in using the software in at least one module per semester. The responsible head should allocate the task of providing this training to specific staff members. For postgraduate students, all major assignments must be submitted through the anti-plagiarism system prior to submission in hard copy. In order to check that this has been done satisfactorily, a lecturer may require a student to submit the electronic version of an assignment.

However, it is important to note that anti-plagiarism software, despite its established benefits, will not necessarily „solve“ the problem of plagiarism on its own, and it is not effective in certain types of plagiarism, such as copying from books that are not electronically stored in the database. It is thus important that lecturers be alert to signs of plagiarism from such sources, for example sudden changes in writing style in a student's assignment, or a style of written work that suddenly reflects a much higher level of sophistication than normal at the particular level of study. In such cases the lecturer needs to follow up, either by checking for a possible source, or directly with the student to check his/her ability to explain and paraphrase what has been written.

3.6 Treat cases of plagiarism fairly, consistently and moderately

In all cases where serious and blatant plagiarism occurs, students should be treated equally and there should be an appropriate definition of „offence“ and „first offence“. A first offence should never be a case of inadvertent plagiarism. The latter should instead be treated as a case of poor scholarship, rather than as an offence, to be reflected in the grading rather than result in a disciplinary procedure. Genuine offences, once proven, need to be placed on record in a central register. Since the nature of offences may vary across disciplines (e.g. sharing data as opposed to downloading essays) the definitions of offence and first offence need to be *disseminated at faculty level*.

3.7 Treat all students as researchers in training

This means understanding from day one that enquiry is what a university is all about. A student who plagiarises is depriving him/herself of the ability to acquire and present genuine knowledge. This message must be conveyed to students in language they can understand during orientation and regularly reinforced by lecturers and supervisors.

4. Examples of plagiarism

The following are common examples of plagiarism and are thus entirely unacceptable:

1. Copying from texts on the Internet and submitting these, either whole or in part, as one's own work.
2. Copying passages from a textbook or from a book found in the library and inserting these into one's own work without acknowledgment.
3. Using ideas or data from a specific sources found in the public domain without any acknowledgment of this source. This applies to research reports and theses as well as undergraduate assignments.
4. Buying, borrowing or copying an assignment from a fellow student and submitting it as one's own.
5. Buying, borrowing or copying an assignment from a fellow student and submitting it as one's own after making small changes, such as replacing some of the words by synonyms, reordering some of the sentences and paragraphs, etc.
6. Using data that has been generated by a fellow student or colleague, where the data generation was meant to be, and is presented as, an integral part of one's own research, whether this is in an assignment, postgraduate thesis, article or book.
7. A supervisor publishing or otherwise disseminating the data of his/her student as if it were his/her own data and without the knowledge of the student concerned.

Note: Cases where data have been presented, ostensibly as a result of research, but which have been *made up* by the individual, do not strictly speaking constitute plagiarism. However such cases do constitute an equivalent form of academic dishonesty and, where they can be proved, should be treated in just the same way as plagiarism.

5. Plagiarism sanctions

In a survey done at Northumbria University, which canvassed the views of both staff and students on the sorts of plagiarism that they thought were common, the most important finding was that students provided a higher estimate of the incidence than staff did in each and every category of plagiarism.¹ Secondly, they gave an especially higher estimate than staff did for the most egregious types of cheating, such as downloading or buying a whole essay, or making up data. The discrepancy between student and staff views indicates the extent to which students may be able to cheat the system without staff being aware of it.

Thus it is unavoidable that strict sanctions need to be applied as a deterrent, particularly in cases of the most serious forms of plagiarism, and where all other measures have failed to prevent such incidences. At UWC sanctions will be applied in those cases where the lecturer is satisfied that the student has been given sufficient guidance on how to avoid plagiarism. However disciplinary sanctions should not normally be applied during the first semester of the first year.

In clear cases of plagiarism a lecturer/supervisor may decide to record a zero mark. An example here would be a case where a whole paragraph, consisting of a number of linked sentences, has been copied verbatim from published works or from another student without acknowledgment. This will be regarded as an offence, recorded in a central register, and, if it is found that it is not the first offence of its kind for the particular student, it will result in a disciplinary enquiry. *Repeated offences will result in the suspension of the student from the university.*

In cases where plagiarism is thought to have been mostly inadvertent, or to have resulted more from incompetence than dishonesty, and if time and resources permit, the lecturer may allow the student to redo an assignment, provided that a maximum mark of 50% is awarded for the resubmitted assignment. Such cases include those where the skills of the student in paraphrasing, citing and/or referencing sources are still

¹ Cited in Hart and Friesner (2004:90).

inadequate and the message needs to be reinforced that greater effort is needed to improve these. Such cases need not be placed on record in the central register. Plagiarism in postgraduate theses or in staff publications are disciplinary offences. It is incumbent on all postgraduate students and staff members to know how to avoid plagiarism.

6. Electronic anti-plagiarism resources

While there may be some cases where plagiarism detection software does not identify plagiarism in student writing for technical reasons, the experience, both internationally and at UWC, is that there are great benefits in using a good anti-plagiarism package. The identification of instances of student plagiarism is greatly enhanced, and the great merit of this is the formative effect it has on students. The more aware and the more confident students become about their own abilities, the more they appreciate this kind of resource.

Lecturers can also be made more aware of students' difficulties in choosing the appropriate language for citing and indicating the use of sources, and they can use this feedback to provide more effective guidance to the students. These benefits are obviously in line with the kind of developmental approach that is favoured by UWC and it is therefore university policy that the best available electronic resource should be used for this purpose. However it may be that such a resource is not as effective in detecting very minor instances of plagiarism, and detecting these minor infractions should not become a major preoccupation at the expense of other aspects of teaching, learning and assessment. It also cannot detect plagiarism from purely print-based materials.

One of the major aims of using this software should be to build up trust between staff and students so that core university business can remain in focus. Ultimately plagiarism is a human relations issue and it is the human relations that need to be developed.

7. Conventions for citing and using sources

Each faculty should have a strategy in place and some basic materials to demonstrate to students how to quote from sources and to give the in-text reference, including date and page number where applicable. All lecturers who mark written assignments must insist that the faculty-approved conventions are *always* observed by students.

The conventions for referencing will tend to be specified by the lecturer, supervisor or journal to whom the written work is being submitted. However, it is important to note that students doing a number of subjects may be confused by being required to use different conventions for each of these subjects. A faculty should therefore at least consider the feasibility of using one standard set of conventions for the whole faculty. All students must be made aware of online resources that they can consult in ensuring compliance with the adopted conventions. The preferred style and convention (including examples) should be incorporated into all study guides.

8. Responsibilities for implementation of this policy

8.1 Faculties

It is the responsibility for all faculties to ensure that their academic staff are familiar with this policy, that they understand it and that they are able to use the anti-plagiarism software. Training in any aspect of the policy should be arranged for staff wherever needed. It is especially important that staff have a good understanding of how and when sanctions should be applied and how to record offences in the central register. Staff also need to be trained in assessment methods that are plagiarism resistant (see 8.8 below). The definitions of „offence“ and „first offence“ need to be formulated and disseminated at faculty level.

8.2 Lecturers and supervisors

All academic staff are to monitor the writing of their students and to make sure that they strongly discourage student plagiarism. They are also to ensure that their own practices in writing and research are entirely free of plagiarism. They need to ensure that they and their students are able to use the anti-plagiarism software provided by the university. They should seek guidance from their departmental heads if they are unsure in the matter of applying sanctions.

8.3 Heads of departments

Heads have the responsibility to ensure that every undergraduate student is getting practice at submitting and checking for plagiarism before the due date for assignment submission. They should make sure that they are able to guide staff members in their departments on how to deal with cases of plagiarism when such guidance is required, especially by less experienced staff.

8.4 Students

All students have the responsibility to make themselves familiar with the policy and to develop their writing, with the help of staff, with a view to avoiding plagiarism entirely. This includes knowing how to use the anti-plagiarism software provided by the university and knowing the approved techniques for citation and reference. They will be required to attach a declaration to all substantive assignments and theses asserting that their work is their own and free of plagiarism.

8.5 E-learning and information literacy experts

The e-Learning team and the Information Literacy team (Library) share responsibility for responding to training requests and requests for information concerning the use of the anti-plagiarism software. Information literacy training needs to incorporate allied processes of working with published texts, such as note-taking, quotation and paraphrasing. Online tutorials on referencing conventions will be available through the Library website and evidence of their completion may be made a DP requirement.

8.6 Writing consultants

Anti-plagiarism efforts should be backed up by guidance from the writing consultants/coaches in the Writing Centre and in the Division for Postgraduate Studies.

8.7 Committees

Responsibility for university oversight in all these matters rests with

- The Senate Teaching and Learning Committee (for undergraduate studies)
- The Senate Higher Degrees Committee (for postgraduate studies)
- The Senate Research Committee (for staff research)

8.8 Teaching and learning specialists

The specialist Teaching & Learning staff in the university need to see it as part of their responsibility to provide training for academics in assessment methods that are plagiarism resistant. The traditional academic essay may sometimes be especially unsuited to this goal, particularly in the first year, and smaller, more tightly defined tasks that are focused on learning processes should be encouraged as a way of preventing plagiarism.

9. Works consulted in the formulation of this policy

In addition to plagiarism policy documents of the Universities of Cape Town, Stellenbosch, Witwatersrand and Cape Peninsula University of Technology, the following works were consulted:

Angelil-Carter, S. (2000). Understanding plagiarism differently. In Leibowitz, B. and Mohamed, Y. (Eds) *Routes to Writing in Southern Africa*. Cape Town: Silk Road International Publishers.

Ashworth, P., Freewood, M. and Macdonald, R. (2003). The student lifeworld and the meaning of plagiarism. *Journal of Phenomenological Psychology* 34 (2), 257-279.

Dahl, S. (2007). Turnitin®: The student perspective on using plagiarism detection software. *Active Learning in Higher Education* 8 (2), 173-191.

Devlin, M. (2003). Policy, preparation, prevention and punishment: One Faculty's holistic approach to minimizing plagiarism. In Marsden, H. and Hicks, M. (Eds) *Educational Integrity: Plagiarism and other Perplexities*. Refereed proceedings of the Inaugural Educational Integrity Conference, University of South Australia, Adelaide, pp. 39-47.

M. and Gray, K. (2007). In their own words: a qualitative study of the reasons Australian university students plagiarize. *Higher Education Research & Development* 26 (2), 181-198.

Evans, R. (2006). Evaluating an electronic plagiarism detection service: The importance of trust and the difficulty of proving students don't cheat. *Active learning in Higher Education* 7 (1), 87-99.

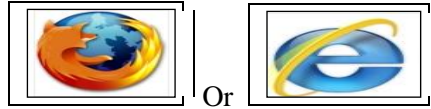
Hart, M. and Friesner, T. (2004). Plagiarism and poor academic practice – a threat to the extension of e-learning in higher education? *Electronic Journal on e-Learning* 2 (1), 89-96.

- Macdonald, R. and Carroll J. (2006). Plagiarism – a complex issue requiring a holistic institutional approach. *Assessment & Evaluation in Higher Education* 31 (2), 233-245.
- McGowan, U. (2005). Plagiarism detection and prevention: Are we putting the cart before the horse? HERDSA 2005 Conference Proceedings.
- Szabo, A. and Underwood, J. (2008). Cybercheats: Is information and communication technology fuelling academic dishonesty? *Active Learning in Higher Education* 5 (2), 180-199.
- University of Luton (2001). Technical review of plagiarism detection software report.
- Yeo, S. (2007). First-year university science and engineering students' understanding of plagiarism. *Higher Education Research & Development* 26 (2), 199-216.

Accessing your E-mails

Accessing your e-mails at UWC is easy and a vital part of your studies here. The following is a six step directory on how to open and check your emails.

Step 1. All it entails is double left-clicking (*referring to the button on the mouse on the left hand side closest to the computer*) either the **Mozilla Firefox** Icon or the **Internet Explorer** Icon found on your desktop (the screen) or in the “**Start**” Menu located on the bottom of the left hand side of your computer.



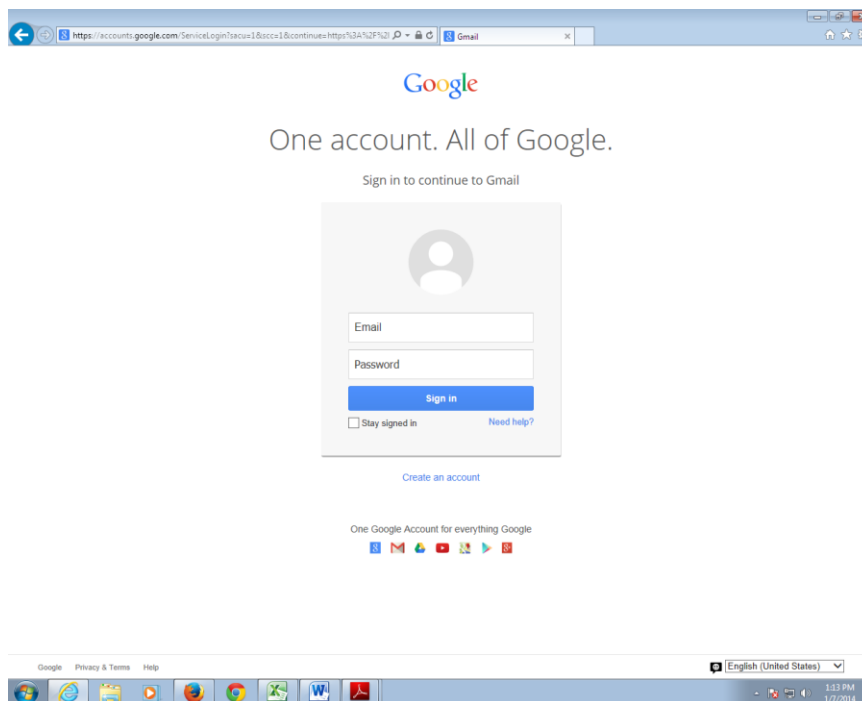
Step 2. Once the page opens, at the top of the screen you should see a **bar**- usually in white with a site address that usually begins with the letters <http://www>. Next to the last “w”, there is a full stop (.). Left-click, next to that you type in the following: google.com and left-click the **Green Arrows** next to that bar. If there is another web-address typed in there for example (<http://www.facebook.com>), delete the rest of the characters by pressing the backspace key until it is removed.



Step 3. Google's webpage should appear. At the top left hand side of the page, you will be presented with the following options:


[+You](#) | [Search](#) | [Images](#) | [Maps](#) | [Play](#) | [You-Tube](#) | [News](#) | [G-mail](#) | [More](#)

Step 4. Select the G-mail icon by left-clicking once on it. Once that is done, the following screen will appear:



Step 6. In the Email block, you enter your seven-digit student number @myuwc.com and in the password section you enter your birth date in the following order: yyyymmdd, for example:

Username: 2956178@myuwc.ac.za


Password: 19910916

Click the **Sign In** option and you will have access your G-mail mailbox.

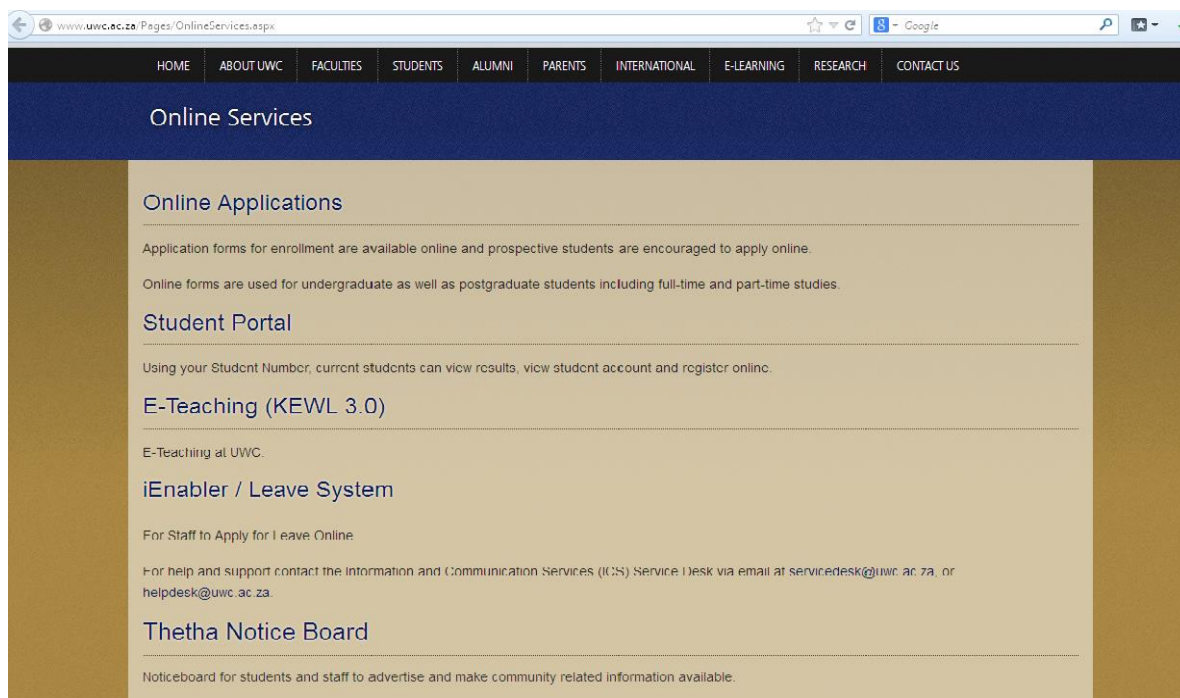
Accessing your Student Portal

Step 1. On the homepage of the UWC (www.uwc.ac.za) website there are several links, you have to look for the Online Services link and left click on the link (*referring to the button on the mouse on the left hand side-closest to the computer*). This link is situated right at the top of the homepage close to the UWC logo.



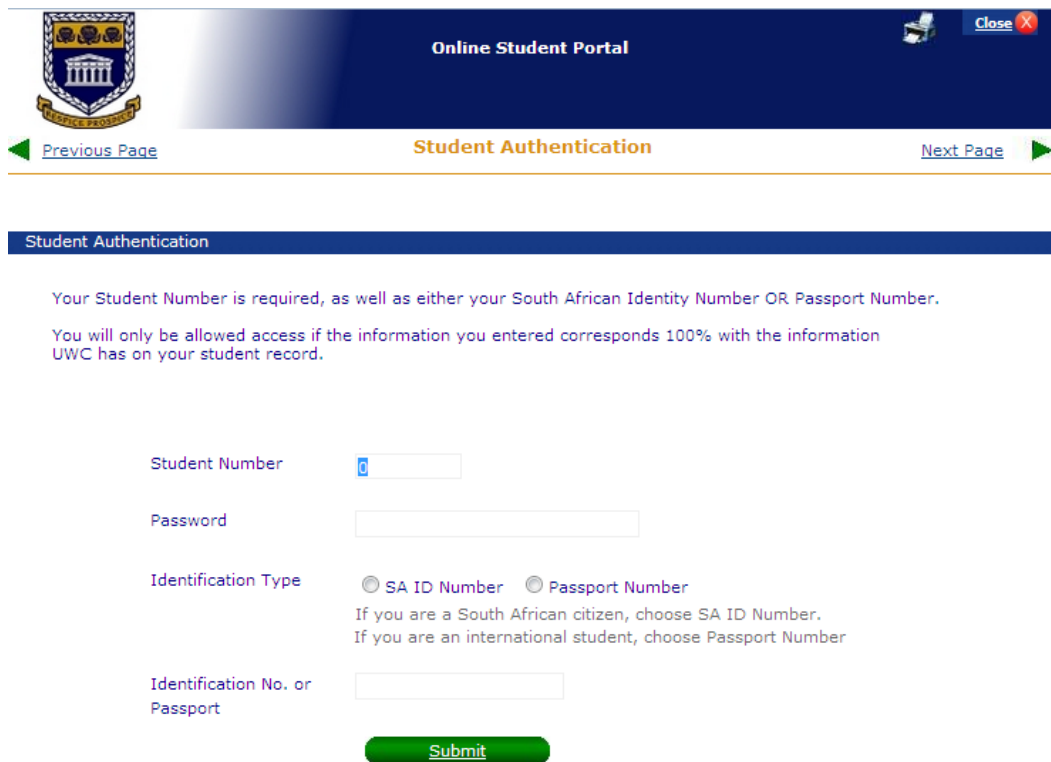
- [SEMU](#)
- [Teaching and Learning](#)
- [Library](#)
- [Human Resources](#)
- [Finance \(F.I.O.I\)](#)
- [ICS](#)
- [Online Services](#) 
- [Campus Location](#)
- [Campus Map](#)
- [Email](#)

Step 2. Once this page opens you are then presented with a variety of online services options. You proceed to left click on the link that states Student Portal to access you information (*referring to the button on the mouse on the left hand side-closest to the computer*).



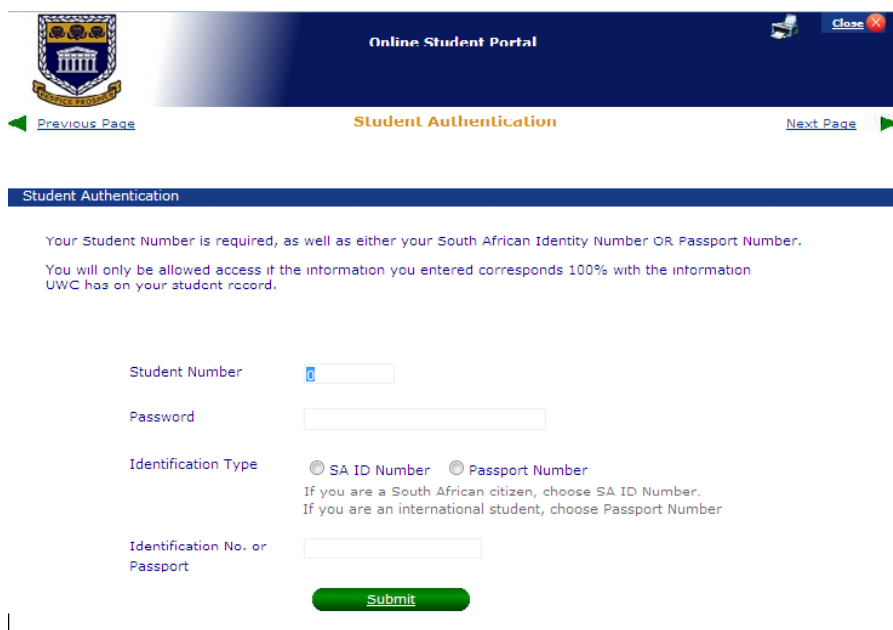
Left Click on **Student Portal** - using your Student Number, current students can view results, view student account and register online.

Step 3. The last and final step is the Student Authentication page.



The screenshot shows the 'Online Student Portal' header with the UWC logo on the left and a 'Close' button on the right. Below the header is a navigation bar with 'Previous Page' on the left, 'Student Authentication' in the center, and 'Next Page' on the right. The main content area is titled 'Student Authentication' and contains the following text: 'Your Student Number is required, as well as either your South African Identity Number OR Passport Number. You will only be allowed access if the information you entered corresponds 100% with the information UWC has on your student record.' The form includes a 'Student Number' field with a blue cursor, a 'Password' field, an 'Identification Type' section with radio buttons for 'SA ID Number' and 'Passport Number', and an 'Identification No. or Passport' field. A green 'Submit' button is located at the bottom of the form.

Your Student Number is required, as well as either your South African Identity Number OR Passport Number. You have to *click* on either **SA ID Number** or **Passport Number** before entering your **Identification No. or Passport** number. You will only be allowed access if the information you entered corresponds 100% with the information UWC has on your student record. Once you have entered the correct information left click on the submit button to view your details.



This is a duplicate of the screenshot above, showing the 'Online Student Portal' header, navigation bar, and the 'Student Authentication' form with its instructions and input fields.

Step 4. If you require help and support contact the Information and Communication Services (ICS) Service Desk via email at servicedesk@uwc.ac.za, helpdesk@uwc.ac.za or go to the ICS website at ics.uwc.ac.za

**WORDS OF ENCOURAGEMENT FROM A PREVIOUS DEAN:
PROF. G. FREDERICKS**

Welcome to the Faculty of Arts. You have joined a community of exceptional scholars, many of them well known and respected internationally. You are also a member of the best first-year class the Faculty has ever had. This gives you special opportunities to argue and discuss things with some of the brightest and most interesting people in South Africa. It is up to you, then, to make your year stimulating and fruitful! Here is some food for thought embodied in an inspirational quote for every month of 2016.

January

"My interest is in the future, because I am going to spend the rest of my life there." – Charles F. Kettering

February

"Yesterday is not ours to recover, but tomorrow is ours to win or lose." – Lyndon B. Johnson

March

"Far away in the sunshine are my highest aspirations. I may not reach them, but I can look up and see the beauty, believe in them and try to follow where they lead." – Louisa May Alcott

April

The important thing is not to stop questioning. Albert Einstein

May

"Be wise in the use of time. The question in life is not how much time do we have? The question is what we shall do with it. - Anna Robertson Brown

June

"Where there is an open mind, there will always be a frontier".-Charles Kettering

July

"Failure is simply the opportunity to begin again, this time more intelligently."- Henry Ford (1863-1947)

August

It is not because things are difficult that we do not dare; it is because we do not dare that they are difficult.-Seneca

September

"Anyone who has never made a mistake has never tried anything new." –Albert Einstein

October

"The significant problems we face cannot be solved at the same level of thinking we were at when we created them." Albert Einstein

November

*"The things taught in schools and colleges are not an education, but the means to an education".
-Ralph Waldo Emerson*

December

There is one quality that one must possess to win, and that is definiteness of purpose, the knowledge of what one wants and a burning desire to possess it. -Napoleon Hill

Source: <http://quotations.about.com/cs/inspirationquotes/>

NOTES

A series of horizontal dotted lines for writing notes.