



PAN AFRICA CHRISTIAN UNIVERSITY

**END OF SEMESTER EXAMINATION FOR DIPLOMA IN:
ENTREPRENEURSHIP MANAGEMENT**

COUNSELING

PURCHASING AND SUPPLIES MANAGEMENT

COMMUNICATION

LEADERSHIP AND MANAGEMENT

INFORMATION COMMUNICATION TECHNOLOGY

YOUTH MINISTRY

JANUARY – APRIL 2017

CAMPUS: ROYSAMBU

DEPARTMENT: COMMUNICATION AND LANGUAGES

COURSE CODE: UCC103

COURSE TITLE: Research and Writing

EXAM DATE: THURSDAY 6th APRIL 2017

TIME: 9.00AM-12.00PM

INSTRUCTIONS

- This exam script contains **FIVE (5)** Questions.
- Answer question **ONE** which is **compulsory** and any other **TWO** questions.
- Write your **STUDENT NUMBER** in the Answer Booklet given

Q1: CRITICAL READING AND DOCUMENTATION

(20 Marks)

The information below is from an article written by Henderson Odeng. It was published in 2011 in Nairobi by Kenyatta University in the third volume, Issue no.2 of the University journal entitled: Journal of Contemporary Issues.

One thing that I have found unsettling in most Kenyan Universities these days is the kind of language used by students and the acute absence of a reading culture. I have overheard many a don lamenting at the low quality of written expression especially in academic papers. While releasing the 2013 KCSE results, the Education cabinet secretary Pro. Jacob Kaimenyi blamed poor performance in English language on technology such as text messaging. However, a number of factors have conspired to create the rot in the quality of language used by students in learning institutions. The increased popularity of sheng (a street lingo that incorporates English, Kiswahili and selected vocabulary from local languages) has had a significant contribution to the use of informal and broken English.

There is an obvious interplay among language skills; listening, speaking, reading and writing, so much so that a good listener is eventually likely to be a keen speaker. Moreover, an avid reader is likely to develop good penmanship. On the contrary, the tragedy bedeviling schools and colleges in this country is that students do not take time to read for information. Casual visits to libraries in most universities reveal that they are largely deserted and only filled to capacity during exams. This means that the bulk of students only read for exams and not to boost their writing prowess or for information.

The students who attempt to read do so for leisure and pleasure but the texts are not intellectually engaging. Otherwise, majority of students tend to interact with literature that hardly adds any value to their intellect. Lately, the media has had one of the greatest effects and is a major distraction to those who want to do some serious reading. Social media especially whatsAPP, SMS, Facebook and Twitter have changed the dynamics of the written word. Add this to trending celebrity gossip pullouts in newspapers, such as Pulse and Zuqa, and you have a full suite of academically contra-indicative content and text-speak.

The University is supposed to be the citadel of learning and melting pot of knowledge; where new knowledge is created every other day. As soon as you join the 'ivory tower', you should start generating new knowledge in form of term papers, essays, project reports and theses/dissertations. For you to generate new knowledge worth quoting, you have to read widely, attend conferences or engage in intellectual discourse with your peers in conferences; and of course, write. No wonder Sir Francis Bacon, the English essayist in his essay 'Of Studies' says: Reading maketh a full man; conference a ready man; and writing an exact man.

Unfortunately, today's university student is forever in a hurry to nowhere. Mainstream academics is not their cup of tea. Yes, they claim to be generation Y: techno savvy to the bones but this is where the story ends. Instead of having a studious mien, they prefer to go online, where they pick content, copy-paste and present it as original. As if the latter phenomenon is not foul enough, they have made a career of forming the so called 'study groups' whose job description is amassing past papers, continuous assessment papers and lecture notes which they

do not even read individually and severally. Instead wonder of wonders – one student reads them while the rest listen carefully or pore over lecture notes for possible answers. In other words, such students are only interested in ‘quick reads’ for exams; and boast of little acquaintance with text books or refereed journals.

If Universities are truly the fountains of knowledge that they claim to be, then this malpractice must be stopped and vibrant reading and writing programs be introduced in every academic discipline. Otherwise, our Universities will continue to churn out half-baked graduates who cannot compete effectively in the rat race that is the job market.

- a). Giving justifications identify the claim the writer has advanced in this passage. (2 marks)
- b). Comment on the type and effectiveness of the following parts of the essay; (4 marks)
 - (i) Introduction
 - (ii) Conclusion
- c). Identify and explain two appeals used by the writer in the excerpt (4marks)
- d). Write the underlined section as it would appear as a direct in-text citation using the APA style. Give it an introductory phrase. (2 marks)
- e). Write down the bibliographical details as they would appear on a reference page using APA style. (2 marks)
- f). Identify and illustrate two strategies that have been used by the writer in developing this argument. (4 marks)
- g). With a reason, identify a target audience for this passage. (2 marks)

Q2. Write a 500 word argument based on either

- (i) Social Media
- or**
- (ii) Domestic Violence (15 marks)

Marks will be awarded for; language skills, paragraph skills, concessions or refutations

- Q3.a)** Explain briefly what you understand by the term ‘academic writing’. (5 marks)
- b) Identify the five stages that define the process of academic writing. (10 marks)

- Q4. a)** Define the term ‘research’ and state briefly what it entails. (4 marks)
- b) Using illustrations, explain how literature review assists a researcher? (8marks)
- c) Identify four sources of information for anybody desiring to carry out research. (3 marks)

- Q5. a)** Describe the two types of quotations that are used in academic writing. (4 marks)
- b) What three benefits do academic writers achieve through in-text citations? (6 marks)
- c) Explain briefly five purposes of research. (5 marks)