



**PAN AFRICA CHRISTIAN UNIVERSITY
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
END OF SEMESTER EXAMINATION FOR DEGREE OF
BACHELOR OF ARTS IN BIBLE AND THEOLOGY
BACHELOR OF COMMERCE
BACHELOR OF BUSINESS LEADERSHIP
BACHELOR OF ARTS IN COUNSELING PSYCHOLOGY
BACHELOR OF ARTS IN COMMUNICATION
BACHELOR OF ARTS IN COMMUNITY DEVELOPMENT
DECEMBER 2018 EXAMINATIONS**

CAMPUS: ROYSAMBU
DEPARTMENT: COMMUNICATION, LANGUAGES
COURSE CODE: UCC103
COURSE TITLE: RESEARCH AND WRITING
EXAM DATE: THURSDAY 4TH DECEMBER 2018
DURATION: 3 HOURS
TIME: 9:00AM-12.00PM

INSTRUCTIONS

- Read the instructions and questions carefully before you write the answers.
- Write your **STUDENT NUMBER** in the Answer Booklet given
- **Question 1 is compulsory and carries 30 marks**
- **Answer Any other TWO questions**
- *Write clearly and legibly.*
- *ALL PAC University's examination rules and regulations apply*

QUESTION ONE: COMPULSORY

A). Read the following passage and answer the questions that follow. (20 Marks)

One of the determinants of education quality for girls is the presence of a female teacher. A higher number of female teachers are desirable for many reasons, not least because women in positions of authority represent role models. Female teachers are also far better placed than their male counterparts to respond to problems faced by girls at school, especially when they reach puberty. By contrast, the gender bias of male teachers in the classroom often results in lack of self confidence among girls.

In school cultural settings where contact between females and males is limited, evidence suggests that recruitment of female teachers can enhance girls' enrolment and attainment in school. Unfortunately South Asia and sub-Saharan Africa, the developing nations with the largest gender gap in educational outcomes, are also the regions with the lowest ratios of female to male teachers. In South Asia only one-third of all teachers are women. Limited recruitment of female teachers undermines the potential benefits of public investment in education by reducing qualitative outcomes. Households surveys in Ethiopia show that the presence of female teachers is likely to encourage parents to send their children to school, both because it gives them an increased sense of security, and because it improves learning among girl students. This assessment is backed by evidence from a number of countries. In competency tests conducted in Pakistan, young girls educated by female teachers score 25 per cent more than those taught by male teachers.

It is not just qualitative aspects of education performance that suffer from the under representation of female teachers. The presence of female teachers also exercises a positive influence on enrolment rates for girls: gender gaps are narrower in schools with higher proportion of female teachers. Sri-Lanka has the highest number of female teacher recruitment in South Asia, and the lowest gender gap in enrolment. In India the proportions of female teachers vary from 20 per cent in Bihar, which has some of the lowest country's widest gender disparities, to 67 per cent in Kerala, with India's lowest gender disparity. The probe survey found that only 21 per cent of teachers were female with an even lower representation of women in senior posts. Almost two-thirds of the schools surveyed did not have a single female teacher.

There are no solutions to the problem of insufficient female recruitment. The same cultural constraints that require girls to be taught by women often make it difficult to attract women into teaching posts, especially in the rural areas, where shortages of female teachers are most pronounced. High profile campaigns to change attitudes and attract women to a career in teaching have an important role to play. Beyond this, innovative strategies are needed at various levels. At first step, recruitment policies for women teachers may need to be modified, especially in countries where few girls proceed beyond lower secondary grades. Allowing women to enter teacher training with lower levels of educational attainments and then providing

support could help to remove one barrier to entry. The provision of grants to support girls through teacher training colleges would also help, as would salary incentives and travel expenses for working in rural areas. However, even with these incentives, many female teachers may be unwilling to work in remote areas away from their homes and thus male teachers suffice. Many of the successful non-government interventions nevertheless have addressed this problem by focusing on local recruitment, with local women trained to reach in their communities.

- i. Mention TWO argumentative techniques used in this passage .Give reasons. (2 marks)
- ii. What type of introduction has the writer used in this passage? (2 mark)
- iii. What position does the author make on the issue in question? What reasons and evidence does he offer to support this claim? (6 marks)
- iv. Assess the writer’s use of the following types of appeals:
 - a) Logical appeal (logos) (2 marks)
 - b) Emotional appeal (pathos) (2 marks)
 - c) Ethical appeal (ethos) (2 marks)
- v. Identify an instance where the writer has conceded to the counterargument (2 marks)
- vi. Identify an appropriate audience for this type of an essay (2 marks)

B) Imagine you were reading a book on communication and you came across the following quotation.

“Human communication is fraught with problems and difficulties. How often do we say statements like ‘I didn’t really mean that’ or you still don’t see what I mean’, or ‘you don’t seem to have grasped the point?’”

The quotation appeared on page 10 in a book entitled *Communicating Research Findings*. Authored in 2014 by Norman Fairclough and published by Palgrave Macmillan in New York.

- i. Show how you would use the material above as a direct quote and correctly acknowledge the source using APA documentation style (3 marks)
 - ii) Arrange the details of the text as they would appear as part of a reference list. (3 marks)
- C)** Mention four reasons why academic writers must avoid plagiarism (4 marks)

2. ARGUMENTATIVE WRITING (20 MARKS)

Write an argumentative essay of about 300 words on **one** of the topics given below. Your essay should have all the qualities of an academic argument.

i) Insecurity in a country

ii) National examinations

QUESTION THREE

- a) Identify **ten** characteristic features of academic writing which all writers should demonstrate in an academic work. (10 marks)
- b) . Explain briefly each of the following terms as used in academic writing;
- i) Rhetorical stance
 - ii) Audience
 - iii) Plagiarism
 - iv) Thesis Statement
 - v) Desktop research (10 marks)

QUESTION FOUR

- i) Describe a term paper. (10 marks)
- ii) Explain **three** reasons why we use quotations in academic writing. (6 marks)
- iii) What are the **two** types of quotations and how different are they? (4 marks)

QUESTION FIVE

- i) Explain briefly five ways that demonstrate that objectivity is important in academic writing. (10 marks)
- ii) Your lecturer has given you a topic to research on and write a term paper. Describe **five** different sources that will give you information and explain how each will aid you in your academic venture. (10 marks)