FEEDBACK TUTORIAL LETTER

2nd SEMESTER 2019

ASSIGNMENT 3

CONTEMPORARY ISSUES

(CIS610S)
Course Name: CONTEMPORARY ISSUES

Course Code: CIS610S

Department: SOCIAL SCIENCES

Course Duration: LEVEL 6; 12 CREDITS

NQF Level and Credit: NQF Level: 6

Dear student,

It is observed that a number of students lack academic writing. For a student to approach the question appropriately, one needs to established synthesis or a point of departure. Moreover, students are discouraged to refrain from direct copying and pasting of information as it is which constitute an academic dishonesty. In this respect, students are encouraged to paraphrase information from sources even in cases whereby sources are acknowledged. The practice equally constitutes plagiarism which is an academic dishonest. Students are also reminded - as contained in the instructions - to submit typed work as opposed to handwritten work. Lastly, students are requested to pay special attention and comply to the statement on academic honesty and integrity on the next page.

Regards,
STATEMENT ABOUT ACADEMIC HONESTY AND INTEGRITY

All staff and students of Namibia University of Science and Technology (NUST), upon signing their employment contracts and registration forms, commit themselves to abide by the policies and rules of the institution. The core activity of NUST is learning and in this respect academic honesty and integrity is very important to ensure that learning is valid, reliable and credible.

NUST therefore does not condone any form of academic dishonesty, including plagiarism and cheating on tests and assessments, amongst other such practices. NUST requires students to always do their own assignments and to produce their own academic work, unless given a group assignment.

Academic Dishonesty includes, but is not limited to:

- Using the ideas, words, works or inventions of someone else as if it is your own work.
- Using the direct words of someone else without quotation marks, even if it is referenced.
- Copying from writings (books, articles, webpages, other students’ assignments, etc.), published or unpublished, without referencing.
- Syndication of a piece of work, all or part of an assignment, by a group of students, unless the assignment was a legitimate group assignment.
- The borrowing and use of another person’s assignment, with or without their knowledge or permission.
- Infringing copyright, including documents copied or cut and pasted from the internet.
- Asking someone else to prepare an assignment for you or to write or sit an assessment for you, whether this is against payment or not.
- Re-submitting work done already for another course or programme as new work, so-called self-plagiarism.
- Bringing notes into an examination or test venue, regardless of whether the notes were used to copy or not.
- Receiving any outside assistance in any form or shape during an examination or test.

All forms of academic dishonesty are viewed as misconduct under NUST Student Rules and Regulations. Students who make themselves guilty of academic dishonesty will be brought before a Disciplinary Committee and may be suspended from studying for a certain time or may be expelled. All students who are found guilty of academic dishonesty shall have an appropriate endorsement on their academic record, which will never be erased.
FEEDBACK ON ASSIGNMENT QUESTION NUMBER ONE

Most papers lack originality and poor technical structure.

1. For students to rightly and scholastically approach any assignment question, one needs to firstly compose a suitable main heading/ topic from the given problem statement.

2. Secondary is the corresponding table of content (to guide your discussion) consisting of the followings:

   1. **Introduction**, 
      
The introduction should cover the general description of the study. The introduction should provide a brief overview and also to provide the paper approach and logic of interpretation.

   2. **A heading** (This should be relevant)
      
      Students reminded all-times to provide transitional statements connecting heading to the sub-headings.

   2.1 **Relevant Sub-headings**
      
      Students, this is an additional headline or title that comes immediately after the main heading. It is however not mandatory to have however is dictated by the question requirements. Ensure sub-headings speak to content therein contained and are logically numbered.

   3. **Conclusion** – The conclusion is a summary of the discussions’ findings. Note, no new information should emanate in this summary. Citation is discouraged as it may provide new information other than what is covered in the discussion.

   4. **Recommendations** – Recommendation should be a student’s preferred solutions based on identified shortcoming. These are students own suggestion and citation unless otherwise applicable are discouraged. It should preferably be in bullets format however preceded by a transitional statement.

   **References (NOT BIBLIOGRAPHY)** – Note, students should ensure that all in-text acknowledged sources are listed. Students are reminded to ensure compliance with the APA style format for both the in-text citation and the listing. List only all in-text cited sources. Students are encouraged to make use of
recommended academic search engines as opposed to Google or Wikipedia such as Google Scholar, Sage, Ebscohost, Francis and Taylor, Science Direct, Springer Link, Jstor among others. Note, Wikipedia is not recommended for academic use and should not be used.

1. Introduction

In the introduction, it is expected of students to introduce the concern broadly and briefly. The introduction should cover the general description of the study. Briefly, the introduction should provide a brief overview and also to provide the paper approach and logic of interpretation. A student may define key concepts here. To come up with relevant definitions, one needs to consult various resource materials. And in conformity with academic ethical requirement, a student needs to acknowledge all sources to avoid the plagiarism penalty. Also in the introduction, students are expected to indicate their analysis of their papers.

On question three; students were expected to provide a general overview of triple helix collaboration broadly. It is however binding that a student provides the paper approach and logic of interpretation. This is done to set the paper direction as per the question.

2. Discussions

The discussion should be guided by sub-headings as reflected in the Table of Contents. Note “BODY”. Body is not a heading so is “DISCUSSIONS”. Students should thus reframe from the use of the two as their headings and instead tailor their headings to best suit the question.

Students should have approached this question by assessing university, industry and government – Triple helix - **COLLABORATION** in Africa in delivering innovation based development. Triple helix by definition is about the dynamics arising from the interactions between the three principal institutional spheres in an economy-namely, the university, industry and government-and the leading role the university assumes in this relationship to ensure that the knowledge it produces is useful enough to be widely shared and applied, ultimately translating into national development. Further, triple helix approach aim to provide a framework for rethinking of socio-economic development as knowledge based; endogenous; university-led rather than state-led; and based on triple helix interaction rather than on single or double institutional effort. Under the Triple Helix, the trio – University, Government and
Industry - in the helix assumes the role of the others in addition to carrying out their conventional activities. Universities, for example, can create an industrial organizational platform, local innovation organizer, whereas firms can take educational and research roles. Student need however to understand that in Africa, institutions are characterised by widespread fragmentation and there is little or no scope for interlacing between institutions in terms of domains of responsibility albeit the presence of triple helix players. The question thus seeks to assess how best the triple helix system can be operationalised in Africa to provide a sustainable basis for wealth creation and poverty reduction.

Majority of students appear challenged by the question which resulted in direct copy and paste which constitute plagiarism which is an academic dishonesty and subsequently an offence. On one hand student opted to assess collaboration between two helix which is contrary to the question that requires collaborations among the three. On the other hand, students demonstrated poorly understanding on the topic. Hence, their work were vague and out of context. It is worth noting that triple helix and innovation based development is key towards sustainable development and should not be ignored by any student despite their educational divergences. Innovation in the rightful context possesses the desired solutions given are contextual and local relevant.

In cases of lack of clarity, students are also advised to seek clarity from marker-tutors on their contact details provided in the tutorial letter to avoid direct copying from sources without acknowledgement. Students, you are encouraged to embrace your own work – in your own voice- and also advised to paraphrase information retrieved from sources other than directly copying which is academically punishable. Credit to deserving students who embraced own work and most importantly maintaining their voice and rightly acknowledging their sources. Keep up the good work, I call it true learning. Lastly, students should comply with set instructions as contained in the tutorial letter especially the minimum number of pages, typed work, logic of division, and most of all to attach an assessment sheet for the grading purpose.

3. Conclusion

A conclusion is a brief summary of the discussion’s findings without new information emanating. An observation is made that students still quote in the conclusion which brings whereby new information emerge. Students are warned of the danger associated and are cautioned to refrain from this practice.
Moreover, students are further warned to avoid copying conclusions from other studies as observed, and instead summarize their paper’s findings without new information emerging. Students are advised to refrain from quoting at this stage.

4. Recommendations

It should be noted that recommendations should be based on shortcoming as solutions. Student should avoid being vague but instead specific to the point by suggesting solutions based on the identified shortcoming. Students are advised to only recommend on instruction/when asked to do so. Making reference to the question, STUDENTS WERE NOT ASKED TO PROPOSE SOLUTION AND AS SUCH NO RECOMMENDATION FOR QUESTION THREE.

References (ON A SEPARATE PAGE)

This page should contain all in-text sources. The sources should be presented using the APA style referencing format, unnumbered, alphabetically arranged and aligned text left. Students are expected to use the APA consistently to avoid being implicated academic dishonesty such as plagiarism and cheating.

Students are advised to visit the APA guide link below available on NUST website:


COMMON MISTAKES/SHORTCOMINGS

Common mistake/weaknesses observed are:

Disregarding technical requirements; (submission papers without Table of Contents, Heading, Subheadings, numbering of pages, headings and subheadings etc.), STUDENTS ARE ADVISED TO USE THE ASSESSMENT SHEET AS A GUIDING TOOL IN THIS REGARD THROUGHOUT.

In contrast to the tutorial letters’ instructions, a number of submissions are made without an assessment sheet. Students, every tutorial letter contain an assessment sheet and should be attached to every submission. The sheet is useful in assessing and grading and without it; marker-tutors are challenges and student consequently may not know areas of improvement. Students are urged to
comply with this instruction and ensure that an assessment sheets to either a hand or electronically submitted assignments is attached.

Finally, it is noted that some students submit electronically to tutor-markers which should not be practice. Hence, students are argued to strictly direct their submission to the COLL Centre provided email address as contained in the tutorial-letter and not to marker-tutors.

I wish you all the best with the remaining assignment.

Sincerely Yours,

Mr. Samuel Shikongo
Marker Tutor: Contemporary Issues
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