FEEDBACK TUTORIAL LETTER

1st SEMESTER 2019

ASSIGNMENT 1

SELF DEVELOPMENT AND STUDY SKILLS

SDS010S
Dear Student

The assignment was also based on the following criteria:

- Table of contents
- Introduction
- Conclusion
- Referencing

Here follows an explanation of what the criteria means.

- Every assignment should have a table of contents. The table of contents navigates the reader through the content and what is to be found in the assignment under different headings and subheadings. Each heading or subheading should indicate the page number where the reader can find that specific heading or subheading.

- After the table of contents follow the introduction. It is an important part of your assignment. Here you introduce your topic; you tell the reader what the assignment is about. State the focus of your assignment clearly, describing the main parts of it and explain the key point/issue of discussion. If the assignments consist of more than one question refer to the actual wording of the different questions.

- After the introduction the main body of your assignment follows. Here you elaborate on the topic/question/s. It should contain the facts and opinions of it. You must present your work in a logical sequence in clear paragraphs. One paragraph should lead logically to the next. When you make a statement or an argument, support it with evidence, examples or quotations. Remember to acknowledge your sources. Make use of headings and subheadings where necessary.

- Each assignment or piece of writing ends with a conclusion. In your conclusion you sum up the main points of your discussions. Comment here on the main points of your assignment from your own point of view. Your conclusion must link clearly with your main arguments/points. Also refer back to your objectives. Here you can also give recommendation if necessary.

- It is very important that your assignment is written in a professional manner and that you avoid all grammar and spelling mistakes. Use the spell and grammar checker on your computer to assist you in this or ask somebody to read through your assignment before submitting it.
The last part of your assignment is your reference list. The reference list must always be on a new piece of paper.

The purpose of referencing is the following:
1. Reference gives recognition to the original author from whom the facts are taken
2. The author provides proof of where he got his information and shows whether he has consulted the most authoritative sources in the field
3. The references to sources can confirm the completeness of the study
4. References renders proof to the reader about the provenance of the author's thoughts/ideas
5. A source list provides information to the readers so that in turn they can consult the sources and so verify whether the sources have been correctly quoted /interpreted
6. The source list serves as additional source list about the topic - if the reader wishes to consult more sources about the topic

FEEDBACK ON ASSIGNMENT 1

By means of practical illustrations, design a mind map by following the different steps in mind mapping. Your mind map should be developed step-by-step applying the information discussed under each step.

In this case it was about the SQ3R method, AND NOT JUST ANY TOPIC FROM ANYWHERE. IF YOU CHOSE ANY TOPIC other than the SQ3R METHOD, YOU UNFORTUNATELY SCORED A ZERO.

THIS IS THE FIRST STEP WHERE SOME OF YOU WENT WRONG BECAUSE YOU DID NOT FOLLOW ASSIGNMENT CRITERIA HENCE SCORED A ZERO AS THIS CONCERN HAS BEEN ADDRESSED IN THE FEEDBACK TUTORIAL LETTERS, YET YOU DID NOT TAKE NOTE OF THAT.

AND YES AGAIN, THERE IS A RIGHT AND WRONG ESPECIALLY IF YOU MISINTERPRETED THE ASSIGNMENT QUESTION OR WHERE YOU DID NOT DEVELOP A STEP-BY-STEP DEVELOPMENT OF YOUR MIND MAP AS REQUESTED IN THE ASSIGNMENT AND BY EXPLAINING WHAT IS HAPPENING IN EACH STAGE.

INSTEAD SOME OF YOU JUST PROVIDED THE MIND MAP OMMITTING THE STEP-BY-STEP PART OR BY NOT EXPLAINING WHAT HAPPENS IN EACH STEP.

This is what you were supposed to do:
STEP ONE

The first stage involves putting a title in bold, capital letters in the centre of your page.
To increase effectiveness, mind maps should preferably include:
- Colours
- Pictures

Example step one

STEP TWO

The next stage involves adding main branches to your diagram that represent each of the areas of the topic being studied, or as related topics.

The branches should extend far enough from your central image to avoid over-crowding the page and confusing information.

Ideally pictures should be used to represent themes and concepts. Here you must use your imagination and use pictures or images that is easy for you to remember. This is what makes this learning technique unique and also enjoyable.

The branches must be in different colours (colours also play an important role in remembering things) and they should be:
- Bold
- Bright
- Colourful
- In capital letters
- Labelled memorable and clearly, preferable in colour (not shown in example)

You should include as many aids to recall, such as pictures and key words as you can.
Example step two

STEP THREE

The next stage involves adding sub-branches to your hierarchical diagram. These branches are also coloured. You may find it helpful to use different shades of the colour used for the main branches.

Continue to label in bold, colourful lettering.
Continue using simple images to represent concepts and to make sense of your mind map.
Your completed mind - map or diagram should be:

- Bright
- Colourful
- Visually bold
- Aesthetically pleasing
- Ordered
- Meaningful to you
Example step three

1. WHAT DO I NOW?
2. WHAT DO I WANT?
3. WHAT DO I HAVE IN PLACE?
4. WHAT DO I NEED TO PUT IN PLACE?

SQ3R METHOD

STEP FOUR
The last stage involves putting information under each sub branch of the mind map.
Example step four

SQ3R METHOD

Proof reading

Once your assignments have been completed, proofread very carefully before final submission. Proofreading is a close reading of the final version to eliminate errors in grammar, spelling and punctuation, as well as typographical errors that have survived the revisions. Proofreading should be done slowly, preferable aloud. If possible allow some time to elapse between final writing or typing and proofreading. In this way the writer is more likely to read with a fresh eye.
When proofreading, check that:

- No words are omitted or carelessly repeated;
- No words are misspelt;
- No plurals are left out;
- No apostrophes are omitted for possessiveness or contractions;
- No full stops, dashes, commas or quotation marks are left out or used unnecessarily.

Pointers for assignment writing

- Make sure that you understand what is expected from you.
- Read the assignment two or three times.
- Analyse the assignment by breaking sentences up in order to try to make sense of it.
- Read the chapters relevant to the assignment in the prescribed textbook and write down preliminary answers.
- Read through your first attempt to make any changes if and where possible.
- Get someone to edit it first before you submit it. Failure to do so can cost you dearly.
- If not possible to type your assignment, please write neatly and legible.

Good luck with assignments four and five.

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