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**Centre for Open and Lifelong Learning**

# **FEEDBACK TUTORIAL LETTER**

**2<sup>ND</sup> SEMESTER 2020**

**ASSIGNMENT 2**

**THEORY AND PRACTICE OF WORLD POETRY 2B**

**(TPP621S)**

**FEEDBACK TUTORIAL LETTER THEORY AND PRACTICE OF WORLD POETRY 2B**

**ASSIGNMENT 02**

**QUESTION (35 MARKS)**

**Compare and contrast the following poems, paying particular attention to the style and attitudes of the poets.**

**The Dream of Africa**

I lay the other night and dreamt  
That we were all being glazed  
With a white clay of foreign education  
And it was stifling, stifling like the sleeping black man  
Inside there.  
Making him fester.  
Liberating worms of thought; books, books.  
O, o, what's gnawing me there?  
Pinching me at the seat of the brain?  
We were given books, and they  
Pinched what they touched.  
Wrought us to great perplexity  
Of selves we did not understand,  
Did not want to understand.  
"we must educate you, you see".  
Doctor, what ails me, what ails-  
(the bottled ale I took the other night to forget)

The ready-made pill prescription  
For a slight mental maladjustment  
Due to...due to...that's not for us to know:  
It is the knowing doctor's secret.  
"Business , you see."  
So we glibly take it, the pill,  
Which smoothes the pain and smoothes the nerves,  
And sends the disease to sleep.  
And to rot. This white precipitate  
Of an age-old decay of a foreign culture  
Africa gaped for, glazed her sons with,  
To prepare them for an international role in the future.  
Will it be the pearl in the oyster's shell,  
Or mere rottenness?

*Johnathan Karira*

### **Young Africa's resolve**

I'll talk no more  
I'll listen to nobody's talk,  
I'll wait no more.  
I'll lead myself towards the goal,  
Though countless hurdles cross my path  
And danger lurks on every side,  
I'll go forward and do and dare.

On library doors  
I'll knock aloud and gain entrance;  
Of the strength  
Of nations past and present I will read,  
I'll brush the dust from ancient scrolls  
And drinking deep of the Pyrrhean stream,  
Will go forward and do and dare.

I'll sail the seas  
And learn the might of God and man.  
Behind my name  
To tie a string of alphabets.  
Melting bubbles will not end all.  
I'll come back home with strong arms bared,

I'll go forward and do and dare.

*Dennis C. Osadebay*

**TOTAL MARKS FOR ASSIGNMENT 02: 35 MARKS**

Dear students

The following is a short tutorial letter on your assignment. The last letter spoke in depth about plagiarism, so I am not going to repeat it here. Some students still copied from sources and did not acknowledge them. They were punished accordingly.

Your essay has to follow the typical essay format, where you have an introduction, “In this essay I am going to compare and contrast.....”

Then the essay has 2 body paragraphs, each one concentrating on a poem OR you will C&C both poems together with certain aspects in a paragraph. The next paragraph will look at a specific poem or C&C both again with different aspects.

Finally , you will have a conclusion where you wrap up your argument/view/points of the essay.

“As can be seen, both poems examine colonialism in Africa, but from different perspectives. Karira.....while Osadebay.....”

ONE OF THE EXCELLENT ANSWERS DID THE FOLLOWING:

- Showed the history of the authors . Karira from Kenya and Osadebay from Nigeria
- The poems are free verse
- Western education = oppression and enlightenment
- Osadebay presents own will as a tool to overcome and advance oneself.
- Both poems discuss the conflict of self Africans face in a post-colonial society

- Dream of Africa describes book learning as repressive
- Poetic devices like repetition need to be mentioned as well as numerous line references with quotes from both poems to strengthen the argument.
- Osadebay wants to earn educational titles as a sign of his accomplishment
- Karira's poem ends with a question – is Westernisation a blessing or a curse?
- Sources are cited IN TEXT as well as in the reference list.

Very few if any language errors.

It is quite alarming to see the lack of care taken in constructing proper sentences and spelling words and names correctly.

At second-year level you are expected to have a solid grasp of English and also a good writing ability.

Sadly, this is often not the case!

Please proofread your work before you submit it, or have it proofread by someone who is competent in English if you are not 😊

All the best with your test you will still write on a date communicated to you.

AB