

UNIVERSITY OF VENDA

MER MATHIVHA CENTRE FOR AFRICAN LANGUAGES, ARTS AND CULTURE



BOOKLET 2010

WHAT TO STUDY WITHIN THE MER MATHIVHA CENTRE?

WHICH PROFESSION TO FOLLOW?

Academic	Interpreter
Publishing	Consultancy
Advertising	Radio Announcer
Educator	Journalism
Researcher	Internet writing
Language practitioner	Translation

The following Ministries offer funding for some of the programmes mentioned above. Kindly contact the management of the Centre if interested.

- Department of Education (DAC) and Provincial Departments
- Department of Arts and Culture (DAC)
- Department of Science and Technology (DST) (Indigenous Knowledge Systems)

YEAR PROGRAMME: 2010

DATE	ACTIVITY
04 Jan 2010	University Commences for non Academic staff Programme commences
12 Jan 2010	Academic Staff Return 2008 Plenary Retreat
13 -15 Jan 2010	Orientation
18 – 20 Jan 2010	Registration of First Entering Students
21- 31Jan 2010	Registration of Returning Students
01 Feb 2010	Official Opening of Academic Year & Lectures Commence
05 -07 Feb 2010	Registration of Post Graduate Students
19 Feb2010	Board: Humanities and Social Sciences
21 Feb 2010	International Mother Language Day (IMLD)
12 Mar 2010	Nomination of Examiners for June Exams
23- 31Mar 2010	Test 1
19 March 2010	Mass meeting & welcome of new Students (MER Mathivha Society)
01 April 2010	Final date for submission of exam papers for external examiners
02 -05 April 2010	GOOD FRIDAY & FAMILY DAY
07 April 2010	Meeting: MER Mathivha Centre
14 April 2010	Board: Humanities and Social Sciences
15April 2010	Final date for registration of MA & PHD
16 April 2010	Society of MER Mathivha Students: Educational Trip
2 April 2010	Project/Assignment
26 April 2010	University Holiday
27 April 2010	Freedom Day
4- 9 May 2010	Test 2
17 May 2010	Submission of Semester Marks
20-21May 2010	Graduation
21 May 2010	Lectures end
24 May 2010	Exams Commence
25 May 2010	Africa Day (AD)
10 June 2010	End of Exams
18 June 2010	Submission of Exam Marks, winter vacation commences
18 June 2010	Winter Vacation
14- 20 July 2010	International Society for Oral Literature in Africa (ISOLA) International Conference; University of Nairobi, Leisure Lodge, Diani, Mombasa, Kenya
21- 23 July 2010	African Language Association of Southern Africa (ALASA) Regional Conference; University of Botswana, Gaborone, Botswana
19 Jul 2010	Lectures Commence
23 Jul 2010	Nomination of Examiners for Year and Exam
28 Jul 2010	Meeting: MER Mathivha Centre
03 Aug 2010	Board: Humanities and Social Sciences
01 -09 September	Test 1
September 2010	Conference
06-10 Sep 2010	UNIVEN – HEQC Audit
08 Sep 2010	World Literacy Day (WLD)
08 Sep 2010	Seminar
13-17 Sep 2010	Recess
20 Sep 2010	Lectures Commence/Submission of Exams papers
23 Sep 2010	Spring Graduation

24 Sep 2010	MER Mathivha Centre Culture Day
14 -18 Sept 2010	Recess
21- 23 Sep 2010	Project/Assignment
22 Sept 2010	Meeting: MER Mathivha Centre
27 – 29 Sept 2010	Southern African Folklore Society (SAFOS) International Conference; University of South Africa, National Cultural History Museum Vissagie Street, Pretoria, South Africa
28 Sept 2010	Board: Human and Social Sciences
5-10 Oct 2010	Test 2
05 Oct 2010	Final date for submission of semester marks
11 Nov 2010	Lectures end
15 Nov 2010	Examination commences
03 Dec 2010	End of exams
08 Dec 2010	Final date for submission of exam marks/End of academic programme
09-17 Dec 2010	Supplementary Exam
20 December 2010	Submission of supplementary exam Marks
23 December 2010	University Closes

TABLE OF CONTENTS

PREFACE	5
VISION	5
MISSION	5
MANDATE	5
ORGANOGRAM	6
STAFF PROFILE	7 – 8
TEACHING PROGRAMS	9- 10
RESEARCH OUTPUT	11
STAFF ALLOCATION	12
WHERE TO FIND YOUR LECTURERS	13
MODULAR DESCRIPTORS (2009 – 2013)	14 – 39
Undergraduate Modules	14 - 31
Post graduate Modules	31 – 37
PRESCRIBED BOOKS (2009 – 2013)	37 - 39
TIME TABLE	40

PREFACE

SA U BONA/DUMELANG/ RI A VUSA/AVUXENI

Welcome to the MER Mathivha Centre for African Languages, Arts and Culture. It gives us great pleasure to welcome you to the Centre. The Centre was established in January 2002 as a result of a merge of the following four defunct Departments; Sesotho sa Leboa, Tshivenda, Xitsonga and Afrikaans. The Centre is named in honour of the enormous academic contribution made by the late Professor MER Mathivha in the development and promotion of African literature and linguistics of African Languages, Tshivenda in particular. The government of South Africa, through its Ministries of Education and of Arts and Culture, has shown a serious commitment to the development and empowerment of African languages. The preservation, documentation, teaching and research as well as the promotion of African Arts and Culture of the previously marginalized languages and communities is high on the agenda of the Ministries of Arts and Culture. As a Centre in a tertiary institution, the Centre seeks to redress the imbalances of the past. Presently, the Centre consists of thirteen staff members. It offers a series of programmes from undergraduate to post graduate studies in the following official languages; isiSwati, Northern Sotho, Tshivenda and Xitsonga. New programmes offered are in line with the new challenges and demands that our country is faced with in developing our indigenous languages, Arts and Culture. Information pertaining to programmes offered by the Centre is obtainable from this booklet. We therefore, wish you success in your endeavors of learning, studying and researching African languages.

VISION OF THE CENTRE

The MER Mathivha Centre for African Languages, Arts and Culture is committed to the development of African Languages of the Region as well as to be responsive to the linguistic problems that affect the societies of the Region with the purpose of promoting multilingualism.

MISSION STATEMENT OF THE CENTRE

The MER Mathivha Centre for African Languages, Arts and Culture has a pivotal role to document, develop and promote Arts and culture of the Region with the purpose of encouraging scholarship and academic network in developing and broadening the African perspective ness of the communities of the Region that UNIVEN serves.

MANDATE OF THE CENTRE

The Centre aims at empowering the communities that UNIVEN serves by developing scholars, researchers and language practitioners in African Languages, Arts and Culture of the Region.



Prof. M.A. Makgopa
Head of the Centre



Mr M.C.Hlungwani
Deputy Head of the Centre



Mr S.A. Tshithukhe
Chairperson; Tshivenda Section



Dr J.J. Thwala
Chairperson: isiSwati Section



Mr M.T. Babane
Chairperson: Xitsonga Section



Ms S.L. Baker
Chairperson: Northern Sotho Section



Mr N.C.Netshisaulu
Tshivenda Section



Ms M.G. Lamola
Northern Sotho Section



Mrs M.R. Raphalalani
Tshivenda: Section



Dr L.E. Mphasha
Northern Sotho Section



Dr M.T. Chauke
Xitsonga Section



Prof N.M. Musehane
Tshivenda Section

STAFF PROFILE

Initials	Qualifications	Section	Area of specialization
Babane MT	B.A (Ed), B.A. (Hons), (Unin) M.ED(Unin)	Xitsonga	Literature (Novels and drama) Language in education Phonology and phonetics Sociolinguistics
Baker SL	BA(Unisa) (Hons), MA(Pret) (JSTC) Diploma in Educational Management	Northern Sotho	Grammar, morphology, Syntax, Phonetics, Phonology Language Policy and Planning
Chauke, M.T.	BA (ED), BA HONS) (UL), MA (UJ), PhD (UL)	Xitsonga	Onomastics, Literature (Novels, Drama, Short Story), Translation, Interpreting and Editing. Literature (poetry and oral tradition)
Hlungwani MC	B.A. (ed), B.A. (Hons), M.A. (Stell)	Xitsonga	Morphology Syntax Semantics Historical comparative linguistics
Lamola MG	BA.(Unisa) (Hons) (Pret) (PTD)	Northern Sotho	Grammar, Gender, Lexicography, Language planning, Terminology and Orthography, Translation and Editing, African Studies
Makgopa MA	BA (Hons) (Unisa), MA,(Stell) DiLit et Phil(Unisa), (JSTC)	Northern Sotho	Literature (all the genres) Indigenous Knowledge Systems (IKS) Human Language Technology (HLT) Folklore, On mastics, Language planning and policy, Translation and Editing
Musehane NM	Hons B.A(Communication)(Unisa),B.A Hons(Univen),M.A,D.lit(Stell),UED (Univen)	Tshivenda	Prose-novels and short stories Phonetics and Phonology Traditional songs Semantics

			Language and Law Language and Gender Language Policy and Planning Traditional literature Language in Education Traditional literature
Mphasha LE	BA (Hons) (UL), MA, DLitt et Phil (Stell), (STD)	Northern Sotho	Morphology Syntax Semantics Historical comparative linguistics Literature (Short story and Poetry)
Netshisaulu NC	BA(Hons),(Univen) MA(Stell) UED	Tshivenda Tshivenda	Grammar: Phonetics, Phonology, Morphology, Syntax and Semantics Literature: Traditional literature, Traditional poetry, Modern poetry, Modern drama and Novels.
Raphalalani MR	BA(Hons), HED (Unin), MA (Stell)		Morphology Syntax Semantics Literature (Novels, Drama and Short story)
Thwala JJ	BA.(Hons)(Unizul),MA(Unisa), MA(Unizul) PhD(Unizul). JSTC(Mgwenya College)	Siswati	All aspects of language Syntax Morphology Poetry and drama Prose-novels and short stories Phonetics and Phonology Traditional songs Semantics Sociolinguistics Language and Gender Language Policy and Planning
Tshithukhe SA	BA.(Hons),(Univen) MA(Stell), (J.S.T.C)	Tshivenda	Literature (All genres) African Civilization. Morphology. Syntax. Semantics. Socio-linguistics. Phonetics and phonology. Traditional Literature

PROGRAMS
List of programs and modules offered

Programme	Duration	Modules
Bachelor of Arts in Media Studies	3yrs	ISW/NSO/TVE/XTS 1541: Introduction to ISW/NSO/TVE/XTS Grammar ISW/NSO/TVE/XTS 164: Introduction to NSO/TVE/XTS Literature ISW/NSO/TVE/XTS 254: Meaning, Sound, Word and Sentence Structure in ISW/NSO/TVE/XTS ISW/NSO/TVE/XTS 2542: Orthography and Terminography ISW/NSO/TVE/XTS 2641: Origin and development of Traditional and Modern Literature ISW/NSO/TVE/XTS 3541: Introduction to Translation, Interpreting and Editing ISW/ NSO/TVE/XTS 3542; Language Planning and Policy ISW/NSO/TVE/XTS 3541: Language and Society ISW/NSO/TVE/XTS 3641: Society and Literature
Bachelor of Education	4yrs	ISW/NSO/TVE/XTS 1541: Introduction to ISW/NSO/TVE/XTS Grammar ISW/NSO/TVE/XTS 164: Introduction to NSO/TVE/XTS Literature ISW/NSO/TVE/XTS 254: Meaning, Sound, Word and Sentence Structure in ISW/NSO/TVE/XTS ISW/NSO/TVE/XTS 2542: Orthography and Terminography ISW/NSO/TVE/XTS 2641: Origin and development of Traditional and Modern Literature ISW/NSO/TVE/XTS 3541: Introduction to Translation, Interpreting and Editing ISW/ NSO/TVE/XTS 3542; Language Planning and Policy ISW/NSO/TVE/XTS 3541: Language and Society ISW/NSO/TVE/XTS 3641: Society and Literature
Post graduate		
BA Hons (isiSwati/Northern Sotho, Tshivenda and Xitsonga)	1 Yr Fulltime 2yrs Part time	ISW/ NSO /TVE/XTS 5541: Socio-linguistics ISW/NSO/TVE/XTS 5542: Speech Sounds in ISW/ NSO/TVE/XTS ISW/NSO/ TVE/XTS 5643: ISW/NSO/TVE/XTS/ Semantics ISW/NSO/TVE/XTS 5644: Word structure in ISW/NSO/TVE/XTS ISW/NSO/TVE/XTS 5645: Speech Sounds in

		Function in ISW/NSO/TVE/XTS ISW/NSO/TVE/XTS 5546: Sentence Structure in NSO/TVE/XTS ISW/NSO/TVE/XTS 5547: Research Methodology in ISW/NSO/TVE/XTS ISW/NSO/TVE/XTS 5648: ISW/ NSO/TVE/XTS Historical Linguistics ISW/NSO/TVE/XTS 5641: Dramatic forms in ISW/NSO/TVE/XTS ISW/NSO/TVE/XTS 5642: Folklore ISW/NSO/TVE/XTS 5643 Figurative language and interpretation in ISW/NSO/TVE/XTS poetry ISW/NSO/TVE/XTS 5644: Modern Prose ISW/NSO/TVE/XTS 5900 ISW/NSO/TVE/XTS Extended Essay
MA Course work (Tshivenda)	2 yrs	TVE 820 (Linguistics) Option 1 TVE 821, Option 2 TVE 822, Option 3 TVE 823, TVE 829 (Compulsory) Option 1 TVE 830 Option 2 TVE 832, Option 3 TVE 833 Option 4 TVE 834 TVE 839 (Compulsory)
MA Course Work (Xitsonga)	2yrs	LANGUAGE Option1 XTS 6621, XTS 6721 Option 2 XTS 6622, XTS 6672 LITERATURE Option 1 XTS 6623, XTS 6723 Option2 XTS 6624, XTS 6724 XTS 6725 (Compulsory)
MA by Dissertation (isiSwati/NorthernSotho, Tshivenda and Xitsonga)	2yrs	ISW 800 NSO 800 TVE 810 XTS 800
PHD by dissertation (isiSwati,N.Sotho, Tshivenda and Xitsonga)	2yrs Minimum 4yrs Maximum	ISW 900 NSO 900 TVE 900 XTS 900

RESEARCH FOCUS AND OUTPUT

Staff Members	Fields of Study
Babane MT	<ul style="list-style-type: none"> • Indigenous Medicine and Health • Indigenous music • Limpopo language planning and language policy • The politics of language in education
Baker SL	<ul style="list-style-type: none"> • Languages development issues, • Gender issues • Lexicography
Chauke MT	<ul style="list-style-type: none"> • Onomastics • Sociolinguistics • Literary theories
Lamola MG	<ul style="list-style-type: none"> • Gender issues • Indigenous music, • Language development issues
Makgopa MA	<ul style="list-style-type: none"> • Indigenous Medicine and Health, • Ethno medicine, • Indigenous Music, • Indigenous Food and attire, • Folklore and the New constitution of South Africa. • Influence of politics in the naming and renaming of towns, • villages, streets and individuals
Musehane NM	Language in Education, Indigenous medicine and health Language and Gender, Language Planning, Rights and Policies Onomastics, Terminology development, Syntax and Morphology Traditional Songs, and poetry
Mphasha LE	Language Development Issues
Netshisaulu NC	<ul style="list-style-type: none"> • Polysemy as a multiple meaning in Tshivenda • How does polysemy overlap with homonymy • The overlapping of polysemy and metaphors.
Raphalalani MR	Indigenous Medicine and Health
Thwala JJ	
Tshithukhe SA	Traditional literature, Poetry and drama Traditional songs, Semantics Sociolinguistic

STAFF ALOCATION

Staff Members	Modules
Babane, MT	XTS 1541, XTS 1641, XTS 2541, XTS 2542, XTS 2641, XTS 3541, XTS 3542, XTS 3641, XIM 4541, XTS 5616, XTS 5514, XTS 5511
Baker SL	NSO1541,NSO2541,NSO3541,NSO3642,NSO5521, NSO5621
Chauke MT	XTS 3642, XTS 5514, XTS 6623, XTS 6723, XTS 800, XTS 900
Hlungwani MC	XTS 1541, XTS 1641, XTS 2541, XTS 2542, XTS 2641, XTS 3541, XTS 3641, XTS 3642, XTS 5613, XTS 5514, XTS 5614, 5615.
Lamola MG	NSO2541,NSO2451,NSO3541,NSO3542,LEX1542,LE X1642/1643, NSO5524, NSO5524,
Makgopa MA	NSO 5701, NSO 6000, NSO 7000
Musehane NM	TVE 1641;TVE 3641;TVE 3642;TVE 5644 NSO 7000; TVE 7000,MGS 6001,
Mphasha LE	NSO3541,NSO3542,NSO5522
Netshisaulu NC	TVE 1541, TVE 2541, TVE 3541, TVE 5741
Raphalalani MR	TVE 1641, TVE 1642, TVE 2641, TVE 2642, TVE 3641, TVE 3462, TVE 5641, TVE 5741, AFC 1541
Thwala JJ	ISW 1541, ISW 1641,ISW 2541, ISWA 2542, ISW 2641,ISW 6000, ISW 7000
Tshithukhe SA	TVE 1641, TVE 2542, TVE 3541, TVE 3641, TVE 5544, TVE 5643, TVE 5741, TVE 823,TVE 833, TVE 829, TVE 839.

WHERE TO FIND YOUR LECTURERS

Title	Surname & Initials	Office Number	Tel N0	E-Mail
Mr.	Babane MT	Education Building	015 965 8152	babane@univen.ac.za
Ms	Baker SL	SHHSS Building No	015 962 8290	sbaker@univen.ac.za
Dr	Chauke MT	SDSS Building No	015 962 8351	chauke@univen.ac.za
Mr.	Hlungwani MC	SHSS Building No 25	015 962 8349	crous@univen.ac.za
Ms	Lamola MG	SHSS Building No	015 962 8200	lamolam@univen.ac.za
Prof	Makgopa MA	SHSS Building No 30	015 962 8496	makgopa@univen.ac.za
Prof	NM Musehane	Foundation Building Office No	015 962 8731	Musehane@univen.ac.za
Dr	Mphasha LE	SDSS Building No	015 962 8389	mphasha@univen.ac.za
Mr.	Netshisaulu NC	SHSS Building No 22	015 965 8119	matodzir@univen.ac.za
Mrs	Raphalalani MR	SHSS Building No 23	015 965 8183	netshisaulun@univen.ac
Dr	Thwala JJ	SDSS Building No	015 962 8398	Thwala@univen.ac.za
Mr	Tshithukhe SA	SHSS Building No 24	015 965 8201	tshithukhes@univen.ac.za

MODULAR DESCRIPTORS (2009 – 2013)

UNDERGRADUATE MODULES

Admission requirement: A pass in one of the following languages isiSwati/Northern Sotho/Tshivenda and Xitsonga at grade 12 in one of the following levels; Home Language (HL), First Additional Language (FAL) or Second Additional Language (SAL).

First Semester

ISW/NSO/TVE/XTS 1541: Introduction to ISW/NSO/TVE/XTS Grammar

Second Semester

ISW/NSO/TVE/XTS 1641: Introduction to NSO/TVE/XTS Literature

Level two

First Semester

ISW/NSO/TVE/XTS 2541: Meaning, Sound, Word and Sentence Structure in ISW/NSO/TVE/XTS

ISW/NSO/TVE/XTS 2542: Orthography and Terminography

Second Semester

ISW/NSO/TVE/XTS 2641: Origin and development of Traditional and Modern Literature

Level three

First Semester

ISW/NSO/TVE/XTS 3541: Introduction to Translation, Interpreting and Editing

ISW/NSO/TVE/XTS 3542: Language Planning and Policy

ISW/NSO/TVE/XTS 3541: Language and Society

Second Semester

ISW/NSO/TVE/XTS 3641: Society and Literature

POST-GRADUATE

Admission requirement: A Junior degree with isiSwati/Northern Sotho, Tshivenda and Xitsonga as a major
Structure of the programme

A student shall be required to take four modules and extended essay on an approved topic.

At least one module must be chosen from each section

Duration

Fulltime students do the degree in year while part time students the duration is two years

First Semester

ISW/NSO/TVE/XTS 5541: Socio-linguistics

ISW/NSO/TVE/XTS 5542: Speech Sounds in ISW/NSO/TVE/XTS

ISW/NSO/TVE/XTS 5546: Sentence Structure in NSO/TVE/XTS

ISW/NSO/TVE/XTS 5547: Research Methodology in ISW/NSO/TVE/XTS

Second Semester

ISW/NSO/TVE/XTS 5643: ISW/NSO/TVE/XTS/ Semantics

ISW/NSO/TVE/XTS 5644: Word structure in ISW/NSO/TVE/XTS

ISW/NSO/TVE/XTS 5645: Speech Sounds in Function in ISW/NSO/TVE/XTS

ISW/NSO/TVE/XTS 5648: ISW/NSO/TVE/XTS Historical Linguistics

ISW/NSO/TVE/XTS 5641: Dramatic forms in ISW/NSO/TVE/XTS

ISW/NSO/TVE/XTS 5642: Folklore

ISW/NSO/TVE/XTS 5643 Figurative language and interpretation in ISW/NSO/TVE/XTS poetry

ISW/NSO/TVE/XTS 5644: Modern Prose

Year Course

ISW/NSO/TVE/XTS 5900 ISW/NSO/TVE/XTS Extended Essay

LANGUAGE MODULES

MODULE DESCRIPTORS

1.

Title: Introduction to ISW/NSO/TVE/XTS Grammar

Code: ISW/NSO/TVE/XTS/ 1541

Credit Value: 14

Semester: First

Programme: BEDFET and BAMS

Level: 06

Pre-Requisite: a pass in ISW/NSO/TVE/XTS Grade 12 Home language/ First Additional Language/Second Additional Language.

Core-Requisite: None

School: Humanities and Social Sciences

Aim: The aim of this module is to introduce the students to the study of grammar.

Learning Outcomes: At the end of this module learners should be able to:

- Identify different speech sounds and know their functions.
- Understand what morphology is all about.
- Analyse the ISW/NSO/TVE/XTS sentence structure.
- Differentiate between phonetics, phonology, morphology, syntax and semantics.
- Apply appropriate orthography in ISW/NSO/TVE/XTS

Critical Crossfield Outcomes:

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organization, community.
- Collect, analyse, organize and critically evaluate information.
- Reflecting on and exploring a variety of strategies to learn more effectively
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem- solving contexts do not exist in isolation.
- Contributing to the full personal development of each learner and the social and economic development of the society at large.

Content:

- The concept phonetics
 - Fields of phonetics
- The concept phonology
 - Phonological rules
 - Phonological processes
- The concept morphology
 - Affixes
 - Word categories
- The concept syntax
 - Syntactic categories
- The concept semantics
 - Sense and Reference
 - Sense relations
- The concept Orthography

Notional Study Hours: 140

Teaching and Learning Methods:

- Lecture and seminars
- Small group and class discussion
- Oral Presentations
- Conducting Research
- Written tasks

Assessment Methods and Weighting:

- Continuous Assessment (Essays, Projects, Tests) 60%
- Examination 40%

Facilitators: S.L. Baker/ M.R Raphalalani; N.C Netshisaulu/M.T. , Babane; M.C Hlungwani.

Reading List:

Kempson R.M. *Semantic Theory*: Cambridge University Press.

Kotze, A.E. et al 1993. *An Introduction to Northern Sotho Phonetics and Phonology*. Constantia.

Cape: Marius Lubbe

Lombard D.P et al. 1985..*Introduction Northern Sotho Grammar*. Pretoria: Van Schaik

Louwrens L.J 1991, *Aspects of Northern Sotho Grammar*: Pretoria:Via Afrika

Lyons J. *Semantics: 1 & 2* : Cambridge University Press.

Milubi N.A -Ngoma ya Vhatei

Nkondo C.P.N -Xiletelo xa Xitsonga

Nokaneng M.B. and Louwrens. L.J.1994, *Segagešo Mphato10*.Pretoria:Via Afrika

Palmer F.R.: *Semantics* Cambridge University Press

Paulos, G 1990. *A linguistic analysis of Venda*. Pretoria: Via Afrika

2.

Title: Meaning, Sound, Word and Sentence Structure in ISW/NSO/TVE/XTS

Code: ISW/NSO/TVE/XTS/ 2541

Credit Value: 14

Semester: 01

Programmes: BEDFET and BAMS

Level: 06

Pre-Requisite: ISW/NSO/TVE/XTS 1541

Core-Requisite: None

School: Humanities and Social Sciences

Aim: To Analyse Sounds, Meaning, Words and Sentences Structure

Learning Outcomes: At the end of the module students must be able to:-

- Analyse various speech sounds.
- Identify and know the functions of different morphemes in a word.
- To differentiate the usage of words in a sentence.
- To understand the meaning of words and sentences.

Critical Crossfield Outcomes:

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
- Work effectively with others as a member of a team, group, organization, community.
- Collect, analyse, organize and critically evaluate information.
- Reflecting on and exploring a variety of strategies to learn more effectively
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem- solving contexts do not exist in isolation

Content

- Phonological processes
 - Assimilation, Dissimilation, Deletion and Vocalization
- Nominal derivations
- Interjections
- Idiophones
- Copulatives
- Relative Constructions
- Moods
- Locatives
- Conjunctions
- Particles
- Sentences
 - Complex sentence and Compound sentence
- Syntax of different word categories
- Syntax of the verb
- Types of meaning
- Lexical Meaning
- Ellipsis
- Emotivism

Notional Study Hours: 140

Teaching and Learning Methods:

Lecture and seminars, discussions and Oral Presentations

Assessment Methods and Weighting:

- Continuous Assessment (Essays, Projects, Tests) 60%
- Examination 40%

Facilitators: S.L. Baker/M.G. Lamola; N.C. Netshisaulu/ M.R. Raphalalani; M.C. Hlungwani/M.T.Babane

Reading List:

Kempson R.M: *Semantic Theory*: Cambridge University Press.

Kotze A.E. et al. *An Introduction to Northern Sotho Phonetics and Phonology*: Constantia Cape:Marius

Lombard D.P et al. 1985, *Introduction Northern Sotho Grammar*. Pretoria: Van Schaik

Louwrens L.J 1991. *Aspects of Northern Sotho Grammar*: Pretoria: Via Afrika

Lyons J. *Semantics: 1&2* : Cambridge University Press.

Milubi N.A. *Ngoma ya Vhatei*

Nkondo C.P.N.Xiletelo xa Xitsonga

Nokaneng M.B and Louwrens L.J.1994, *Segagešo Mphato10*.Pretoria: Via Afrika

Palmer F.R.1981: *Semantics*: Cambridge University Press

Paulos, G 1990. *A linguistic analysis of Venda*. Pretoria: Via Afrika

3.

Title: Orthography and Terminography

Code: ISW/NSO/TVE/XTS 2542

Credit Value: 14

Semester: 01

Programme: BEDFET and BAMS

Level: 06

Pre-requisite: ISW/NSO/TVE/XTS 1541

Core-requisite: none

School: Humanities and Social Sciences

Aim: To introduce students to the development of the writing system and Terminography.

Learning Outcomes: At the end of the module students must be able to:-

- Know the development of the written language
- Use both written and spoken language appropriately
- Apply the principles of orthography.
- Apply various rules in the creation of terms.

Critical Crossfield Outcome:

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
- Work effectively with others as a member of a team, group, organization, community.
- Collect, analyse, organize and critically evaluate information.
- Reflecting on and exploring a variety of strategies to learn more effectively
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem- solving contexts do not exist in isolation

Content:

- The concept Orthography
- Written and oral language
- Origin and Development of ISW/NSO/TVE/XTS orthography and terminology
- Principles of the practical orthography
- Contributions in the orthography and spelling of ISW/NSO/TVE/XTS
- Concept terminology
- The role played by NLS and NLU in terminology compilation
- Orthography and spelling rules
- Importance of terminology

- Dimensions of terminology
- Culture specific terminology
- Relations in terminology
- Term creation and excerption
- Descriptive terminology
- Word formation principles

Notional Study Hours: 140

Teaching and Learning Methods: Lecturing Method; Group discussion, seminars, class discussions

Assessment Methods and Weighting:

- Continuous Assessment (Essays, Projects, Tests) 60%
- Summative Assessment (Examination) 40%

Facilitators: M.G. Lamola, T.W. Muloiwa, M.T Babane/M.C. Hlungwani

Reading list:

Louwrens, L.J. Dictionary of Northern Sotho grammatical terms 1994

Kosch, I M 1993. A historical perspective on Northern Sotho Linguistics. Pretoria: Via Afrika.

Department of Education and Training. 1988 Terminology and Orthography No. 4.

The Pretoria :Government printers

Alberts, M. 2000, Terminology Management at the National language service,

Xitsonga Terminology and Orthography No 3 1977

4.

Title: Introduction to Translation, Interpreting and Editing

Code: ISW/NSO/TVE/XTS 3541

Credit Value: 14

Semester: 01

Programme: BEDFET and BAMS

Level: 06

Pre-requisite: ISW/NSO/TVE/XTS 2541 & 2542

Core-requisite: None

School: Humanities and Social Sciences

Aim: To empower students with the necessary skills of interpreting, translation and editing.

Learning Outcomes: At the end of the module students must be able to:-

- Use the modes and types of interpreting.
- Apply the different strategies of translation.
- Know the editorial process.
- Revise and edit the text which is translated.
- Identify challenges and problems encountered in translation, interpreting and editing.

Critical Crossfield Outcome:

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
- Work effectively with others as a member of a team, group, organization, community.
- Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/or written presentation.
- Collect, analyse, organize and critically evaluate information.
- Reflecting on and exploring a variety of strategies to learn more effectively
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem- solving contexts do not exist in isolation

Content:

- The concepts translation, interpreting and Editing
- Characteristic/ attributes of interpreters/translators/editors
- Modes and types of interpreting
- Translation strategies
- Types of translation
- Proof reading and editing

- The aditorial pro#ess

- Challenges and problems encountered in translation, interpretation and editing.

Notional Study Hours: 14°

Teaching and Learning Methods: Lecturing Method; Group discussions, Lectures and seminars and Group and class discussions.

Assessment Method and Weighting:

Facilitators: M.A. Makgopa; S.A. Tshithu+he; M.C. Hlungwani

- Continuous Assessment (Essay, Projects, Tests) 60%
- Examination 40%

Reading list:

Baker, M 1992. *In other Words: A Course-book on translation*. London: Routledge

Katan, D. 1999. *Translating Cultures: An Introduction for Translators, Interpreters and Mediators*. Manchester: St Jerome

5.

Title: Language Planning and Policy

Code: ISW/NSO/TVE/XTS 3542

Credit Value: 14

Semester: 02

Programme: BEDFET and BAMS

Level: 06

Pre-Requisite: ISW/NSO/TVE/XTS 3541 & 3542

Core-Requisite: None

School: Humanities and Social Sciences

Aim: To familiarize students with the language policy in South Africa.

Learning Outcomes: At the end of the module students must be able to:-

- Understand the concepts, language planning and language policies.
- Differentiate types of language policies and planning

- To evaluate the language situation in South Africa before and after 1994.

Critical Cross field Outcomes:

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
- Work effectively with others as a member of a team, group, organization, community.
- Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/or written presentation.
- Collect, analyse, organize and critically evaluate information.
- Reflecting on and exploring a variety of strategies to learn more effectively
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem- solving contexts do not exist in isolation

Content:

- The concepts language planning and language policy
- Types of language planning
- Language situation in South Africa before and after 1994
- The provision of language matters in the South African Constitution
- The language in Education policy
- The role of PANSALB in language development
- The South African National Framework policy
- Language policy and its types
- The necessity of language planning and language policy
- Participants in language planning efforts

Notional Study Hours: 140

Teaching and Learning Methods: Lecturing Method; Group and class discussions

Assessment Methods and Weighting:

Examination 50%
Presentations 10 %
Assignments and Tests 40 %

Facilitators: M.G. Lamola, T.W Muloiwa, M.T Babane.

Reading list:

Clevedon, B Multilingual Matters, c2007. *Language planning and policy : issues in*
Cluver, A.D.1993. *A dictionary of language planning terms:* Pretoria : University
Ferguson, G. 2006. *Language planning and education*, Edinburgh: Edinburgh University Press
language planning and literacy / edited by Anthony J. Liddicoat.
Marshall, D.F. 1991. *Language planning*. Amsterdam: Benjamins,
Tollefson, J.W. 1991. *Language planning, planning inequality: Language policy in the community* of South Africa. London.
Longman

6.

Title: Language and Society

Code: ISW/NSO/TVE/XTS 3541

Credit Value: 14

Semester: 01

Programme: BEDFET and BAMS

Level: 06

Pre-Requisite: ISW/NSO/TVE/XTS 2541 & 2542

Core-Requisite: NONE

School: Humanities and Social Sciences

Aim: Enlighten the students about the relationship between language and society

Learning Outcomes: At the end of the module students will be able to:-

- Understand various concepts used in the study of language and society.
- Distinguish and apply various theories of socio-linguistics.
- Know the role played by language in the development of culture.
- Appreciate and respect other languages in a multilingual society.

Critical Crossfield Outcome

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organization, community.
- Collect, analyse, organize and critically evaluate information.
- Reflecting on and exploring a variety of strategies to learn more effectively.
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem- solving contexts do not exist in isolation.

Content:

- The concept Socio-Linguistics
- Language varieties
- Idiolect, Dialect, Sociolect, Language, Creole and Pidgin
 - The concept of dialect defined
 - Comparative study of dialects
 - Standardization
 - Bilingualism
 - Multi-lingualism
 - Code Switching and Code Mixing
 - Register
 - Theories of Socio-Linguistics
 - Aspects of culture which positively or negatively affect the development of the society

Notional Study Hours: 140

Teaching and Learning Methods: Lecturing Method; Group discussion

Assessment Methods and Weighting:

- Continuous Assessment (Essays, Projects, Tests) 60%
- Summative Assessment (Examination) 40%

Facilitators: M.G. Lamola/S.L.Baker;T. W. Muloiwa; M.T.Babane/ M.C.Hlungwani.

Reading list:

Herbet, R.K. 1992. *Language and society in Africa: the theory and practice*

Martin J. Ball. 2005. *Clinical sociolinguistics* Malden, Blackwell

Myers- Scotton C 1992. Sociolinguistics: An overview in SATAL Vol sociolinguistics. Witwatersrand: Witwatersrand Univ. Press

Trudgill P. 1992. Sociolinguistics an introduction to language and society

Van Wyk E. B. 1992 The concept “standard language” in SATAL Vol 12 Supplementary I

POST- GRADUATE

B.A. HONS IN ISW/NSO/TVE/XTS LANGUAGE MODULES

1.

Title: Socio-linguistics

Code: ISW/TVE/XTS/NSO 5541

Credit Value: 25

Semester: First

Programme: B.A. HONS

Level: 07

Pre-Requisite: Bachelor’s Degree with a Major in ISW/NSO/TVE/XTS.

Core-Requisite: NONE

School: Humanities and Social Sciences

Aim: This module aims at empowering students in knowing the importance of culture and language in a Society and also to respect cultures of other societies.

Learning Outcomes: At the end of the module students will be able to:-

- Understand the various concepts used in language and society.
- Use language in various contexts in a society.

- Know the principles of language change.

Critical Crossfield Outcome

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
- Work effectively with others as a member of a team, group, organization, community.
- Collect, analyse, organize and critically evaluate information.
- Reflecting on and exploring a variety of strategies to learn more effectively
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem- solving contexts do not exist in isolation

Content:

- Diglossia
- Language Attitudes
- Language Change
- Language harmonization
- Language preference and usage
- Language and culture
- Taboos
- Language and gender
- Language and Age

Notional Study Hours: 250

Teaching and Learning Methods: Lecturing Method; Group discussion

Assessment Methods and Weighting:

- Continuous Assessment (Essays, Projects, Tests) 60%
- Summative Assessment (Examination) 40%

Facilitators: S.A.Tshithukhe; M.T. Babane, SL Baker

Reading List

Herbet, R.K. (1992) Language and society in Africa: the theory and practice of
 Martin, J.B. (2005) *Clinical sociolinguistics*: Malden, Blackwell.
 Myers- Scotton C (1992) Sociolinguistics: An overview in SATAI Vol 12 1992
 sociolinguistics. Witwatersrand: Witwatersrand Univ. Press Supplementary I
 Trudgill P. Sociolinguistics an introduction to language and society
 Van Wyk E. B. (1992) The concept “standard language” in SATAI Vol 12 Supplementary I

2.

Title: Speech Sounds in ISW/NSO/TVE/XTS

Code: ISW/NSO/TVE/XTS 5542

Credit Value: 25

Semester: First

Programme: B.A. HONS

Level: 07

Pre-Requisite: BA degree with a major in ISW/NSO/TVE/XTS

Core-Requisite: NONE

School: Humanities and Social Sciences

Aim: To help learners to scientifically analyse and use various speech sounds in ISW/NSO/TVE/XTS languages.

Learning Outcomes: At the end of the module students will be able to:-

- Analyse the formation of the speech sounds
- Know how speech sounds are transmitted
- Understand how speech sounds are perceived
- Transcribe the speech sounds phonetically

Critical Crossfield Outcome

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
- Work effectively with others as a member of a team, group, organization, community.
- Collect, analyse, organize and critically evaluate information.
- Reflecting on and exploring a variety of strategies to learn more effectively

- Demonstrate an understanding of the world as a set of related systems by recognizing that problem- solving contexts do not exist in isolation

Content:

- Articulatory phonetics
- Acoustic Phonetics
- Speech reception
- Spoken language handicap and therapy
- The neurological basis of language
- Generative phonetics

Notional Study Hours: 250

Teaching and Learning Methods: Lecturing Method; Group discussion

Assessment Methods and Weighting:

- Continuous Assessment (Essays, Projects, Tests) 60%
- Examination 40%

Facilitators: S.L Baker; N.C Netshisaulu; M.T Babane.

Reading list:

Katamba F. – Introduction to Phonology
 Napoli, D.J – Linguistics
 Malmeberg, Introduction to Phonology

3.

Title: ISW/NSO/TVE/XTS/ Semantics

Code: ISW/NSO/ TVE/XTS 5643

Credit Value: 25

Semester: Second

Programme: B.A. HONS

Level: 07

Pre-Requisite: B.A

Core-Requisite: NONE

School: Humanities and Social Sciences

Aim: This module aims at making students understand the effects of the meaning of words and sentences in communication.

Learning Outcomes: At the end of the module students will be able to:-

- Apply various theories of meaning
- Understand the impact of meaning on gender
- Analyse the meaning of words or sentences used in context
- Identify environments which result in the change of meaning

Critical Crossfield Outcome

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
- Work effectively with others as a member of a team, group, organization, community.
- Collect, analyse, organize and critically evaluate information.
- Reflecting on and exploring a variety of strategies to learn more effectively
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem- solving contexts do not exist in isolation

Content:

- Theories of meaning
- Stylistics
- Meaning in context
- Meaning and gender
- Main field of semantics
- Syntagmatic and paradigmatic relations
- Change of meaning

Notional Study Hours: 250

Teaching and Learning Methods : Lecturing Method; Group discussion

Assessment Methods and Weighting :

- Continuous Assessment (Class discussions, Projects, Tests, Assignment) 60%
- Examination 40%

Facilitators : M.G. Lamola; S.A. Tshithukhe; M.C Hlungwani.

Reading list:

Kempson R.M.1977. *Semantic Theory*. London : Cambridge University Press

Lyons J.: *Semantics: 1&2* : Cambridge University Press.

Lyons J.1977. *Semantics 1&2* Cambridge: Cambridge University Press.

Palmer F.R.1976. *Semantics*. Cambridge: Cambridge University Press

Lyons J.1981. *Language and linguistics*. Great Britain: Cambridge University Press

4.

Title: Word structure in ISW/NSO/TVE/XTS

Code: ISW/NSO/TVE/XTS 5644

Credit value: 25

Semester: Second

Programme: B.A. HONS

Level: 07

Pre-requisite: B.A Degree with a major in ISW/NSO/TVE/XTS

Core-Requisite: NONE

School: Humanities and Social Sciences

Aim: To equip students with the knowledge of the origin and the development of words in NSO/TVE/XTS.

Learning Outcomes: At the end of the module students will be able to:-

- Understand the field of morphology.
- Differentiate between morphemes of different word categories
- Distinguish between inflectional and derivational morphology
- Analyse words structures and their formation

Critical Crossfield Outcome

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
- Work effectively with others as a member of a team, group, organization, community.
- Collect, analyse, organize and critically evaluate information.
- Reflecting on and exploring a variety of strategies to learn more effectively
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem- solving contexts do not exist in isolation

Content:

- Scope and field of morphology
- Morphemes of different word categories
- Inflectional and derivational morphology
- Template and prosodic morphology
- Generative approaches in morphology
- Word formation

Notional Study Hours: 250

Teaching and Learning Methods: Lecturing Method; Group discussion

Assessment Methods and Weighting:

- Continuous Assessment (Essays, Projects, Tests) 60%
- Examination 40%

Facilitators: Baker, S.L. M.R. Raphaelalani; M.C. Hlungwani.

Reading List:

Brown K. Miller J. 1980. *Syntax* : Harpercollins Acade

Matthews P.H. 1974. *Morphology*. Cambridge Cambridge University Press

Katamba F. *Generative Morphology*. London: London and New York Longman.

Lyons,J. 1981. *Language and Linguistics*. Cambridge. Cambridge University Press

Spencer,A. 1991. *Morphological Theory*. Oxford: Cambridge

5.

Title: Speech Sounds in Function in ISW/NSO/TVE/XTS

Code: ISW/NSO/TVE/XTS 5645

Credit value: 25

Semester: Second

Programme: B.A. HONS

Level: 07

Pre-Requisite: B. degree with a major in ISW/NSO/TVE/XTS

Core-Requisite: NONE

School: Humanities and Social Sciences

Aim: To acquaint students with the knowledge of analysing speech sounds in function

Learning Outcomes: At the end of the module students will be able to:-

- Know various phonological rules
- Differentiate between different distinctive features
- Familiarise students with phonemes and syllables in respective languages

Critical Crossfield Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
- Work effectively with others as a member of a team, group, organization, community.
- Collect, analyse, organize and critically evaluate information.
- Reflecting on and exploring a variety of strategies to learn more effectively
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem- solving contexts do not exist in isolation

Content:

- Phonological rules
- Phonological processes
- Distinctive features
- The syllable
- Phoneme
- Supra-segmental features
- Instrumental analysis of speech

Notional Study Hours: 250

Teaching and Learning Methods: Lecturing Method; Group and class discussions.

Assessment Methods and Weighting:

- Continuous Assessment (Essays, Projects, Tests) 60%
- Examination 40%

Facilitators: S.L. Baker, N.C. Netshisaulu; M.C. Hlungwane.

Reading list:

Brosahan and Malmeberg: Introduction to Phonetics: cambridge University Press

Pike K.L. Phonetics: Ann Arbor: The University Of Michigan Press.

Ladefoged P. Elements of Acoustic Phonetics: The University of Chicago Press.

Katamba F. – Introduction to Phonology

Napoli, D.J – Linguistics

Malmeberg, Introduction to Phonology

6.

Title: Sentence structure in ISW/NSO/TVE/XTS

Code: ISW/NSO/TVE/XTS 5546

Credit Value: 25

Semester: First

Programme: B.A. HONS

Level: 07

Pre-Requisite: B.A Degree with a major in ISW/NSO/TVE/XTS

Core-Requisite: NONE

School: Humanities and Social Sciences

Aim: To equip students with the in-depth knowledge of sentence structure

Learning Outcomes: At the end of the module students will be able to:-

- Understand the field covered by syntax.
- Apply various syntactic categories

Critical Crossfield Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
- Work effectively with others as a member of a team, group, organization, community.
- Collect, analyse, organize and critically evaluate information.
- Reflecting on and exploring a variety of strategies to learn more effectively
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem- solving contexts do not exist in isolation

Content:

- Scope and self /f syntax
- Syntactic categories
- Syntactic rule
- Immediate constituent Transformational theory and revision
- Transformational theory and revision
- Competence and performance"-**Notiojah Ótud9 HouRs:** 250

Notiojah Ótud9 HouRs: 250

Teaching and Learning Methods: Lecturing Method; Group and class discussions

Assessment Methods and Weighting

- Continuous Assessment (Essays, Projects, Tests) 60%
- Examination 40%

Facilitators: S/L. Raker; M.R. Raphaelalani; M.A. Hlengwa-i.

Reading Lists:

Louwrdnce ("L.H. (1=85) *The relevance of the notion of given and new (discourse) in the study of North Sotho Syntax in South Africa*: African Journal Vol I 1981

Paulos, G. (1990): *A Linguistic Analysis of Venda*: Pretoria: Via Afrika

Stockwell, R. P. (1977) *Foundations of Syntactic Theory*: Englewood Cliffs : Prentice-Hall.

Du Plessis J.A.-Tsonga Syntax

English Syntax and Argumentation

Du Plessis- Venda Syntax

Keith - Syntax

7.

Title: Research Methodology in ISW/ NSO/TVE/XTS

Code: ISW/NSO/TVE/XTS 5547 RESEARCH METHODOLOGY

Credit value: 25

Semester: First

Programme: B.A. HONS

Level: 07

Pre-Requisite: B.A DEGREE 0

Core-Requisite: NONE

School: Humanities and Social Sciences

Aim: Acquaint students with relevant procedures and methods in the compilation

of a research article. • **Hearing Outcomes:** At the end of the module students will be able to:/

Hearing Outcomes: At the end of the module students will be able to:/

- Know the steps to be followed in writing a research article
- Know the nature and importance of research
- Write a research proposal
- Analyse collected data

Critical Crossfield Outcome: Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made

Critical Crossfield Outcome: Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made

- Work effectively with others as a member of a team, group, organization, community.
- Collect, analyse, organize and critically evaluate information.
- Reflecting on and exploring a variety of strategies to learn more effectively
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation

Content:

- The nature and importance of research
- Types of research
- Holistic research in literature
- The writing of the research proposal
- Research structure
- Resource Planning

Notional Study Hours: 2=1

Teaching and Learning Methods: Lecturing method, Group and class discussions

Assessment Methods and Weighting:

- Continuous Assessment (Essays, Projects)

Test3) 40%

- Convinuous Arse{sment (Essays, Projects

Test3) 40%

- Exalination 58%

Facilitatobs: .G. Lamola/ M.A Makgopa; M.C. HI}ngwani; M.R.Raphalala.h/ S.A TsxithUkhe

Öeading lkst:

De Vos, (1998). *Research at\$Grass Rootó: @ primer for the caring professions*

Pretoria :Van Schaik Publishers.

Mouton, J. (1996). *Understanding Social Research*, Pretoria: Van Schaik Publishers.

Neuman, L. W. (1994) *Social Research Methods Qualitative and Quantitative Approaches*. A Division of Simon and Schuster Inc. Massachusetts.

Patton, M.Q. (1990) *Qualitative Evaluation and Research Methods*. New Bury California: Sage Publication

8.

Title: Historical Linguistics in ISW/NSO/TVE/XTS

Code: ISW/NSO/TVE/XTS 5648

Credit Value: 25

Semester: Second

Programme: B*A. HONS

Level: 07

Pre- equisite: BnE DEGREE

Core-Requisite: NONE

School: Hueanities and Sociil Sciences

Aim: Providi.g students with ôhe (kstorical background and thE development of African0languages.

Luarning Outckmes: At ehe end of the module students will be able to:-

- Know what historical linguistées is`all about

- Classify African and Bantu languages
- Classify African and Bantu languages
- Know different terminologies used in historical linguistics Be familiar with the methods used to determine language origins
- Be familiar with the methods used to determine language origins

Critical Crossfield Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
- Work effectively with others as a member of a team, group, organization, community.
- Collect, analyse, organize and critically evaluate information.
- Reflecting on and exploring a variety of strategies to learn more effectively
- Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation

Content:

- The concept historical linguistics
- Language family
- Methods determining the origin of languages
- Types of language classification
- Language classification terminologies
- Linguistic classification of African languages
- Linguistic classification of Bantu languages

Notional Study Hours: 258

Teaching and Learning Methods: Lecturing Method and Group discussions

Assessment Methods and Weighting

- Continuous Assessment (Assays, Projects, Tests) 60%
- Examination 40%

Facilitators: M.G. La-ola; M/T Muloiwa; M.C. Hlungwani

Reading list:

Baumbach, E.J.M. (1987) – *Analytical Tsonga Grammar*. Pretoria: University of South Africa.
 Bill, M.C. and Masunga, S.H. (1983) – *Mbita ya vutivi*. Johannesburg: Sasavona.
 Canonici, N.N (1994) – *A Manual of Comparative Kintu Studies*. Durban: Zulu
 Doke & Cole : *Contributions to the history of Bantu Linguistics*. Johannesburg:
 Greenberg, J.H. (1963) - *The Languages of Africa*. The Hague: Mouton and Indiana university Press.
 Greenberg, J.H.: *Languages of Africa*, International Journal of American
 Guthrie, M. (1948) – *The Classification of Bantu Languages*. Oxford: University Press.
 Kosch I.M.1993. *A Historical perspective on Northern Sopho linguistics* Pretoria: Via Agrika

LITERATURE MODULES

• UNDERGRADUATE

UNDERGRADUATE

Module Title: Introduction to ISW/NSO/TVE/XTS Literature

Title: Introduction to ISW/NSO/TVE/XTS Literature

Code: ISW/NSO/TVE/XTS 1641

Credit value: 14

Semester: Second

Level: 0&

Programme: BEDFET and BAMS

Pre-requisite: A pass at Grade 2 in Home language/First Additional Language or Second Additional Language

Core-requisite: None

School: Humanities and Social Sciences

Aim

The aim of the module is to introduce the students to the study of /ISW/NSO/TVE/XTS literature.

Learning Outcomes

At the end of this module, learners should be able to:

- know the different genres (prose, drama, poetry and oral literature)
- understand the features of the various genres
- write or develop literary texts on their own.
- understand the techniques of analysing the different genres

Critical Cross Field Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organization, community.
- Organise and manage oneself and one's activities responsibly and effectively.
- Organise and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organize and critically evaluate information
- Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/or written presentation
- Participating as responsible citizens in the life of local, national and global communities
- Being culturally and aesthetically sensitive across a range of social contexts
- Exploring education and career opportunities,
- Developing entrepreneurial opportunities

Content

- Features of the following genres:
 - Drama
 - Prose
 - Poetry
 - Oral literature
- Post-structuralism and literature

Notional Study Hours: 140

Teaching and Learning Methods

These will take the form of:

- Lectures and seminars
- Small group and class discussions
- Oral presentations
- Conducting research
- Written tasks

Assessment Methods and Weighting

- Continuous assessment (assignment, essays, project, class discussion and test) 60%
- examination 40%

Facilitators

MT Chauke, SA Tshithukhe, MA Eakgopa

Reading Lists

Abrahams, **Glossary of Literary terms**.

Ewslin, Martin. 1977. *An Anatomy of Drama*. New York: Hill and Wang

Hawthorn, Jeremy. 1992. *Studying the Novel: An Introduction* (2nd Edition). London and New York: Edward

Rimmon-Kenan, S(1983). *Narrative fiction: Contemporary Poetics*. Harvester Wheatshearnold, a division of Hodder and Stoughton

Strauss, P. 1993. *Talking Poetry*. Cape Town. University of Cape Town Press

Northern Sotho, Tshivenda and Xitsonga primary texts to be selected and prescribed by the facilitators.

2.

Title: Origin and development of Traditional and Modern Literature

Code: ISW/NSO/TVE/XTS 2641

Credit value: 14

Semester: Second

Level: 06

Programme: BEDFET and BAMS

Pre-requisite: ISW/NSO/TVE/XTS 1641

Core-requisite: None

School: Humanities and Social Sciences

Aim

The aim of the module is to provide a sound understanding of the origin and development of both traditional and modern literature of ISW/NSO/TVE/XTS.

Learning Outcomes

At the completion of this module students are expected to:

- Understand different socio-political, religious (and economic background) that influenced the writing of ISW/NSO/TVE/XTS literature from the missionaries to date.
- Demonstrate the importance and representation of gender in traditional and modern literature in ISW/NSO/TVE/XTS

Critical Cross-fields Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organization, community.
- Organise and manage oneself and one's activities responsibly and effectively
- Collect, analyse, organize and critically evaluate information
- Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/or written presentation
- Participating as responsible citizens in the life of local, national and global communities
- Being culturally and aesthetically sensitive across a range of social contexts
- Exploring education and career opportunities,
- Developing entrepreneurial opportunities

Content

- Classification of the different genres according to periods and themes
- Comparative study of pre and post apartheid literature

Notional Study Hours: 140

Teaching and learning Methods-These will take the form of:

These will take the form of:

- Continuous assessment (assignment, essays, project, class discussion and test) 60%
- Examination 40%

Assessment Methods and Weighting

Continuous assessment (assignment, essays, project, class discussion and test) 60%

Examination 40%

Facilitators

MT Chauke, SA Tshithukhe, MA Makgopa

Reading Lists

Barber, K and P. DE Farais (eds) 1989. *Discourse and its Disguises: The Interpretation of African Oral Texts*. Birmingham: Centre for West African Studies

Davidson, Donald. 1984. *Inquiries into Truth and interpretation*. Oxford: Clarendon Press.

Degh, Linda. 1995. *Narratives in Society: A Performer-centered Study of Narration*. Helsinki: Academia Scientiarum Fenjica.

Goody, N 1987. *The Interface Between the Written and the Oral*. Cambridge: Cambridge University Press.

Gunner, L (ED) 1994. *Politics and performance: Theatre, Poetry and Song in Southern Africa*. Johannesburg: UWP.

Hakoff, George and Mark Jonson. 1980. *Metaphors we live by*. Chicago: University of Chicago Press.

Jonsof, Mark (ed) 1981. *Philosophical Perspectives on ieuaphor*. Minneapolis: University of innsota.

Northern Sotho, Tshivenfa and Xtsonga primary texts to be selected and prescribed by the facilitators

3.

Title: Society and Literature

Code: ISW/NSO/TVE/XTS 3641

Credit value: 14

Semester: Second

Level: 06

Programme: BEDFET and BAMS

Pre-requisite: ISW/NSO/TVE/XTS 2641

Core-requisite: None

School: Humanities and Social Sciences

Aims

The aim of the module is to:

- Deepen the students' understanding of ISW/NSO/TVE/XTS literature through a survey of social, political and economic contexts.
- Introduce the students to the different literary theories.

Learning Outcomes

At the end of this module students should display the following:

- Sound knowledge on post-structuralism theories in ISW/NSO/TVE/XTS
- Knowledge and understanding of issues of human rights, abuse, gender equity, corruption, crime, rituals and suicide, HIV and AIDS as reflected in the prescribed literary texts.
- To introduce the students to the Indigenous Knowledge Systems

Critical Cross fields Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organization, community.
- Organise and manage oneself and one's activities responsibly and effectively
- Collect, analyse, organize and critically evaluate information
- Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/or written presentation
- Participating as responsible citizens in the life of local, national and global communities
- Being culturally and aesthetically sensitive across a range of social contexts
- Exploring education and career opportunities,
- Developing entrepreneurial opportunities

Content

- Structuralism and Deconstruction theories
- Depiction of the social issues within the society

Notional Study Hours: 10

Teaching and Learning Methods

- Lectures and seminars
- Small group and class discussions
- Oral presentations
- Conducting research
- Written tasks

Assessment Methods and Weighting

- Continuous assessment (assignment, essays, project, class discussion and test) 60%
- Examination 40%

Facilitators

MT Chauke, SA Tshithukhe, MA Makgopa

Reading Lists

Amuta, Chidi. 1989. *Theory of African Literature: Implications for Practical Criticism*. London: Zed Books LTD.

Eagleton, Terry. 1983. *Literary theory: An Introduction*. Minneapolis: University of Minnesota Press.

Jackson, Leonard. 1991. *The poverty of Structuralism*. London: Longman

Rice, Philip and Patricia Waugh. 1997. *Modern Literary Theory: A Reader* (3rd edition). London. Arnold.

Northern Sotho, Tshivenda and Xitsonga primary texts to be selected and prescribed by the facilitators

POST GRADUATE

1.

Title: Dramatic forms in ISW/NSO/TVE/XTS

Code: ISW/NSO/TVE/XTS 5641

Credit value: 25

Semester: Second

Level: 07

Programme: BI Hons

Pre-requisite: Bachelor degree majored in ISW/ NSO/TVE/XTS

Core-requisite None

School: Humanities and Social Sciences

Aim

The module aims at leading and guiding students to an advanced critical stage of ISW/NSO/TVE/XTS dramatic forms.

Learning Outcomes

After the completion of this module students will be able to:

- Give a critical analysis of ISW/NSO/TVE/XTS written drama.
- Perform written drama
- Write book reviews
- Sell the skill acquired in all dramatic forms of ISW/NSO/TVE/XTS drama
- Do comparative study between traditional and modern drama

Critical Cross fields Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organization, community.
- Organise and manage oneself and one's activities responsibly and effectively
- Collect, analyse, organize and critically evaluate information
- Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/or written presentation
- Participating as responsible citizens in the life of local, national and global communities
- Being culturally and aesthetically sensitive across a range of social contexts
- Exploring education and career opportunities,
- Identifying entrepreneurial opportunities

Content

- Literary theories
- Stage drama
- Book drama
- Radio drama
- Television drama
- Traditional drama

Notional Study Hours:250

Teaching and Learning Methods

- Lectures and seminars
- Small group and class discussions

- Oral presentations
- Conducting research
- Written tasks

Assessment Methods and Weighting

- Continuous assessment (assignment, essays, project, class discussion and test) 60%
- Examination 40%

Facilitators

MT Chauke, SA Tshithukhe, MA Makgopa

Reading Lists

Blum, Richard A. 1984. *Television Writing: From Concept to Contract*. Stoneham, MA: Focal Press/Butterworth Publishers and Style. Eglewood Cliffs, New Jersey: Prentice-Hall

Burack, Sylvia(ed) 1989. *The writer's Handbook*. Boston: The Writer, Inc.

Hodge, Francis. 1988. *Play Directing: Analysis, Communication and style*. Wood Cliffs, New Jersey: Prentice-Hall

Lee, M. 1973. *Radio Production: A basic Handbook for Training in East Africa*. Nairobi: East African Publishing House

Zaza, T. 1973. *Script Planning: Positioning and developing Scripts for TV and Film*. Boston and London

2.

Title: Folklore

Code: ISW/NSO/TVE/XTS 5642

Credit value: 25

Semester: Second

Level: 07

Programme: BA Hons

Pre-requisite: Bachelor degree majored in ISW/NSO/TVE/XTS

Core-requisite: None

School: Humanities and Social Sciences

Aim

The module aims at the following:

- to familiarize the students with the four main categories of folklore.
- to enable students to understand and appreciate the theories and discourses in the study of folklore.

Learning Outcomes

After the completion of this module students will be able to:

- know and differentiate the essential features of folklore.
- understand, appreciate and enrich their knowledge with folklore materials from the different indigenous languages
- differentiate the essential categories of oral narratives.
- apply literary theories applicable to oral narratives.
- carry out further research in folklore and Indigenous Knowledge Systems
- Preserve their identity and sense of belonging.

Critical Cross fields Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organization, community.
- Organise and manage oneself and one's activities responsibly and effectively
- Collect, analyse, organize and critically evaluate information
- Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/or written presentation
- Participating as responsible citizens in the life of local, national and global communities
- Being culturally and aesthetically sensitive across a range of social contexts
- Exploring education and career opportunities,

- Developing entrepreneurial opportunities

Content

- What is folklore

Major categories of folklore

- Physical folk life
- Oral literature/narratives
- Performing folk art
- Social folk custom
- Literary theories

Notional Study Hours: 250

Teaching and Learning Methods

- Lectures and seminars
- Small group and class discussions
- Oral presentations
- Conducting research
- Written tasks

Assessment Methods and Weighting

- Continuous assessment (assignment, essays, project, class discussion and test) 60%
- Examination 40%

Facilitators

MT Chauke, SA Tshithukhe, MA Makgopa

Reading List:

Doorson, R. 1978. *Folklore in the modern world*. Paris: Moulton Publishers

Dundes, Alan. 1980. *Interpreting folklore*. USA: Indiana University Press.

Farrer, Claire R (ed) 1975. *Women and Folklore*. Austin: University of Texas Publishers

Krohn, Kaarle. 1971. *Folklore Methodology*. London: University of Texas press

Okpewho Isidore, 1993. *Myth in Africa: A study of its Aesthetic and Cultural Relevance*. Cambridge: Cambridge University press

Okpewho Isidore, 1993. *African Oral Literature: Backgrounds, character and continuity*. Bloomington and Indianapolis: Indiana University Press.

3.

Title: Figurative language and interpretation in poetry ISW/NSO/TVE/XTS

Code: ISW/NSO/TVE/XTS 5643

Credit value: 25

Semester: Second

Level: 07

Programme: BA Hons

Pre-requisite: Bachelor degree majored in ISW/NSO/TVE/XTS

Core-requisite: None

School: Humanities and Social Sciences

Aim

This module aims at acquainting the students with the understanding and interpretation of the poetic texts with the intention of producing meaning entailed in the poem.

Learning Outcomes

After the completion of this module students will be able to:

- critically analyse ISW/NSO/TVE/XTS poetry in terms of the world views of the poets.
- Analyse ISW/NSO/TVE/XTS poetry applying various literary theories.
- Help students to understand the value of metaphor and other related figures of speech in the study and writing of poetry.
- appreciate the role played by praise poets in the society.

Critical Cross fields Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.

- Work effectively with others as a member of a team, group, organization, community.
- Organise and manage oneself and one's activities responsibly and effectively
- Collect, analyse, organize and critically evaluate information
- Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/or written presentation
- Participating as responsible citizens in the life of local, national and global communities
- Being culturally and aesthetically sensitive across a range of social contexts
- Exploring education and career opportunities,
- Developing entrepreneurial opportunities

Content

- Definition of metaphor and other related figures of speech
- Theories of metaphor and other related figures of speech
- Figurative language and the production of meaning
- Literary theories

Notional Study Hours: 250

Teaching and Learning Methods

- Lectures and seminars
- Small group and class discussions
- Oral presentations
- Conducting research
- Written tasks

Assessment Methods and Weighting

- Continuous assessment (assignment, essays, project, class discussion and test) 60%
- Examination 40%

Facilitators

MT Chauke, SA Tshithukhe, MA Makgopa

Reading Lists

Hakoff, George and Mark Jonson. 1980. *Metaphors we live by*. Chicago: University of Chicago press.

Jonson, Mark (ed) 1981. *Philosophical Perspectives on metaphor*. Minneapolis: University of Minnesota.

4.

Title: Modern Prose

Code: ISW/NSO/TVE/XTS 5644

Credit value: 25

Semester: Second

Level: 07

Programme: BA Hons

Pre-requisite: Bachelor degree majored in ISW/NSO/TVE/XTS

Core-requisite: None

School: Humanities and Social Sciences

Aim

The aim of this module is to apply contemporary theories in the analysis of modern prose.

Learning Outcomes

At the end of this module students should to:

- Apply the selected theories in the study of prose
- interpret contemporary themes and different world views as exposed by the authors ISW/NSO/TVE/XTS prose
- equip the students with the creative writing skill

Critical Cross fields Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organization, community.
- Organise and manage oneself and one's activities responsibly and effectively
- Collect, analyse, organize and critically evaluate information

- Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/or written presentation
- Participating as responsible citizens in the life of local, national and global communities
- Being culturally and aesthetically sensitive across a range of social contexts
- Exploring education and career opportunities,
- Developing entrepreneurial opportunities

Content

- cultural identity and a sense of belonging
- moral regeneration
- African Renaissance
- Globalization
- Cultural imperialism
- Power relation

Notional Study Hours: 250

Teaching and Learning Methods

- Lectures and seminars
- Small group and class discussions
- Oral presentations
- Conducting research
- Written tasks

Assessment Methods and Weighting

- Continuous assessment (assignment, essays, project, class discussion and test) 60%
- Examination 40%

Facilitators

MA Makgopa, MT Chauke, SA Tshithukhe

Reading Lists

Davis, R.C. 1991. *Criticism and Culture*. Essex. Longman.

Easthope, Anthony. 1991. *The Ideology of the Aesthetic*. Oxford: Blackwell.

Hawkes, David. 1996. *Ideology*. London and New York. Routledge

Ngara, Emmanuel. 1990. *Ideology and form in African Poetry*. London. James Currey

5.

Title: Research Methodology in oral and written literature

Code : ISW/NSO/TVE/XTS 5701

Credit value : 25

Semester : First Semester

Programme : BA (HONS)

Level : 07

Prerequisite : None

Core requisite : None

School : Humanities and Social Sciences

Aim : The aim of this module is to expose students to the research methods used in oral and written literature.

Students are further given the opportunity to explore and develop their research skill.

Learning Outcomes: At the end of the module, students will be expected to have the following abilities:

- prepare appropriate and well-planned research proposals in oral or written literature.
- resourcefully plan for field and archival research in African literature and culture.
- feel motivated and prepared to go into the field to carry out research independently.

Critical Cross fields Outcomes

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
- Work effectively with others as a member of a team, group, organization, community.
- Organise and manage oneself and one's activities responsibly and effectively

- Collect, analyse, organize and critically evaluate information
- Communicate effectively using visual, mathematical and/ or language skills in the modes of oral and/or written presentation
- Participating as responsible citizens in the life of local, national and global communities
- Being culturally and aesthetically sensitive across a range of social contexts
- Exploring education and career opportunities,
- Developing entrepreneurial opportunities

Content

Unit one

1. Introduction
 - 1.1. The nature and importance of systematic research
 - 1.2. Types of literary research
 - 1.3. Qualitative and Quantitative research paradigms
 - 1.4. Holistic research in literature
2. Research Proposal Writing

Topic selection

 - 2.1. Review of literature and statement of the problem
 - 2.2. Formulation of research questions and hypotheses
 - 2.3. Population sampling techniques
 - 2.4. Conceptual frame work
3. Resource Planning
 - 3.1. Research budget/grant proposal
 - 3.2. Selection of research equipment
 - 3.3. Research assistants and their role in field work

Unit two

4. Documentation of data
 - 4.1. the significance of pilot study in field research
 - 4.2. field notes writing
 - 4.3. informed consent and other ethical concerns in field work
 - 4.4. ethical and gender issues in data analysis
 - 4.5. organizing data
 - 4.6. data reduction
 - 4.7. data display
 - 4.8. conclusion drawing and verification
 - 4.9. presentation devices/report writing
 - 4.10. revising versus editing

Notional Study Hours: 250

Teaching and Learning Methods

These will take the form of:

- Lectures and seminars
- Small group and class discussions
- Oral presentations
- Conducting research
- Written tasks

Assessment Methods and Weighting: Continuous assessment (assignment, essays, roject, class discussion and test) 60%, Examination 40%

Facilitators: MT Chauke, MA Makgopa, TW Muloiwa

Reading List.

Coffey, Amanda and Paul Atkinson. 1996. *Making sense of Qualitative data: Complementary Research Strategies*. Thousand Oaks, CA: Sage Publications.

Creswell, John W. 1997. *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*. Thousand Oaks, CA: Sage Publications.

Feldman, Marth S. 1994. *Strategies in Interpreting Qualitative Data*. Sage Publications.

Garber, Marjorie, Paul Franklin and Rebecca Walko Witz. 1996. *Field Work: Sites in Literary and Cultural Studies*. New York: Routledge.

Hertz, Rosanna (ed). 1997. *Reflexivity and Voice*. Thousand Oaks, CA: Sage

Punch, Maurice. 1986. *The Poetics and Ethics of Fieldwork: Muddy Boots and Grubby Hands. Qualitative Research Methods Series, Vol.3.* Beverly Hills, CA: Sage Publications.

Rusdestam, Kjell and Rae R. Newton. 1992. *Surviving your Dissertation: A Comprehensive Guide to Content and Process.* CA: Sage Publications.

Warren,Carol A.B. 1988. *Gender Issues in Field Research.* CA: Sage Publications.

Wolcott, Harry F.1990.*Writing up Qualitative Research. Qualitative Research Methods Series, Vol.20.* Newbury Park, CA: Sage Publications.

PRESCRIBED BOOKS 2009– 2013

Module	Genre	Author/s	Title	Publisher
ISW 1641	Poetry			
	Novel			
	Drama			
	Folklore			
	Short Story/ Essays			
ISW 2641	Poetry			
	Novel			
	Drama			
	Folklore			
	Short Story /Essays			
ISW 3641	Poetry			
	Novel			
	Drama			
	Folklore			
	Short Stories/ Essays			
NSO 1641	Poetry			
	Novel			
	Drama			
	Folklore			
	Short Story/ Essays			
NSO 2641	Poetry			
	Novel			
	Drama			
	Folklore			

	Short Story /Essays			
NSO 3641	Poetry			
	Novel			
	Drama			
	Folklore			
	Short Stories/ Essays			
TVE 1641	Poetry			
	Novel			
	Drama			
	Folklore			
	Short Story/ Essays			
	Poetry			
TVE 2641	Novel			
	Drama			
	Folklore			
	Poetry			
	Short Story/ Essays			
TVE 3641	Poetry			
	Novel			
	Drama			
	Folklore			
	Short Stories/ Essays			
XTS 1641	Poetry			
	Novel			
	Drama			
	Folklore			
	Short Story/Essays			
XTS 2641	Poetry			
	Novel			
	Drama			

	Folklore			
	Short Story/ Essays			
XTS 3641	Poetry			
	Novel			
	Drama			
	Folklore			
	Short Stories/ Essays			

TIME TABLE

DAY/S	8h00 8h00	9h00 10h00	10h00 11h00	11h00 12h00	12h00 13h00	13h00 14h00	14h00 15h00	15h00 16h00	16h00 17h00
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
Saturday									