



**FACULTY OF ENGINEERING AND THE ENVIRONMENT
DEPARTMENT OF MINING ENGINEERING**

COMMUNICATION SKILLS

NHC1104, BAC 1106, EGS 1113

Final Examination Paper

June 2023

This examination paper consists of 4 pages

Time Allowed: 3 hours

Total Marks: 75 Marks

Examiner's Name: Dr. L.B Makwati

INSTRUCTIONS

1. This paper contains **THREE** sections with **SIX** questions.
2. Answer **ONE QUESTION** from each section.
3. Each question carries **25 marks**.
4. Where a question contains subdivisions, the mark value of each subdivision is shown in brackets.
5. Illustrate your answer, where appropriate, with large clearly labelled diagrams.
6. Start each question on a new page.

Additional Requirements

None

MARK ALLOCATION

Question 1 to 6	25Marks
Part Questions	As shown in each part question
Total Attainable	75 marks

SECTION A: THIS IS A COMPULSORY QUESTION.
QUESTION ONE

1. Highlight and explain, with clear examples, any **five (5)** barriers that can reduce a speaker's effectiveness when delivering an oral presentation and suggest ways of overcoming them. **[25 marks]**

SECTION B ANSWER ANY ONE (1) QUESTION IN THIS SECTION.

QUESTION TWO

2. Distinguish between primary and secondary sources of information. **[15 marks]**
 - b) Justify the need to critically evaluate information and its sources before using it for academic purposes. **[10 marks]**

QUESTION THREE

3. 'No model best explains the communication process in all contexts.' Discuss this assertion drawing examples from the learning situations a student is exposed to at university level. **[15 marks]**
 - b) Briefly describe the main features of the following models of communication:
 - i. Linear model
 - ii. Interactive model
 - iii. Transactional model **[10 marks]**

SECTION C ANSWER ANY ONE (1) QUESTION IN THIS SECTION.

QUESTION FOUR

4. What are the major causes of plagiarism in academic writing and how can they be avoided? **[25 marks]**

QUESTION FIVE

5. Evaluate the assertion that 'effective readers vary their reading techniques to suit what they are reading and why they are reading it.' [25 marks]

QUESTION SIX

6. Ways to discover ideas in writing

Many students report that one of the most difficult parts of writing an essay is finding enough to say about a narrowed topic. Well, there are a number of useful strategies for discovering ideas to write about. Depending on your learning style, you will probably discover that some strategies work better than others. You may also find that the technique you choose for a given essay may depend in part on your topic.

Free-writing is a technique whereby you write nonstop for a specific period of time, usually five to ten minutes. It involves writing whatever comes to mind, regardless of its relevance to your topic. If nothing comes to mind, just write the topic, your name, or "I can't think of anything to write." Then let your mind run free: Explore ideas, make associations, jump from one to another.

The following tips will help you. Be sure to write nonstop. Writing often forces thought. Don't be concerned with grammar, punctuation, or spelling. Write fast! Try to keep up with your thinking. (Most people can think faster than they can write.) Record ideas as they come to you and in whatever form they appear - words, phrases, questions, or sentences. If you are free-writing on a computer, darken the screen so that you are not distracted by errors, formatting issues, and the words you have already written.

Next, reread your free-writing and highlight or underline ideas that seem useful. Look for patterns and connections. Do several ideas together make a point; reflect a sequence; or suggest a larger, unifying idea?

Mapping, or clustering, is a visual way to discover ideas and relationships. It is also a powerful tool for some writers. It works by writing your topic in the middle of a blank sheet of paper, and drawing a box or circle around it. Think of ideas that are related to

or suggested by your topic. As you think of them, write them down in clusters around the topic, connecting them to the topic with lines. Think of your topic as a tree trunk and related ideas as branches. Draw arrows and lines or use highlighting to show relationships and connect groups of related ideas, clustering them around the ideas already on your map. If possible, experiment with mapping on a computer, using a graphics program such as the draw function available in Microsoft Word. You can then cut and paste items from your map into an outline or draft of your essay.

When you do brainstorming, you list everything that comes to mind when you think about your topic - impressions, emotions, and reactions, as well as facts. Record words or phrases rather than sentences, and give yourself a time limit; it will force ideas to come faster. If you use a computer, you might use bullets or the indent function to brainstorm.

Brainstorming is somewhat more structured than free-writing because the writer focuses only on the topic at hand instead of writing whatever comes to mind. If you are a pragmatic learner, brainstorming may help you release your creative potential. Brainstorming can also work well when it is done in groups of two or three classmates. Use a chalkboard in an empty classroom, share a large sheet of paper, sit together in front of a computer screen, or use networked computers. Group brainstorming often appeals to students who are social learners and who find it stimulating and enjoyable to exchange ideas with other students.

Questioning is another way to discover ideas about a narrowed topic. Working either alone or with a classmate, write down every question you can think of about your topic. As with other pre-writing strategies, focus on ideas, not correctness. Don't judge or evaluate ideas as you write. It may help to imagine that you are asking an expert on your topic anything that comes to mind. Beginning a question with "what if.." is a particularly good way to extend your thinking and look at a topic from a fresh perspective.

You may find questioning effective if you are an analytical, inquisitive person, and social learners will enjoy using this technique with classmates. Since questions often

tend to focus on specifics and details, questioning is also an appealing strategy for concrete learners.

Visualizing or sketching is yet another important way of finding ideas. Especially if you enjoy working with graphics, visualizing or actually sketching your topic may be an effective way to discover ideas. Visualizing is a technique particularly well suited to spatial and creative learners.

In addition to the above , you also need to do some preliminary research on your topic in the library or on the Internet. Reading what others have written about your topic may suggest new approaches, reveal issues or controversies, and help you determine what you do and do not already know about the topic. This method is especially useful for an assigned essay with an unfamiliar topic or for a topic you want to learn more about. Take notes while reading sources. In addition, be sure to record the publication data you will need to cite each source (author, title, publisher, page numbers, and so on). If you use ideas or information from sources in your essay, you must give credit to the sources of the borrowed material. While research may be particularly appealing to concrete or rational learners, all students may need to use it at one time or another depending on their topic.

Adapted from: McWhother K.T.(2010). *Successful College Writing Skills/Strategies/Learning Styles*. Niagra County Community College Bedford/St.Martin's Boston. New York.

- a) The writing process has three major stages. Identify and briefly explain the other **two** stages not mentioned in the passage. **[6 marks]**
- b) There are pre-writing activities mentioned in the passage. Critically examine their importance when one is writing an assignment. **[10 marks]**
- c) From the passage, identify **two similarities** and **two differences** between **free-writing** and **brainstorming**. **[4 marks]**
- d) Using the brainstorming technique, generate five ideas for the following topic: **A class I recently attended**. **[5 marks]**