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# Stay in touch with your academic adviser per email or phone

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# Set Yourself up for Success



## DEDICATED WORKSPACE

Create a comfortable workspace where you can study. Keep it neatly organised and free from distractions.



## CREATE A REALISTIC STUDY PLAN

Set weekly goals and schedule daily academic activities on a study calendar. Dedicate specific times every day to complete your coursework. Stick to the plan!



## STAY AHEAD OF YOUR SCHEDULE

Avoid procrastination. Finish assignments ahead of deadlines. Manage your time effectively.



## TAKE REGULAR BREAKS

Keep your mind from wandering by not pushing yourself to your limit. Step away from the books!

NWU® Centre for Teaching and Learning



To register, visit LibCal at <https://ctl-nwu.libcal.com/calendar/CTLStudentTraining> or visit <http://services.nwu.ac.za/ctl/workshops> for more information

## Student Academic Development and Support Webinars

Register for any of our Zoom webinars and let us help you navigate through remote online learning.

All webinars are voluntary & free of charge!



Student Academic Development & Support

# SELF-DEVELOPMENT COURSES

ONLINE COURSES ARE AVAILABLE TO ALL REGISTERED NWU STUDENTS AT NO ADDITIONAL COST

Register any time & receive a certificate on successful completion

Academic Success: Skills for Learning, Skills for Life

Statistical methods for research

Microsoft digital learning curriculum



NWU® Centre for Teaching and Learning

To register for any of the online courses, please visit <http://services.nwu.ac.za/ctl/workshops> & follow the instructions



Student Academic Development & Support

## Join the CTL Student Support efundi site



NWU® Centre for Teaching and Learning

- 1 Log onto efundi
- 2 Click on Home
- 3 Click on Membership
- 4 Click tab for Joinable
- 5 Type in "CTL Student Support" & click on search

For more information on the content, and how to register, please visit <http://services.nwu.ac.za/ctl/workshops> and follow the instructions



Academic advisers within the Student Academic Development and Support (SADS) unit of the Centre for Teaching and Learning (CTL), can help you:

- with a variety of study methods or strategies to ensure your academic success;
- come to grips with what is required in a particular module, and;
- get back on track.

# ACADEMIC ADVISING

If you want to develop your learning strategies, revision and reading techniques, time management, goal setting, note-making, critical thinking and problem-solving skills, contact an academic adviser for assistance. Academic advisers can also refer you to a SI leader, tutor or academic peer mentor for individual academic help.

NWU® Centre for Teaching & Learning

TAKE NOTE!

New campus-wide eFundi helpdesk process



## LOG AN IT-HELP TICKET

1. Follow this link: <https://support.nwu.ac.za/Login/Login?ReturnUrl=%2f>
2. Log in with your CAS details
3. Click on "Something is not working"
4. Under the "Teaching and Learning Technology Support" heading, click on the appropriate option
5. Complete the form. Please provide as much details as possible
6. In case of error messages, attach a screenshot, it will help resolve the issue faster

## SEND US AN EMAIL

Send an email to [efundi-nwu@nwu.ac.za](mailto:efundi-nwu@nwu.ac.za) with as much detail as possible. Remember to include your student number, module code and the problem that you are experiencing.

## PHONE THE HELPDESK

The various eFundi Helpdesk numbers below are available between 8:00 AM and 16:45 PM.

### Mahikeng Campus:

018 389 2312  
018 389 2447

### Potchefstroom Campus:

018 299 2003  
018 285 2295

### Vanderbijlpark Campus:

016 910 3035  
016 910 3038

<http://services.nwu.ac.za/centre-teaching-and-learning-ctl/student-tutorials>

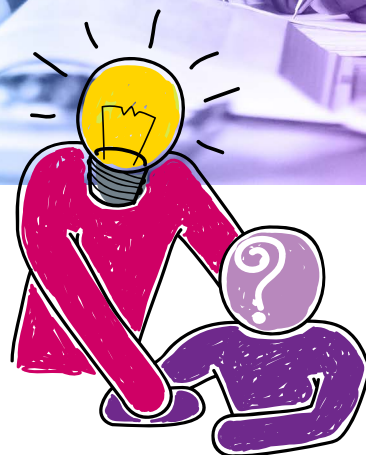




# TUTORS

A tutor is a trained, senior student who has studied the same qualification as you and is a subject expert. Tutors can help you succeed academically by addressing specific academic challenges you may experience.

To find a tutor to assist you, please consult <http://services.nwu.ac.za/ctl/tutoring>



*How can SI leaders help you?*

Supplemental Instruction (SI) is a non-remedial approach to learning that supports students towards academic success by integrating “what to learn” with “how to learn.” Sessions are facilitated by trained Peer Leaders who utilize collaborative activities to ensure academic success. For more information, visit <http://services.nwu.ac.za/ctl/supplemental-instruction>

# SUPPLEMENTAL INSTRUCTION



## WEEKLY PLANNING



- Identify tasks
- Prioritise tasks
- Assign date to each task
- Allocate a set time to complete task

Effective time management = valuable resource



# HOW CAN THE ACADEMIC PEER MENTORS HELP YOU?



Discipline-specific Academic Peer Mentors help NWU students transition and adjust to tertiary education, by enabling them to connect to the larger NWU community, their faculty, school, course, and peers. At the heart of the programme lies the belief that the wellbeing of a student is paramount to achieving academic success. Academic Peer Mentors provide support and guidance to all North-West students to help them acquire the necessary academic processes, resources, and skills they need to excel at University. To find an academic peer mentor to assist you, please consult <http://services.nwu.ac.za/ctl/mentoring>

## Email Etiquette

When communicating via email it is important to have etiquette in order to show respect and professionalism. Here are a few things to consider when writing emails.



### USE A PROFESSIONAL EMAIL ADDRESS:

- You may prefer to be known by a witty handle, but your lecturer may not be able to identify you from it.
- We recommend that you use your university email address.
- If you prefer to use a different email, use your name/initials and surname in your email address.



### USE A FORMAL SALUTATION:

- Professional correspondence should have a certain level of formality, including a greeting.
- It is best to address your lecturer by his/her title, such as: Dear Mr. Stevenson / Ms. Naidoo / Mrs. Du Plessis / Dr. Khumalo / Prof. Pillay.



### BE BRIEF, CLEAR AND POLITE IN THE SUBJECT LINE:

- A brief outline of a specific topic in the subject line will help your lecturer know exactly what to expect.
- Never attempt to put your entire email in the subject line.



### IN YOUR EMAIL:

- Remember that lecturers have hundreds of students and they probably teach more than one module.
- Your emails to lecturers should include your name and surname, student number and the module code.
- Before sending, review your email and make sure that it is written in complete, full sentences, no spelling errors, and no part of it is written in capital letters.



### SIGN OFF PROPERLY:

- It is common courtesy to thank someone for his time and assistance.
- End off your email with a "Thank you" or "Kind regards" and your full name and student number.

Dear Dr. Khumalo  
May I kindly make an appointment to see you? I would like to discuss my assignment mark.

Kind regards  
Thandi Mokoena  
23171728



# YOU ARE NOT ALONE!

The Student Academic Development and Support advisers and peer learning programmes are available to help you succeed. We are with you all the way. How can we help you?

## THE DOWNSIDE OF MULTITASKING

- Tasks take longer to complete: Every time you switch between tasks, you have to find your "spot" or train of thought again. Remembering where you were and planning where to go next, wastes time.
- Distractions lead to mistakes: Working on several tasks at once breaks your concentration and leads to a loss of focus.
- You remember less: Multitasking can lead to over-stimulation of your brain function. You get tired more easily because your brain is allowed no rest between tasks.

# MULTI-TASKING VS MONO-TASKING

**MONOTASKING**  
"The act of doing only one task at a time, especially in order to work more effectively."

Multitasking contributes to the release of stress hormones and adrenaline, which can cause long-term health problems if not controlled, and contributes to the loss of short-term memory."

## CONSIDER USING THE POMODORO TECHNIQUE

- Decide on the task you want to complete
- Set a timer (traditionally to 25 minutes).
- Work on this chosen task until the timer rings.
- Put a check mark of where you are at.
- Take a short break (3-5 minutes) and continue from check mark.
- After four 25 minute sessions, take a longer break (15-30 minutes).
- Continue as long as you have time available to complete the task.
- When the task is completed, decide on a new task and start again!
- Engaging mentally with one task at a time helps you to remain focused.
- Take regular breaks between tasks to alleviate tiredness.





## Time Management for Remote Learning

With remote learning, you are in control of the pace of your learning, which means that effective time management can be seen as a valuable resource.

To fit the new format of your course, you might want to consider a few changes to your calendar. The first step is to organise your time with a flexible weekly plan and daily schedule. **You can base your planning on your existing class time table.**

When you do weekly planning, identify the tasks you need to complete during the week. Prioritise the tasks by assigning each task a low, medium or high priority status. Make sure to assign a date and a set time to complete each task. Work these tasks into your calendar and check your calendar daily to identify the tasks you need to complete.

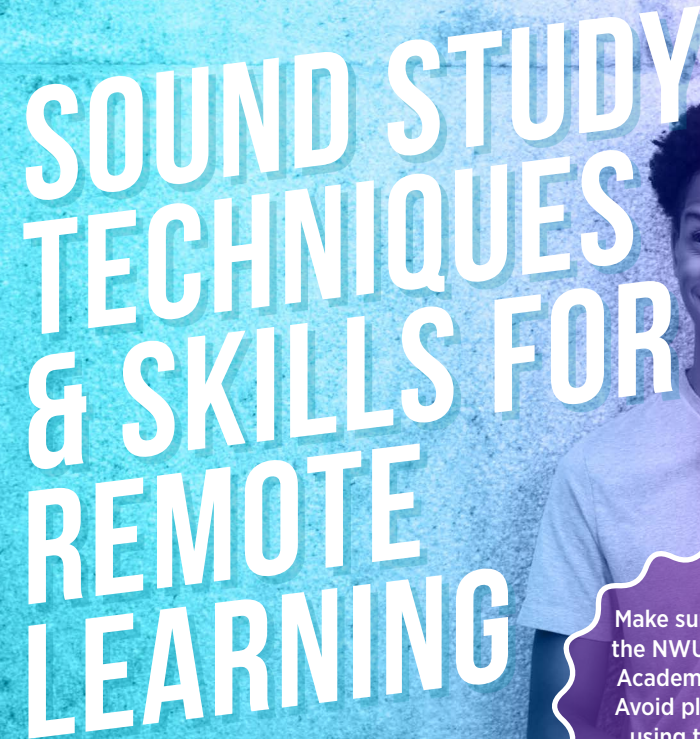
If you need a little motivation to complete daily tasks, why not set a timer for about 25 minutes? Work on the task until the timer rings and then take a short 3-5 minute break. Pick up where you left off before the break. Repeat this four times after which you reward yourself with a 15-30 minute break.

Remember to get to work immediately after the longer break and continue the cycle until you fully completed the task, before starting on a new task, and a new cycle.

Don't forget to:

- Use your time wisely.
- Try to stay ahead of deadlines and avoid procrastination and distractions.

**Your wellbeing and health is important, so remember to put time aside for self-care.**



## SOUND STUDY TECHNIQUES & SKILLS FOR REMOTE LEARNING

Make sure to review the NWU's Policy on Academic Integrity. Avoid plagiarism by using the correct referencing method. (Harvard/APA/Law).

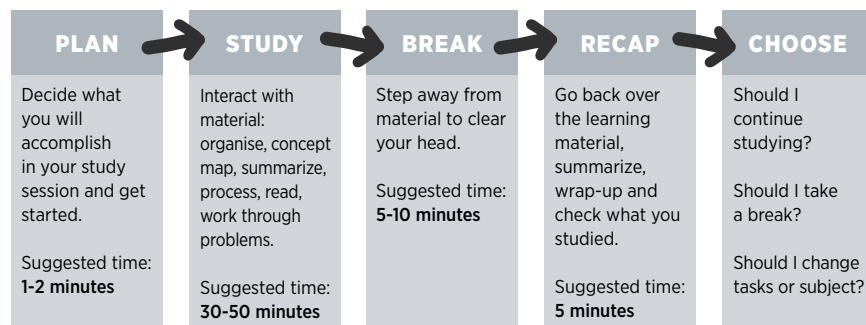
Things may feel out-of-control right now. With COVID-19 we are all facing a lot of uncertainties and disruptions. We know you have a lot on your plate adjusting to the changes of remote learning, changing your learning environment, and establishing your new routine. Try to be patient with yourself, your fellow NWU students, and your lecturers during this time. Make sure you take care of your wellbeing first. Making a plan and adjusting your studying may help you feel a little sense of control.

*Take responsibility - be a self-directed learner!*

Because you are not attending regular face-to-face classes, you must take responsibility for your learning. Make a firm time commitment to your studies. Make sure that you know what is expected of you in each of your modules by reading through all instructions carefully

## HAVE FOCUSED STUDY SESSIONS

"Focused Study Sessions (FSS) are designed to work with the way your brain learns best: in short, focused increments. Schedule several focused study sessions for each module each week" (LSU: Division of Student Affairs, Centre for Academic Success).



### MAKE AWESOME NOTES:

- Note making improves concentration, attention, memory and focus.
- Summarising facts briefly provides a framework and a permanent record for revision to facilitate your learning.
- The physical act of writing encourages active learning which engages your mind and actively processes information.
- Note making forces you to think, which promotes a deeper understanding and comprehension of the learning material.

### NOTE MAKING TIPS

- Be organized and choose a system where you can store your notes and easily add to them.
- Create visual familiarity by making your notes memorable with colour, link up points with the use of arrows, numbers and dotted lines and draw squares around sections to organise information.
- Label and number pages and make sure to cross-refer information on the different pages.
- Use abbreviations to save time.
- Use your own words!



### PERIODICALLY EVALUATE YOUR OWN PROGRESS

Review the module outcomes and assessment criteria often to determine if you are following them accurately. Keep a positive outlook when receiving feedback and in your attitude toward successfully completing the module.

## Make effective use of Study Strategies

You may have to adjust your routines during this time. Look for ways to adapt your usual habits or form new ones.

For example (Community College of Philadelphia):

- If you usually study in your room in your residence or in the library, ask yourself what kind of environment helps you study. See if you can recreate that at home. Maybe it's studying in a chair, rather than on your bed or couch, or moving to a new spot when you change tasks.

It is very important to avoid passive studying like re-reading your notes, textbook, or Powerpoint slides. Make sure you know your learning style and use it! Make a realistic assessment of your skills and knowledge and the conditions under which you are most likely to learn. Know your strengths, limitations, and "how" you prefer to learn. With these in mind, you have to study actively – for example:

- Concept mapping
- Flashcards
- Summarising notes in your own words
- Self-testing
- Practice questions
- Teach the material to someone else
- Study material over a few days, not just all at once – repetition is key
- Refer to the section on Time Management and create a personalised study plan.

## Stay engaged and motivated

Minimise your distractions - when possible, create a dedicated separate study area with all the tools and supplies you need. Stay organised, committed, motivated and engaged to achieve your academic goals. Consider following these tips:

- "Feel free to create your study routine at your own comfortable pace.
- Decorate your study space with inspirational quotes and pictures.
- Accept that you will have productive and less productive days.
- Have healthy snacks nearby to boost your energy.
- Reward yourself every time you complete a challenging task.
- Make sure that you take some time for yourself.
- Stay positive and keep your chin up" (Pappas, 2015, eLearning Industry)





## MEMORISING

Useful tools and techniques when memorising

### 1. FLASHCARDS

Fantastic tool for memorising and drilling facts. Anything that can be studied in a quick “question and answer” format can be turned into flashcards – things like short definitions, foreign vocabulary, scientific symbols, historical dates, traffic signs, world capitals and other fast facts.

A flashcard is a piece of card with a cue on the front, and the answer on the back. The cue can be a question, a single word or a picture. Electronic flashcards can also have sound or video cues. When you review your flashcards, you will take one card at a time, look at the cue and try to answer it as quickly as possible before checking the answer and moving on to the next card.

#### Tips for making flashcards:

- Use index cards, or cut a larger piece of cardboard into smaller pieces. (Paper isn't ideal, as it's see-through. You shouldn't be able to see the answer from the front.)
- Keep it as short as possible. For example, if you're studying world capitals, you don't have to write “What is the capital of Russia?” on the front. Simply write the country's name.
- Write clearly. You should be able to read what you wrote at a very quick glance.
- Although some people do use flashcards to study essay-type questions, they're usually more effective if they have only one question and one answer per card.
- Use different coloured cards or pens to categorise your flashcards. For example, use a different colour for each subject or topic. This can help your brain to categorise information better.
- Electronic flashcards: There are countless flashcard apps out there, many of which are free. These can be a great tool if you have to make hundreds of cards but don't want to use pen and cardboard. Some apps will allow you to add video and sound clips, and you can also share flashcards with others.

### 2. MIND MAPS

Flashcards may help you memorise short facts in a flash. But for more complex subjects, you'll need a study method that can help you understand, summarise and memorise loads of information effectively and without wasting any precious study time. A mind map is a diagram that organises facts and ideas around one, central subject. It combines words, pictures and lots of colours to summarise complex information in a visual way.

#### Tips for making a good mind map:

- Use a blank piece of paper and turn it sideways.
- Start in the middle of the page and use a word, concept or picture for your central idea.
- Use many different colours.

- Make sure your branches connect and don't just hang in mid-air.
- Use only a few words or phrases per line - keep it short.
- Use pictures or drawings.
- When you do use words, use clear, easy-to-read block letters
- Use paper and coloured pens instead of computers or tablet apps. There are fantastic mind mapping software that can help you when it comes to sorting research or brainstorming. But if you want to memorise work, it's far more effective to draw and write by hand. Paper and pen also have far fewer distractions than electronic devices.
- Make your own mind maps.

### 3. MNEMONIC DEVICES

A mnemonic device is a tool that helps you remember things. With mnemonics, you associate information that you want to remember with something you already know very well, like a picture, place, person or word. This helps you remember new information, and it also makes it easier for you to recall that information later.

#### Most popular mnemonic devices:

- Acronyms
- Acrostics
- Rhymes and songs
- The method of Loci

**KEEP ON  
TEACHING  
& LEARNING**

The Student page: Keep on teaching and learning <http://services.nwu.ac.za/KeepOnTL/students> provides support for students during online remote learning. The page provides breaking news, answers to your remote learning questions, tips on how to stay connected and save data, and how to adjust your study habits for remote learning.

It is also a one-stop page to provide access to academic advisers, student academic development and support opportunities, as well as peer support programmes.

**Online Learning Support For Students**

# Student Counselling and Development

LET'S  
DO IT

SCD is a support service to students on the various campuses. The heart of SCD is to provide support and guidance to NWU students. Our role is to be a support structure for students in times of need, as well as to inspire and aid them in developing and reaching their optimal wellness potential in all dimensions of life, ranging from emotional, social, and physical wellness, connectivity, growth and influence.

SCD provides the following **FREE** services to students\*:

- Short-term psychological services, which include individual and group psychotherapy and counselling
- Life and leadership skills and personal development
- Social support services, including HIV/Aids and community-engagement programmes
- Psychometric assessments for both prospective and current students
- Career guidance and counselling
- Enhancing the first-year experience (including adjustment to campus life, and general development for first-time entrants)
- Support for students with disabilities

\*Disclaimer: services offered may differ from each campuses' SCD.



**CONTACT US ON EACH CAMPUS**

## Mahikeng Campus

Location:  
Building B6 / Health Care  
Center  
Corner Albert Luthuli and  
University Drive

Contact no:  
018 389 2592  
072 629 2407

Email:  
MC-SCD@nwu.ac.za

24/7 Crisis line:  
Protection Services -  
018 389 2277  
018 389 2167

## Vanderbijlpark Campus

Location:  
Hendrick van Eck Blvd.  
Building 13, Splitlevel 3,  
Office 331

Contact no:  
016 910 3195  
082 815 9781

24/7 Crisis line:  
082 815 9781

## Potchefstroom Campus

**SCD**  
Location:  
11 Hoffmann Street  
Building F18

Contact no:  
018 299 2893

**Thuso**  
Location:  
19 Jooste Street  
Building E14

Contact no:  
018 299 1777

Email:  
SCDpotch@nwu.ac.za

Facebook:

<https://www.facebook.com/groups/NWUSCD>

Instagram: @NWU\_SCD

eFundi: <http://scd-nwu-ac-za.web.nwu.ac.za>





# CONTINUOUS ASSESSMENT

## WHY

COVID-19 necessitates remote online learning until the pandemic has been averted. This has implications for teaching, learning and assessment.

## HOW

While remote online learning continues, you will be assessed continuously.

## WHAT

Continuous assessment (CA) refers to the use of several assessments during the module period, instead of the conventional single final exam in the last weeks of the semester.

## WHERE

eFundi will serve as the primary platform for the online facilitation of your learning, completing tests and uploading test assignments.

## UNDERSTAND ASSESSMENT

Assessment plays an important role in student motivation and engagement.

Assessment refers to a student's achievement against outcomes by a process of gathering information to understand what students know, and can do with their knowledge as a result of their educational experiences i.e. exercises and group work assignments.

Formative assessment determines progress during a unit or lesson. Summative assessment judges a student's level of achievement i.e. tests and exams.

## CALCULATION OF MODULE MARK

### Pre-COVID-19

Module marks were calculated based on the sum of a participation mark (consisting of formal and informal formative assessment), and a summative assessment mark, in other words, a combination of formative and summative assessment was used.

### Continuous assessment

In continuous assessment the principle of a participation mark and examination mark is not used. With CA the compilation of the module mark represents the allocation of various weightings to several assessments during the module bringing the total to 100%. All assessments, which include the assessment that replaces the examination paper, adds to the continuous assessment. A weighting is determined for each assignment / assessment which will determine the module mark.

## EXPECT

As always, assessments at the NWU will remain fair, valid, rigorous, efficient and an integral part of learning.

### 1 eFundi Tests & Quizzes

With the eFundi Test and Quizzes tool you can expect to answer various types of questions online, such as short written answers, true/false, multiple choice, short answer, matching, essay questions and more.

### 2 Lecturer's choice

Lecturers may choose to add a time limit or randomly select questions from a pool so that each student gets a slightly different set of questions, allow multiple submissions and provide feedback on individual questions.

### 3 Calculations

When it comes to calculations, students may be expected to take photos of written calculations that must then be submitted as attachments via the eFundi Assignment tool.

### 4 Assignments

Lecturers may also expect students

to submit essays, reports, reflections, or projects via the eFundi assignment tool. Should students be expected to complete portfolios with a collection of submissions of various types as evidence for assessment, these may also be submitted via the eFundi dropbox or the Student pages where students create an online page with ordered links to digital material such as documents, videos and audio files.

### 5 Case studies

Case studies may be completed via guided discussions on eFundi forums, or also uploaded via the eFundi discussion tool.

### 6 Multimedia

CA may also include self-assessment quizzes with feedback, minute papers to indicate threshold concepts, mind-maps to demonstrate understanding, summaries of class discussions, keeping a reflective journal, video presentations, peer assessments with feedback according to a rubric or short audio/video response to assignments and tests.



### FOCUS ON THE POSITIVES

- CA allows you to reflect and monitor your learning continuously. Remember that the ability to judge the quality of your own work is a required competence in your chosen future profession
- CA reduces exam anxiety
- CA facilitates self-directedness
- CA promotes critical thinking as you are able to judge your own performance
- CA gives you time to build a deeper understanding over time, and not just cram for the exam.

### TOP TIPS

- Follow your lecturer's instructions on assignments and due dates as posted on the eFundi Assignment tool.
- Take note of your lecturer's feedback regarding tests, assignments etc. and follow up where necessary.
- Plan and manage your time effectively.
- Achievement of the learning outcomes for a module, is judged by various pieces of evidence that you will submit during the course of the semester. You may be given 6 opportunities to hand in pieces of learning evidence, although only the best 4 will count towards your module mark. This way unforeseen circumstances such as connectivity or power outages are taken into account.



## How to prepare for an online assessment

Five important points to keep in mind when preparing for an online assessment.

1. Practice
2. Be well rested
3. Trust yourself
4. Be present
5. Do not underestimate the assessment

### 1. PRACTICE

- Know what is expected of you.
- Practice to complete tests during the time available.
- Know what you should pay attention to.

### 2. BE WELL RESTED

- It is important to have a good rest as a preparation for an online assessment.
- Get a good night's sleep before the assessment.
- Get ready before you start the assessment.
- Get ready before you start. Check your data and network connection, and have all your resources at hand.

### 3. TRUST YOURSELF

- Prepare well in advance for assessments.
- Trust in your own abilities.

- Try not to be too nervous during assessments.
- The better prepared you are, the more confident you will be in your ability to complete the test successfully.

### 4. BE PRESENT

- Once you start the test, focus, read the instructions carefully, and complete every section.

### 5. DO NOT UNDERESTIMATE THE ASSESSMENT

- Trust your own abilities.
- Do not think lightly about the assessment.
- Approach the assessment well-prepared.
- Take all assignments seriously.
- Practice all the steps you will have to follow.





# ACADEMIC WRITING PROCESS

NWU WRITING  
CENTRE TEAM:  
DJ Cloete  
Emmie Kruger  
Magdaleen Grundlingh  
Monique Rabé  
Zander Janse van Rensburg

To succeed in academic writing it is essential for you to follow a structured approach. The structure typically includes the pre-writing, writing and post-writing processes. This infographic will provide you with a brief overview of these steps.

## PRE-WRITING

Pre-writing is the step where you ensure that you understand the writing task, get your ideas about the topic out in the open, and conduct necessary research about the topic:

- **Task analysis** – In order to perform a proper task analysis, you need to look at the following:
  - The action words in the instructions (e.g. argue, describe, discuss, examine, investigate).
  - The content words (words that signal what the topic of the assignment is about).
  - Assignment limitations (e.g. format, length, timeframe, type of sources to be used).

- The marking scheme/rubric to see how marks will be awarded.

- **Planning the writing process** – Planning is a subjective matter, but the following serves as a potential method to plan the structure of the assignment:
  - Draft a preliminary writing schedule (it is beneficial to work out a time frame for the writing process so that you are always aware of the need to allow yourself enough time for both writing and reflection).
  - Create a mind map or outline of your ideas (group similar ideas together and sort them under subsequent headings).
  - Write down everything that you know about the topic without stopping, usually in the form of paragraphs.
- **Research** – Academic research requires using appropriate and reputable sources to support your argument. You can establish the credibility of your sources by referring to the following aspects:

- Academic authority (ensure that the sources that you use are academic and reliable in nature).
- Accuracy (is evidence provided in the form of figures, tables or other supporting documentation to support the author's stance?).
- Publication date (it is beneficial to use sources no older than 5/10 years, depending on your topic).
- Relevance (make sure that the article or book that you have found relates to the topic at hand; in the case of articles, refer to the summary or abstract, where applicable [do you mean 'either the summary or abstract'? or do you mean 'where available'?]).

## WRITING

During the writing process, you develop the building blocks of your argument in the form of paragraphs. To write a coherent paragraph you need a structure, paraphrases and source.

- **Paragraphs:** A coherent paragraph consists of four distinct components; these components work together to communicate and explicate one main idea:
  - **A topic sentence** which introduces the topic of the paragraph.
  - **Supporting sentences** that engage the reader with the argument.
  - **Evidence** in the form of information from external, academic sources.
  - **A concluding sentence** which summarizes the paragraph and indicates to the reader what you wish to communicate.
- **Paraphrasing:** As part of the evidence you provide you will include information from academic sources in the form of a paraphrase. A successful paraphrase aims to

show how the information retrieved from the source is relevant, important, and applicable to your argument. Do not forget to add a reference by making use of the official [NWU Referencing Guide \(2020\)](#). You can also take a look at [Referella: NWU Referencing Guides](#) for more in-depth information on the different referencing styles.

## POST-WRITING

During the post-writing phase, you need to revise and proofread. Academic writing is concise and objective. Therefore, revision and proofreading is an imperative part of the writing process. In fact, you should spend as much time on revising and proofreading as you do on drafting the text. (**Tip:** One technique that you can use for both is to read the text aloud. By doing this, you can more easily identify the areas or aspects that need improving.)

- **Revision** is content-focused and is usually done when you finish a rough draft of your paper. When revising, you establish if the argument follows a clear and logical line. Revision is a cyclical process – you may go through several rounds of revision before you are ready to proofread.
- **Proofreading** is when you check whether the language is accurate and all the sources are cited properly. It is best to tackle obvious errors (such as spelling and grammatical errors) first, before you look at problems with formulation etc.

To book an appointment, visit:  
[nwu.mywconline.com](http://nwu.mywconline.com)

### ENQUIRIES:

Email: [nwu-admin@skryflabpotch.co.za](mailto:nwu-admin@skryflabpotch.co.za)  
Tel.: 27 (0)18 285 2756

# Reading Development Centre Online

Due to the COVID-19 Lockdown, we took our Reading Development Centres online (on eFundi).

The International standard for reading that will enable students to successfully complete their studies is to read at 350 w.p.m. while achieving at least 70% comprehension.

Due to the format of the online reading course, we cannot do timed reading at this time. However, we have made available a number of stories and exercises that will assist students in gradually and naturally improving their reading proficiency.

To gain maximum benefit from the online reading course, students complete all 15 stories, each of which consists of four exercises to assist students with memory, comprehension, grammar and vocabulary development.

We also advise students to push themselves to read as fast as they can when doing these exercises, as this will naturally enable them to improve their reading speed.

## Who should be reading?

Reading is a compulsory component of ALDA/ALDE122. If you have not registered for reading in the first semester, you will be afforded an opportunity to do so in the second semester.

If you have not been added to a reading site, please forward your proof of registration to the coordinators listed below and the reading site will be added to your e-Fundi profile:

**Mafikeng Campus:** Refilwe Matsie (24822469@nwu.ac.za)

**Potchefstroom Campus:** Jeanette de Swardt (jeanette.deswardt@nwu.ac.za)

**Vanderbijlpark Campus:** Jan-Paul Viljoen (janpaul.viljoen@nwu.ac.za)

## How do I pass the reading component?

### Outcomes for this course

1. Participation: Students complete all 15 tests (stories).
2. Comprehension: Students reach at least 70% comprehension in at least 12 of the tests (stories).
- BOTH these outcomes must be reached to successfully complete the reading course.

### Reading Lab Online

Readers are Leaders



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