

University of Colombo, Sri Lanka

Faculty of Arts

First Year Examination in Arts (English), Semester 1, 2016

FND 1105 – Written Composition (Old Syllabus)

Two Hours

Open Book Examination

Please answer ALL FOUR questions.

1. Write an essay on one of the following topics (750-1000 words)
(15 marks)
 - a. The significance of cultural reconciliation in a country's transitional justice and reconciliation context.
 - b. Newer possibilities for activism that are enabled through digital technologies.

2. You have been provided with two extracts from texts. Read them carefully, and write a short reflective response that addresses: (i) the writing voice and register of the text, (ii) the degree of formality and writing conventions that you observe, (iii) the complexity of the text, and (iv) the projected audience of this text.
(15 marks)
 - a. This Interim Report contains certain forward-looking statements with respect to the financial condition, results of operations and business of the group.

Statements that are not historical facts, including statements about the Bank's beliefs and expectations, are forward-looking statements. Words such as 'expects', 'anticipates', 'intends', 'plans', 'believes', 'seeks', 'estimates', 'potential' and 'reasonably possible', variations of these words and similar expressions are intended to identify forward-looking statements. These statements are based on current plans, estimates and projections, and therefore undue reliance should not be placed on them. Forward-looking statements speak only as of the date they are made, and it should not be assumed that they have been revised or updated in the light of new information or future events.

Forward-looking statements involve inherent risks and uncertainties. Readers are cautioned that a number of factors could cause actual results to differ, in some instances materially, from those anticipated or implied in any forward-looking statement.

b. Truth commissions have emerged globally as a strategy for societies responding to gross violations of human rights and major injustices. Whether society has undergone a period of authoritarianism, dictatorship, civil war, apartheid, or colonialism, truth commissions have become an increasingly popular and receptive tool for addressing such atrocities (Sooka, 2009; De Secco, 2008; Valji, 2010; Nagy, 2008). Truth commissions also vary across geo-political context, depending on social, economic and political landscapes. In this thesis I compare how the truth and reconciliation commissions in Canada and South Africa vary in their approach to gender. If truth and reconciliation commissions (TRC) are venues to address past injustices, then the different gendered experiences of injustice need to be centred in the work of commissions. Yet, as I argue, the Canadian TRC has only minimally incorporated gender differences into its work, and while the South African TRC made women's experiences more central it too did not fully address the impact of gendered forms of domination.

c. Responding to the first complaint in June 2015, the National Human Rights Commission proposed a gender recognition certificate that would be accepted by all authorities for indicating gender on official documents, including the birth certificate, National Identity Card, and passport. In June 2016, the Ministry of Health mailed a circular to various health services and educational institutions setting out guidelines on issuing the gender recognition certificate to transgender people. As of July 2016, the National Human Rights Commission was awaiting a response to the proposed certificate from the Registrar General's Department.

The idea of a standardized gender recognition certificate that allows individuals to change all their documents is an important step. But the draft provided to Human Rights Watch falls short of international best practices which recommends that medical, surgical, or mental health treatment or diagnosis should not be required for legal gender change.

3. You have been provided with two broad research areas. For each, develop a specific research topic within the area, and (ii) a thesis statement that articulates the stance you will take to the topic.

(10 marks)

- a. Social media as a tool for political engagement
- b. Nationalism in sport

4. You have been provided with two direct quotes from texts. For each quote provide a paraphrase of it, and (ii) prepare a bibliographic entry in the format using the information given below the quote. You may use a copy of the prescribed text "MLA format" as a reference.

(10 Marks)

a. **Quote 1:**

In the recent past, terms that underline the interrelationship between language practices of bilinguals have emerged. These include flexible bilingualism (Creese & Blackledge, 2010), heteroglossia (Bailey, 2007), polylingualism (Jørgensen, 2010), metrolingualism (Otsuji & Pennycook, 2010), and code meshing (Michael-Luna & Canagarajah, 2007; Canagarajah, 2011). A term that has become widely accepted is translanguaging (TL), which was initially posited by the Welsh educator, Colin Williams (1996) and developed by Garcia (2009) and many others, including Blackledge and Creese (2010), Canagarajah (2011), Creese and Blackledge (2010), Hornberger and Link (2012, Li (2011), and Lewis, Jones, and Baker, (2012a, 2012b). Translanguaging does not view the languages of bilinguals as separate linguistic systems. The term stresses the flexible and meaningful actions through which bilinguals select features in their linguistic repertoire in order to communicate appropriately. From this perspective, the language practices being learned by emergent bilinguals are in functional interrelationship with other language practices and form an integrated system. TL is more than code switching, which considers that the two languages are separate systems (or codes) and are “switched” for communicative purposes (for a full discussion on translanguaging, see García and Li, in press).

For García (2013), translanguaging is not a mere strategy. It comprises a bilingual theory of learning, especially for language-minoritized populations. In fact, translanguaging becomes the framework for conceptualizing the education of bilinguals as a democratic endeavor for social justice (García, 2013). Teaching practices that jeopardize this reality essentially undermine the right to learn of language-minority children.

Authors: Patricia Velasco and Ofelia García

Title of article: Translanguaging and the Writing of Bilingual Learners

Title of journal: Bilingual Research Journal

Volume: 37

Issue: 1

Date of publication: 2014

Pages: 6-23

b. **Quote 2:**

Globalization need not be thought of exclusively or primarily at the world-wide level. This level differs from the local especially in scale. Although the two may be claimed to differ also in complexity, this is not necessarily the case, unless one conceives of world - wide globalization as an economic system in which all the components of national industries are fully integrated, in complementary ways. The reality is that most of Africa and a great deal of the Pacific Islands remain on the margins of the present world-wide economic system. Moreover, only some industries (such as car and computer manufacture) are distributed complementarily over different parts of the world. However, the relevant trade networks, which should connect the missing links, do not include all parts of the world – especially not those still lagging in transportation infrastructure.

Author: Salikoko S. Mufwene

Title of chapter: Globalization, Global English, and World English(es):
Myths and Facts

Pages: 31-55

Title of book: The Handbook of Language and Globalization

Editor: Nikolas Coupland

Year of publication: 2010

Publisher: Wiley-Blackwell

Place: Malden, MA

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