<table>
<thead>
<tr>
<th>Faculty</th>
<th>Faculty of Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Department</td>
<td>Library and Information Science</td>
</tr>
<tr>
<td>Module Topic</td>
<td>Information services and literacies</td>
</tr>
<tr>
<td>Generic Module Name</td>
<td>Library &amp; Information Studies 713</td>
</tr>
<tr>
<td>Alpha-numeric Code</td>
<td>LBS713</td>
</tr>
<tr>
<td>NQF Level</td>
<td>8</td>
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<tr>
<td>NQF Credit Value</td>
<td>20</td>
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<tr>
<td>Duration</td>
<td>Semester</td>
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<tr>
<td>Proposed semester to be offered. (For Calendar Groups)</td>
<td>First Semester</td>
</tr>
<tr>
<td>Programmes in which the module will be offered</td>
<td>PGDipLIS (2829)</td>
</tr>
<tr>
<td>Year level</td>
<td>1</td>
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<tr>
<td>Main Outcomes</td>
<td>On completion of this module, a student should be able to:</td>
</tr>
<tr>
<td></td>
<td>- Critically interpret the function, structure and functionalities of information retrieval systems and reference services</td>
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<tr>
<td></td>
<td>- Apply theories and models of information retrieval systems and information behaviour</td>
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<tr>
<td></td>
<td>- Construct a search strategy to interrogate relevant sources in different disciplines</td>
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<td></td>
<td>- Simulate an appropriate reference service</td>
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<tr>
<td></td>
<td>- Explain the value of reading especially in the South African context</td>
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<td></td>
<td>- Review a range of genres for children, youth and adults</td>
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<td></td>
<td>- Plan and design programmes to build a reading culture that addresses a developing and culturally diverse society</td>
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<td></td>
<td>- Apply learning theories and instructional design principles to develop information literacy education programmes for different user groups in a variety of environments.</td>
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<tr>
<td></td>
<td>- Evaluate information literacy programmes to address lifelong learning</td>
</tr>
<tr>
<td>Main Content</td>
<td>- Theories of information needs, information behaviour, information retrieval, and learning</td>
</tr>
<tr>
<td></td>
<td>- Information sources in different disciplines</td>
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<tr>
<td></td>
<td>- Retrieval tools</td>
</tr>
<tr>
<td></td>
<td>- Search strategy construction</td>
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<td>- Reference services and interview</td>
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<td></td>
<td>- Value of reading and reader development</td>
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<td>- Children’s, youth and adult literature and genre</td>
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<tr>
<td></td>
<td>- Reading and information literacy programmes</td>
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<tr>
<td></td>
<td>- Knowledge of literary, publishing and knowledge production systems such as print, digital and multimodal</td>
</tr>
<tr>
<td>Pre-requisite modules</td>
<td>None</td>
</tr>
<tr>
<td>Co-requisite modules</td>
<td>None</td>
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<tr>
<td>Prohibited module Combination</td>
<td>None</td>
</tr>
<tr>
<td>A. Breakdown of Learning Time (example)</td>
<td>B. Time-table Requirement per week</td>
</tr>
<tr>
<td>Contact with lecturer / tutor:</td>
<td>42</td>
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<tr>
<td>Assignments &amp; tasks:</td>
<td>68</td>
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<tr>
<td>Practicals:</td>
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<td>Assessments</td>
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<td>Selfstudy</td>
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<td>Other:</td>
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<tr>
<td>Total Learning Time</td>
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<tr>
<td>Method of Student Assessment</td>
<td>Continuous Assessment: 60%</td>
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<tr>
<td></td>
<td>Final Assessment: 40%</td>
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<tr>
<td>Assessment Module type</td>
<td>CFA</td>
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</tbody>
</table>