

**FACULTY OF ARTS**

**DEPARTMENT OF INFORMATION STUDIES**

**1INF241 LEARNER GUIDE AND MODULE OUTLINE**

|  |  |
| --- | --- |
| **Module Title** | Infopreneurship |
| **Module Code** | AINF312 |
| **Programme in which the module is offered** | Bachelor of Arts Information Science (AIDEG1) and Bachelor of Library And Information Science (AIDEG2) |
| **Year of offering/**  **Level of study** | 3rd |
| **SAQA Credits** | 16 |
| **NQF level** | 6 |
| **Name of Lecturer / Lecturers** | Ms Asania Maphoto |

Date: January, 2020

Dear Student

Welcome to the module Infoprenuership. This module entails knowledge in Marketing and applications of marketing principles so that every student will be able to work effectively in the working environment. This module will help the student to collate and fully master all the marketing concepts, show and apply an understanding of marketing and its various components and also reflect various components of the marketing mix and strategy.

This is a third year module which will teach students about the practical contribution of infopreneurship in the work environment to create employment. It teaches student about the value of ethics to the user and the importance of policies in an organisation. Students are going to be exposed to world of the information entrepreneur that offers numerous possibilities to people with entrepreneurial skills.

**Lecturer’s expectations**

* You are expected to always come to class on time.
* Students need to ALWAYS check their course outline and prepare themselves before coming to class.
* It is of high importance that students do their own readings using their recommended readings as well as the library resources.
* Students are expected to participate and engage in discussion whenever a question is posed in class either by a lecturer or another student.
* All given assessments need to be submitted at the exact due date given by the lecturer in class.

**Roles and responsibilities of the students**

Students are expected to attend lectures at all times and write all assessments given to them. For this module students need to use library resources as well as to access and read the online content and resources which can be found on the Moodle Learning Management System (LMS) on the following link:

<http://arts-online.unizulu.ac.za/course/view.php?id=10>

**Lecturer’s contact details**

**Contact during office Hours** : 0359026102

**Alternate contact number** : N/A

**Email address** : MaphotoA@unizulu.ac.za

**Office (Location)** : Inkanyiso/Faculty of Arts Building, ground floor, Office 121

**(a) Consultation Times (Lecturer)**

Students can come to consult anytime the lecturer is available in the office.

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# DEFINITION OF TERMS

**MODULE OUTLINE:** Module outline of work represent a contract between the lecturer and student stipulating the requirements for each course: its aims, learning outcomes, course requirements and assessment.

**STUDENT GUIDE:** A student guide helps in organising lecture notes and textbook material so that students can increase their comprehension and memory of large amounts of information. Specific outcomes on topics covered, the summary of content, as well as revision questions are included.

**TUTORIAL:** A tutorial is an interactive method of transferring knowledge in the learning process. A tutorial seeks to teach by example and supply the information to complete a certain task.

**PRACTICAL:** A practical is a lesson in which theories and procedures learned are applied to the actual making or doing of something.

**FORMATIVE ASSESSMENT:** The goal of formative assessment is to develop and monitor student learning to provide ongoing feedback that can be used by lecturers to improve their teaching and by students to improve their learning.

**SUMMATIVE ASSESSMENT:** The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

**GENERIC OUTCOMES:** These are critical cross-field outcomes that inform all teaching and learning as stipulated by SAQA Regulations.

Each module should enable students to:

* work effectively as individuals and with others as members of a team;
* organise and manage themselves and their activities responsibly and effectively;
* identify and solve problems and make decisions using critical and creative thinking;
* collect, analyse, organise and critically evaluate information;
* communicate effectively using visual, symbolic and/or language skills in various modes;
* use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
* demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

**SPECIFIC OUTCOMES:** Learning outcomes are statements of what students will learn in a lecture. Each lecture has its specific outcomes. The statements are focused on student learning.

# MODULE PURPOSE

The aim of this module is to equip students with basic knowledge and skills on Infopreneurship and how they can apply them in libraries and information centres.

# MODULE OUTCOMES

* Apply an economical understanding of Infopreneurship, Information sector, pricing, cost, and value
* Analyse and produce understanding of a business plan and how to formulate it.
* Reflect some applications of economics of information in relation to information consultancy and brokerage, costing, pricing and charging of information products and services.
* Reflect on the necessity of law and ethics as a social phenomenon.
* Understanding ethical theories and ethical dilemma for information services.

# TOPICS WITH SCHEDULING

|  |  |
| --- | --- |
| **DATE** | **ACTIVITY** |
| WEEK 1 | 1. Introduction to information Economy concepts |
| WEEK 2 | 1. Information Sector |
| WEEK 3 | 1. Information Society |
| WEEK 4 | 1. Value |
| WEEK 5 | 1. Value of information |
| WEEK 6-7 | 1. Costing |
| **Test 1** | |
| WEEK 8 | 1. Pricing |
| WEEK 9 | 1. Infopreneurship |
| WEEK 10 | 1. Information Ethics |
| WEEK 11-12 | 1. Information Policy |
| WEEK 13 | 1. Ethics of Information Society |
| **Test 2** | |
| WEEK 14 | 1. Revision week (15 May last day of entering DP) |

# NOTIONAL HOURS

**Contact Self-study**

Lectures 42 Lecture related 15

Practicals 32 Practical related 10  
  
Guided Revision 16 Assignments 20

Revision 15

Assessments 10

**Total 90 Total 70**

# ASSESSMENT PROCEDURES

The following assessment tasks will be given to students:

1. Write close books summative assessments

2. Write impromptu class quizzes

3. Written assignments

5. Write a final semester exam

## 6.1 Assessment plan

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSESSMENT** | **MARKS** | **%** | **Assess. Dates** |
| **Closed book assessments** | | | |
| Test 1 | 50 | 20 | To be confirmed |
| Test 2 | 50 | 20 | To be confirmed |
| **Quizzes** | 25 | 10 | To be confirmed |
| **Assignments** |  |  |  |
| **Assignment 1**  **Assignment 2** |  | 15  15 | To be confirmed |
| **Total continuous assessment (DP) marks** |  | **100** |  |
| **End of year exam**  Theory  **Total** | **100**  **100** | 100  **100** | To be confirmed |
| **Final Marks**  DP marks  Exam marks  **Total** |  | 50  50  **100** | **May 2019** |

## 6.2 Assessment timetable

*Test Dates:*

* Test 1: Date to be confirmed in class
* Test 2: Date to be confirmed in class

*Dates for submission of assignments:*

* Assignment 1: Date to be confirmed
* Assignment 2: Date to be confirmed

*Quiz date:*

* To be confirmed

## 6.3 Rules and requirements during assessment activities

* Students will not be allowed to leave the venue while an assessment is being conducted.
* Plagiarism is a serious offence, and disciplinary action will be taken should a student be found guilty.

## 6.4 Self-assessment activities

* Revision questions are found in the LMS

## 6.5 Assignment and project details

All assignment must be typed out as follow:

* Arial.
* Use 12 Point font,
* 1.5-line spacing,
* Insert Page numbers.
* Use the university approved assignment front page,
* Make provision for a table of contents.
* Reference all sources that you used

## 6.6 **Practical**

There will be no practical session for this module.

## 6.7 **Tutorials**

There will be no tutorials for this module

# ASSESSMENT CRITERIA

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Assessment criteria** | **Assessment methods** |
| • Define multimedia  • Determine how and where multimedia is used.  • Use different multimedia (text, images, and animations) and tools.  • Explain the importance of multimedia in the 21st century.  • Plan and design, develop and publish a multimedia product using different multimedia tools. E.g. posters, PowerPoint presentations, and basic animations | **Ability to:**   * Define and describe different multimedia concepts * Identify and discuss the use of multimedia tools * Discuss the different stages of multimedia planning and design * Define and explain different multimedia and their application in different environments.   **Practical**  • Ability to apply multimedia skills and knowledge in the development of multimedia products.  • Ability to use different multimedia tools  • Ability to plan and produce multimedia products. | *Class tests, quizzes, assignments and theory exam.*  Practical assignment and practical exam. |

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**Table 1: Assessment Criteria Template**

# REFERENCING STYLE

Both Harvard and APA referencing styles can be used in the writing of tasks. Visit [https://www.staffs.ac.uk/assets/**harvard**\_quick\_guide\_tcm44-47797](https://www.staffs.ac.uk/assets/harvard_quick_guide_tcm44-47797) and [www.apastyle.org](http://www.apastyle.org)

# ASSIGNMENT COVER SHEET

Use university approved assignment cover sheet to submit your assignments

# PRESCRIBED READINGS, AND ADDITIONAL (RECOMMENED) READINGS

1. Coulson-Thomas, C. 2001. Developing and supporting information entrepreneurs. *Career Development International*, 6(4):231-235.
2. Coulson-Thomas, C. 2001. Shaping things to come: strategies for creating alternative enterprise by. *Industrial and Commercial Training*, 33(5):154-156.
3. Dewah, P. & Mutula, S. 2016, ‘Students’ perceptions of the infopreneurship education in the department of Records and Archives Management at National University of Science and Technology’, South African Journal of Information Management 18(1), a717. <http://dx.doi.org/10.4102/sajim.v18i1.717>
4. Du Toit, A. 2000. Teaching infopreneurship: students’ perspectives. Aslib Proceedings, 52(2):83-90.
5. Ramugondo, L.S. 2010. An Exploratory study of infopreneurship as a job option for Library and Information Science students: A literature review, Paper presented at the 11th DIS Annual Conference 2010, 2nd – 3rd September, Richardsbay, University of Zululand, South Africa.
6. Jiyane,GV., Majanja,MK, Mostert, BJ and Ocholla, DN, 2013. South Africa as an information and knowledge society: the benefit to informal sector women entrepreneurs, *SA Jnl Libs & Info Sci*, 79(1).
7. Lahm, RJ. Jr. and Stowe, CRB. 2011. “Infopreneurship”: Roots, Evolution, And Revolution, Entrepreneurial Executive, Volume 16, 2011: pp107-119.
8. Ocholla, D. 1999. Information intermediaries in the next millennium: an agenda for action for the development of information consultancy and brokerage in Africa. *Library Management*, 20(2):105-114.
9. Ocholla, D. 1998. Information consultancy and brokerage in Botswana, *Journal of Information Science*, 24 (2): 83–95.

# MATERIALS NEEDED FOR THE MODULE

Please bring appropriate stationery for your lectures.

COPYRIGHT AND PLAGIARISM

Plagiarism means taking and using the ideas, writings, works or inventions of another as if they were one’s own. Plagiarism not only includes verbatim copying, but also the extensive use of another person’s ideas without proper acknowledgement (which includes the proper use of quotation marks). It covers this sort of use of material found in textual sources and from the Internet. Plagiarism is wrong.

All research must be accurately referenced, and the rules and conventions concerning referencing, citation and the use of quotations as set out under point 10 above must be followed.

Assignments must be your own work, or your group’s own unique group assignment. Submitting identical work to others constitutes a form of plagiarism. No one should be allowed to copy your work with the intention of passing it off as their own work. Should it be found to be higher than the acceptable similarity percentage, you may receive 0 (ZERO) for your assignment.

# STUDENT SUPPORT

Student support is available in the form of a writing centre where students with problems in writing and the proper use of grammar can be referred to. Tutors are available for most of the courses offered in the department and they are available for consultation should you need assistance with understanding the content of this modules.

Students are advised to come and speak to the lecturers when they come across problems with the module or even personal issues. Students that are identified at being at risk of failing the module will be referred to the relevant support structures available either in the department or on campus.

# WORK INTEGRATED LEARNING (WIL)

Though this module does not have an official Work Integrated Learning component, students are encouraged to start with voluntary works in a library or any information center near their homes during vacation periods so as to get practical experience in information studies work. Letters in this regard can be obtained from the Departmental administrative officer

# QUALITY ASSURANCE ENHANCEMENT

Lecturers can opt to get their modules assessed by students from time to time, as it is important that students provide input or give feedback on their experiences with a module. These assessments take place by way of a questionnaire that is provided by the Quality Assurance department of the University, and who is also responsible to provide feedback to the lecturer on the outcome of these assessments. Lecturers assessed have provided feedback to the Quality Assurance Department as to how issues identified have been addressed. Students will be informed in time when the module will be assessed.

RECORDING OF LECTURES

Prior consent to record a lecture, permission needs to be obtained from the lecturer.

# LECTURE ATTENDANCE

Lecture attendance is important. Lecturers explain complex content, answer queries and indicate prescribed readings. It is expected that you will have to attend at least 80% of all your classes to be able to sit for the examinations.

# ASSIGNMENT MARKING GRID

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **assessment criteria** | **performance description** | | | | | **mark obtained** |
| **No/Hardly any attempt to master criterion** | **Criteria not yet mastered** | **Criterion mastered partially** | **Criterion mastered fully** | **Criterion surpassed** |
| 1 | 2 | 3 | 4 | 5 |  |
| Below 40% | 40 – 59% | 50-59% | 60-69% | 70% & above |
| **Structure of assignment (**cover page with necessary information, table of contents well organised; appropriate numbering and sub-headings, correct length, paragraphing, correct font type and font size) |  |  |  |  |  | 5 |
| **Introduction** (Subject well introduced, introduction of major concept (s), what does the reader expect to find in the assignment) |  |  |  |  |  | 5 |
| **Language** (grammar, correct spelling and full sentence construction) |  |  |  |  |  | 2 |
| **Logic** **and coherence of ideas** (Flow of ideas, Connectedness of ideas to one another; logical flow of thoughts from sentence to sentence, paragraph to paragraph and linking each paragraph with the topic) |  |  |  |  |  | 2 |
| **Subject matter** (Was the question answered?) |  |  |  |  |  | 10 |
| **Subject matter** (Is the information provided relevant and well researched) |  |  |  |  |  | 8 |
| **Quantity and quality of sources used** (comprehensiveness of sources Were the sources used adequate, relevant and up to date?) |  |  |  |  |  | 2 |
| **Originality** (Is the information original? Are the sources used in the text acknowledge?) |  |  |  |  |  | 9 |
| **Conclusion** (summary of discussion linked to the introduction, critical thought based on the discussion). |  |  |  |  |  | 4 |
| **Referencing** (Harvard style, Correct in-text citation, listing all relevant references in alphabetical order, use of different sources or references) |  |  |  |  |  | 3 |
| **Total** |  |  |  |  |  | **50** |

**Comments: ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..……………………………………………………………………………………………………………………………..……………………………………………………………………………………………................................................**

**Lecturer’s signature…………………………..**

# GLOSSARY OF ACTION VERBS

|  |  |
| --- | --- |
| **Action verb** | **Definition**, **Students are asked to do the following.** |

|  |  |
| --- | --- |
| **Analyse** | Break down in order to bring out the essential elements; structure; any underlying assumptions and any interrelationships involved. |
| **Compare** | Describe two (or more) situations and present the similarities between them. |
| **Consider** | Contemplate carefully and reflectively with regard to taking some action or forming an opinion. |
| **Contrast** | Describe two (or more) situations and present the differences between them. |
| **Demonstrate** | Prove or make clear by reasoning or evidence, illustrating and explaining with examples or practical application. |
| **Describe** | Present the characteristics of a particular topic. |
| **Discuss** | Offer a considered and balanced review of a particular topic. Opinions or conclusions should be presented clearly and supported by research evidence and sound argument. |
| **Evaluate** | Make an appraisal by weighing up the strengths and limitations of different evidence and arguments. |
| **Examine** | Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue. |
| **Explain** | Describe, giving reasons. |
| **Explore** | Study, analyse or examine systematically through a process of discovery. |
| **Identify** | Recognize and state briefly a distinguishing fact or feature. |
| **Interpret** | Use knowledge and understanding to explain, represent symbolically and, where appropriate, draw inferences and create meaning. |
| **Investigate** | Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions. |

**APPENDICES**

# APPENDIX 1

**ASSIGNMENT COVER**



**FINAL%**

**FACULTY OF ARTS**

**DEPARTMENT:**

|  |  |  |  |
| --- | --- | --- | --- |
| **MODULE TITLE** | |  | |
| **MODULE CODE** | |  | |
| **ASSIGNMENT TOPIC** | |  | |
| **NAME OF LECTURER** | |  | |
| **DUE DATE** | |  | |
| **NON - PLAGIARISM DECLARATION**  I know that plagiarism means taking and using the ideas, writings, works or inventions of another as if they were one’s own. I know that plagiarism not only includes verbatim copying, but also the extensive use of another person’s ideas without proper acknowledgement (which includes the proper use of quotation marks). I know that plagiarism covers this sort of use of material found in textual sources and from the Internet. I acknowledge and understand that plagiarism is wrong. I understand that my research must be accurately referenced. I have followed the rules and conventions concerning referencing, citation and the use of quotations as set out in the Departmental Guide. This assignment is my own work, or my group’s own unique group assignment. I acknowledge that copying someone else’s assignment, or part of it, is wrong, and that submitting identical work to others constitutes a form of plagiarism. I have not allowed, nor will I in the future allow, anyone to copy my work with the intention of passing it off as their own work. By signing this cover sheet, I agree that I have read and understood the above. I acknowledge that should it be found to be higher than the acceptable similarity percentage, I may receive 0 (ZERO) for my assignment. | | | |
| **STUDENT NAME** | **STUDENT NO** | | **SIGNATURE** |
|  |  | |  |
| **LECTURER’S REMARKS** |  | | |