

**FACULTY OF HUMANITIES AND SOCIAL SCIENCES**

**DEPARTMENT OF INFORMATION STUDIES**

**1IS504 STUDY GUIDE**

|  |  |
| --- | --- |
| **Module Title**  | CHILDREN’S LIBRARIES AND CHILDREN’S LITERATURE |
| **Module Code** | 1IS504 |
| **Programme in which the module is offered** | Bachelor of Library And Information Science Honours(1HON13) |
| **Year of offering/****Level of study** | 4th |
| **SAQA Credits** | 16 |
| **NQF level**  | 8 |
| **Name of Lecturer / Lecturers** | Mr. M.D Kekana |

Date: January, 2024

Dear Student,

Welcome to the module 1IS504: *Children’s Libraries and Children’s Literature*.to this subject which is designed primarily for students coming from the Bachelor of Arts Information Science (1HON13) degree. The course provides insight into the importance of providing specific library services for children, as well as the influence of children’s literature on the general development of a child.

Please do not hesitate to come see me or send me an email or post a message on Moodle for any queries or problems that you experience when exploring and learning the outcomes of this information studies module.

**Lecturer’s expectations**

Students are expected to attend all lectures, participate in class and do all tasks given to them. Students are also expected to make use of many other information sources such as the library, LMS (Moodle) the Internet etc. to supplement notes given in class.

**Roles and responsibilities of the students**

Students are expected to attend lectures at all times and write all assessments given to them.

**Lecturer’s contact details**

**Contact during office Hours** : 0359026483

**Alternate contact number** : 0794701607

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

**Office (Location)** : Prefabs offices (Next to the LT lecture venues)

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

See timetable.

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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 familiarize students with aspects concerning the management of school and children’s libraries, and also to familiarize them with aspects of children’s literature.

# MODULE OUTCOMES

•

 The Learner will be able to:

* Critically discuss the role of children’s literature in the development of a child
* Discuss the issues and challenges in the provision or selection of children’s literature for a children’s library and recommend solutions to these challenges
* Discuss the management of library services for children either within a school or public library environment
* Analyse the trends in the delivery of services to children, whether in a public library or school environment

# TOPICS WITH SCHEDULING

|  |  |
| --- | --- |
| **DATE** | **ACTIVITY**  |
| WEEK 1 | 1. Introduction to Children’s libraries and types
 |
| WEEK 2 | 1. Introduction to children’s literature
 |
| WEEK 3 | 1. Types of Children’s Literature
 |
| WEEK 4 |  Introduction to children’s collection |
| **Test 1** |
| WEEK 5 | 1. Children’s Library collection
 |
| WEEK 6 | 1. Children’s Library collection: types and importance
 |
| WEEK 7 | Children librarians  |
| **Test 2** |
| WEEK 8 | 1. Training teacher-Librarians
 |
| WEEK 9 | 1. Teacher-Librarians
 |
| WEEK 10-12 | 1. Corrections of projects
 |
|  |
| WEEK 13 | Semester project week.  |
| WEEK 14 | Revision week (Mid- May last day of entering DP) |

# 5. NOTIONAL HOURS

**Contact Self-study**

Lectures 42 Lecture related 15

Practical’s 32 Practical related 10

Guided Revision 16 Assignments 20

 Revision 15

 Assessments 10

**Total 90 Total 70**

# 6. ASSESSMENT PROCEDURES

The following assessment tasks will be given to students:

1. Write close books summative assessments

2. Write impromptu class quizzes

3. Complete practical assignments

4. Complete a practical semester project

5. Write a final theory and practical semester exam

## 6.1 Assessment plan

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSESSMENT** | **MARKS**  | **%** | **Assess. Dates**  |
| **Closed book assessments**  |
| Test 1 | 50 | 20 | On consultation with students |
| Test 2 | 50 | 20 | On consultation with students |
|  |  |  |  |
| **Quizzes**  | 25 | 5 | Through-out the first semester 2019 |
| **Practical Assignments** |  |  |  |
| **Assignment 1****Assignment 2****Assignment 3** |  | 151515 | On consultation with students |
| **Total continuous assessment (DP) marks** |  | **100**  |  |
| **End of year exam** Theory  **Practical****Total**  | **100****100** | 6040**100** | **May 2021** |
| **Final Marks** DP marksExam marks**Total** |  | 5050**100**  | **May 2021** |

## 6.2 Assessment timetable

*Test Dates:*

* Test 1: On consultation with students
* Test 2: On consultation with students

*Dates for submission of assignments:*

* Assignment 1: On consultation with students
* Assignment 2: On consultation with students

## 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**

Practical classes are held once a week in the library.. Please see timetable

## 6.7 **Tutorials**

Tutorials will be provided after assignment submissions and after formative assessments.

# 7. ASSESSMENT CRITERIA

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Assessment criteria** | **Assessment methods** |
| • Define children Libraries• Determine different children’s libraries.• Define children’s literature. Children’s librariansDescribe training facilities of children’s librarians | **Ability to:** * Define children’s libraries. Identify different children’s libraries Identify children’s literature and types.

Identify children’s librariansDescribe training facilities, and training methods of children’s librarians. **Practical** Ability to plan a research project and execute it | *Class tests, quizzes, assignments and theory exam.* Practical assignment and practical exam.  |

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**Table 1: Assessment Criteria Template**

# 8. 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)

# 9. ASSIGNMENT COVER SHEET

Use university approved assignment cover sheet to submit your assignments

# 10. PRESCRIBED READINGS, AND ADDITIONAL (RECOMMENED) READINGS

* The following sources are recommended for the module: PIRLS (2011). Progress in International Reading Literacy Study 2011. South African children’s reading literacy achievement. pirls\_2011\_report\_12\_dec[1].pdf.
* Department of Education. (2008). National Reading Strategy. nationalreading.pdf
* Gustafsson, M. Van Der Berg, S., Shepherd, D and Burger, C. (2010). The costs of illiteracy in South Africa. A working paper of the department of economics and the bureau for economic research at the University of Stellenbosch. <https://www.academia.edu/10128855/The_costs_of_illiteracy_in_South_Africa>
* Gamble, N. 2013. Exploring children's literature : reading with pleasure and purpose. Sage
* Sawyer, W. 2012. Growing up with literature. Wadsworth Cengage Learning,

# 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, however, there are no tutors for this module.

As your lecturer, I am available for consultations whenever I am in my office. During these consultations issues relating to the content of the module, the writing of assignments, or personal issues of concern can be discussed.

Students who are at risk of failing their studies are identified by way of looking at results and also through personal observation by the lecturer. These students 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 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. Should this module be assessed during a semester you will be informed about it well in time.

# RECORDING OF LECTURES

Prior consent to record a lecture 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) |  |  |  |  |  |  |
| **Introduction** (Subject well introduced, introduction of major concept (s), what does the reader expect to find in the assignment) |  |  |  |  |  |  |
| **Language** (grammar, correct spelling and full sentence construction)  |  |  |  |  |  |  |
| **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) |  |  |  |  |  |  |
| **Subject matter** (Was the question answered?) |  |  |  |  |  |  |
| **Subject matter** (Is the information provided relevant and well researched) |  |  |  |  |  |  |
| **Quantity and quality of sources used** (comprehensiveness of sources Were the sources used adequate, relevant and up to date?) |  |  |  |  |  |  |
| **Originality** (Is the information original? Are the sources used in the text acknowledge?) |  |  |  |  |  |  |
| **Conclusion** (summary of discussion linked to the introduction, critical thought based on the discussion).  |  |  |  |  |  |  |
| **Referencing** (Harvard style, Correct in-text citation, listing all relevant references in alphabetical order, use of different sources or references)  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |

**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** |  |