**Study Guide**

**Name of Department**

**Module name**

**KBM 320**

© 2022 University of Pretoria

**Table of Contents**

[1 Introduction 3](#_Toc88044241)

[1.1 Welcome 3](#_Toc88044242)

[1.2 Educational approach 3](#_Toc88044243)

[1.3 Responsibilities of the student 3](#_Toc88044244)

[1.4 Statement on Anti-Discrimination 3](#_Toc88044245)

[2 Administrative information 4](#_Toc88044246)

[2.1 Contact details 4](#_Toc88044247)

[2.2 Timetable 4](#_Toc88044248)

[2.3 Study material and purchases 4](#_Toc88044249)

[2.4 Programme/Departmental/Module rules, requirements and guidelines 5](#_Toc88044250)

[2.5 Grievance procedures 5](#_Toc88044251)

[3 Module information 5](#_Toc88044252)

[3.1 Purpose of the module 5](#_Toc88044253)

[3.2 Module outcomes 5](#_Toc88044254)

[3.3 Articulation with other modules in the programme 5](#_Toc88044255)

[3.4 Module structure 5](#_Toc88044256)

[3.5 Learning presumed to be in place 5](#_Toc88044257)

[3.6 Credit map and notional hours 5](#_Toc88044258)

[3.7 Units 6](#_Toc88044259)

[4 Assessment 6](#_Toc88044260)

[4.1 Assessment plan 6](#_Toc88044261)

[4.2 Assessment criteria 7](#_Toc88044262)

[4.3 Assessment policy 7](#_Toc88044263)

[4.4 Plagiarism 7](#_Toc88044264)

[5 Support services 7](#_Toc88044265)

[5.1 Safety in the evening and emergencies 7](#_Toc88044266)

[5.2 E-learning support 7](#_Toc88044267)

[5.3 Other support services: 8](#_Toc88044268)

# Introduction

## Welcome

This is an introduction of yourself and the module in a paragraph or two.

## Educational approach

This could include a brief statement about the lecturer's philosophy of learning in general, information about the role of the lecturer and how clickUP will be used in the module for class preparation, post-class activities and assessment. It is essential to keep in mind the four UP drivers for curriculum transformation, namely responsiveness to social context, diverse epistemologies, inclusive pedagogies and classroom practices, and openness and critical reflection.

## Responsibilities of the student

This might include information about the importance of class attendance and preparation for class. Encourages student engagement and interaction with content, tutors, peers and lecturers. Quality instruction requires students to come to classes prepared, as this enables teaching to build actively on common prior knowledge. Please provide detailed information to students on how to prepare for each contact session.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Contact session date | Unit / Theme | Preparation for class  Chapter / Activity / Article / Website | Homework, classwork, or assignments |
| 1 | 4 Feb 2019  Monday | Areas | Textbook: Ch 3.1-3.5, p21-32  Video: <https://www.youtube.com/watch?v=GtCYrxxTjH> | Exercise 3.4: 3, 5, 6, 10 |
| 1 | 6 Feb 2019  Wednesday | Volume |  |  |
| 2 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 3 |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Statement on Anti-Discrimination

The University of Pretoria is committed to building an inclusive, affirming and transformed institutional culture, curriculum and campus life. It rejects and condemns racism, sexism, homophobia, transphobia, xenophobia, ethnic chauvinism, religious intolerance, unfair discrimination, hate speech, sexual harassment, gender-based violence and retaliation, and all other forms of discrimination. The University has committed itself to the eradication of these practices, and in 2019 adopted an Anti-Discrimination Policy, in order to realise procedural and substantive equality in all respects. As the lecturer and presenter of this course, I acknowledge the extreme harm that racism, sexism, xenophobia and other forms of discrimination have inflicted and continue to inflict on our society and communities. I commit to ensuring that there is an open dialogue between myself and all the students in the module on curriculum content and teaching method which may be interpreted as discriminatory or exclusive. I undertake to ensure that any such concerns are raised without fear of intimidation or recrimination. Moreover, I resolve to continuously improve the teaching of this course in a way that allows the inclusion of all the students enrolled for this course, building their self-confidence and self-efficacy, and supporting the ultimate goal of substantive equality for all persons. The choices that we make about curriculum content and pedagogy (what and how we teach) are also choices about what kind of society we wish to build. In this declaration of intent, I resolve to be part of and give substance to the University’s anti-discrimination and transformation endeavours. It is furthermore proposed that the above statement be appropriately amended in cases where modules or courses are co-taught by more than one lecturer.

# Administrative information

State where and how any other communication relating to the module (not included in the study guide) will take place, eg notice boards (specify the location), clickUP (eg via the announcements tool), etc.

## Contact details

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Name | Building and room number | Telephone number | Email address | Consulting hours |
| Module coordinator |  |  |  |  |  |
| Lecturer |  |  |  |  |  |
| Lecturer |  |  |  |  |  |
| Lecturer |  |  |  |  |  |
| Departmental  administrator |  |  |  |  |  |
| Lab instructor |  |  |  |  |  |
| Tutors |  |  |  |  |  |
| Teaching assistants |  |  |  |  |  |
| Faculty Student Advisor\* |  |  |  |  |  |
| Other |  |  |  |  |  |

A close up of a logo

Description automatically generatedYour Faculty Student Advisor can advise you on goal-setting, adjustment to university life, time management, study methods, stress management and career exploration. Book an individual consultation or attend a workshop. For other support services see Section 5.

## Timetable

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Contact session | Day | Periods | Time | Venue |
| Lecture 1 | Monday | 2 & 3 | 9:30-11:30 | Aldoel Building: lecturing hall 2 |
| Lecture 2 |  |  |  |  |
| Practical |  |  |  |  |
| Tutorial |  |  |  |  |
| Online |  |  |  |  |

## Study material and purchases

Provide details of the prescribed textbook(s) and additional study material such as books, academic journals, classnotes and internet references. A distinction should be made throughout between compulsory prescribed material/reading to be purchased, and supplementary material/reading available through clickUP (eg links to internet sites/video clips/podcasts). Details of other required purchases such as clickers, laboratory wear, calculators and software should also be provided.

## Programme/Departmental/Module rules, requirements and guidelines

General department-specific policies, rules, requirements and guidelines should ideally be spelt out in a separate departmental/programme guide. In the study guide, one could simply refer the student to these guides and ensure that the student has access to the relevant documents. Where rules and requirements only pertain to the relevant module, they can be spelt out here.

## Grievance procedures

All issues should be reported in writing, providing details of the complaint or issue. First consult the lecturer concerned about the complaint or issue. If the matter is, however, not resolved, you should consult the class representative (the primary function of the class representative is to serve as a two-way communication channel between the class and the lecturer.) If the matter remains unresolved you should consult the module co-ordinator in the case of large module classes with multiple lecturers. Where the co-ordinator is unable to or fails to resolve the matter, you should consult the Head of Department. Should the matter remain unresolved, you may approach the Dean of the Faculty.

# Module information

## Purpose of the module

A brief description of the value and importance of the module within the context of the programme and/or profession as a whole (where relevant) is provided here. The description should be closely linked to the description in the yearbook.

## Module outcomes

A description of what the module entails should be given here (Consider UP Graduate Attributes – S4691/17, where applicable). An overview of the module could be translated into a visual representation of the module and its content, broken down into module outcomes.

## Articulation with other modules in the programme

How does this module link to other modules in the learning programme? A simple diagram, mindmap or written text may be provided to demonstrate the inter­relationship and logical sequence of the various modules in a programme, and to place the module within the context of the programme as a whole. The prerequisites for the module should also be spelt out here.

## Module structure

What does the module entail? A description of what the module entails should be given here. An overview of the module could be translated into a visual representation of the module and its content, broken down into units.

## Learning presumed to be in place

What set of attributes (knowledge, skills and attitudes) should students have in place on entering this module?

## Credit map and notional hours

The number of credits allocated to a module give an indication of the volume of learning required for the completion of that module and is based on the concept of notional hours. Given that this module carries a weighting of x credits, it follows that you should spend an average of 10x hours of study in total on the module (1 credit = 10 notional hours). This includes time for lectures, assignments, projects, tests and exams. This means that you should spend approximately \_\_\_ hours/14 week = \_\_\_/14 hours per week.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Class contact sessions | clickUP | Practical | Tutorials | Assessment  (including assignment) | Independent work | Other:  Field trips  Guest lectures |
|  |  |  |  |  |  |  |
| Total hours \_\_\_\_\_\_\_ = credits \_\_\_ x 10 notional hours (per credit) | | | | | | |

## Units

The following templates could be used to communicate information on unit outcomes and activities:

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 1  Theme:  Week(s) and Dates: | | | |
| Unit outcomes | Teaching and learning strategies, methods and activities | Assessment opportunities | Materials and resources |
|  |  |  |  |
| Unit 1  Theme:  Week(s) and Dates: | | | |
| Unit outcomes | Teaching and learning strategies, methods and activities | Assessment opportunities | Materials and resources |
|  |  |  |  |

# Assessment

In this section of the study guide it is important provide students with the titles and exact descriptions of all assessment tasks in the module.

## Assessment plan

Include dates, opportunities and criteria.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Assessment type | Assessment task | About | Due date | Weight |
| 1 | Prepare for class 1 | clickUP quiz | Chapter 1 | 1 Feb | 2 |
| 2 | Engagement in class 1 | clicker App quiz | Chapter 1 | 2 Feb | 2 |
| 3 | Prepare for class 2 | In-video quiz | Chapter 2 | 5 Feb | 2 |
| 4 | Engagement in class 2 | clicker App quiz | Chapter 2 | 6 Feb | 2 |
| 5 | Individual assignment | Submit on clickUP | Article | 25 April | 5 |
| 6 | Group assignment | Complete blog | Website | 1 May | 10 |
| 7 | Prepare for class 3 | Mindmap | Chapter 3 | 3 May | 5 |
| 8 | Class test 1 | In class test | Chapter 3 | 8 May | 10 |
| 9 | Semester test 1 | In class test | Chapter 5 | 13 April | 15 |
| 10 | Project 1 | Project | Topic | 10 May | 10 |
| 11 | Semester test 2 | Written | Chapter 1-5 | 20 May | 15 |
|  |  | | | | Must add up to 100 |

*Please add a formula for calculating the semester mark.*

## Assessment criteria

Here you can specify the criteria you will use to assess every learning opportunity. Your criteria should be transparent to the student at the onset of the course—often in the form of a rubric.

## Assessment policy

Matters of policy (given in the departmental/programme guide) could be referred to here. If necessary, certain aspects could briefly be given here, such as:

* pass requirements;
* special requirements (sub-minima and promotion requirements);
* policy regarding the late submission of assignments;
* policy concerning absence from tests; and
* requirements for supplementary examinations, extraordinary examinations and aegrotats.

## Plagiarism

Plagiarism is a serious form of academic misconduct. It involves both appropriating someone else’s work and passing it off as one’s own work afterwards.  Thus, you commit plagiarism when you present someone else's written or creative work (words, images, ideas, opinions, discoveries, artwork, music, recordings, computer-generated work, etc.) as your own. Only hand in your own original work. Indicate precisely and accurately when you have used information provided by someone else. Referencing must be done in accordance with a recognised system. Indicate whether you have downloaded information from the Internet. For more details, visit the library’s website:

<http://www.library.up.ac.za/plagiarism/index.htm>.

# Support services

Please download a QR code reader on your cellphone. To download a QR code reader open your mobile app store (App Store, Google Play or Windows Marketplace) and search for QR code readers.

## Safety in the evening and emergencies

* For any safety or emergency related matters, eg if you need a security officer to accompany you from your residence to campus, phone the Operational Management Centre (details at the back of your student card).
* The 24-hour, multi-disciplinary UP Crisis Line offers professional and confidential support to victims of crime in times of trauma. For assistance and immediate action, phone the UP Crisis Line on: 0800 00 64 28.
* Hatfield residence students: From 18:00 till 06:00 security officers are available to escort you (on foot) to and from your residence or campus anywhere east of the Hatfield Campus through to the Hillcrest Campus.

## E-learning support

* Report a problem you experience to the Student Help Desk on your campus.
* Visit the open labs in the Informatorium Building or IT labs on your campus to report problems at the offices of the Student Help Desk.
* Approach the assistants at the help desks—campus specific (for example: adjacent to the Student Computer Laboratories in IT Building, NW2, CBT or Aldoel Building IT labs, etc).
* Call 012 420 3837.
* Email [studenthelp@up.ac.za](mailto:studenthelp@up.ac.za)

## Other support services:

|  |  |  |  |
| --- | --- | --- | --- |
| FLY@UP:  The Finish Line is Yours | * Think carefully before dropping modules (after the closing date for amendments or cancellation of modules). * Make responsible choices with your time and work consistently. * Aim for a good semester mark. Don’t rely on the examination to pass. | [www.up.ac.za/fly@up](http://www.up.ac.za/fly@up)  email: [fly@up.ac.za](mailto:fly@up.ac.za) | Qr code  Description automatically generated |
| Disability Unit | Academic support for students with learning disabilities:   * Assistive technological services * Facilitation of test and examination accommodations * Test and exam concession applications * Accessible study venues and a computer lab * Referrals for recommended textbooks in electronic format | https://www.up.ac.za/disability-unit  012 420 2064  email: [du@up.ac.za](mailto:du@up.ac.za) |  |
| Student Counselling Unit | Provides counselling and therapeutic support to students | 012 420 2333 | Qr code  Description automatically generated |
| Student Health Services | Promotes and assists students with health and wellness | 012 420 5233  012 420 3423 | Qr code  Description automatically generated |
| The Careers Office | Provides support for UP students and graduates as they prepare for their careers | [careerservices@up.ac.za](mailto:careerservices@up.ac.za)  012 420 2315 | Qr code  Description automatically generated |
| Department of Security Services | 24-hour Operational Management Centre  24-hour Operational Manager  Crisis Line | 012 420-2310  012 420-2760  083 654 0476  0800 006 428 | Qr code  Description automatically generated |
| Department of Student Affairs | Enquiries concerning studies, accommodation, food, funds, social activities and personal problems | 012 420 2371/4001  Roosmaryn Building, Hatfield campus | Qr code  Description automatically generated |
| Centre for Sexualities, AIDS and Gender | Identifies and provides training of student peer counsellors | 012 420 4391 | Qr code  Description automatically generated |
| Fees and funding | http://www.up.ac.za/enquiry www.up.ac.za/fees-and-funding | 012 420 3111 | Qr code  Description automatically generated |
| Library | https://www.library.up.ac.za/ | 012 420 2235/6 | Qr code  Description automatically generated |
| IT Helpdesk | For student IT related queries | 012 420 3051  studenthelp@up.ac.za | Qr code  Description automatically generated |