ECH 126
Early Childhood in Australia: The Social Context
S1 Day 2013
Institute of Early Childhood

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http://unitguides.mq.edu.au/2013/unit_offerings/ECH126/S1%20Day/print
## General Information

<table>
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<tr>
<th>Unit convenor and teaching staff</th>
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<tr>
<td>Unit Convenor</td>
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<tr>
<td>Belinda Davis</td>
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<td><a href="mailto:belinda.davis@mq.edu.au">belinda.davis@mq.edu.au</a></td>
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<td>Contact via <a href="mailto:belinda.davis@mq.edu.au">belinda.davis@mq.edu.au</a></td>
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<tr>
<td>X5B Room 364</td>
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<table>
<thead>
<tr>
<th>Credit points</th>
</tr>
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<tbody>
<tr>
<td>3</td>
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<table>
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<tr>
<th>Prerequisites</th>
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<th>Corequisites</th>
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<th>Co-badged status</th>
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<th>Unit description</th>
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This unit encourages students to develop knowledge of the social factors that affect children and their families. It takes a multidisciplinary approach to examine the effects of social class, gender, ethnicity, media, schooling, law and politics. Links between contemporary aspects of Australian society and optimal outcomes for children are examined with a particular focus on the concept of life chances. It encourages students to reflect on the values, priorities and aspirations of the society which constructs both privilege and inequality for its citizens. The students go beyond their own understandings and become socially aware through examining these social constructs.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

## Learning Outcomes

1. Understand basic sociological concepts relating to society, social change and the family
2. Become aware of aspects of contemporary Australian society and the influence of these on groups of people
3. Demonstrate an ability to successfully canvas a range of ideas and facilitate group discussion with peers which demonstrate effective communication skills
4. Develop skills in critical analysis of academic literature that conveys and interprets social realities
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Assessment 1</td>
<td>5%</td>
<td>Week 3</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
<td>Week corresponding to topic</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>15%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Essay</td>
<td>30%</td>
<td>Week 10</td>
</tr>
<tr>
<td>Exam</td>
<td>40%</td>
<td>To be advised</td>
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Assessment 1
Due: **Week 3**
Weighting: **5%**

Online Quiz

This Assessment Task relates to the following Learning Outcomes:
- Understand basic sociological concepts relating to society, social change and the family

Presentation
Due: **Week corresponding to topic**
Weighting: **10%**

Presentation

This Assessment Task relates to the following Learning Outcomes:
- Demonstrate an ability to successfully canvas a range of ideas and facilitate group discussion with peers which demonstrate effective communication skills

Assessment 2
Due: **Week 7**
Weighting: **15%**

Online Quiz

This Assessment Task relates to the following Learning Outcomes:
- Understand basic sociological concepts relating to society, social change and the family
Essay
Due: Week 10
Weighting: 30%

This Assessment Task relates to the following Learning Outcomes:
• Become aware of aspects of contemporary Australian society and the influence of these on groups of people
• Develop skills in critical analysis of academic literature that conveys and interprets social realities

Exam
Due: To be advised
Weighting: 40%

This Assessment Task relates to the following Learning Outcomes:
• Understand basic sociological concepts relating to society, social change and the family
• Become aware of aspects of contemporary Australian society and the influence of these on groups of people

Delivery and Resources
Students are required to log onto the ilearn website for a detailed unit outline.

Work Requirements

As a 3 credit point unit, ECH126 will involve 13 weeks of work over Semester 1. The expectation on 3 credit point units is that internal students will plan to spend 9 hours per week on their studies to meet the requirements of the unit and external students will spend 7 hours per week and additional time at on-campus sessions. Although the amount of time spent each week on your studies in this unit will vary according to assignment deadlines and other issues, it is expected that you will divide this time roughly as follows:

<table>
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<th>Internal Students</th>
<th>External Students</th>
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Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

UniWISE provides:

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning_skills/](http://www.students.mq.edu.au/support/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

Equity Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.
IT Help

If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help/.

When using the university’s IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

**Learning outcome**

- Understand basic sociological concepts relating to society, social change and the family

**Assessment tasks**

- Assessment 1
- Assessment 2
- Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

**Learning outcome**

- Develop skills in critical analysis of academic literature that conveys and interprets social realities

**Assessment tasks**

- Assessment 1
Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

**Assessment tasks**
- Presentation
- Essay

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

**Assessment task**
- Presentation

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

**Learning outcome**
- Demonstrate an ability to successfully canvas a range of ideas and facilitate group discussion with peers which demonstrate effective communication skills

**Assessment tasks**
- Presentation
- Essay
Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

**Learning outcome**

- Become aware of aspects of contemporary Australian society and the influence of these on groups of people

**Assessment tasks**

- Essay
- Exam