



ECH 126

Early Childhood in Australia: The Social Context

S1 External 2015

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

Lecturer

Belinda Davis

[via ilearn dialogue](#)

X5B 364

Lecturer

Rosemary Dunn

[via ilearn dialogue](#)

X5B 244

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

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 <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

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

Demonstrate an ability to successfully canvas a range of ideas and facilitate group

discussion with peers

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

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

General Assessment Information

The final grade a student receives signifies their overall performance in meeting the learning outcomes for the unit. The number assigned to a grade (Standard Numerical Grade or SNG) reflects the extent to which student attainment matches the grade descriptors.

Your raw mark for the unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Results may be scaled to ensure there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. The process of scaling does not change the order of marks among students. A student who receives a higher raw score mark than another will also receive a higher final scaled mark.

IEC Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through turnitin in .doc or .pdf format for submission.
- Faculty assignment cover sheets are NOT required for this unit.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Only one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Late Assessments:

A deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. For example, if an assessment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

Extensions:

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assessment due date. Reasons for the extension need to be documented through the Disruption to Studies form accessible through [ask.mq.edu.a](https://ask.mq.edu.au) under "Disruption" and supported (e.g., a Professional Authority Form must be used in the case of illness). Note that:

- Students **MUST** speak with the unit coordinator **prior to submitting their request through <https://ask.mq.edu.au>**
- Extensions will only be granted in receipt of the completed form submitted through ask.mq.edu.au plus documentation.
- Emails are not appropriate means of extension requests.
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension.
- In the case of computer malfunction, a draft of your assignment may be requested.

Please ensure that you print out a draft regularly, so that it is available for submission on request.

- Extensions are usually not granted on the due date.

Referencing:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2015)** and in the **IEC Referencing Guide** on iLearn. All students will need to download this guide and use it as they prepare their assignment.

Highly recommended text

Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Wadsworth: Cengage Learning.

Assessment Tasks

Name	Weighting	Due
<u>Assessment 1a</u>	5%	See ilearn
<u>Assessment 1b</u>	15%	See ilearn
<u>Assessment 2</u>	10%	See ilearn
<u>Assessment 3</u>	30%	See ilearn
<u>Assessment 4</u>	40%	University Examination period

Assessment 1a

Due: **See ilearn**

Weighting: **5%**

See ilearn for details

On successful completion you will be able to:

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

realities

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

Assessment 1b

Due: **See ilearn**

Weighting: **15%**

See ilearn for details

On successful completion you will be able to:

- Develop skills in critical analysis of academic literature that conveys and interprets social realities
- Understand basic sociological concepts relating to society, social change and the family

Assessment 2

Due: **See ilearn**

Weighting: **10%**

See ilearn for details

On successful completion you will be able to:

- Demonstrate an ability to successfully canvas a range of ideas and facilitate group discussion with peers

Assessment 3

Due: **See ilearn**

Weighting: **30%**

See ilearn for details

On successful completion you will be able to:

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

Assessment 4

Due: **University Examination period**

Weighting: **40%**

See ilearn for details

On successful completion you will be able to:

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

Delivery and Resources

See ilearn for details

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:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

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

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your

student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and 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.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <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.

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 1a
- Assessment 1b
- Assessment 3
- Assessment 4

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:

Assessment tasks

- Assessment 1a
- Assessment 1b
- Assessment 3
- Assessment 4

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:

Learning outcome

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

Assessment tasks

- Assessment 1a
- Assessment 1b
- Assessment 3

- Assessment 4

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

Assessment tasks

- Assessment 2
- Assessment 3

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

- Assessment 3
- Assessment 4