



ECHL213

Images of Childhood

S3 External 2016

Institute of Early Childhood

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General Information

Unit convenor and teaching staff Shirley Wyver shirley.wyver@mq.edu.au Contact via Once enrolled, all contact should be through iLearn
Credit points 3
Prerequisites 12cp
Corequisites
Co-badged status
Unit description There are many public images of children and young people. These images can serve as a powerful tool for guiding parenting, public policy, and the images children and young people hold of themselves, yet not all images are accurate. Academic staff from a range of disciplines will discuss images of childhood. From different disciplinary bases, they will examine whether research evidence supports the public image.

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:

- Understand key debates relating to images of childhood
- Understand different disciplinary approaches to research involving children
- Know how to analyse public domain claims about childhood
- Evaluate claims about infants, children and adolescence

Assessment Tasks

Name	Weighting	Due
Article Analysis	10%	12 December 2016

Name	Weighting	Due
<u>Essay 1</u>	45%	22 December 2016
<u>Essay 2</u>	45%	20 January 2017

Article Analysis

Due: **12 December 2016**

Weighting: **10%**

Five media articles will be provided on iLearn. You should select one article to discuss how images of infants, children and/or adolescents are used by the media. A brief Echo recording analysing <http://www.news.com.au/world/asia/wa-teen-questioned-by-bali-police-after-arrest-at-kuta-nightclub/news-story/fd9fc660d2b2517cc79d796bd51d87b8> will be available on iLearn by 5 December, 2016.

The main purpose of this assignment is to assess your ability to analyse a topic by considering images of children and young people. The news article used in the example is emotive and many people reading the article will make assumptions about this young man's guilt or innocence. Indeed, more about this story will probably be known at the time the Echo recording is published. When writing the assignment, it is important to focus on the images of childhood used rather than on issues such as guilt or innocence or whether the case is being handled appropriately by Indonesia or Australia.

Your only reference is the article you have selected. You do not need to use a formal referencing system for this assignment.

Your marks are allocated as follows:

The essay has an introduction and conclusion (3 marks)

The essay makes clear how images of childhood are being used in the media article (4 marks)

The essay uses three examples of statements within the article that shape the images of childhood conveyed. These examples can be direct quotes (3 marks)

A maximum of 500 words is provided, but if you require 500 words to complete this assignment you may be writing too much e.g. your sentences may be too verbose. This may be a good opportunity to think about how to edit your assignment to reduce the number of words.

The assignment is due at 11.55pm on 12 December, 2016. It should be submitted through Turnitin.

The assignment is designed to help you think analytically which will help you with your first essay. It is unlikely that you will receive feedback on this assignment before submitting your first essay.

On successful completion you will be able to:

- Know how to analyse public domain claims about childhood

Essay 1

Due: **22 December 2016**

Weighting: **45%**

The first essay relates to institutions and policies. Select one of the following topics to consider whether images of childhood influence opportunities for infants, children and/or adolescents:

- Child care
- Class management
- NAPLAN

A list of key readings will be available from iLearn. The marking criteria listed under Essay 2 will also be used for Essay 1. Estimated return date for Essay 1 is 2nd January 2017. The feedback is designed to be helpful in your Essay 2 preparation.

Essay 1 should be submitted no later than 11.55pm 22 December. Submission is through Turnitin. Extensions can only be considered if a form is submitted through ask.mq.edu.au with appropriate documentation provided.

On successful completion you will be able to:

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Essay 2

Due: **20 January 2017**

Weighting: **45%**

This essay relates to children's rights. Consider how images of childhood influence the rights of infants, children and/or adolescents in the following areas:

- Offshore surrogacy
- Right to play
- Disability and education

You are encouraged to start work on this assignment as early as possible. It is ideal to have completed your research by 2 January - i.e. you will have your references and a plan for your essay. Once the Essay 1 results are released, use the feedback to ensure that you are:

- Continuing to do what you have done well
- Change areas that require improvement

Your essay should be submitted through Turnitin no later than 11.55pm on 20 January.

Extension requests can only be considered if the request is made through ask.mq.edu.au and includes appropriate documentation. Feedback for this essay will be less extensive than the feedback for Essay 1 as feedback from the first essay is provided to support you with Essay 2.

Marking Rubric

Gaining Marks

The essay has a clear introduction and conclusion.

5

You have written the referencing style you are using on the first page of your essay and your referencing style has been used consistently and correctly.

5

Your understanding and approach to the topic is clear.

10

You have identified the main images and opportunities and used these to form your argument.

5

You have used scholarly evidence to support your argument. At least eight scholarly sources (can include readings provided) have been used to support your argument. Use is not tokenistic. At least six scholarly sources have been used to structure your argument. See Chapter 1 of Wyver & Whiteman <http://www.cambridgescholars.com/download/sample/58175> for information on peer reviewed research to determine if sources are scholarly. You may use other sources, but you should identify these using the categories in Chapter 1 of Wyver & Whiteman (e.g. short media statement).

10

Your essay is well written and conveys an understanding of the complexity of the arguments related to images of childhood revealed through, for example, discussion of conflicting findings or engaging in critical analysis.

10

Losing Marks

Your analysis is supported by evidence, not opinion.

You may fail the essay if it is considered that your essay is mainly based on opinion.

The first page includes your name, student number, declaration and the referencing style you have used (e.g. APA, Harvard, Chicago).

2 marks deducted for each piece of missing information.

Late submission

5% will be lost per day (or part day) after the due date past the agreed submission date.

Weekend days are included in the calculation.

The essay must be written in your own words.

2 marks deducted for every quoted sentence or phrase.

2 marks deducted for each sentence/phrase of close paraphrasing (i.e. superficial changes to the published wording).

Cases of plagiarism will be referred to the Educational Studies Academic Honesty Committee for advice on penalties.

Your references are high quality. References that are not high quality will not be included in your reference count.

On successful completion you will be able to:

- Understand key debates relating to images of childhood
- Understand different disciplinary approaches to research involving children
- Know how to analyse public domain claims about childhood
- Evaluate claims about infants, children and adolescence

Delivery and Resources

All unit content will be delivered through iLearn. There are no classes.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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 different disciplinary approaches to research involving children

Assessment tasks

- Essay 1
- Essay 2

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 outcomes

- Understand key debates relating to images of childhood
- Evaluate claims about infants, children and adolescence

Assessment tasks

- Article Analysis
- Essay 1
- Essay 2

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

- Evaluate claims about infants, children and adolescence

Assessment tasks

- Essay 1
- Essay 2

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

- Know how to analyse public domain claims about childhood

Assessment tasks

- Essay 1
- Essay 2

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

- Know how to analyse public domain claims about childhood

Assessment tasks

- Article Analysis
- Essay 1
- Essay 2

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Assessment tasks

- Essay 1
- Essay 2