



# GENX312

## Naughty Boys, Bad Girls: Gender and Discipline at Home and at School

SP2 OUA 2016

*Dept of Sociology*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

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Prerequisites

Corequisites

Co-badged status

Unit description

The focus of the unit is on discipline and punishment as these are directed towards children and teens at home and at school. It combines the sociology of education with the study of gender in early childhood, adolescence and youth. What are the problems faced by young people and their parents and teachers? What are the best strategies for managing them, and tools for understanding them? Fairy tales and children's books, TV and film, expert advice and self-help manuals are explored alongside the sociological, educational, psychological and gender studies literature offering insight into the behaviour of boys and girls today. All enrolment queries should be directed to Open Universities Australia (OUA): see

[www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

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

An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life

An understanding of the complexity and significance of debates about discipline at home and at school

An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic

An understanding of what Gender Studies is about, how it relates to Sociology, why it

has developed and why it matters today

A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively

A developed understanding of the relationship between forms of knowledge and forms of everyday living

An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

## General Assessment Information

Detailed guidelines explaining the requirements for each assignment are available on iLearn in the section entitled '**Assessment Resources**'. It is necessary to have read these guidelines in order to successfully complete each task.

The late submission of written work will incur a penalty of 3% for the first day and 1% per weekday thereafter.

Essays are submitted electronically through Turnitin which is located on iLearn. No hard copy of the essay is required. [Turnitin Submission Procedure](#)

Students who are absent from 3 or more weekly discussions without supporting documentation will be at risk of academic failure.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Quizzes</a>	30%	Weekly in weeks 2-11
<a href="#">Independent project</a>	30%	Sunday Week 6
<a href="#">Research essay</a>	30%	Sunday Week 12
<a href="#">Participation</a>	10%	Weeks 2 - 12

### Quizzes

Due: **Weekly in weeks 2-11**

Weighting: **30%**

- Students will be required to complete a weekly multiple choice quiz, starting in Week 2 (10 quizzes in total).
- There will be three questions for each quiz based on the required readings and/or the lecture material.
- Quizzes are scheduled to open on a Monday and close at the end of the week on

Sunday.

- Please see Assessment details on iLearn for further information.

On successful completion you will be able to:

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today

## Independent project

Due: **Sunday Week 6**

Weighting: **30%**

- Critically analyse a film or TV program with reference to two or more of the required readings in GEN312
- The length of this essay is 1500 words
- Please see Assessment details on iLearn for further information.

On successful completion you will be able to:

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living

## Research essay

Due: **Sunday Week 12**

Weighting: **30%**

- Compose a 1800 word analytical essay on one of the questions listed in the Assessment Guidelines.
- Please see Assessment details on iLearn for further information.

On successful completion you will be able to:

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living

## Participation

Due: **Weeks 2 - 12**

Weighting: **10%**

- Regular forum contributions to iLearn are a requirement of this unit.
- Students are expected to contribute to 80% of the online discussion
- A Pass grade for this component will therefore entail at the minimum: 2 posts (approx 150 words each) in 8 out of 10 topics. Total of 16 posts.
- Posts will need to show evidence of having done the readings and listened to the lecture.
- Please see Assessment details on iLearn for further information

On successful completion you will be able to:

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home

and at school

- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

## Delivery and Resources

### Unit webpage and technology used and required

**Online units can be accessed at:** <http://ilearn.mq.edu.au/>

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please contact teaching staff for any further, more specific requirements. Consult the OUA website for more detailed information on technology requirements:

<http://www.open.edu.au/public/future-students/getting-started/computer-requirements>

### Lectures

Lectures for this unit were originally delivered to a live audience at Macquarie University. Lectures are recorded and available through the GENX312 iLearn site using Echo. The lectures are 2hrs long: 1 x hour lecture and 1 x hour video. Please note that the video material is supplementary to the lecture, not essential viewing. Echo recordings don't typically allow the capture of video material for copyright reasons. Where possible I have included hyperlinks on iLearn to streaming versions of the films. The remaining videos can be viewed at Macquarie University library if students live locally (remember to bring your own headphones), or sourced independently.

Lectures commence in Week One, Forum Participation formally starts for students in Week Two

Required readings can be accessed electronically through the hyperlinks provided on iLearn or via MQ library by searching [Unit Readings](#). The texts can be read online, printed out by the student or downloaded. There is no textbook for this unit.

## Unit Schedule

Week 1	Discipline and Fear
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Week 2	Childhood and Adolescence
Week 3	Fairy Tales
Week 4	Parenting Advice
Week 5	Classroom Drama & Comedy
Week 6	Behaviour in Primary School
Week 7	Behaviour in High School
Week 8	Bad Boys
Week 9	School Shootings
Week 10	Bad Girls
Week 11	Sexual Harassment and young people
Week 12	Film Screening
Week 13	No Lecture

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Extension Request

**Special Consideration Policy and Procedure**  
(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control

3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

### **Outcome**

Once your submission is assessed, an appropriate outcome will be organised.

## **OUA Specific Policies and Procedures**

### **Withdrawal from a unit after the census date**

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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](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](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/](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](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](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/](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](http://ask.mq.edu.au).

## Academic honesty / Plagiarism

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement: <http://www.mq.edu.au/ethics/ethic-statement-final.html>.

Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- All academic work claimed as original is the work of the author making the claim.
- All academic collaborations are acknowledged.
- Academic work is not falsified in any way.
- When the ideas of others are used, these ideas are acknowledged appropriately
- The work has not been submitted in whole or in part to any previous course or institution (including MQ).

The link at the top of the page has more details about the policy, procedure and schedule of penalties that will apply to breaches of the Academic Honesty Policy.

## 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](http://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](#)

## Online Learning Support

It is highly recommended that before you begin this unit of study you acquaint yourself the [Online Learning Support](#) resources available at this website - [http://www.mq.edu.au/courses/open\\_universities\\_australia/welcome\\_to\\_online\\_learning/welcome\\_to\\_online\\_learning/](http://www.mq.edu.au/courses/open_universities_australia/welcome_to_online_learning/welcome_to_online_learning/)

It will provide you with an orientation to learning online, information about your assessment tasks, instructions on how to make use of the unit's resources, as well as an awareness of the various support services available to you. Please take some time to explore the links in this website before commencing your study.

Macquarie University would like to do as much as we can to help you succeed in your studies with Macquarie via OUA. To do that, we are providing a list of services you may need to access from time to time. Please see our [Support Services Website](#) for further details.

## 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](http://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/](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

### 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:

## **Learning outcomes**

- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

## **Assessment tasks**

- Independent project
- Research essay
- Participation

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## **Learning outcomes**

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

## Assessment tasks

- Quizzes
- Independent project
- Research essay
- Participation

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

## Assessment tasks

- Quizzes
- Independent project
- Research essay
- Participation

## 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 outcomes**

- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

## **Assessment tasks**

- Quizzes
- Independent project
- Research essay
- Participation

## **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**

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school

- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

## **Assessment tasks**

- Quizzes
- Independent project
- Research essay
- Participation

## **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 outcomes**

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

## **Assessment tasks**

- Quizzes
- Independent project

- Research essay
- Participation

## 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 outcomes

- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

### Assessment tasks

- Independent project
- Research essay
- Participation

## 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 outcomes

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on



discipline, childhood, fairy tales and moral panic

- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed practical sense of how to research a variety of texts in public circulation, how to evaluate their content and engage with it effectively
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
- An ability to share information, debate ideas and work closely with your peers to build a complex picture of reality

## **Assessment tasks**

- Quizzes
- Independent project
- Research essay
- Participation

## **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:

## **Learning outcomes**

- An understanding of the ways in which ideas and fears about childhood and adolescence play a part in everyday life
- An understanding of the complexity and significance of debates about discipline at home and at school
- An appreciation of the contributions of sociological and psychoanalytic writers on discipline, childhood, fairy tales and moral panic
- An understanding of what Gender Studies is about, how it relates to Sociology, why it has developed and why it matters today
- A developed understanding of the relationship between forms of knowledge and forms of everyday living
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## Assessment tasks

- Quizzes
- Independent project
- Research essay
- Participation

## Changes from Previous Offering

While all existing material is updated each year, especially the lectures, there have been new changes made to the content of this unit in 2015. This is due to the introduction of a new unit in 2015, especially dedicated to exploring masculinities (GEN220), which meant some redistribution of teaching materials. It is also due to the initiation of new collaborative links with Criminology, requiring a strengthening of the focus on gender-linked crime within the program as a whole.

We will continue to seek and respond to student feedback on all aspects of the unit, so that it works in well with student interests, capabilities and needs.

## About this Unit

Are boys expected to be naughty, while girls are quiet but in danger of sexual entanglement as teenagers? Are gender-diverse young people subject to particular forms of pedagogical discipline? This unit is concerned with the people who live out these expectations and yet complicate them in the home and the classroom: young children, tweens and teens, parents and teachers. It combines the sociology of education with the study of gender in early childhood, adolescence and youth. Class and race (or culture, ethnicity and religion) play a part along with age, gender and sexuality. The focus of the unit is on discipline and punishment as these are directed towards children at home and at school. What are the problems, conflicts and disruptions faced by young people and their parents and teachers? What are the best strategies for managing them? What are the best tools for understanding them? Fairy tales and children's books (eg, 'Pinocchio', 'Naughty stories for good boys and girls'), TV and film ('Supernanny', 'Boot Camp', 'Mean Girls'), expert advice and self-help manuals (Dr Spock, 'Toddler Taming') are explored alongside the sociological, educational, psychological and gender studies literature offering insight into the behaviour of boys, girls and others today.

## Extensions and Special Consideration

Unless otherwise stated in your iLearn unit, late submission of written work will result in a **deduction of 10% of the mark awarded** for each week or part of a week beyond the due date, or date to which an extension has been granted.

### Extensions

The granting of extensions of up to one week are at the discretion of the unit convener. Any requests for extensions must be made in writing before the due date for the submission of the assessment task. Extensions beyond one week is subject to the university's Disruptions Policy (Read the policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html)).

## Disruption to Studies

If you require an extension of longer than seven (7) days you will be required to submit a 'Disruption to Studies' Notification. Please follow the procedure below:

1. Visit <https://ask.mq.edu.au/account/forms/display/disruptions> and use your OneID to log in.
2. Select your OUA unit code from the drop down list and fill in your relevant details. *Note: A notification needs to be submitted for each unit you believe is affected by the disruption.*
3. Click "Submit form".
4. Attach supporting documents by clicking 'Add a note/attachment', click 'browse' and navigating to the files you want to attach, then click 'submit note' to send your notification and supporting documents
5. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Please ensure that supporting documentation is included with your request.

Notify your lecturer via your iLearn dialogue box if you are submitting a 'Disruption to Studies' Notification.

Your request will be considered once all the documentation has been received.

If you have issues, please contact your convenor via the dialogue tool immediately.

Extensions are granted **only** on grounds of illness or misadventure, and appropriate supporting documentation must be submitted. Work submitted after 3 weeks beyond the due date, or the date after which an extension has been given, will not be accepted. If you are having problems completing an assignment, please contact the tutor as early as possible.

## OUA Special Circumstances Process

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

*Applications for Special Circumstances are to be submitted to Open Universities Australia directly.*

<https://www.open.edu.au/public/student-admin-and-support/student-support-services/special-circumstances>

## Reading Material

There is no requirement to purchase any texts for this unit. All required reading can be accessed electronically through MQ library. For more information click on the **Online Learning Guides** tab in the top right sidebar on iLearn. Then click '**Library Support**'

In summary, required readings can be accessed via:

- hyperlinks for each text on the GENX312 iLearn site (within each topic section)
- search under 'Unit Readings' in MQ Library's MultiSearch engine.

The required reading is one of the most challenging parts of the unit - those of you who have studied Arts subjects previously will have some familiarity with this. As the articles or book chapters can be complex it may be necessary to read them more than once. Please be an active reader, make notes, print out the readings if it's helpful and underline relevant passages. Use secondary sources. Learning a new language like gender theory takes time, but is worth the effort!