



ECHL213

Images of Childhood

S3 External 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff Shirley Wyver shirley.wyver@mq.edu.au
Credit points 3
Prerequisites 12cp at 100 level or above
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.
- Analyse public domain claims about childhood using research evidence as a basis.
- Evaluate claims about infancy, childhood and adolescence.

Assessment Tasks

Name	Weighting	Hurdle	Due
Children's rights	10%	No	14/12/2018
Childhood Obesity	45%	No	20/12/2018

Name	Weighting	Hurdle	Due
<u>Penalties for Juveniles</u>	45%	No	20/01/2019

Children's rights

Due: **14/12/2018**

Weighting: **10%**

The purpose of the first quiz is to provide a background on the human rights based approach that has dominated academic and policy discourse for at least three decades. The rights-based image of children is relatively recent in the history of human societies and you may be surprised by some of the rights listed in the UN Convention on the Rights of the Child (UNCRC). This video from Queen's University Belfast <https://www.youtube.com/watch?v=TFMqTDIYI2U> provides an informative background to the UNCRC and will help you understand the present approach. I strongly recommend watching the video, or even listening to the narration. Content from the video is not included in the quiz.

The readings for the first quiz are:

United Nations Convention on the Rights of the Child

<https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

The Children's Rights Report (2017)

<https://www.humanrights.gov.au/our-work/childrens-rights/publications/childrens-rights-report-2017>

The quiz will be open from 6am-12pm (i.e. midday) on 14 December, 2018 (Australian Eastern Standard Time). You will have one hour maximum to complete the quiz. After one hour has elapsed, you will not be able to open the quiz. It is expected that most people will complete the quiz within 30 minutes. You should ensure you have the two readings available during the quiz. Choose your time wisely and ensure you have a reliable internet connection.

A sample quiz will be available no later than 10 December.

More details will be available from the Assessment Guide, available through iLearn.

This quiz will not be made available to students who enrol late.

On successful completion you will be able to:

- Understand key debates relating to images of childhood.
- Understand different disciplinary approaches to research involving children.

Childhood Obesity

Due: **20/12/2018**

Weighting: **45%**

Essay length = 1,500 words including citations and references/bibliography.

Due 5pm Australian Eastern Standard Time.

Submit through Turnitin.

Please refer to the iLearn assessment guide for more details. In this essay, you will examine the dominant image of overweight and obese children as the consequence of poor parenting practices. You will examine this image in the context of current evidence relating to 'obesogenic environments' in most contemporary cultures.

See the Assessment Guide published on iLearn for further details.

On successful completion you will be able to:

- Understand key debates relating to images of childhood.
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- Analyse public domain claims about childhood using research evidence as a basis.
- Evaluate claims about infancy, childhood and adolescence.

Penalties for Juveniles

Due: **20/01/2019**

Weighting: **45%**

Essay length = 1,500 words including citations and references/bibliography.

Due 5pm Australian Eastern Standard Time.

Submit through Turnitin.

There are often calls for harsh penalties when juveniles offend. The claim is often made with the logic that harsh penalties will act as a deterrent to future crime. The focus of this essay is consideration of the evidence that harsh penalties for juveniles prevent future crime.

See the Assessment Guide published on iLearn for further details.

On successful completion you will be able to:

- Understand key debates relating to images of childhood.
- Understand different disciplinary approaches to research involving children.
- Analyse public domain claims about childhood using research evidence as a basis.
- Evaluate claims about infancy, childhood and adolescence.

Delivery and Resources

ECHL213 is delivered online. There are no internal classes. Readings are provided to support understanding, but students need to go beyond those readings for major assignments. Echo recordings will be available to support understanding of content and preparation of assessment. Discussion through the iLearn site will also be valuable to support understanding and debate

topics of interest.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

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

- Analyse public domain claims about childhood using research evidence as a basis.
- Evaluate claims about infancy, childhood and adolescence.

Assessment tasks

- Childhood Obesity
- Penalties for Juveniles

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.
- Understand different disciplinary approaches to research involving children.
- Analyse public domain claims about childhood using research evidence as a basis.
- Evaluate claims about infancy, childhood and adolescence.

Assessment tasks

- Childhood Obesity
- Penalties for Juveniles

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

- Understand different disciplinary approaches to research involving children.
- Analyse public domain claims about childhood using research evidence as a basis.
- Evaluate claims about infancy, childhood and adolescence.

Assessment tasks

- Childhood Obesity
- Penalties for Juveniles

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

- Understand key debates relating to images of childhood.
- Understand different disciplinary approaches to research involving children.

Assessment tasks

- Childhood Obesity
- Penalties for Juveniles

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

- Understand key debates relating to images of childhood.

Assessment task

- Children's rights

General Assessment Information

Full details about each assessment task is provided in the *Assessment Details document on iLearn*.

When preparing your assignments, it is essential that:

- Students regularly save a copy of all assignments before submission,
- 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.

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.
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

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.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- **Do not contact staff asking them to check your submission.**
- Late submissions due to last minute technical difficulties may incur a lateness penalty.
- Your assignment will be marked based on what is received – any omissions will not be accepted after your submission. Please check very carefully.

Appealing an assignment grade (requesting a re-mark)

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a remark. To request a re-mark, you need to contact the unit convenor **within 7 days** of the date of return of the assignment and provide a detailed assessment your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Please note: The outcome of a remark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion

EXTENSIONS and LATE PENALTIES

Special Consideration

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Special Consideration" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au.* This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as **unavoidable disruption** according to the University definition of same, and currently available at:

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.