



ECHX8200

Families in Context

Session 1, Fully online/virtual 2021

Macquarie School of Education

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Convenor

Fay Hadley

fay.hadley@mq.edu.au

Contact via dialogue through iLearn

29WW384

via appointment

Co convenor

Katie Wright

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via appointment

Credit points

10

Prerequisites

Corequisites

Co-badged status

Unit description

The overarching aim of this unit is to examine the implications of diversity in family values and the value of family across a range of contexts. Over the course of the unit, we will consider the role of socio-cultural, economic and political contexts in shaping family life and values in the 21st century. Drawing on a variety of resources, including media, academic publications and reflections on personal experiences, we will explore changing family lives and the extent to which traditional, largely Western-based, images of 'family' life reflect the daily experiences/practices of families and children in Australia and abroad. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

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:

- ULO1:** Explore diverse contexts in and perspectives on ways in which families function.
- ULO2:** Reflect on personal experiences and how these shape perspectives.
- ULO3:** Source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- ULO4:** Highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.
- ULO5:** Consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
- ULO6:** Explore the online environment and contribute effectively and respectfully.
- ULO7:** Engage in active and critical reflective practice about working with diverse families

General Assessment Information

Assessment Presentation and 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
- 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.
- 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.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

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

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions: 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. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- 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.

Requesting a re-assessment of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. 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 of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked

as a part of the moderation process.

- The outcome of a re-mark may be a higher/lower or unchanged grade.
- Grades are standards referenced and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment 1	20%	No	Task 1 - 12th March 11.59pm, Task 2 - 21st May 11.59pm
Assessment 2	40%	No	23rd April 11.59pm
Assessment 3	40%	No	4th June 11.59pm

Assessment 1

Assessment Type [1](#): Participatory task

Indicative Time on Task [2](#): 20 hours

Due: **Task 1 - 12th March 11.59pm, Task 2 - 21st May 11.59pm**

Weighting: **20%**

Online participation and discussions (200 words per post)

On successful completion you will be able to:

- Explore diverse contexts in and perspectives on ways in which families function.
- Reflect on personal experiences and how these shape perspectives.
- Highlight and critically analyse a range of social, cultural and political perspectives/influences on family life.
- Explore the online environment and contribute effectively and respectfully.
- Engage in active and critical reflective practice about working with diverse families

Assessment 2

Assessment Type ¹: Essay

Indicative Time on Task ²: 40 hours

Due: **23rd April 11.59pm**

Weighting: **40%**

Analysis of selected family topic (2000 words)

On successful completion you will be able to:

- Explore diverse contexts in and perspectives on ways in which families function.
- Source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- Highlight and critically analyse a range of social, cultural and political perspectives/ influences on family life.
- Engage in active and critical reflective practice about working with diverse families

Assessment 3

Assessment Type ¹: Report

Indicative Time on Task ²: 40 hours

Due: **4th June 11.59pm**

Weighting: **40%**

Philosophy paper (2000 words)

On successful completion you will be able to:

- Explore diverse contexts in and perspectives on ways in which families function.
- Reflect on personal experiences and how these shape perspectives.
- Source credible and scholarly research concerning families to inform practice and generate new understandings and knowledge.
- Consider ways in which awareness of families in context can facilitate/support early childhood teaching practice.
- Engage in active and critical reflective practice about working with diverse families

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts There is no set textbook for the unit. You will have weekly readings and some additional readings recommended. To learn about APA referencing and academic writing Perrin, R. (2011). Pocket guide to APA style (5th ed). Boston, USA: Wadsworth Cengage Learning.

Recommended additional textbooks

- Australian context Grace, R., & Hodge, K., & McMahon, C. (Eds.) (2016). Children, families and communities. (5th Edn), South Melbourne: Oxford University Press.

Information about the unit iLearn site

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Lectures Weekly lectures are available on the web through the ECHO360 lecture component or zoom. You must listen to all lectures. PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Support resources Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services here.

Access and technical assistance Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password. Please do NOT contact the Unit Convenor regarding iLearn technical help. No extensions will be given for any technical issues. Allow enough time for your submissions. Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.
- Uploading of assessment tasks to iLearn.

Structure The unit comprises lectures and online tasks. Students are expected to base their arguments/ discussions on evidence from published research and other relevant material. There

will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn. Students are required to participate in online discussions, and to read the weekly material.

Unit Schedule

OVERVIEW OF THE WEEKLY CONTENT AND PROGRAM FOR UNIT ECHE8200

Week	Lecture topic/Lecturer	Online tutorial	Readings
Week 1 Feb 22	Introduction to the unit Families: Definitions, Contexts and Theoretical Orientations (Fay Hadley)	NO TUTE	Rouse (2020) Chapters 3 & 4 Cassells et al (2013)
Week 2 March 1	Research and study of families: Multi-disciplinary perspectives (Fay Hadley)	Online zoom tutorial for all students Wed 4th March 7-8pm (week 1-2) Katie	Lee & McLanahan (2015) Brown (2019) Chapter 1
Week 3 March 8	Media Portrayal of families (Fay Hadley) Assignment #1: Task 1 due 12th March by 11.59pm	NO TUTE	Döring et al (2016). Klocker (2014)
Week 4 March 15	Recent arrivals: children from immigrant and refugee backgrounds (Fay Hadley)	Online zoom tutorial for all students Wed 17th March 7-8pm (week 3-4) Katie	Chan and Ritchie (2016) Whyte et al (2016)
Week 5 March 22	Families with members who experience disability (Katie Wright)	NO TUTE	Bachraz & Grace (2009) Cologon (2016) Goodley & Silverman et al (2010)
Week 6 March 29	Children with parents who identify as Lesbian, Gay, Bisexual and Transgender (LGBTQI) (Kathy Clougessy)	Online zoom tutorial for all students Wed 31st March 7-8pm (week 5-6) Katie	Cloughessy & Waniganayake (2019) Cloughessy & Waniganayake (2013)
April 5 – April 16 Mid semester break			

Week 7 April 19	Indigenous perspectives – kinship ties (online module to complete) Assignment #2: Analysis of selected family topic due 23rd April by 11.59pm	NO TUTE	Closing the gap (2020) Leske et al (2015)
Week 8 April 26	Children from families identified as 'at risk' (Fay Hadley)	Online zoom tutorial for all students Wed 31st March 7-8pm (week 7-8) Katie	OECD (2019) Roberts (2017)
Week 9 May 3	Working with children and families who have experienced trauma (Katie Wright)	NO TUTE	TBC
Week 10 May 10	Developing a philosophical approach to working with families in educational settings (Fay Hadley)	Online zoom tutorial for all students Wed 31st March 7-8pm (week 9-10) Katie	Waniganayake et al (2012)
Week 11 May 17	What next? Where to from here in terms of researching with families (Fay Hadley) Assignment #1: Task 2 due 21st May by 11.59pm	No TUTE	Parson (2019) Brown (2019) Chapter 4 Sammons et al (2015)
Week 12 May 25 Week 13 June 1	No LECTURES Assignment #3: Philosophy Paper on Working with families due 4th June 11.59pm	No TUTES	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Unit Expectations • Students are expected to read weekly readings before completing tasks and attending tutorials or completing blogs. • Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials or completing blogs. • Students are required to make a genuine attempt at all assessment tasks to pass the unit.

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Workload In a 10 credit-point unit you should expect to commit nine (9) hours of your time per week to your studies. **Electronic Communication** It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via: • Official MQ Student Email Address [Note: Please do not email staff from any email account other than your uni email account.] • The Dialogue function on iLearn • Other iLearn communication functions

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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

If you are a Global MBA student contact globalmba.support@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.