



The University of Southern Queensland

## Course specification

<b>Description: Families and Society</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	2104	55281	2, 2006	ONC	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE004
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070101

### STAFFING

Moderator: Shirley O'Neill

### RATIONALE

As the primary socialising institution, families are an essential focus of study in any program designed to prepare professionals working with children and families for the roles they play in today's society. An understanding of the role played by the family in mediating between the individual and society, as well as the outcomes of this mediation process is central to working with young children. The family is considered as a site of both socialisation and resistance to prevailing hegemony. In coming to understand children, families, and child-rearing, early childhood professionals need a sound knowledge of the ways in which families act to promote and support prevailing societal expectations, as well as their function in leading and responding to societal change.

### SYNOPSIS

This course introduces students to the changing nature of the form, structure and function of the family in contemporary society. Opportunities for cross-cultural comparisons and explorations will be provided. The course will also examine the nature and effect of social policies as they impact on socialisation. The implications of gender, class and ethnicity dimensions on families will be addressed. Social institutions such as education, religion, economy and government will be examined insofar as they impinge on and reflect changes in the role and form of contemporary family structures. Particular attention will be paid to the impact of government and economic policies and directions on services for young children and their families. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> \*If you are

undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

## **OBJECTIVES**

On successful completion of this course students will be able to:

1. demonstrate an understanding of the socialisation process across cultures, in particular the development of perceptions, attitudes and values
2. demonstrate familiarity with selected aspects of Australian society, including their application to other cultures
3. demonstrate understanding of the role of major societal institutions as they impact on the family
4. clearly articulate the meaning of "diversity", and identify implications of this policy for the child care industry and for schools
5. demonstrate an ability to analyse the effects of social change.

## **TOPICS**

	Description	Weighting (%)
1.	Socialisation processes	10.00
2.	The family in Australian society, societal issues and family across cultures	30.00
3.	Social institutions and their impact on families	15.00
4.	Diversity and its implications for children and families	15.00
5.	The effects of social change	30.00

## **TEXT and MATERIALS required to be PURCHASED or ACCESSED**

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Earle, L & Fopp, R 1999, *Introduction to Australian society*, 3rd edn, Harcourt Brace, Sydney.

## **REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Australian Bureau of Statistics 2004, *Australian social trends*, Australian Bureau of Statistics, Canberra, ACT.

Berger, HE 2000, *Parents as partners in education: families and schools working together*, 5th edn, Merrill, Upper Saddle River, NJ.

Bernardes, J 1997, *Family studies: an introduction*, Routledge, New York.

Bittman, M & Pixley, J 1997, *The double life of the family*, Allen & Unwin, St Leonards, NSW.

- Bowes, JM & Hayes, A (eds) 1999, *Children, families and communities: contexts and consequences*, Oxford University Press, Melbourne.
- Brennan, D 1994, *The politics of Australian child care: from philanthropy to feminism*, Cambridge University Press, Cambridge.
- Briggs, F 1994, *Children and families: Australian perspectives*, Allen & Unwin, St Leonards, NSW.
- Creaser, B & Dau, E (eds) 1995, *The anti-bias approach in early childhood*, Harper Educational, Pymble, NSW.
- Funder, K (ed) 1991, *Images of Australian families: approaches and perception*, Longman Cheshire, Melbourne.
- Giddens, A 2001, *Sociology*, 4th edn, Polity Press, Cambridge.
- Gilding, M 1997, *Australian families: a comparative perspective*, Addison Wesley Longman, Melbourne, Vic.
- Howe, J 1999, *Early childhood family and society in Australia: a reassessment*, Social Science Press, Katoomba, NSW.
- Jamrozik, A 1996, *Children and society: the family, the state and social parenthood*, MacMillan Education Australia, Melbourne.
- Jureidini, R, Poole, M & Kenny, S 2000, *Sociology: Australian connections*, 2nd edn, Allen & Unwin, St Leonards, NSW.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	40.00
Directed Study	80.00
Private Study	45.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ESSAY	40.00	40.00	25 Jul 2006 (see note 1)
ESSAY/REPORT	60.00	60.00	25 Jul 2006

### NOTES

1. The examiner will advise the due dates for all assessment items.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:

To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available for each assignment.

- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 5 In the event that a due date for an assignment falls on a local public holiday in their area, such as a Show holiday, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.
- 6 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to

achieve the remaining objectives of the course after a period of non-directed personal study.

- 7 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 8 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 9 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 10 Each assessment item must be submitted.
- 11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
  - 2 Students are to use a recognised referencing system as specified by the examiner.
  - 3 **IMPORTANT NOTE: Working with Children:** State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:  
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