



The University of Southern Queensland

Course specification

Description: Study of Society and Environment

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
ECE	3005	51198	1, 2006	ONC	1.00	Wide Bay

Academic group:	FOEDU
Academic org:	FOE004
Student contribution band:	National Priority Teaching
ASCED code:	070103

STAFFING

Examiner: Lindy Austin
Moderator: Leisa Holzheimer

RATIONALE

Studies of Society and Environment (SOSE) is one of eight nationally agreed key learning areas (KLAs) which are a progression from the "foundation learning areas" framework in the Preschool Curriculum Guidelines. SOSE explores processes of investigate social, environmental, historical, economic, political and cultural issues, and applying concepts of social justice, democratic process, and ecological and economical sustainable development. In order to develop effective an appropriate teaching and learning programs in the SOSE area, pre-service educators need to be familiar with the contested nature of social knowledge and with the consequent history of this curriculum area, as well as its location within a package of broad social pedagogies, both overt and hidden. They also need to be familiar with current curriculum developments in the SOSE area, in the Preschool Curriculum Guidelines, Early Childhood Curriculum, and Years 1-10 syllabus in SOSE and their application.

SYNOPSIS

This course is designed to prepare pre-service educators to begin teaching in the SOSE area, and will expose them to notions of social learning, the contested nature of official social knowledge, and environmental and cultural systems. The course will also explore the history of various philosophies and approaches to social education, the current status of the social education part of the school curriculum and current SOSE curriculum documents. **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 completion of this course students will be able to:

1. discuss the nature of the social and environmental education part of the formal school curriculum
2. critique formal SOSE curriculum programs
3. articulate personal emerging views on the purpose of the SOSE program in a variety of educational settings
4. demonstrate understanding of the possibilities for cross-curricular program development through SOSE
5. develop classroom-based social teaching programs based upon the Preschool Curriculum Guidelines, Early Years Curriculum, Queensland SOSE syllabus.

TOPICS

	Description	Weighting (%)
1.	Philosophical perspectives and social pedagogies	15.00
2.	Integrated education and SOSE	25.00
3.	Current SOSE curriculum documents	40.00
4.	Teaching program development	20.00

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).

Marsh, CJ 2004, *Teaching studies of society and environment*, 4th edn, Prentice Hall, Frenchs Forest.

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.

Queensland School Curriculum Council 2000, SOSE years 1-10 syllabus.

Bulbeck, C 1998, *Social sciences in Australia*, Harcourt Brace, Sydney.

Gilbert, R 2001, *Studying society and environment*, Social Science Press, Katoomba.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30.00
Directed Study	40.00
Private Study	95.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ESSAY	100.00	60.00	05 Jun 2006
PROJECT	100.00	40.00	16 Jun 2006

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and 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. 80% attendance at and participation in scheduled classes is expected in order to meet the objectives of this course and to achieve the weekly workshop requirements.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item and must demonstrate their ability to write clearly, grammatically correctly and with accurate spelling and punctuation.
- 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 available weighted marks for those items.
- 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 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.
- 6 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).
- 7 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.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 All assessment items must be submitted with a pass overall gained.
- 10 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

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