Description: Studies of Society and Environment

<table>
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<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
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<td>EDU</td>
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<td>10854</td>
<td>1, 2002</td>
<td>ONC</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070103

STAFFING
Examiner: Carmel Desmarchelier
Moderator: John McMaster

RATIONALE
Studies of Society and Environment (SOSE) is one of eight nationally agreed key learning areas (KLAs). SOSE explores environmental, cultural, economic and political systems in a variety of times and places. The Years 1 to 10 {Studies of Society and Environment} key learning area centres on human fascination with the way people interact with each other and with environments. {Studies of Society and Environment} involves investigations of controversial and challenging issues and promotes critical thinking in the development of optimistic future visions. This key learning area introduces young people to a world of ideas and experiences and assists them to be active participants in their world. Students bring to {Studies of Society and Environment} their understandings about what it means to be young at this time. They appreciate and apply different perspectives in order to deepen their understandings. Students develop abilities to reflect on the values of social justice, democratic process, economic and ecological sustainability and peace to make decisions about issues related to societies and environments. The major focus of SOSE is the study of human interaction in a variety of places, times and cultures {Queensland School Curriculum Council [2000]), http://www.qscc.qld.edu.au/kla/sose/overview.html}. The key learning outcomes contained in the current Queensland syllabus in SOSE revolve around a broad socio-cultural and socio-critical process of investigation to prepare students for life-long social learning and active, transformative civic participation. Consequently, beginning teachers need to be aware of the various dimensions of teaching for socio-critical outcomes and have some understanding of the programmatic possibilities in this area presented by the current SOSE syllabus.

SYNOPSIS
This course is designed to prepare teachers to begin teaching in the SOSE area, and will expose students to notions of social learning and the contested nature of what constitutes
official social knowledge. The course will also explore the history of various philosophies and forms of formal social education curriculum and the current status of the social education part of the school curriculum and will examine the current Queensland SOSE syllabus in detail. Students will be expected to be able to locate the particular emphases in the current syllabus within the philosophical framework developed in the earlier part of the course and to become familiar with the curriculum design features of this syllabus. The possibilities for cross-curricular program development through the SOSE area will be explored, and the place of the formal and hidden curriculum within a broad social learning pedagogical structure will also be discussed. The second part of this course explores a number of specific topics and strands contained in the Queensland SOSE syllabus and examines the development of classroom-based SOSE programs based upon these. This course builds on course USQ85013 (Foundations 2) USQ85015 (Foundations 3), USQ85146 (Australian Indigenous Studies) and USQ85016 (Identity and Culture)

OBJECTIVES
At the conclusion of this course, students will be able to:

- discuss the nature of the social and environmental education part of the formal school curriculum;
- understand social learning as part of a broad social learning process;
- link the effects of the hidden curriculum to the social objectives of the school;
- analyse the current Queensland SOSE syllabus;
- critique formal SOSE curriculum programs;
- articulate personal emerging views on the purpose of the SOSE program in the school.
- appreciate the possibilities for cross-curricular program development through SOSE
- develop classroom-based teaching programs based upon the Queensland SOSE syllabus; and
- incorporate political and social issues in their teaching.

TOPICS

<table>
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<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tr>
<td>1. Social Learning and Social Pedagogies</td>
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<tr>
<td>2. Philosophical Perspectives on Social Education</td>
<td>15.00</td>
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<td>3. The History of the SOSE Part of Formal School Curriculum</td>
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<td>4. The Current Queensland SOSE Curriculum</td>
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<td>5. Teaching Program Development</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:
Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.
EDU1441 course package.

Queensland School Curriculum Council 2000, *Studies of Society and Environment: Years 1-10 Syllabus*,

**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.

(Classroom application for levels 6-12 years)

(Classroom application for levels 6-12 years)

, , *Social Education*,
(Journal)

, , *Theory and Research in Social Education*,
(Journal)

, , *The Social Studies*,
(Journal)

, , *New Formations*,
(Journal)

, , *Theory, Culture, Society*,
(Journal)

, , *Sociology of Education*,
(Journal)

, , *The Australian Journal of Sociology*,
(Journal)


(Classroom application)


(Classroom application available in levels 1-4 plus volumes on Geography)


(Classroom application and series includes SOSE 1 and 2 and each includes a CD)


(Classroom application)

(Classroom application and series for lower and middle primary, photocopyable units to develop key understandings.)

(Classroom application)

(Classroom application)

Seefeldt, Carol 1989, *Social Studies for the Preschool-Primary Child*, 3rd edition, Merrill, Columbus.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
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<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Private Study</td>
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<td>Tutorial</td>
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ASSESSMENT DETAILS

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<th>Wtg(%)</th>
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<tr>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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NOTES:
1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS
1. Where more than one marker is used, moderation will occur.
2. Marking criteria are provided with each assessment item.
3. Students will normally be expected to achieve a passing grade (i.e. 50% minimum) on all items of assessment in order to gain a passing grade for the course as a whole. The first two assignments may be resubmitted if a failure grade is recorded.
4. Assignments submitted after the due date may be penalised in accordance with the University policy on assignments.
5. Requests for extensions of time for the submission of assignments will not normally be entertained less than two days prior to the published submission date.