The University of Southern Queensland

Course Specification

Description: Families, Children and Change

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>ECE</td>
<td>8003</td>
<td>24909</td>
<td>2, 2003</td>
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Academic Group: FOEDU
Academic Org: FOE004
HECS Band: 1
ASCED Code: 070101

STAFFING

Examiner: Shirley O'Neill
Moderator: Kari Winer

RATIONALE

Families are diverse in form and structure and are continuously changing in response to dynamic social, cultural, technological, and economic conditions. This presents a perennial challenge to early childhood practitioners who are cognisant of the crucial roles played by families and significant others in the lives of children and vice versa. It is imperative that those involved in the care and education of children and young people make use of current thinking and new knowledge relevant to family and child studies in order to create programs that are responsive to these ever-changing contexts.

SYNOPSIS

This course examines families and children from an historical, cross-cultural, attitudinal and contemporary perspective. It is grounded in the social construction of concepts such as childhoods, gender, ethnicity, parenting, families and institutions. It affirms a variety of family forms and households, emphasises the diversity of family life and questions the value placed on children, by engaging with current demographic and sociological literature related to family and child studies. Students will examine and critically analyse the changing roles of families, children and communities, reflecting on the implications of these changes on the education and care of young children, whilst drawing on cross-cultural comparisons.

OBJECTIVES

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

- engage with social constructions of childhoods, parenting, families, gender, ethnicity, children and institutions in Australia and other cross-cultural contexts.
- analyse the role of families, children and communities in the care and education of young children in a range of contexts.
• understand the cultural, attitudinal and contemporary issues and influences facing families and young children.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Changing societal contexts</td>
<td>15.00</td>
</tr>
<tr>
<td>2. Changing families</td>
<td>30.00</td>
</tr>
<tr>
<td>3. Changing image and attitudes relating to children and childhoods</td>
<td>20.00</td>
</tr>
<tr>
<td>4. Implications for the future</td>
<td>35.00</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.


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.


Durrenberger, E.P 1996, *State Power and Culture in Thailand*, Yale University South East Asia Studies, New Have, CT.


STUDENT WORKLOAD REQUIREMENTS

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

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<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
<td>CRITICAL REFLECTION 1</td>
<td>15.00</td>
<td>15.00</td>
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<td>CRITICAL REFLECTION 2</td>
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<td>CRITICAL REFLECTION 3</td>
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<td>ANALYTICAL ESSAY</td>
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<td>55.00</td>
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IMPORTANT ASSESSMENT INFORMATION

1 Attendance requirements:
   (a) 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:
   (b) To complete each of the assignments satisfactorily, students must obtain at least 50% of the marks available (or at least a grade of C-) for each assignment.

3 Penalties for late submission of required work:
   (a) 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:
   (g) To be assured of receiving a passing grade a student must achieve at least 50% in each of the summative assessments and at least 50% of the available weighted marks for the summative assessment items.

5 Method used to combine assessment results to attain final grade:
   (a) The final grades for students will be assigned on the basis of the weighted aggregate of the marks (or grades) obtained for each of the summative assessment items in the course.

6 Examination information:
   (e) There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:
   (d) 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/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

ASSESSMENT NOTES

1 (a) 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. (b) Students must retain a copy of each item submitted for assessment. This must be produced within five days if required by the Examiner. (c) The examiner may grant an extension of the due date of an assignment in extenuating circumstances. (f) 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. (g) 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 day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience. (i) 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).

OTHER REQUIREMENTS

1 When there is more than one marker for a single item of assessment, the distribution patterns and means for the different markers will be compared and marks adjusted if necessary.

2 Marking criteria are provided in the course material as mark sheets/guides or as part of assignment specifications.

3 Summative assessment items will be given a numerical score.