STAFFING
Examiner: Jon Austin
Moderator: John McMaster

RATIONAL
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 major focus of SOSE is the study of human interaction in a variety of places, times and cultures. Students develop skills and processes that help them investigate social, environmental, historical, economic, political and cultural issues. Students develop and apply the values of social justice, democratic process, peace and ecological and economical sustainable development. SOSE therefore incorporates large elements of subjects like History, Geography, Social Studies, Economics, Politics and Citizenship (Queensland School Curriculum Council (2000), http://www.qscc.qld.edu.au/kla/sose/ overview.html) In order to develop effective and appropriate school programs in the SOSE area, teachers 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 must understand that life experiences are, in large part, a function of the social, cultural, economic and environmental relationships that characterise communities in space and time. They also need to be familiar with current curriculum developments in the SOSE area, in particular the years1-10 syllabus in SOSE, its requirements and expectations and its possibilities.

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

On completion 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.
- Incorporate political and social issues in their teaching.

TOPICS

<table>
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<th>Description</th>
<th>Weighting (%)</th>
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<tr>
<td>1. Social Learning and Social Pedagogies</td>
<td>5.00</td>
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<tr>
<td>2. Philosophical Perspectives on Social Education</td>
<td>10.00</td>
</tr>
<tr>
<td>3. Holistic Education and SOSE</td>
<td>25.00</td>
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<td>4. The Current Queensland SOSE Curriculum</td>
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<tr>
<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.


**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.

, , *Social Education,*  
(Journal)

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

, , *The Social Studies,*  
(Journal)

, , *New Formations,*  
(Journal)

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


**STUDENT WORKLOAD REQUIREMENTS**

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<thead>
<tr>
<th>ACTIVITY</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>Description</th>
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<th>Wtg(%)</th>
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<tr>
<td>PROJECT</td>
<td>60.00</td>
<td>60.00</td>
<td>Y</td>
<td>18 Sep 2003</td>
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<tr>
<td>2 HOUR EXAMINATION</td>
<td>40.00</td>
<td>40.00</td>
<td>Y</td>
<td>END S2 (see note)</td>
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NOTES:
. Students will be advised of the examination date for this course when the official timetable for Semester 2 2003 has been finalised.

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.

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 (or at least a grade of C-) for each assessment item.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of the total marks available for the assignment (in accordance with the University's Policy on assignments) will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items (the examination and assignments).

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 (or grades) obtained for each of the summative assessment items in the course.

6 Examination information:
   In an Open Examination, candidates may have access to any material during the examination except the following: electronic communication devices, bulky materials, devices requiring mains power and material likely to disturb other students.

7 Examination period when Deferred/Supplementary examinations will be held:
   Any Deferred or Supplementary examinations for this course will be held in the fourth week of the semester following this course offering and the examiner will advise students involved in writing of the date time and location of any such examination.

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 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 five days if required by the Examiner.

3 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.

5 The Faculty will NOT accept submission of assignments by facsimile.

6 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.

7 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.

8 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).

9 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.

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

11 All assessment items must be attempted/submitted and passed.

12 Requests for extensions of time for the submission of assignments will not normally be considered less than two (2) days prior to the published submission date.