



SOCL11055 *Sociology of Australian Society*

Term 1 - 2021

Profile information current as at 01/07/2022 03:45 pm

All details in this unit profile for SOCL11055 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit provides you with an understanding of Australian society in an increasingly diverse and globalising world and how it has developed over time. It will examine how Australian history has helped to define Australian national identities. You will explore issues of power and social change and consider a range of social issues using sociological concepts. This will give you an understanding of the politico economic distribution of resources that shape social inequalities around culture, ethnicity, "race", gender and sexuality. You will develop an understanding of Australian Indigenous issues, processes of settlement and colonisation and multiculturalism and the implications of the globalisation of society. In this way the unit will be the basis for a professional career in human service and other workplaces.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2021

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 20%

2. **Written Assessment**

Weighting: 40%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit evaluation

Feedback

Assessment feedback to be more specific, constructive and encouraging for first year students.

Recommendation

Markers will be directed to provide: more constructive informative to direct students on how to improve on their academic performance against the marking criteria, individualised and supportive feedback when marking student assignments, and assignments will have comments and corrections included within them.

Feedback from Unit evaluation

Feedback

Assessment task information to provide greater detail on what the assessment requires and have more explicit links to the unit content.

Recommendation

The task description in the unit profile will outline the steps on how to undertake the assignment and direct students to the aligned weekly content. Useful exemplar papers will be made available to students to demonstrate the academic standard required by students.

Feedback from Unit evaluation

Feedback

Additional introductory videos to help students become familiar with sociology and the unit content, along with supportive tutorials and online discussion forums for students that undertake the unit from a range of backgrounds and ages.

Recommendation

Bridging videos to help explain sociological concepts and theories to students not familiar with sociology will be provided to students, particularly in the first few weeks of the unit. Students will be supported in their learning through responsive and encouraging discussions with the unit coordinator in online tutorials and discussion forums.

Feedback from Unit Evaluation

Feedback

The lecturer/unit coordinator's (Dr Shane Hopkinson) enthusiasm for sociology.

Recommendation

Staff will continue to deliver the unit with enthusiasm and be responsive to students' individual learning needs.

Feedback from Unit Evaluation

Feedback

Academic writing and referencing support by the Academic Learning Centre services provided in the unit.

Recommendation

Future use of the Academic Learning Centre services will be sought to provide students with expert guidance on academic writing, referencing and assignments.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Understand contemporary Australian society in a global context
2. Identify the relevance of sociological concepts in everyday life
3. Outline the role of cultural diversity in Australian history and identity
4. Examine the role of colonialism and resistance in the lives of Aboriginal and Torres Strait Islander People - both past and present.

Nil

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 20%		•		
2 - Written Assessment - 40%	•		•	
3 - Written Assessment - 40%	•			•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving				
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence	•		•	•
8 - Ethical practice				
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 20%	•		•	•						
2 - Written Assessment - 40%	•		•	•			•			
3 - Written Assessment - 40%	•		•	•			•			

Textbooks and Resources

Textbooks

SOCL11055

Prescribed

Sociology

Edition: 7th edn (2020)

Authors: van Krieken, R, Habibis, d, Smith, P, Maton, K, Martin, G, Churchill, B, West, B & Hansen, E

Pearson Australia

Melbourne , Vic , Australia

ISBN: 9781488624605

Binding: Paperback

Additional Textbook Information

There is a cheaper eBook available. If you prefer to study from a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au>

Social Work students will find this a useful reference book for future units of study in their course.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Susan Rockloff Unit Coordinator

s.rockloff@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Sociology, the sociological imagination and our social selves	<p>Textbook: van Krieken et al. (2021) Ch. 1 Lerner(1997) Rethinking the paradigm: race and class (CRO) Willis (2011) The sociological imagination (CRO) * Check the e-Reading list on the Moodle site.</p>	Complete ichange module
Week 2 - 15 Mar 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Sociological investigations	Textbook: van Krieken et al. (2021) Ch. 16	Complete Practice Quiz
Week 3 - 22 Mar 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Social (individual) selves & sociological theories	Textbook: van Krieken et al. (2021) Ch. 4 & 17	
Week 4 - 29 Mar 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Globalisation of society	<p>Textbook: van Krieken et al. (2021) Ch.2 Political Compass Quiz (URL) Birch (2017) What exactly is neoliberalism(URL)</p>	Online timed quiz Due: Week 4 Thursday (1 Apr 2021) 11:55 pm AEST
Week 5 - 05 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Class and inequality in Australian society	Textbook: van Krieken et al. (2021) Ch.9	
Vacation Week - 12 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 19 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Identities - Indigenous, national, ethnic and racial	Textbook: van Krieken et al. (2021) Ch. 10	
Week 7 - 26 Apr 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Identities - Gender and sexuality	<p>Textbook: van Krieken et al. (2021) Ch.11 Transgender basics (Youtube)</p>	Portfolio (1500 words) Due: Week 7 Friday (30 Apr 2021) 5:00 pm AEST
Week 8 - 03 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Australian families and diversity	Textbook: van Krieken et al. (2021) Ch.5	
Week 9 - 10 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Health and inequalities	Textbook: van Krieken et al. (2021) Ch.12	
Week 10 - 17 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Power and the state	Textbook: van Krieken et al. (2021) Ch	

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Crime and deviance in Australian society	Textbook: van Krieken et al. (2021) Ch.15	

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Intersectionality	Bob Jensen White Supremacy, Patriarchy and Capitalism (podcast)	Essay (1500 words) Due: Week 12 Wednesday (2 June 2021) 5:00 pm AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

To be eligible to pass the unit, all assessment items must be submitted for marking.

Assessment Tasks

1 Online timed quiz

Assessment Type

Online Quiz(zes)

Task Description

This online timed multiple choice quiz is set to test your understanding of fundamental concepts, methods, theoretical perspectives and facts covered by the textbook, recommended readings and lectures covered in weeks 1 to 4 of the term. There will be a total of 40 multiple choice questions and you must answer the questions in 40 minutes. Each correct answer is worth 0.5 marks.

This is an online timed quiz that will open at **6 am (AEST) on Wednesday, 31 April 2021**. You will have TWO days to complete the quiz. The quiz must be completed by **11.55 pm (AEST) on Thursday, 1 April 2021**. If you have an Accessibility Plan that requires an adjustment to your assessment, please contact me at the start of term.

There will be only one correct or best answer to each question, and you need to select the option corresponding to this answer. There are four answer options. There are no penalties for incorrect answers. While you will be able to refer to the textbook or other resources while you are taking the quiz, you cannot afford to do this for every question because of the time limit. You need to have a good understanding of the unit content before taking the quiz. Each student will receive a customised quiz, chosen at random from the test bank, so that collusion will not be possible.

Here is an example of a quiz question -

Q. Which theorist developed 'power elite' theory?

- a. Robert Merton
- b. Emile Durkheim
- c. Erving Goffman
- d. C. Wright Mills *

The correct answer is (d) C. Wright Mills—this is the one you need to select.

A practice quiz will be made available for you to familiarise yourself with the format and process.

Instructions

Please follow the steps below to complete your assessment task:

1. The quiz will be delivered through the 'Assessment' section of the Moodle site, and will only become visible and available to you at 6 am on Wednesday, 31 March 2021.
2. You will need to have access to a stable Internet connection to complete the quiz. It is your responsibility to make

time to sit the quiz by the due date and time (11.55 pm (AEST), 1 April 2021).

3. Before you take the quiz, make sure that you are ready (i.e. a proper revision has been done) and choose a time and computer/place with minimum distraction to sit for the quiz (i.e. do not have external disturbances from people, pets, etc).

4. Be conscious of the time limit while taking the quiz—make sure you have a clock in front of you and note down your starting time. Do not wait until the last minute to complete the quiz as it will time out once the time limit is reached (i.e. at 11.55 PM the quiz will close regardless of your start time). To have the full time allocation you need to start the quiz no later than 11.10 pm.

5. The presentation of questions is one page at a time with 5 questions per page. You must complete each page before you go on to the next one. Attempts to backtrack to previous pages are not allowed.

6. If you experience a problem with your quiz or the Moodle site while completing the quiz, please contact the CQU Technology and Services Assistance Centre (TASAC) during their opening hours of 7.30 am – 6 pm on ph: 1300 666 620. It is recommended that you complete the quiz during office hours.

7. Your quiz score will be provided the next day after the quiz has closed.

8. Undertaking this quiz is a requirement of the unit to be eligible to pass. Please contact the Unit Coordinator immediately if you are unable to complete the quiz.

Requirements

You need a computer with a stable internet connection and 40 minutes of uninterrupted time.

Resources

- You can use unit provided materials and other credible sources during the quiz.
- We recommend that you adequately prepare before the quiz day and take the practice quiz.

Submission

Submit your completed quiz when you answer the 40 questions or the 40 minute time allowance lapses. The quiz will be set to submit your quiz at the end of the 40 minutes.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 4 Thursday (1 Apr 2021) 11:55 pm AEST

Return Date to Students

Week 4 Friday (2 Apr 2021)

Weighting

20%

Assessment Criteria

The quiz questions are drawn from random from a test bank of multiple choice questions. Your answer will be assessed against the correct answer in the test bank.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit your quiz answers at the completion of the quiz and by the end of 40 minutes.

Learning Outcomes Assessed

- Identify the relevance of sociological concepts in everyday life

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy

2 Portfolio (1500 words)

Assessment Type

Written Assessment

Task Description

This assessment aims to have you reflect on the unit materials in the first seven weeks of the unit and to show your sociological understanding by answering the three portfolio questions. In your answers, you need to demonstrate an understanding of the key issues and social divisions from a sociological perspective and using sociological concepts. The three portfolio questions are focused on understanding why Australian society has vulnerable and disadvantaged peoples and communities, cultural groups whose livelihoods are impacted by power, oppression and exploitation from local and global forces, and a national identity shaped by societal forces.

Instructions

You are required to submit a portfolio containing three 500 word answers. Each question will be marked out of 25%, with 15% for referencing and 10% for writing quality overall to reach a total of 100%. Please see the Assessment 2 marking rubric below and on the unit Moodle site.

You need to answer all three questions.

1. How has the emergence of capitalism and increasing pressure from processes of globalisation on Australian society shaped social inequalities over time?
2. A person's identity whether it is to do with our social class, ethnicity, race, gender or sexuality is subjected to wider historical, social and political processes. Discuss how some groups of individuals are exploited, marginalised and oppressed in Australian society due to belonging to certain groups. Use examples from at least two or three different groups to support your argument.
3. Explain how Australia's history and national identity have been shaped by cultural diversity and what tensions exist in contemporary society. Your response needs to consider political and ideological factors, and present a sociological perspective.

Please do not use dot points or numbered lists in your answer. You are encouraged to discuss your ideas, case studies and resources with the unit coordinator and others in the Assessment Discussion Forum. A brief, concisely written answer to the question is more effective than a long, winded general comment. Where appropriate, you should refer to the literature to support your discussion and provide an in-text citation for any sources that you use. If you do use a direct quote, it should only be included if you then comment on what the author has said. If you use a direct quote as part of your discussion it must be indicated as such and you will need to provide full reference details in APA referencing style.

Please follow the steps below to complete your assessment task:

1. Read the relevant textbook chapters and view the weekly topic resources for weeks 1 to 7 on the Moodle site and in the e-Reading list.
2. Familiarise yourself with the key concepts, perspectives and the sociological imagination covered in the unit.
3. Search the CQU library and databases for useful references for each of the three questions and undertake further reading.
4. Draft an outline for each of the three answers before writing your response. Use examples to illustrate your applied understanding.
5. Provide in-text citations to support your discussion and add a single reference list at the end of your portfolio.

Literature and references

In this assessment use at least 6 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a header.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQU University Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here.](#)

Assessment Due Date

Week 7 Friday (30 Apr 2021) 5:00 pm AEST

Return Date to Students

Week 10 Monday (17 May 2021)

Weighting

40%

Assessment Criteria

The marking matrix contains the assessment criteria that will be used to evaluate your assignment. You must refer to the matrix rubric when preparing your assessment.

Your assignment will be evaluated on the following criteria:

- Writing quality (10%) - Quality is evaluated on spelling, grammar and paragraph structure.
- Approach and argument (75%) - Content is evaluated based on the use of independent readings and research, the relevancy of arguments, use of supporting examples, the inclusion of relevant theories and concepts, and evidence of originality.
- Referencing (15%) - Referencing quality is based on the appropriate use of references in your writing and the adherence to the required referencing style guidelines both in the body of the assignment and the reference list.

Assessment 2 Marking Rubric T1 2021.

HD	D	C	P	F
Writing quality (10%)				
8.45-10 Consistently accurate with spelling, grammar and paragraph structure. (10%)	7.45-8.449 Minimal (2-3) critical errors in spelling, grammar or paragraph structure.	6.45-7.449 Few (3 - 4) critical errors with spelling, grammar or paragraph structure.	4.95-6.449 Several (4-5) critical errors with spelling, grammar or paragraph structure.	0-4.949 Many (>6) errors with spelling, grammar or paragraph structure.
Approach and Argument (75%)				
21.12-25 Answer 1. Content provides comprehensive and critical discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality (25%) Covers	18.65-21.11 Content provides strong and appropriate discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	16.15-18.6 Content provides adequate discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	12.4-16.12 Content provides some relevant discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	0-12.35 Content provides no or inadequate discussion and lacks many: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality
21.12-25 Answer 2. Content provides comprehensive and critical discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality (25%) Covers	18.65-21.11 Content provides strong and appropriate discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	16.15-18.6 Content provides adequate discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	12.4-16.12 Content provides some relevant discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	0-12.35 Content provides no or inadequate discussion and lacks many: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality
21.12-25 Answer 3. Content provides comprehensive and critical discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality (25%) Covers	18.65-21.11 Content provides a strong and appropriate discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	16.15-18.6 Content provides adequate discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	12.4-16.12 Content provides some relevant discussion and includes: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality	0-12.35 Content provides no or inadequate discussion and lacks many: · Independent reading and research · Relevant arguments · Supporting examples · Relevant theories and concepts · Evidence of originality

Referencing (15%)

4.23-5 Consistently integrates references to support and reflect all ideas, factual information and quotations. Consistently accurate with in-text referencing. (5%)	3.73-4.22 Generally, integrates references to support and reflect ideas, factual information and quotations with 1 or 2 exceptions. 1-2 consistent in-text referencing errors identified.	3.23-3.72 Frequently integrates references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. 3-4 consistent in-text referencing errors identified.	2.48-3.22 Occasionally integrates references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. 5-6 inconsistent in-text referencing errors identified.	0-2.47 Fails to or infrequent attempts (6 or more errors) to integrate references to support & reflect ideas, factual information & quotations. Referencing is inconsistent with APA style. >6 inaccuracies with in-text referencing.
4.23-5 A minimum of 9 up-to-date references used. (5%)	3.73-4.22 A minimum of 8 up-to-date references used.	3.23-3.72 A minimum of 7 up-to-date references used.	2.48-3.22 A minimum of 6 up-to-date references used.	0-2.47 The required number of 6 references not used, or none are up-to-date.
4.23-5 The reference list appears in alphabetical order and fully adheres to reference list presentation guidelines. (5%)	3.73-4.22 The reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines.	3.23-3.72 The reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines.	2.48-3.22 The reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines.	0-2.47 The reference list does not appear in alphabetical order and does not adhere to reference list presentation guidelines.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Learning Outcomes Assessed

- Understand contemporary Australian society in a global context
- Outline the role of cultural diversity in Australian history and identity

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

3 Essay (1500 words)

Assessment Type

Written Assessment

Task Description

Understanding a social issue using the sociological imagination.

The aim of this assessment is for you to write a 1500 word essay on one (1) current social issue concerning Aboriginal and Torres Strait Islander People using the sociological imagination template. This approach allows private troubles to be understood as public issues and to recognise the structural basis for individual problems in society. Understanding the past and present impacts on Aboriginal and Torres Strait Islander People provides you with the necessary knowledge and commitment to work with and for Aboriginal and Torres Strait Islander Peoples and communities. This skill and awareness connect with human service delivery which is based around social justice human rights, collective responsibility and respect for diversity.

Select one social issue from the list below relating to the impact of colonialism and resistance in the lives of Aboriginal and Torres Strait Islander People:

- Imprisonment rate
- Racism in the healthcare system
- Domestic Violence
- Homelessness
- High unemployment

Other topics may be considered but they must be approved by the lecturer first.

You need to use the sociological imagination as a tool to think like a sociologist and to discuss the topic in a sociological way. In the essay, use and explain the relevant key concepts and basic ideas of sociology that you have learned through the term. The assignment requires you to discuss the topic from a sociological position which is different from how a psychologist or other health and human service professional might look at the social issue.

Instructions

You are required to write a 1500 word essay plus or minus 10%. The essay will have a Title Page, Introduction, Discussion, Conclusion, and Reference sections.

The discussion section will explain the sociological imagination, include the four parts of the sociological imagination template (History, Structure, Culture, Critique) and discuss social change:

History: What broader historical patterns and events have impacted on the issue?

Structure: How has class, race and gender been a factor? How would life have been different if they were from a different class, race and/or gender background?

Cultural norms: What cultural norms have been a factor in this issue? What is expected of Aboriginal and Torres Strait Islander People in the 21st Century?

Critique: What can be learned about looking at this social issue from a sociological perspective along with the history in this way?

Lastly, consider how this social issue could be different, and what strategy could be formulated to bring about social change for Aboriginal and Torres Strait Islander People and communities in Australia?

Please follow the steps below to complete your assessment task:

1. View the unit recordings, lecture notes and attend the weekly Zoom tutorials and Assessment help Zoom sessions.
2. Select your social issue and start gathering relevant resources using the CQU library databases and web-based searches (e.g. Google Scholar).
3. You are encouraged to use your set textbook (van Krieken et al. 2021) and resources in the e-Reading list for the unit.
4. Use the sociological imagination template to sketch out the sorts of areas you will need to look at and think about what sort of resources (websites, journal articles, books) you will need. How do history, structure and cultural norms influence the issue? Take this to the Moodle site for discussion with your fellow students who are doing the same social issue.
5. Draft your essay. What is your overall argument? Use the library databases to find references to demonstrate the key issues and support the arguments you want to make.
6. Write up the essay in detail with references - give it to someone to proof-read and then submit on the Moodle site before the due date and time.

Please do not use dot points or numbered lists in your answer. You are encouraged to discuss your ideas and resources with the unit coordinator and others in the Assessment Discussion Forum.

Literature and references

In this assessment use at least 6 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies.

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- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Assessment Due Date

Week 12 Wednesday (2 June 2021) 5:00 pm AEST

Return Date to Students

21 June 2021

Weighting

40%

Assessment Criteria

The marking rubric contains the assessment criteria that will be used to evaluate your assignment. You must refer to the matrix rubric when preparing your assessment.

Your assignment will be evaluated on the following criteria:

- Writing quality (10%) - Quality is evaluated on spelling, grammar and paragraph structure. The introduction and conclusion sections are also evaluated.
- Approach and argument (75%) - Content is evaluated based on the use of independent readings and research, the relevancy of arguments, use of supporting examples, the inclusion of relevant theories and concepts, and evidence of originality.
- Referencing (15%) - Referencing quality is based on the appropriate use of references in your writing and the adherence to the required referencing style guidelines (Australian Psychological Association 7th Edition) in the written part of the assignment and the reference list.

Assessment 3. Marking Rubric T1 2021.

HD	D	C	P	F
Writing quality (10%)				
4.23-5 Consistently accurate with spelling, grammar and paragraph structure. (5%)	3.73-4.22 Minimal (2-3) critical errors in spelling, grammar or paragraph structure.	3.23-3.72 Few (3 - 4) critical errors with spelling, grammar or paragraph structure.	2.48-3.22 Several (4-5) critical errors with spelling, grammar or paragraph structure.	0-2.47 Many (>6) errors with spelling, grammar or paragraph structure.
4.23-5 Clear and succinct <i>introduction</i> that introduces the topic and outlines the direction of the paper. Clear and succinct <i>conclusion</i> that provides closure to the topic. (5%)	3.73-4.22 Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. The conclusion provides a clear and appropriate closure to the topic and outlines the final direction of the paper	3.23-3.72 Appropriate introduction that introduces the topic and outlines the direction of the paper Appropriate conclusion to the topic that somewhat outlines the final direction of the paper	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion is apparent although consists of only a brief closure of the topic. Topic not clearly concluded	0-2.47 No recognisable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No recognisable conclusion or the conclusion content is not reflective of the discussion.
Approach and Argument (75%)				
21.12-25 Explains the sociological imagination template. Content provides a clear and succinct description of the sociological imagination framework and how it helps solve social problems. (25%)	18.65-21.11 Content provides a clear description of the sociological imagination framework and how it helps solve social problems.	16.15-18.6 Content provides an appropriate description of the of the sociological imagination framework and how it helps solve social problems.	12.4-16.12 Content provides an adequate description of the of the sociological imagination framework and how it helps solve social problems.	0-12.35 Content provides inadequate or no description or use of the of the sociological imagination framework and how it helps solve social problems.
21.12-25 Applies the sociological imagination to one social issue. Content provides comprehensive and critical sociological discussion of your issue and supported by readings, examples and evidence of originality. (25%)	18.65-21.11 Content provides a strong sociological discussion of your issue and how it helps solve social problems. It is supported by readings, examples and evidence of originality.	16.15-18.6 Content provides an appropriate sociological discussion of your issue and how it helps solve social problems. It is supported by some readings, examples and evidence of originality.	12.4-16.12 Content provides an adequate sociological discussion of your issue and is supported by a few readings, examples and some evidence of originality.	0-12.35 Content provides inadequate sociological discussion of your issue and there is little or no readings, supporting examples and very limited evidence of originality.
21.12-25 Proposes options for social change. Content provides comprehensive and critical discussion of what can be done to bring about social change. (25%)	18.65-21.11 Content provides a strong discussion of what can be done to bring about social change.	16.15-18.6 Content provides an appropriate discussion of what can be done to bring about social change.	12.4-16.12 Content provides an adequate discussion of what can be done to bring about social change.	0-12.35 Content provides inadequate discussion of what can be done to bring about social change.
Referencing (15%)				

4.23-5 Consistently integrates references to support and reflect all ideas, information and quotations. Consistently accurate with in-text referencing. (5%)	3.73-4.22 Generally, integrates references to support and reflect ideas, information and quotations with 1 or 2 exceptions. 1-2 consistent in-text referencing errors identified.	3.23-3.72 Frequently integrates references to support and reflect ideas, information and quotations, with 3 or 4 exceptions. 3-4 consistent in-text referencing errors identified.	2.48-3.22 Occasionally integrates references to support and reflect ideas, information and quotations, with 5 or 6 exceptions. 5-6 inconsistent in-text referencing errors identified.	0-2.47 Fails to or infrequent attempts (6 or more errors) to integrate references to support & reflect ideas, information & quotations. Referencing is inconsistent with APA style. >6 inaccuracies with in-text referencing.
4.23-5 A minimum of 9 up-to-date references used. (5%)	3.73-4.22 A minimum of 8 up-to-date references used.	3.23-3.72 A minimum of 7 up-to-date references used.	2.48-3.22 A minimum of 6 up-to-date references used.	0-2.47 The required minimum number of 6 up-to-date references not used, or none are up-to-date.
4.23-5 Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines. (5%)	3.73-4.22 Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines.	3.23-3.72 Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines.	2.48-3.22 Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines.	0-2.47 Reference list does not appear in alphabetical order and does not adhere to reference list presentation guidelines.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Learning Outcomes Assessed

- Understand contemporary Australian society in a global context
- Examine the role of colonialism and resistance in the lives of Aboriginal and Torres Strait Islander People - both past and present.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem