Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

**Hard copy submission:**

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker's comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** Assignments that fall short of the word length will not be accepted. Longer assignments will not be penalized but lecturers cannot be expected to read all of a longer document in deciding on the result.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: [http://www.newcastle.edu.au/study/forms/](http://www.newcastle.edu.au/study/forms/)
- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Opposite Café Central, Ourimbah
- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be addressed to the relevant School. If mailing an assignment, this should be addressed to:

  Terry Leahy  
  Humanities and Social Sciences  
  University of Newcastle  
  University Drive  
  Callaghan  
  NSW  2308

Mailed assignments are accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**

In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website available @ www.blackboard.newcastle.edu.au/

<table>
<thead>
<tr>
<th>Reports</th>
<th>Research Report (2,000 words); 40%; due week 8 Sep 12th – 5 pm</th>
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</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Essay (2,000 words); 40%; due week 13 Nov 6th – 5 pm</td>
</tr>
</tbody>
</table>

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Academic Integrity**

Integrity, honesty, and a respect for knowledge and truth are the bases of all academic endeavours in teaching, learning and research. To preserve the quality of learning, both for the individual and for others enrolled, the University imposes severe sanctions on activities that undermine academic integrity.

There are two major categories of academic dishonesty:

(a) Academic Fraud, in which a false representation is made to gain an unjust advantage by, for example,

- the falsification of data
- reusing one’s own work that has been submitted previously and counted towards another course (without permission)
- misconduct in Examinations

(b) Plagiarism, which is the presentation of the thoughts or works of another as one's own. Plagiarism includes

- copying, paraphrasing, or using someone else’s ideas without appropriate acknowledgement
- failure to identify direct quotation through the use of quotation marks
- working with others without permission and presenting the resulting work as though it were completed independently.

Please note that aiding another student to plagiarise (e.g. by lending assignments to other students) is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link - http://www.newcastle.edu.au/policylibrary/000608.html
Penalties for Late Assignments

Students are required to submit assessment items by the due date. Assignments submitted after the due date might not be included for assessment. No penalty will apply if the student has submitted an Application for an Extension of Time by the due date and the application is approved by the Course Coordinator.


Refer - ‘Rules Governing the Administration of Assessment Items - Rule 000113’ available @ http://www.newcastle.edu.au/policylibrary/000113.html (section 18)

Special Circumstances and Extensions

Students wishing to apply for Special Circumstances or Extension of Time should apply online. Refer - ‘Special Circumstances Affecting Assessment Items - Procedure 000641’ available @ http://www.newcastle.edu.au/policylibrary/000641.html

Assignment Re-submission

Students who have failed an assignment are permitted to revise and resubmit it in this course. In such cases students cannot achieve more than a pass grade with their re-submission. Students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Re-marks & Moderations

A student may only request a re-mark of an assessment item before the final result - in the course to which the assessment item contributes - has been posted. If a final result in the course has been posted, the student must apply under ‘Procedures for Appeal Against a Final Result’ (Refer - http://www.newcastle.edu.au/study/forms/).

Students concerned at the mark given for an assessment item should first discuss the matter with the Course Coordinator. If subsequently requesting a re-mark, students should be aware that as a result of a re-mark the original mark may be increased or reduced. The case for a re-mark should be outlined in writing and submitted to the Course Coordinator, who determines whether a re-mark should be granted.

A re-mark may also be initiated at the request of the Course Coordinator, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor. Re-marks may be undertaken by:

1. the original marker; or
2. an alternate internal marker; or
3. an alternate external marker (usually as a consequence of a grievance procedure).

For further detail on this University policy refer - ‘Re-marks and Moderations - Procedure 000769’ available @ http://www.newcastle.edu.au/policylibrary/000769.html

Return of Assignments

Students can collect assignments from a nominated Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

Preferred Referencing Style

In this course, it is recommended that you use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors’ last names (or by titles for works without authors). For further information on referencing and general study skills refer - ‘Infoskills’ available @ www.newcastle.edu.au/services/library/tutorials/infoskills/index.html

See also:


Student Representatives

Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

Refer - ‘Information for Student Representatives on Committees’ available @ http://www.newcastle.edu.au/service/committees/student_reps/index.html

Student Communication

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website
<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Fail (FF)</th>
<th>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</th>
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<tbody>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
<tr>
<td>Week</td>
<td>Week beginning</td>
<td>Lecture Topics</td>
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</table>
| 1     | July 27        | Focus groups and interviews in the social sciences – qualitative research | Introducing ourselves  
Explaining the course guide  
Setting up the focus groups  
Developing focus group topics  
Arranging digital or cassette recorders |  |
| 2     | August 3       | How to do interviews and focus groups | Finding info on the net.  Searching databases. | Organize your focus group  
For week 3 |
| 3     | August 10      | Career choice and careers in the social sciences | Career Planning | Conduct the focus group interview and tape it  
Find info on your topic |
| 4     | August 17      | How to code and analyse interview data | Tables in Excel Spreadsheets: Part One | Transcribe the taped interviews |
| 5     | August 24      | Evaluating evidence. Plagiarism | Tables in Excel Spreadsheets: Part Two | Start Career Portfolio |
| 6     | August 31      | Tables and descriptive statistics in the social sciences | How to write up and analyze your focus group tapes |  |
| 7     | September 7    | Bias and values in the social sciences | Bias and values in the social sciences | Prepare a table  
Code and analyze your data |
<table>
<thead>
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<th>Date</th>
<th>Event</th>
<th>Topic</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 14</td>
<td>Seminar</td>
<td>The Welfare State and Economic Rationalism</td>
<td>The Welfare State and Economic Rationalism</td>
<td>Due Date – Friday Sep 18th Research Report</td>
</tr>
<tr>
<td>September 21</td>
<td>Seminar</td>
<td>Social Welfare and Governmentality</td>
<td>Social Welfare and Governmentality</td>
<td>Begin your key debates essay</td>
</tr>
<tr>
<td>October 12</td>
<td>Seminar</td>
<td>The Concept of Social Capital</td>
<td>The Concept of Social Capital</td>
<td></td>
</tr>
<tr>
<td>October 19</td>
<td>Seminar</td>
<td>The Middle Class – Neo Marxist Approaches</td>
<td>The Middle Class – Neo Marxist Approaches</td>
<td></td>
</tr>
<tr>
<td>October 26</td>
<td>Computer Lab</td>
<td>How to discuss a topic in an essay format</td>
<td>How to do PowerPoint Presentations</td>
<td>Prepare your PowerPoint for key debates essay</td>
</tr>
<tr>
<td>November 2</td>
<td>Seminar</td>
<td>No Lecture</td>
<td>Review and Party</td>
<td>Due Date – Essay Nov 6th Finalise your career portfolio</td>
</tr>
<tr>
<td>November 3</td>
<td></td>
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<td>Due date – Career Portfolio Nov 13th</td>
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Assessment Item 1: Research Report
Controversial topic

Weighting: 40%  Due Date: Week 8 - Friday Sep 18
Length: 2,000 words.

Explanation and timing of the task:

A research report consists of two key sections. The first is a literature review of existing research on a topic. The second is the report and analysis of your own original data.

For this research report the data will be a taped focus group interview with a number of students from your seminar and computer lab group. The topic will be attitudes to a controversial social issue. Your group will be asked to devise a topic of the kind that may be the subject of investigation in the social sciences. You can imagine that a research company is asking you to investigate the topic – “What do young people think about X?”.

In week one your group will work out a topic which is likely to engender debate and discussion in your group, making it suitable as a focus group topic. For example “Drugs in Sport”; “Divorce and Single Fathers” and so on. Preferably, choose a topic that you do not all agree about.

In the third week your group will meet to conduct the focus group.

In week four and week 6 you will be instructed in methods to write up and and analyze interview data. It would make sense for your group to meet in week four and divide up the task of transcription so you all transcribe a part of the tape and join the transcription together for analysis by each student for their own report. By week seven it would be sensible to write up your analysis of the transcript for your research report, finalizing the report by the end of week eight. Make sure that you include extended paragraph long pieces of interview transcript for analysis within the report; not just snippets and one sentence examples. See an example below of analysis of interview material for a research report to give you an idea of the kind of thing you should be doing.

In the second week you will also be instructed on methods for searching databases so that you can review existing research on a topic. The research report task requires you to conduct a search of databases and find between three and five articles from academic journals which you will summarize and discuss for the review of existing research on your group’s topic. Also prepare a reference list for the articles you use. It would make sense to begin this task in the third week. In addition to the material presented in the book of readings the library tutorials on the web called “infoskills” have some excellent instruction on this topic.

In weeks four and five, you will be instructed on how to prepare a table in an Excel spreadsheet. During the course of your database search on your focus group topic you will have come across a number of tables or numerical data of some kind. For your research report you will be expected to prepare this data as at least two tables in Excel spreadsheets. Please enter the data yourself and prepare your own tables – do not cut and paste from the net or other source. Under each table explain in your own words the meaning of the table as data relevant to your topic. You will need to cite the source for the information in the table. These tables will be included as part of your review of existing research on the topic. It would be sensible to complete this part of the task in week seven.

See the week by week summary of the course for reminders on the timing of this task.

The assessment task:

Prepare a research report on a controversial social issue and people’s attitudes to that issue - as revealed in a focus group interview. The report must include a discussion of existing research on the issue; as well as at least two tables of data prepared in Excel spreadsheets by you - and derived from your database search. It must also include a report of the focus
group discussion with your own analysis of examples of interview transcript. The conclusion should discuss the relationship between your own findings and the existing research.

**Example and format for a research report:**

The following resource will be placed in short loans to give students an idea of what a research report in the social sciences looks like - and to set out the format for a research report:


**Examples and discussion of how to transcribe and analyze interview data**

The following resources will be placed in short loans to help students to get a deeper understanding of different ways to approach interview data.


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**Assessment Item 2: Career Portfolio**

**Weighting:** 10%  
**Due Date:** Week 14 – Friday, Nov 13th  
**Length:** 1,000 words

**Instructions:** In week 3, the lecture will be concerned with career development in the social sciences. For this assignment students will collect these materials together:

- job advertisements in the field the student wishes to enter,
- a resume of work experience so far (whether in the social sciences or not),
- a curriculum vitae of training and education that you have already completed,
- a plan of what the student intends to do in coming years to ensure employability in their chosen field,
- a discussion of the students ambitions and interests for a career.

There is no definite format for this assignment; students will make their own decisions about how to organise the material referred to in the list above. In other words, just collect and prepare the materials listed above and staple them onto A4 pages. Do not worry if you are planning a career outside the social sciences (e.g. psychology). Just carry out the assignment above in terms of your intention to enter the career of your choice.

**Careers service**


You can also register your email with Careers & Employment to receive advanced notification of part-time job vacancies, program related job opportunities (including traineeships and vacation work), and graduate opportunities.

Careers & Employment run a number of career related activities throughout the year, including the annual Careers Expo, seminars and professional development programs, job application checking service, interview practice and careers counselling sessions.
**Assessment Item 3: Essay**

**Key Debates in the Social Sciences**

**Weighting:** 40%  
**Due Date:** Week 13 – Friday, Nov 6th  
**Length:** 2,000 words

**Instructions:** The essay topics cover the key debates handled in the lecture series. Students will be expected to make use of at least 5 academic references for their essay topic for the essay they choose. It is expected that students will begin with the references listed below for their essay topics - before searching for further material. The references listed here will be available in short loans. Essays should be written in academic genre (like an article in an academic journal) with a proper referencing and reference list. For most essays, the following textbook is an excellent introduction to the issues.


In weeks 9 and 11 the Computer Lab instruction will be on how to prepare presentations in PowerPoint. For this assessment item, students will also summarise the essay in PowerPoint format, making a printed copy of the powerpoint slides to include with their essay.

**Essay Topics and Readings:** Choose ONE of the following.

**Essay Topic One:** How has what has been called neo-liberalism or economic rationalism affected the welfare state in Australia and other wealthy nations? Overall, has there been a drop in standards of living, feelings of security or social connection resulting from these changes?


**Essay Topic Two:** Explain some of Foucault’s ideas about power, knowledge, the disciplinary society and governmentality. How do Carrington and Southgate use some of these concepts in their own research on society?


Essay Topic Three: Is it realistic to expect that social science can ever be free of values, objective or unbiased? Instead of this, should social science become partisan and committed, working in the interests of less privileged groups in society?


Essay Topic Four: What is “social capital” according to Putnam? What evidence does he use to argue that social capital has declined in the USA? Is social capital created by informal peer group interactions between young people – whether face to face or using communications technology?


Essay Topic Five: According to the Ehrenreichs, the role of the middle class is to discipline, control and guide the working class. It is this fact which leads to working class resistance and resentment of the middle class. Examine this approach.


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**Assessment Item 4: Participation**

**Weighting:** 10%

Students are required to attend seminars and computer labs. If you are unable to attend for more than two weeks, arrangements must be made with the lecturer.

Students are required to undertake the weekly reading and participate in discussion organised around that. The participation mark will be an overall grade, taking into account participation in all seminars and computer labs.