

Proposal for Content of a Special Topic Paper	
<i>(This form is to fill an existing Special Topic code with content; or to create a new trial paper. If a new paper code for a generic special topic is required, then a Form 3ST must also be completed.)</i>	
Name of Department:	Sociology, Gender and Social Work
Subject Code, Number and Title of New Paper	SOCI 204 ST: Young People and Society
Year of Introduction (Year Proposal Takes Effect)	2018
Special Topic will be taught as a ‘one-off’?	<input checked="" type="checkbox"/>
Special Topic is a ‘tester’ paper & may become permanent?	<input checked="" type="checkbox"/>
When is the Special Topic to become available?	<input type="text" value="S2 2018"/>

The number of times the same Special Topic will be offered should be no more than three times, or two years at which point a proposal will need to be made for a named paper using a Form 3 (See Special Topic Guidelines)

Purpose of Special Topic and Expected Duration

(A succinct description of the purpose of the proposal including the introduction of new papers and any consequential amendments such as deletions of existing papers and amendments to schedules. See Special Topic Guidelines.)

To offer a new Special Topic paper.

Justification

(Provide a brief rationale for the content of the proposed Special Topic.)

This paper addresses a gap in the Department’s paper offerings by providing a specific focus on young people and their place in society. The content allows students to locate the discussion of young people in relation to issues covered in the other departmental papers. Because they are young themselves, students will have the opportunity to engage with their lived experiences and reflect on the realities of contemporary society through this paper.

Qualifications Affected

BA, BASc

Prescription

(Refer to Guide to Enrolment for format. Include proposed subject code, paper number, points value and anticipated EFTS, prerequisites, restrictions, programmes the paper is ‘limited to’, whether it will offered on-campus and/or by distance learning, and whether it is to be taught in the 1st and/or 2nd Semester, during the whole year or Summer School. The description of the content should be no longer than 30 words. Refer to the Form 3 Important Notes for guidance on title, prescription and prerequisites etc.)

SOCI 204 ST: Young People and Society
 S2 0.15 EFTS OL, OC 18 points

Critically examine the place of youth in society, the social construction of youth and the discourses of risk associated with being young.

P (SOCI 101 or 102 or 103) or 54 points

SC Arts and Music

Occurrence Details

Basic details of each occurrence of the paper, each listed separately. Include campus being taught at or from (Dunedin, Christchurch, Wellington, Invercargill, Auckland), teaching period (S1, S2 etc.), indicative start date (for each occurrence – if not standard), indicative end date (for each occurrence – if not standard), teaching method (i.e. on campus or by distance). Refer to the 'Form 3 - Important Notes' for guidance on the definition of an occurrence, teaching period and start/end dates.

Campus Taught From	Teaching Period	Indicative Start Date (if Non-Standard)	Indicative End Date (if Non-Standard)	Teaching Method
Dunedin	S2			On campus

Consequential Amendments to Regulations and/or Schedules and/or Other Papers

(All changes to regulations, schedules and the paper rules of related papers (e.g. prerequisites, corequisites, and restrictions) as a result of introducing this paper must be detailed below. It may be useful for both current and proposed forms of words for publication to be provided, with changes or additions in bold or italic type. This includes changes that will need to be made to Schedules, including Schedules A, B and C. Include Calendar page numbers. Changes to the Programme information in the *Guide to Enrolment* are not required. Consequential deletion(s) of papers must also be reported here (in which case a separate Form 5, proposal to delete a paper, does not need to be completed).)

None.

Academic Consultation with other Departments/other Divisions

(Outline the consultation that has been undertaken with interested parties including other Departments and Divisions. Detail any professional accreditation requirements.)

In the Division of Humanities all Heads of Department are consulted on a DIV ST to introduce a new Special Topic paper, and are invited to respond only if they wish to raise a concern. For this proposal, all Heads of Department were consulted and the responses were all positive, so no consultation table has been included.

Part (ii)

Learning Outcomes (Aims and Objectives) of Paper

(Learning outcomes (aims/objectives) for individual papers can be described in a range of styles and should indicate what learners are able to do on successful completion of the paper. Outcomes for the paper should also contribute to the Graduate Profile of the programme – ***please identify which attributes of the Graduate Profile are achieved by the paper.*** See Section 10 of the *Form 1S and Form 1 Important notes for applicants* for further information and a best practice example, or the *Teaching and Learning Plan* at <http://www.otago.ac.nz/staff/>)

The course design should ensure alignment between learning outcomes, teaching and learning methods, and assessment. When considering outcomes, be sure to consider the different domains such as knowledge, skills (generic and subject-specific) and attributes. Note that assessment tasks later in this form will need to be aligned with the outcomes for the paper.)

By the end of this paper, students will be able to:

- Express critical appreciation of youth as a diverse concept;
- Apply sociological theories to explain youth experiences;
- Demonstrate the influence of structure and agency on young peoples lived realities.

Paper Outline

(Please provide an outline of the structure and content of lectures, laboratories and tutorials, and a description of the assessment tasks – see also Section 12 of the *Important Notes for Completing Forms*.)

1	Paper introduction
2	Youth: concepts and theories
3	Youth: historical and social context
4	Youth: contemporary and global context
5	Youth and education
6	Youth and work
7	Youth and health
8	Youth and homelessness
9	Youth, subcultures and identities
10	Youth and the media
11	Youth and participation
12	Youth legislation and policy
13	Paper summary and conclusion

Assessment

Report 1	30%
Report 2	30%
Final Exam	40%

Workload Expectations

(For undergraduate study 1 point = 10 hours (except in many Health Sciences papers), e.g. the expected student workload is 180 hours for a 18-point paper, 240 hours for an 24-point paper, and 360 hours for a 36-point paper. For postgraduate students 1 point = 12 hours (except in Health Sciences), e.g. expected student workload is 240 hours for a 20-point paper.

Every paper has a point value that indicates its contribution to the qualification enrolled for (or to any other qualification to which that paper can contribute). These values have been derived on the basis of an equivalent full-time year of enrolment being 120 points.

It is recognised that Divisions may have guidelines for workload (total hours per point) for the undergraduate papers in their Division, including the ratio of contact to non-contact hours. If this is the case please state any differences to the University “norm”.

The required workload for a paper should include provision for lectures (50-minute lectures factored as 1 hour), seminars, tutorials, laboratories, use of computer resource rooms, field work, examinations and tests, preparation and private study. Allocations for each component should be specified in hours and the basis of the allocation given in brackets (suggestions are provided below). A paper that does not include a final examination will normally demand more work of a student during the 13 teaching weeks of a semester.

These workload expectations should be part of the information provided to students at the beginning of the paper.)

(i) Contact hours

	<i>hours</i>	<i>derivation</i>
Lectures	26	(2 per week for 13 weeks)
Tutorials	12	(1 per week for 12 weeks)
<i>Sub-total</i>	<i>38</i>	

(ii) Non-contact hours

	<i>hours</i>	<i>derivation</i>
Class preparation	30	(2.5 hours per week for tutorials)
Written assignments	54	(2 reports each requiring 27 hours)
Private study	39	(1.5 hours per lecture)
Final Exam preparation	17	
Final exam	2	
<i>Sub-total</i>	<i>142</i>	

(iii) Total number of hours: 180

(iv) Evidence of consultation with student body in deriving the above workload expectations.
Not applicable.

(v) Impact on semester workloads in relation to existing papers that could be expected to be taken in combination with the paper being introduced.
Not applicable.

Terms Requirements

(Some departments require that a student gain terms before they sit final examinations i.e., fulfil certain specified conditions (e.g. attending classes; completing oral, written and practical work to a satisfactory level). If students are required to gain Terms before being permitted to sit the examination, please give details of these requirements. If there are no Terms Requirements please state this.)

No Terms Requirements.

Assessment Procedures

(Please provide details of the assessment procedures for the new paper. This table should show clear alignment between the main learning outcomes and how they will be taught and assessed.)

Key Learning Outcomes	Teaching and Learning Method	Summative Assessment (Internal or Final Exam)
Express a critical appreciation of youth as a diverse concept	Lectures and tutorials	Reports and final exam
Apply sociological theories to explain youth experiences	Lectures and tutorials	Reports and final exam
Demonstrate the influence of structure and agency on young peoples lived experiences	Lectures and tutorials	Reports and final exam

(Add more rows if required)

i) Summative (graded) Internal Assessment

Type of Task	Percentage Contribution to Final Grade (figure should align with non-contact hours assigned to these tasks)	Non-contact hours
Report 1	30%	27 hours
Report 2	30%	27 hours

(Add more rows if required.)

ii) Formative (non-graded) Internal Assessment (*For more information, see section 8 of the Important Notes for completing Form 3 or Section B of Form 1*)

Type of Task	Type of Feedback
None	

(Add more rows if required.)

iii) Final Examination

Duration	Percentage Contribution to Final Grade
2 hours	40 %

(If a final examination is worth 50% or less of the final grade it would normally have a 2 hour examination. If the final examination is worth more than 50% of the final grade the examination is 3 hours. If not please provide a brief justification here.)

(If a minimum grade has to be achieved in the final examination to pass the paper as a whole, please state the minimum and provide a brief justification for the requirement here.)

(Will plussage apply to the paper? If so, please supply a justification here.)

Internet-Based Learning

(Please indicate whether teaching and learning in the paper is available in part or as a whole via the Internet by stating which one of the four classifications it falls under)

- No Access** is where no part of the paper or course is accessible on line
- Web – Supported** is where a paper or course expects students to access limited online materials and resources. Access is optional, as online participation is likely to be a minor component of study.
- Web – Enhanced** is where a paper or course expects students to access online materials and resources. Access is expected, as online participation is likely to make a major contribution to study.
- Web – Based** is where a paper or course requires students to access the accompanying online materials and resources. Access is required, as online participation is required.

Online Learning Management System used (Choose one)

- Blackboard** **Moodle** **OceanBrowser** **Other** **None**

(If you are using Moodle, OceanBrowser or Other, how will this be supported?)

Proposed Timetable

(Timetable Services must be contacted in the early planning of the introduction of the paper. They can provide advice and information and they will need to know your intentions. Timetable allocations are dependent on the availability of suitable teaching space. Also please attach written confirmation from the Timetable Services that requested facilities are available (contact Timetable Services at timetables@otago.ac.nz). Please note that timetable consultation is not required for research only papers or where a paper is taught within departmental facilities to a circumscribed group of students taking no other subjects e.g. 400 level papers.)

When consulting with the Timetable Services, please take into account the following, **and supply the details below:**

- (i) Lectures (for each stream) 2 hrs per week for 13 weeks
- (ii) Laboratories (for each stream)
- (iii) Field Trips
- (iv) Tutorials and any other teaching activity 1 hr per week for 12 weeks (beginning in week 2)
- (v) Identification of possible timetable clashes with other papers that could be expected to be taken in combination with the paper being introduced.

Statement is attached

From: Timetables Admissions and Enrolment

Sent: Thursday, July 13, 2017 3:47 PM

To: Patrick Vakaoti

Subject: Timetable Endorsement for New Special Topic Paper - SOCI204: Young People and Society

Good afternoon Patrick

Thank you for the opportunity to comment on the proposal for the new Special Topic Paper SOCI204: Young People and Society, to be first offered in semester two, 2018.

When assessing new paper proposals from a timetabling perspective we have two main areas of concern; potential student clashes and venue availability. However, given that this new Special Topic paper is basically replacing the existing SOCI204 Special Topic code and adopting that paper's timetable there is no impact on timetabling or resources.

I am happy, therefore, to add the Timetable Services endorsement to these proposals.

Regards

Peter McLaren

Customer Services Representative (Timetables)

Part (iii)

Resources:

Confirmation of Availability of Resources

(Please note that resource information regarding the paper being introduced should be provided in Part (iii) and will be considered by each relevant Division. If the academic and/or financial responsibility for the new paper is shared by more than one Division, or the paper resides academically in one Division but is the financial responsibility of another, then Part (iii) should be submitted and will need to be approved by each relevant Division. You should contact the relevant Divisional Office(s) in case there are any additional requirements regarding information on resources for the new paper. By signing this proposal, signatories are not only approving the academic soundness of the new paper, they are also confirming and approving the capacity for the sustained delivery of the new paper taking into account the consideration of relevant resources including library resources, teaching facilities, equipment and staff (human resources). Consideration should also be given as to where potential students will be drawn from. Is there evidence of demand for the paper? Does the paper align with the strategic direction of the department and division? The proposal should be approved by the Pro-Vice-Chancellor upon the approval by the Divisional Board.)

Library Resources (Please identify the initial library purchases and the ongoing annual requirements. You should include all monographs, serials and electronic databases. Written confirmation from your library contact is required and should be attached:

Commerce, Humanities, Sciences and Health Sciences (Dunedin campus)

Marilyn Fordyce, Information Resources Manager (extn 8923, marilyn.fordyce@otago.ac.nz)

Health Sciences Christchurch

Marg Walker, Health Sciences Librarian, Canterbury Medical Library (extn 364 0505, marg.walker@otago.ac.nz)

Health Sciences Wellington

Kareen Carter, Medical Librarian, Wellington Medical Library (1 04 385 5348, email kareen.carter@otago.ac.nz)



Library Impact Statement attached

Laboratories/ IT/Other physical resources

Not applicable.

Equipment

Not applicable.

Staffing Workload

(Attach details of the impact introduction of this paper will have on the workload of the Department. You should address the following issues: Will any new staff be required? If so what percentage of their time will this paper require? Will any new tutors be required? If no new staff are required, how will the workload of the Department be managed in order to meet the increased responsibilities of the paper, i.e., is the teaching of the new paper in place of or in addition to present commitments? Does the new paper require administrative or technical support in addition to the responsibilities of the academic staff? What impact, including benefits or synergies, will the introduction of this paper have on research in the Department?)

The paper will not require new staff. The paper is part of the staff members normal teaching contribution and draws directly from the staff members area of research.

Staff Member Responsible for Drafting Proposal

(Please give the name and contact details of the staff member who drafted the proposal if different from the Head of Department)

Patrick Vakaoti

University of Otago Library
Library Impact Statement
For new or changing courses and programmes

Name of Division/School/Department: Humanities/Sociology, Gender and Social Work

Title of New Paper/Programme: Young People and Society

Course Code: SOCI 204 ST

Distance Course Code: (if offered):

Year & Semester of Introduction: 2018, S.2

Predicted enrolments:

Staff member responsible for drafting: Dr Patrick Vakaoti

Email: patrick.vakaoti@otago.ac.nz

Ext: 3074

Library resources (print, AV & electronic): *(What are the needs? Does the existing collection support the introduction of the course/programme? What (if any) additional resources are required?)*

SOCI204 is a new Special Topic paper which examines youth as a diverse concept; sociological theories relevant to youth experiences; and the influence of structure and agency on young people's lived realities. SOCI204 will focus on concepts such as discourses of risk associated with being young, historical and contemporary contexts of youth, legislation relating to youth, joblessness in youth, and youth subcultures and identity. The proposed new paper will draw on existing strengths in the Library collection which support the study of youth culture. The Library has a good selection of texts both electronically and in hard copy focusing on the concept of youth.

Students of this paper will benefit from the Library's existing collections in Sociology in completing their assessment, which consists of two reports and the final examination. Students will have access to considerable additional information resources in all formats - monographs, serials and database content will be particularly relevant.

Relevant monographs include: *Young Citizens and Political Participation in a Digital Society; Global Youth? Hybrid Identities, Plural Worlds;* and *Youth Rising? The Politics of Youth in the Global Economy.*

Relevant serials include: *Journal of Youth Studies; Youth Studies Australia; Youth & Society; Children, Youth and Environments;* and *The Sociological Review.*

The Library's discovery tool Library Search / Ketu aggregates access to its print and electronic collections. Relevant keyword and topic searching, for example "youth theories" and "youth health" reveals the scope of resources available.

Databases such as Proquest Social Sciences, IBSS: International Bibliography of the Social Sciences, and Social Theory will be relevant to this course. The Library's Sociology Subject Guide provides a launching point to multiple resource formats and information sources. Access to resources from other collections is provided via the Flexible Delivery Service.

Summary: *(of impact on Library Services)*

The proposed introduction of SOCI204 Young People and Society will not create any library resourcing issues. It will draw on resources for current Sociology papers and any new resources required to keep these collection areas up to date will be acquired from existing funds.

Form completed by: Lucy Bradley

Position: Information Resources Librarian, 14 July 2017