



SOCL11059 *Introducing Social Change*

Term 1 - 2019

Profile information current as at 25/02/2025 11:28 pm

All details in this unit profile for SOCL11059 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.

Corrections

Unit Profile Correction added on 04-03-19

Here is the full marking matrix that replaces the Assessment Criteria listed in the description of Assessment 2

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
Structure -30%		3	2.5	<2	
<i>Efficacy and organisation 10% (5% each point)</i>					
<p>Clear and succinct <i>introduction</i> that introduces the topic and outlines the direction of the paper.</p> <p>Clear and succinct <i>conclusion</i> that provides closure to the topic and outlines final direction of the paper</p>	<p>Clear and appropriate introduction that introduces the topic and outlines the direction of the paper.</p> <p>Clear and appropriate closure to the topic and outlines the final direction of the paper</p>	<p>Appropriate introduction that introduces the topic and outlines the direction of the paper.</p> <p>Appropriate conclusion to the topic and somewhat outlines the final direction of the paper</p>	<p>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</p>	<p>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</p>	
<i>Presentation 10%</i>					
<p>Organisation, <i>structure</i> and approach is succinct and comprehensively addresses the topic and the discussion proceeds logically. Well linked to supporting credible literature.</p> <p>Consistently <i>accurate</i> with spelling, grammar and paragraph structure</p>	<p>Organisation, structure and approach clearly addresses the topic and discussion proceeds logically. Appropriately linked to credible literature. 1-2 consistent errors with spelling, grammar or paragraph structure</p>	<p>Organisation, structure and approach is appropriate and the topic and discussion proceeds for the most part logically. Minimal omissions in links to supporting credible literature. 3-4 consistent errors with spelling, grammar or paragraph structure</p>	<p>Organisation, structure and approach allows for misinterpretation of the meaning of the content. Content and discussion is at times repetitive or lacking cohesion. Frequent omissions in links to supporting credible literature 5-6 consistent errors with spelling, grammar or paragraph structure</p>	<p>Organisation, structure and approach detract from the meaning of the topic and discussion is irrelevant and lacks cohesion. Little to no links to supporting literature. Literature is not from a credible source Many consistent errors with spelling, grammar or paragraph structure</p>	
<i>Referencing 10%</i>					
<p>Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. A minimum of 10 contemporary* references are used. These may be peer reviewed and grey literature.</p>	<p>Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. A minimum of 10 contemporary* references are used. These may be peer reviewed and grey literature.</p>	<p>Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Between 7-9 contemporary* references are used. These may be peer reviewed and grey literature.</p>	<p>Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Between 5-6 contemporary* references are used. These may be peer reviewed and grey literature.</p>	<p>Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations. Less than 5 contemporary* references have been cited.</p>	
<p>Accurate Harvard referencing. No errors.</p>	<p>Mostly accurate Harvard referencing 1-2 consistent errors (may be made multiple times).</p>	<p>Somewhat accurate Harvard referencing. 3 consistent errors (may be made multiple times).</p>	<p>Occasionally accurate Harvard referencing. 4 consistent errors (made multiple times).</p>	<p>Harvard referencing not used, or more than 5 inaccuracies.</p>	
Social Innovation Content 50%					
<i>Understanding of the issue as a wicked problem 10%</i>					
<p>Student demonstrates thorough understanding of social change as a 'wicked' problem'</p>	<p>Student demonstrates an understanding and application of social change as a 'wicked' problem'</p>	<p>Student demonstrates adequate understanding and some application of social change as a 'wicked' problem'</p>	<p>Student demonstrates limited understanding and application of social change as a 'wicked' problem'</p>	<p>Student demonstrates little understanding and application of social change as a 'wicked' problem'</p>	
<i>Knowledge of human centred design 40%</i>					

Student demonstrates thorough understanding of the role of the human centred design in social change processes.	Student demonstrates a very good understanding of the role of the human centred design in social change processes.	Student demonstrates good understanding of the role of human centred design in social change processes.	Student demonstrates adequate understanding of the role of the human centred design in social change processes.	Student demonstrates little understanding of the role human centred design in social change processes	
Insight gained into role of social innovator by using the u-process 20%					
Student demonstrates thorough understanding of the role of u-process in social innovation	Student demonstrates a very good understanding of the role of u-process in social innovation.	Student demonstrates good understanding of the role of u-process in social innovation.	Student demonstrates adequate understanding of the role of u-process in social innovation.	Student demonstrates little understanding of the role of u-process in social innovation.	
				Total	
Marker SH				Grade	

Unit Profile Correction added on 04-03-19

Here is the full marking matrix that replaces the Assessment Criteria listed in the description of Assessment 1

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
		3	2.5	<2	
Social Innovation 50%					
Clear and succinct answer to the question addressed in the context of social innovation issues raised in the chapter	Mostly clear and succinct answer to the question addressed in the context of social innovation issues raised in the chapter	Sufficiently clear and succinct answer to the question addressed in the context of social innovation issues raised in the chapter	Mostly clear and succinct answer to the question addressed in the context of social innovation issues raised in the chapter	Not a clear answer to the question. Does not clearly address the issues of social innovation raised in the chapter	
Human Centred Design/Reframing 40%					
Demonstrates thorough understanding of the chapter as an example of reframing and human centred design	Demonstrates a good understanding of the chapter as an example of reframing and human centred design	Demonstrates adequate understanding of the chapter as an example of reframing and human centred design	Demonstrates some understanding of the chapter as an example of reframing and human centred design	Demonstrates little understanding of the chapter as an example of reframing and human centred design	
Research 10%					
Demonstrates wide reading beyond the textbook - understands the issues raised in the context of social innovation with appropriate referencing	Demonstrates reading beyond the textbook - understands the issues raised in the context of social innovation with appropriate referencing	Demonstrates reading beyond the textbook to explore the issue - with mostly accurate referencing	Demonstrates some reading beyond the textbook to support ideas with few referencing errors	Demonstrates little or no reading beyond the chapter or lacks appropriate referencing	

General Information

Overview

In this unit you will examine key processes of social change and power that are needed to address the challenges facing people and the planet. By drawing on the work of a range of social change leaders and new paradigms from a range of social sectors - production, consumption, distribution, exchange and finance - you will begin developing skills in leading social change. You will explore processes of self change and social change as well as the social innovations that will be part of developing a new economy, society and sustainable environment into the 21st Century.

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 - 2019

- 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. **Portfolio**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

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 Moodle

Feedback

Textbook wasn't available in week 1

Recommendation

We accessed an open source version of the textbook now available on-line

Feedback from Moodle

Feedback

Assessment explanations unclear

Recommendation

Will move to more specific assessment questions

Feedback from Moodle

Feedback

The content and concept of the unit was very interesting

Recommendation

will continue with content along with improved student support

Unit Learning Outcomes

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

1. Explain how social innovation can address wicked social problems
2. Discuss case studies addressing social change across a range of sectors
3. Apply human centred design principles and re-framing to a social change problem
4. Explain your role in generating positive social and environmental change.

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 - Portfolio - 50%	•	•	•	
2 - Written Assessment - 50%	•		•	•

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 - Portfolio - 50%			•					•	•	
2 - Written Assessment - 50%			•					•	•	

Textbooks and Resources

Textbooks

SOCL11059

Prescribed

Take Back the Economy An Ethical Guide for Transforming Our Communities

(2013)

Authors: J.K. Gibson-Graham, Jenny Cameron, and Stephen Healy

Univ Of Minnesota Press;

Minneapolis , Minnesota , USA

Binding: Paperback

Additional Textbook Information

Paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Shane Hopkinson Unit Coordinator

s.hopkinson@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introducing sociology and social innovation	Complete iChange module Willis (2011) Chaps 1 & 4 (CRO)	

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
MODULE ONE: Re-framing Economy/Re-framing ourselves	Gibson-Graham <i>et al</i> 2013. Chapter 1	

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Moodle Post 1 Due Friday 24/03/18

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
MODULE TWO: Surviving Well	Gibson-Graham <i>et al</i> 2013. Chapter 2	

Week 5 - 08 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		Moodle Post 2 Due Friday 07/04/18
Vacation Week - 15 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 22 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
MODULE THREE: Distributing surplus	Gibson-Graham <i>et al</i> 2013. Chapter 3	
Week 7 - 29 Apr 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		Moodle Post 3 Due Friday 28/04/18
Week 8 - 06 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
MODULE FOUR: Commoning	Gibson-Graham <i>et al</i> 2013. Chapter 4	
Week 9 - 13 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		Moodle Post 4 Due Friday 12/05/18
Week 10 - 20 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
MODULE FIVE: Investing in futures	Gibson-Graham <i>et al</i> 2013. Chapter	
Week 11 - 27 May 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		Moodle Post 5 Due Friday 26/05/18
Week 12 - 03 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic
		SOCIAL INNOVATION CASE STUDY Due: Week 12 Friday (7 June 2019) 11:45 pm AEST
Review/Exam Week - 10 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 17 Jun 2019		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 PORTFOLIO

Assessment Type

Portfolio

Task Description

The portfolio consists of 1500 words in total - being 5 x 300 word Moodle posts.

You are required to submit five 300 word posts to the graded Moodle Forum set up for the relevant week. Each individual post will be marked out of 10 for an overall mark out of 50. These are to be submitted to the Moodle forum at the end of the relevant module. There will be a separate Moodle forum to which you can submit a rough draft - using dot points or interesting sources - for feedback

from the lecturer and for discussion with your peers. This will remain open until the final posting is due. Students are encouraged to post early to this forum and discuss their posts and then re-submit to the graded forum before the due date. Other posts in the final graded forum will not be visible until you submit yours.

The purpose of these Moodle posts is to develop your ability to reflect on the unit materials and demonstrate your learning. You are required to critically reflect on an idea or issue that you found particularly interesting or significant.

Each posting to the Moodle Forums should provide evidence of your learning and thinking about the module. The posts to the Moodle Forums do not need to be lengthy and should not exceed the required 300 words per posting. Put your post in the text box *not attached as a document or file*. Postings do need to demonstrate that you have given some thought to the topic - back up by other sources you have looked at (no more than 2 or 3). 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 make comment on what the author has said. If you use a direct quote as part of your discussion it **MUST BE** clearly indicated as such and you will need to provide full reference details in Harvard (author/date) style.

THE MINIMUM EXPECTATION FOR THIS ASSESSMENT ITEM IS THAT YOU PROVIDE FORTNIGHTLY POSTINGS FOR GRADING AS OUTLINED ABOVE. YOU ARE ENCOURAGED TO ENGAGE WITH THE WEEKLY DISCUSSION FORUMS AS FEEDBACK WILL IMPROVE YOUR GRADE.

Assessment Due Date

Posts are due anytime before Friday in weeks 3, 5, 7, 9, 11

Return Date to Students

Posts will be graded within the following week

Weighting

50%

Minimum mark or grade

Students must complete both assessments to pass the unit.

Assessment Criteria

Insight and reflection: To what degree have you reflected on the topic?

Imagination: Are your reflections/thoughts about the issue you've raised original and incisive?

Research: Are you able to demonstrate some relevant further reading on the topic? Are your sources good quality/credible?

Presentation and communication. Is the way you've summed up the your responses to the topic in a clear, concise way? Is your referencing accurate?

There is a detailed marking matrix on the Moodle site

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

By posting in graded Moodle Forum

Learning Outcomes Assessed

- Explain how social innovation can address wicked social problems
- Discuss case studies addressing social change across a range of sectors
- Apply human centred design principles and re-framing to a social change problem

Graduate Attributes

- Critical Thinking
- Ethical practice
- Social Innovation

2 SOCIAL INNOVATION CASE STUDY

Assessment Type

Written Assessment

Task Description

You are required to write a 1500 word essay on an area of social innovation that was discussed in the unit. Taking your cue from the module "workshops" or changemaker interviews you should examine an issue of social change that interests you and examine how it might contribute to solving social problems we are facing. The essay should use the process of 'Theory-U' that we cover in the unit as a method for analysing social problems and thinking deeply about what socially innovative solutions might look like.

Assessment Due Date

Week 12 Friday (7 June 2019) 11:45 pm AEST

Return Date to Students

Exam Week Friday (21 June 2019)

Weighting

50%

Minimum mark or grade

Students must complete both assessments to pass the unit.

Assessment Criteria

Structure (30%)

Academic essay conventions apply - your essays should be well-structured and referenced with a clear introduction and a conclusion

Social Innovation Content (50%)

Discussion

You should demonstrate an understanding of your social innovation case study as an example of a wicked problem (10%)

You should demonstrate an understanding of the role of human centred design in change processes (40%)

Insight gained into the role of a social innovator by using the U-process (20%)

You should demonstrate the role of the u-process of social change

A detailed marking rubric is available on the Moodle site

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Submitted via Moodle Site.

Learning Outcomes Assessed

- Explain how social innovation can address wicked social problems
- Apply human centred design principles and re-framing to a social change problem
- Explain your role in generating positive social and environmental change.

Graduate Attributes

- Critical Thinking
- Ethical practice
- Social Innovation

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