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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	2026LHS
COURSE TITLE	Sociology of Youth
ACADEMIC ORGANISATION	LHS School of Humanities, Languages and Social Science
TRIMESTER	Trimester 2 2020
MODE	Blended
LEVEL	Undergraduate
LOCATION	Nathan, On Campus
CREDIT POINT VALUE	10

Course Description:

"Youth" is a sociological construct that operates at multiple levels: an individual young person, an attitude for being in the social world, and an institution. This course explores the two main branches of sociological research into the lives of young people: youth cultures and youth transitions. The course introduces students to a range of social divisions (for example, sexuality, rurality), social institutions (such as, education, family) and social identities (including, subcultural, digital) that frame the experience of youth and draws on local, national and international examples to illustrate young peoples' negotiations of contemporary society. Prerequisites: NIL Co-requisites: NIL Incompatible: NIL

Assumed Background:

Sociology of Youth is not exclusive to sociology majors. However, this second year sociology course builds on concepts and perspectives presented in the first year course Understanding the Social World (1007LHS).

1.2 Course Introduction

Do you wonder why young people sometimes feel at odds with those in the 'older generation'?

How is it that music, fashion, sport and social media have come to define 'youth culture'?

If you ever have asked yourself such questions, it is likely that Sociology of Youth will be one of your favourite university courses.

Sociologists have been studying young people since the early twentieth-century. Initially, researchers were interested in understanding how this transitional period of life differed from both childhood and adulthood. By the mid-twentieth century, with the advent of rock and roll and other cultural phenomena geared toward young people, many sociologists and other cultural scholars shifted their attention to studying what we now refer to as 'youth culture'. Youth studies remains a vibrant part of the sociology discipline today, with much innovative research coming from institutions like Griffith University.

This is a course which is both intriguing and relatable for university students of all ages. Young people are interested in their own experiences, and in the life experience of others within their generation. Moreover, mature-age students have the opportunity to reflect upon and situate their own history as young people within the context of the course. Here, you will be able to explore those experiences. The sociological lenses of 'youth transitions' and 'youth culture' offer the opportunity for critical thinking and analysis by examining the lives of young people within groups as well as individually. As a result of undertaking the course, you will be able to interpret a range of experiences and events from multiple perspectives, recognising that everyday events and narratives can be understood at a deeper level through sociological concepts.

Overall, there are several reasons why this course is useful:

- 1)** Young people like to reflect on themselves and others of their own age range, so this course enables the development of transferable analytical skills in a context of familiarity. Moreover, older students will be able to reflect on their own youth experiences in this context.
- 2)** There is a diversity of theory available on the experience of youth, ranging from sociological, psychological, historical, anthropological, criminological and musicological, so such a course provides an excellent opportunity for interdisciplinarity, which, in turn, expands the student's intellectual repertoire within the context of the humanities and social sciences.
- 3)** You will practice critical analysis by using approaches and themes from youth transitions and youth culture scholarship.
- 4)** You will develop skills in reflective practice, i.e., how sociological ideas make sense in one's own everyday life.
- 5)** You will develop an understanding of the life experience of young people and to enhance knowledge of the field of youth studies.

Since there are two distinct areas within youth studies, youth transitions and youth culture, this course introduces you to both ways of looking at young people's experiences. Weekly lectures, readings, discussion, and tutorial activities will provide engagement with key topics and theories. Students will be able to demonstrate understanding and their emergent knowledge in this area of sociology through the required assessment items: a) guided discussion with peers; b) quizzes; c) a final research paper.

Previous Student Feedback

This is a generally well-liked course that students find relevant to their academic and career goals while also relatable to their everyday lives.

Here are some comments about the content, organization and teaching of the course from students who were enrolled in Sociology of Youth last year:

Student 1:

'It was eye-opening in the sense that it digs deeper into some of the issues that us youths are struggling to deal with in modern society. Discussion in class was very engaging and interesting especially when each person relates sociological themes to their personal experiences.'

Student 2:

'Christine has set a form of tutorial discussion, which encouraged all students to share what they have learned from lecture and readings.'

Student 3:

'Christine was highly knowledgeable in the field of sociology of youth and I found her teaching to be insightful. I liked that lectures related to the readings but weren't just repeating what the readings had said and, instead, offered a deeper insight into the topic.'

Because there is always room for improvement and I strive to make each year's course better than the last, I have updated some of the course content (readings, lectures, quizzes) and structure (content organization, media analysis work) based on the following student feedback.

Student 1:

'She spoke about changing some of the weeks' content around to previous weeks. I didn't really have a problem with this, but I understand that some people did. Maybe, she could do that?'

Student 2:

'I would suggest expanding the scope of the course to relate to other countries rather than just focusing on Australia and the US predominantly.'

Student 3:

'More focus on effectively writing the final assignment closer to the start of the trimester would be great.'

1.3 Course Staff

Convenor **Dr Christine Feldman-Barrett**

EMAIL	c.barrett@griffith.edu.au
CAMPUS	Nathan Campus
BUILDING	Macrossan (N16)
ROOM	2.38
OTHER LOCATION	G30 hot desks, 4th floor

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

The Sociology of Youth aims to expand your cultural capital by providing you with a more robust knowledge set in this important area of sociology. **For sociology majors:** the research and analytical work that is required of you via the assessment items, particularly discussion and the final research paper, will serve as a stepping stones for the ethnographic work you are asked to do in your third year courses. **For all students:** Because there are many careers today that require a solid understanding of youth - whether within the corporate world, education, the government, social work or community outreach - this course provides insights that will be extremely useful on a practical, everyday level in many post-university positions.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 examine and analyse the lives of young people: through the lenses of 'youth transitions' and 'youth culture'.
- 2 Apply key ideas and terms presented in weekly lectures and readings in order to analyse media texts sociologically.
- 3 verbally communicate sociological concepts regarding 'youth transitions' and 'youth culture' knowledgeably and effectively.
- 4 provide written analysis of youth-oriented content through a sociological framework.

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial			•
Effective in culturally diverse and international environments		•	

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

The University provides many facilities and support services to assist students in their studies. Links to information about University support resources that are available to students are included below for easy reference.

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Support](#) - provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment Service](#) can assist all enrolled students and recent graduates with career direction, course uncertainty, interview preparation, job search tips, LinkedIn reviews and much more. Our [Unitemps Recruitment Service](#) can assist you with finding paid casual work while you study.

[Library and Learning Services](#): Library and Learning Services provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. Library and Learning Services works in collaboration with the academic community to achieve academic and research outcomes.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

3.5 Other Learning Resources & Information

Please note that there is no required textbook for this course. All readings will be accessible online through our Learning@Griffith course site.

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
13 Jul 20	Week 1 - Introduction to Youth Studies (Lecture): Your lecturer will introduce you to the scholarly area of youth studies and provide you with an overview of the course.	1, 2
13 Jul 20	Week 1 - Introductory Tutorial (Tutorial): We will introduce ourselves, review the 'Guided Discussion' assessment in detail, and take a preliminary look at the requirements for the final paper. Please note that all readings for the trimester will be listed chronologically by Week in the Reading list for this course (found through the "Readings" tab in the Learning@Griffith course site).	1, 2, 3
20 Jul 20	Week 2 - Introducing Youth Transitions Scholarship (Lecture): This lecture will provide an initial overview of the 'youth transitions' tradition in the sociology discipline.	1, 2
20 Jul 20	Week 2 - Introducing Youth Transitions Scholarship (Tutorial): HOUR 1: Guided group discussion of the Week 2 readings (unmarked); HOUR 2: media analysis* * For the online offering of this course, we will be initially doing this together, as a big group. It may be possible later in the trimester to do this in small groups. We will discuss this and it will be subject to change depending on comfort levels regarding use of online applications or tools that facilitate this.	1, 2, 3
27 Jul 20	Week 3 - Home, Family & Community (Lecture): This week's lecture will examine how aspects of upbringing (home, family & community) affect young people's transition to adulthood.	1, 2
27 Jul 20	Week 3 - Home, Family & Community (Tutorial): HOUR 1: Guided group discussion of the Week 3 readings;* HOUR 2: Discussion of Final Paper, Part 1 * First week that discussion contributions are marked. Please note that any contributions through both hours that connect to the assigned readings are included in your weekly discussion mark.	1, 2, 3, 4
3 Aug 20	Week 4 - Education & Work (Lecture): The transition from high school to university or work is a dynamic and transformative period of a young person's life. This particular transition is, in fact, one of the first that sociologists sought to research.	1, 2
3 Aug 20	Week 4 - Education & Work (Tutorial): HOUR 1: Guided group discussion of the Week 4 readings; HOUR 2: Media analysis.	1, 2, 3
17 Aug 20	Week 5 - Gender & Sexuality (Lecture): How does gender and sexuality influence our transition into adulthood? How does this aspect of identity help define who young people will be as adults?	1, 2
17 Aug 20	Week 5 - Gender & Sexuality (Tutorial): HOUR 1: Guided group discussion of the Week 5 readings; HOUR 2: Discussion of Final Paper, Part 2	1, 2, 3, 4
24 Aug 20	Week 6 - Navigating Risks: Drugs & Alcohol (Lecture): Youth is a time often punctuated by risk-taking. This sometimes comes in the form of experimentation with alcohol and drugs. This lecture examines how young people navigate and/or confront this aspect of contemporary life.	1, 2
24 Aug 20	Week 6 - Navigating Risks: Drugs & Alcohol (Tutorial): HOUR 1: Guided group discussion of the Week 6 readings; HOUR 2: media analysis. Mid-trimester discussion feedback: If you would like to know how you are tracking with discussion and would like feedback through an email or online meeting, please contact Dr. Feldman-Barrett by Monday of Week 6 to request this. Any student failing this assessment will be automatically contacted by email during Week 7.	1, 2, 3
31 Aug 20	Week 7 - Introducing Youth Culture (Lecture): This lecture provides an overview of the 'youth cultures' tradition in the discipline of sociology.	1, 2
31 Aug 20	Week 7 - Introducing Youth Culture (Tutorial): HOUR 1: Guided group discussion of Week 7 readings; HOUR 2: media analysis.	1, 2, 3
7 Sep 20	Week 8 - Urban and Rural Youth Cultures (Lecture): Traditionally, youth culture has been described and studied as an urban phenomenon. However, it is clear that youth culture also develop in rural environments. This lecture examines how 'place' plays a definitive role in young people's experiences.	1, 2
7 Sep 20	Week 8 - Urban and Rural Youth Cultures (Tutorial): HOUR 1: Guided group discussion of Week 8 readings; HOUR 2: media analysis.	1, 2, 3

Week Commencing	Activity	Learning Outcomes
14 Sep 20	Week 9: Youth Subcultures (Lecture): This lecture focuses on the concept of 'subcultures'. Many sociologists today believe this term is no longer fully relevant for examining twenty-first century youth. However, much of the original youth culture scholarship uses this concept in the trying to understand young people's cultural preferences and allegiances.	1, 2
14 Sep 20	Week 9 - Youth Subcultures (Tutorial): HOUR 1: Guided group discussion of Week 9 readings; HOUR 2: Final Paper Discussion, Part 3	1, 2, 3, 4
21 Sep 20	Week 10 - Popular Music (Lecture): Popular music and the leisure activities related to it continue to play important roles in young people's lives. This lecture examines the ways in which music has been integral to youth culture.	1, 2
21 Sep 20	Week 10 - Popular Music (Tutorial): HOUR 1: Guided group discussion of Week 10 readings; HOUR 2: media analysis.	1, 2, 3
28 Sep 20	Week 11 - Sport (Lecture): Like music, sport - in all its cultural dimensions - continues to play an important role in young people's lives. This lecture carefully examines how sport is integral to youth culture.	1, 2
28 Sep 20	Week 11 - Sport (Tutorial): HOUR 1: Guided group discussion of Week 11 readings; HOUR 2: last media analysis.	1, 2, 3
5 Oct 20	Week 12: Media Spaces (Lecture): From engaging with books and print media to navigating through social media and digital spaces, this facet youth culture is often defined by how young people have connected with various communication technologies. This lecture provides an overview of this relationship between young people and media.* * Please note that there are no Monday classes on 5 October due to Queen's Birthday public holiday. Nathan students may instead post online for discussion points. The recorded lecture will be available as always.	1, 2
5 Oct 20	Week 12 - Media Spaces (Tutorial): HOUR 1: Guided group discussion of Week 12 readings; HOUR 2: Course wrap-up.	1, 2, 3

4.2 Other Teaching and Learning Activities Information

If any student has a disability and/or health condition that may impact on their ability to successfully undertake required learning activities in this course, they are encouraged to complete the Griffith University Disclosure Statement and advise their Course Convenor.

If a class is scheduled on a public holiday (or is cancelled for any unexpected reason), this class will normally not be repeated.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Guided discussion with peers</i> Discussion	13 Jul 20 - 6 Oct 20	35%	100 marks	1, 2, 3	
<i>Test or quiz</i> Online Quizzes	31 Aug 20 - 4 Oct 20	20%	100 marks	1	
<i>Assignment - Written</i> Assignment Research Paper: Youth on Film	8 Oct 20 09:00	45%	100 marks	1, 2, 4	

5.2 Assessment Detail

Title: Discussion

Type: Guided discussion with peers

Learning Outcomes Assessed: 1, 2, 3

Due Date:

13 Jul 20 - 6 Oct 20

Weight: 35%

Marked out of: 100

Task Description:

From ancient Greece to the modern university, discussion always has been at the heart of higher education. Thinking through new ideas in this way is essential to both learning *and* integrating such information into your everyday life. Concepts that were once completely unfamiliar will become part of your 'knowledge kit' by actively engaging with them.

It is important to emphasise that a lot of what you actually learn in any course is dependent on how much you actually immerse yourself in its content. Discussion, as an assessment item, is not only meant to keep you on-track with your weekly assigned readings, but will offer you an opportunity to connect with the course content in a meaningful and purposeful way.

The topics covered in Sociology of Youth are relatable to students of all ages - from education and work to music and sport. While students are usually keen to relate their lived experiences to these topics (and we encourage you to do so if you want to!), some of the topics covered, such as sexuality and drug use, for instance, may prompt you to discuss them in a more depersonalized way. For example, this can be done by speaking about a recent news story (or any media text you have found online) and relating it to that week's reading and topic.

This assessment item asks you to become an active participant in the in-tutorial discussions.

Though much online communication happens asynchronously (i.e., not "live" or in real time) through writing rather than speaking, these discussions will happen live during scheduled tutorial hours through Collaborate or Microsoft Teams (TBA) in lieu of usual on-campus face-to-face tutorials. These digital get-togethers will help build our Sociology of Youth 'learning community' while allowing you develop your verbal communication in digital spaces - something that all of us have been getting used to and developing during the past several months. In this regard, these discussions also provide ample opportunity to develop your interpersonal communication skills within digital space.

Please contact Dr. Christine Feldman-Barrett if you miss your tutorial discussion and want to make up the discussion work so to keep on-top of this course requirement.

Discussions will always be based on the weekly readings and lectures. Christine will provide you with some discussion questions every week (at least one week ahead) which will serve as a departure point for your weekly contributions. However, you are always free to approach the readings and create comments or questions for class as you wish. This assessment item will be reviewed in greater detail during Week 1 and 2's tutorial. You will be marked on your contributions starting Week 3.

Criteria & Marking:

Weeks 3 through 12 will be evaluated and the mark you are given at the end of the trimester is worth 35% of your total grade.

You will be assessed on making connections to your weekly readings; showing me that you have thought about them in conjunction with the lecture and/or other provided media content. For example, you can mention ideas presented in the weekly readings and relate it to something said in the lecture. You can also cite a quote from one of the readings and speak about it in greater detail - i.e., how it seems to say something meaningful about that week's topic. As mentioned in the assessment description, you can relate something from the reading to your experiences as a young person (whether in past- or present tense). If you wish to depersonalize your comments, you may certainly do so. You may relate a portion of the reading to something you have noticed in popular culture or in the media, for instance. Media links will be available every week as well as content for our media analysis, which takes place during the second hour of tutorial.

There is a particular way your work will be marked for your discussion contribution. There is a structured system in place to evaluate your efforts. We have used this for several other courses at Griffith and it always works well. A document detailing this points system for marking will be provided through our Learning@Griffith site and discussed during Week 1's tutorial.

The following information describes, in narrative fashion, what constitutes each mark, highest to lowest.

7 quality- You clearly engage in the materials presented in the readings **and** during lecture. This is demonstrated by: Making **wekly** comments and/or responding to questions posed by the tutor or classmates with reference to content in the lectures & readings; showing leadership among the tutorial students by driving the discussion forward with engaging questions and ideas and/or connecting your comments to additional sources (YouTube clips, magazine articles, etc.) relevant to that week's topic.

6 quality- You clearly engage in the content presented in the readings **and** during in lecture. This is demonstrated by: **Often** making comments and/or responding to questions posed by the tutor or classmates that make overt references to the lecture and reading.

5 quality - You **usually** engage with the content presented in the readings and lecture, but it is not always the case. Generally, the comments are relevant but do not always make reference to content from the lecture or readings. This is demonstrated by: Making comments and/or responding to questions posed by the tutor or classmates.

4 quality - You demonstrate **a basic level of engagement** during the tutorials. This is demonstrated by: **Only occasional** input during tutorial discussions; comments and/or questions may not show that you have read the assigned readings or attended lecture (i.e., someone not enrolled in the course could say the same things).

3-1 quality- You rarely (or never) contribute to discussion and show a low level of engagement or interest in the subject matter or course. There is no evidence given that you have read the assigned texts or attended lecture.

Online Discussion Board: Though there is an online discussion board, it should not be used as a default method of participation unless you have a legitimate conflict that prevents you from regularly attending tutorials. You will need to contact Convenor/tutor Dr. Feldman-Barrett about this prior to posting any content in this space.

As you can see, I take this assessment item seriously, which is why it is 35% of your total grade for the course. I believe it is truly important for your learning experience as a university student.

This is the one of the main ways that I can gauge *what* and *how much* you are actually learning. This learning activity will also best prepare you for the quizzes and your research paper. If you do not keep up with your readings, it will be extremely difficult to do well on the quizzes or to offer any quality insights within your research paper. In this sense, discussion as an assessment item will keep you honest and on-track!

Students are encouraged to seek mid-trimester feedback by emailing Dr. Feldman-Barrett no later than Week 6 to either request an email that shows current points and gauges involvement, or scheduling an online meeting for Week 6 or 7. This will allow students the opportunity to improve their in-tutorial discussion marks if needed for the second half of the trimester. All students in danger of failing this assessment will be automatically contacted by email during Week 6.

Submission: Guided Discussion will be marked live during our Collaborate Ultra tutorial sessions online. Please see Dr. Feldman-Barrett if you need to make alternative arrangements due to illness, poor Internet connection, etc.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Online Quizzes

Type: Test or quiz

Learning Outcomes Assessed: 1

Due Date:

31 Aug 20 - 4 Oct 20

Weight: 20%

Marked out of: 100

Task Description:

During the course of the trimester, you will have two 25-question quizzes. All questions are either true or false or multiple choice. You will be given 90 minutes to complete the quiz.

QUIZ 1 will be available **WEEK 7**. All questions will cover **Youth Transitions (Weeks 2- 6)** and will be based on content from the readings assigned Weeks 2 - 6.

QUIZ 2 will be available **WEEK 12 (Weeks 7 - 11)**. All questions will cover **Youth Culture** and will be based on content from the readings assigned Weeks 7 - 11.

You will find both quizzes available in the Quizzes folder in the ASSIGNMENTS section of the Learning@Griffith site.

One you start each quiz, you may not stop it. Please make sure you pick a time to take it where you can sit it in one go.

The quizzes will be available 8 am Monday morning Weeks 7 & 12. They will close the following Sunday at 11:59 pm.

Criteria & Marking:

It is recommended that you have completed all required readings prior to taking each quiz.

Each quiz has 25 questions and all questions are worth 2 points each. This means that each quiz is worth 50 points and that the two quizzes together are worth a total of 100 points. Whatever score you get between the two quizzes (whether 55 or 95) will make up 20% of your total course grade.

The quizzes are self-marking and the marks will automatically be uploaded to marks centre.

Submission: Via the 'Assignments' tool in Learning@Griffith. The quizzes will be completed and submitted online through the Learning@Griffith course site. Both quizzes will be found in the Assignments section of the site.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Research Paper: Youth on Film

Type: Assignment - Written Assignment

Learning Outcomes Assessed: 1, 2, 4

Due Date:

8 Oct 20 09:00

Weight: 45%

Marked out of: 100

Task Description:

Sociologists who specialize in youth studies often recommend film as an effective learning tool. For instance, J. Patrick Williams writes in a 'Teaching and Learning Guide for: Youth-Subculture Studies: Sociological Traditions and Core Concepts' (found in the academic journal *Sociology Compass*):

Over the years, I have used many films and videos, both in whole and part, either to emphasize a particular sociological concept, to provide documentary evidence of particular subcultural styles, practices and worldviews, or to facilitate a relatively safe student engagement with a topic that many of them might shy away from in a face-to-face context (2008, p. 768).

In light of this, your final assessment item will be a 2000-word research paper, which asks you to analyse a youth film of your choice through the careful application of 3 to 4 of the topics covered during the study period/semester.

As a reminder, here are the topics you will study within this course:

YOUTH TRANSITIONS:

Family/Home/social class

Education

Work

Gender

Sexuality

Drugs & Alcohol: experimentation or abuse

YOUTH CULTURE:

Youth culture & subcultures
Leisure: music
Leisure: sport
Media (digital and otherwise)
Urban or rural youth culture

You have the option to focus solely on **youth transitions** or **youth culture** themes when interpreting the film, or write an analysis combining the two. Once you are familiar with the film's storyline, you can decide which option is likely to work best for the project. For instance, you may find a movie where you would like to argue that education, gender, and sport are key themes. Your goal, then, will be to support a thesis where these are three clear themes within film's storyline.

The research paper must include:

1/ Discussion of your film within the context of the 3-4 themes you have chosen. Depending on the themes you pick, you will need to use the vocabulary and ideas presented during those weeks. For instance, if you have 'education' as one of your themes, you will want to review what key terms were included in that week's reading and apply one or some to the film you are writing about. These key terms are also found at the top of the weekly discussion question sheets.

2/ Specific examples from the film that support your argument: You want to show that this particular movie can be analysed to better understand young people's lives. This means that your chosen film examples - whether highlighting particular scenes from the film, characters, or aspects of the storyline itself - best support your particular analysis of the film. Choose your examples wisely so you can make the strongest argument as to why your sociological interpretation of the film makes sense.

3/ Correct referencing of sources- both as in-text citations and in a reference list. The School of Humanities, Languages and Social Science's standard reference style is Harvard. However, APA style will also be accepted. Supporting your original interpretation through previous work is the bread and butter of academic writing, so it is important you take this aspect of the paper seriously.

4/ A minimum of the following sources:

In addition to **referencing at least (1) assigned article from the weekly topics** you are referring to in your paper (i.e., 3 - 4 articles assigned this semester), you will also need to refer to a minimum of:

(5) scholarly sources (academic journal articles or books)

(2) media sources (online or print magazines or newspapers). You should source these yourself and not rely on media examples provided through our course site.

This means you will have a minimum of **(10)** sources total if you choose three of the weekly topics for your paper or **(11)** if you choose four. Please feel welcome to include more sources if you wish.

The best places to start researching for sources are either the Griffith library database or Google Scholar.

It is expected that all papers, books, websites or documents used in the literature review will be included in a reference list (Harvard or APA style) at the end of the document.

Like all academic essays, this project will require a combination of research, analysis and appropriate referencing. Research papers are a core component of university-level work and it is recommended that you begin on this heavily-weighted assessment early in the trimester. As is always true, the best papers result from crafting a sound argument, locating the best sources as evidence for your argument's supporting points, and how your ideas connect to each other so as to reach a solid conclusion.

IMPORTANT - WHAT THIS PAPER 'IS NOT': This paper is NOT a film review or critique. We are unconcerned about matters of cinematography, lighting, the overall 'look' or 'feel' of the film, or the celebrity status of any actors involved. Instead, we are asking for you to observe and reflect on the storyline, action, and characters of the film as if you were observing young people in real life and trying to understand them through the sociological language and theories you have discovered this trimester.

MEDIA ANALYSIS ACTIVITY AS PREPARATION: So as to assist you with the methodology behind this paper, each week, in the second hour of tutorial, you will have the opportunity to practice analysing mediated portrayals of youth. You will be asked to read and analyse a short news stories relevant to that week's topic. Your task will be to answer a series of questions that ask you to apply the sociological terms and concepts you have learned that week to the news story you are examining. The idea is that this repeated exercise will better prepare you for the same kind of sociological analysis when examining a youth-oriented film for this final paper.

IN-TUTORIAL REVIEWS: We will have three "workshops" during the second hour of tutorial throughout the trimester. This will be an opportunity to think-through the project and allow extra time and space for Christine and your classmates to answer questions you may have.

This will give you a chance to build upon the work in this assessment item for the final product at the end of the course. This item will be worth **45%** of your final grade.

The assignment will be uploaded through the Learning at Griffith site via Turnitin. There is a tab marked 'Assessment' on the left hand panel - click on this and in the page that opens you will find the place to upload the completed assignment. It should be a Word document with pages numbered and clearly marked with your name and student number for identification.

Criteria & Marking:

Marks are based on how well you meet the requirements of the paper as outlined in the description above. A marking rubric is provided to you in the course content section of Learning@Griffith. The rubric can serve as a 'checklist' in order to review the final draft of your paper before uploading it via Turnitin.

Overall, your tutor will be looking for:

- 1/ Correct application of sociological topics and terms to the chosen film.
- 2/ Evidence of research and effective use of researched information.
- 3/ Organization of ideas based on the conventions of essay-writing: constructing a sound argument and crafting an introduction, body, and conclusion to the paper.
- 4/ Clear writing: correct use of vocabulary, good grammar, and proper spelling.

You will find the following helpful documents in the 'Research Paper' folder in the Course Content section of Learning@Griffith:

- Marking rubric (exactly how you will be marked)

- Recommended youth films LIST (Please note: you may choose a film that is not on this list)
- Referencing Guide (Harvard or APA style)

Submission: Text Matching Tool - Turnitin. This paper will be uploaded via Turnitin on the Learning@Griffith site.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

5.3 Late Submission

For all non-Honours Dissertation courses: An assessment item submitted after the due date, without an approved extension, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the total weighted mark for the assessment item, for each working day that the item is late. A working day will be defined as Monday to Friday. Assessment items submitted more than five working days after the due date will be awarded zero marks. To understand how the mark is reduced please refer to [Assessment Submission and Return Procedures](#).

For all Honours Dissertation courses: Enrolment in an Honours degree shall be cancelled and the candidature terminated if the candidate fails to lodge their Honours dissertation by the prescribed date including any approved extensions.

5.4 Other Assessment Information

Supplementary Assessment is not available for this course.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.

Academic Integrity

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the [Institutional Framework for Promoting Academic Integrity among Students](#).

Please also refer to the [Student Academic Misconduct Policy](#).

Reasonable Adjustments for Assessment - Students with Disabilities Policy

The [Reasonable Adjustments for Assessment - Students with Disabilities](#) Policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

Griffith University Disclosure Statement

The [Griffith University Disclosure Statement](#) has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities. Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

Assessment, how to submit an assignment and exams, viewing your grades

All you need to know about [assessment, exams and grades](#)

Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

Related links:

- [Academic Integrity website](#)
- [Academic Standing, Progression and Exclusion Policy](#)
- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Trimester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)
- [Institutional Framework for Promoting Academic Integrity among Students](#)
- [Student Academic Misconduct Policy](#)

LHS School of Humanities, Languages and Social Science

Assessment Guidelines

A formal Referencing Style Handbook is available on the [Learning@Griffith](#) course website.

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the [Learning@Griffith](#) website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)
- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)