**ASSESSMENT**

**Reading responses (total 20% – total 1500 words or 15 mins – multiple due dates)**

**Purpose:** Reading response assignments aim to ensure that you are familiar with and understand the wide range of concepts and policy content discussed in the course, as well as to develop your capacity to think critically about the New Zealand welfare state and its position internationally. They also aim to improve tutorial discussions by ensuring that everyone has done the reading, leaving time to undertake other activities focused on assessment tasks and skills development.

**Template:** **A template with the questions you should answer for the reading responses is available through Canvas.** You are expected to *read* both readings allocated each week but you must choose only one to focus on in the response.

**Format:**

*The reading responses* can be submitted in **either** **written or video form**, acknowledging that some of you find it easier to express yourselves orally rather than on paper. You can also submit some responses in written form and some in video form, including the two reading response collations due on 9 April and 4 June (see below).

Whether presented in writing or orally, the *responses* can be informal in tone. But written responses must be proofread for correct grammar/spelling and be written in full sentences. Videos need to be reviewed and edited to ensure that they are articulate and make sense. You do not need to provide any references in either format.

*The personal reflection* can also be submitted **either in written or video form** and can also be informal in tone but may well include references to readings/literatures. Please note that you **should NOT use the personal reflection to evaluate the course/ lecturer or to explain your performance in other 317 assessments.**

**Frequency:** You need to complete six reading responses across weeks 2-13 and submit these via Canvas, which allows you to choose whether you submit a Word/pdf document or a video (created either on your phone or computer and uploaded or create through the Canvas recording mechanism). You then need to choose your two best responses for marking on 9 April and then the same two responses plus your two best responses from weeks 7-13 for marking on 4 June (Yes you can use the readings in Week 13 even though they are listed for reading after 4 June!). You complete only one personal reflection in the response collation due on 4 June. Usual extension policies apply for all aspects of the reading response assignments BUT **no weekly responses will be accepted late without an extension** (and late penalties thus do not apply) because each submission is only worth 0.5 of one mark!

**Grading:** Each week I will mark off reading responses as received but will NOT grade these individually. In week 2, I will have a quick read of responses and provide a collective summary to help guide you. Examples of good responses from past years are also available on Canvas. *Formal grading will only occur when you submit two reading response collations* – see below. Marks for weekly submission will not be awarded until the end of the semester and, at that point, I will check to make sure genuine responses have been submitted.

**Reading response submission:**

**When? How? What? Word limit? Grading?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Each week by Tues 11.59pm | Through Canvas either as Word/pdf document or video file | Completed reading response template | 200-400 words or 2-3 mins each | Out of a total of 3 marks-In total 6 responses (from weeks 2-13) must be submitted and each response submitted will receive 0.5 marks  |
| Thursday9 April, 5pm | Canvas onlyAs *one* document | Two responses on readings **from Weeks 2-6** | 800 words or 4-6 mins total | Out of a total of 6 marks (ie 3 marks each) |
| Thursday 4 June, 5pm | Canvas onlyAs *one* document | Two **new** responses on readings from **Weeks 7-13** **PLUS**The two responses you submitted in April **PLUS**A 200-300 word **personal reflection** on your learning across the course  | 1800-1900 words or 15 mins total =800 words or 4-6 mins total for new responsesPLUS 800 words or 4-6 mins total for old responses PLUS 200-300 words or 2-3 mins for personal reflection | Out of a total of 11 marks* 6 for the new responses (ie 3 marks each)
* 5 for the personal reflection
 |

**Reading response marking criteria:,ht o**

**sdom about the topic**

|  |  |  |
| --- | --- | --- |
|  | **Reading response** | **Personal reflection** |
| **Mōhio** / knowledge, insight or wisdom about the topic | Demonstrates excellent understanding of the issues/arguments involved, provides examples and makes connections with other readings/course material, thoughtfully connects the reading to real life experience or offers viable alternative policy solutions etc | Thoughtfully and fully engages with the readings by, for example, noting similarities or differences observed in the readings, discussing how the readings link to class material, and/or noting how different readings speak to key themes in the course etc |
| **Wahapū** / eloquence or articulateness in speaking about the topic  | Not only are points and connections made clearly but written and oral responses are free of mistakes, unnecessary repetition, formatting problems and other distractions caused by poor preparation |
| **Māhaki** / humility in light of the difficulty or complexity of the topic  |  There is no attempt to pretend to be an expert on a topic; this might include an acknowledgement, where relevant, that you are still learning in this area and/or that limited research means our understanding of an issue is weakened |
| **Manaaki** / respect or care shown to others, including the opinion of others | Authors/classmates/teachers are not ridiculed or dismissed, even when you disagree with them – instead you engage with their *ideas* | Authors/classmates/teachers are not ridiculed or dismissed, even when you disagree with them – and the evaluation is not used to evaluate the course/lecturer etc |

**Policy briefing essay (40% – 2500 words excluding refs– due Friday 25 May 5pm)**

**Purpose:** This essay-based assignment provides an opportunity to compare and contrast policy options using the critical analysis and comparative policy skills developed in the second Tuesday hour.

Imagine the Prime Minister has asked you to write a **policy briefing** on ONE of the following possible policy solutions:

* Flexicurity as a way to improve wages and job security for New Zealanders
* Abolishing Oranga Tamariki and devolving child protection funding to Māori organisations as a way of improving child outcomes
* Basic universal income as a way to improve the socio-economic wellbeing of sole parents
* Universal child benefit as a way of reducing child poverty
* Whānau Ora as a way of moving beyond western, individualised understandings of wellbeing
* Adopting the Kia Peke Te Mana Tangata framework suggested by the Welfare Expert Advisory Group as a way of improving the lives of benefit recipients

**In each case, you will need to**:

1. Outline New Zealand’s current policy position in this area and identify any key problems with current policy.
2. Drawing on international and/or local examples, describe the benefits of the policy solution indicated above and how it might solve some of the problems with current New Zealand policy.
3. Outline any limitations of the policy solution and offer advice as to whether there are alternatives that would be more effective than the named policy solution.

**Please note:**

* You must draw upon both the welfare state literature *and* qualitative and/or quantitative research in the relevant policy area to support your arguments.
* Do not worry whether the current Prime Minister’s political views would/not make it unlikely the solution will be implemented!
* You *can* (but do not have to) include up to two tables/graphs or draw on published interview data in your policy briefing BUT these *must* be cited correctly or indicate where you have drawn the data from.
* You *can* use sub-headings and bullet points BUT these must be in moderation and most discussion should use full sentences in proper paragraphs.

**Resources and referencing:** You are expected to **cite around 15 resources**. Please use resources found in the course reader and in the further reading list available on Canvas, although I will also reward those who find quality resources independently!

You are also expected to read to read **Useful tips for essay writing** available on Canvas.

Spelling and grammar are important, as is using the **APA 6 referencing style** consistently and correctly (see library website).

**Policy briefing marking criteria:** Mōhio and wahapū are still important but you will be graded across three key areas, so please use the following marking guide as a check

**Format:** You are expected to follow a policy briefing format, which will be discussed ina one-hour workshop on this assignment will be uploaded before Week 8, with examples available on Canvas. This still requires you to follow academic conventions regarding research, referencing, avoiding plagiarism etc but also allows you to explore a different way of formatting your material so your arguments are easily digested.

**Resources and referencing:** You are expected to **cite around 15-20 resources**. You are welcome to use resources found in the course reader and in the further reading list available on Canvas but you are expected to find some resources independently. You are also expected to read to read **Useful tips for essay writing** available on Canvas. Spelling and grammar are important, as is using the **APA 6 referencing style** consistently and correctly (see library website).

**Policy briefing marking criteria:** Mōhio/knowledge, wahapū/eloquence and manaaki/respect are still important, with each embedded in the three key areas by which your briefing will be graded. Please use the following marking guide as a check list to make sure you have met all expectations. When your assignment has been marked in Canvas you will be able to see how well you did across each of these three key areas so you can identify where to improve your skills.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Excellent** | **Good** | **Fair** | **Poor** | **Not attempted** |
| 1. **ORGANISATION**
 |  |  |  |  |  |
| Introduction - topic and approach explained  |  |  |  |  |  |
| Progression – ideas/arguments flow logically |  |  |  |  |  |
| Conclusion - summarises key points raised  |  |  |  |  |  |
| **CONTENT**  |  |  |  |  |  |
| Outlines NZ policy & associated problems |  |  |  |  |  |
| Outlines benefit of solution & how solvesproblems |  |  |  |  |  |
| Discusses relevant limitations & alternatives |  |  |  |  |  |
| Arguments are substantiated with evidence |  |  |  |  |  |
| Appropriate quality of resources used for analysis  |  |  |  |  |  |
| Ideas and quotes are adequately referenced using APA 6 style accurately  |  |  |  |  |  |
| **PRESENTATION**  |  |  |  |  |  |
| Reference list set out using APA 6 style accurately |  |  |  |  |  |
| Appropriate number of resources used (15-20) |  |  |  |  |  |
| Appropriate length (2500 words excluding refs) with word count noted  |  |  |  |  |  |
| Spelling, grammar and sentence construction of an appropriate academic standard  |  |  |  |  |  |

**Final assignment: (40%)**

To replace the on-site, invigilated exam, an online final assignment will be prepared that aims to assess your overall mōhio/knowledge of the course and your ability to discuss at some length issues of importance to the study of the welfare state. The format of the new assignment will be discussed in detail toward the end of the course but it will likely focus on the later course content that was not covered by the policy briefing (ie the section on ‘from public to private?’) and concepts/definitions discussed across the course.

The final assignment due date will be set centrally (ie I have no control over this!) and you will have 24 hours to complete the task, so as to accommodate those outside New Zealand and those studying in busy households if we are still under lockdown or other restrictions.

**Since we can’t hold an invigilated exam, academic integrity becomes even more important than usual – so please make sure that you complete this (and all other) assignments by yourself, you do not copy material from online (as Turnitin may be used) and within the parameters established. These will be made clear prior to the assignment.**

**REFERENCING AND PLAGIARISM**

Using the work of other writers when preparing an assignment and pretending it is your own by not acknowledging where it came from is called ‘plagiarism’. This disrespects the mana/status of the original authors who went to a lot of hard work to research and write the sources you are using. Even when you are not intending to cheat, submitting someone else’s work or ideas does not provide evidence of your *own* grasp of the material and thus cannot earn you marks:

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

In SOCIOL 317, **TURNITIN** will be used to check for plagiarism. Serious plagiarism will result in a ‘0’ grade in the first instance and may potentially result in disqualification from your university programme. Submitting to Canvas will automatically allow me to check your essay using TURNITIN.