

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI



VICTORIA
UNIVERSITY OF WELLINGTON

School of Social and Cultural Studies

Te Kura Mahinga Tangata

Social Policy

SPOL 302

SOCIAL POLICY AND GOVERNANCE

Course Outline

CRN 1765 : 24 POINTS : TRIM 2, 2008

COURSE COORDINATOR: DR PATRICIA NICKEL

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LECTURE: MON & WED 11AM – 12 NOON: KK202

TUTORIAL: WED 12 NOON – 1PM: KK202

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PART A: GENERAL INTRODUCTION TO SCHOOL AND SOCIAL POLICY STAFF

COURSE COORDINATOR AND LECTURER

The staff member with overall responsibility for this course is Dr Patricia Nickel, who is available to discuss any student queries about the course and assessment.

Patricia's contact details are:

Patricia Nickel

Tel: 463 6745

E-mail: Patricia.Nickel@vuw.ac.nz

Room: Murphy Building, MY1003

Office hours: Monday 12:30-1:30; Wednesday, 1:30-2:30

If Patricia is not available and you have an urgent problem, then leave a message with the School Administration on 463 5317 or 463 5258.

SCHOOL LOCATION

Social Policy Programme staff are located on level 10 of the Murphy Building. School notice boards are on level 9 and 10, Murphy Building. All notices concerning this course, including information about tutorials, will be posted on the level 9 notice board.

STAFF AND ADMINISTRATION CONTACT

Head of School:	Assoc. Professor Jenny Neale, MY1013 Tel: 463 5827 E-m: Jenny.Neale@vuw.ac.nz
International Student Liaison:	Dr Hal Levine MY1023 Tel: 463 6132 E-m: Hal.Levine@vuw.ac.nz
Maori and Pacific Student Liaison	Dr David Pearson, MY1020 Tel: 463 6748 E-m: david.pearson@vuw.ac.nz
Students with Disabilities Liaison:	Dr Russil Durrant, MY1120 Tel: 463 9980 E-m: russil.durrant@vuw.ac.nz
School Manager:	Carol Hogan, MY918 Tel: 463 6546 E-m: Carol.Hogan@vuw.ac.nz
School Administrators:	Monica Lichti, Alison Melling, Adam Meers MY921, Tel: 463 5317, 463 5258, 463 5677 E-m: sacs@vuw.ac.nz

WEBSITE

The School website is <http://www.victoria.ac.nz/sacs>

COURSE WITHDRAWAL PROCEDURES

If you decide for ANY reason at ANY stage to withdraw from SPOL 302 (or any other course) please see the Faculty of Humanities and Social Sciences for a Change of Course Form. Failure to do so may have consequences for enrolment, bursaries, allowances, loans, etc., i.e. you will get credited with a fail, not a withdrawal, on your record if you do not act promptly.

COURSE WORKLOAD EXPECTATIONS

The design of the course is based upon an assumption that students will need to spend a minimum of 16 hours a week. This workload is in accordance with the guidelines put forward by the Faculty of Humanities and Social Sciences for half-year courses at the 300-level.

PART B: COURSE OBJECTIVES AND LECTURE OUTLINES

COURSE OBJECTIVES

In recent decades the New Zealand 'welfare state' has undergone dramatic transformation. This course explores social policy in relationship to collaborative governance and civil society in New Zealand and internationally. We will explore the theoretical foundations of governance and civil society, engage in critical discussion of case studies showing collaborative governance at work, and practice various methods of collaborative governance.

AIMS OF THE COURSE

- To understand and critically evaluate the theoretical foundations of governance and civil society as they relate to social policy.
- To understand the rise of governance in New Zealand.
- To understand and critically evaluate various theoretical frameworks informing governance.
- To evaluate cases of collaborative governance according to their foundation in theories of governance and civil society.
- To practice various methods of engaging in collaborative governance and be able to relate them to theoretical foundations.

Within the course students will:

- Develop the skills necessary to critically and constructively analyse the theoretical foundations of governance and civil society as they relate to social policy.
- Develop an understanding of the potentials and problems inherent to the practice collaborative governance.
- Apply various theoretical frameworks to governance and social policy.
- Situate New Zealand governance in the global social policy environment.
- Critically evaluate international case studies and imagine solutions to identified problems.
- Practice various methods of engaging in collaborative governance and be able to relate them to theory.

Topic Outline

- Theoretical Foundations
 - Overview of the Shift to Governance
 - The State and Civil Society
 - The Public Sphere and Dynamics of Engagement
 - Collaborative Governance and Social Policy
- Theoretical Frameworks for Practice
 - Collaboration
 - NGOs in International Governance and Social Policy
 - Associational Democracy
 - Deliberative Democracy
- Practice
 - Case Studies
 - New Zealand Models
- Collaborative Processes and Methods of Engagement
 - Appreciative Inquiry
 - Open Space Technology
 - Negotiation

COURSE OUTLINE

DATE	TOPIC AND ASSIGNED READINGS
7 July	Introduction to the course
9 July	<p>Lecture: An overview of the current social policy and governance environment in New Zealand.</p> <p>Reading: <i>Defining the Nonprofit Sector: New Zealand</i>, by Margaret Tennant, Jackie Sanders, Michael O'Brien, Charlotte Castle, September 2006. Available at: http://www.ocvs.govt.nz/documents/work-programme/Defining-the-NonProfit-Sector-New-Zealand-6-Sept-06.pdf</p> <p><i>Community - Government partnering to support volunteering in New Zealand</i>, by Kathryn Paton, Available at: http://www.ocvs.govt.nz/documents/papers/iave-2006-conference-paper.doc</p>
14 July	<p>Lecture: History of the state and civil society in socio-political thought.</p> <p>Reading: Ehrenberg, John, 1999. <i>Civil Society: The Critical History of an Idea</i>, New York: New York University Press. ISBN: 0814722075. Chapter 6: "Civil Society and Intermediary Organizations," pp. 144-169.</p>
16 July	<p>Lecture: Contemporary theories of state and civil society.</p> <p>Reading: Naidoo, Kumi, Ed., 1999, <i>Civil Society at the Millennium</i>, West Hartford: Kumarian Press. Inc. ISBN: 1-56549-101-7. Chapter 2, "Why We Must Listen to Citizens," pp. 17-26, and 4, "Civil Society and Indigenous Peoples," pp. 43-56.</p>
21 July	<p>Lecture: The public sphere</p> <p>Reading: Fung, Archon, 2003. "Survey Article: Recipes for Public Spheres: Eight Institutional Design Choices and Their Consequences," <i>Journal of Political Philosophy</i>, 11: 3, pp. 338-367.</p>

23 July	<p>Lecture: Governance</p> <p>Reading: Boyte, Harry C., 2005. "Reframing Democracy: Governance, Civic Agency, and Politics," <i>Public Administration Review</i>, 65:5, pp. 536-546.</p>
28 July	<p>Lecture: Collaboration</p> <p>Reading: Lowndes, Vivien & Skelcher, Chris, 1998. "The Dynamics of Multi-organizational Partnerships: an Analysis of Changing Modes of Governance," <i>Public Administration</i>, 76: 2, pp. 313-333.</p> <p>Teisman, Geert R. & Klijn, Erik-Hans, 2002. "Partnership Arrangements: Governmental Rhetoric or Governance Scheme?" <i>Public Administration Review</i>, 62:2, pp. 197-205.</p>
30 July	<p>Lecture: NGOs and social policy</p> <p>Reading: Ahmed, Shamima & Potter, David M., 2006. <i>NGOs in International Politics</i>, ISBN: 1565492307. Chapter 4, "NGO Relations with States," pp. 57-74.</p>
4 August	<p>Lecture: Global governance, INGOs, and social policy</p> <p>Reading: Deacon, Bob, Hulse, Michelle & Stubbs, Paul. 1997. <i>Global Social Policy: International Organizations and the Future of Welfare</i>. London: SAGE Publications Ltd. ISBN 0-8039-8954-7. Chapter 3, "The Social Policy of Global Agencies," pp. 57-90.</p>
6 August	<p>Lecture: Theory in practice: Discourse, the public sphere, and participatory governance.</p> <p>Reading: Baiocchi, Gianpaolo, 2003. "Emergent Public Spheres: Talking Politics in Participatory Governance," <i>American Sociological Review</i>, 68:1, pp. 52-74.</p>
11 August	<p>Lecture: Associational democracy</p> <p>Reading: Warren, Mark E. 2000. <i>Democracy and Association</i>, Princeton: Princeton University Press. ISBN: 0691050775. Chapter Four, "The Democratic Effects of Association," pp. 60-93.</p>

13 August	<p>Lecture: Deliberative democracy</p> <p>Reading: Hendriks, Carolyn M., 2005. "Participatory Storylines and their Influence on Deliberative Forums," <i>Policy Sciences</i>, 38, pp. 1–20.</p> <p>Patterson, P.M., 2000, "The Talking Cure and the Silent Treatment: Some Limits of 'Discourse' as Speech," <i>Administrative Theory and Praxis</i>, 22: 4, pp. 663-695.</p>
18 – 31 August Trimester Break	
1 September	<p>Lecture: Deliberative policy analysis</p> <p>Reading: Goven, J., 2003. "Deploying the consensus conference in New Zealand: Democracy and de-problematization," <i>Public Understanding of Science</i>, 12, pp. 423–440.</p>
3 September	<p>Guest Speaker</p> <p>Reading: Greenway, John; Slater, Brian; & Hart, Stella, 2007. "How Policy Networks Can Damage Democratic Health: A Case Study in the Government of Governance," <i>Public Administration</i>, 85: 3, pp. 717-738.</p>
8 September	<p>Guest Speaker</p> <p>Reading: Gastil, John and Peter Levine, Eds. 2005. <i>Deliberative Democracy Handbook</i>, San Francisco: Jossey-Bass. Chapter Eight, "Adapting and Combining Deliberative Designs: Juries, Polls, and Forums," pp. 120-138.</p>
10 September	<p>Guest Speaker, OCVS</p> <p>Reading: Guttman, Nurit, 2007. "Bringing the Mountain to the Public: Dilemmas and Contradictions in the Procedures of Public Deliberation Initiatives That Aim to Get "Ordinary Citizens" to Deliberate Policy Issues," <i>Communication Theory</i> 17:4, pp. 411–438.</p>
15 September	IN CLASS TEST

17 September	<p>Lecture: Appreciative Inquiry</p> <p>Reading: Cooperrider, David L., Diana Whitney, & Jacqueline M. Stavros, 2005. <i>Appreciative Inquiry Handbook</i>. Brunswick: Crown Custom Publishing, Inc. Chapter Two, "The Appreciative Inquiry Process: How it Works," pp. 29-42.</p> <p>Cooperrider, David L. & Diana Whitney, 2005, <i>Appreciative Inquiry: A Positive Revolution in Change</i>. San Francisco: Berrett-Koehler Publishers, Inc. Chapter Two, "What is Appreciative Inquiry," pp. 7-14.</p>
22 September	<p>Practice: Appreciative Inquiry</p> <p>Attendance Required.</p>
24 September	<p>Lecture: Open Space Technology</p> <p>Reading: Owen, Harrison, 1997. <i>Open Space Technology: A User's Guide</i>. San Francisco: Berrett-Koehler Publishers, Inc. Chapter One, "Open Space Technology?" pp. 1-13.</p>
29 September	<p>Practice: Open Space Technology</p> <p>Attendance Required.</p>
1 October	<p>Lecture: Electronic Forums</p> <p>Reading: Gastil, John and Peter Levine, Eds., 2005. <i>Deliberative Democracy Handbook</i>, San Francisco: Jossey-Bass. Chapter Fifteen, "e-thepeople.org: Large-Scale, Ongoing Deliberation," pp. 213-227.</p>
6 October	<p>Practice: Electronic Forums</p> <p>Attendance Required.</p>
8 October	<p>Lecture: Negotiation</p> <p>Reading: Fisher, Roger; Ury, William & Patton, Bruce 1991. <i>Getting to Yes: Negotiating Agreement Without Giving In</i>. New York: Penguin. Chapter 2.</p> <p>Fisher, Roger & Shapiro, Daniel, 2005. <i>Beyond Reason: Using Your Emotions as You Negotiate</i>. New York: Penguin. Chapters 1, 2, pp. 203-204, 206-211.</p>
15 October	<p>Practice: Negotiation</p> <p>Attendance Required</p>

ILLNESS AND MEETING THE ASSESSMENT REQUIREMENTS OF THE COURSE

If illness or bereavement prevents you from submitting an assignment by the due date, then you may be given an extension of time. Extensions on the basis of personal circumstances will also be considered. Any requests for extension must be discussed with Patricia Nickel. Note however, that extensions must be applied for before the date on which the assignment is due, and that the period of extension will not exceed the period of illness. You may be asked to produce a medical certificate.

PART C: COURSE ASSESSMENT REQUIREMENTS

MANDATORY COURSE REQUIREMENTS

Students must fulfill the following requirements:

- a) completion of two written assignments.
- b) completion of an in-class test.
- c) participation in practice exercises as assigned according to course size.

	Weighting	Due Date
Assignment 1	35%	4pm, Wednesday, 13 Aug 2008
In-class test	20%	11am, Monday, 15 Sept 2008
Assignment 2	35%	4pm, Wednesday, 29 Oct 2008
Participation	10%	11am on 3, 8, and 10 Sept 2008

IN-TERM ASSESSMENT WORK

- The objective of the two written assignments is to foster critical thinking, problem solving, and analytical through a critical analysis of the application of theories of collaborative governance in the context of social policy in New Zealand and the global environment in which New Zealand is situated.
- The objective the in-class test is to help students to organize their reading and lecture attendance in relationship to assessment.
- The objective of the participation assessment is to facilitate active student engagement in the learning process and to provide students with practice in the methods of citizen engagement in the policy process.

ASSIGNMENT 1 – ESSAY

Due: 4pm, Monday, 13 August, 2008

Weighting: 35%

Length: 2,500 words

Choose **ONE** of the following options:

1. Discuss the transformation from *government* to *governance* and its implications for social policy in New Zealand.
2. Make an argument for or against the application of the principles of deliberative democracy to social policy.
3. How do globalization and INGOs impact governance in New Zealand and/or the world?

IN-CLASS TEST

Date: 11 AM – 12 noon, Monday, 15 September, 2008

Weighting: 20%

The test will be conducted during the lecture period on Monday, 15 September, 2008, in the normal lecture room. The test will be based on tutorial readings and lectures.

ASSIGNMENT 2 – ESSAY

Due: 4pm, Wednesday, 29 October, 2008

Weighting: 35%

Length: 2,500 words

This essay will require that you research your answer to **ONE** of the following questions:

- What is the relationship between NGOs and the state in New Zealand?
- How does the New Zealand government incorporate practices of collaborative governance and deliberation into the policy-making cycle?

PARTICIPATION

Due: 3 September, 8 September and 10 September, 2008. Weighting: 10%

Your participation in class discussion and practice exercises will be evaluated throughout the course. Additionally, you are required to prepare one question for each guest speaker. You will turn your question in at the beginning of the lecture.

PART D: COURSE ASSESSMENT PROTOCOLS AND PROCEDURES

HANDING IN ESSAY AND OTHER WRITTEN ASSIGNMENTS

When?

It is the policy of the School of Social and Cultural Studies that all written assignments must be handed in by **4 pm** on the due date.

Where?

Assignments must be placed in the assignment box located to the side of the lifts on level 9, Murphy Building.

Assignments **MUST NOT** be placed in individual staff pigeonholes, or under staff office doors, or handed to lecturers or tutors. This is to ensure that all work is properly recorded when submitted, and to avoid problems that have arisen in the past when work has "gone missing".

At 4 pm the assignment box is emptied, the work date-stamped and its receipt recorded, and then handed to the appropriate markers.

SCHOOL ASSIGNMENT COVER SHEET

Please include a School Assignment Cover sheet when submitting your assignments. You may wish to have your own front sheet, but please ensure you place the School's cover sheet on the top as this ensures critical identifying information is provided. A sample School Assignment Cover sheet is at the end of this Outline. Further copies may be found at the School Administration office, and on the Assignment Box, on level 9 of Murphy building.

Students MUST keep a photocopy of every written assignment

Unless students have followed this procedure, the School will not accept responsibility for pieces of written work claimed to have been handed in.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website: www.victoria.ac.nz/home/studying/plagiarism.html

GRADES

The Social Policy Programme follows University policy in giving letter grades for all internally assessed work instead of giving numerical marks. The following table sets out the range of marks within which each letter grade is assigned. Your final grade and marks for the course will be an aggregate of the grades you achieve during the course.

Pass	A+	85% or over	Evidence of familiarity with relevant reading and sound understanding of concepts, plus individual interpretation and insights of a higher order. An A grade will not be achieved without such insight. Work well presented with logical structure and clarity of expression.
	A	80%-84%	
	A-	75%-79%	
	B+	70-74%	As above, but less individual insight and preparation. High level of understanding exhibited. Assignment well presented.
	B	65%-69%	
	B-	60%-64%	Work lacks originality, individual insights and not strong on understanding. However, material used is relevant and presentation is satisfactory.
C+	55%-59%		
C	50%-54%		
Fail	D	40%-49%	Little evidence of reading or comprehension. No insight. Poor presentation.
	E	Below 40%	A clear failure to reach an adequate standard on the criteria set out.

Good expression (spelling, grammar, punctuation and sentence construction) and accurate referencing are considered important for this course. Consequently, **10% of the mark** for each assignment will be allocated according to the standard of expression and referencing.

Appendix A (page 13) includes information about the preferred format for referencing and bibliographies for this course.

LATE PENALTIES

Late submissions for student assignments in all Sociology and Social Policy undergraduate courses are subject to a penalty. The exact deduction will be calculated on the basis of one half mark per day late for each 10 marks, i.e. 1 mark will be deducted each day for an assignment worth 20% of the total course mark.

Note that assessment work will not be accepted for marking more than 7 days after the due date or 7 days after an approved extension date. Work must still, however, be submitted to meet the mandatory course requirements.

EXTENSIONS

If you are given an extension, a new submission date will be identified and you will have to submit the work in the same manner as above by 4 p.m. on that day. Failure to do so will result in penalties being applied in the same manner as those for the original submission date.

Also, see information on requesting extensions on page 4 of this Outline.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at: http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

PART E: COURSE READING

SET TEXTS

There are prepared Student Notes available from the Student Notebook Shop which you can purchase for approx \$30.00.

APPENDIX A

REFERENCES

The preferred style of referencing for this course is in-text rather than footnotes, i.e. information about the source of the reference is added into the text. This includes the author, date of publication and, where appropriate, the page number. For example:

A study of organisational behaviour showed (Howat 1985) a link between...

Clerehan (1989) showed in her study...

In a study of gender differences ... (Mills 1988:22).

You may use footnotes instead, but make sure you are consistent with format.

Full details of all references are to be listed in the bibliography at the end of the assignment.

Please make sure you reference not only direct quotes and statistics, but also all ideas and information sourced from other material.

BIBLIOGRAPHIES

A bibliography is a list of all the references and sources you have used in preparation for the assignment, including those not directly cited in the essay. The references should be listed in alphabetical order by the author's surname.

An acceptable format is: Author's surname, initials (date of publication) *Title of book* (in italics) Publisher: place published. See the list of recommended readings in this course outline for examples of references in this format.

For information sourced from websites, the format is: Name of website, author (if given) *title or heading of article* (if given), full web address, the date (day/month/year) you accessed the information.

The main thing to remember is to be consistent and careful with your presentation, particularly with punctuation. Depending on the type of reference source used, a different format may be required.

Student Learning Support Services has an excellent on-line guide to references and bibliographies at

www.victoria.ac.nz/st_services/slss/resources/writingskills/refandbib.htm.

APPENDIX B

ASSIGNMENT MARKING SHEET (SAMPLE ONLY)

STUDENT:	<i>Assignment Received:</i>
<i>Due Date:</i>	<i>Word Length:</i>
Comments	

Description & Coverage of Essay Topic	Excellent (Range: A+ to A; 80-85): Concise and thorough description of key themes; synthesizes across readings where appropriate.	Very Good (Range: A- to B; 65-79): Concise and thorough description of key themes; occasional synthesis across readings.	Satisfactory (Range: B- to C; 50-64): Adequate description of key themes; misses opportunities for synthesis across readings.	Unsatisfactory (Range: D to E; 0-49): Insufficient description of key themes; not an appropriate topic for the assigned essay; no synthesis across readings.
Organisation	Excellent (Range: A+ to A; 80-85): Clear outline of essay including a thesis statement and organisational sentences; follows organisational plan through to the end of the essay.	Very Good (Range: A- to B; 65-79): Clear outline of essay including a thesis statement and organisational sentence; carries the majority of the organisation through to the end of the essay.	Satisfactory (Range: B- to C; 50-64): An outline of the essay including a thesis statement and organisational sentences are present, but demonstrates difficulty pulling the organisation through to the end of the essay.	Unsatisfactory (Range: D to E; 0-49): Inadequate organization of ideas and arguments.
Expression & Argumentation	Excellent (Range: A+ to A; 80-85): Makes an argument clearly supported by appropriate evidence.	Very Good (Range: A- to B; 65-79): Makes an argument and attempts to support with evidence.	Satisfactory (Range: B- to C; 50-64): The argument is not clear OR the argument is not supported adequately with evidence.	Unsatisfactory (Range: D to E; 0-49): No argument made AND there assertions made are not supported with evidence.
Insight & Interpretation	Excellent (Range: A+ to A; 80-85): Logical interpretation or application of themes in context of real world examples or theoretical	Very Good (Range: A- to B; 65-79): Logical interpretation or application of themes, but not adequately discussed in context of real	Satisfactory (Range: B- to C; 50-64): Logical interpretation or application of themes, but not discussed in context of real world examples or theoretical	Unsatisfactory (Range: D to E; 0-49): Insufficient interpretation or application of themes; AND fails to set the essay in context of examples or theoretical

	frameworks/course concepts and readings.	world examples or theoretical frameworks/course concepts and readings.	frameworks/course concepts and readings.	frameworks/course concepts and readings.
Style	Excellent (Range: A+ to A; 80-85): Clear and accurate writing; error free.	Very Good (Range: A- to B; 65-79): Minor writing problems that do not interfere with comprehension of the essay; minor typographical, spelling, and punctuation errors.	Satisfactory (Range: B- to C; 50-64): Writing problems that distract from comprehension of the essay; minor typographical, spelling, and punctuation errors.	Unsatisfactory (Range: D to E; 0-49): Writing problems inhibit comprehension of the essay; significant typographical, spelling, and punctuation errors.
Bibliography & Referencing	Excellent (Range: A+ to A; 80-85): Contains proper and consistent citation and a complete bibliography.	Very Good (Range: A- to B; 65-79): Contains proper citation and a complete bibliography; some consistency errors.	Satisfactory (Range: B- to C; 50-64): Contains references to authors, but not proper citations. Complete bibliography; some errors in consistency and format.	Unsatisfactory (Range: D to E; 0-49): No references are used and no bibliography is included.

Based on rubric by Angela M. Eikenberry, 2006; Modified by Patricia Nickel and Sandra Grey, 2008

Office use only

Date Received: _____

School of Social and Cultural Studies

Te Kura Mahinga Tangata

ANTHROPOLOGY

CRIMINOLOGY

SOCIOLOGY & SOCIAL POLICY

SOCIAL SCIENCE RESEARCH

Assignment Cover Sheet

(please write legibly)

Full Name: _____
(Last name) (First name)

Student ID: _____ Course (eg ANTH101): _____

Tutorial Day: _____ Tutorial Time: _____

Tutor's name: _____

Assignment Due Date: _____

CERTIFICATION OF AUTHENTICITY

I certify that this paper submitted for assessment is the result of my own work, except where otherwise acknowledged.

Signed: _____ Date: _____